



ECOLE SECONDAIRE
BURNSVIEW
SECONDARY SCHOOL

**COURSE
PLANNING
GUIDE**
2024~2025



A copy of this booklet can be found online at <http://bu.deltasd.bc.ca/>





Table of Contents

Welcome	2
Graduation Requirements.....	3 – 5
English vs. Immersion.....	6
Student Fees	7
Applied Design, Skills & Technology (ADST)	
Business Education	8
Home Economics	9 – 10
Information & Communications Technology.....	11 – 12
Technology Education	13 – 14
Arts Education	
Visual Arts	15
Drama.....	16
Cross Disciplinary Arts: Film & Television.....	17
English Language Arts	18 – 21
Explorations 8	22
Inclusive Learning.....	23 – 24
Le programme d’immersion.....	25 – 26
Leadership	27
Mathematics	28 – 30
Physical & Health Education	31 – 32
Psychology	33
Science	34 – 35
Second Languages.....	36
Social Studies.....	37 – 38
Scholarship Opportunities	39
Delta Career Transitions.....	40
Career Transitions	41 – 42
Delta Career Programs	43 – 44
Career Centre and Delta Access	45
Post Secondary Information	46
District Academy Programs	47



Welcome!!



Mr. A. Akune
Principal



Mr. B. Richards
Vice-Principal



Mr. M. De Rossi
Counsellor, A - E



Mr. J. Pham
Counsellor, F - M



Mr. J. Sall
Counsellor, N - Z

On behalf of the staff and students we would like to acknowledge the traditional territory of the Tsawwassen and Musqueam First Nations and all Hun'qumi'num speaking people who have been stewards of this land since time immemorial. We would also like to offer our respect to all the Elders who have gone before us and to the Elders and First Nation peoples who are with us today.

INTRODUCTION

The purpose of this Course Planning Guide is to provide students and parents with the necessary information to make thoughtful decisions when selecting courses for next year. In secondary schools, the process of course selection becomes increasingly complex – particularly in grades 10 through 12 – as course selection decisions will have implications for meeting graduation standing and for post-secondary opportunities. This guide deals exclusively with course-related information and is intended to present the most suitable choices to meet all graduation requirements. The course descriptions in this guide have been created by teachers in order to provide students and parents with some guidance in the selection of courses. Some courses prescribed by the Ministry of Education are compulsory; other courses are electives and may be selected by the students. Considerable effort has been made to offer courses that provide choice for students so they may meet graduation requirements and also concentrate on areas of special interest. Careful planning, in conference with a counsellor, is absolutely necessary to ensure that a complete program is developed. While counsellors are available to guide students through this process, it is the responsibility of students, in consultation with parents, to ensure that the appropriate sequence of courses leading to graduation is chosen and completed. A student's program should be realistic and based on a student's interests and abilities.

COURSE SELECTION PROCESS

Students begin the process of selecting courses for their next school year in February. Working with their counsellors, students select a full program of studies which meet both graduation requirements and future educational plans. All students will be expected to enter their course requests into MyEd. After this process is complete, course changes will only be scheduled based on availability. Each student will have an individual timetable that must operate within the constraints of facilities, staffing, graduation requirements, and individual choice. Students should anticipate possible conflicts in course scheduling and will discuss options with their counsellors in these cases. The determination of courses to be offered in any given year is based almost entirely on student requests. It is essential that students select their courses carefully, because once the timetable is created, it is extremely difficult, and in some cases impossible, to make course changes. While students will have opportunities to receive guidance from counsellors and/or our career advisor in determining the courses that best suit individual needs, each program of study is the responsibility of the student and parent(s)/guardian(s).

TIMETABLING AND MYED

The timetabling of student requests is performed through the MyEd portal – specifically designed to optimize student requests. Parents and guardians work with their children online to select next year's course requests. Students will select course requests in MyEd, which will indicate how many courses are required and will provide all course options for selection. Once the course request input deadline has been reached, students will no longer be able to edit or select course requests. Because there is a wide choice of courses offered, a number of "conflicts" may occur in the timetabling building process that may impact a student's first choices for courses. These conflicts will not prevent students from meeting their graduation goals but may affect their choices. Every effort will be made to provide students with the courses required and every student will be guaranteed courses they must have for graduation. Course selections will vary from year to year and is dependent on students' requests. Parents with questions about the course selection process are invited to contact the appropriate counsellor.



Graduation Requirements

(minimum 80 credits)

REQUIRED COURSES (minimum 52 credits)

DOGWOOD DIPLOMA

1. English Language Arts 10 (4 credits)
2. Social Studies 10 (4 credits)
3. Science 10 (4 credits)
4. Mathematics 10 (4 credits)
5. Physical & Health Education 10 or Fit for Life 10 (4 credits)
6. English Language Arts 11 (4 credits)
7. Social Studies 11 or a Social Studies 12 course (4 credits)
8. Science 11 or a Science 12 course (4 credits)
9. Mathematics 11 or a Mathematics 12 course (4 credits)
10. English Language Arts 12 (4 credits)
11. Fine Arts or Applied Skills 10, 11 or 12 (4 credits)
12. Career Life Education (4 credits)
13. Career Life Connections (4 credits)
14. Indigenous-Focused Grad Requirement (4 credits)

FRENCH IMMERSION DUAL DOGWOOD DIPLOMA

1. Sciences Humaines 10 replaces Social Studies 10 (4 credits)
2. Sciences Naturelles 10 replaces Science 10 (4 credits)
3. Français Langue 10 (4 credits)
4. Sciences Humaines 11 OR Peuples Autochtones de la Colombie Britannique 12 replaces Social Studies 11 (4 credits)
5. Langue et culture de la Francophonie 11 (4 credits)
6. Français Langue 12 (4 credits)

Note: Additional French Immersion courses

- Science de l'Environnement 11/12 (4 credits)

ARTS EDUCATION / ADST

ARTS EDUCATION

Any Grade 10, 11 or 12 level Art, Drama or Music course meets the Arts requirement. OR

ADST

Any Grade 10, 11 or 12 Business Education, Home Economics, Information and Communications Technology or Technical Education course meets the Applied Design Skills Technology requirement.

CAREER LIFE EDUCATION & CONNECTIONS

All students are expected to meet the career development learning standards in their Career-Life Education (CLE) and Career-Life Connections (CLC) courses, and to complete 30 hours of work experience or career-life exploration before they graduate. As part of CLC, students must have their work experience, or volunteer/community service, or career-life explorations component documented and must identify and reflect on the employability skills and competencies they used or developed.

