

STEVESTON-LONDON

Secondary School



Care &
Respect



Program Planning Guide
2020-2021

STEVESTON-LONDON SECONDARY SCHOOL

6600 Williams Road
Richmond, B.C. V7E 1K5

Phone: 604-668-6668 Fax: 604-668-6672

Website: <http://slss.sd38.bc.ca/>

E-mail: steveston-london@sd38.bc.ca

Twitter: @StevestonLondon

Instagram: stevestonlondon

Principal: Ms. Carol-Lyn Sakata

Vice-Principals: Mr. Lee Banta
Ms. Rosalind Poon

Counsellors: Ms. Joan Cantwell
Ms. Katrina Lau
Ms. Barbara Schneebeil
Ms. Stephanie Zee

Table of Contents

Principal's Message	4	Career Education Grades 8-12	26
Purpose of this Planner	5	English.....	27
Important Dates	5	English Language Learning.....	29
School Information	6	Home Economics	30
Student Support Services	9	Human Services	32
Scholarship Information	11	Learning Strategies (Resource).....	33
Post-Secondary Information	11	Mathematics	34
Student Planning Guide	12	Modern Languages	36
Grade 8 Information	13	Performing Arts	38
Graduation Requirements	14	Physical Education	41
Provincial Grad Assessment Implementation Schedule.....	15	Science	43
Enrichment Opportunities	16	Social Studies	46
Art.....	18	Technology Education	48
Business Education.....	22	Richmond Virtual School.....	53
Career Preparation Programs.....	25	District Career/Apprenticeship Program.....	54

Principal's Message

Welcome to Steveston-London Secondary School! Our school was created after a merger of two well-established and excellent high schools. Steveston Secondary School (est. 1956) and Charles E. London Secondary School (est. 1974) developed proud traditions of excellence in academics, fine and performing arts, athletics and socially responsible endeavours. In a beautiful, state-of-the-art building, Steveston-London Secondary School has carried on these traditions of excellence at a school that is safe, inclusive and caring and where every student feels that they belong, can learn and be successful. The grads of 2020 will be the thirteenth graduating class at Steveston-London and 71st overall in the proud history of our school.

This guide is intended to provide Steveston-London students and their parents with information about course planning for the 2020-2021 school year. It includes descriptions of courses and programs offered at our school as well as important information about external programs and new provincial graduation requirements.

The secondary school years are designed to provide opportunities for students to learn and explore a wide variety of curricula, including mathematics, sciences, humanities, languages, music, theatre, art, computers and business education, technological studies, textiles and home economics, physical education and work experience opportunities. Students are encouraged to consider the full range of courses available in each year of high school. Ideally our students will enjoy diverse learning opportunities and experiences while discovering their passion. At the same time, it is important to know the necessary changing graduation credits as well as prerequisite requirements for your desired post-secondary pathway.

Reading through the Steveston-London Program Planning book in detail is wise practice and although our guide is a good source of information, there may be other questions that arise during the process of choosing courses for next year and beyond. The counselling staff and career information advisor at Steveston-London are able to assist students and parents with questions regarding the options available. In addition, a student's current teacher(s) will be able to provide helpful suggestions. Contact staff at 604-668-6668 if you have any questions about the program planning process.

The timetable for the 2020-2021 school year will be created based upon student selections made during the program planning process which informs the number of teachers needed for courses students have chosen. It is very difficult to make course changes once the school year begins; therefore, it is very important to research your choices and choose courses thoughtfully. Students, discuss your plans, including summer school and online course work, with your counsellor, and account for these in your planning for next year. Similarly, check with your counsellor later in the spring to confirm the accuracy of your course selections for next year. Please note, students are allowed to select courses but not teachers.

Developing a plan for your future is an important task. Take the time to read through the Steveston-London Program Planning guide and discuss options with your parents and teachers. Choose courses that you are interested in and that meet the requirements of your post-secondary plans. At the same time, consider courses that provide a balance of academic and opportunities to pursue other areas whether they be musical/artistic, applied skills, physical health and leadership.

Take the time now to plan for your success in the future!

Ms. C. Sakata
Principal
Steveston-London Secondary School

Purpose of the Planner

This planner is intended to support students and their parents/guardians in choosing the most appropriate courses for the 2020-2021 school year. Some courses must be taken to meet the graduation requirements of the Ministry of Education, while others can be chosen to meet individual interests and goals. This planner describes the broad requirements of each grade, the content of individual courses, and the various programs and services at Steveston-London Secondary.

Timetabling (the number of sections of each course) is based on the course requests made by students in February and March. Therefore, we urge you to choose courses and alternatives carefully, keeping in mind the following factors:

- ***Once the master timetable is built, course changes become much more difficult; therefore, it is very important that the selection of courses be done carefully.*** Upon receipt of this planner, students and parents/guardians should examine the book thoroughly, then discuss the choice of courses together, and consult teachers or counsellors if necessary.

- Students may select courses based on their interests and plans. Students are not allowed to select courses based on individual teachers.

- Elective courses will be offered only if there is sufficient enrolment to justify a class. The possibility arises that a student may select a course that cannot be scheduled. In this case, the student will be given an alternative elective, suitable for his/her timetable. **Make sure to provide thoughtful alternate selections when you are course planning.**

- Counsellors and the departments involved will review requests for the English Language Learning Classes.

- Students in the Graduation Program need to plan their courses with career and/or post-secondary programs in mind. If students are in doubt about future academic or career directions, they should choose courses that allow them as many options as possible.

- For details on post-secondary options please go directly to their web site.

- Many B.C. Universities require students to complete a Modern Language to the grade 11 level for admission.

- All students in grades 8 – 11 are expected to take eight courses. Students in grade 12 may choose one study block.

It is essential that students consider the task of choosing courses as a major responsibility because the choices that they make determine the master timetable. The following steps are used to build Steveston-London School's master timetable:

- Students determine their core courses and choose their elective courses using this Course Planning guide to assist them. Students make course selections online using the MyEd BC student portal. Students also submit their course request sheets to their counsellor.
- The requests for each course are tallied and that information is used to determine how many blocks to build for each course. Courses with too few student requests will be cancelled. Students who have requested a course that is cancelled will be programmed into their alternate elective choice.
- The master timetable is built using the numbers of blocks for each course as determined by student requests.

Important Dates

January 29 (7 PM)	Course Planning Information Session for parents of students in grade 7
February 5	Course Planning Sessions with all students in grades 8 to 11 during Connections Conference Day
February 11 (5 PM)	Course Planning Information Session for parents of students in grades 8-11
February 24	"Program Planning" sheets due
February 24	Deadline for course selection entry in MyEd BC
April TBA	"Course Requests Verification" forms given to students
April TBA	Deadline for Course Request Changes Note: Changes made after April 9 will be given low priority in August/September
August - September TBA	Course changes for: <ul style="list-style-type: none"> • Incomplete timetables • Errors in "required" courses (e.g. wrong grade level) • Unbalanced academic loads (4 academic courses in one semester) By appointment only
September TBA	Deadline for Course changes Complete and return form to your counsellor. (You will receive a new timetable if the change is possible).

School Information

Profile

Steveston-London is a comprehensive Grades 8-12, secondary school that operates on a semester timetable. The school will have an enrolment of about 1200 students in the 2020-2021 school year. Like the city of Richmond, we are a multicultural community. Both former schools, London and Steveston, have had a rich tradition of outstanding academic success and a majority of students proceeding to post-secondary education. At Steveston-London students are expected to work hard and be successful in the classroom and we encourage students to be engaged and involved in the vast extra-curricular life at our school.

Student Activities

At Steveston-London, students have a wide variety of extra-curricular clubs, athletic teams, intramural sports, hobby groups, leadership committees and opportunities to join and enrich their overall educational experience. All students are encouraged to pursue their interests and passions and join a club, team, or group outside of their regular academic classes to round out their school life at Steveston-London.

Athletics

Steveston-London competes in the RSSAA leagues and will enter teams in all of the traditional fall, winter and spring sport seasons. Students are expected to exhibit a strong commitment to their teams, a high standard of sportsmanship as a representative of Steveston-London School and must be working to their full potential in the classroom to remain eligible to participate on a school team. Sports offered may change according to student and staff interest. Travel and tournament opportunities are available. Some of the sports available for each season include:

Fall

Cross Country
Girls' Volleyball
Sr. Boys' Soccer
Boys' & Girls' Swim Team
Jr./Sr. Boys' Volleyball

Winter

Boys' & Girls' Basketball
Table Tennis
Gymnastics

Spring

Track and Field
Sr. Girls' Soccer
Boys' & Girls' Golf
Boys' Volleyball (Gr. 8/9)
Sr. Boys' Ice Hockey
Tennis
Ultimate

Intramurals

Steveston-London has a comprehensive lunchtime intramural program. Every day at lunch, there will be one or more activities available to all Steveston-London students in organized recreational leagues of flag football, volleyball, indoor soccer, road hockey, table tennis, softball, and other activities. Students are encouraged to sign-up and have some fun!

Performing Arts (Music & Drama)

Steveston-London has strong full Jazz Band, Concert Band and Choral groups for many years, and the ensembles regularly perform in the community at numerous events.

We have a tradition of full student led productions and also extensive opportunities for theatre outside of the classroom through our exciting Drama Club programs.

Clubs & Activities

A wide range of activities and clubs are available to all students. At Steveston-London we believe that extracurricular clubs and activities are valuable for the development of the whole student, and an opportunity for students and Steveston-London staff members to meet and share common interests in specific areas. Examples of clubs that may run are:

DIY & Crafts Clb

Art Club
Girls Can Talk
Dance Club
Me to We
Engineering Club
Game of Apps
Applied Programming
STEM Club
Board Games Club
Cubing Club
Japanese Exchange Club
Gym Sharks
SLSS Press
Technology Club
Outdoor Club
Wish Youth Network Society
Fandom Projects

Leadership Committee

EcoTeam
Grad Committee
Hope Fellowship
Ski/Snowboarding
Shark Ambassadors
Student Council
Choir Club
Jazz Band
First Reponders
Dance Club
Rainbow Club
Model United Nations
Interact Club
Youth Business Club
Sharks Minds Matter
Homework Helping Club

Travel

Each year a group of interested students travel to, or host students from our long-time foreign partners in Japan, where we have a sister school – Joto in Wakayama. Students may also have the opportunity to travel to New York, as well as European destinations such as Italy and Spain. These outstanding cultural and travel experiences are available to all students and can be the beginning of lifelong friendships, as well as stimulating a passion for travel. Similarly, Steveston-London students may travel with groups like athletic teams or Spectrum to exciting destinations.

Grade 8 Camp

The transition and bonding of a new Grade 8 class is one of the most important challenges we at Steveston-London must address each fall. Over the past years, an outdoor education experience early in the school year has provided an excellent catalyst for our Grade 8's to establish a group identity and to develop positive beginnings at Steveston-London. In collaboration with staff and our senior student leaders, we have established a program that helps our new students learn about the uniqueness of Steveston-London and allows them to connect and bond as a group that has been drawn from several elementary schools. The camp is structured around certain "focus" activities that will introduce students to social responsibility activities and provide them with the opportunity to develop personal leadership skills.

Historically, over 90% of our Grade 8's as well as many staff and senior students have participated annually in our Grade 8 Retreat. This is a fun, exciting and excellent learning opportunity for your child and we hope that you will plan to have your child participate. More details will be sent home early in the Spring.

Food Services

There are vending machines and Shark Bites Cafeteria service available to students. The lunchroom service is available before school, during breaks and at lunchtime.

Student Pictures (Go Cards)

Photographs for these items are taken in September. Picture packages can be ordered at this time. Graduation portrait information will be distributed by the Graduation Committee early in the school year.

Agenda Books

In September, every student will receive a Steveston-London agenda booklet. We encourage all students to use their agenda daily as a personal organizer and to record homework, assignments and achievements.

Steveston-London Clothing

Crested sweatshirts, T-shirts, shorts and sweat pants are available. Students are encouraged to display their Steveston-London pride at games, events, and during spirit weeks.

Parent/Guardian Involvement

In addition to encouraging students to participate in extra-curricular activities in the school, we need parents/guardians to become involved as well. Some ways to support the school might be: participating in groups like the Dry-Grad Committee, the Parent Advisory Council, coaching or sponsoring teams/clubs, helping with field trips, attending parent evenings, supporting school goals at home and organizing/helping with special events. For more information, please see our website at <https://slss.sd38.bc.ca> or contact an administrator at the school.

Costs Associated with Courses

Basic supplies required to fulfill learning outcomes in all courses will be provided to students free of charge. Should students wish to use other or additional supplies, these may be purchased directly or through the school on a cost-recovery basis. Students wishing to take home or consume completed project work may do so on a cost-recovery basis. Students will be asked to pay costs in connection with optional field trips.

The Richmond School District is now using the School Cash Online online parent portal system for a convenient and fast way to pay school fees. The portal allows our parents/guardians to make payments, check balances/account history, print or review receipts and receive notifications when a fee has been posted from the school.

School Cash Online accepts payments through eCheck, myWallet fund transfers and credit cards. Registration for this system takes only a few minutes. Parents can register at <https://richmondsd38.schoolcashonline.com>.

Textbooks

Some subject teachers issue textbooks. There is a charge for school texts if they are returned with more than normal wear. Students will be billed for their repair or replacement. There is also a charge for lost textbooks.

Attendance

There is a school expectation that students attend all classes in which they are registered and attend them on time. It is well established that poor or inconsistent attendance is directly related to a lower degree of academic success.

Timetable

The SLSS school year is divided into two semesters. Semester 1 is September to January and Semester 2 is February to June. Students normally complete 4 courses each semester. The daily timetable is organized in a rotating Day 1 and Day 2 structure. Each class is 79 minutes in length.

September to Mid-November (Semester 1)

February to Mid-April (Semester 2)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-9:44	A	D	A	D	A
15 min. break					
9:57-11:16	B	C	B	C	B
15 min. break					
11:29-12:50	C	B	C	B	C
Lunch Break					
1:36-2:55	D	A	D	A	D

Mid-November to January (Semester 1)

Mid-April to June (Semester 2)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-9:44	D	A	D	A	D
15 min. break					
9:57-11:16	C	B	C	B	C
15 min. break					
11:29-12:50	B	C	B	C	B
Lunch Break					
1:36-2:55	A	D	A	D	A

Course Load

All students must carry a full schedule of classes – 8 classes per year. Grade 12 students may have 1 study block for the year. Any exceptions to these requirements must be approved by the school administration.



Reporting and Evaluation

Teachers use a variety of evaluation procedures, which are related to the nature and content of each course. Students should always know where they stand in all subjects. To help in this process, students are issued agenda books in September so that they can keep a record of achievement and homework in each class. Report cards are issued in November, February, April and June. The teacher may initiate interim reports at any time during the school year, if there are any concerns. Student grades will be reported as letter grades for grades 8 and 9 and in percentages for grades 10 to 12. The breakdown of letter grades used by teachers is listed below: During the course of a semester, “I” grades will be clarified and after a defined period of time, converted into either a passing grade or an “F”.

A	86 – 100%
B	73 – 85
C+	67 – 72
C	60 – 66
C-	50 – 59
I	Incomplete
F	Fail

Students will have the opportunity to write the Graduation Literacy Assessment, which along with the Graduation Numeracy Assessment must be completed to meet graduation requirements.

The Graduation Numeracy Assessment was implemented in January 2018. The Grade 12 Graduation Literacy Assessment will be introduced in the 2020-2021 school year. A student’s achievement on these provincial assessments will be measured using the following 4-point proficiency scale: Emerging (1); Developing (2); Proficient (3); and Extending (4), as shown below.

Proficiency Scale	➔			
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Honour Roll

Student excellence is recognized via an “Honour” Roll Program. Criteria for the honour roll is published in the student-agenda.



Awards

Student excellence in academics, athletics, fine and performing arts and social responsibility activities is recognized through a formal awards program. The awards ceremony is held in May or June of each year.



Student Support Services

The major goal of Student Support Services is to support the intellectual, social, human, and vocational development of students. In particular, our aim is to help students be successful in all aspects of their schooling. It is our belief that students will be better prepared to meet challenges after graduation if they have successful and meaningful experiences in school. Student Support Services includes the following: Counsellors, Career Advisor, Library Team, Resource Department, Public Health Nurse, and our R.C.M.P. Liaison Officer.

COUNSELLING DEPARTMENT

Counsellors are here to help you with many aspects of school life. Find out who your counsellor is based on your last name. Visit the counselling centre and career centre by appointment or on a drop-in basis to receive information or educational planning, vocational planning, school problems and many other things that might affect your schooling.

The following services are available to students:

Personal

- helping students in dealing with personal concerns or problems which interfere with school progress and personal well-being.
- assisting students with medical and related concerns through regular involvement with the nurses.
- referring to district specialists, social workers and other community agencies, depending upon the student needs.
- Consulting with parents regarding family dynamics.

Education Guidance

- assisting students with personal program planning and course selection assessing academic difficulties and offering suggestions.
- providing post-secondary information through the maintenance of an up-to-date information helping students develop study skills.

Career Guidance

- assisting students by explaining vocational interests, aptitudes, abilities, and vocational opportunities.
- providing information on careers and training programs

Financial Information

- making available information scholarships, grants, loans, and bursaries for high school and post-secondary education.
- providing information about where to and how to apply for financial assistance.

CAREER RESOURCE CENTRE SERVICES

The Career Advisor will be available to assist students with Post-Secondary, Career and Scholarship plans.

Career, Post-Secondary and Scholarship information is available in the Career Resource Centre located in the Counselling Department. Services that are provided to students include:

- Access to the SLSS Career Website: <http://slsscarrercenter.wordpress.com>. The Career website is applicable to Grade 10 – 12 students and provides up-to-date information on career, scholarship and post-secondary options.
- Students may book an appointment with the Career Advisor to do an interactive computer exploration program, Career Cruising. This program encourages students to explore occupations and post-secondary institutions across Canada.
- Calendars, admission guides, websites and pamphlets from post-secondary institutions in B.C. and other Canadian Provinces.
- Scholarship information and applications
- Applying for a job. (resume/cover letter information/ interview skills)
- Post-Secondary financial aid.

LIBRARY SERVICES

The main goals of the Steveston-London library are to develop resource-based learning and independent thinking and support students' reading and research skills.

The Steveston-London library offers curriculum and recreational oriented materials in many formats: print and non-print materials, audio-visual materials, newspapers and magazines, and electronic databases. The collection is designed to meet the needs of students and teachers doing research projects, independent study, and/or recreational reading. Assignments that stress information skills have been planned in consultation with classroom teachers, and assistance is always available to students as they complete their research projects and essays.

RESOURCE CENTRE SERVICES

Learning Strategies (Resource) is a support block that provides a learning service to students, their teachers and their parents. The focus is on developing skill and strategies in areas of the new curriculum's core competencies. Students are referred to Learning Strategies through a collaborative process involving students, parents, counsellors, outside agencies, administrators, classroom teachers, and Resource teachers. Support may take place in various forms to address a range of challenges that directly affect student learning. These supports range from direct instruction, consultation/collaboration, assessment/evaluation, program design, and advocacy.

Referral Process: Students are referred to the resource program through a collaborative process involving parents, counsellors, administrators, classroom teachers, and resource teachers.

HEALTH SERVICES

Our Public Health Nurse provides students with information on topics such as personal health, nutrition, illness, immunization, and community health resources.

RCMP SCHOOL LIAISON SERVICES

Steveston-London is a participant in the School Liaison Program in conjunction with the Richmond RCMP Detachment. The School Liaison Officer for Steveston-London is available on campus most days each week, or students may leave a message for the school liaison officer in the Counselling Centre. The officer is available as a resource person for staff and students and can provide general information on police-related matters. The purpose of this program is to increase awareness of the legal system and bridge the gap between the police and the community.



English Language Learning Program



The primary goal of the ELL program at Steveston-London is to help students develop proficiency in English language acquisition and, in so doing, cultivate academic and social competence. Initial placements to the program are carried out by District ELL staff. The ELL program consists of up to five years of support. Students in ELL L1 Beginning and L2 Developing take three ELL courses. Students in L3 Emerging take two ELL courses and L4 Consolidating students take one course. L5 Bridging students are assigned to a non-enrolling support program. Students in the ELL programs are also enrolled in courses in other subject areas. As students gain greater competence in English, their course load in other subject areas is increased accordingly. The language skills in the four strands (reading, writing, speaking and listening) will be emphasized in all ELL courses. Students are able to obtain 4 credits for each of Levels 1, 2 & 3.

1. ELL Level 1 – Level 4 Program (Grades 8-12)

L1 Beginning (3 courses)	L2 Developing (3 courses)	L3 Emerging (2 courses)	L4 Consolidating (1 course)
ELL 1 English	ELL 2 English	ELL 3 English	ELL 4 English
ELL 1 Socials	ELL 2 Socials	ELL 3 Socials	
ELL 1 Science	ELL 2 Science		

2. L5 Bridging Support Program (Grades 8-12)

Students have opportunities for regular support from an ELL teacher outside of regular class time. Students do not receive course credit for this program and do not need to register for it.

Scholarships

Several categories of scholarships exist.

BC Excellence Scholarships

- \$5000 scholarship voucher for post-secondary
- School nomination required
- 55 BC Excellence Scholarship recognizing well- rounded BC graduates

BC Achievement Scholarships

- \$1250 scholarship voucher awarded to the top 3000 students in British Columbia based on students' achievement in Grades 10, 11 and 12 courses that satisfy graduation program requirements (including elective courses).

District/Authority Awards

Eligibility:

- Must be a Canadian citizen/permanent resident and a BC resident

\$1250 voucher will be awarded in Indigenous Languages & Culture, Fine Arts, Applied Skills, Physical Education, International Languages, Community Service, Technical & Trades Training.

The Ministry of Education allocates annually 5500 awards pro-rated to school districts based on each district's September 30th Grade 12 enrolment.

