

# North Island Secondary School



2018 - 2019

Grade 8-12  
Course Selection Handbook

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## **GENERAL INFORMATION**

This handbook contains descriptions of the courses that, depending on student enrolment, may be offered for the 2017-2018 school year. No course, however, can be offered without sufficient numbers of students interested in a particular offering. Students are encouraged to talk to their teachers and with the school advisor for more specific information on any of the listings in this handbook.

It is essential that students seriously consider the prerequisites listed for a particular course. Success in any course may be difficult to achieve if the prerequisite body of knowledge and skills has not already been studied. In addition, students in Grades 10, 11 and 12 must take into account:

1. basic graduation requirements;
2. their own educational and vocational plans; and,
3. the entrance requirements of any post-secondary institution(s) in which they may be interested (colleges, vocational or trade school, universities).

**In all Grade 10 to 12 courses, teachers are transitioning from the old curriculum into the new curriculum which will formally be in place in the 2018-2019 school year.**

### **Building Student Success - BC's New Curriculum**

#### **SUBJECT REQUIREMENTS FOR GRADES 8 & 9**

Grade 8 and 9 students must meet the learning outcomes specified in the following subjects:

English 8 and 9	Social Studies 8 and 9
Science 8 and 9	Math 8 and 9
PE 8 and 9	Health and Career Education 8 and 9 (included in PE 8 and 9)

Plus:

An Applied Skills 8 and 9 (e.g. Home Ec., Computers, Woodwork)

A Fine Arts 8 and 9 (e.g. Drama, Visual Arts)

Note: We strongly advise that university-bound students take a second language (e.g. French) at the grades 9, 10 and 11 levels. Check specific post-secondary institutions for second language requirements.

STUDENT NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

**GRADUATION REQUIREMENT ASSESSMENT FORM**

80 credits in Grades 10-12 (equivalent to 20 4-credit courses) are required. A minimum of 16 credits at the Grade 12 level.

52 credits are required courses, including:

<u>REQUIREMENT</u>	<u>CREDIT</u>	<u>COURSE COMPLETED</u>
English 10 (2 – 2 credit English 10 courses)	4	_____
English 11 or Communications 11	4	_____
English 12 or Communications 12	4	_____
Social Studies 10	4	_____
Social Studies 11 or equivalent Social Studies course 4		_____
Science 10	4	_____
Science 11 or 12	4	_____
Mathematics 10	4	_____
Mathematics 11 or 12	4	_____
Physical Education 10	4	_____
Fine Arts or Applied Skills 10, 11 or 12	4	_____
Career Life Education (formerly Planning 10)	4	_____
Career Life Education (formerly Graduation Transitions)	4	_____

TOTAL REQUIRED CREDITS: \_\_\_\_\_

ELECTIVE COURSES: 28 credits

_____ ( ) credits	_____ ( ) credits
_____ ( ) credits	_____ ( ) credits
_____ ( ) credits	_____ ( ) credits
_____ ( ) credits	

TOTAL ELECTIVE CREDITS: \_\_\_\_\_

TOTAL CREDITS (REQUIRED & ELECTIVE): \_\_\_\_\_

**QUICK CHECK:**

- 52 Credits from Required Courses
- 28 Credits from Elective Courses
- 8 Credits from Career Education Courses
- 1 Provincial Exam and Provincial Numeracy Assessment
- 16 Credits at the Grade 12 level (including English 12 or Communications 12)
- Fine Arts or Applied Skills Course (4 credits) This is a non-academic course such as an Arts, Foods, Woodworking, Computers or Metalworking course.

Subject to change for 2019-2020 Graduation. Please visit [www.curriculum.gov.bc.ca/graduation-info](http://www.curriculum.gov.bc.ca/graduation-info)

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

Students graduating after June 30, 2018 are on the new Graduation Program. To graduate, they require at least 80 credits total.

Of these 80 credits:

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12
- At least 28 credits must be elective course credits
- 52 credits are required from the following:
  - Two Career Education courses (8 credits total)
  - Physical and Health Education 10 (4 credits)
  - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
  - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
  - A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
  - A Language Arts 10, 11 & 12 (12 credits total)
  - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

In addition, students on the new Graduation Program must also complete two new graduation assessments aligned with the redesigned curriculum – one in literacy and one in numeracy:

- Graduation Numeracy Assessment
  - The Graduation Numeracy Assessment was introduced in 2018
    - January 2018 - managed implementation with small subset of students
    - June and August 2018 - full provincial implementation
- Graduation Literacy Assessment
  - The Graduation Literacy Assessment will be introduced in January 2020 (students graduating in the 2018/19 school year will take a Language Arts 12 course and associated provincial exam to satisfy this graduation requirement of the new Graduation Program)

**Note:** Students on the new Graduation Program will be able to meet the career education graduation requirement with any of the following combinations:

- Planning 10/Graduation Transitions
- Planning 10/Career Life Connections + Capstone
- Career Life Education/Graduation Transitions
- Career Life Education/Career Life Connections + Capstone

For 2018/19, the following career education courses will be used in all BC schools:

- Career Life Education
- Graduation Transitions

For 2019/20 and beyond, the following career education courses will be used in all BC schools:

- Career Life Education
- Career Life Connections + Capstone

**Note:** The Social Studies 11/12 graduation requirement for students on the new Graduation Program is flexible; any of the current or new Ministry Social Studies 11 or 12 courses will meet the requirement.

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

## **IMPORTANT NOTES**

The course outlines in this handbook are offered subject to sufficient course enrolment.

### **1. Student Course Selection**

Student course selection takes place in the spring of each year for the following school year. NISS relies on student selections to help form the timetable. Please select your courses carefully.

### **2. Board Authority/Authorized Courses**

Board Authority/Authorized (B/AA) courses are offered in a variety of subject areas. These courses have been developed locally and are approved by School District No. 85. There is no limit to the number of B/AA courses that can be taken as electives in the 2004 Graduation Program.

### **3. Provincially Examinable Courses**

Language courses at grade 12 conclude with a provincial exam that is worth 40% of the final grade.

### **4. Credits**

Courses at grade 10, 11 and 12 levels are assigned a credit value according to their length in hours. A four credit course has about 120 hours of instruction. At NISS, all courses are four credit courses. The 2004 graduation program requires 80 credits from grades 10, 11, and 12 – 48 credits from required courses, 24 credits from elective courses and 4 credits for the Graduation Transitions. When filling out course selection forms, please study course descriptions and add up course credits carefully. See graduation requirements for more information.

### **5. Challenge Policy**

The purpose is to permit students to obtain credit for a grade 11 or 12 course for which they have already acquired the appropriate learning. To successfully challenge, students must demonstrate that they have successfully met the prescribed learning outcomes for the course they are challenging, and they must meet the same standards as students who take the course through regular classroom instruction. Students are permitted one opportunity to challenge a specific course. There is a time frame that must be followed. Students will receive a letter grade and a percentage mark for each course successfully challenged. (See an advisor or administrator for details.)

### **6. Equivalency Policy**

The equivalency policy recognizes valid credentials at the grade 10, 11, and 12 levels acquired by students from other educational jurisdictions and from institutions outside the regular school system. To qualify for equivalency review, students must provide documentation to prove successful completion of a particular course or program. Equivalency credit will only be granted for credentials which match the currently prescribed learning outcomes for provincial and board/authority authorized courses. Equivalency credits will be available only for grade 10, 11, or 12 courses. Students will receive either a letter grade and percentage, or “Transfer Standing” for transcript and reporting purposes. (See an advisor or administrator for details.)

### **7. Other Options for Earning Credits towards Graduation**

The 2004 Graduation Program provides additional options for students to earn grades 10, 11, and 12 credits towards graduation:

External Credentials – are learning activities from outside the school system that the ministry recognizes for course credits, for achievements in such activities as Toronto Conservatory music lessons and new drivers’ licensing instruction. See the school’s advisor for more details.

Independent Directed Studies – students work independently on a course with teacher supervision.

Dual Credit – potential public post-secondary credits will count towards high school graduation.

Essay Writing/Critical Analysis (ENG-115)  
Finite Mathematics 151 (MAT-151)  
Introductory Psychology II (PSY-131)

To view dual credit courses offered in partnership with North Island College, go to this link:  
[https://www.nic.bc.ca/pdf\\_docs/DualCreditHandout\\_MW.pdf](https://www.nic.bc.ca/pdf_docs/DualCreditHandout_MW.pdf)

## **COURSE LIST – ENGLISH**

British Columbia's Grade 8 and 9 curriculum have been modernized to respond to the constant change our students are experiencing. They are entering a technology-rich world where information is instant and immediately accessible.