ELECTIVE COURSES (minimum 28 credits)

Any Grade 10, 11 or 12 course that is not a required course is considered an elective course. A minimum of 3 of these must be at the grade 12 level.

INDEPENDENT DIRECTED STUDIES (IDS)

Students in Grades 10, 11 or 12 can earn four credits under this category if they qualify for this designation by focusing on the learning outcomes of a course which has not been taken, such as an in-depth research project in a chosen topic. Students must apply for this “course” through the school administration and present a final product for evaluation.

EXTERNAL CREDITS

Students who have achieved a high level at extra-curricular (non-school) activities, such as athletics, leadership programs, music, etc. may qualify for external credits. See your counsellor for more information.

TOTAL CREDITS REQUIRED

1. A minimum of 16 credits must be earned at the Gr. 12 level.
2. All Ministry-authorized and board/authority approved courses count.

GRADUATION ASSESSMENTS

Graduation Assessments have changed to align with BC's redesigned curriculum and international trends for large-scale assessments. As part of the updated graduation requirements, students in the New Graduation Program will have to complete three provincial assessments. They will focus on the demonstration and application of numeracy and literacy.

- [Learn more about the Graduation Numeracy Assessment](#)
- [Learn more about the Graduation Literacy Assessment](#)
- [Graduation Assessment Information](#)

Each school year, the Graduation Assessment schedule dates change, however, the Ministry of Education usually offers students opportunities to complete the assessments in November, January, April and June. Students and parents will be notified well in advance of the assessment schedule offered at Burnsvew.

Grade 10 students are required to complete the Numeracy 10 and Literacy 10 assessments. Grade 12 students are required to complete the Literacy 12 assessment. French Immersion Dual Dogwood program students also need to complete the Evaluation de littératie—Français langue seconde—Immersion 12 (including the oral component). Students will be evaluated on a 4-point rubric (see below). Students may rewrite a Graduation Assessment twice after their original attempt. The best level achieved will be counted as their final result.

Graduation Assessment Rubric Information

- 1 – Student demonstrates a limited understanding of the situation.
- 2 – Student demonstrates a basic understanding of the situation.
- 3 – Student demonstrates a strong understanding of the situation.
- 4 – Student demonstrates an extensive understanding of the situation



Graduation Requirements

Graduation Requirements: Dogwood Diploma

	Grade 10	Grade 11	Grade 12
--	----------	----------	----------

REQUIRED COURSES: Minimum 52 credits

*All students working toward a Dogwood Diploma or Dual Dogwood Diploma MUST successfully complete at least 4 credits in Indigenous focused coursework.***

English Language Arts	Choose two 2-credit courses: <ul style="list-style-type: none"> • Composition 10 • Creative Writing 10 • Literary Studies 10 • New Media 10 • Spoken Language 10 	Choose one 4-credit course: <ul style="list-style-type: none"> • Composition 11 • Creative Writing 11 • <i>English First Peoples Literary Studies 11**</i> • Literary Studies 11 • New Media 11 • Spoken Language 11 	Choose one 4-credit course: <ul style="list-style-type: none"> • English Studies 12 • <i>English First Peoples 12**</i>
Mathematics	Choose one 4-credit course: <ul style="list-style-type: none"> • Foundations of Mathematics and Pre-Calculus 10 • Workplace Mathematics 10 	Choose one 4-credit course: (<i>Grade 11 or Grade 12</i>) <ul style="list-style-type: none"> • Foundations of Mathematics 11 • Pre-Calculus 11 • Workplace Mathematics 11 • Foundations of Mathematics 12 • Pre-Calculus 12 • Calculus 12 	
Science	Required 4-credit course: <ul style="list-style-type: none"> • Science 10 	Choose one 4-credit course: (<i>Grade 11 or Grade 12</i>) <ul style="list-style-type: none"> • Physics 11 • Life Sciences 11 • Chemistry 11 • Earth Sciences 11 • Science for Citizens 11 • Physics 12 • Anatomy & Physiology 12 • Chemistry 12 	
Social Studies	Required 4-credit course: <ul style="list-style-type: none"> • Social Studies 10 	Choose one 4-credit course: (<i>Grade 11 or Grade 12</i>) <ul style="list-style-type: none"> • Explorations in Social Studies 11 • <i>BC First Peoples 12**</i> • Law Studies 12 • Social Justice 12 • 20th Century World History 12 	

Graduation Requirements: Dual Dogwood Diploma

	Grade 10	Grade 11	Grade 12
--	----------	----------	----------

French Immersion	Required 4-credit courses: <ul style="list-style-type: none"> • Sciences Naturelles 10 • Sciences Humaines 10 • Français Langue 10 	Required 4-credit courses: <ul style="list-style-type: none"> • Sciences Humaines 11 AND/OR • <i>Peuples autochtones de la Colombie Britannique 12**</i> AND <ul style="list-style-type: none"> • Langue et culture de la francophonie 11 Optional 4-credit course: <ul style="list-style-type: none"> • Science de l'Environnement 11/12 	Required 4-credit course: <ul style="list-style-type: none"> • Français Langue 12 Optional 4-credit courses: <ul style="list-style-type: none"> • <i>Peuples autochtones de la Colombie Britannique 12**</i> • Science de l'Environnement 11/12
-------------------------	---	---	--



Graduation Requirements

Graduation Requirements: Dogwood Diploma			
	Grade 10	Grade 11	Grade 12
ELECTIVE COURSES: Minimum 28 credits			
Arts Education/ADST	Choose 4 credits at either <i>Grade 10</i> , <i>Grade 11</i> , or <i>Grade 12</i> <ul style="list-style-type: none"> Arts Education Applied Design, Skills, and Technologies (ADST) 		
Career Education	Required 8 credits in Career Education <ul style="list-style-type: none"> Career-Life Education 10 Career-Life Connections 12 (including 30 hours of work experience or career-life exploration) 		
Physical and Health Education (PHE)	Required 4-credit course: <ul style="list-style-type: none"> Physical and Health Education 10 or Recreational Leadership 10 		
Depending on the school's offerings and student's choice, the number of electives in each grade level will vary. The 28 elective credits in Grades 10-12 can come from the following options: <ul style="list-style-type: none"> Ministry-developed or Ministry-approved courses Board/Authority Authorized (BAA) courses Independent Directed Studies (IDS) External Credentials Post-Secondary ("dual") credit 			
Elective Courses	Grade 10: 2-5 electives	Grade 11: 3-5 electives	Grade 12: 6-8 electives*
TOTAL: 80 credits required for graduation			
* at least 16 credits must be at the Grade 12 level, including a required Grade 12 English Language Arts course.			
Graduation Program Assessments			
Required for Graduation	<ul style="list-style-type: none"> Numeracy 10 Literacy 10 		<ul style="list-style-type: none"> Literacy 12
	French Immersion <ul style="list-style-type: none"> Numeracy 10 Literacy 10 		<ul style="list-style-type: none"> Literacy 12 Évaluation de littératie de la 12e année – Français langue seconde – immersion