For details and selection criteria:

http://www.bced.gov.bc.ca/exams/handbook/handbook_of_procedures.pdf

Steveston-London Scholarships and Bursaries

Applications must be made to the Steveston-London Scholarship Committee in the Spring of a student's Grade 12 year. The school, businesses, organizations and individuals in the community donate these scholarships to be presented to Steveston-London graduates. Recipients are decided on the basis of specific criteria unique to each award.

Other Scholarships

There are many scholarships offered by institutions, industries, Unions, businesses and individuals both provincially and nationally. The individual must apply for these. Check the district Career Centre website.

Information regarding scholarships can also be obtained from the Steveston-London Career Centre.

Post-Secondary

The Career Centre maintains an extensive library of books, as well as up-to-date information on Canadian post-secondary institutions as well as some American and overseas institutions. The Steveston-London Career Centre website: <http://slssccareercenter.wordpress.com/> contains information that will help students research their post-secondary options. Post-secondary institutions in BC include the following: trade/polytechnic institutions, colleges/polytechnic universities and universities.

Trade/Polytechnic Institutions

VCC, BCIT and KPU offer career, trade and technical specialties that cover a variety of occupations and offer credentials from certificates to degrees. Entrance requirements vary.

University/Colleges & Polytechnic Universities

University/Colleges and Polytechnic Universities within the Lower Mainland include Langara, Douglas, KPU and Capilano U. These institutions offer certificates, diplomas and associate degrees as well as baccalaureate degrees. They also offer one and two-year academic transfer courses to university. Career, technical and trade certificates as well as diploma programs are also available.

Universities

BC universities such as UBC, SFU, UVIC, UNBC and Trinity Western provide undergraduate and graduate degree programs in a variety of disciplines. Specific faculty requirements vary but all programs require English 12 and 5 or more institution approved grade 12 courses.

Personal Student Planning Guide

Grade 8 Program	Grade 9 Program	Grade 10 Program	Grade 11 Program	Grade 12 Program
Humanities 8, OR English Language Arts 8 and Socials Studies 8	English Language Arts 9	English Language Arts 10	An English Language Arts 11	English Studies 12
	Social Studies 9	Social Studies 10	Social Studies 12 Course	Elective 12
A Math 8	A Math 9	A Math 10	A Math 11	Elective 12
Science 8	Science 9	Science 10	A Science 11	Elective 12
P.E./Health & Career Education 8	P.E./Health & Career Education 9	P.E. 10	Elective	Elective
French 8	Elective (Applied Skills)	Career Life Education 10	Elective	Elective
Elective (Applied Skills 8)	Elective (Fine Arts)	Elective (Fine Arts or Applied Skills)	Elective	Elective
Elective (Fine Arts 8)	Elective	Elective	Elective	Elective
				Capstone
	Choose 3 Electives	Choose 3 Electives	Choose 4 Electives	Choose 7 Electives

Intermediate Program - Student Planning

Grade 8 students should refer to the next page for specific information regarding course selection.

Grade 9 students may select electives that are identified as grade 9 level, grade 10 level (if no grade 9 level is offered), or introductory level courses. Students in Grade 9 must choose one fine arts course and one applied skills course as electives.

Graduation Program - Student Planning

Grade 10 to 12 students should refer to page 14 for specific Graduation Requirements. These students should also pay attention to the Career Preparation and Apprenticeship Programs.

****All students are expected to meet the career development learning standards in their Career-Life Education (CLE) and Career-Life Connections (CLC) courses as part of their graduation requirements. By the end of Grade 12, students will also be required to complete a Capstone project. Career-Life Education and Career-Life Connections comprise 8 credits that are distributed across the graduation years.**

At SLSS, Career Life Connections credits are achieved through Connections Classes and on Connections Conference Days which take place throughout the school year.

More information about Career Education can be found on the Ministry of Education website at: <https://curriculum.gov.bc.ca/curriculum/career-education>.

Grade 8 at Steveston-London Secondary School

Welcome all Grade 8 students, SLSS grads of 2025 and families to Steveston-London Secondary! The transition to Grade 8 and life in high school is a very exciting time in the life of a young person. At Steveston-London, we are committed to creating a welcoming safe and positive experience for our youngest students.

Counsellors from Steveston-London will visit Grade 7 classes in January to explain all about life at our school and answer any questions students have. Conversely, we will plan day visits for the Grade 7s at Steveston-London and we will host a Grade 7 basketball tournament so that our future students can have opportunities to visit the school and check it out. We will also host a special parent night for Grade 7 parents so that they can visit the school and learn more about the educational opportunities that are available at Steveston-London Secondary School.

In September, once students are settled into their new school, we will offer an overnight “Grade 8 Camp” available to all our newest students. At this camp, Grade 8 students will work with senior students and staff members to learn about life in high school, goal setting, being successful in class and making positive choices. More importantly, it is a fantastic opportunity for all the Grade 8s to get to know one another in a safe and welcoming 2-day camp while having fun participating in a variety of games and outdoor pursuits!

All students will take the following courses in Grade 8 at Steveston-London Secondary School:

- **Humanities 8 or Socials 8 and English 8**

**Students must choose between:*

Humanities 8 - a linear course that is an integrated study of the concepts for English 8 and Social Studies 8 (or) English 8 & Socials 8 as two distinct courses.

- **A Mathematics 8**
- **Physical Education/Health and Career Education 8**
- **Science 8**
- **French 8**
- **Applied Skills 8** (Home Economics, Technology Education)
- **Fine Arts 8** (Arts Education, Instrumental Music, Drama, Vocal Ensemble/Chorale Music)

*Applied Skills 8 – students will take a combination of Tech Ed and Home Economics.

* Fine Arts 8 - students will have the following choices:

Band 8	1 semester long	<u>(or)</u>
Vocal Ensemble/	1 semester long	<u>(or)</u>
Chorale Music		
Art Education/ Drama 8	½ semester long each	

Students requiring additional support in *Learning Resource* or *English Language Learning (ELL)* classes will have slightly different timetables. Students applying for the Spectrum program will have their Math, Science and Humanities (English and Socials) classes together.

We encourage students and parents to read over the entire Steveston-London Program Planning guide for complete course descriptions of Grade 8 classes, and to learn more about the wide variety of course options you will have for Grades 9-12. If you have any questions, please ask your Grade 7 teacher or phone the staff at Steveston-London (604-668- 6668) for more information.

PROGRAM PLANNING

Program planning for Grade 7 students begins in January of a student's Grade 7 year. At this time, Steveston-London counsellors visit the elementary schools to discuss secondary programs as well as long term planning for future goals. This allows students to begin thinking about decisions necessary for life after secondary school. During these program-planning sessions, students complete course choice forms. In addition, during the two weeks of program planning counsellors and administrators have an information evening for parents. We encourage all parents to attend and participate actively in their child's program planning. It is our goal to enable our new students to enjoy a very successful transition to Steveston-London.

Graduation Requirements

Current Grade 8 - 12 students will need to meet the following requirements to graduate from high school in B.C. Please note, these are minimum requirements to graduate. Specific course requirements for various colleges, trade schools and universities will be different. It is the student's responsibility to check these recommended courses with the post-secondary institution and program of their choice.

All students must successfully complete 80 credits or 20 courses in 3 years over Grades 10, 11 and 12.

Required Courses

52 Credits

- | | | |
|-----|---|-----------|
| 1. | <input type="checkbox"/> English Language Arts 10 | 4 credits |
| 2. | <input type="checkbox"/> Science 10 | 4 credits |
| 3. | <input type="checkbox"/> A Math 10 | 4 credits |
| 4. | <input type="checkbox"/> PE 10 | 4 credits |
| 5. | <input type="checkbox"/> Socials 10 | 4 credits |
| 6. | <input type="checkbox"/> Fine Arts or Applied Skills 10, 11 or 12 | 4 credits |
| 7. | <input type="checkbox"/> Career Life Education 10 | 4 credits |
| 8. | <input type="checkbox"/> English Language Arts 11 | 4 credits |
| 9. | <input type="checkbox"/> A Social Studies 12 | 4 credits |
| 10. | <input type="checkbox"/> A Math 11 | 4 credits |
| 11. | <input type="checkbox"/> A Science 11 | 4 credits |
| 12. | <input type="checkbox"/> English Studies 12 | 4 credits |
| 13. | <input type="checkbox"/> Career Life Connections/Capstone | 4 credits |

Elective Courses

12 Credits

- | | | |
|-----|--|-----------|
| 14. | <input type="checkbox"/> Elective course at the Grade 12 level | 4 credits |
| 15. | <input type="checkbox"/> Elective course at the Grade 12 level | 4 credits |
| 16. | <input type="checkbox"/> Elective course at the Grade 12 level | 4 credits |

16 Credits

- | | | |
|-----|--|-----------|
| 17. | <input type="checkbox"/> Other Grade 10, 11 or 12 elective | 4 credits |
| 18. | <input type="checkbox"/> Other Grade 10, 11 or 12 elective | 4 credits |
| 19. | <input type="checkbox"/> Other Grade 10, 11 or 12 elective | 4 credits |
| 20. | <input type="checkbox"/> Other Grade 10, 11 or 12 elective | 4 credits |

80 Credits

Provincial Graduation Assessment Implementation Schedule

***Three Provincial Graduation Assessments, aligned with the transformed curriculum, in Literacy and Numeracy are also required for graduation in British Columbia. Please see below for the Ministry of Education's schedule for the implementation of those provincial assessments.

Provincial Graduation Assessments

If I'm currently in Grade 9...	
• In 2019/20 (Grade 9)	No provincial assessment
• In 2020/21 (Grade 10)	✓ Grade 10 Graduation Numeracy Assessment ✓ Grade 10 Graduation Literacy Assessment
• In 2021/22 (Grade 11)	No provincial assessment
• In 2022/23 (Grade 12)	✓ Grade 12 Graduation Literacy Assessment
If I'm currently in Grade 10...	
• In 2019/20 (Grade 10)	✓ Grade 10 Graduation Numeracy Assessment ✓ Grade 10 Graduation Literacy Assessment
• In 2020/21 (Grade 11)	No provincial assessment
• In 2021/22 (Grade 12)	✓ Grade 12 Graduation Literacy Assessment
If I'm currently in Grade 11...	
• In 2019/20 (Grade 11)	No requirement to complete the Grade 10 Graduation Literacy Assessment ✓ Grade 10 Graduation Numeracy Assessment is required (if not already written). ¹
• In 2020/21 (Grade 12)	✓ Grade 12 Graduation Literacy Assessment
If I'm currently in Grade 12...	
• In 2019/20 (Grade 12)	No requirement to complete the Grade 10 Graduation Literacy Assessment No Grade 12 Language Arts provincial exam ² No Grade 12 Graduation Literacy Assessment ✓ Grade 10 Graduation Numeracy Assessment is required (if not already written). ¹

Academic Enrichment Opportunities

Enrichment Opportunities

Enrichment curriculum can be offered in a variety of effective ways, dependent upon the subject area, the nature of the curriculum, teaching philosophy, and the particular learning style of the student. At Steveston-London we recognize that students learn in a variety of ways and at different rates; therefore, we offer enrichment opportunities for highly motivated, gifted as well as underachieving, but highly able students in several different models:

- Variety of courses offered
- Subject-integrated enrichment
- Subject-distinct enrichment
- Independent Directed Studies
- Advanced Placement courses
- Resource Based support
- Spectrum Program
- Career Preparation Programs

In a number of cases, noticeably selected studies areas such as Fine Arts, Applied Skills, Modern Languages, and Physical Education, there are many opportunities for student enrichment via a broad base of curricular and extracurricular experiences. In other instances, enrichment can take the form of greater depth and/or breadth within the subject area focusing on enhancing students' creative and critical thinking skills. This kind of enrichment can take place in a mixed ability setting or separate class setting. At Steveston-London we offer opportunity for students to explore enrichment by all of the methods described above.

Students who want to complement their academic program with more in-depth study in various courses should carefully consider these enrichment opportunities. Should you require further information regarding these descriptions please contact the subject facilitator, counsellor, or an administrator.

Enriched Courses

Math 8, 9, 10 and 11 Enriched
Physical Education 11 Advanced
Physical Education 12 Advanced
English 11 Enriched

Enriched Programs

Advanced Placement Programs
Career Preparation Programs
Spectrum 8, 9 and 10

Advanced Placement Courses

Advanced Placement (AP) is a program of enrichment that allows highly motivated or gifted students to begin their college or university studies while in secondary school. Upon the successful completion of an Advanced Placement course, with an appropriate level of proficiency on an AP exam written in May, a student may apply to colleges and universities in both Canada and the U.S.A. for advanced standing, course credit or both. UBC, SFU, UVIC, and UNBC all recognize the Advanced Placement program and the students achieving a 4 or 5 on the AP examination may receive advanced placement and credit. Currently, at Steveston-London, AP courses are offered in English Language and Composition 12, Calculus 12 and Chemistry 12. Please note, as with other courses, AP courses are subject to enrollment numbers.

Spectrum Program

Spectrum is a challenging three-year journey for Grade 8-10 students with strong curiosity, motivation and academic performance. Students take Science, Mathematics, Social Studies, and English together as a group, and explore enrichment topics that vary according to subject area and grade level. Critical and creative thinking skills, presentation skills, topic acceleration, group work, field studies, community volunteering, independent research, and study in areas of special interest are all integrated parts of the program. The program is designed to encourage and stimulate students' self-growth so that they may reach their full potential. Students interested in entering the Program in Grade 8 must apply in February of their Grade 7 year. Students are accepted into the Program in Grades 9 and 10 only if spaces become available, with applications due in May. Further details are available in the school office and on the SLSS website at <https://slss.sd38.bc.ca>



Grades 8 -12

Course Descriptions



Art

Art Education/Drama 8

This half semester Art Education 8 course is about looking at art, discussing art, learning about art and artists and producing original works of art. The classroom will be a place where students will feel free to experiment, take risks and play, leading toward greater individual expression and development. Students will be given an overview of the different art options offered in more senior courses. Students will be expected to complete several art projects and maintain a sketchbook/journal. The other half of the same semester will be spent in Drama.

General Art Courses

Art Education 9: Art Studio

Art Studio 10

This course is designed for students in grades 9 - 12 who love to draw, paint and create 3-dimensional art forms. It is organized into themes designed to stimulate the imagination, encourage interpretation, expression and development of personal imagery. Cubism, surrealism and expressionism are some of the art movements explored through drawing, painting, sculpture and printmaking. We will also explore First Peoples perspectives, knowledge, art techniques, styles and symbolism. Students will develop portfolios and maintain a sketchbook/journal of their visual thinking and exploration.

Art Studio 11

Art Studio 11 provides a foundation program for beginning Art students and allows advanced Art students to continue developing their interests and expertise in drawing, painting, printmaking and sculpture. Students will explore related cultural and historical issues with emphasis on personal and social relevance. All students will develop a portfolio of their works, and maintain a sketchbook/journal as a record of their visual thinking and exploration.



Art Studio 12

Recommended: 2 senior level Art courses taken previously or concurrently

This course is for serious art students who will work in consultation with the teacher on an area of specialty. It will provide experienced art students an opportunity to prepare an art portfolio for employment or for admittance to post-secondary schools of art, design and media, to prepare for portfolio evaluation on portfolio day at the Emily Carr University of Art and Design, to study an area of interest in depth, to plan an exhibition and to participate in work experiences in an art related field.

This course is designed for passionate visual art students who may pursue a career in the art field. All major art institutions require a serious art portfolio and an art resume that describes how the student has applied their skills in the school and community. In our society we are bombarded with a wide array of visual information every day. Companies and businesses are always looking for innovative and creative images to capture new markets in an ever-changing world. Careers in art related fields are in great demand now and range from graphic designer, photographer, architect, fashion designer, animator, set and theatre designer, freelance artist, illustrator, museum curator or art teacher! What each field has in common is a working understanding of the elements and principles of art and design and, in each profession, a personal willingness to create original and innovative work. Using a variety of tools, students who enter the Art Careers Career Preparation program will have the opportunity to both develop a portfolio for post-secondary institutions and test their creativity and imagination in an art-related workplace setting.

Ceramics and Sculpture Courses

Visual Arts 9: Ceramics & Sculpture

Studio Arts 3D 10

Studio Arts 3D 11

Are you interested in 3D art? Do you like to use your hands and build things? Here is your chance to experiment with different materials to create practical objects thru pottery and ceramics. Using the following media: clay, plaster, wood, stone, and various other materials, students will create realistic and free form sculptures: Masks, animal morphs, paper sculptures, plaster castings, carving, wire, paper-mache, etc. are examples of some of the materials and techniques you will use. Those students who complete a level one course in 3D art may further their studies by enrolling in two higher level ceramic and sculpture courses.

Studio Arts 3D 12

Recommended: Studio Arts 3D 11

Studio Arts 3D 12 is a continuation of the experiences in Studio Arts 3D 11 with emphasis on specific areas of concern using independent studies.

Photography Courses

Students must complete the previous level of photography in order advance to the next level

Photography Level 1

This course is designed for students in grades 9 - 12 who wish to explore the magical world of traditional photography. The student will learn how to express subjects that have personal meaning using traditional photographic methods, equipment and materials. In this hands-on course the student will learn the fascinating procedures of the darkroom where they will use light to create original images. They will learn how to use the camera to create eye-catching, meaningful photographs. Students will be encouraged to create their own original images using special effects in the studio, outdoors and in the darkroom. They will explore different aspects of photographic composition and cultural, historical and personal issues in photography.

Photography Level 2

Recommended: Photography level 1

This course will further refine and develop the skills and techniques in traditional photography and will introduce the student to the world of digital image editing and manipulation. Emphasis will be placed on content and ideas as we continue to practice what we have learned and acquire new skills in the darkroom. Digital photography will consist in learning the programs Adobe Photoshop, Painter Illustrator and In Design. The student will be introduced to the world of colour photography and other elements such as combining image and type, photomontage, image manipulation and distortion, image restoration, colouring and tinting, special effect lighting, etc. We will look at some of the fascinating technical, practical and commercial aspects of photography today and apply many of these ideas into our original and creative visual work.

Advanced Photography Level 3

Recommended: Photography level 2

This Portfolio course is for the serious visual arts students who may be interested in pursuing a career in the visual arts and would like to explore personal self-directed topics in photography and graphic arts, such as, documentary and landscape photography, photojournalism, advertising and product photography, conceptual, and fashion photography. Students will develop a serious photo portfolio necessary for post-secondary art school admission and at this level are expected to be extremely self-motivated and willing to work in a collaborative environment.



Print Making and Graphic Design

These courses will specifically deal with two-dimensional forms of expression such as printmaking, collage and graphic design. Printmaking will explore relief, intaglio (etching), lithographic and screen-printing processes. In the area of graphic design, students will become familiar with the elements and principles of design and specifically how they are used in

image building. This is a practical course leading to further study towards work in the field of commercial art. Experience may come in the form of printing for sports pennants, club T-shirts, advertising bumper stickers, and advertising poster designs, advanced Logo design, Magazine layout using Adobe InDesign, Illustrator and Photoshop.

Graphic Arts 11: Print Making and Graphic Design

This is a practical course leading to further study towards work in the field of commercial art. The basic skills required for a commercial artist will be studies including computer design, and animation. The course will provide specific technical skills, a technical vocabulary, versatility in drawing, ability to experiment and develop creative problem-solving techniques and standards for finishing, presenting and completing projects.

Graphic Design 12: Print Making and Graphic Design

Graphic Design 12: Print Making and Graphic Design, formerly Commercial Design 12, this is the second year of study in commercial design and is preparation for admission to advanced training institutions, apprenticeship or related work. The student selects a sustained development of one part of the course that will result in a commercially acceptable project. This course will emphasize the refinement of the student's knowledge and skill in all related commercial art fields.

Yearbook Courses

Graphic Arts 10, 11, 12

Yearbook 10

Yearbook 11

Yearbook 12

Graphic Design, Desktop Publishing and Digital Photography are skills learned in these courses. Grade 10 - 12's: be part of this amazing tradition. Unleash your creative genius. Make your yearbook memorable with crisp, eye-catching digital photo and dazzling page layouts. In this course, our yearbook team will create a full colour, 230-page record of our school life. Students will gain proficiency in desktop publishing using Adobe InDesign, learn the art of digital photography using DSLRs and professional strobe lighting and learn to edit photos using the applications iPhoto and Adobe Photoshop and Lightroom. Students will also learn to incorporate current design principles into the yearbook, to create eye catching page layouts and create illustrations for their layout work using Adobe Illustrator and drawing tablets to draw and paint directly on the computer screen. Students will also develop leadership and decision-making skills while finding ways to include all students and staff members in a yearbook that every student, staff member and member of the community will be proud of. In this course, all students collaborate to determine the overall theme and style of the yearbook and design pages for departments, grades, clubs, teams and special events (such as Halloween, Breakfast with Santa and the Pep Rally). Grade 12's design your grad portraits, grade survey, winter formal, and friendship photos. Grade 8s: be sure to join the Yearbook Club.

Careers in Art

Jobs and professions in which
art interest, knowledge, and skills
are important.