In response, the redesigned curriculum which is student-centred and flexible has been implemented. It maintains a focus on literacy while supporting deeper learning. It has greater flexibility for teachers while allowing space and time for students to develop their skills, passions, and interests.

This deep understanding and application of knowledge model is at the centre as opposed to recall of facts. It will maintain a focus on sound foundation of literacy through the basics of reading.

Core competencies of Communication, Thinking, and Personal/Social will continue to retain the organization of two modes of language: Receptive (comprehend and connect) and Expressive (create and communicate).

Curricular content will focus on story/text, strategies and processes, as well as language features, structures, and conventions.

Our students' success through these changes will continue to be our driving force.

### **ENGLISH LANGUAGE ARTS 8 (MEN- -08)**

English 8 is based on six strands: listening, speaking, reading, writing, viewing and representing. The course builds on skills already acquired and emphasizes reading for interpretation and pleasure. Moreover, students will be required to compose short narrative and expository pieces. As well, there are units on poetry and mythology.

### **ENGLISH LANGUAGE ARTS 9 (MEN- -09)**

This course reinforces the objectives of English 8. Students will study grammar and usage conventions to enhance writing skills.

In all Grade 10 to 12 courses, teachers are transitioning from the old curriculum into the new curriculum which will formally be in place in the 2018-2019 school year. The new curriculum is more learner-centered and flexible; it will support deeper thinking and learning through concept-based and competency-driven approaches.

### **ENGLISH 10 (MCMPS10)**

Students will read, discuss, analyze, and evaluate selections from various literary genres, non-fiction, and media. Essay skills will be further explored and will be augmented by a study of the conventions of grammar and usage.

### **ENGLISH FIRST PEOPLES 10 (MEFLS10)**

English 10 First Peoples is the academic equivalent of English Language Arts 10. This course is designed to enable students to develop the English language and literacy skills and capacities they must have in order to meet BC's graduation requirements. English 10 First Peoples will provide opportunities for all students to engage with indigenous creative expression and enter the worlds of First Peoples provincially, nationally and internationally. This course focuses on the experiences, values, beliefs and lived realities of First Peoples as evidenced in various forms of text – including oral story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction).

### **ENGLISH 11 (MEN- -11)**

English 11 is a demanding course. For any students planning to pursue post-secondary education this course is mandatory. Students will read, discuss, analyze and evaluate selections from various literary genres. Also, they will further refine their skills in grammar, usage and mechanics. Literary essay writing skills will be emphasized.

### **ENGLISH 11 FIRST PEOPLES (MEFP-11)**

English 11 First Peoples is the academic equivalent of English Language Arts 11. This course is designed to enable students to develop the English language and literacy skills and capacities they must have in order to meet BC's graduation requirements. English 11 First Peoples will provide opportunities for all students to engage with indigenous creative expression and enter the worlds of First Peoples provincially, nationally and internationally. This course focuses on the experiences, values, beliefs and lived realities of First Peoples as evidenced in various forms of text – including oral story, speech, poetry, dramatic work, dance, song, film, and prose.

**ENGLISH 12 (MEN- -12)****Provincially examinable**

English 12 is a rigorous course with a two hour mandatory provincial examination worth 40% of the final grade. The literature section consists of short stories, poetry, plays and novels of varying levels of difficulty. The language section covers usage, sentence construction, and mechanics. Frequent written assignments will require accurate composition skills. Emphasis will be on the literary analysis and essay writing.

**ENGLISH 12 FIRST PEOPLES (MEFP-12)****Provincially examinable**

English 12 First Peoples provides opportunities for all students to engage with indigenous creative expression and enter the worlds of First Peoples provincially, nationally, and internationally. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text—including oral story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction). English 12 First Peoples is the academic equivalent of English 12 with a two hour mandatory provincial exam worth 40% of the final grade. The course is designed to enable students to develop the English language and literacy skills and capacities they must have in order to meet British Columbia's graduation requirements.

**COMMUNICATIONS 11 (MCOM-11) – Parental permission required**

Communications 11 is an alternative English course for those students who need to improve their basic skills in the four areas of writing, reading, listening and speaking. After successful completion of this course, students may take either English 11 or Communications 12.

**COMMUNICATIONS 12 (MCOM-12) – Parental permission required****Provincially examinable**

Communications 12 is an alternative English course for those students who need to improve their basic skills. This course emphasizes and further develops the four skill areas of writing, reading, listening and speaking and will pay special attention to the aspects of the business letter. There is a mandatory two hour provincial examination at the end of the course worth 40% of the final grade.

## **COURSE LIST – SECOND LANGUAGES**

The NISS French program explores high-interest themes relevant to the student's environment. The themes focus on the social, physical, cultural, leisure, and art dimensions referred to in the National Core French Study.

Each theme provides the context for the suggested project options from Grade 8 to 12.

### **FRENCH 8 (MFR- -08)**

The objectives of this course are to help each student attain proficiency in the four skills of listening, speaking, reading and writing at a basic level. It also aims to present the language within the context of the contemporary Francophone world and its culture.

### **FRENCH 9 (MFR- -09)**

This course is a continuation of the grade 8 French program. It is designed to help students increase their speaking, listening, writing and reading skills and to obtain a larger French vocabulary. The basic grammar skills of French 8 are reinforced and expanded.

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

The course will present advanced grammatical structures. Requirements include preparing written and oral presentations. Exposure to the living language will be achieved through films, TV, songs, newspapers and magazines.

### **FRENCH 11 (MFR- -11)**

This course is an introduction to the VOYAGE series. In this course, students will be given the opportunity to integrate the four language skills by examining and using French in a purposeful way in a variety of communicative situations. Through the use of authentic documents, students will be able to understand and acquire new language patterns and skills. Students will also explore a variety of projects whose themes will focus on the social, physical, civic and arts dimensions.

### **FRENCH 12 (MFR- -12)**

This course is a continuation of the theme-based VOYAGE series. The course is designed to enable the students to move from reliance upon the teacher and the course materials to the free expression of their own thoughts, feelings and opinions. Students are encouraged to interact with others, both to exchange information and to discuss language. Through these means, students will be presented with advanced grammatical concepts which add an important dimension to the student's general language proficiency. As this course may only be offered every second year, Grade 11 students should take it in semester 2 of the year it is offered.

## **LANGUAGE LAB**

NISS will be offering a facilitated language lab where students will be able to explore a variety of languages and cultures. Students will have the chance to learn French, Japanese, Kwak'wala, German, and/or Spanish. Students can choose to focus on one language or a couple. This course hopes to build the intercultural competencies of our students and provide them with information about opportunities to study locally and abroad. The studies will take place in a blended classroom setting where lessons may be taught in person, by video conferencing, by elders or fluent community members or online. Many types of educational technologies will be used. Students will develop their curricular competencies through the use of Rosetta Stone, Twitter, Live Scribe Pens, iPads, Chrome Books and more. After completion of the course, students will receive a Beginner Language 11 credit. There is the possibility of attaining a grade 11 standard level as well after further studies and meeting Ministry criteria.

The goals of the NISS Languages Department is to provide students with the ability to:

- communicate effectively with purpose and confidence in other languages;
- appreciate the richness, uniqueness and interconnectedness of different languages and cultures;
- deepen their understanding of their first language and of their own cultural identity;
- develop life-long learning skills and abilities for careers and world exploration;
- understand the educational, travel and career opportunities that learning additional languages offers; and
- have fun while acquiring an additional language

## **INTRODUCTORY KWAK'WALA 11 (MIKWA11)**

Introductory Kwak'wala 11 is designed as a provincially prescribed curriculum for students who may not have taken Kwak'wala in earlier grades. This course is available to all students and successful completion of the course will provide students with a level of competence to allow them to participate successfully in Kwak'wala 11 and Kwak'wala 12. Introductory Kwak'wala is a four credit grade 11 course but is available to students at earlier grades to alleviate scheduling pressure on students at the senior grades.

## **KWAK'WALA 10 (MKWAK10)**

Kwak'wala 10 is designed as a provincially prescribed curriculum for students who have taken Kwak'wala in earlier grades. This course is available to all students and successful completion of the course will provide students with a level of competence to allow them to continue on to Kwak'wala 11 and Kwak'wala 12. Kwak'wala 10 is a four credit course but is available to students at earlier grades to alleviate scheduling pressure on students at the senior grades.

## **KWAK'WALA 11 (MKWAK11)**

This course is a continuation of Kwak'wala 10.