English vs. Immersion

Grade	English Program	Le programme d'immersion	
		Taught in French	Taught in English
Grade 8	English 8 Social Studies 8 Science 8 Mathematic 8 Core French 8 Physical Health Education 8 Explorations A and B	Français langue 8 Sciences humaines 8 Sciences naturelles 8	English 8 Mathematics 8 Physical Health Education 8 Explorations A and B
Grade 9	English 9 Social Studies 9 Science 9 Mathematics 9 Physical Health Education 9 3 Electives	Français langue 9 Sciences humaines 9 Sciences naturelles 9	English 9 Mathematics 9 Physical Health Education 9 2 Electives
Grade 10	English Language Arts 10 Science 10 Social Studies 10 Career Life Education 10 Mathematics 10 Physical Health Education 10 2 Electives	Français langue 10 Sciences humaines 10 Sciences naturelles 10	English Language Arts 10 Career Life Education 10 Mathematics 10 Physical Health Education 10 1 Elective
Grade 11	English Language Arts 11 Explorations in Social Studies 11 1 or 2 Mathematics 11 At least 1 Science 11 0-4 Electives	Langue et culture de la francophonie 11 Sciences humaines 11 (if chosen, the elective Science de l'environnement is taught in French)	English Language Arts 11 1 or 2 Mathematics 11 At least 1 Science 11 0-4 Electives
Grade 12	English Studies 12 Career Life Connections 4-6 Electives Indigenous-Focused Graduation Requirement	Français langue 12 Etudes des Premières Nations 12 (if chosen, the elective Science de l'environnement is taught in French) Indigenous-Focused Graduation Requirement	English Studies 12 Career Life Connections 4-6 Electives Indigenous-Focused Graduation Requirement

A full course load is eight courses.



Student Fees

While schools do not charge fees for general courses or mandatory field trips, they may continue to collect fees for:

- Yearbooks, Student Activity Fees, Grad Activity Fees
- Extra Curricular Activities – e.g. athletics
- Refundable deposits for textbooks, tools
- Advanced Placement Exams, Certifications e.g. Food Safe™
- Materials for courses where projects are taken home
- Workbooks for individual use
- Individual school supplies
- Field trips that enhance the learning program but are not a course requirement and students will not be evaluated for credit – actual costs only
- Transportation for teams, clubs, music events, etc.

A list of student fees can be found on our website at <http://bu.deltasd.bc.ca/content/student-fees>.

ACCOMMODATING HARDSHIP

Where economic hardship is a barrier to participation, the school will work with parents and students to find alternate means to allow the student to participate. Questions regarding this process should be addressed to the principal, counsellor or your child's teacher.



ADST: Business Education

ECONOMICS 12

Why study economics? In this introductory course, students will have the opportunity to explore the competitive global economy and how individuals and societies make economic decisions with scarce resources. Students will learn basic principles about the two main branches of economics: microeconomics and macroeconomics. Understanding current economic issues and trends will provide students with the ability to make their own informed life choices. In order to be successful in this course, achievement of a C+ or higher in Social Studies is strongly recommended.

MARKETING AND PROMOTION 11

Marketing and Promotion 11 will provide students with an opportunity to learn the basics of marketing. The course content will be taught from both domestic and global perspectives, with opportunities for collaboration projects within Burnsvue. This is a practical and hands-on course that allows students to acquire the top business skills and concepts future employers seek. Topics include entrepreneurial and social media marketing strategies, market research, marketing mix, logo and product design, and developing and operating a retail business including promotion and advertising, financial accounting, store design and sales. This course is open to all Grade 11-12 students.



ADST: Home Economics

TEXTILES 8 - SEE EXPLORATIONS

TEXTILES 9

Textiles is sew much fun! Everyone is looking for their own style to express their own individuality and this is where you can! Master basic steps in sewing: seams, finishes, darts, zippers, hem stitches, fasteners and pockets. These skills will help you construct simple projects such as a onesie, hoody, bottoms project and various upcycled projects. You will also create a portfolio as you learn about textiles, fabric selection, illustration, culture and fashion, Canadian designers, and the elements of design. Learn how to use the serger and embroidery machines. There is an opportunity to attend a fashion show during the year to see what local designers are up to.

TEXTILES 10

Are you full of creativity and looking for a way to express yourself? This course will have you applying skills dedicated to casual wear, fun accessories and more! You will learn basic pattern drafting that opens up the world of design to you. This puts you on your way to being able to create any design that you can dream up. You will continue to develop your portfolio as you learn about the principles of design, study international designers, learn about social, ethical and environmental concerns in the fashion and textile industry. There is an opportunity to attend a fashion show during the year to see what local designers are up to.

Recommended prerequisite: Textiles 8 or 9

TEXTILES 11

In Textiles 11/12 students will continue to develop their sewing skills and have you working with more advanced techniques and fabrics. For the first half of the course, you will construct a basic jacket and work on proper fit and embellishment techniques. The second half of the course is highly individualized allowing you to create your choice of projects. You will choose your own sewing projects with teacher approval so you can develop your particular areas of interest. Some students may be more interested in sewing quilts, while others are interested in sewing garments, designing costumes, or even knitting or crochet. You may choose to learn to drape or draft so that you can design your own clothing. Or you might rather not sew and focus on the exciting field of textile and fashion design. You will continue to develop your portfolio by creating a client style board, look at the B.C fashion/textile industry, and research a historical era in the fashion industry. There is an opportunity to attend a fashion show during the year to see what local designers are up to.