Architect
Art Appraiser / Buyer
Artist
Art Therapist
Cinematographer
Fashion Designer
Graphic Designer
Film Animator
Children's Book Illustrator
Landscape Architect
Museum Curator
Jeweler

Advertising Designer * Accessory Designer * Aesthetician * Aerial Photography *
Airplane Designer * Art Appraiser * Art Critic * Art Director * Art Historian *
Artist Agent * Architect * Art consultant * Architectural Draftsman * Advertising
and Communications Director * **Advertising Art Director** * Advertising Layout *
Animator * Antique Dealer * **Art Appraiser** * Art History Librarian * Art History
Professor * **Art Restoration** * Art Materials Salesman * Art School Director * Art
Teacher * Art Therapist * Automotive Designer * **Basket Maker** * Bookbinder *
Book Designers * **Building Arts** * Cartoonist * **Cartographer** * Commercial Artist
* Cosmetologist * Construction Draftsman * Cabinet Maker * **Carpenter** *
Clothing Designer * Ceramist * **Computer Graphic Artist** * Corporate Curator *
Costume Designer * **Court Room Artist** * Culinary Artist * Customer Framer *
Dental Technician * Display and Exhibit Designer * **Digital Photographer** *
Engineer * Engraver * Environmental Designer * **Filmmaker** * Fiber Artist *
Fashion Buyer and Merchandising * Fashion Designer * Fashion Illustrator * Film
Director * **Film Editor** * Float Designer * Floral Arranger/Designer * **Framing**
Technician * Furniture Designer * **Folk Artist** * Gardner * Greeting Card
Designer * Glassblower * Graphic Consultant * Graphic Designer * **Golf Course**
Landscape Artist * Lawyer * Hat Maker * Home Products Developer and
Marketer * Ice Sculptor * Lighting Engineer * **Illustrator** * Industrial Designer *
Industrial Technologist * **Interior Designer** * Jeweler * Jewelry Designer *
Journalist * Kinetic Artist * Kite Designer * Lace Maker * **Landscape Artist** *
Lithography Artist * **Lithographer** * Illustrator * Log and Letterhead Designer *
Make-up Artist * Mapmaker * Mechanical Engineer * **Mechanical Draftsman** *
Medical Illustrator * **Memorial Designer** * Menu Designer * Metal Arts *
Metalsmith * Museum Director * **Neon Sign Maker** * Newspaper Layout Artist *
Occupational Therapist * Ornament Designer * Package Designer * **Painter** *
Pasteup Artist * **Pattern Designer** * Pattern Maker Technician * **Performance**
Artist * Photographer * **Photo Journalist** * Plastic Surgeon * Porcelain Designer
* Potter * Press Designer * Production Designer * Prop Designer * **Printmaker** *
Puppet Maker * Printmaking * Quilter * **Researcher** * Rug Maker * Restoration
Artist * **Sand Painter** * Sand Sculptor * Scenic Designer * Scientific Graphic
Illustrator * Sculptor * Seamstress * Shoe Designer * **Sign Painter** * Silversmith *
Stained Glass Designer * Stage/TV/Screen Designer * Stamp Illustrator *
Surface Designer * Surgeon * Tapestry Designer * Tattoo Artist * **Technical**
Designer * Technical Illustrator * **Textile Designer** * Theme Park Designer *
Tailor * Tile Designer/ Painter * Toy Designer * Typographer * **Urban Designer** *
Visual Communications and Technology * **Vendor Display Designer** * Venetian
Glass Designer * Wallpaper Designer * Watchmaker * Watercolorist * Weaver *
Web Site Designer * Window Display Artist * Wood/ Metal/ Plastic Fabricator

Business Education

General Business Courses

Accounting 11

Financial Accounting 12

Recommended Prerequisite: none

Open to all students in Grades 10-12. This is an introductory course to basic accounting concepts, principles, and procedures. Students will prepare and analyze professional accounting records and be able to evaluate the operations of a business. This course is a prerequisite for Accounting 12 and is recommended for those who wish to complete a university/college business program or for those who wish to gain a fundamental understanding of accounting practices. Students who are in Grades 10-11 will be given credit for Accounting 11 while those in Grade 12 will earn credit in Financial Accounting 12.

Accounting 12

Recommended Prerequisite: Accounting 11 or Financial Accounting 12

Open to all students in Grades 11 and 12. Accounting 12 provides opportunities for practical application of the principles taught in Accounting 11/Financial Accounting 12. Advanced procedures and techniques are used in learning accounts receivable, accounts payable, merchandise/inventory accounting, cash control procedures, and other important concepts. This course is highly recommended for those who wish to complete a university/college business program. It is accepted as a Grade 12 academic course at post-secondary institutions such as Capilano University and Emily Carr University.

Marketing: Entrepreneurship 10

Recommended Prerequisite: none

Open to all students in Grades 9-10

Marketing and Entrepreneurship 10 is an introduction to the main strands of the Business Education curriculum: business ethics, economics, finance, marketing, and entrepreneurship. After completing this course, students may pursue further studies in Accounting, Marketing, E-Commerce or Economics. Marketing and Entrepreneurship 10 introduces students to the world of business and the diverse opportunities within it. During this course, students develop vital financial literacy skills necessary in today's complex society. Students will learn about Marketing, Banking and Personal Finance, Economics, and Entrepreneurship. Knowledge and skills learned in Marketing and Entrepreneurship 10 are useful on both a personal level and as a basis for other senior business courses. Students taking this course will receive credit for their Applied Skills 10 graduation credits.

Economics 12

Recommended Prerequisite: none

Open to all students in Grades 11 and 12. This course is highly recommended for students pursuing a career in commerce. Topics include: important Canadian industries such as oil/gas, corporations, supply/demand, inflation, unemployment, and world trade. Economics 12 is accepted as a Grade 12 academic course at various post-secondary institutions such as UBC, SFU, Capilano University, University of Toronto, and many other universities throughout Canada.

Senior Marketing

Senior Marketing Courses are open to all students in Grades 10-12. Students who are keen on Marketing should take Marketing and Promotions 11 (a Retail Marketing Approach) and E-Commerce 12 (an E-Commerce Approach) in consecutive years. When students sign up for these courses, they receive grade-appropriate credit.

The focus of the Marketing curriculum alternates each year. Both courses take a hands-on practical approach to learning about marketing and business. Individual projects and inquiry-based learning in groups will be the main vehicles for assignment completion.

Marketing: Promotions 11

Recommended Prerequisite: none

This course is an activity-based course about the basic concepts of marketing. The course content will be taught from both a domestic and global perspective. Examples of concepts discussed include, marketing strategies, the marketing mix, the AIDA model, distribution, promotion, market research, targeting, segmentation and positioning. This course is beneficial for students interested in entrepreneurship, employment in a service or sales position, and/or further study/experience in business administration, management and/or marketing.

Marketing: E-Commerce 12

Recommended Prerequisite: none

This course is a study of marketing from a web or mobile-based perspective. This course focuses on the way that basic retail concepts are applied to the world of online marketing. Students will gain an understanding of the evolution, nature and economics of E-Commerce. This course will discuss how E-Commerce affects distribution channels, revenue models and the promotion of online retail operations. Students will also investigate the ways that businesses develop their digital retail environments. This course is accepted as an academic 12 course at Capilano University and Emily Carr University.

Information and Communications Technology (ICT)

Computer Studies 10

Open to all students in Grades 9 and 10.

Computer Studies 10 is designed for all students with an interest in technology and exploring how computers and the internet works. Most of this course is hands-on, self-paced, and project-based. Students will investigate the basics of programming in HTML, JavaScript and SQL, as well as, block-coding using Scratch. Digital image manipulation, video editing and web-design are also studied. Students will learn applications for school and life, useful for word processing, creating multimedia presentations and spreadsheets. Some software and applications used in this course: Photoshop, iMovie, Padlet, Canva, Google Docs, Slides and Sheets. A key component of this course is mastering Touch-typing technique. Students will also have opportunities to reflect on how they interact with technology and can become more responsible digital citizens. This is the ideal course for all students who are interested in investigating and mastering technology in a fun and creative way.

Senior ICT

Digital Communications and Media Design 11

Open to all students in Grades 10-12

This course will cover an introduction to digital media development, applied digital communication and basics of computer programming. Students will have the opportunity to exercise digital literacy, and learn graphic design, animation, web page design, digital image manipulation, and an introduction to video editing and production techniques. HTML/CSS, Photoshop, Flash, and GarageBand will be incorporated into the course. This strand will provide students with a good foundation in a variety of technology skills. This course meets many of the skill components of the new Career Education curriculum. This course is recommended for students who have completed Computer Studies 10.

Digital Media Development 12

Open to all students in Grades 10-12.

Digital Media Development is a deeper dive into content and concepts covered in Digital Communications and Media Design 11. The course covers four mediums: images, video, print, and, web. At the end of the course, successful students will have developed a robust portfolio of content that spans these modes. In addition to developing the skills needed to be a proficient and thoughtful content creator, we'll explore the social impact of created content and the moral and ethical implications of digital media. We'll also look at the distribution of information through social and mainstream media, and the implications of consuming media from different streams. Students will learn how to properly use equipment to create assets to work on. Equipment includes digital cameras, steady-cams, tripods, microphones in addition to the computers that we'll use to produce the final products. Applications include a collection of programs inside Adobe's Creative Cloud like Premiere Pro, Photoshop, Illustrator, and

InDesign. This course is also accepted as a grade 12 academic course at Capilano University.

Computer Programming 11 (Level 1)

Recommended Prerequisite: Computer Studies 11

Open to all students in Grades 10-12

Programming Level 1 is designed as an introduction to computer programming and computer science with a focus on design. Students will be introduced to design workflow, testing, and industry best practices. Students will be doing all of this in the context of Python 3. There are 6 exploration units covered: natural language processing, recommendation systems, graphics, image processing and understanding, big(ish) data, and binary operations. The course is based on CSTT, a program delivered in partnership with SFU's undergraduate Computer Science faculty.

Computer Programming 12 (Level 2)

Recommended Prerequisite: Programming 11

Open to all students in grades 11 and 12

Programming Level 2 builds on the foundation developed in Level 1. If Programming Level 1 gives students the ability to build things, Programming 2's focus is to build the same applications to run faster and more efficiently without sacrificing readability. Students will continue to refine their workflow and will have opportunities to work with others. Content covered includes automation of tasks, parsing markup language, regular expressions, game development and design, and time and space complexity. Students will also get introduced to version control systems and popular integrated development environments. If students wish to, they will have opportunities to create and develop their portfolios. This course is accepted as a grade 12 academic course at the University of Victoria, The University of Alberta and Capilano College.

Business Career Preparation Work Experience Certificate Program

Career Preparation Work Experience: Business Careers

1. Choose either WE 12: General Business or WE 12: Accounting
2. Complete 100 hours of work experience during the year. This is a linear course that runs from September until June.
3. As this is an off-timetable course, students must complete 90 hours of work experience outside of class hours (during your spare, after school, evenings, weekends, and/or days off school such as Professional Development Days). The remaining 10 hours consist of meetings & correspondence with your work experience teacher along with the necessary paperwork needed to complete this course.

Please see the “Career Preparation Programs” section of this booklet for more details.



Career Preparation Programs

Career Preparation Work Experience 12 (4 credits) offers an innovative approach to education that combines academic studies with a work placement in the community. This program is designed for students who wish to graduate from secondary school with work experience in a chosen field. Through cooperation with employers and employees, students develop an awareness of the skills necessary for success in the workplace. In addition, they improve their interpersonal and communication skills.

In order to enroll in this program, students must have shown a good work ethic in their previous and current high school courses; our employers are expecting to mentor mature, responsible individuals. Please keep in mind this course is only available to Grade 12 students.

All areas of focus will assist in the admission to post-secondary education at universities, colleges, vocational schools, and technical schools. Having the Career Preparation Program on a student's transcript may lead to preferential admission to a post-secondary program.

REQUIREMENTS:

- 1) Choose one of the following:
 - a. WE 12: General Business
 - b. WE 12: Accounting
 - c. WE 12: Law
- 2) Complete 100 hours of work experience during the year. This is a linear course that runs from September until June.
- 3) As this is an off-timetable course, students must complete 90 hours of work experience outside of class hours (during your spare, after school, evenings, weekends, and/or days off school such as Pro D Day). The remaining 10 hours consist of meetings & correspondence with your work experience teacher along with the necessary paperwork needed to complete this course.

Business Career Preparation Program

This course offers work experience opportunities in accounting, retail sales, and office environments. If you would like to gain experience in the business field, consider some of the following placements: Starbucks, Rick Hansen Foundation, Children's Place at Richmond Centre, and the Accounting department at the Richmond School District. If you already have a job, please talk to the Career Preparation teacher to see whether your work experience can be used.



Law Career Preparation Program

This program will interest students who wish to explore careers related to the Canadian legal system such as lawyer, probation officer, police officer, prison guard, private security guard, and customs officer. If interested, one of the available placements is the South Arm Policing Station.



Career Education Grades 8 = 12

Career Education at Steveston-London

The Career Education curriculum supports students in the process of becoming successful, educated citizens by providing them with opportunities to explore a variety of careers and options for their future. Career Education helps students to discover a bridge between classroom learning and workplace and post-secondary realities, and is intended to make their learning meaningful and relevant.

Career Education is a process that recognizes the three major phases of career development: Foundation and Awareness, Exploration, and Experience and Application.

Career Education 8 and 9

In grades 8 and 9, student work will focus on Exploration. Most work for this will be completed during Connections Classes, where students will work with their teacher, and through Conference Days throughout the school year.

Career Education 10-12

In grades 10 to 12, student work will focus on Experience and Application. The delivery model at our school includes the regular course, Career Life Education and the Career Life Connections model. The SLSS model for Career Life Connections utilizes designated Connections Classes, where students work with teacher mentors to explore their interests and future goals. The culmination of the student's journey will be the presentation of a Capstone project. The SLSS model for Career Education also includes participation in multiple Conference Days each school year.

Career Life Education (CLE) 10

Career Life Education (CLE) 10 is a required course for graduation. It replaces Planning 10. We recommend that students at Steveston-London take this course in grade 10.

In this 4-credit course, students will further refine their understanding of the links between personal development and their career decisions. Students will consider regional and global trends to reflect on career possibilities, refine their understanding of safety requirements associated with occupational areas and related technologies, and further develop and refine their understanding of career possibilities through planning, practice, and application of competencies and knowledge.

For some students, a successful transition from secondary school will involve a direct path to further education, while for others it will involve a direct path to the world of work. In this course, students will begin to develop their transition plans, and will learn more about workplace experience.

Big Ideas:

- 1) Finding a balance between work and personal life is essential to good physical and mental health.
- 2) A network of family, friends, and community members can support and broaden our career awareness and options.
- 3) Learning how to learn prepares us to be lifelong learners who

- can adapt to changing career opportunities.
- 4) Effective career planning considers both
 - a) internal factors: self-awareness, personal learning inventories, skills and talents, career assessments, etc., and
 - b) external factors: labour market trends, social and economic trends, family and community, financial capability, etc.
- 5) The global economy affects our personal, social, and economic lives and prospects.
- 6) Successful career and education paths require planning, evaluating, and adapting.

Career Life Ed./Peer Helping-Leadership 10

This course can be taken in place of the regular Career Life Education 10 course, which is a required course for graduation.

Peer Helping-Leadership is for students who want to assume leadership roles within the school, and are interested in being role models, especially for our younger students. This course is suited to students who enjoy participating in a variety of activities, are reflective and willing to take risks, and who love working with—and helping—others. The course includes the learning outcomes of Career Life Education 10, as well as addressing additional social responsibility skills. The program includes units on Leadership, Helping Skills, Communication, and Conflict Resolution. Peer Helpers have opportunities to be involved in a wide variety of authentic leadership activities and events, which include Buddy activities, Grade 8 Social Responsibility Day, and/or Grade 7 Fun Day.

Career Life Connections/Capstone

At Steveston-London Secondary, students in grade 11 will take the two credit Career Life Connections. Grade 12 students will take the two credit Capstone. Combined, CLC and Capstone will provide students with this four credit graduation requirement.

Career Education in the secondary years provides all students with the opportunity to pursue purposeful career life development. Through formal connections time and conference days, all students in Career Life Connections will have regular opportunities to collaborate with teacher mentors to explore and reflect on their school and community experiences as they connect with their individual goals for the future.

The culmination of the Career Education journey is the Capstone product, which will be a representation of the students' learning journey. The Capstone will be a personalized representation that showcases and celebrates what the student has reflected upon, synthesized, and learned along that journey.

English

To fulfill the Language Arts requirement in grade 8, students must choose one of the following two options:

English Language Arts 8

English Language Arts 8 focuses on the study of both literature and language, and provides an excellent opportunity for students to improve their specific competencies in reading, writing, listening, and speaking. A major goal of English Language Arts 8 is to foster understanding and appreciation of various forms of literature, enabling students to discover personal meanings in works that are part of our literary heritage. Emphasis is placed on the development of composition skills and higher-level thinking skills, as well as the recognition that what we hear, read and view contributes to our ability to be educated and engaged citizens.

Humanities 8

Humanities 8 integrates the naturally complementary fields of English and Social Studies. This course serves as an excellent transition between elementary and secondary study as students attend the same class every day from September to June, allowing them to build a strong sense of community with their classmates and the teacher. On completion of Humanities 8, students are given credits equivalent to separate English 8 and Social Studies 8 courses. Humanities 8 students explore the role that geography, religion, literature and culture have had in shaping societies from the Middle Ages to the establishment of New France in Canada. They also actively engage with current events, and are encouraged to make meaningful connections between what they learn and their own experience. Humanities 8 develops students' skills in reading, writing, critical thinking and analysis, public speaking, research, and creative expression. There is a special focus on the development of literacy skills that helps build a valuable foundation for all their courses.

English Language Arts 8 Spectrum

English 8 Spectrum follows the same curriculum, and is assessed using the same performance standards, as English 8. However, English 8 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. Spectrum is a three-year program of enriched studies (Grades 8-10) that includes English, Social Studies, Math and Science. Applications for Spectrum 8 will be available January 9 and due February 21, 2020. For more information, see the Spectrum Program website at: <http://spectrumprogram.wixsite.com/slsspectrum>

English Language Arts 9

Recommended: English Language Arts 8

English Language Arts 9 students will develop their appreciation of literature and be challenged as readers, writers, and thinkers. Working with print, spoken, and visual texts will give students more opportunities to read, discuss, respond, and make increasingly insightful connections between their own and others' experiences. Students may be introduced to different forms of academic writing this year in preparation for English Language Arts 10, but will also explore a variety of other forms of writing, so they come to develop their own voice and increase their abilities with conventions of the language. Self-monitoring, reflecting, and goal-setting will be emphasized so students become aware of their own learning processes and how they can improve.

English Language Arts 9 Spectrum

Recommended: English Language Arts 8

English 9 Spectrum follows the same curriculum, and is assessed using the same performance standards, as English 9. However, English 9 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. Spectrum is a three-year program of enriched studies (Grades 8-10) that includes English, Social Studies, Math and Science. If spaces become available for Spectrum 9, the program will accept applications in May, 2020. For more information, see the Spectrum Program website at: <http://spectrumprogram.wixsite.com/slsspectrum>

English Language Arts 10 (Literary Studies & Creative Writing)

Recommended: English Language Arts 9 or appropriate ELL Level

The goal of English Language Arts 10 is to help students successfully make the transition from junior to senior English. Coursework is designed to facilitate mastery of the new BC Learning Standards and is designed to help students become better readers, writers, speakers and thinkers. Students will be exposed to modern works of non-fiction and literature through a variety of mediums from print to digital, as well as explore a diversity of perspectives from First Peoples, Canadian and International voices. The course also provides students opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the sampling of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, and practice their writing. Depending on the needs of the students, the focus of English Language Arts 10 may also be drawn from a combination of the following alternative modules:

- New Media: Recognizing digital literacy as an essential characteristic of the modern citizen
- Spoken Language: Working collaboratively and individually to create and use spoken language to produce original pieces in a variety of modes

English Language Arts 10 Spectrum

Recommended: English Language Arts 9

English 10 Spectrum follows the same curriculum, and is assessed using the same performance standards, as English 10. However, English 10 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. Spectrum is a three-year program of enriched studies (Grades 8-10) that includes English, Social Studies, Math and Science. If spaces become available for Spectrum 10, the program will accept applications in May, 2020. For more information, see the Spectrum Program website at: <http://spectrumprogram.wixsite.com/slsspectrum>

Composition 11

Recommended: English Language Arts 10

This academic course prepares students for English Studies 12 as well as for post-secondary studies.

Composition 11 is designed to support students as they refine, clarify, and adjust their written communication through practice and revision. Students will read and study compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students to, with

increasing independence, study, create, and write original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations. They will develop confidence in their abilities as they consolidate their writing craft.

The following are possible areas of focus within Composition 11:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

Composition 11 Enriched

Recommended: English Language Arts 10

This academic course will prepare students for English Studies 12 or for English Studies 12 Advanced Placement Language and Composition. Composition 11 Enriched is designed to provide students with opportunities for enrichment as they refine, clarify, and adjust their written communication through practice and revision. Students will read and study compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students to, with increasing independence, study, create, and write original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations. They will develop confidence in their abilities as they consolidate their writing craft.

The following are possible areas of focus within Composition 11:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

English Studies 12

Recommended: English Language Arts 11

This mandatory, academic course prepares students for post-secondary studies. English Studies 12 will focus on the appreciation and analysis of literature, the continued development of speaking and listening skills, and an expanding awareness of the influence of mass media in our lives. English Studies 12 employs increased, technical skill in formal academic writing, including rigorous studies in sentence structure, style, and

expository and argumentative writing. Evaluation will be based on examinations, paragraph and essay compositions, creative and reflective writing, visual representations, and oral and cooperative assignments.

Note: Students can satisfy graduation requirements by taking either English Studies 12 or English 12 First Peoples. Students are only permitted to enrol in one of these courses.

English Studies 12 Advanced Placement Language and Composition

This course is designed to be an introductory post-secondary level course in which students will work with a broad and challenging range of non-fiction prose selections. The focus of this course will be on deepening awareness and understanding of rhetoric and how language functions to accomplish different purposes. Course readings will feature a wide range of texts from a variety of authors and historical contexts. Ideal candidates for this course are self-motivated with strong reading, writing, discussion, and analysis skills. This course will cover all requirements of the regular English Studies 12 curriculum. Students can earn university credit for this course if they are successful in writing the optional A.P. exam. It will run on a linear schedule (every other day from September to June). To be enrolled in this course, students must also register for a study block. Students will then have their English Studies 12 A. P. class and their study block on alternate days in the same block from September to June.