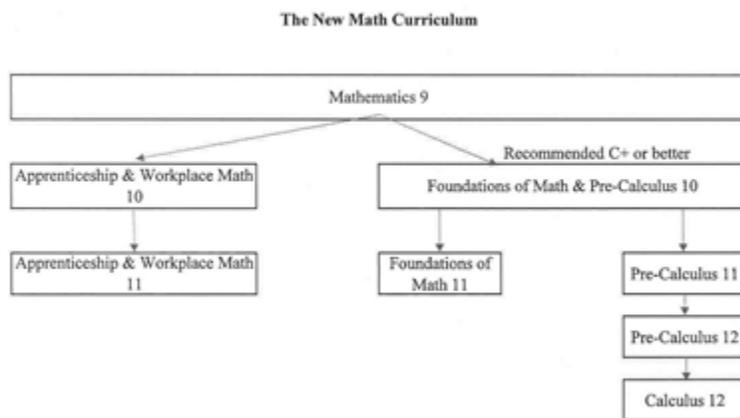
## COURSE LIST – MATHEMATICS

All students take grade 8 & 9 mathematics.

Students moving into mathematics 10 will choose between Apprenticeship & Workplace Mathematics 10 and Foundations of Mathematics 10 & Pre-Calculus. All three have a provincial exam.

Math students in grade 11 will choose between Apprenticeship and Workplace Mathematics 11, Foundations of Mathematics 11, and Pre- Calculus Mathematics 11. Pre-calculus 12 will be offered every second year.

More information can be found at [www.bced.gov.bc.ca/irp/irp\\_math.htm](http://www.bced.gov.bc.ca/irp/irp_math.htm)



Mathematics requirements for post-secondary programs are constantly changing. Research the requirements by going to the post-secondary institution site or check out the requirements on:

[http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/graduation/bc\\_dogwood\\_planner\\_eng.pdf](http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/graduation/bc_dogwood_planner_eng.pdf)

### **PRINCIPLES OF MATHEMATICS 8 (MMA- -08)**

Students in Principles of Math stream will focus on developing the mathematical skills necessary to pursue a wide range of post-secondary programs. Principles of Math 8 will include the following topics: Number Concepts, Number Operations, Patterns, Variables & Equations, Measurement, Geometry, Transformations, Data Analysis, and Probability.

The successful student in Principles of Math 8 should take Principles of Math 9 the following year.

### **PRINCIPLES OF MATHEMATICS 9 (MMA- -09)**

Students in Principles of Math stream will focus on developing the mathematical skills necessary to pursue a wide range of post-secondary programs. Principles of Math 9 will continue studies in the following topics: Number Concepts, Number Operations, Patterns, Variables and Equations, Measurement, Geometry, Transformations, Data Analysis, and Probability.

### **FOUNDATIONS OF MATHEMATICS AND PRE-CALCULUS 10 (MFMP-10)**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies. A C+ or higher in Math 9 or teacher recommendation is strongly suggested before attempting this course.

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

Students in Pre-Calculus Math stream will focus on developing the mathematical skills necessary to pursue a wide range of post-secondary programs. The successful student in Pre-Calculus Math 11 should consider taking Pre-Calculus Math 12 the following year.

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

Students in Pre-Calculus Math stream will focus on developing the mathematical skills necessary to pursue a wide range of post-secondary programs. Pre-Calculus Math 12 will include Transformations, Trigonometry, Combinatorics, Probability and Data Analysis.

**CALCULUS 12 (MCALC12)**

Calculus 12 is an introduction to the mathematics of change and motion. Calculus 12 is an excellent preparation for university as all S.T.E.M. programs at universities include Calculus.

**APPRENTICESHIP AND WORKPLACE MATHEMATICS 10 (MAWM-10)**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force.

**APPRENTICESHIP AND WORKPLACE MATHEMATICS 11 (MAWM-11)**

Students in the Apprenticeship and Workplace Mathematics stream will focus on the development of a sense of numeracy as used in life, business, industry and government.

**FOUNDATIONS OF MATHEMATICS 11 (FOM-11)**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include logical reasoning, geometry, measurement, relations and functions, statistics and mathematics research project. The seven mathematical processes (communication, connections, mental mathematics and estimation, problem solving, technology and visualization) are interwoven throughout the mathematical topics.

**FOUNDATIONS OF MATHEMATICS 12 (MFOM-12)**

Foundations of Mathematics 12 focuses on financial mathematics, graphing basic functions, and statistics and probability. It is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Many post-secondary program accept Foundations of Mathematics 12 as an entrance requirement.

## **COURSE LIST – SCIENCE**

### **SCIENCE 8 (MSC- -08)**

The course links students' previous science experience and looks at the information needed for future science classes. Students study the safety rules and responsibilities in the laboratory and use the scientific method whenever possible. This course covers cells, human body systems, the importance of water for humans, light, and human vision.

### **SCIENCE 9 (MSC- -09)**

Explore atoms and elements in chemistry. Electric circuits are constructed and analyzed in physics. In biology students look at asexual and sexual reproduction before investigating matter cycles and sustainability within ecosystems.

### **SCIENCE 10 (MSC- -10)**

Chemistry continues with reactions and radioactivity, plate tectonics are introduced in earth sciences, then ecosystem sustainability and energy transfers in natural systems, motion is studied in physics.

### **SCIENCE & TECHNOLOGY 11 (MSCT- -11)**

Topics covered include five required units: health, computers, telecommunications, transportation and the future, plus optional topics selected by class. Emphasis is placed on societal concerns and practical knowledge. This course meets the science graduation requirement.

### **SUSTAINABLE RESOURCES 11 (MSR- -11)**

Sustainable Resources 11 is a survey course structured on six topic-based curriculum organizers (i.e., Agriculture, Fisheries, Forestry, Mining, Energy, and Career Opportunities). Each resource organizer was selected because of its importance to the economy and to society in British Columbia.

### **BIOLOGY 11 (MBI- -11)**

Topics include taxonomy, ecology, evolution, and the diversity of microbial, plant, and animal life on earth. A demanding course with many opportunities for excursions outside the classroom. Rewarding and best suited for those interesting in a career in health sciences or any post-secondary biology program.

### **BIOLOGY 12 (MBI- -12)**

Topics covered include biochemistry, cell biology, genetics, and human anatomy and physiology. This course is highly recommended for those intending to pursue nursing or the health sciences as a career. It is an extremely intensive, fairly difficult, but very interesting course.

### **CHEMISTRY 11 (MCH- -11)**

Get credit for blowing things up! Peer into the Periodic Table, and mix up some molecules. Find out what happens when opposites really do attract. Tame the mole, bake some cookies and end with a 'totally organic experience'. An important prerequisite for nursing, pharmacy, medicine, medical technology, engineering, science, and even hair dressing.

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

Chill with ICE tables in Chemistry 12 as you further your understanding into reaction equilibriums and take a solid look at precipitation.

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

Take the universe apart, and put it back together again! See what makes it tick with springs, lasers, mirrors, and crashing carts. From Newton to Einstein at the speed of light. An important prerequisite for many careers including science, engineering, medicine, information technology, mechanics, architecture, and technical careers in the entertainment industry.

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

Discover the mysteries of attraction and repulsion. Work hard – play hard. Learn to predict future motion and tackle things with force. Needed for career paths in engineering, most sciences, and an asset for many other careers.

## **COURSE LIST – SOCIAL STUDIES**

### **SOCIAL STUDIES 8 (MSS- -08)**

This course spans the period from the Romans to the Exploration of the New World. We examine different cultures and religions as well as re-examining the roots and growth of Christianity.

### **SOCIAL STUDIES 9 (MSS- -09)**

This course looks at the period from the Puritans to the conquest of New France. We examine the revolutions that created our present society, beginning with the English Revolution through to the American Revolution.

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

This course looks at Canada from the war of 1812 to World War One. We examine the rebellions and politics that created our present society, beginning with those of 1837 through the process of Confederation to the 1885's Northwest Rebellion.

### **SOCIAL STUDIES 11 (MSS- -11)**

This course takes a look at Canada from 1919 to the present. We learn about Canadian and other political institutions, including First Peoples governance; discriminatory policies and injustices in Canada and the world; human–environment interaction; Canada's role in a global economy; and truth and reconciliation in Canada.

### **BC FIRST NATIONS STUDIES 12 (MFNS-12)**

This is a project-based course that will explore social issues from legal, political, ethical, cultural, and economic perspective. This course is a provincially prescribed course that can satisfy four credits of selected studies. The course emphasizes the histories and traditions of B.C.'s First Nation's peoples in the context of Canadian history. There are several units of study including: literature, land and resources, traditions and challenges in education, politics and legislation, and artistic traditions. This course is open to Grade 11 and 12 students. This course is subject to a provincial final examination that counts for 20% of the year's mark. This course satisfies the Social Studies 11 graduation requirement.