Recommended prerequisite: Textiles 10

TEXTILES 12

Textiles 12 is a highly individualized course for students who enjoy creating their own clothing and projects. Students choose all of their own sewing projects with teacher approval so they can develop their particular areas of interest. Some students may be more interested in sewing quilts, while others are interested in sewing garments, designing costumes, or even knitting or crochet. You may choose to learn to drape or draft so that you can design your own clothing. Or you might rather not sew and focus on the exciting field of textile and fashion design. You will complete your portfolio by looking into fashion forecasting, creating mood boards, developing your own style flat lays, and researching local designers or companies of your choice. There is an opportunity to attend a fashion show during the year to see what local designers are up to.

Recommended prerequisite: Textiles 10 or 11



ADST: Home Economics

FOOD STUDIES 8 - SEE EXPLORATIONS

FOOD STUDIES 9/10 JUNIOR FOODS

The focus of this course is to provide students with the knowledge, as well as the opportunity to improve their cooking skills. Students will gain confidence and skills in navigating the kitchen environment around equipment and locations, measurement, ingredients, time management in a safe and practical way. Units of theory and cooking include kitchen safety, sanitation, nutrition, quick breads, and following recipes for and designing appropriate breakfast, lunch, and dinner meals. Students will also learn the functions of ingredients in baking. By the end of the course, students who take Junior Foods are prepared for Senior Foods 11/12 and have the general background knowledge of the Foods room at Burnsville and how to follow recipes in a safe and productive manner.

FOOD STUDIES 11/12 SENIOR FOODS

This course builds on knowledge and skills gained in Junior Foods. It also gives students the basics of food preparation but will also appeal to the future professional chef. Students will prepare a variety of products including homemade pasta, yeast dough, stir fry, meat and poultry dinners. Activities include teacher and student lead demonstrations, labs, and theory.

Recommended prerequisite: Food Studies 9/10

INTERPERSONAL & FAMILY RELATIONSHIPS 11

This course focuses on the inter-relationships of self, family, and society. We begin the course by focusing on identifying individual goals, habits, and family structure. Next, we look at how society impacts individuals and family. We also explore healthy relationships and red flags in unhealthy relationships. Students study rites of passage in a variety of cultures and link their impact on individuals and families. Students typically work individually or in groups to research topics of interest. Our classes are lecture and discussion based, with hands-on activities to practice positive and effective communication skills and conflict resolution. Students will develop knowledge, skills, and attitudes necessary to make informed decisions throughout their lifetime. This course is intended for students interested in improving their relationships with themselves, and their friends and families.

CHILD DEVELOPMENT AND CAREGIVING 12

Students in this course take a close look at the complex nature of families. How are families organized and what roles and responsibilities family members have caring for one another. We learn about caring for both newborns and discuss caring for elderly as well. One highlight includes caring for a “Real Care” baby and getting a feel for what it’s like to look after and care for a newborn, such as taking on the roles and responsibilities of parenthood. Discussions centre around intimate and committed relationships and their role in child care. Pregnancy and prenatal care and development will also be discussed. Students will visit a daycare or elementary school to put theory into practice, engaging with children aged 3-6. We will also explore parent-child relationships and parenting styles. We will examine the impact of generational trauma and resilience of Indigenous peoples. This course is recommended for students who are interested in pursuing careers working with children and families, or in having families of their own one day.



ADST: Information & Communications Technology

COMPUTER STUDIES 8 - SEE EXPLORATIONS

INFORMATION & COMMUNICATIONS TECHNOLOGY 9

In this course, students will be introduced to key aspects of computer hardware and software, programming, and digital literacy. Students will develop and enhance their skills in design and layout, graphic and digital presentations, animation, game development, coding, 3D modeling, web page development. Students will also be practicing and improving their keyboarding skills.

Prerequisite: There is no prerequisite for this course but it is recommended students have an interest and some experience working with computers.

COMPUTER STUDIES 10

In this course, students will be introduced to key aspects of computer hardware and software, programming, and digital literacy. Students will also use graphics programs to create animations, edit rasterize graphics, design vector graphic artwork and create website. We will explore issues around the use of technology such as effective use of information, cyber bullying, virus avoidance, ethical considerations, and how to keep both ourselves and our information safe and protected when online or when using social media.

Prerequisite: There is no prerequisite for this course but it is recommended students have an interest and some experience working with computers or have taken Information and Communications Technology 9.

DIGITAL COMMUNICATIONS 11

This course is designed to allow students to further develop and enhance their skills in graphic design and publishing, web design, HTML + CSS coding, 3D modeling, digital drawing, digital photographic manipulation, video game design, and animation. Students will be using programs in the Adobe Creative Suite such as Photoshop, InDesign, Illustrator, Animate, and Dreamweaver. Other programs such as Unity Engine, MAYA, SketchUp, and Visual Studio can also be explored with permission from the teacher. Digital Communications is broken into key areas of communication themes. Themes explored in class discussions and assignments will revolve around the follow key areas: content marketing / advertising, social media, graphic design, and the history of video games.

Prerequisite: There is no Prerequisite for this course but it is recommended students have an interest and some experience working in computers.

DIGITAL MEDIA DEVELOPMENT 12

This course provides the opportunity for advanced students to enhance their skills in graphic design and publishing, web design, HTML + CSS coding, 3D modeling, digital drawing, digital photographic manipulation, video game design, and animation. Other programs such as Unity Engine, MAYA, SketchUp, Visual Studio, or other computer software approved by the teacher can also be explored with permission from the teacher. The first third (term 1) of the course is directed, usually working on a large-scale project in a project-based environment. The remainder two-thirds (terms 2 and 3) of this course allows the freedom to permit advanced students to further develop a passion project of their choosing. At the end of each term and for their final assignment, students in this course will present a digital portfolio of media work they worked on independently throughout the course through a hand-built website or video presentation.

Prerequisite: Digital Communications 11 or a strong background in computers is strongly recommended.

MEDIA DESIGN-3D MODELING & DESIGN 10-12

This is a course for students interested in 3D Modeling & Design. Programs taught include SketchUp, 123D Design (CAD Modeler), and Blender (Polygonal Modeler). Students will learn the basics of each of these 3D programs, design and create a variety of 3D models, slice 3D models in Tinkerine Suite, and print some of these models using our in-class DittoPro 3D printers. Students will also have the option to explore Animation through Blender enabling them to animate their 3D designed model(s). Assignments and projects will include individual and group projects, as well as in-class competitions. Major project will require student teams to find a need in the community, design and create a prototype to address that need, and present their findings. With permission from the teacher, senior students have the option to diverge from the rest of the class, at times, to target in on the program that they wish to further pursue on an individual basis. Independent learning units and longer projects allow students to customize the course.