Note: Only one A.P. English course will be offered. In the event that there is more interest than availability, English Studies teacher recommendation will be taken into account.

English 12 First Peoples

EFP 12 is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Through the study of literature and the processes of experimenting with, reflecting on, extending, and refining their writing, students:

- extend their capacity to communicate effectively in a variety of contexts
- deepen their understanding of themselves and the world
- expand their understanding of what it means to be educated Canadian and global citizens

Note: Students can satisfy graduation requirements by taking either English Studies 12 or English 12 First Peoples. Students are only permitted to enrol in one of these courses.



English Language Learning

ELL L1 Beginning

ELL L1 Beginning courses develop students' listening, speaking, reading and writing skills. Students learn to communicate in everyday situations, read simple passages and stories, and write short paragraphs. Grammar and vocabulary are also taught in context. In the ELL Social Studies Level 1 course the focus is on Canadian geography and culture and the ELL Science Level 1 course introduces basic science concepts.

ELL L2 Developing

ELL L2 Developing courses continue to improve students' listening, speaking, reading, and writing skills. Students participate in class discussions and do short presentations. Reading strategies, vocabulary-building skills, grammar elements, and paragraph writing are taught in context with fiction and non-fiction works. In the ELL Social Studies Level 2 course Canadian geography and culture are emphasized and the ELL Science Level 2 course focuses on basic science concepts.

ELL L3 Emerging

ELL L3 Emerging courses teach listening, speaking, reading, and writing skills in greater detail with an emphasis on reading and writing. Students learn the process of academic writing in paragraphs and essays. Communication skills are further developed through interviews, discussions, and oral presentations. In the ELL English Level 3 course students examine plot, theme, setting, and characterization in short stories and novels. Opportunities may also be provided to develop an appreciation for poetry. The ELL Social Studies Level 3 course focuses on Canadian history, geography, culture and social issues.

ELL L4 Consolidating

This course focuses on developing students' reading and writing skills at a higher academic level. A variety of literary genres are examined. Non-fiction works may include biographies, newspaper, and magazine articles. Students write various kinds of compositions, such as narrative, expository, and descriptive. Poetic devices are studied in greater detail. Students also increase their fluency and confidence in speaking English with more complex discussions and presentations.

ELL L5 Bridging

On completion of the ELL L4 Consolidating course, students who are still eligible for ELL funding from the B.C. Ministry of Education are provided additional language support. This is not an enrolling class. This support is on-going and primarily takes the form of pull-out support.

L1 Beginning (3 courses)	L2 Developing (3 courses)	L3 Emerging (2 courses)	L4 Consolidating (1 course)
ELL 1 English	ELL 2 English	ELL 3 English	ELL 4 English
ELL 1 Socials	ELL 2 Socials	ELL 3 Socials	
ELL 1 Science	ELL 2 Science		



Home Economics

Home Economics/Technology 8

Home Economics - Applied Skills 8 consists of 2 areas: Foods and Textiles. In the **Foods** component of Applied Skills 8 the students will begin their journey into the world of food preparation. The student will practice kitchen and food safety principles as they prepare breakfast, lunch and dinner, producing products such as blueberry muffins, “sharks” egg benedict, fresh fruit salads, pizza, spaghetti and holiday treats. The students will also develop a basic understanding of healthy eating patterns based on Canada’s Food Guide. Students will also be introduced to First Nations culture as it relates to food and basic baking/cooking.

The **Textiles** component of Applied Skills 8 is designed to teach the student how to operate a sewing machine and practice basic sewing techniques such as seams and seam finishes. Students will learn how work with patterns and fabrics, and then apply their skills to sew fun boxer shorts and a smaller choice project, time dependent.

Food Studies Level 1

Learn how to make delicious meals, fabulous desserts, and tasty snack foods! Enjoy and develop your passion for cooking, as well as advancing your cooking skills and knowledge. Experience food preparation skills that will help you create impressive dishes while making smart food choices for a healthy lifestyle. Students will have the opportunity to make biscuits, waffles, cakes, cookies, pie to omelets, pizza, fajitas, stir-fries and more! Explore different cultural influences in the food we eat. This course is for students in grade 9 to 12 who wish to build on the fundamentals learned in Applied Skills 8. There is little outside homework given in this course and most marks come from the work you create in class.

The course contents of Food Studies Level 2 and Food Studies Level 3 alternate from year to year. Foods Level 1 is the required prerequisite.

Food Studies Level 2

Recommended level 1

Food Studies Level 3

Recommended level 1

In the **2021-2022 school year**, students in the course will have an opportunity to apply principles of good nutrition in creative meal planning using basic to advanced food preparation techniques, to master cake decorating techniques, garnishing techniques, gourmet cooking, appetizer/brunches, and explore International Cookery with a focus on South East Asia and various select countries like Vietnam, India, Russia, & Peru. Students will have the opportunity to select a country of their choice, culminating with an International buffet. Students will also increase their awareness of the social, ethical and sustainability considerations and their impact on our food sourcing. Students will learn impressive skills like making pasta, wontons, sushi and ice-cream from scratch to Jamaican beef patties, salads, quiche and a delicious roasted chicken dinner. There is little outside homework given in this course and most marks come from the work you create in class.

In the **2020-2021 school year**, students in the course will engage in creative and healthy meal planning while incorporating advanced food preparation techniques. Students will study an extensive International Cookery unit with a focus on European cuisine: French, Spanish, Mexican, Greek, Italian, English and German. Students will also increase their awareness of the social, ethical and sustainability considerations and their impact on our food sourcing. Students will experience the art of baking with recipes such as, animal shaped yeast breads, pineapple buns, and choux pastries (cream puffs). Learn how to be a confident cook and impress your friends and family with tasty food and fabulous recipes. There is little outside homework given in this course and most marks come from the work you create in class.

Textile Arts and Crafts 10

Textile Arts and Crafts 11

Textile Arts and Crafts 12

This course is open to students in grades 9-12. Grade 9 students will receive Textiles Arts and Crafts 10 credit. Students in grades 10, 11 or 12 will receive the appropriate credits though course content is the same.

Textile Arts and Crafts introduces and exposes students to a wide variety of unique, interesting, challenging and fun craft activities. Projects will vary from year to year depending on the experience and interest of the students. There are two levels of Textiles Arts and Crafts available with the second level taking on more advanced projects. Projects might include sewing simple crafts like an adorable hedgehog pin cushion or sock monkey, cute crochet, knitted, or plush animals, quilting, holiday themed crafts, and more. If students wish to work on an enhanced project they are responsible for their own supplies.

Home Economics: Textile Levels 1-3

Textile Studies are courses designed to further student knowledge of fashion, sewing and design. Three garments will be constructed throughout the year based on skills and concepts taught in conjunction with students’ personal taste. All grades will be introduced to group design challenges, similar to those seen on the television show Project Runway, to showcase their skills throughout the year as well as fashion illustration. Students will explore environmental and ethical factors that influence textile choices and the impact of those choices on local and global communities.

Textiles Level 1

This course is designed as an introduction course for those interested in fashion and sewing, building on the skills learned in Applied Skills 8. Students will get to select their own commercial pattern to make cozy pajamas or onesie, a skirt or short with a zipper and a stretch t-shirt. You will also start your fashion portfolio as you learn about fashion illustration, culture and fashion, Canadian fashion designers, and the elements of fashion design (the key to an amazing wardrobe). This course stresses machine sewing and serger techniques required for fashion construction. There is no homework in this course and marks come from the work you create in class. *Depending on the student’s choice or complexity of the project, student may need to provide their own specialty supplies – commercial pattern and fabric.*

Textiles Level 2

Recommended: Textiles Level 1

This course is for students who have successfully completed Textiles Level 1 or an entry-level sewing course and are interested in fashion construction. You will start by sewing a hoodie with a separating zipper, then a pant/jean with a fly front zipper. Basic pattern alteration as well as the fundamentals of design will be covered. Use of the serger as well as decorative machine stitching will also be incorporated. In Textiles Level 2 you continue to develop your portfolio as you learn about the principles of design, study an international designer of your choice, learn about social and environmental concerns in the fashion industry. There is no homework in this course and marks come from the work you create in class. *Depending on the student's choice or complexity of the project, student may need to provide their own specialty supplies – commercial pattern and fabric.*

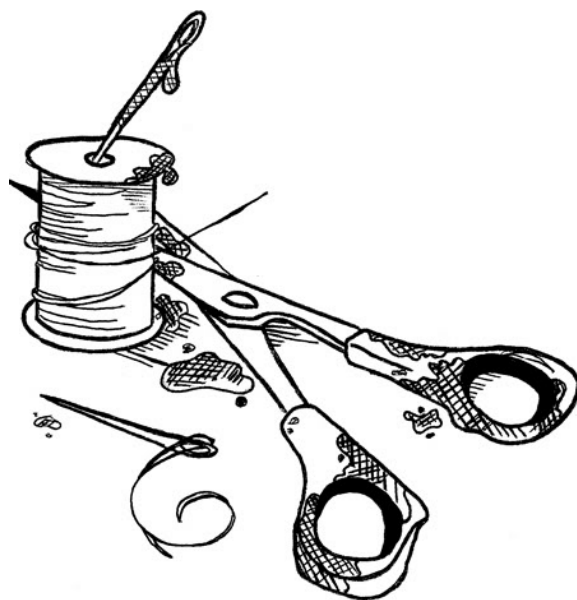
Textiles Level 3

Recommended: Textiles Level 2

This Textiles Level 3 class is perfect for advanced, self-motivated students who have passion for fashion. Advanced sewing techniques, pattern alterations, principles of design as well as techniques needed for working with specialty fabrics will be taught. Students will also get the opportunity to familiarize with International designers. Students are encouraged to pick project that will not only challenge their skills but to also incorporate new skills that will expand their knowledge of fabric construction. Projects are self-chosen with teacher consultation. You will continue to develop your portfolio by creating a client style board, looking at the B.C. fashion industry, researching a historical era in fashion and studying an international brand of your choice. There is no homework in this course and marks come from the work you create in class. *Depending on the student's choice or complexity of the project, student may need to provide their own specialty supplies – commercial pattern and fabric.*

Fashion Design 12

Fashion Design 12 introduces the student to the exciting world of fashion and careers in the Fashion industry and who are interested in designing their own small collection of clothing. Students will create a portfolio that could be used to apply to fashion universities like Kwantlen's Wilson School of Design or Fashion at Ryerson University. The portfolio will contain a Design Inspiration File, Fashion in the News, color samples for their collection and several fashion illustrations. Students will use their own measurements to learn to draft basic skirt and shirt blocks to industrial standards. They will also develop pattern manipulation skills and use more difficult fabrics. Students will learn to sew a variety of samples and garments of the student's own design. **Students should be able to work independently and be highly motivated.** *If students are interested in pursuing a post-secondary education in fashion it is strongly recommended that they have also taken Textiles Level 1 & 2 at the very minimum. Depending on the student's choice or complexity of the project, student may need to provide their own specialty supplies – commercial pattern and fabric*



Human Services

Human Services

This course is open to grade 11 and 12 students only.

The goal of this course is to create structured, supported opportunities for students to learn and develop their teaching, leadership, role modeling, organizational, collaboration, interpersonal and communication skills. This course of studies will provide students with insights into the skills, responsibilities and issues pertaining to careers which focus on meeting human needs in a wide range of service areas, with a focus on education, event planning and leisure services. The primary focus of the program is to provide a variety of volunteer teaching, leadership and organizational experiences. Students in the course will be paired with a host teacher. They are expected to work with the host teacher's class every period. Such duties may include: one-on-one help, preparing and leading small group activities, demonstrating for the class, setting up and taking down equipment, teaching small components of the lesson and organizational work for the host teacher. Each student will be evaluated both by their host teacher and the Human Services teacher. Students will be

expected to attend lunch-time and/or after school meetings with the Human Services teacher and maintain a detailed, reflective journal. Sign up for this course will be done through the counselor after consultation with the Human Services teacher (Mr. Mah).

Human Services – Intramurals

This is a full year course that focuses exclusively with the organization and facilitation of the SLSS Lunch Hour Intramurals program. The goal of this course is to provide students an opportunity to develop leadership/communication skills and undertake responsibilities associated with event planning. Students will need to work closely with other students in the course as well as the Human Services Teacher. Communication will be critical as most of the time associated with this course is spent during lunch hours in the gymnasium as well as several afterschool sessions due to meetings and promoting upcoming events. Sign up for this course will be done through the counselor after consultation with the Human Services Teachers (Mr. E Ma, Mr. R. Ververgaert).



Learning Strategies (Resource)

Learning Resource Program

Learning Strategies (Resource) class is a support block that provides a learning service to students, their teachers and their parents. The focus is on developing skill and strategies in areas of the new curriculum's core competencies.

Students are referred to Learning Strategies through a collaborative process involving students, parents, counsellors, outside agencies, administrators, classroom teachers, and resource teachers.

Support may take place in various forms to address a range of challenges that directly affect student learning. These supports range from direct instruction, consultation/collaboration, assessment/evaluation, program design, and advocacy. The Learning Strategies Team provides a supportive service that may include the following:

- * Receiving personalized academic, behavioral and/or socio-emotional support
- * Receiving targeted interventions through adaptations (e.g. extended time, separate setting, use of calculator, etc.)
- * Learning a variety of skills and strategies (e.g. organization, test taking, studying) that will hopefully benefit them in their school careers
- * Participating in activities such as group-based problem solving

Referral Process: Students are referred to the resource program through a collaborative process involving parents, counsellors, administrators, classroom teachers, and resource teachers

Evaluation/Reporting: Students who are enrolled in Learning Strategies are not given a mark. Student progress is evaluated based on the development of skills and strategies that build their independence as a learner in the classroom and at home.

Life Skills Program

Students who are in the Life Skills Program all have Individual Education Plans (I.E.P.). The I.E.P. reflects the student's current level of functioning, their strengths and needs.

I.E.P. goals are developed in consultation with parents, teachers, and other professionals. Program Goals are aligned with the new curriculum's core competencies and are designed to build advocacy for and the ability to have physical, social and emotional independence. Program goals may include areas such as:

- * Community access
- * Employability skills
- * Functional literacy and numeracy development
- * Personal health and care
- * Transitioning into adulthood

Referral Process: Students are referred to the Life Skills program through a collaborative process involving parents, counsellors, administrators, classroom teachers, and resource teachers.

Evaluation/Reporting: Most students who are in the Life Skills Program work on modified Programs in order to receive an Evergreen Certificate. Students are evaluated on their progress with I.E.P. goals. Reporting is done four times a year and is anecdotal. There are no letter grades for the Life Skills class.



Mathematics

Mathematics 8

Mathematics 8

Students in this course will be developing their reasoning, analyzing and computational skills through a variety of methods. Under the new redesigned BC Curriculum, students will have the opportunity to build their math fluency through communication, thinking strategies and personal and social connections. Topics to be discussed are financial literacy, geometry, statistics and equation solving.

Mathematics 8 Enriched

This course is designed for keen math students. While it follows the same learning outcomes as Mathematics 8, there is a greater emphasis on making connections, problem solving and preparation for national math contests. Students wishing to enroll in this course will be required write a diagnostic exam at SLSS in the spring.

Mathematics 8 Spectrum

Math 8 Spectrum follows the same curriculum, and is assessed using the same performance standards, as Math 8. However, Math 8 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. Spectrum is a three-year program of enriched studies (Grades 8-10) that includes English, Social Studies, Math and Science. Applications for Spectrum 8 will be available January 9 and due February 21, 2020. For more information, see the Spectrum Program website at:

<http://spectrumprogram.wixsite.com/slsspectrum>

Mathematics 9

Mathematics 9

Recommended: Mathematics 8

Students in this course are continuing their development from the skills in Mathematics 8. In addition, new topics that will be introduced are exponents and polynomial equations.

Mathematics 9 Spectrum

Recommended: Mathematics 8

Math 9 Spectrum follows the same curriculum, and is assessed using the same performance standards, as Math 9. However, Math 9 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. Spectrum is a three-year program of enriched studies (Grades 8-10) that includes English, Social Studies, Math and Science. If spaces become available for Spectrum 9, the program will accept applications in May, 2020. For more information, see the Spectrum Program website at:

<http://spectrumprogram.wixsite.com/slsspectrum>

Mathematics 9 Bridge

This course is a math course based on provincial math 9 curricular competencies. It will be done at a pace that encourages making more connection and developing core fundamental mathematical concepts. Students will be selected for this course and recommended to counsellors.

Mathematics 9 Enriched

Recommended: Mathematics 8 and teacher recommendation

This course is designed for keen math students. While it follows the

same curricular competencies as Mathematics 9, there is a greater emphasis on problem solving and preparation for national math contests. Students wishing to enroll in this course must consult with their Mathematics 8 teacher.

Mathematics 10

Students must choose one of the following 2 streams:

- Foundations of Mathematics and Pre-Calculus 10
- Workplace Mathematics 10

Foundations of Mathematics and Pre-Calculus 10

Recommended: Mathematics 9

This stream of mathematics is designed for those students who plan to attend a college/university after high school graduation. This course is a continuation of topics from Mathematics with the addition of the following: linear functions/relations, trigonometric ratios, arithmetic sequences and analyzing linear systems.

Foundations of Mathematics and Pre-Calculus 10 Enriched

Recommended: Mathematics 9 and teacher recommendation

This course is designed for keen math students. While it follows the same learning outcomes as Foundations and Pre-Calculus 10, there is a greater emphasis on problem solving and preparation for national math contests. Students wishing to enroll in this course must consult with their Math 9 teacher.

Workplace Mathematics 10

Recommended: Mathematics 9

This stream of mathematics is designed for those students who plan to enter the workforce right after high school graduation. This course is continuation of topics from Mathematics 9 with a more focused look at the following: financial literacy, measurement and conversion, analyzing and interpreting graphs.

Foundations of Mathematics and Pre-Calculus 10 Spectrum

Recommended: Mathematics 9

Math 10 Spectrum follows the same curriculum, and is assessed using the same performance standards, as Math 10. However, Math 10 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. Spectrum is a three-year program of enriched studies (Grades 8-10) that includes English, Social Studies, Math and Science. If spaces become available for Spectrum 10, the program will accept applications in May, 2020. For more information, see the Spectrum Program website at:

<http://spectrumprogram.wixsite.com/slsspectrum>

Mathematics 11

Students must choose one of the following 3 streams:

- Pre-Calculus 11
- Foundations of Mathematics 11
- Workplace Mathematics 11

Pre-Calculus 11

Recommended: Foundations and Pre-Calculus 10

This stream of mathematics is designed for those students who may need mathematics at college/university after high school graduation. This course is a continuation from Foundations of Mathematics and Pre-Calculus 10 with an in depth look at previous topics such as solving systems of equations and the real number system. Newer topics to be discussed will be systems of inequalities, polynomial factoring, and solving rational expressions.

Pre-Calculus 11 Enriched

Recommended: Foundations and Pre-Calculus 10 and teacher recommendation

This course is designed for keen math students. While it follows the same curricular competencies as Pre-Calculus 11, there is a greater emphasis on problem solving and preparation for national math contests. Students wishing to enroll in this course must consult with their Mathematics 10 teacher.

Foundations of Mathematics 11

Recommended: Foundations and Pre-Calculus 10

This stream of mathematics is designed for those students who plan to enter postsecondary in a faculty that does not require any mathematics. This course will focus on the application of statistics, graphical analyses of linear/quadratic systems and financial literacy.

Workplace Mathematics 11

Recommended: Foundations and Pre-Calculus 10 or Workplace Math 10

This stream of mathematics is designed for those students who plan to enter the workforce right after high school graduation. This course is a continuation of topics discussed in Workplace Mathematics 10, and includes the following: analyzing rate of change, graphs and statistics/data.

Mathematics 12

Students are not required to take Mathematics 12 for graduation. However, it is required for admission to many faculties. There are 3 streams available from which to choose:

- Pre-Calculus 12

- Foundations of Mathematics 12
- Apprenticeship Mathematics 12

Pre-Calculus 12

Recommended: Pre-Calculus 11

This course is designed for students planning to enroll in post-secondary math courses. It is recommended for students who excelled in Pre-Calculus 11. This course is a continuation of topics from Pre-Calculus 11 with the addition of transformation of functions, exponential functions, logarithms, geometric sequence/series and trigonometric functions and identities.

Foundations of Math 12

Recommended: Foundations of Math 11

This course is designed for students planning to enter into the faculty of Arts in post-secondary. This is a continuation of Foundations of Math 11 and will focus on the following topics: analysis of geometric constructs/conics and fractals, regression models, and combinatorics.

Apprenticeship Math 12

Recommended: Workplace Math 11

This is a continuation of Workplace Math 11 designed for students planning to pursue the trades. This course will build on topics such as measurement conversion and their uses, scales using similar triangles, analyzing 2D/3D models.

Calculus 12

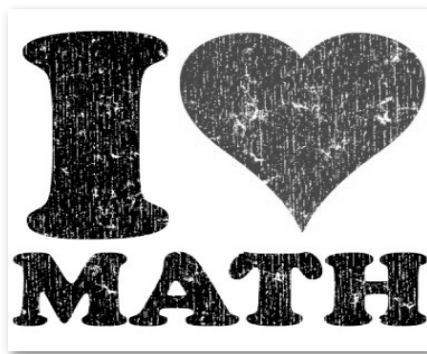
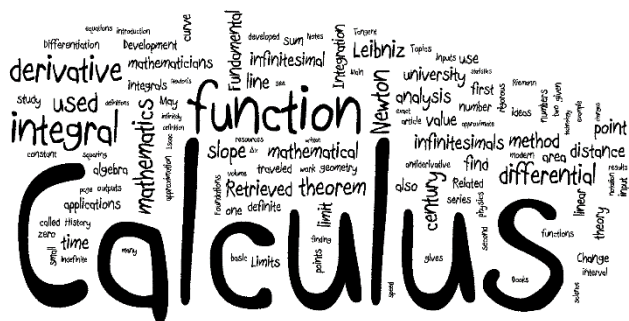
British Columbia Provincial Curriculum Calculus 12

The course is a preparation course to taking University Level Calculus. This course will be based on the BC Calculus curriculum and focus will be on developing fundamental conceptual grounding in the “Big Ideas” in Calculus. This course is an alternative to AP Calculus for students that are looking for an introductory calculus course. The recommended pre- requisite for this course is Pre-Calculus 12. Students will be introduced to limits and rates of changes, Differentiation and Integration.