### **GEOGRAPHY 12 (MGEO-12)**

Geography integrates many subjects and addresses both physical and human-created systems of the world in the study of people, places and environments. As an ever increasing world population puts more and more demand on the planet's resources, there is a need for a people that are informed about the sustainability of the earth's resources and the future of the planet. Students who take Geography 12 will study the systems and resources of the earth, as well as how people interact with the landscape.

### **HISTORY 12 (MHI- -12)**

Forget all you think you know about the 20th Century and look at it through the lens of the major conflicts of the era. The Great War, World War I, and the Cold War are just a few events discussed that helped to shape the way politics, economics, societies and technology formed to our world today. We say goodbye to longstanding monarchies and we say hello to new economic political structures.

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

This course will explore the concept of human rights in Canadian society and how we deal with differences. We will cover such topics as genocide, poverty, racism, women's suffrage and LGBT issues. We will also become involved with various school/community issues.

### **SHARED UNDERSTANDINGS OF THE KWAK'WALA SPEAKING PEOPLES EXPLORATORY 8 (MKWAK08)**

This short exploratory course will provide opportunities for students to explore the culture, language and traditions of the Kwak'wala speaking peoples, with whom we interact on a daily basis. Stories, art, songs ceremonies and relationships are some of the areas that this course will touch upon. It is designed to provide learning opportunities for Aboriginal and non-Aboriginal students.

### **SHARED UNDERSTANDINGS OF THE KWAK'WALA SPEAKING PEOPLES EXPLORATORY 9 (MKWAK09)**

This course is a continuation of Shared Understandings 8.

### **SHARED UNDERSTANDINGS OF THE KWAK'WALA SPEAKING PEOPLES EXPLORATORY 11 (YAES-2A)**

This is a four credit elective course that has been developed in order to provide greater opportunities, relevance and meaning for Aboriginal students and all students. Students will explore themes specific to the cultural teachings, values, traditions and language of the Kwakwaka'wakw peoples who make up the First Nations groups encompassing the traditional territory of

which SD85 is a part.

**KWAKWAKA'WAKW WORLDVIEWS AND PERSPECTIVES 12 (KWP12)**

Kwakwaka'wakw Worldviews and Perspectives 12 (KWP12) has been developed in order to provide deeper learning opportunities and greater relevance for Aboriginal students, and all students.

Students will explore the cultural teachings, values, traditions and language of the Kwakwaka'wakw peoples who make up the First Nations groups encompassing the traditional territory of which SD85 is a part.

Understanding First Nations worldviews and perspectives, will impart in students a strong regional cultural identity. All students will develop skills and knowledge that will connect them to the broader communities.

The School District recognizes that the First Peoples Principles of Learning, the new BC curriculum, and a place based /experiential approach set a new path for learning opportunities on the North Island. This course also connects directly to the goals of the Aboriginal Education Enhancement Agreement (2012-2017): sense of belonging and respect, academic achievement, aboriginal content, and the importance of relationships in support of each students' success.

## **COURSE LIST – PHYSICAL EDUCATION**

### **PHYSICAL EDUCATION 8 (MPE- -08)**

Rationale:

Physical and Health Education (PHE) is designed to develop educated citizens who have the knowledge, skills, and understandings they need to be safe, active, and healthy citizens throughout their lives. PHE curriculum focuses on competencies that support life-long learning—competencies that can contribute to personal lives and career aspirations.

Course Synopsis:

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

Big Ideas:

1. Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals
2. Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle
3. Healthy choices influence our physical, emotional, and mental well-being
4. Healthy relationships can help us lead rewarding and fulfilling lives
5. Advocating for the health and well-being of others connects us to our community

### **PHYSICAL EDUCATION 9 (MPE- -09)**

This course is a continuation of Physical Education 08.

### **PHYSICAL EDUCATION 10 (MPE- -10)**

Rationale:

Physical and Health Education (PHE) is designed to develop educated citizens who have the knowledge, skills, and understandings they need to be safe, active, and healthy citizens throughout their lives. PHE curriculum focuses on competencies that support life-long learning—competencies that can contribute to personal lives and career aspirations.

Course Synopsis:

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

Big Ideas: 3 separate streams for PE 10/11/12

1. Active Living

- Safely participating in activities and avoiding injury can sustain lifelong physical activity
- Physical activity is an important part of overall health and well-being
- Finding enjoyable activities can motivate people to participate more regularly in physical activity
- Preparation and organization helps people engage more regularly in physical activity
- Certificate in C.P.R.

2. Fitness and conditioning

- Our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels
- Knowing how our bodies move and function helps us to stay safe during exercise
- Following proper training guidelines and techniques can help us to reach our health and fitness goals
- Making healthy choices can help us to reach our health and fitness goals.

3. Outdoor education

- Participation in outdoor activities allows for the development of skills in a complex and dynamic environment
- Spending time outdoors allows us to develop an understanding of the natural environment
- Participating safely in outdoor activities requires communication, teamwork, and collaboration.

**PHYSICAL EDUCATION 11 (MPE- -11)**

This course is a continuation of Physical Education 10.

**PHYSICAL EDUCATION 12 (MPE- -12)**

This course is a continuation of Physical Education 11.

In addition, all students in Grades 8 - 12 must participate in Daily Physical Activity, as mandated by the Ministry of Education.

## **COURSE LIST – COMPUTER SCIENCE COURSES**

### **COMPUTATIONAL THINKING (MADCT08)**

Learn how to edit music, create animations, and create your very own game. Develop your problem-solving and technology skills through a variety of projects. No previous experience required, only a willingness to learn.

### **INFORMATION TECHNOLOGY 9 (MADIT09)**

This course is a continuation of Computational Thinking 8.

### **INFORMATION TECHNOLOGY 10 (MINT-10)**

This course is a continuation of Information Technology 8.

### **COMPUTER INFORMATION SYSTEMS 11 (MICTS11)**

Expand your computer and technology skills with a variety of projects. You'll learn about image editing, 3D modelling, website coding, and more. Explore computer animation, video editing, and even game creation. Computer novices and experts alike are welcome.

### **COMPUTER INFORMATION SYSTEMS 12 (MICTS12)**

This course is a continuation of Information Systems 11.

### **ROBOTICS/CODING 8 (MADR-08)**

Curious about how things work? Like hands-on projects and building challenges? Then this is the class for you. Projects include bridge building, tower challenges, and designing the ultimate paper airplane. You'll learn problem solving, group collaboration and the basics of approaching the world like an engineer.

### **CODING AND ROBOTICS (MADER09)**

This course is a continuation of Junior Technology & Design 8

## **COURSE LIST – HOME ECONOMICS**

### **HOME ECONOMICS 8: FOODS (MHE- -08)**

In this course students will learn food foundation skills concentrating on nutrition, healthy choices, safety and sanitation. They will use basic baking skills such as the muffin and biscuit method. They will use recipes from a variety of cultures and learn to plan and prepare nutritionally adequate meals. There will be an introduction to Food Systems.

### **HOME ECONOMICS 9: FOODS (MHE- -09)**

This course is a continuation of Home Economics 8.

### **FOODS & NUTRITION 10 (MFDN-10)**

Students will expand their repertoire of cooking techniques; learn relationships amongst food intake, food choices, activity levels, and special diet requirements. They will look at food marketing techniques, factors that affect food production and supply, and explore a variety of cultural cuisines.

### **FOODS & NUTRITION 11 (MFDN-11)**

Foods & Nutrition 11 covers both the practical and theoretical knowledge of foods and nutrition; therefore, to receive credit for this course, assignments must be completed in both the lab and theory work. Emphasis will be placed on meal planning, (food preparation and nutrition). Topics covered include nutrition, food preservation, foreign foods, basic meals, and specialty baking. Super host fundamentals will be taught in this course.

### **FOODS & NUTRITION 12 (MFDN-12)**

Topics covered include specialty baking, meal planning for special occasions, meal preparation and international cuisine. Students are expected to give at least one demonstration per term to the class on a food preparation method. Also included, careers in the food industry. The emphasis is on practical labs, but to receive credit for this course, assignments must be completed in both lab and theory work. Food Safe 1 will be taught in this course.

### **HOME ECONOMICS 8: TEXTILES (MTXT-08)**

Textiles 8/9 will introduce fabric arts and textile use. We will learn the basic operation of a sewing machine as well as how to embellish projects using Metis beadwork and local expertise. Many projects will be able to be self-designed as long as they use the principles and skills outlined such as straight and curves seams, buttonhole or zipper, colour pattern, stitch variety, hem treatments. Potential projects could include shopping bags, phone cases, vests, simple garments, pillows. Basic repairs will also be taught such as patching, seam adjustment, hems. Depending on the general interests of the group we could also look at fibers – extraction, spinning, dying, and weaving.