ADST: Information & Communications Technology

COMPUTER PROGRAMMING 11

This course is an introduction to computer programming with a focus on the study and modification of existing coding and formalization of computational thinking concepts. Students will learn the basics of computer programming: data types, error handling and debugging, input and output, conditional and decision statements, iterative or looping structures, and functions and procedures. Students will gain experience how to break down problems into manageable simple tasks and sub-routines and explore pseudo-code and flowcharting as tools to develop effective algorithms. This course will be taught using Python.

No prior programming experience is not required.

COMPUTER PROGRAMMING 12

This course will build on the basics of computer programming 11. We will explore a more advanced programming structure and design such as functions, methods and classes, graphics user interface, using pre-built data structures and learning to work as a collaborative team. You will also learn skills to handle error handling and debugging your program. This course will be mostly self-directed. This course will be taught using Python.

Recommended prerequisite: Computer Programming 11 (or can demonstrate their understanding of the equivalent).

GRAPHIC PRODUCTION 11

This course is primarily spent working on the school Yearbook.

Advanced photography techniques will be taught and students will have the opportunity to explore studio portraiture and work on independent photographic assignments. In addition, students in Graphic Production 11 will aide the yearbook's production by helping to design template page concepts, cover prototypes, and end sheets. Commitment to both individual and group projects is an asset. Students who are passionate, innovative, imaginative, and committed to the school are encouraged to join the team.

GRAPHIC PRODUCTION 12

This course is primarily spent working on the school Yearbook.

This course is for advanced second year students who have experience in Graphic Production 11. Students in this course will be in charge of the copy-editing process of the school yearbook. Extra tasks will include designing and completing the Graduation Section of the book, compiling, and organizing photographs of various school events, leading small group workshops in page design and photography, and editing all submitted pages for publication. Advanced photography techniques will be taught and students will have the opportunity to explore studio portraiture and work on independent photographic assignments. A scholarship is awarded to a dedicated and passionate team member(s) who goes beyond and above their commitment to the course and are planning to enter post-secondary education in this field.



ADST: Technology Education

These programs offer every student who takes them an opportunity to gain skills that will last a lifetime! These courses can be taken for general interest, as a step towards apprenticeships, or can lead to a multitude of programs at Kwantlen College, BCIT, and other post-secondary institutions. Many of the programs encourage project construction or offer clubs that are a further extension of the class. Students interested in one of these areas should refer to the Careers section of the Course Planning booklet.

METALWORK 8 – SEE EXPLORATIONS

METALWORK 9

This course is designed to introduce students to metalwork. Students will design and construct projects that will teach them the use of gas and electric welding equipment, lathes, sheet metal fabrication, the drill press and hand tools. Students gain experience in all areas of general shop metalwork. Projects are designed to teach students safe operation of shop equipment and machines (i.e. lathes, drill presses, grinders, saws, and welding equipment). This course involves practical work, theory and safety practices.

METALWORK 10-12

Students will design and construct projects that will teach them the use of gas and electric welding equipment, lathes, foundry and casting operations, plasma cutting, the drill press, sheet metal fabrication, milling machine and hand tools. This course is planned to provide experience in all areas of general shop metalwork. Projects are designed to teach safe operations of shop equipment and machines (i.e. lathes, milling machines, drill presses, grinders, saws and welding equipment). Students will build upon their study of fabrication techniques with emphasis on reading plans, using lathe and milling machines to fine tolerances and problem solving to enhance projects of their own design. This course involves practical work, theory and safety practices.

WOODWORK 8 – SEE EXPLORATIONS

WOODWORK 9

This course is designed to provide students with a comprehensive introduction to the field of woodworking. The class is designed to teach students the basic skills and techniques necessary to design, build and finish a variety of woodworking projects. The course will also include a focus on safety and proper use of hand and power tools. Students will work on a variety of projects throughout the course, including basic furniture making and cabinetry which will help to develop skills and gain confidence with woodshop processes.

WOODWORK 10

Woodwork 10 is a course that builds upon the skills and knowledge acquired in Woodworking 9. The course will cover more advanced topics such as advanced joinery, furniture making, and woodturning. Emphasis will be placed on the use of both hand and power tools, with a focus on the safe and efficient use of each. Students will learn skills to create intricate and detailed pieces of furniture, with a strong emphasis on good design and craftsmanship.

WOODWORK 11

Woodwork 11 is a course designed to develop skills in the field of woodworking, and to explore more advanced projects and techniques. The course will provide students with hands-on experience working on complex and challenging projects that will require them to use a wider range of advanced techniques and materials. Students will be encouraged to develop their own designs and projects.

WOODWORK 12

Woodwork 12 is a capstone course for students who have completed previous woodworking classes and for students that wish to develop skills in the field of woodworking. This class is designed to give students the opportunity to work on independent, self-directed projects and to explore their own areas of interest within the field of woodworking. The course will provide students with an opportunity to refine their technical skills, as well as their design and problem-solving abilities.



ADST: Technology Education

ROBOTICS AND ELECTRONICS 9

This course is open to Grade 9 students who wish to work on building and programming robots. Students will get an introduction to programming. Students will be introduced to the VEX IQ Robotics platform and it will be geared towards students who wish to take a project based, hands-on approach to learning gears, electronics, and robots. Students will compete in tournaments and competitions around Metro Vancouver. There is a course fee of \$200 to cover tournament registrations and materials. The right student for this course is highly motivated and looking to work collaboratively in small groups on in-depth projects.

ELECTRONICS AND ROBOTICS 10

This course is open to students who wish to take Robotics for a second time. Enrolling students are generally motivated students who wish to expand their knowledge of programming and engineering. The students enrolled in this class will work in a group/team of 2-3 students to compete in VEX Robotics Competitions around Metro Vancouver. There is a course fee of \$225 to cover tournament registrations and materials. The course content changes on a yearly basis.

ROBOTICS 11/12

This course will run outside the timetable.