AP Calculus 12

Recommended: Mathematics 12

This course is designed for those students who are intending to study Calculus at the college or university level. This course will follow the Advanced Placement guidelines. This course is recommended for students who excelled in Pre-Calculus 12. The course will enable the students to write the optional Advanced Placement (AP) exam, which is given in early May. Students achieving high enough scores may obtain credit for a beginning Calculus course and possible scholarships at some universities and colleges. More information can be found at: <https://apstudent.collegeboard.org/apcourse/ap-calculus-ab>



Modern Languages

French 8

The French 8 course is intended for students as part of the Grade 8 core program. It is an introductory course meant for students with little or no background in French. All four aspects of language learning will be introduced, practiced, and assessed, including speaking, listening, reading, and writing. In addition to working with the structure of the French language, students will also explore different Francophone cultures around the world, and the impact these cultures have had on the language. Please note this course may not be suitable for former French Immersion students.

French 9

Completion of French 8, or the equivalent, is strongly recommended.

Students will continue to build on previous knowledge and will strengthen their acquisition of French. They will extend their abilities to express themselves in meaningful simple conversations using a variety of questions and familiar vocabulary. Through stories and authentic tasks students will express themselves in the past, present and future on familiar topics. Students will be introduced to the cultural diversity of the Francophone world and make connections to their own culture.

French 10

Completion of French 9, or the equivalent, is strongly recommended.

Students will continue to build on previous knowledge and begin to express themselves with increasing fluency and confidence both orally and written. They will give opinions and expand on reasons for their preferences as they interact with each other with purpose and competence. Through stories and authentic tasks, they will acquire useful sentence structures and vocabulary needed to narrate their own stories in the past, present and future. Students will be given the opportunity to explore a variety of creative works from the Francophone world and discuss how they reflect cultural expression and share their own perspectives.

French 11

Recommended: French 10

The aim of French 11 is to enable students to interact with confidence, competency and accuracy. Students will develop their ability to communicate purposefully both orally and in writing in the past, present and future. Aspects of Francophone cultures will be introduced through stories, music, film and other authentic materials. Students will give oral presentations both spontaneous and practiced, read texts, as well as produce a variety of written assignments.

French 12

Completion of French 11, or the equivalent, is strongly recommended.

This course enables students to attain a higher level of sophistication, fluency and accuracy in written and oral French. Students will continue to narrate their own stories using a variety of tenses and adapting to different audiences. They are expected to consistently express their opinions and reasons both in written and oral contexts. In addition, they will be exposed to variety of French literature, music, videos, and other authentic materials. Students will be encouraged to explore links to Francophone communities and seek opportunities available to continue their acquisition of the French language.

Japanese 9

This introductory language course is for students who have an interest in Japanese culture and wish to explore more of it through various culture learning activities (e.g. origami, anime, calligraphy and food making). Students will be introduced to the Hiragana syllabic alphabet / a few Kanji (Chinese Characters) and learn basic grammar rules in 9 different units. The main focus of the course is to build fundamental oral communication skills.

Japanese 10

Recommended: Japanese 9

This course is an extension of Japanese 9. Along with the cultural learning component, students will be assigned various projects / assignments that require more sophisticated levels of grammar comprehension (e.g. Masu-form). Katakana syllabic and additional Kanji will be introduced as a part of the curriculum. This course will also place emphasis on higher levels of oral communication skills and students are assigned presentations as part of the course.

Japanese Introductory 11

This is an intensive course that combines Japanese 9 and Japanese 10 curriculum in one term. This course is recommended for students who have a keen interest in learning Japanese as an additional language, even though they have not completed the Japanese 9 course previously.

Japanese 11

Recommended: Japanese 10 or Beginner's Japanese 11

In this course students will be introduced to more abstract and complex Japanese vocabulary and sentence structures (e.g. different verb tenses & adjectives tenses, Te-form). Paragraph writing, geographic research, data processing and business communication take up a large percentage of the course load. Criteria for oral presentations will be based on many more authentic / real-life situations.

Japanese 12

Recommended: Japanese 11

This course will enable students to carry on their language exploration at a more mature and business-like level. The course curriculum will be reaching one of the most complex aspects of Japanese grammar. (e.g. modality). Cultural learning component will look into some of the common 'notions' that underlay in the Japanese native people's way of communicating. Students will be introduced to 'casual form' and encouraged to use them. Additionally, students will learn 80 - 100 more Kanji.

français		中文
日本語	Modern Languages	
español		

Mandarin 9

This introductory course is intended for students who have neither spoken nor written knowledge of Chinese. Students will be taught the Pinyin Romanization, simple everyday conversation, and a core vocabulary. They will be introduced to Chinese culture through the context taught. This course focuses on oral communication, the learning of Pinyin Romanization, the writing of simple Chinese characters, and simple sentence making.

Mandarin 9 Enriched

Recommended: Some knowledge of Mandarin

This is an enriched course for students who already have some knowledge of a Chinese dialect or who can only speak Mandarin. Students will be taught the Pinyin Romanization, simple everyday conversation and a core vocabulary. They will be taught how to write a short paragraph. Activities include exploring themes such as greetings, classroom expressions, numbers, calendar, family, recreation activities, and food. The study of Chinese culture will take place through mini projects and discussions on content taught.

Mandarin 10

Recommended: Mandarin 9 or Mandarin 9 Enriched or Placement Exam 9

Students are expected to consolidate and expand what they have learned in Mandarin 9. The course will focus on communicative situations for developing listening, speaking, reading, and writing skills. Students should be able to use the Pinyin Romanization proficiently. They will be introduced to a greater repertoire of common expressions and everyday conversations. More vocabulary will be taught so that students can improve their four language skills. The study of Chinese culture will continue when students explore themes such as festivals, birthdays, the school environment, daily routines, clothing, shopping, dining out and socializing.

Mandarin 11

Recommended: Mandarin 10 /Placement Exam 10

Mandarin 11 is accepted as one of the academic requirements by universities in B.C. Students in this course continue to develop the four skills of listening, speaking, reading and writing. They will be taught more complex conversation, extended sentence structures, a core vocabulary, composition skills and some idiomatic expressions. There will be a greater variety of topics taught including describing objects, people and their emotions, a visit to the doctor, career, travel plans and celebrations of festivals. Students will be involved in activities such as skits, projects, discussions, presentations, reading essays and book reports.

Mandarin 12

Recommended: Mandarin 11

This course helps students acquire a higher level of proficiency in listening, speaking, reading and writing. In addition to linguistics skills, students will be required to master a selection of core vocabulary and idiomatic expressions. They will be exploring in greater depth themes such as describing personalities, simple business transactions, restaurant going as well as traveling in China. Studies on China also include geography, climate and food. As these themes are developed, students will be exposed to different writing formats. Presentations and debates on familiar topics are expected. Mandarin 12 can be a subject counted for GPA to admit into universities, depending on the program entrance requirements.

Spanish 9

This introductory course is intended for students with little or no background in Spanish. There will be a high emphasis on listening and reading, and speaking and writing skills will be practiced, as well. High-frequency vocabulary used to describe everyday activities will be introduced. Common structures in the present, simple past, future, and basic commands will be reviewed. Students will explore aspects of Hispanic culture, using a variety of authentic resources, and this will help them deepen their understanding of their own language(s) and culture.

Spanish 10

Completion of Spanish 9, or the equivalent, is strongly recommended. Students will continue to build on previous knowledge and will strengthen their acquisition of Spanish. They will extend their abilities to express themselves in meaningful simple conversations using a variety of questions and high-frequency vocabulary. Through stories and authentic tasks, students will express themselves in the past, present and future on familiar topics. Students will be introduced to the cultural diversity of Hispanic communities around the world, and will make connections to their own culture.

Spanish Introductory 11

This introductory course is intended for students with little or no background in Spanish. This is an accelerated course in Spanish, which will cover much of the Spanish 9 and 10 curricula in one semester. There will be a high emphasis on listening and reading, and speaking and writing skills will be practiced, as well. High-frequency vocabulary used to describe everyday activities will be introduced. Common structures in the present, simple past, future, and basic commands will be reviewed. Students will explore aspects of Hispanic culture, using a variety of authentic resources, and this will help them deepen their understanding of their own language(s) and culture. This course prepares students for study in Spanish 11.

Spanish 11

Completion of Spanish 10 or Spanish Introductory 11, or the equivalent, is strongly recommended.

The aim of Spanish 11 is to enable students to interact with confidence, competency and accuracy. Students will develop their ability to communicate purposefully both orally and in writing in the past, present and future. Aspects of Hispanic culture will be introduced through stories, music, film and other authentic materials. Students will give oral presentations both spontaneously and practiced, read texts, as well as produce a variety of written assignments.

Spanish 12

Completion of Spanish 11, or the equivalent, is strongly recommended.

This course will enable students to attain a higher level of sophistication, fluency and accuracy in spoken and written Spanish. Students will continue to narrate their own stories, using a variety of tenses, and adapting to different audiences. They will be expected to consistently express their opinions and reasons, both in oral and written contexts. In addition, they will be exposed to variety of Spanish literature, music, videos, and other authentic materials. Students will be encouraged to explore links to Spanish-speaking communities, and to seek opportunities available to continue their acquisition of the Spanish language.

Performing Arts

Dance

Dance Foundations 10

Dance 10 is an introductory course, open to any grade 9-12 student that will focus on: technique, strengthening, balance, flexibility, rhythm, and confidence development. Students will require clothing suitable for movement. Various genres will be explored. Assignments will include participation in regular skills development, group movement projects, leadership of warm-ups, group choreography and written work on one genre of dance.

Dance Technique 11

Completion of a Dance 10 course, or the equivalent, is recommended.

Further development of dance skills will continue as leadership, pattern awareness, imagination, stage presence, and performance choreography are introduced. Various genres will be explored. Assignments will include participation in regular skills development, solo or group choreography, leadership of warm-ups, and written work on one genre of dance. Extra-curricular time for performances will be required.

Dance Choreography 12

Completion of a Dance 11 course, or the equivalent, is recommended.

Students will specialize in technique, dance terminology, dance genres, and design. Students will continue their participation in both training and performance of dance. Assignments will include participation in regular skills development, solo and group choreography, leadership of warm-ups, and written work on one genre of dance. Extra-curricular time for performances will be required.



Music

Band/Instrumental Music 8

Students will have the opportunity to play in a Band with their grade 8 peers and perform several concerts. Some previous musical experience is still recommended -- at least one year of elementary band or equivalent musical skills. Instruments available include: Violin, Trumpet, Trombone, Baritone, Clarinet, Flute, and Sax. There are LIMITED positions available for bass guitar and drums and these are assigned by audition only. NO guitars or pianos, please, unless you are willing to learn another instrument. Instrumental music covers core competencies including Communication, Personal & Social competency, and Critical and Creative Thinking. The goal of the course is to encourage students to join our 9-12 Concert Band and remain in music for the full 5 years of high school.

Guitar Level 1

No previous musical experience is necessary. For beginners, guitar offers an introduction to playing the guitar. Styles covered include pop/rock, folk, country, blues, and classical. Students are introduced to basic chording, reading of music notation, tablature, and strumming/finger-picking styles. The course is structured so that students also have an opportunity to pursue their own musical interests and genres and perform for an audience of their peers. Guitar is a Ministry approved Fine Arts Credit and addresses all three of the Core Competencies.

Guitar Level 2

Guitar Level 3

More advanced students will progress on an individual basis for more in-depth study of guitar techniques. Styles covered include pop/rock, folk, country, blues, and classical. Students are introduced to basic chording, reading of music notation, tablature, and strumming/finger-picking styles. Guitar is a Ministry approved Fine Arts Credit.

Band can be taken every year of high school. See below.

Concert Band 9/Instrumental Music 9

Concert Band 10/Instrumental Music 10

Recommended: Band 9 or teacher's permission

Concert Band 11/Instrumental Music 11

Recommended: Concert Band 10 or teacher's permission

Concert Band 12/Instrumental Music 12

Recommended: Concert Band 11 or teacher's permission

Concert Band is open to orchestral string instruments, including violin, viola, and cello. **Please note that Guitar and Piano are not concert band instruments.** This Band is intended for students Grades 9-12 with intermediate musical skills and previous experience. The band performs at our school concerts and assemblies, does a concert tour of the elementaries, and appears at community events such as Education Week, as well as a major spring concert tour and regional festivals. Repertoire includes classical concert band music as well as adaptations of popular film, television and Broadway scores, pop music, and jazz/swing. Instruments available include: flute, clarinet, bassoon, alto and tenor sax, trumpet, French horn, trombone, baritone/euphonium, bass, and drums. There are also limited positions available for specialty instruments such as bass clarinet, bass guitar, drums, baritone sax, and oboe. Band is a ministry-approved Fine Arts Credit which is available in both Semester 1 and 2. Instrumental music covers core competencies Communication, Personal & Social competencies, and Critical & Creative Thinking.

Jazz Band

Jazz Band is not offered as a course. However, those students interested are welcome to join the Jazz Band Club which meets as an extracurricular club twice a week. The traditional line-up of instruments includes Alto and Tenor Sax, Trumpet, Trombone, Bass Guitar, and Drums. The repertoire mixes traditional jazz standards with pop, funk and R&B offerings. Please see the music teacher for details.

Choir—Vocal Ensemble

Vocal Ensemble 8/Chorale Music 8

Vocal Ensemble 9/Chorale Music 9

Vocal Ensemble 10/Chorale Music 10

Choir can be taken every year of high school. Those students who enjoy Choir as a club can now immerse themselves in it fully as a credit course. see the write-ups below for Vocal Ensemble 11/12

Vocal Ensemble 11/Chorale Music 11

Vocal Ensemble 12/Chorale Music 12

The SLSS Choir is a high energy ensemble that performs a variety of music, from jazz and pop to chamber works. Dedication to developing and maintaining high standards of musicianship and performance is emphasized in all music department groups. Students will have the opportunity to perform in school tours, community events and special assemblies. Singers should understand that the repertoire is challenging and demands a lot from each member. Choir is a Ministry approved fine arts credit. In addition to exploring Core Competencies such as Communication, Personal/Creative Thinking, and Personal/Social skills, Choir is reflective of First Nations principals of learning that are holistic, reflective, experiential, and support the well-being of self, family, and community.

Recording Arts

Recording Arts Technology 11 & 12

Recording Arts Technology 11/12 is a course for those interested in film, sound and music composition and production. In the Digital Audio component of the course, students are introduced to essential recording studio equipment and the fundamentals of recording sound. In Video/Film production, students are introduced to scripting, storyboarding, camera work, film techniques, and computerized video editing. In the Music Composition unit, students are introduced to musical basics and the art of composition and production. Software includes Logic, a multitrack recording program. Students should expect to make some commitment outside of class time to projects. Group work and performances/presentations of your work are integral to the course. Recording Arts is a dual credit Fine Arts and Applied Skills course that is only available in Semester 1. Recording Arts covers all 3 Ministry core competencies.

Theatre

Drama/Art Education 8

Students in this course will take one half semester of Drama and one-half semester of Visual Art. The Drama component offers students nine weeks to discover themselves in the world of the theatre. Teamwork, self-discipline, cooperation, leadership and developing empathy are the focus of this course. There is also a strong focus on building confidence, learning how to work with a variety of other people and being able to master the ability to speak in public, through work in scripts and with one's own ideas. Students will explore a variety of presentational techniques including mime, tableau, choral speaking and work with a script. This is a great course for Grade 8 students as they will work in a non-threatening atmosphere to develop skills that will stay with them throughout their time in school and even beyond to the world of work.

Drama 9

This course provides students with the chance to spend a whole semester in the theatre. In Drama 9, students will begin to explore theatre history and the influence of theatre in modern society. They will look at the difference between comedy and serious drama and begin to explore the realm of Canadian theatre scripts. There is an emphasis on creating and developing characters and using vocal and physical techniques to create believable performances on stage. Students will be expected to concentrate and stay in character. There is continuing emphasis on public speaking in this course and students will be expected to memorize passages from Shakespeare and modern theatre.

Theatre Performance 10

Students are expected to use their own experiences as the source for theatrical performances. There will be more emphasis on script work and literary criticism, but there will be ongoing work as well in developing confidence and a clear, pleasant speaking voice, suitable for scripted performances, formal speeches and informal discussions. Students will work on heritage drama, using their own family stories to create theatre. There is a broadening aspect in this course that envelopes the idea of communicating one's ideas to the class, the school community and the community outside the walls of the school. Students are expected to take a leadership role as a theatre artist in this course.

Theatre Performance 11

(Recommended: Theatre Performance 10 or permission of the instructor)

Performance in front of an audience is an integral aspect of this course. Study will focus on developing a versatile speaking voice, confidence and grace under pressure and the ability to think on one's feet. Students will investigate a variety of acting styles, including Shakespeare, comedia del'arte, interactive theatre, and modern performance including for film and television. Students will be able to explore their own concerns through the lens of the theatre artist.

Theatre Production 11

(Recommended: Theatre Performance 10)

Theatre Production 11 is an introductory course to all aspects of stagecraft, including set decoration and design, costume design and creation and prop design and fabrication. Students will also be introduced to the operation of lighting and sound equipment in the theatre. Students must be willing to support their classmates technically in their projects and also lend a hand with the school productions to fulfill the requirements of this course.

Theatre Production 12

(Recommended: Theatre Production 11)

In Theatre Production 12, students will be expected to further their study of the technical aspects of the theatre. Set design and construction, lighting and sound design and script work will form an integral part of this course. Students will be expected to take an active role in all aspects of the extensive Steveston-London theatre season, participating in at least one of the extra-curricular productions in a stage managerial capacity.

Theatre Performance 12

(Recommended: Theatre Performance 11 or permission of the instructor)

In order to fulfill the requirements of this course, students will be expected to perform in front of a variety of audiences. Continued work on vocal projection and diction, character development, script interpretation, and teamwork are the focus of this course. Students will be expected to perform in scenes from Shakespeare or other classic writers as well as new Canadian works. Actors in this class will be expected to develop an interactive theatre project as well as improvisational work. Acting styles from theatre literature and from other cultures will be explored.

Directing and Script Development 12

Recommended: Theatre Production 11 or Theatre Performance 11 or both)

This course is designed for students who have a keen interest in drama and who have strong leadership and creative skills. Students in this course will be expected to create two scripts – one adaptation and one original – as fulfilment of the requirements of the course. They will also be asked to direct their own scripts as part of a theatre company including actors from Theatre Performance 11/12 and Theatre Production 11/12. They will attempt to fulfill their theatrical and artistic vision through the theatre company developed with the actors and technicians. Students in this course should understand theatrical conventions and have demonstrated excellent skill in acting and in stagecraft in previous courses.

Directed Studies in Theatre

(Recommended: Teacher's permission. This course is only available for Grade 12 students)

This is a self-directed course in theatre for students who are interested in every aspect of theatre and who are considering a career as a theatre or film artist. Students will work with the instructor to develop a program that gives them the opportunity to experiment with acting, directing, writing and theatre production and will finish the course with a comprehensive project that explores their interest and skill in the art of Drama. Students are required to have permission from the instructor to enroll in this course.



Physical Education

Physical & Health Education 8

Physical & Health Education 9

Physical & Health Education 10

The aim of the Steveston-London PE Program is to provide students with opportunities to gain an appreciation for lifelong physical fitness and health. Through an environment centered on fun and respect, these courses allow students to regularly engage in physical activity and develop their skills in collaboration, self-regulation, physical literacy and problem solving and decision-making. Some of the benefits of regular physical activity include: enhanced memory, better concentration, increased problem-solving abilities and an increased ability to work with others. In addition, regular physical activity is one of the most important things you can do for your health and is directly related to an increased quality of life. Activities for PE 8-10 are chosen to promote physical literacy, healthy and active living, social and community health, and mental well-being. Students will actively participate in a wide variety of physical activities from the following categories: team games, individual and dual activities, dance, fitness and outdoor pursuits.

The Health component of these courses will focus on healthy choices, healthy relationships and advocating for the health and well-being of others.

Physical Education 11 Active Living

Recommended: PE 10

PE 11 emphasizes preparation for an active and healthy lifestyle after students leave school. Students will participate and develop skills in a variety of physical activities that have the potential for lifelong involvement. Students will also take an active role in the organizing and leadership of many class activities. Lifetime sports and leisure activities are the major focus.

Physical Education 12 Active Living

Recommended: PE 11

Active living 12 continues to emphasize the importance of physical activity as an important part of one's overall health and well-being. Students continue to participate in a wide variety of physical activities with the goal being lifelong participation in physical fitness. This goal is supported in Active Living 12 through the focus on safety and injury prevention, along with an introduction to various recreational activities. Students continue to take on an active role in the organization and leadership of class activities.

FemFit 11 and 12 (Girls Only)

Recommended: PE 10

This course is intended for females who are looking to strengthen their minds and bodies in a fun and stress-free environment. Students will be challenged to learn their limits and set meaningful goals for personal growth in fitness, health and well-being. This course focuses on individual activities and non-competitive sports. However, our flexible curriculum makes it possible to adapt based on student input. We will take a survey at the beginning of each semester and design the course around individual interests. Activities may include a variety of yoga styles, self-defense, spin, dance, kickboxing, hikes, rowing, bubble soccer, trampoline park

and snow tubing. We will emphasize lifelong fitness by experiencing a wide range of activities that are available in our community. Students will be armed with the tools to stay motivated in an increasingly overwhelming society. Above all, our hope is to have everyone leave this course feeling refreshed, healthy and ready to tackle life's challenges.