### **HOME ECONOMICS 9 – TEXTILES (MTXT-09)**

This course is a continuation of Textiles 8.

### **HOME ECONOMICS – TEXTILES 10 (MTXT-10)**

Continue to develop pattern use for garment construction. Use more complex fabrics and techniques such as stretch/swimsuit construction, use of serger. Work with fibre and dyes. Some of the direction would depend on individual interest such as home décor, weaving, quilting, and toile. As fashion design is a part of senior textiles, it would be possible to make a formal gown or an appropriate regalia item.

### **HOME ECONOMICS – TEXTILES 11 (MTXT-11)**

This course is a continuation of Textiles 10.

## **COURSE LIST – TRADES & TECHNOLOGY COURSES**

### **METALWORK 8 (MADM-08)**

This is an introductory Metalwork course:

- characteristics and uses of ferrous and non-ferrous metals
- metal fastening techniques, including basic welding and fabrication practices
- metalworking techniques and processes using hand tools and power equipment
- elements of plans and drawings
- reclamation and repurposing of metals

### **METALWORK 9 (MADM-09)**

This course is a continuation of Metalwork 8.

- basic metallurgy
- range of uses of metalwork
- welding
- fabrication techniques and processes using hand tools and stationary equipment
- foundry processes, including creating patterns and moulds, and casting
- recycling and repurposing of materials

### **METALWORK 10 (MTEM-10)**

This course is a continuation of Metalwork 9.

- proper storage and organization of tools and equipment
- selection of metal for size, shape, and finish
- common gauges of metal
- spark and file test to identify ferrous carbon content
- start-up, shutdown, and handling procedures for compressed gas cylinders
- precision measurement
- cutting threads
- mechanical fasteners and fastening methods
- methods for laying out, forming, and joining metal
- precision grinding
- computer numerical control (CNC) applications
- reading and preparing drawings, plans, and cutting lists

### **METAL FABRICATION & MACHINING 11 (MMFM-11)**

This course is a continuation of Metalwork 9.

- use of orthographic and pictorial drawings
- measuring instruments
- tables and charts for tolerances and machining
- operation of stationary power equipment in the processing of material
- operation of stationary non-power equipment in the processing of material
- ways to size and lay out metal
- types of metals and alloys and their characteristics
- selection of metal type, size, structural shape, and finish for specific applications
- ferrous and non-ferrous metals and their applications
- heat treatment
- gas welding and gas cutting
- common mechanical fastening methods
- forging and foundry

### **METAL FABRICATION & MACHINING 12 (MMFM-12)**

This course is a continuation of Metal Fabrication & Machining 11.

- operation of oxygen-acetylene equipment for welding, brazing, and cutting
- casting methods
- incorporation of non-metal-related material in metalwork products

- finishing purposes and processes
- metal selection for specific applications
- sequence of steps when working with powered and non-powered equipment
- dimensional tolerance
- operation, maintenance, and adjustment of stationary powered and non-powered equipment
- areas of metal specialization

### **WOODWORK 8 (MADW-08)**

This is an introductory Woodwork course.

- historical and current contexts of woodworking
- identification, characteristics, and properties of a variety of woods, both manufactured and natural
- elements of plans and drawings
- woodworking techniques
- traditional and non-traditional joinery using hand tools and power equipment
- options for reuse of wood and wood products

### **WOODWORK 9 (MADW-09)**

This course is a continuation of Woodwork 8.

- importance of woodwork in historical and cultural contexts, locally and throughout Canada
- identification, characteristics, properties, and uses of wood from various tree species
- techniques for adjusting plans and drawings
- woodworking techniques and traditional and non-traditional joinery using a variety of tools and equipment, including stationary power equipment
- the relationship between First Peoples culturally modified trees and the sustainable use of wood
- issues in the sustainable use of wood

### **WOODWORK 10 (MTEW-10)**

This course is a continuation of Woodwork 9.

- importance of woodwork in historical and current cultural contexts
- identification, characteristics, properties, and uses of wood from various species
- choices related to the sustainable use of wood
- uses and creation of plans and drawings
- techniques for stock breakout and woodworking using a variety of tools and equipment, including stationary power equipment
- choices for planning, drawing, and constructing a project
- functions and role of portable and stationary power equipment in the creation of a project
- functions of hand tools

### **CARPENTRY & JOINERY 11 (MCJ- -11)**

This course is a continuation of Woodwork 10.

- orthographic and pictorial drawings
- preparation of a bill of materials and a cutting list
- measuring instruments
- problem-solving techniques using ratio, proportion, and geometry
- selection and identification of wood species appropriate for a given purpose
- material conservation and sustainability
- operation of stationary power equipment in the processing of material
- hand-tool process in the creation of a product
- how to set up, change, and adjust machines and equipment
- project finishing methods

### **CARPENTRY & JOINERY 12 (MCJ- -12)**

This course is a continuation from Carpentry & Joinery 11.

- creation and/or use of working pictorial and written plans
- wood-related materials
- selection of wood based on its properties

- layout and use of materials to minimize waste and conserve material
- operation, maintenance, and adjustment of stationary power equipment
- woodworking joinery
- analysis and identification of defects in wood
- methods for preparing wood surfaces for application of finish
- identification and analysis of building codes for applicable projects
- sequence of steps when working with power equipment
- sharpening procedures
- purposes of finishes
- application of finishes

### **POWER TECHNOLOGY 8 (MADTPT08)**

This is an introductory Power Technology course.

- uses of power technology
- renewable and non-renewable sources of energy
- conversion and transmission of energy
- kinetic and potential energy
- effect of mass and inertia on speed and distance
- role of aerodynamics
- effects of forces on devices

### **POWER TECHNOLOGY 9 (MADTPT09)**

This course is a continuation from Power Technology 8.

- energy transmission and applications
- efficiency, including energy loss in the form of thermal energy
- thermodynamics
- types of fuels and methods of converting fuels to mechanical energy
- alternative energy sources
- small engine systems
- mechanical measurement devices
- power technology hand tools
- effects of forces on devices
- manuals as information source

### **MECHANICS 10 (MTEC-10)**

This course is a continuation from Power Technology 9.

- internal and external combustion
- components of a combustion engine
- non-fuel power systems
- disassembly and assembly sequences
- engine terminology
- lubrication and antifriction
- hydraulic and pneumatic systems
- transfer and conversion of energy
- hand tools and power tools specific to mechanical repair and maintenance
- torques and tolerances for specific operations
- fasteners and fittings • energy transmission and conversion systems
- technologies that reduce energy use and waste
- alternate energy sources
- historical and potential future impact of energy, power, and transportation systems on society and the environment

### **AUTOMOTIVE TECHNOLOGY 11 (MAT- -11)**

This course is a continuation from Mechanics 10.

- social, legal, and ethical responsibilities associated with vehicle operation
- use of technical information and manuals for the purpose of diagnostics and repair
- automotive tools and equipment

- lifting equipment and procedures
- chassis and body
- engine diagnostic support systems
- emerging and alternative energy sources used to power automotive vehicles
- fundamentals of engine operation
- vehicle systems
- vehicle safety systems

**AUTOMOTIVE TECHNOLOGY 12 (MAT- -12)**

This course is a continuation from Automotive Technology 11.

- vehicle inspection standards
- advanced automotive tools and equipment
- engine and vehicle modifications
- vehicle diagnostic and assessment methods
- transmission and gearing functions
- electrical and control systems
- mechanical systems
- fuel systems
- serviceability, overhaul, and repair

**Skills Exploration 10A 4 Credits (MSTX-0A)**

**Skills Exploration 11A 4 Credits (MSTX-1A)**

**Skills Exploration 12A 4 Credits (MSTX-2A)**

**Skills Exploration 10B 4 or 2 Credits (MSTX-0B)**

**Skills Exploration 11B 4 or 2 Credits (MSTX-1B)**

**Skills Exploration 12B 4 or 2 Credits (MSTX-2B)**

The course goals are:

- Introduce students to trades and give them experience in those areas.
- Enhance interest in the trades.
- Enhance 'Job-Readiness' skills and provide opportunity for skill development.

Skills Exploration (10-12) will consist of:

- 25% Construction
- 25% Plumbing
- 25% Electrician
- 25% Automotive

A central outcome is to provide all students with the opportunity to learn selected apprenticeship Level 1 technical training skills in a variety of trades. Providing students with smooth transitions from school to work, and helping to prepare students to enter the world of work with the skills, attitudes, and sense of responsibility necessary to be successful, are two further expected outcomes of STX.