This course is open to students who wish to take Robotics for a second, third or fourth time. Enrolling students are generally motivated students who wish to expand their knowledge of programming and engineering. Students enrolled in this class will work in a group/team of 2-3 students to compete in VEX Robotics Competitions around Metro Vancouver. There is a course fee of \$225 to cover tournament registrations and materials. The course content changes on a yearly basis. Students in this class will generally be prospective Engineering, Computer Science and/or Trades students.



Arts Education: Visual Arts

ARTS EDUCATION 8 – SEE EXPLORATIONS

VISUAL ARTS 9

Visual Arts 9 projects primarily involve the use of traditional art materials (drawing, painting, printmaking and ceramics). The general requirements for each assignment are to do research and concept development in a visual journal, prototype, create, then self-reflect. Students in Visual Arts 9 will be introduced to Western ancient art histories up to the beginning of the Renaissance as well as Canadian Indigenous Art practices. No experience is required to take Visual Arts 9 and all skill levels are welcome!

ART STUDIO 10

Art Studio 10 projects further explore the use of traditional art materials (drawing, painting, printmaking and sculpture) but also involves a secondary focus on digital media (photography and digital art). The general requirements for each assignment is to do research and concept development in a visual journal, prototype, create, then self-reflect. There are also many opportunities for self-exploration, experimentation, contract projects, and exhibiting pieces in the school and community.

Prerequisite: Art Studio 10 is suitable for students in Grade 10 who are new to art as well as those who have previous art experience.

ART STUDIO 11 / 12 *

Art Studio 11 / 12 projects and workshops are designed for students with an interest in exploring a wide variety of art making techniques and materials in a fun and creative studio environment. Processes will include further enriching both 2D and 3D techniques (drawing, painting, digital media, collage and a range of sculptural materials) while exploring an interesting range of themes. Students in this course will explore directed individual projects, work on a large-scale community public works project, and have time to pursue a small passion project in a subject matter of their own choosing. Topics and approaches in this course change every year – it is possible to take this course a second time without repeating projects. Students in Art Studio 11/12 will be introduced to the history of modern painting, beginning with Impressionism into Modern Art, as well as Canadian Indigenous art practices.

*Advanced students who are in Grade 12 and have successfully completed Art Studio 11 can apply for an Independent Studio in Grade 12, where they spend the majority of class time working on a passion project with approval of the teacher. A portfolio and letter of intent is required for Independent Studio.

Prerequisite: It is recommended students in this course have taken either Visual Arts 9 or 10, however, Art Studio 11 is suitable for students in Grade 11/12 who are new to art as well as those who have previous art experience.

STUDIO ARTS 3D 10 – 12 (Course runs every other year.)

Studio Arts 3D is an introductory course in clay sculpture and ceramics, covering the three basic methods of hand building. Students will produce ceramic artwork using pinch, slab, and coil techniques. Students will learn the basic vocabulary of ceramics as well as methods of surface treatment, firing, and other related aspects. Art history, aesthetics and art criticism will be incorporated throughout the course. Students in Ceramics 11 and 12 who have the foundational understanding of clay and ceramic process will have the opportunity to explore passion projects as well as be introduced to advance clay practices and wheel throwing.

Notes: This course WILL run in 2024 / 2025



Arts Education: Drama

DRAMA 8 - SEE EXPLORATIONS

DRAMA 9

In Drama 9, students build on skills and experiences from the previous year. Students will gain performance experience in assemblies and school events. Drama concepts covered are tableau, voice, movement and focus, scene studies, improvisation, script writing, monologues and play building.

DRAMA 10

In Drama 10 more specific acting skills are explored, including the use of movement, expression and voice, creating characters, and technical theatre. There is more emphasis placed on performance, including at least two public presentations. Drama 10 students will be expected to perform in One Act Plays and will work on monologues, scenes, and a class play. Some extra-curricular time will be required.

DRAMA 11

Students will be expected to study the art of acting and will also learn about dramatic history and various performance techniques. This course requires a genuine interest and commitment to theatre. Students may explore improvisational theatre, monologues, Shakespeare, scene studies, masks, TV and Film Acting, and Musical Theatre. Students will be expected to perform in One Act plays and a class play. Some extra-curricular time will be required of students.

DIRECTING & SCRIPT DEVELOPMENT 12

This advanced course will focus on directing and performance. Students will learn about aspects of production and directing, from running rehearsals, script analysis, and character analysis, to working with actors, technical aspects (set, light, costumes, sound, etc.) and putting on a production. This class will include the student directing his/her own One Act Play. A genuine interest in and commitment to theatre is expected.

Prerequisite: Drama 11

MUSICAL THEATRE 8 - 12

This course will run outside the timetable.

Students who audition for and gain a role in the school drama production will have the opportunity to gain course credit for their work on the show as a drama course outside of the regular class schedule. This class requires a VERY high level of commitment from students who will be required to act in the school production. This course will require students to attend rehearsals and workshops, production meetings and scheduled events after school for the duration of the production. **Students MUST audition for the school drama production and become part of the cast to be eligible for this course.**

THEATRE PRODUCTION 8 - 12

This course will run outside the timetable.

Students who wish to participate as part of the technical crew in the school drama production will have the opportunity to gain course credit for their work on the show as a course outside of their regular class schedule. This class requires a VERY high level of commitment from students who will be required to fill production roles in the school musical, such as stage management, lighting and sound design and operation, set, costume and props design and management, and backstage crew during the show. All students enrolled in Theatre Production are required to participate in the production, attend scheduled meetings, rehearsals and workshops, and to assist with set construction, organization of the production space, tech workshops and scheduled events during the course of the year as related to drama production.



Cross Disciplinary Arts: Film & Television

FILM, VIDEO AND TELEVISION PRODUCTION 9

An introductory course on video production that will teach students the basics of cinematography, storyboarding, video editing, and audio editing. Students will create videos in a variety of genres (trailer, narrative, documentary, public service announcement, music video, promotional video, video essay, etc.). Patience, good work ethic, a positive attitude and the ability to persevere through challenges are necessary for success. Location shooting requires maturity, responsible behavior, and commitment. Video production involves thorough planning.