There is a fee of \$100 associated with this class to cover field trips, guest instructors, and bus costs.

Fitness and Conditioning 11

Recommended: PE 10

Fitness and Conditioning 12

Recommended: PE 11

This elective course for grade 11 and 12 students will provide a learning opportunity to its participants to gain the knowledge and skills necessary to become their own personal trainer. Students will learn how to assess their own fitness, will understand the different components of fitness, will learn the different types of training techniques available to them, and will be able to develop their own personal fitness plan. While there is an academic component to this program, the mainstay of the course is on activity. Students will be actively involved in trying a variety of fitness options which adults can utilize post-school to remain fit and healthy. Aerobic and cardiovascular exercise options, muscular strength and endurance training options, various weight training types, flexibility and stress reduction techniques and other fitness forms will be addressed throughout the course. The focus of this program is a fitness-based P.E. curriculum, not on team, individual or dual activity sports as covered in other P.E. programs. The program would involve field experiences to allow students to participate in guest-led instruction to provide students opportunities to try as many different fitness orientated forms as possible. This course is open to both males and females who are highly motivated and interested in fitness.

Physical Education 11/12 - Community Recreation

This "enriched" course is designed to provide experiences for students with a special interest in the areas of sport, outdoor activities and recreation. Students will be required to participate in a variety of physical and leisure community-based field trips during class time. Activities such as archery, Bikram's hot yoga, bowling, curling, fencing, golfing, skating, broomball, hiking and more are just some of the possibilities. Community Recreation 11/12 will be an enjoyable and fun experience that both provides students with a break from the rigors of academics and exposes them to a variety of enriched activities within the school and community that will promote lifelong health, wellness and fitness.

****A student fee of \$225.00 will be required to cover expenses for all field trips and school district bus transportation.**

Athletic Leadership 12

A majority of the 110 hours required for this course will be completed outside of regular school and on select weekends. Aim: Athletic leadership is designed to provide students with an opportunity to demonstrate and improve their organization, communication and confidence in a leadership setting at Steveston-London. The goal of the class is to manage the athletic program at Steveston-London and improve school spirit.

- Organize and facilitate an Athletic Committee and/or activities at the school.
- Organize and facilitate the Athletic Banquet at Steveston-London.
- Demonstrate & improve leadership skills (organization, communication, confidence self-concept).

A black silhouette of a basketball player in mid-air, holding a basketball with their right hand. The player is wearing a jersey, shorts, and sneakers. The basketball is shown with its characteristic lines. The entire image is set against a white background.



Science

Science 8

The course introduces science skills and processes in the following areas: Lenses and mirrors, The Eye, Cells, Kinetic molecular theory, Atomic theory, the Immune system and Plate tectonics. A variety of activities including experiments, projects, inquiry and research will be used to teach these topics. Curricular competencies are used to introduce the skills and processes. The course serves as an excellent foundation for Science 9.

Science 8 Spectrum

Science 8 Spectrum follows the same curriculum, and is assessed using the same performance standards, as Science 8. However, Science 8 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. Spectrum is a three-year program of enriched studies (Grades 8-10) that includes English, Social Studies, Math and Science. Applications for Spectrum 8 will be available January 9 and due February 21, 2020. For more information, see the Spectrum Program website at:
<http://spectrumprogram.wixsite.com/slsspectrum>

Science 9

Recommended: Science 8

This course builds on the skills developed in Science 8. Concepts in Science 9 draw from five major topics: Reproduction, atoms, electricity and energy and nutrient cycles. Through a variety of activities students use the concepts to improve their skills and gain competence. As with Science 8, Curricular competencies are used to teach these skills. Science 9 challenges the student to evaluate information and to make decisions. Students will expand on the inquiry processes started in Science 8.

Science 9 Spectrum

Recommended: Science 8

Science 9 Spectrum follows the same curriculum, and is assessed using the same performance standards, as Science 9. However, Science 9 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. Spectrum is a three-year program of enriched studies (Grades 8-10) that includes English, Social Studies, Math and Science. If spaces become available for Spectrum 9, the program will accept applications in May, 2020. For more information, see the Spectrum Program website at:
<http://spectrumprogram.wixsite.com/slsspectrum>

Science 10

Recommended: Science 9

Four major areas make up the content for the Science 10 course: Elements and Compounds, Genetics, Energy, and Astronomy. Recommended knowledge needed for the senior science courses is included in the course. Sc. 10 students are also able to improve their skill level and build on the concepts in Science 8 and Science 9. The science department is committed to making this course a suitable preparation for the senior courses and to provide the students with transferable skills. Curricular competencies are used to teach these skills.

Science 10 Spectrum

Recommended: Science 9

Science 10 Spectrum follows the same curriculum, and is assessed using the same performance standards, as Science 10. However, Science 10 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. Spectrum is a three-year program of enriched studies (Grades 8-10) that includes English, Social Studies, Math and Science. If spaces become available for Spectrum 10, the program will accept applications in May, 2020. For more information, see the Spectrum Program website at:
<http://spectrumprogram.wixsite.com/slsspectrum>



Life Sciences 11

Recommended: Science 10

Life Sciences 11 is an introductory course in the life sciences designed to give students an appreciation for the living world. Lab activities (including microscopy, investigation and classification of organism and specimen dissections) are an integral part of this course. Life Sciences 11 is recommended by a number of college and university courses. The course consists of: The overview of biology, microscopy, cell biology, molecular basis of inheritance, evolution and classification; Microbiology: viruses, protists; Mycology and plant biology: fungi, simple plants and flowering plants; and Animal biology: invertebrates and vertebrates.

Chemistry 11

Recommended: Science 10

Recommendation: C or better in Science 10 and Math 10

Chemistry is the study of matter and consists of the examination of a variety of topics. It is a lab-based course relating chemical properties & reactions of elements and compounds to the periodic table. Additional topics may include a unit of transition metal chemistry which provides a variety of interesting experiments and challenging concepts for the students. Evaluation of student work includes labs, quizzes and unit tests. There may be a final exam.

Earth Science 11

Recommended: Science 10

Earth Science 11 is a course designed to give students an appreciation of our dynamic and restless planet. Topics covered include: Plate Tectonics, Astronomy, Oceanography, and Earth's Resources. This academic course is recognized by post-secondary institutions for entrance requirements. Students who are interested in a career in Environmental Sciences/Engineering or are planning to enroll in Geology 12 are encouraged to take this course.

Physics 11

Prerequisites: Science 10

Recommended: C+ or better in Science 10 and Math 10. Students must have a scientific calculator.

Physics 11 is designed to introduce students to the world of physics and is a required course for acceptance into UBC and SFU science programs. Topics covered include:

- Kinematics; the Study of Motion.
- Dynamics; Forces and Newton's Laws of Motion
- Energy; Forms and Conservation
- Wave Motion
- Electrical Circuits

Classroom activities will consist of demonstrations, guided inquiry through labs, simulations, and/or video analysis, demonstrated problem solving approaches, note taking, practice problems, written assignments/lab reports and worksheets,

Student evaluation will be based on: collected problem solving tasks, lab/activity reports, written assignments, quizzes, unit tests, potential research projects, and a possible final exam.

Engineering Design 11

**Note: This course does not count as a Grade 11 Science or Foundations course*

Do you like to create things with your own hands? Are you interested in how things work? Do you like to play with LEGO? Have you thought about becoming an Engineer or would like to learn more about Engineering? If you have answered yes to any of these questions, then "Engineering Design 11" is the course for you. This elective course offered by the Science Department is for students in grades 9-12. Working in groups you will design solutions to a variety of design challenges involving wind turbines, balloon rocket cars, and LEGO robots. Throughout this process you will improve your skills in: problem solving and engineering design, time management, computer use and programming, technical writing, and giving presentations. Come and have some fun in Engineering Design!

Anatomy and Physiology 12

Recommended: Life Sciences 11

Anatomy and Physiology 12 is a course designed for students interested in pursuing biology at some future date in a post-secondary institution. The course is demanding, and it is recommended that students have a good background in chemistry. Chemistry 11. Life Science 11 is highly recommended so students become familiar with Biological terminology and study techniques. Students who have taken Life Science 11 are more successful in this course. Topics are extensive and consider biology at a molecular level - cell biochemistry, cell compound enzymes and nucleic acids. Also, all major human body systems (anatomy and physiology) are covered. Laboratory work includes dissections.

Chemistry 12

Recommended: Chemistry 11

The Chemistry 12 course will prepare students intending to take Science at the post-secondary level. The course builds on some of the concepts of Chemistry 11 and has a significant practical component. The units covered are Reaction Kinetics, Reaction Equilibrium, Organic Chemistry, Redox reactions and Solution Chemistry. As with Chemistry 11, lab based learning outcomes form part of the course assessment along with a possible final exam.

Advanced Placement Chemistry 12

Recommended: Chemistry 11 (CH 11) and Chemistry 12 (CH 12) must be completed prior: minimum B in both Chemistry 11 and Chemistry 12.

This course covers material equivalent to first year university/college chemistry and as such will give students a distinct advantage in post-secondary science and engineering programs. Content includes structure of matter, states of matter, reactions and their rates, thermodynamics, organic chemistry and a robust selection of challenging inquiry activities. Contests and exams include: Thompson Rivers University contest, the Chemistry 13 News exam (from the University of Waterloo) and the Advanced Placement Chemistry exam (from the College Board)

****See enrichment opportunities (Advanced Placement)**

Physics 12

Recommended: Physics 11

Recommendation: C + or better in both Ph11, Math 11. Math 12 should be taken before or concurrently.

Physics 12 builds on many of the concepts covered in Physics 11. Specifically Physics 12 has units in: Relative Motion and Kinematics in 2D, Dynamics in 2D, Momentum in 1D and 2D, Circular Motion and Gravitation, Equilibrium, Electrostatics (time permitting), and Electromagnetism.

Physics 12 is a required course for post-secondary studies in Engineering. Classroom activities will consist of demonstrations, guided inquiry through labs, simulations, and/or video analysis, demonstrated problem solving approaches, note taking, practice problems, written assignments/lab reports and worksheets, Student evaluation will be based on: collected problem solving tasks, lab/activity reports, written assignments, quizzes, unit tests, potential research projects, and a possible final exam.

Geology 12

Recommend Earth Science 11

Geology 12 is a course that is designed to give students the opportunity for an in-depth study of the earth sciences. Topics covered include: Earth processes (volcanoes, earthquakes, plate tectonics, rivers, and glaciers), Structural geology (faulting, mountain building), Historical Geology (fossil origin and evolution of life on earth), Astronomy (the solar system, geology of the moon and inner planets) and Earth Materials (minerals, rocks, mining and petroleum resources and environmental issues). This Science course is recognized by post-secondary institutions for entrance requirements. Students who are interested in a career in environmental sciences and geological engineering are encouraged to take this course.



Social Studies

REQUIRED COURSES: (For students in grades 8 – 10)

Social Studies 8

Social Studies 8 is an opportunity for students to learn about our colorful and diverse cultural heritage. Students will explore the intriguing Middle Ages by comparing the civilizations of Western Europe, Eastern Europe, the Middle East, India, China, and Japan. They will examine the tremendous changes caused by the Renaissance, the Reformation, the Age of Exploration and contact between Europeans and Indigenous peoples. Overall, the historical time period that Social Studies 8 covers is from 800 CE to 1750 CE. Relevant current issues will be addressed and geographic skills will be integrated into the program of studies. Students will begin to develop their skills in decision-making, problem solving, and critical thinking.

Social Studies 8 Spectrum

Social Studies 8 Spectrum follows the same curriculum, and is assessed using the same performance standards, as Social Studies 8. However, Social Studies 8 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. Spectrum is a three-year program of enriched studies (Grades 8-10) that includes English, Social Studies, Math and Science. Applications for Spectrum 8 will be available January 9 and due February 21, 2020. For more information, see the Spectrum Program website at: <http://spectrumprogram.wixsite.com/slsspectrum>

Social Studies 9

Social Studies 9 focuses on the growth of nations. It builds on the themes developed in Social/Humanities 8 and introduces a Canadian strand of focus. The concept of democracy is studied by analyzing the background and events of the English, French and American Revolutions. Industrialization in England and North America is also a major area of focus. The course transitions into early and modern Canadian history, investigating the social, economic and political influences that began to shape Canada's development into an autonomous nation. Overall, the historical time period that Social Studies 9 covers is from 1750 to 1914. Current events relevant to past issues and themes will also be examined.

Social Studies 9 Spectrum

Recommended: SS 8

Social Studies 9 Spectrum follows the same curriculum, and is assessed using the same performance standards, as Social Studies 9. However, Social Studies 9 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. Spectrum is a three-year program of enriched studies (Grades 8-10) that includes English, Social Studies, Math and Science. If spaces become available for Spectrum 9, the program will accept applications in May, 2020. For more information, see the Spectrum Program website at: <http://spectrumprogram.wixsite.com/slsspectrum>

Social Studies 10

Social Studies 10 builds on themes developed in earlier grades and focuses on the evolution of Canada as a nation. It highlights the political, social, and economic forces that played a part in Canada's experience throughout the 20th Century. Students will explore the development of our society through two world wars, immigration, Canada-US relations, regionalism, and global peacekeeping. Furthermore, students will address concerns relating to the environment, population growth, distribution of resources, and living standards. The curriculum is designed to engage students in critical yet creative inquiry into the challenges facing Canadians in the 21st century in an increasingly interconnected and complex world.

Social Studies 10 Spectrum

Recommended: SS 9

Social Studies 10 Spectrum follows the same curriculum, and is assessed using the same performance standards, as Social Studies 10. However, Social Studies 10 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. Spectrum is a three-year program of enriched studies (Grades 8-10) that includes English, Social Studies, Math and Science. If spaces become available for Spectrum 10, the program will accept applications in May, 2020. For more information, see the Spectrum Program website at: <http://spectrumprogram.wixsite.com/slsspectrum>

Electives: (For students in grades 11 and 12)

Physical Geography 12

The interplay of human activity and the natural world is at the heart of this course. Students will investigate numerous themes upon the backdrop of major topics such as natural disasters, landforms, resources, biomes, plate tectonics, and weather. Learning will be facilitated through a variety of methods, of which technology will be a common thread. Assessments will be designed to allow for feedback and mastery, culminating in the greatest opportunity for student success. For those moving on to post-secondary such as UBC (or similar), Geography is both an approved course towards admissions, as well as a helpful preparation for 100 level university classes in the faculty of Earth, Oceans, and Atmospheric Sciences. An annual multi-day overnight field trip is an optional activity to those enrolled. Students are encouraged to see the instructor for further details about the field trip or any other aspect of the course.

Social Justice 12

The aim of Social Justice is to raise students' awareness of social injustice, to enable them to analyze situations from a social justice perspective, and to provide them with knowledge, skills, and an ethical framework to advocate for a socially just world. We analyze major topics that include: poverty, homelessness, racism, gender, LGBTQ, genocide, child labour, child soldiers, First Nations, and globalization.

20th Century World History 12

This course covers global human history throughout the 20th century. History uses an array of source material such as film, digital media, primary documents and forms of propaganda. Students will analyze the causes and consequences of significant events such as WWI, The Russian Revolution(s), WWII, the Holocaust, The American Civil Rights Movement, and the Cold War Era (which encompasses subjects such as the Korean War, Vietnam and the Cambodian Genocide). Other topics include universal suffrage movements, Indigenous peoples' rights, and India's independence movement. Students will have creative ways to demonstrate their developing historical knowledge through discussions, debates, field trips, interactive assignments, and collaborative projects.

Law Studies 12

Laws abound everywhere and control and organize much of what takes place in society. This course gives students an introduction to the Canadian Legal System through a variety of activities ranging from simulations (mock trial & mock wedding), debates, and role-plays, to discussions, presentations, and a field trip to court. Students will be introduced to the foundations of law, the Charter of Rights of Freedoms and Human Rights, along with Criminal Law, Tort Law, Family Law and Contract Law. Students will have an opportunity to explore our legal system in fun, creative, and meaningful ways.



Contemporary Indigenous Studies 12

This course explores the history and culture of the Indigenous peoples of Canada from prior to the arrival of Europeans to the present, examining the impact of contact, religion, and colonialism. Students will examine the foundations of contemporary issues as well as explore the legacy of the fur trade, land treaties, as well as government policies such as the Indian Act and residential schools. Students will also examine the significance of oral traditions in Indigenous cultures. Additionally, students will be provided with opportunities to learn about Indigenous cultures and relevant contemporary issues from different areas of the world, as making connections between local and global movements for reconciliation can foster empathy and global awareness. Through talking circles, discussion, project work, film, field trips and guest speakers, students will have an opportunity to explore Indigenous knowledge and worldviews in authentic, creative, and meaningful ways.



Technology Education

Safety instruction and practices are taught in all Technology Education courses. The wearing of safety gear is essential e.g., eye protection, ear protection, etc. Basic supplies will be provided to students in order to meet the learning outcomes of all courses. Optional materials and field trips must be paid for by the student.

Technology/Home Economics 8

This course is project based and is designed for all grade 8 students. The Technology Department introduces students to all areas of the Technology curriculum at Steveston-London. These may include woodwork, electronics, transportation, metal work, and drafting (CADD/Animation).

Transportation Courses

Transportation Technology Level 1/(Power Technology 10)

This course is designed to provide a non-mechanical person with the opportunity to acquire the know-how for basic vehicle care & maintenance. Students will learn mechanical concepts through marine, aviation, bicycles and other forms of technology. Students are encouraged to consider this course, as it will provide real life skills for safe and happy motoring throughout life.

Content:

- Proper procedures to follow when there is a breakdown,
- What you should know before you have your vehicle repaired,
- Understanding of engine parts,
- Minor vehicle repair,
- Simple trouble shooting and diagnosis,
- Rebuilding of a small engine.

Open to all grades. After taking this course, students can move into Transportation Level 2 or Aviation Level 1.

Transportation Technology Level 2/(Automotive Technology 11)

Recommended: Transportation Tech Level 1 or teacher's permission

This course is for students who wish to explore various power, energy and transportation devices and how they work. Topics will include land, sea and air-based vehicles with an emphasis on the power and energy systems that make them operate. Practical components will include diagnostic & trouble shooting of small engine systems, maintenance, and rebuilding. This course will also provide an introduction to Marine & Aviation.

Transportation Technology Level 3/(Automotive Technology 12)

Recommended: Transportation Tech Level 2 or teacher's permission

This level 3 course expands on the skills developed in Level 2. Students may focus their attention towards transportation in either land, sea or air.

Students will utilize their knowledge of power systems to:

- Diagnose & trouble shoot more complex system failures,
- Design & build solutions to system failures,
- Build a motorized system.

Content may include:

- Mechanical systems,
- Body / hull / fuselage / frame systems,
- Welding,
- Design,
- Finishing, &
- Boat design & building.

Transportation Technology Level 4/(Engine and Drivetrain 12)

Recommended: Transportation Tech Level 3 or teacher's permission

Transportation Level 4 is a continuation of Level 3 – emphases are placed on the diagnosis and repair of more complex transportation problems and may include design & build from the ground up utilizing available materials. Students will propose, design & build a solution to their own transportation needs. Students are encouraged to bring in project materials of their own which may include vehicles (e.g. skate, bike, boat, car, etc.) of any kind, or equipment to modify a vehicle of their own. Basic materials are provided.

Aviation Courses

Aviation Technology Level 1

This course will not be offered for the 2020/2021 school year.

Aviation Technology Level 2

This course will not be offered for the 2020/2021 school year.

Drafting Courses

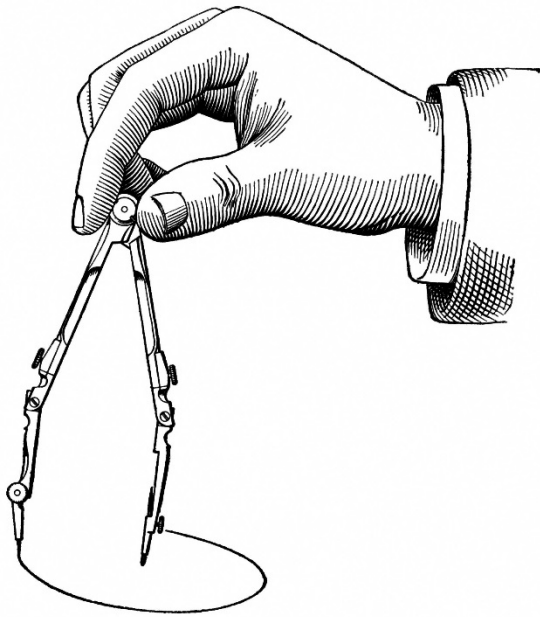
Drafting and Design – Level 1 (Drafting 10)

Drafting and Design Level 1, open to students in grades 9-12, is an introductory course that focuses on 2 and 3-dimensional drafting and design. Students will learn the design process, blueprint and plan reading, sketching, computer drafting (AutoCAD), and scale model making. The kind of hands-on experience this course offers is applicable to students contemplating careers in Technology, Trades, Engineering, Architecture, Product and Interior Design, Animation, and Urban Planning.

Drafting and Design – Level 2 (Drafting 11)

Recommended: Drafting and Design Level 1

This second level drafting course, open to students in grades 10-12, builds upon the skills and knowledge learned in level 1 in the areas of 2 and 3-dimensional design and drafting. This course will cover sketching, mechanical and architectural drawing and model making. The kinds of hands-on experiences this course offers are applicable to students contemplating careers in trades, engineering, architecture, interior or fashion design, animation, robotics, electronics, and urban planning.



Drafting and Design – Level 3 (Drafting 12)

Recommended: Drafting and Design Level 2 or teacher permission

This level 3 course is open to grades 11-12 students. Students will have in-depth opportunities to further develop their skills and knowledge in drafting and animation. Students can choose an area of specific interest: mechanical (2D or 3D), architectural, or computer animation and create advanced techniques such as modeling, rendering, architectural walk through sequences and animations. As this is a self-directed course, students will be responsible for goal setting, identifying and meeting their learning outcomes, developing and adhering to a timeline.