## **COURSE LIST – FINE ARTS**

### **ART 8 (MAE—08)**

Images are central to the visual arts. Visual arts education provides opportunities for all students to perceive, respond to, and create and communicate through images, allowing them to experience and apply throughout their lives the power, ideas, and emotions expressed in visual images. Students will be exposed to a variety of art mediums such as clay, paint, charcoal, watercolour, inks, and tools as they complete projects and increase their artistic skills.

### **ART 9 (MAE--09)**

Students continue building on their knowledge from grade 8 art. Students will use a variety of mediums, clay, paint, charcoal, watercolour, inks, as well as photography to complete large and small projects.

### **ART 10 (MVAG-10)**

Images become meaningful to students as they develop an understanding of the personal, social, cultural, and historical contexts in which these images are viewed or created. Image development involves students in a design process—a purposeful and inventive artistic activity involving the use of a variety of materials, technologies, and processes to organize visual elements according to principles of art and design. Students create numerous art works in a variety of media as they apply the elements of art and principles of design in work that becomes meaningful on a personal and social level.

### **ART FOUNDATIONS 11 (MAF- -11)**

Art Foundations courses provide opportunities for students to develop their technical skills in relation to perceiving, responding to, creating, and communicating about a wide variety of types of images. Students will be engaged in creating and responding a variety of 2-D and 3-D images. Art Foundations courses are designed to provide a balanced program of study in both traditional and contemporary 2-D and 3-D art forms, such as drawing, painting, ceramics, sculpture, printmaking, photography, design and digital imaging.

### **ART FOUNDATIONS 12 (MAF- -12)**

A continuation of Art Foundations 11. Students will be engaged in creating and responding a variety of 2-D and 3-D images. Art Foundations courses are designed to provide a balanced program of study in both traditional and contemporary 2-D and 3-D art forms, such as drawing, painting, ceramics, sculpture, printmaking, fabric, fibre, photography, film, video, design and digital imaging.

### **ART: FILM & MEDIA 8 (MADMA08)**

Film and Video Production 8 provides learning experiences that explore the essential elements of video production. Students discover the essence of story, experience the struggle to shape and express ideas in the visual medium, and explore a variety of roles in working with others to produce collective short video projects.

### **ART: FILM & MEDIA 9 (MADMA09)**

Film and Video Production 9 provides learning experiences that explore the essential elements of video production. Students discover the essence of story, experience the struggle to shape and express ideas in the visual medium, and explore a variety of roles in working with others to produce collective short video projects.

### **MEDIA ART 10 – FILM (MVAM-10)**

Images are central to the visual arts. Visual arts education provides opportunities for all students to perceive, respond to, and create and communicate through images, allowing them to experience and apply throughout their lives the power, ideas, and emotions expressed in visual images. Images may take several forms, ranging from simple mark making to elaborate architectural forms. These forms may be representational, abstract, conceptual, performance-related, or functional. Images may be 2-D or 3-D, and they may be static or kinetic. Images become meaningful to students as they develop an understanding of the personal, social, cultural, and historical contexts in which these images are viewed or created. Image development involves students in a design process, a purposeful and inventive artistic activity involving the use of a variety of materials, technologies, and processes to organize visual elements according to principles of art and design. Visual arts education encourages critical thinking and problem solving, prepares students for the world of work and develops the attitudes, skills, and knowledge for lifelong learning and for meeting the challenges of a changing world.

### **MEDIA ART 11 – FILM (MVAMT11)**

The Visual Arts curricula for Grades 8 to 12 provide opportunities for all students to perceive, respond to, create, and communicate through images. The Visual Arts programs may present focus areas including art foundations, studio arts (painting and drawing, ceramics and sculpture, printmaking and graphic design, fabric and fibre), and media arts. Students

learn to analyze and use a variety of techniques, design strategies, materials, and processes to create 2-D and 3-D images. They solve design problems considering the intended form and purpose of an artwork. Students identify characteristics of artworks from a variety of cultures and historical eras and incorporate selected elements into their own artworks to create effects or moods. Students apply safety and environmental considerations while creating their artworks. Visual arts programs also include investigation into visual arts and arts-related careers as well as the roles of artists and artworks in society. To view the various Fine Arts curriculum documents, please go to the Ministry web site at <http://www.bced.gov.bc.ca/irp/irp.htm>.

### **MEDIA ART 12 – FILM (MVAMT12)**

The Visual Arts curricula for Grades 8 to 12 provide opportunities for all students to perceive, respond to, create, and communicate through images. The Visual Arts programs may present focus areas including art foundations, studio arts (painting and drawing, ceramics and sculpture, printmaking and graphic design, fabric and fibre), and media arts. Students learn to analyze and use a variety of techniques, design strategies, materials, and processes to create 2-D and 3-D images. They solve design problems considering the intended form and purpose of an artwork. Students identify characteristics of artworks from a variety of cultures and historical eras and incorporate selected elements into their own artworks to create effects or moods. Students apply safety and environmental considerations while creating their artworks. Visual arts programs also include investigation into visual arts and arts-related careers as well as the roles of artists and artworks in society. To view the various Fine Arts curriculum documents, please go to the Ministry web site at <http://www.bced.gov.bc.ca/irp/irp.htm>.

### **STUDIO ARTS 11 (MSADP11/MSAPG11)**

Studio Arts courses provide opportunities for students to develop their technical skills in relation to perceiving, responding to, creating, and communicating about art forms within the selected visual expression area. Students engage in the study of image development, context, and elements and principles of design while developing knowledge and skills in relation to the materials, process, and technologies particular to the chosen visual expression. Students will satisfy the requirements of Studio Arts incorporating their chosen visual expression area.

Students pick one specialty area:

1. Drawing and Painting Knowledge and skilled use of materials for drawing and painting:

Mark-making materials for drawing (e.g., pencil, inks, pastels), mark-making materials for painting (e.g., acrylic paint, watercolour, tempera, oil paint). Surfaces—both 2-D and 3-D (e.g., canvas, paper, wood, found objects), single medium, mixed-media. Knowledge and skilled use of tools and equipment for drawing and painting: mark-making tools (e.g., brushes, pens, stylus), manipulating tools (e.g., tools erasers, stumps, sponges, palette knives), surfaces and supports (e.g., palettes, easels, boards). Knowledge and skilled use of processes and techniques for drawing and painting: drawing techniques (e.g., continuous line, gesture, tonal, contour), painting techniques (e.g., impasto, wet on wet, wash) additive and subtractive processes (e.g., erasing, wiping, glazing), mixed-media processes (e.g., layering, collage)

2. Ceramics and sculpture students will learn and become proficient in the area of sculpting with clay, using different clay bodies, mixing glazes, and using the electric kilns. Students will also continue to use and expand their knowledge of the elements and principles of design in this area.

### **MUSIC 10 – GUITAR (MMGR-10)**

Instrumental Guitar is a performance based course designed to give students the opportunity to learn from participating in an instrumental musical group. Through performance, students develop their abilities in the areas of skills and techniques, expression and creation, and context.

### **MUSIC 11 – GUITAR (MIMG-11)**

This course is a continuation of Music 10.

### **MUSIC 12 – GUITAR (MIMG-12)**

This course is a continuation of Music 11.

## **COURSE LIST – APPLIED SKILLS**

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

A summary of groups of instructional programs that describe the fundamental career and employment skills a person in normally thought to need in order to function productively in society.

### **WORK EXPERIENCE 12 (MWEX-2AY/2BY)**

The primary goal of work experience is to help students prepare for the transition from secondary school to the world of work. Through work experience, students have the opportunity to observe and practice generic employability skills required in the workplace, as well as technical and applied skills relating to specific occupations or industries. Other goals include helping students:

- connect what they learn in the classroom with the skills, knowledge and attitudes needed in the workplace
- gain the knowledge, skills, and attitudes needed to be successful in the world of work
- develop job readiness skills for specific occupations and careers
- understand the similarities and differences in behaviour standards between the workplace and school

(Program Guide for Ministry-Authorized Work Experience Courses)

[http://www.bced.gov.bc.ca/careers/work\\_experience.pdf](http://www.bced.gov.bc.ca/careers/work_experience.pdf)

#### Course Requirements:

Work experience students must complete 2 components to successfully earn credit:

- In School / Online Component:
- Sample Resume & Cover Letter
- Weekly online “drop in session” & “discussion” requirements
- Training Plan for Focus Area (required for any paid work experience)
- Out of School/Work Component:
- Seek out a worksite placement that should match the interests and abilities of the student. A workplace setting that is appropriate for one student may not be appropriate for another.
- Complete between 100 – 120 hours of work experience before the end of the current school year.
- Complete Work Experience Student Workbook
- Employer/Student/District Agreement Form

### **GRADUATION TRANSITIONS (MGT- - -Y)**

The primary goal of grad transitions is to help students prepare for the transition from the secondary school to the world of work. Through work experience, students have the opportunity to observe and practice generic employability skills required in the workplace, as well as technical and applied skills relating to specific occupations or industries. Other goals include helping students to:

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

### **OUTDOOR EXPERIENCE 8 (XLDCA08)**

Outdoor Experience is a course designed to introduce and enhance ones' knowledge and consideration for the environment. The course will focus on skills, which will enable an individual to have some fundamental knowledge and skills on how to function responsibly in the wilderness environment. Skills that students will learn in the course include:

- Identification of local plants, trees, geography, and wildlife (flora and fauna)
- Use of compass and maps
- Outdoor survival / wilderness first-aid
- Navigation
- Low impact camping
- Knots
- Basic skills needed in various land and water-based activities in the outdoors

### **OUTDOOR EXPERIENCE 9 (XLDCA09)**

This course is a continuation of Outdoor Experience 8.