FILM AND TELEVISION 11

This course is designed for those who have taken Film, Video and Television Production 9 and would like to further their learning because they are genuinely passionate about the subject area. The overseeing goal is to foster creativity by having students initiate their own projects. In addition to covering all the basics of video production, students will learn to maximize the power of video as a storytelling medium. Overcoming time, location, and budget constraints will be considered from a collaborative problem-solving perspective. Students will do research on various aspects of the film and television industry and will use advanced post-production software. Opportunities to enter local and national contests will be provided. Patience, good work ethic, positive attitude, and the ability to persevere through challenges are necessary for success. Location shooting requires maturity, responsible behavior, and commitment. Video production involves thorough planning. This course is intended for Grade 10 or 11 students. Recommended prerequisite: Film and Video Production 9.

FILM AND TELEVISION 12

Students who have taken Film and Television 11 will continue to expand their knowledge of film and video production. New students will be taught basic production at the beginning of the course before expanding their knowledge of film production. Students will enhance their skills in the areas of pre-production, screenplay/ storyboarding, camera work, lighting, sound production and composition, directing, acting, editing with Final Cut Pro. Students will work their productions around sound stage creation and construction. Students will have various opportunities to film at different locations throughout the lower mainland. Students will view various films throughout the year with the emphasis on film analysis and comprehension. Students will display their work in contests, festivals, and may be featured online. Production groups are determined by the students in order to create a good working relationship and understanding. Production groups will create opportunities for students to enhance their leadership, social responsibility, and teamwork skills. The students should be able to work well individually and in group situations. Students at this level will be expected to submit their work into contests and festivals with the focus on high quality productions. This course is intended for Grade 11 or 12 students. Recommended prerequisite: Film and Television 11.



English Language Arts

ENGLISH LANGUAGE ARTS 8

English Language Arts 8 develops skills that allows students to comprehend and connect diverse texts through reading, listening, and viewing, as well as create and communicate through writing, speaking, and representing. Students will explore diverse novels, short stories, poetry, and other forms of texts and media to make connections to themselves, others, and the world. Students will understand that people understand texts differently due to their own lived experiences, worldviews, and perspectives. That texts are socially, culturally, and historically constructed and that by questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. In regard to writing skills, the emphasis will be on developing strong fluent sentences by understanding language and word usage, word placement, grammar, capitalization, and punctuation. This will lead into developing complex multi-paragraph compositions that highlight student understanding and articulation of ideas. Students will be expected to complete written and oral based assignments, projects, and presentations.

ENGLISH LANGUAGE ARTS 9

English Language Arts 9 develops skills that allows students to comprehend and connect diverse texts through reading, listening, and viewing, as well as create and communicate through writing, speaking, and representing. Students will explore diverse novels, short stories, poetry, and other forms of texts and media to make connections to themselves, others, and the world. Students will understand that people understand texts and media forms differently due to their own lived experiences, worldviews, and perspectives. That texts and media are socially, culturally, and historically constructed and that by questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. Writing skills build on from English 8, with an emphasis on developing strong fluent sentences by understanding diction, figurative language, tone, formality, and inclusive language. Students will continue to build on language and word usage, word placement, grammar, capitalization, and punctuation. This will lead into developing complex multi-paragraph compositions that highlight student understanding and articulation of ideas. Students will be expected to complete written and oral based assignments, projects, and presentations that shows understanding of purpose and audience, and demonstrates thought and care in its organization.

ENGLISH LANGUAGE ARTS 10

Students are to select one of the following Language Arts 10 course offering combinations. The bundling of two English components allows for the required 4 credits to be obtained for English Language Arts 10.

Grade 10 Combinations offered:

- 1) Literary Studies/Composition
- 2) New Media/Composition
- 3) Spoken Language/Composition
- 4) Creative Writing/Spoken Language

COMPOSITION 10 (2 credits)

Composition 10 is designed to support students in their development of written communication through a critical process of questioning, exploring, and sampling. Students will work individually and collaboratively to explore and create coherent, purposeful compositions and study compositions by other writers. The course builds students' writing competencies by introducing them to varied structures, forms, and styles of compositions. Students have opportunities to individually and collaboratively study, create, and write original pieces, exploring audience and purpose. They will also develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for diverse situations. Students will be introduced to; narrative, expository, descriptive, persuasive, and opinion essays, how to determine the credibility of evidence, how to evaluate the quality and reliability of the source, and MLA formatting and citation.

CREATIVE WRITING 10 (2 credits)

Creative Writing 10 is designed for students who have an interest in creative expression through language. The course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. The genres covered in creative writing will include non-fiction, fiction, poetry, and script writing. Within a supportive community of writers, students will collaborate and develop their skills through a process of writing and revision. This course is intentionally grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing.



English Language Arts

LITERARY STUDIES 10 (2 credits)

Literary Studies 10 allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works. Students are presented with a range of topics allowing them to follow their passion and at the same time; increase their literacy skills through close reading of appropriately challenging texts, expand their development as educated global citizens, and develop higher-level thinking and learning skills. Students will use writing processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences. This includes diverse forms of essay writing pertaining to the content being taught. Possible areas of focus in Literary Studies 10 are; genre-specific studies (poetry, short stories, novels, drama, graphic novels, children's literature), Canadian literature, First Peoples texts, thematic studies, and/or author specific studies.

NEW MEDIA 10 (2 credits)

New Media 10 is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. New Media 10 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording opportunities to demonstrate understanding and communicate ideas through a variety of texts, digital media, and print media. Students will use writing processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences.

SPOKEN LANGUAGE 10 (2 credits)

Spoken language skills are increasingly necessary in everyday, educational, and professional contexts. Spoken Language 10 provides opportunities for students individually and collaboratively to study, create, and use language to produce original pieces in a variety of modes. Students will use writing processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences. The course will provide students with opportunities for performance and public speaking. Spoken Language 10 will appeal to students who enjoy public performance or oral storytelling or who want to gain more experience and skill in this area.

ENGLISH LANGUAGE ARTS 11

Through the English Language Arts curriculum, students gain a repertoire of communication skills, including the ability to interact, on a local and global level, with information from a variety of sources and in multiple modes. Within this repertoire is the ability to critically evaluate digital media, a crucial skill for today's students. As they become effective and literate users of language, students are able to apply these and other skills to achieve their personal, educational, social, and career goals. For graduation, students are required to select at least one course from the following 6 English 11 options.

COMPOSITION 11 (4 credits)

Composition 11 is designed for students who have an interest in refining their skills in written communication in a variety of contexts as they continue to explore, extend, and improve their writing. The course provides opportunities for students individually and collaboratively to study, create, and write original, authentic pieces for diverse purposes and in diverse forms. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations.