Drafting and Design Level 4

Recommended: Drafting and Design Level 3 or teacher permission.

This level 4 course is open to students in grade 12 and is a continuation of Drafting and Design Level 3. Students will further develop their skills and knowledge by choosing an area of interest, such as drafting, animation or scale modeling, and in conjunction with the teacher create their own curriculum. This is an advanced course suitable for those students interested in a career in animation, engineering, architecture, drafting or related fields.

Metal Design Courses

Metal Design Level 1/(Metalwork 10)

This course is open to all students in grades 9-12. Metal Design level 1 will offer students the opportunity to explore the various aspects of metalworking, art metal, and jewelry design using a variety of techniques including: modeling, casting, joining, polishing, brazing, welding, texturing and finishing. Students will learn the working characteristics of different metals and how to incorporate them into their own designs. Projects may include: tool boxes, band and cast rings, jewelry (rings, bracelets, brooches, earrings, etc.), stone- setting, chains, metal and wire sculpture, enameling. Students may have to pay for extra or specialty materials.

Metal Design Level 2/(Metalwork 11)

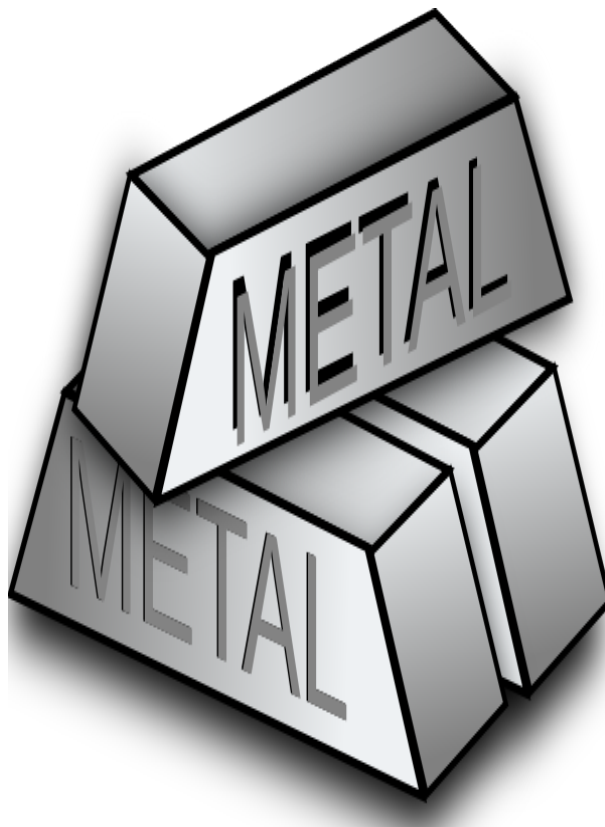
Recommended: Metal Design Level 1

This course is open to students in grades 10-12. Metal Design level 2 will allow students to build on their past metalworking skills and knowledge to create more complex and intricate project designs. Students will be encouraged to work independently on their own designs. Projects may include advanced forms of sheet metal, band and sterling silver cast rings, jewelry, stone-setting, chains, metal and wire sculpture and enameling. Students may have to pay for extra or specialty materials.

Metal Design Level 3: Art Metal and Jewelry

Recommended: Metal Design Level 2

This course is designed to challenge students in the processes of metal working. Students will learn advanced methods of art metal/jewelry creation, which may include: ring making, silver soldering, forging, polishing, setting stones, lost wax casting, and wire working. Projects for this course may include custom designed jewelry, medieval gauntlets, lathe projects, or other projects with teacher consultation. Students may have to pay for extra or specialty materials.



Woodwork Courses

Woodwork Level 1/(Woodwork 10)

Woodworking Level 1 is an introductory course in woodworking. The course will cover the basic principles using a variety of hand and machine tool operations with the care of equipment and safety as a number one priority. Through a variety of projects, students will learn about the design process as well as how to read and develop working drawings, measure, cost and layout material, and learn a variety of joinery skills.

Woodwork Level 2/(Woodwork 11)

Recommended: Woodwork Level 1

This is a project-orientated course for students who wish to develop their potential in woodwork as a hobby or career. Building on their previous experience, students will learn more advanced methods of joinery (i.e. mortise and tenon), wood finishing (i.e. staining), carving, and the use and maintenance of hand and power tools. Students will also further expand their knowledge of the design process and will have the opportunity to apply it to some of their projects throughout the course.

Woodwork Level 3/(Woodwork 12)

Recommended: Woodwork Level 2

This is a senior level course suitable to grade 11 and 12 students bound for a career in woodwork, construction, stagecraft and carpentry or students who enjoy woodworking as a hobby and want to benefit from the skills and techniques learned. Students will be expected to work independently from plans and project books with the opportunity to be able to design and build their own projects with the teacher's permission. Advanced techniques on equipment and hand tools will be taught to further advance your skills in the wood shop.

Woodwork Level 4

Recommended: Carpentry and Joinery Level 3

This course is open to students in grades 11 and 12. Woodwork level 4 is a natural continuation of Carpentry and Joinery level 3 and it will focus on the construction of fine furniture and cabinetry. Students will be encouraged to explore their specialized interests. Various design strategies may be discussed. Students will create original designs and construct modern furniture and cabinetry. Practical skills will include practical design and finishing techniques. Students may have to pay for extra or specialty materials.



	Grade 9	Grade 10	Grade 11		Grade 12		
English	English Language Arts 9 English Language Arts 9 Spectrum	English Lang. Arts 10 English Language Arts 10 Spectrum	Composition 11 Composition 11 Enriched		English Studies 12 English 12 First Peoples		AP English Studies 12 (Language & Composition)
Mathematics	Math 9 Math 9 Enriched Math 9 Spectrum Math 9 Bridge	Foundations/Pre-calculus 10 Found/Pre-calc 10 Enriched Found/Pre-calc 10 Spectrum Workplace Math 10	Pre-calculus 11 Pre-calculus 11 Enriched Foundations of Math 11 Workplace Math 11		Pre-calculus 12 Foundations of Math 12 Apprenticeship Math 12		Calculus 12 AP Calculus 12
Physical Education	Physical & Health Education 9	Physical & Health Education 10 Athletic Leadership 10	PE 11 Active Living PE 11: Community Rec Fitness & Condition. 11	Athletic Leadership 11 Fem Fit 11 (Girls Only)	PE 12 Active Living PE 12: Community Rec Fitness & Conditioning 12		Athletic Leadership 12 Fem Fit 12 (Girls Only)
Career Ed.		Career Life Education 10 Career Life Ed./Peer Helping Leadership 10 Career Life Connections					
Science	Science 9 Science 9 Spectrum	Science 10 Science 10 Spectrum	Life Sciences 11 Chemistry 11 Engineering Design 11	Earth Science 11 Physics 11	Anatomy & Physiology 12 Chemistry 12		Physics 12 Geology 12 AP Chemistry 12
Social Studies	Social Studies 9 Social Studies 9 Spectrum	Social Studies 10 Social Studies 10 Spectrum			20 th Century World History 12 Physical Geography 12 Contemporary Indigenous Studies 12		Law Studies 12 Social Justice 12
Modern Languages	French 9 Japanese 9 Mandarin 9 Mandarin 9 Enriched	French 10 Japanese 10 Mandarin 10 Spanish 10	Japanese Introductory 11 Spanish Introductory 11	French 11 Japanese 11 Mandarin 11 Spanish 11	French 12 Japanese 12 Mandarin 12 Spanish 12		
Art	Art Education 9: Art Studio Visual Arts 9: Drawing/Painting Visual Arts 9: Ceramics/Sculp. Visual Arts 9: Photography Level 1	Art Studio 10 Studio Arts 3D 10 Visual Arts 2D 10 Photography Level 1 Yearbook 10	Art Studio 11 Visual Arts 2D 11 Studio Arts 3D 11 Graphic Arts 11: Printmaking/Graphics Media Arts 11: Digital Media	Media Arts 11: Multimedia/Technology Yearbook 11 Photography Level 2	Art Studio 12 Visual Arts 2D 12 Studio Arts 3D 12 Graphic Design 12: Printmaking/Graphic Design Media Arts 12: Digital Media		Media Arts 12: Multimedia/Technology Yearbook 12 Advanced Photography Level 3
Business Education	Marketing: Entrepreneurship 10 Computer Studies 10	Accounting 11	Computer Programming 11 (Level 1) Dig Comm. and Media Design 11 Marketing: Promotions 11		Accounting 12 Economics 12 Financial Accounting 12		Computer Programming 12 (Level 2) Dig Media Develop. 12 Marketing: E-Comm.12
Home Economics	Foods Studies Level 1 Textile Arts & Crafts 10 Textiles Level 1		Foods Level 2 Textile Arts & Crafts 11	Textiles Studies Level 2	Foods Studies Level 3 Textile Arts & Crafts 12 Textiles Level 3		Fashion Design 12
Music	Concert Band/Instrl Music 9/10 Vocal Ens/Chorale Music 9/10 Guitar Level 1		Concert Band/Instr Music 11 Vocal Ens/Chorale Music 11	Guitar Level 2 Recording Arts Tech. 11	Concert Band/Instr Music 12 Vocal Ensemble/Chorale Music12		Guitar Level 3 Recording Arts Tech. 12
Technology Education	Transp. Tech Level 1 Drafting & Design Level 1	Metal Design Level 1 Woodwork Level 1	Transp. Tech Level 2 Drafting & Design Lev. 2	Metal Design Level 2 Woodwork Level 2	Metal Design Level 3 Drafting & Design Level 3 Woodwork Level 3 Transp. Tech Level 3		Transp. Tech Level 4 Drafting & Design Level 4 Woodwork Level 4
Theatre	Drama 9	Theatre Performance 10 Dance Found. 10	Dance Technique 11	Theatre Production 11 Theatre Performance 11	Dance Choreography 12 Theatre Performance 12		Theatre Production 12 Directing & Script Dev. 12 Directed Studies in Theatre
Other			Human Services Intramurals Human Services (open to gr 11 and 12 students only)				
ELL	ELL 1 English ELL 1 SS ELL 1 Science	ELL 2 English ELL 2 SS ELL 2 Science	ELL 3 English ELL 3 SS	ELL 4 Transitional English			
Resource	Resource	Lifeskills					
Career Prep. (Gr 12 only)					Accounting, General Business, Law		



**RICHMOND
VIRTUAL SCHOOL**



Courses Offered by RVS

Biology 11, 12
Calculus 12
Cybersecurity 11, 12
Chemistry 11, 12
Career Life Education 10
Dance 10-12
Economics 12
English 11, 12
Foods and Nutrition L3, L4
Foundations and Pre-Calculus 10
Foundations of Math 11, 12
French 11, 12
Geography 12
Geometry 12
History 12
History of Math 11
Mandarin 11, 12
Outdoor Education 11, 12
Physics 11, 12
Pre-Calculus Math 11, 12
Psychology AP12
Social Studies (Explorations) 11
Statistics 12
Writing 12
Young Entrepreneur Leadership



The **Richmond Virtual School (RVS)** is a Distributed Learning secondary school that uses a blended model of online and face-to-face interaction to deliver high quality and dynamic learning opportunities to Richmond students. We have one of the highest success rates in BC.

Our blended Learning approach provides more choices for students, teachers, and schools. RVS students have the flexibility to learn the course content at a time that works for them. As independent learners, students will also benefit from developing life-long learning skills that will prove useful in other online learning opportunities.

We provide free academic and elective courses in grades 10 to 12. Students can take one or more courses through RVS and still be registered in their home school. We also offer a personalized project based learning program, for grade 11 and 12 students, called **SKY**. This year we are extending the sky program to include grade 8 students in our new program called **RAIL**. See our website for more information on the **SKY** and **RAIL** programs as well as our online

Register at

RichmondVirtualSchool.ca

Contact us: rvs@sd38.bc.ca

604-668-6371

SKY NO LIMITS
@RICHMONDVIRTUALSCHOOL.CA

RAIL | RICHMOND ACADEMY of
INNOVATIVE LEARNING



CAREERPROGRAMS

SCHOOL DISTRICT NO. 38 (RICHMOND)

A Future Without Limits



SD38 CAREER PROGRAM OFFERINGS



careerprograms.sd38.bc.ca



@sd38careers



RICHMOND
SCHOOL DISTRICT NO. 38

I. SD38 Youth Train in Trades (YTIT) Programs

BENEFITS TO PARTICIPATING IN A DISTRICT YOUTH TRAIN IN TRADES PROGRAM:

- ❑ **TUITION PAID** (by Richmond School District #38 at a savings of \$2500 - \$4000)
- ❑ **Early admission** to post-secondary studies while in high school
- ❑ Earn **TRIPLE CREDITS** for
 - high school – courses count as grade 12 electives
 - post-secondary school – courses count as university/college credit
 - Industry Training Authority (ITA) – credit for Level 1 technical training
- ❑ Gain a **competitive advantage** – earning potential right out of high school
- ❑ **Earn Work-Based Hours** toward trade certification by taking a trades program



WHO SHOULD APPLY... ATTRIBUTES AND QUALIFICATIONS OF APPLICANTS:

- ❑ Prior ADST/Tech Ed experience an asset (comfortable using tools and enjoy hands-on work)
- ❑ Demonstrated level of maturity suitable to a post-secondary environment
- ❑ Physically able to work in a trades environment
- ❑ Strong English language skills to communicate and interpret information and technical language
- ❑ Strong Math and Science skills for solving problems and making decisions
- ❑ Driver's license is an asset (a must in some trades)
- ❑ Has not achieved Ministry of Education graduation prior to program registration
- ❑ Must complete program prior to reaching the age of 20 (returning grads may be considered)

APPLICATION PROCESS AND WHEN TO APPLY:

- ❑ Pick up an application from your counselling area (see **Career Programs display board**) OR download from the District Career Programs Office website (<http://careerprograms.sd38.bc.ca>)
- ❑ **QUESTIONS? Contact the Career Programs Office staff**
- ❑ Submit completed application to the District Career Programs Office by the due date listed on the front of the application form (1st due date: Late February/Early March 2nd due date: Early April)
- ❑ Students are advised to apply early, as there are limited seats for these programs
- ❑ Qualifying applications will receive an invitation to attend an interview
- ❑ **NOTE:** Quality of applications will be assessed based on the following criteria: academic achievement, related course work, work habits, attendance/punctuality, overall behavior and attitude

COST OF YOUTH TRAIN IN TRADES PROGRAMS:

- ❑ Post-secondary tuition is covered by the Richmond School District – a significant savings
- ❑ Students are responsible for all other associated program fees, books, equipment, tools and consumable items. These are outlined on the second page of the Youth Train in Trades application form.

*****Due dates for this Post-Secondary program on page two of YTIT application form*****

II. SD38 Youth Work in Trades (YWIT) Programs

QUALIFICATIONS FOR YOUTH WORK IN TRADES:

- ❑ **Paid employment in a recognized trade**, either full or part-time
- ❑ Students must be **15-19 years old**
- ❑ Have a **certified supervisor** (Certificate of Qualification, Red Seal, or Journey person)
- ❑ Check out www.itabc.ca to see the 150 trades that are recognized in BC (and qualify for YWIT)



BENEFITS OF DISTRICT YOUTH WORK IN TRADES PROGRAM:

- ❑ Student is **registered as an apprentice** through the ITA
- ❑ Paid work hours count toward **Level 1 trade certification**
- ❑ Student is **sponsored** by employer
- ❑ **Earn up to 16 credits** (four courses) toward high school graduation
- ❑ May qualify to earn a **\$1000 Ministry of Education award**

III. Other District Partnership Programs for Richmond SD38 Students

Applications for the following opportunities are available through your school counsellor, career advisor or the SD38 Career Programs Office website (<http://careerprograms.sd38.bc.ca>). **DUE DATES for all applications can be found on this website or on each high school's announcements.**



Program and Application Due Dates (Approximate)	Overview of Program
RCMP Youth Squad Application Due Date: End of September (See counsellor or Career Programs website for specific date.)	Descriptions: Spend 8 consecutive Thursday evenings at the Richmond RCMP Detachment learning about careers in policing and several other emergency services, including the Canadian Military, BC Ambulance Service, Richmond Fire Rescue, Canadian Coast Guard and Canadian Border Services Agency. (Must attend all 8 evenings. Last night is a graduation ceremony for students and their parents.) Program Cost: \$80.00 (includes snacks, t-shirt, hat and program graduation) Program Timeline: 8 consecutive Thursdays (Mid-October thru Early December) Who Can Apply: Students in Grades 10-12 (Preference given to those in grades 11/12)
RCMP Youth Academy Application Due Date: End of November (See counsellor or Career Programs website for specific date.)	Descriptions: For those interested in a career in policing or law enforcement, this is an intense 9-day (and night) career simulation opportunity that takes place at Camp Stillwood. Students participate in theory and practical sessions, through role-play and various team work activities, including drill practice. Run by RCMP staff, the Academy challenges students, both mentally and physically, giving them confidence and practical skills that will last a lifetime. Program Cost: Approximately \$900.00 (includes accommodation, training and food for duration) Program Timeline: Usually Wednesday – Wednesday (typically overlaps with Easter weekend) Who Can Apply: Students in Grades 11 or 12
Skilled Trades Exploration Program (STEP) Application Due Date: End of January (See counsellor or Career Programs website for specific date.)	Descriptions: In partnership with our SD38 maintenance yard employees (CUPE 716), students have a brief introduction to working in the skilled trades. They select their trade preference (see choices on application), and work for one week in that area. In the fall, look for posters and listen for announcements at your school. Program Cost: Students purchase own steel-toed boots Program Timeline: One week of work between April – early June Who Can Apply: Students in Grades 11 or 12
Link38 (Learning in Kwantlen) Application Due Date: Mid-May 2019 (See counsellor or Career Programs website for specific date.)	Descriptions: Through this dual credit program, students apply (through the SD38 Career Programs Office only) to take a Kwantlen Polytechnic University (KPU) course at the Richmond Campus. Course taken MUST directly correspond to student's post-secondary career transition pathway. Application must also be supported by related grade 11/12 courses/electives available at applicant's school. See current Link38 application for courses available, as offerings vary each year. Course counts for post-secondary and for high school credit (4 credits). Program Cost: Students purchase course books; SD38 covers tuition cost of course Program Timeline: Course is one-night per week from September – December (usually 4-7pm). Day of week is dependent on course taken. Who Can Apply: Students in Grades 11 who will be entering grade 12 in the next school year.
Camp Ignite Application Due Date: May Check for specific date at www.campignite.ca	Descriptions: This 4-day camp provides 16-18 year old girls with an introduction to a career in firefighting. Firefighters teach candidates about fitness, nutrition, health and teamwork as they relate to this career area. Sponsored by local fire departments and organizations. Program Cost: Full cost is covered by local fire halls and sponsor organizations (including Richmond Fire and Rescue) Program Timeline: Usually second week in August (dates TBD) Who Can Apply: Girls aged 16-18 who live in Richmond, BC. Students apply directly to Richmond Firehall #1. (Find details on website: www.campignite.ca)
Roofing 3-Day Training Program (Through the Roofing Contractors Association of BC – RCABC) Application Due Date: End of May (See counsellor or Career Programs website for specific date.)	Descriptions: This 3-day training program will prepare students for a job in the roofing industry. In three days, students get WorkSafeBC-approved Fall Protection training, WHMIS certification, Ladder Safety training, Construction Site Safety training, and an introduction to the roofing industry. At the conclusion of the program, students will be registered as apprentices with the RCABC and will be matched with an RCABC employer. Apprenticeship training will be offered. Program Cost: Approximately \$200 + cost of hard hat, steel-toed boots and leather work gloves Program Timeline: End of June or first week in July (dates TBD) Who Can Apply: Current grade 10-12 students only. Not open to International students. (Find details on website: www.rcabc.org). Submit application to SD38 Career Programs Office.

IV. Work Experience (WEX) 12A and 12B

- ☐ Students should check the availability of these school-based courses with their school counsellor
- ☐ If offered, students taking these complete 100-120 hours (per course) of volunteer work in their focus area of interest
- ☐ Upon successful completion, students earn 4 credits toward graduation for each of these Ministry of Education courses

APPLYING FOR YOUTH TRAIN IN TRADES PROGRAMS

(Priority given to earlier applicants who meet program eligibility requirements)

PLUMBING

Day 2's (Sept. - June @ Palmer Secondary, including 4 weeks at Piping Industry College)

Through this ITA foundation program, students receive Level 1 technical training in this trade. Students will apply their knowledge by learning how to plan, design, install & service various types of piping systems. They also learn how to use industry specific tools and machinery. Students attend the UA Piping Industry College for four weeks during the program.

Upon successful completion of this program, students will achieve technical training credit for the first of four levels towards Red Seal certification and can seek employment as apprentices.

ENTRY REQUIREMENTS

- Any Math 11/12 AND a Language Arts 11
- Physically able (tight spaces, moving heavy equipment)
- Successful result on district math assessment

CREDITS AND CERTIFICATION EARNED

- Pass course work and ITA exam (blended) and earn Level 1 technical training certification (Certificate of Completion)
- Receive 16 credits (4 courses) at Grade 12 level



PROFESSIONAL COOK 1

Day 2's (Sept. - June @ Richmond Secondary) + subsequent July @ VCC

This ITA foundation program offers students an opportunity to receive Level 1 technical training in this trade. Students perform all phases of kitchen activities including the preparation and presentation of vegetables, soups, sauces, meat, fish and poultry, cold kitchen items; desserts, baking, pastry; basic menu planning/costing as well as knowledge of safety, sanitation and food storage, and customer relations. Students attend MANDATORY four weeks at VCC in July (includes ITA exams).

Upon successful completion of this program, students will achieve technical training credit for the first of three levels towards Red Seal certification.