### **OUTDOOR EDUCATION 10 (YPR—0A)**

This course provides an introduction to outdoor pursuits where students will participate in activities such as climbing, backpacking, cross country skiing, hiking, ocean kayaking, winter camping, biking, canoeing, orienteering and more. Students will learn about local plants, animals and First Nations historical and contemporary uses of the local area in order to develop perspectives on the environment and better understand conservation issues.

### **OUTDOOR STEWARDSHIP & RECREATION 11 (YPR- -1A)**

This grade 11 course is for anyone interested in becoming confident, experienced and Eco literate in multiple environments and outdoor adventure recreation activities while fostering a life-long adventurer. Students will study in three different recreation environments: Alpine, Wilderness (including river, mountain and forest), and Ocean recreation. They will gain valuable experience in environments performing activities based around local ecosystem knowledge and awareness, risk management and identification, navigation and outdoor skills, exploratory field experience, and sustainable tourism practice. Students will be given the opportunity to obtain certification related to outdoor adventure recreation (including, but not limited to, first aid, belay, and kayak safety). In honour of our local indigenous people and their vast knowledge and history of the land as a resource, survival tool, and living ecosystem, a focus of this course will be directed toward traditional learning and ways of life.

### **OUTDOOR STEWARDSHIP & RECREATION 12 (YPR- -2A)**

This course is a continuation of Outdoor Stewardship & Recreation 11.

### **FIELD STUDIES 11 (YSEVC1A)**

Field Studies 11 is developed to serve students interested in exploring and pursuing industry-specific experiences in the local labour market. The course supports the emerging partnerships between industry and School District No. 85 (Vancouver Island North). The course is designed to immerse students in units of study focused on local and regional employment needs and requirements and enable a short term experience in a setting of their choice. This course may be augmented by Work Experience opportunities as arranged by the student, school, and employer.

Units covered are: Essential Skills of Employment, Awareness of Regional Economic Development/Issues, Certifications, Community Engagement Project and Industry Field Experience.

### **FIELD STUDIES 12 (YSEVC2A)**

This course is a continuation of Field Studies 11.

### **NORTH ISLAND FORESTRY 11 (YRNR-11A/11B)**

Two-week course in Semester 1 = 4 credits

Two-week course in Semester 2 = 4 credits

Forestry Academy is a new intensive short course designed to involve students in various aspects of the forestry sector. The academy consists of two-week short courses (plus a weekend) which take students out of the classroom and into the field. Students will gain credits and will have the opportunity to attain certificates such as WHMIS and First Aid, while receiving valuable training.

The focus of the short courses may include operational aspects of forestry, harvesting/production, re-forestation, strategic planning, and employability training. Within these modules students may study site classification, soil vegetation, planting,

surveying, road building, ecology, and more.

This is an excellent opportunity for students to gain skills pertinent to employment as well as further studies. A total of 16 high school credits over two years may be gained through the Forestry Academy. Dates and location to be determined.

#### **NORTH ISLAND FORESTRY 12 (YRNR-12A)**

This course is a continuation of North Island Forestry 11.

#### **TOURISM 11 (MTRM-11)**

Students will acquire and practice increasingly advanced tourism-related skills. They will examine current trends in tourism and evaluate the impact of these trends; as well as recognize the impact of tourism on economic, cultural and social contexts of a country. They will understand and use tourism terminology as they work cooperatively in teams and develop presentation and hosting skills.

Students will explore numerous career opportunities in the tourism industry as well as learn how to create a viable tourist based business and learn to write a business plan. Students will also have the opportunity to earn a World Host certificate which will enhance their employability skills.

#### **TOURISM 12 (MTRM-12)**

Students will acquire and practice increasingly advanced tourism-related skills. They will examine current trends in tourism and evaluate the impact of these trends; as well as recognize the impact of tourism on economic, cultural and social contexts of a country. They will understand and use tourism terminology as they work cooperatively in teams and develop presentation and hosting skills.

Students will explore numerous career opportunities in the tourism industry as well as learn how to create a viable tourist based business and learn to write a business plan. Students will also have the opportunity to earn a World Host certificate which will enhance their employability skills.

#### **SECONDARY SCHOOL APPRENTICESHIP 11 (MWRK-1A/1B)**

Secondary School Apprenticeship (SSA) is an educational program jointly supported by the Ministry of Education and the Industry Training Authority (ITA). Through participation in SSA, students earn credit toward secondary school graduation and begin earning work-based training hours toward provincially and nationally recognized industry training program credentials. Individuals complete an industry training program and become a certified tradesperson by combining both work-based training and technical training in an apprenticeship program. Typically, industry training programs consist of 80% work-based training under the guidance of a certified tradesperson, or equivalent, and 20% technical (in class) training. Generally, an apprenticeship program takes four years to complete. The British Columbia Ministry of Education is responsible for establishing standards and learning outcomes for SSA, defined as “an educational program that consists of work-based training where secondary students register as apprentices with the Industry Training Authority”. 480 Hours and 16 credits.

#### **SECONDARY SCHOOL APPRENTICESHIP 12 (MWRK-2A/2B)**

This course is a continuation of Secondary School Apprenticeship 11.

# NORTH ISLAND SECONDARY SCHOOL

## Grade 8: Course Selection 2018/2019

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

### Grade 8 Required Courses:

- |   |           |  |
|---|-----------|--|
| <input type="checkbox"/> English Language Arts 8 (MEN- -08) |           | <input type="checkbox"/> Science 8 (MSC- -08)            |
| <input type="checkbox"/> French 8 (MFR- -08)                | <b>OR</b> | <input type="checkbox"/> Social Studies 8 (MSS- -08)     |
| <input type="checkbox"/> Kwak'wala 8 (MKWAK08)              |           | <input type="checkbox"/> Physical Education 9 (MPE- -08) |
| <input type="checkbox"/> Math 8 (MMA- -08)                  |           |  |

### NOTES:

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Parent/Guardian's acknowledgement: I have participated in the course selection process and approve of my son/daughter's course selections.

Parent/Guardian's Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Entered by: \_\_\_\_\_

Date: \_\_\_\_\_

## **Grade 8 Electives:**

Students will be enrolled in six-week required elective rotations. Courses will include:

- Computational Thinking 8 (MADCT08)
- Robotics/Coding 8 (MADR-08)
- Home Economics 8: Foods (MADFS08)
- Shop Class Exploration 8 (MADGE08)
- Art 8 (MAE- -08)
- Art: Film & Media 8 (MADMA08)
- Outdoor Experience 8 (XLDCA08)
- Career Education 8 (MCE- -08)

# NORTH ISLAND SECONDARY SCHOOL

## Grade 9: Course Selection 2018/2019

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

### Grade 9 Required Courses:

- English Language Arts 9 (MEN- -09)
- Math 9 (MMA- -09)
- Science 9 (MSC- -09)
- Social Studies 9 (MSS- -09)
- Physical Education 9 (MPE- -09)

**Please choose electives on reverse**

### NOTES:

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Parent/Guardian's acknowledgement: I have participated in the course selection process and approve of my son/daughter's course selections.

Parent/Guardian's Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Entered by: \_\_\_\_\_

Date: \_\_\_\_\_

## **Grade 9 Electives:**

## **Choose 4 courses and 2 alternates**

Please number your elective preference in priority order - 1 through 6 eg. #1 would be your first choice.

- French 9 (MFR- -09)
- Plurilingual Language Lab
- Shared Understandings of the Kwak'wala Speaking Peoples Exploratory 9 (MKWAK09)
- Information Technology 9 (MADIT09)
- Coding & Robotics 9 (MADER09)
- Home Economics 9: Foods (MADFS09)
- Home Economics 9 - Textiles (MADT-09)
- Shop Class Exploration 9 (MADGE09)
- Art 9 (MAE- -09)
- Art: Film & Media 9 (MADMA09)
- Outdoor Experience 9 (XLDCA09)

# NORTH ISLAND SECONDARY SCHOOL

## Grade 10: Course Selection 2018/2019

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

### Grade 10 Required Courses:

- |   |     |   |
|---|-----|---|
| <input type="checkbox"/> English 10 - Composition (MCMPS10)   | AND | <input type="checkbox"/> Science 10 (MSC- -10)              |
| <input type="checkbox"/> English First Peoples 10 Literary Studies (MEFLS10)  |     | <input type="checkbox"/> Social Studies 10 (MSS- -10)       |
| *English will consist of two 2-credit English 10 Courses as per BC's new curriculum. Students will be assigned to the required courses. |     |   |
| <input type="checkbox"/> Foundations of Math & Pre-Calculus 10 (MPREC10)  | OR  | <input type="checkbox"/> Physical Education 10 (MPHED10)    |
| <input type="checkbox"/> Workplace Math 10 (MWPM-10)  |     | <input type="checkbox"/> Career Life Education 10 (MCLE-10) |

**Please choose electives on reverse**

### NOTES:

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Parent/Guardian's acknowledgement: I have participated in the course selection process and approve of my son/daughter's course selections.

Parent/Guardian's Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Entered by: \_\_\_\_\_

Date: \_\_\_\_\_

**Grade 10 Electives:****Choose 2 courses and 2 alternates**

Please number your elective preference in priority order - 1 through 4 eg. #1 would be your first choice.

- |  |  |
|--|--|
| <input type="checkbox"/> French 10 (MFR- -10)                  | <input type="checkbox"/> Art 10 (MVA10)                  |
| <input type="checkbox"/> Plurilingual Language Lab             | <input type="checkbox"/> Media Art 10 - Film (MVAM-10)   |
| <input type="checkbox"/> Kwak'wala 10 (MKWAK10)                | <input type="checkbox"/> Music 10 - Guitar (MMUGT10)     |
| <input type="checkbox"/> Computer Studies 10 (MCSTU10)         | <input type="checkbox"/> Outdoor Education 10 (YPR- -0A) |
| <input type="checkbox"/> Foods & Nutrition 10 (MFOOD10)        |  |
| <input type="checkbox"/> Home Economics: Textiles 10 (MTXT-10) |  |
| <input type="checkbox"/> Metalwork 10 (MTMET10)                |  |
| <input type="checkbox"/> Woodwork 10 (MWWK-10)                 |  |
| <input type="checkbox"/> Mechanics 10 (MTPOW10)                |  |
| <input type="checkbox"/> Skills Exploration 10 (MSTX-01/0B)    |  |

# NORTH ISLAND SECONDARY SCHOOL

## Grade 11: Course Selection 2018/2019

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

**Grade 11 Required Courses:** Students timetables allow for 8 classes during the school year, please select 8 courses

**ENGLISH:**

- English 11 (MEN- -11) **OR**
- English First Peoples 11 (MEFP-11) **OR**
- Communications 11 (MCOM-11) parent permission required

**MATHEMATICS:**

- Pre-Calculus Math 11 (MPREC11) **OR**
- Appr & Workplace Math 11 (MAWM-11) **OR**
- Foundations of Mathematics (MFOM-11) **OR**

**SCIENCE:**

- Science & Technology 11 (MSCT-11) **OR**
- Sustainable Resources 11 (MSR- -11) **OR**
- Biology 11 (MBI- -11) **OR**
- Chemistry 11 (MCH- -11) **OR**
- Physics 11 (MPH- -11)

**SOCIAL STUDIES:**

- Social Studies 11 (MSS- -11)
- BC First Nations Studies 12 (MFNS-12)

**Please choose electives on reverse**

**NOTES:**

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Parent/Guardian's acknowledgement: I have participated in the course selection process and approve of my son/daughter's course selections.

Parent/Guardian's Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Entered by: \_\_\_\_\_

Date: \_\_\_\_\_

## Grade 11 Electives:

Please number your elective preference in priority order - 1 through 9 eg. #1 would be your first choice.

- |   |   |
|---|---|
| <input type="checkbox"/> French 11 (MFR- -11)   | <input type="checkbox"/> Tourism 11 (MTRM-11)   |
| <input type="checkbox"/> Plurilingual Language Lab  | <input type="checkbox"/> Outdoor Stewardship 11 (YPR- -1A)  |
| <input type="checkbox"/> Introductory Kwak'wala 11 (MIKWA11)  | <input type="checkbox"/> Field Studies 11 (YSEVC1A)   |
| <input type="checkbox"/> Kwak'wala 11 (MKWAK11)   | <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> PE11 (MPE- -11)  | <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> Shared Understandings of the Kwak'wala Speaking Peoples Exploratory 11 (YAES-2A) | <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> Computer Information Systems 11 (MICTS11)  | <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> Home Economics: Foods 11 (MFDN-11)   | <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> Home Economics: Textiles 11 (MTXT-11)  | * <b>The courses below will be scheduled outside of the regular timetable and do not count as part of your 8 selections</b> |
| <input type="checkbox"/> Metal Fabrication & Machining 11 (MMFM-11)                                       | <input type="checkbox"/> <b>Youth Work in Trades 11 (MWRK-1A/1B) *</b>  |
| <input type="checkbox"/> Carpentry & Joinery 11 (MCJ- -11)  | <input type="checkbox"/> <b>North Island Forestry 11 (YRNR1A/1B) *</b>  |
| <input type="checkbox"/> Automotive Technology 11 (MAT- -11)  |   |
| <input type="checkbox"/> Skills Exploration 11 (MSTX-1A/1B)   |   |
| <input type="checkbox"/> Art Foundations 11 (MAF- -11)  |   |
| <input type="checkbox"/> Media Art 11 - Film (MVAMT11)  |   |
| <input type="checkbox"/> Music 11 - Guitar (MIMG-11)  |   |

# NORTH ISLAND SECONDARY SCHOOL

## Grade 12: Course Selection 2018/2019

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

**Grade 12 Required Courses:** Students timetables allow for 8 classes during the school year, please select 8 courses

**ENGLISH:**

- English 12 (MEN- -12)                      **OR**
- English First Peoples 12 (MEFP-12)      **OR**
- Communications 12 (MCOM-12)          parent permission required
- Graduation Transitions (MGT- - - -Y)    GT is scheduled outside of the timetable, do not count as one of your 8 selections

**Please choose electives on reverse**

**NOTES:**

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Parent/Guardian's acknowledgement: I have participated in the course selection process and approve of my son/daughter's course selections.

Parent/Guardian's Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Entered by: \_\_\_\_\_

Date: \_\_\_\_\_

## Grade 12 Electives:

Please number your elective preference in priority order - 1 through 9 eg. #1 would be your first choice.

- Pre-Calculus Mathematics 12 (MPREC12)
- Calculus 12 (MCALC12)
- Foundation of Mathematics 12 (MFOM-12)
- Biology 12 (MBI- -12)
- Chemistry 12 (MCH- -12)
- Physics 12 (MPH- -12)
- BC First Nations Studies 12 (MFNS-12)
- Geograpy 12 (MGEO-12)
- History 12 (MHI- -12)
- Social Justice 12 (MSJ- -12)
- Creative Writing 12 (MWR- -12)
- French 12 (MSJ- -12)
- PE 12 (MPE- -12)
- Kwakwaka'wakw Worldviews & Perspectives 12 (KWP12)
- Computer Information Systems 12 (MICTS12)
- Foods & Nutrition 12 (MFDN-12)
- Metal Fabrication & Machining 12 (MMFM-12)
- Carpentry & Joinery 12 (MCJ- -12)
- Automotive Technology 12 (MAT- -12)
- Skills Exploration 12 (MSTX-2A/2B)

- Art Foundations 12 (MAF- -12)
- Media Art 12 (MVAMT12)
- Music 12 - Guitar (MIMG-12)
- Outdoor Stewardship 12 (YPR- -2A)
- Field Studies 12 (YSEVC2A)
- Tourism 12 (MTRM-12)
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_

\* **The courses below will be scheduled outside of the regular timetable and do not count as part of your 8 selections**

- Youth Work in Trades 12 (MWRK-2A/2B)** \*
- North Island Forestry (YRNR12A)** \*
- North Island College Dual Credits** \*
- Work Experience (MWEX-2AY/2BY)** \*