ENTRY REQUIREMENTS

- Any Math 11/12 AND a Language Arts 11
- Able to work in a fast-paced, multi-tasking environment
- Successful result on district math assessment
- FoodSafe Level 1 Certification (can complete in summer prior to program start) / Foods coursework an asset

CREDITS AND CERTIFICATION EARNED

- Pass PC1 ITA exam, practical exam and course work to earn Level 1 technical training certification (Certificate of Qualification)
- Receive 16 credits (3 Cook courses + 1 WEX course) at Grade 12 level
- Any hours worked in the trade are registered with the ITA and go toward PC1 Level 1 completion



AIRCRAFT MAINTENANCE ENGINEER – M

Full-time @ BCIT – Start date varies (see below**)

ONLY CURRENT GRADE 11 OR 12 STUDENTS MAY APPLY FOR THIS PROGRAM.

An Aircraft Maintenance Engineer (AME) is responsible for the release (certification) of an aircraft after maintenance, inspection, repair or modification. This is an occupation requiring a high degree of responsibility and skill. Some of the skills learned include certifying airworthiness of aircraft, troubleshooting mechanical/electrical systems and adjusting and repairing systems according to strict specifications.

The program consists of 16 continuous months with short breaks between terms. SD38 covers tuition for the first term (4 months) ONLY and students are responsible for the tuition for terms 2, 3 and 4 (months 5-16).

ENTRY REQUIREMENTS

- Any Math 11/12 (min 60%) AND a Language Arts 12
- Must have Physics 11 (SD38 requirement)
- Successful result - BCIT Mechanical Reasoning Trades pre-entry test
- Recommend Auto Mechanics 11, any Tech Ed 11
- Good colour vision, and interest in mechanics
- Participation in Air Cadets a plus

CREDITS AND CERTIFICATION EARNED

- Receive credit for Term 1 (of 4) toward AME certification and 16-20 secondary school Grade 12 credits
- NOTE: Once registered, student must commit to complete this 64 consecutive-week (16 month) program. AME license will be granted by Transport Canada when required work experience is achieved and applicant reaches age 21.
- **Check with Career Programs Office for program start date (likely a fall start date)



AUTO COLLISION REPAIR TECHNICIAN

Full-time Semester 2 @ VCC (Broadway) – January - August

This ITA foundation program leads to a Certificate of Completion for Level 1 technical training in this trade. The program uses modern equipment and techniques to train students in a wide range of skills appropriate to this industry. The VCC auto body shop is outfitted with computer-guided frame straighteners, laser measuring systems, and the latest welding equipment. More than 75 per cent of the program is spent working on the auto body shop floor. Projects are done in small teams that simulate the workplace.

Upon successful completion of this program, students will achieve technical training credit for the first of three levels towards Red Seal certification and can seek employment as apprentices.

ENTRY REQUIREMENTS

- Any Math 11/12 AND a Language Arts 12
- Relevant ADST (Tech Ed) course work
- Mechanical aptitude, interest and experience
- Successful result on district math assessment

CREDITS AND CERTIFICATION EARNED

- Pass course work to earn Level 1 technical training certification (Certificate of Completion) + credit for 62.5 work-based hours
- Receive 24 credits (6 courses) at Grade 12 level
- Work experience practicum during program (students find own job)



For additional details about each program: View our program flyers and videos at: <http://careerprograms.sd38.bc.ca>



AUTO REFINISHING PREP TECHNICIAN

Full-time Semester 2 @ VCC (Broadway) – January - August

This ITA foundation program leads to a Certificate of Completion for Level 1 technical training in this trade. This involves working on the surfaces of motor vehicles, primarily in the preparation for restoring vehicle finishes once body work has been completed and prior to painting. Some of the duties include: removing layers of sub-coating; mixing undercoats; preparing metal surfaces for painting by spot filling, sanding, and masking; applying primers, and primer surfaces; and cleaning and polishing painted surfaces. More than 75 percent of the program is spent working on the auto body shop floor.

Upon successful completion of this foundation program, students will achieve credit for Level 1 Technical Training towards Red Seal certification and can seek employment as apprentices.

ENTRY REQUIREMENTS

- Any Math 11/12 AND a Language Arts 12
- Relevant ADST (Tech Ed) course work an asset
- Good manual dexterity, respiratory health and normal colour vision
- Good hand-eye coordination, eyesight, and line, form & depth perception
- Successful result on district math assessment

CREDITS AND CERTIFICATION EARNED

- Pass course work to earn Level 1 technical training certification (Certificate of Completion) + credit for 450 work-based hours
- Receive 16 credits (4 courses) at Grade 12 level
- Work experience practicum during program (students find own job)



BAKING AND PASTRY ARTS

*Full-time Semester 1 @ VCC (Pender) – August - January

*Must apply by first deadline (END OF FEBRUARY IS PREFERRED)

This ITA foundation program leads to a Certificate of Completion for Level 1 technical training in this trade. Bakers prepare doughs, batters and other ingredients leading to the production of breads, cakes, pies, cookies and other baked goods. **Applicants must participate in a one-week practical interview in the VCC kitchen in March.** Interviews are the first week in May with the VCC baking department. (Program starts in the summer between grades 11 and 12.)

Upon successful completion of this foundation program, students will achieve technical training credit for the first of three levels towards Red Seal certification and can seek employment as apprentices.

ENTRY REQUIREMENTS

- Any Math 11/12 (minimum "C") AND a Language Arts 11 or 12
- FoodSafe Level 1 Certification + 1 week practical interview
- Successful result on math assessment + VCC instructor interview
- Strong attendance / punctuality record; can stand for long time
- Completion of ADST (foods) courses

CREDITS AND CERTIFICATION EARNED

- Pass ITA exam and course work to earn Level 1 technical training certification (Certificate of Completion) + credit for 900 work-based hours
- Receive 28 credits (7 courses) at Grade 12 level



CARPENTRY (FRAMING AND FORMING)

Full-time Semester 2 @ BCIT (Burnaby) – February - July

This ITA foundation program leads to a Certificate of Completion for Level 1 technical training in this trade. Carpenters construct, renovate and repair structures made of wood, steel, concrete and other materials. While conforming to plans, specifications and building codes, they may work on residential, civil, institutional, commercial and industrial projects. Training prepares students for entry-level employment in the carpentry trade. Basic theory and related information along with hands-on shop practice enable students to become competent in basic carpentry tasks.

Upon successful completion of this foundation program, students will achieve technical training credit for the first of four levels towards Red Seal certification and can seek employment as apprentices.

ENTRY REQUIREMENTS

- Any Math 11/12 AND a Language Arts 12
- Must be able to work at heights and in adverse weather
- Relevant ADST (Tech Ed) course work an asset (e.g. woodwork)
- Successful results on math and reading assessments

CREDITS AND CERTIFICATION EARNED

- Pass course work to earn Level 1 technical training certification (Certificate of Completion) + credit for 450 work-based hours
- Receive 16 credits (4 courses) at Grade 12 level



CONSTRUCTION ELECTRICIAN

Full-time Semester 2 @ BCIT (Delta Satellite Campus) – February - July

This ITA foundation program leads to a Certificate of Completion for Level 1 technical training in this trade. Construction Electricians plan, design, assemble, install, alter, repair, inspect, verify, commission, connect, operate, maintain and decommission electrical systems. Electrical systems provide heating, lighting, power, alarm, security, communication and control in residential, commercial, institutional, industrial, transportation, marine and entertainment environments.

Upon successful completion of this foundation program, students will achieve technical training credit for the first of four levels towards Red Seal certification and can seek employment as apprentices.

ENTRY REQUIREMENTS

- Language Arts 11/12 (min 67%) AND Physics 11 (min 67%)
- Any Math 11 (min 60%) + successful results on math and reading assessments
- Relevant ADST (Tech Ed) course work an asset (e.g. electrical)

CREDITS AND CERTIFICATION EARNED

- Pass course work to earn Level 1 technical training certification (Certificate of Completion) + credit for 350 work-based hours
- Receive 20 credits (5 courses) at Grade 12 level





JOINER (CABINETMAKER)

Full-time Semester 1 or 2 @ BCIT (Burnaby)

This ITA foundation program leads to a Certificate of Completion for Level 1 technical training in this trade. Joiners may work in a wide variety of specialties such as cabinetmaking, architectural woodwork (millwork), furniture making, boat interiors and store fixture manufacturing. They use manual and CAD layout or manual and CNC/CAM machines to assemble, install and finish articles that are fabricated with wood, plastic and/or other materials, and are intended to be used as architectural woodwork, millwork and furniture.

Upon successful completion of this foundation program, students will achieve technical training credit for the first of four levels towards Red Seal certification and can seek employment as apprentices.

ENTRY REQUIREMENTS

- Any Math 11 AND a Language Arts 12
- Proven mechanical aptitude, detail oriented and good physical shape
- Completion of ADST (Tech Ed) Woodwork course as an asset
- Successful result on math and reading assessments

CREDITS AND CERTIFICATION EARNED

- Pass ITA exams and course work to earn Level 1 technical training certification (Certificate of Completion) + credit for 475 work-based hours
- Receive 24 credits (6 courses) at Grade 12 level



MASONRY (if offered by KPU)

Full-time Semester 2 @ KPU (Cloverdale) – February - June

Through this ITA foundation program, students learn to work with brick, concrete and glass block, terra cotta and stone. Masonry involves a lot of physical and outdoor work, using power and hand tools, and material moving equipment. Students will also learn to read blueprints, building codes, industry safety requirements and guidelines for handling hazardous materials. Practical skills are enhanced as they perform outdoor projects utilizing power and hand tools, moving material, constructing simple and ornate walls.

Upon successful completion of this program, students will achieve technical training credit for the first of three levels towards Red Seal certification and can seek employment as apprentices.

ENTRY REQUIREMENTS

- Any Math 11/12 (min 67%) AND a Language Arts 12 (min 67%)
- Good overall health and physical strength for lifting
- Successful result on district math assessment
- Completion of ADST (Tech Ed) courses as an asset

CREDITS AND CERTIFICATION EARNED

- Pass ITA exams, practical exam and course work to earn Level 1 technical training certification (Certificate of Completion) + credit for 400 work-based hours
- Receive 16 credits (4 courses at Grade 12 level)



METAL FABRICATION

Full-time Semester 2 @ BCIT (Burnaby) – February - July

The Metal Fabrication (fitter) foundation program, leads to a Certificate of Completion for Level 1 technical training in this trade.

Using ferrous and non-ferrous metals, fabricators deal with the selection, layout, shearing, cutting, punching, drilling, forming, fitting and welding of steel plates and structural steel shapes into products for the forest, mining, construction, transportation and agricultural industries. Typical projects that involve metal fabricators include bridges, buildings, hoppers, conveyors, towers, cranes, heavy-mining equipment, logging equipment, and ship parts and equipment.

Upon successful completion of this foundation program, students will achieve technical training credit for the first of three levels towards Red Seal certification and can seek employment as apprentices.

ENTRY REQUIREMENTS

- Any Math 11/12 AND a Language Arts 12
- Successful results on math and reading assessments
- Relevant ADST (Tech Ed) course work as an asset
- Good hand/eye coordination and physical condition as an asset

CREDITS AND CERTIFICATION EARNED

- Pass course work to earn Level 1 technical training certification (Certificate of Completion) + credit for 450 work-based hours
- Receive 20 credits (5 courses) at Grade 12 level



MILLWRIGHT/INDUSTRIAL MECHANIC

Full-time Semester 2 @ KPU (Cloverdale) – February - July

Through this ITA foundation program, students are provided opportunities to apply the practical skills taught in hand, power and machine tool use, and perform various shop projects in stationary industrial machinery and mechanical equipment maintenance, troubleshooting, overhauling and installation. Students will be trained in the use of lathes, milling machines and grinders to make customized parts or repairs.

Upon successful completion of this program, students will achieve technical training credit for the first of four levels towards Red Seal certification and can seek employment as apprentices.

ENTRY REQUIREMENTS

- Any Math 11/12 AND a Language Arts 12
- Proven mechanical and mathematical aptitude
- Enjoys investigation, analysis and problem solving
- Successful result on district math assessment
- Completion of ADST (Tech Ed) Physics 11 course as an asset

CREDITS AND CERTIFICATION EARNED

- Pass course work to earn Level 1 technical training certification (Certificate of Completion) + credit for 425 work-based hours
- Receive 20 credits (5 courses at Grade 12 level)





ita | YOUTH

TRAIN

IN TRADES

PAINTING AND DECORATING (COMMERCIAL)

6 weeks at FTI (Surrey) – Mid-June - July

This ITA Level 1 technical training program provides an overview of the painting industry. Students are introduced to common coatings, surface preparation techniques, and proper use of the tools and materials used in this trade, including airless spray. An extensive safety program includes respirator training, fall protection, ladder and scaffold training, elevated platform training and WHMIS.

Upon successful completion of this foundation program, students will achieve technical training credit for the first of three levels towards Red Seal certification and can seek employment as apprentices.



ENTRY REQUIREMENTS

- Any Math 10/11 AND a Language Arts 12
- Good colour vision, and interest in mechanics
- Ability to stand for lengths of time and work at heights

CREDITS AND CERTIFICATION EARNED

- Pass ITA exam and course work to earn Level 1 technical training certification (Certificate of Completion)
- Receive 4 credits (1 course) at Grade 12 level

MOTORCYCLE TECHNICIAN

Full-time Semester 2 @ BCIT (Burnaby) – January - July

This ITA foundation program provides students the theoretical knowledge and practical skills to enter the trade. It also provides the hands-on training to perform service operations such as new unit assembly and full service; repair of electrical components; and service of chassis, wheels, suspensions, drives, and accessories. Students diagnose, repair, adjust and replace engines, drive trains, suspension and electrical systems on small to medium sized power products.

Upon successful completion of this foundation program, students will achieve technical training credit for the first of four levels towards Red Seal certification and can seek employment as apprentices.



ENTRY REQUIREMENTS

- Any Math 11/12 AND a Language Arts 12
- Successful results on math and reading assessments
- Relevant ADST (Tech Ed) course work as an asset
- Good hand/eye coordination and physical condition an asset

CREDITS AND CERTIFICATION EARNED

- Pass ITA exam and course work to earn Level 1 technical training certification (Certificate of Completion) + credit for 300 work-based hours
- Receive 16 credits (4 courses) at Grade 12 level

SHEET METAL

Full-time Semester 1 @ BCIT (Burnaby) – September - January

This ITA foundation program leads to a Certificate of Completion for Level 1 technical training in this trade. Students are exposed to common welding processes and learn how to fabricate, assemble, alter and install sheet metal. Areas of work may include HVAC (Heating, Ventilating and Air Conditioning) ductwork, industrial and residential sheet metal work. Work is also found with hospital and kitchen equipment (stainless steel), industrial exhaust systems, industrial sheet metal work, and roofing and flashing (copper, aluminum, stainless steel and galvanized iron).

Upon successful completion of this foundation program, students will achieve technical training credit for the first of four levels towards Red Seal certification and can seek employment as apprentices.



ENTRY REQUIREMENTS

- Any Math 11/12 AND a Language Arts 12
- Successful results on math and reading assessments
- Relevant ADST (Tech Ed) course work as an asset
- Good physical condition and able to work at heights

CREDITS AND CERTIFICATION EARNED

- Pass course work to earn Level 1 technical training certification (Certificate of Completion) + credit for 350 work-based hours
- Receive 20 credits (5 courses) at Grade 12 level

WELDING

Full-time Semester 2 @ KPU (Cloverdale) – February - August

Through this ITA foundation program, students will learn skills and knowledge that prepare them for employment at the entry level. They develop skills to work safely and effectively using a variety of welding processes and procedures. This program prepares graduates for work with companies that manufacture structural steel and plate work, boilers, heavy machinery, and other ferrous and non-ferrous metal products.

Upon successful completion of this program, students will achieve technical training credit for the first of four levels towards Red Seal certification and can seek employment as apprentices.



ENTRY REQUIREMENTS

- Any Math 11/12 AND a Language Arts 12
- Mathematical aptitude, detail-oriented and good eye-hand coordination
- Successful result on math assessment + KPU instructor interview
- Completion of ADST (Tech Ed) courses an asset

CREDITS AND CERTIFICATION EARNED

- Pass ITA exam to earn Level 1 technical training certification (Certificate of Completion) + credit for work-based hours
- Receive 24 credits (6 courses) at Grade 12 level

District Career Programs Office Team

- District Coordinator – Career Programs: **Terri Lockhart**
- District Facilitator – Career Programs: **David Henderson** (1/2 time)
- District Facilitator – Career Programs: **Peter Thackowray** (Day 2's)
- District Facilitator – Work in Trades: **Harrison Brown**
- Administrative Assistant – Career Programs: **Suzanne Mah**

Questions for the team?

Email: careerprograms@sd38.bc.ca

For specific dates and details of events and application/registration due dates, check the Career Programs website or call 604-668-6000 ext 3766.

Also, check the Career Programs information board in your school's counselling area.

RCMP Youth Squad

SD38 Gr. 10 – 12's apply to learn about emergency services
Oct. – Dec. - 8 consecutive Thursdays 6:00-9:00pm

RCMP Youth Academy

Career simulation open to current Gr. 11/12 students
8 days/nights @ Camp Stillwood in Spring
Apps due end of November

STEP Skilled Trades Exploration Program

Gr. 11/12 students work 1 week alongside
SD38 trades personnel in Spring
Should have interest in trades as career option
Apps due end of January

Link38

Gr. 12's take KPU course and earn post-secondary
credit while in high school
Tuition is paid by SD38
Apps due May

Parents as Career Coaches

Evening for secondary school parents to learn how
to be career coaches for their children
Choose from one of two dates this year – check District PAC
or Career Programs website to register

Youth Train in Trades Program Site Visits/Workshops

See Youth Train in Trades programs in action
Contact the Career Programs Office to arrange a tour
Check our website for specific upcoming events

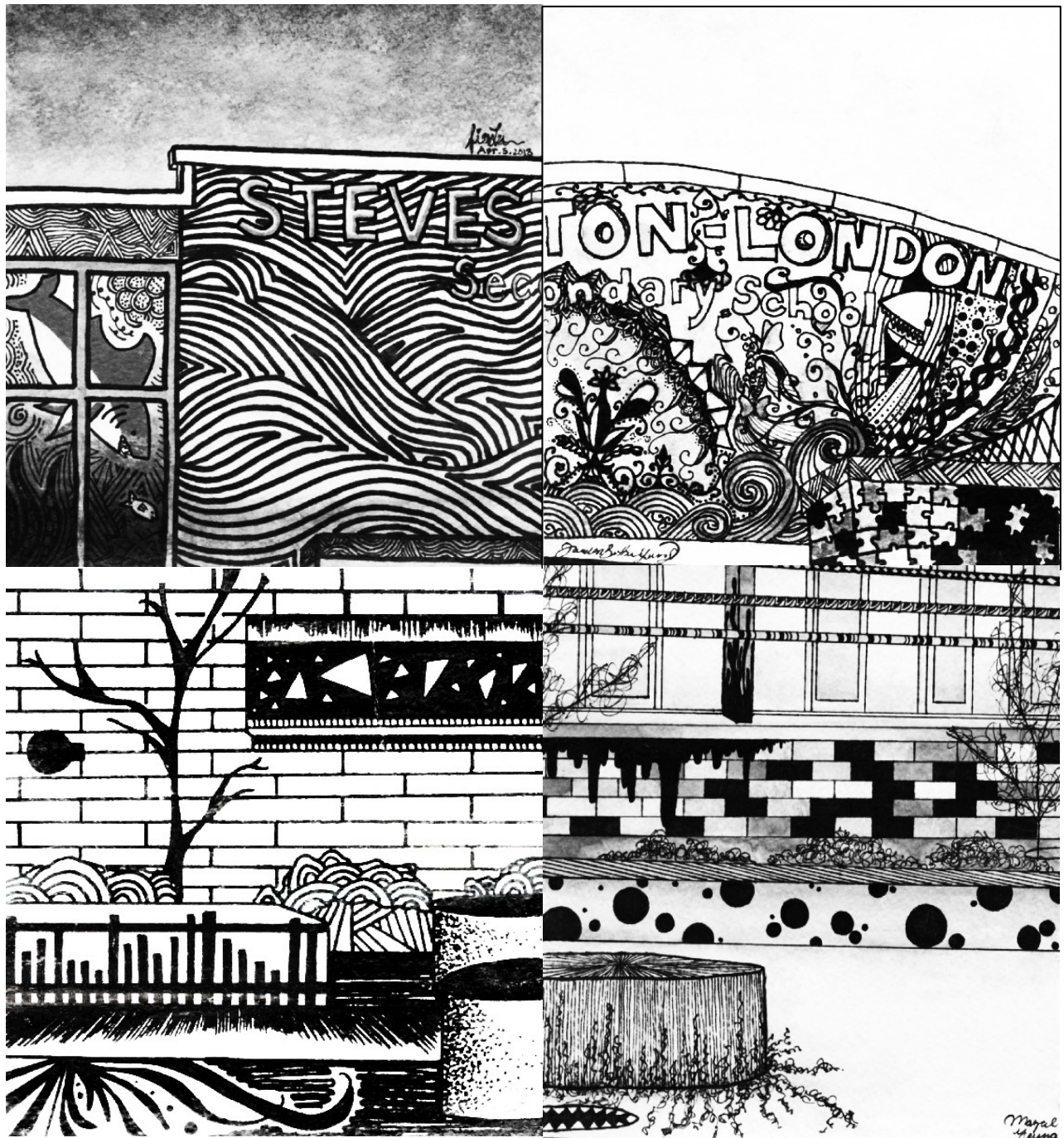
SD38 Career Programs Office

c/o Cambie Secondary School, 4151 Jacombs Road,
Richmond, BC V6V 1N7



Ministry of
Education

careerprograms.sd38.bc.ca



‘SLSS’
Home of the Sharks!