CREATIVE WRITING 11 (4 credits)

Creative Writing 11 is designed for students who are interested in using writing for self-expression and various creative purposes. The course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and revision processes. Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing.

LITERARY STUDIES 11 (4 credits)

Focused Literary Studies 11 allows students to delve more deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction). Giving students the choice of a range of literary topics allows them to follow their passion and at the same time; increase their literacy skills through close reading of appropriately challenging texts, enhance their development of the English Language Arts curricular competencies, expand their development as educated global citizens, develop balance and broaden their understanding of themselves and the world, and further develop higher-level thinking skills. Students will use writing processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences. This includes diverse forms of essay writing pertaining to the content being taught.



English Language Arts

NEW MEDIA 11 (4 credits)

New Media 11 is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. New Media 11 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media. Students will use writing processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences. Compared with New Media 10, New Media 11 features tasks and texts of greater complexity and sophistication. As well, the Grade 11 course extends the depth and breadth of topics and activities offered in New Media 10.

SPOKEN LANGUAGE 11 (4 credits)

Spoken language skills are increasingly necessary in everyday educational and professional contexts. Spoken Language 11 provides opportunities for students individually and collaboratively to study, create, and use language to produce original pieces in a variety of modes. Students will use writing processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences. Spoken Language 11 will appeal to students who enjoy developing and presenting oral presentations, public performance, oral storytelling, or who want to gain more experience and skill in this area.

ENGLISH FIRST PEOPLES LITERARY STUDIES AND WRITING 11 (4 credits)

English First Peoples 11 (EFP 11) meets the 4 credits Indigenous-focused coursework requirement to graduate. This course will endeavour to do the work of finding ways to reflect upon Indigenous voices and perspectives in our practice. As a class we will be committed to learning, unlearning, and relearning what it means to honour Indigenous perspectives and ways of knowing, learning, and being. The term Indigenous refers to First Nations, Metis, and Inuit communities collectively. It is important to remember that Indigenous Nations are distinct and diverse, and each has its own Creation Stories, languages, ceremonies, and histories. We will additionally learn about the Indigenous Nations whose traditional territories we live and work on. Our learning will help develop insights and inquiry, navigating and reflecting upon the path to reconciliation. Our emphasis will be upon the importance of land and water, ultimately drawing connections between First Nations in Canada to the Māori of New Zealand. EFP 11 emphasizes self-understanding and inquiry-based learning. Using the core competencies and the curricular competencies, students engage in regular self-assessment, and the teacher provides constructive feedback to guide growth in Oral Language, Reading, Writing, and Comprehension.

ENGLISH LANGUAGE ARTS 12

Through the English Language Arts curriculum, students gain a repertoire of communication skills, including the ability to interact, on a local and global level, with information from a variety of sources and in multiple modes. As they become effective and literate users of language, students are able to apply these and other skills to achieve their personal, educational, social, and career goals. For graduation, students are required to select at least one course from the following 2 English 12 options.

ENGLISH STUDIES 12 (4 credits)

English Studies 12 is designed to satisfy graduation and post-secondary entrance requirements. The main emphasis of this course is on the development of critical thinking through an analysis of fiction, non-fiction, poetry, film, drama, and electronic communications. English Studies 12 is designed for all students and provides them with opportunities to refine their ability to communicate effectively in a variety of contexts and explore texts in multiple modes that reflect diverse global perspectives. Students will learn that writing is a process that requires planning, editing, and revision. They will work on narrative, descriptive, expository, and persuasive essays using MLA formatting and citation, and will learn how to accurately embed evidence and quotations into their essays. Students will learn to analyze style, structure and language as well as develop a competence in examining and evaluating the nature of information through diverse texts.

ENGLISH FIRST PEOPLES 12 (4 credits)

English 12 First Peoples (EFP 12) is an academic English course which can be taken in place of English Studies 12. EFP 12 meets the 4 credits Indigenous-focused coursework requirement to graduate and is designed to satisfy the entrance requirements for the full range of post-secondary educational programs. This course explores English through engagement with authentic oral and written First Peoples' stories and accounts. It recognizes the power of storytelling and voice to the process of reconciliation and fostering justice. Students should be interested in learning about and demonstrating understanding of sophisticated texts, represented in this course solely by authentic First Peoples' voices (fiction and nonfiction). Students should be further interested in developing skills of writing craft in multiple formats, as well as in-depth literary analysis and higher-level thinking through written and oral mediums. Units may include Storytelling, a Novel Study, The Trickster in First Nations literature, Drama, Film and Poetry. Students are expected to demonstrate understanding of sophisticated texts of recognized literary merit and complete challenging assignments to rigorous academic standards.



English Language Arts

ENGLISH ELECTIVE COURSES

The following options are available as elective courses for students who have a passion for English Language Arts. These electives are open to grade 11 students; however they do not fulfill the English 11 graduation requirements. Grade 11 students wishing to take a Senior English Elective will still be required to take an English 11 course to meet their graduation requirements.

CREATIVE WRITING 12 (4 credits)

Creative Writing 12 is an elective course designed for students who are interested in creating a body of work reflective of a sophisticated breadth and depth of skill. The course provides students with opportunities to specialize and publish in real-world contexts. Students engage in the exploration of personal and cultural identities, memories, and stories, in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and revision processes and celebrating successes. The following are possible areas of focus within Creative Writing 12: Fiction and poetry - suggested content includes flash-fiction, graffiti, sub-genres (e.g. adventure, children's literature, comic/graphic, fantasy, fan-fiction, historical fiction, horror, sci-fi, dystopian, suspense, thriller, tragedy, romance), drama, script writing, poetry, authenticity versus sentimentality, literary devices and techniques, various forms, the relationship between form and function; Creative nonfiction - suggested content includes columns, features, articles, queries, captions, layout, reporting, interviews, reviews (fashion, movie), advertising, titles, bylines, sample readings; Memoir - suggested content includes place-based writing, narrative, film memoir, sample readings.

LITERARY STUDIES 12 (4 credits)

Literary Studies 12 is an elective course that allows students to delve more deeply into literature through increasingly complex texts. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction). Giving students the choice of a range of literary topics allows them to follow their passion and at the same time: increase their literacy skills through close reading of appropriately challenging texts; enhance their development of the English Language Arts curricular competencies, both expressive and receptive; expand their development as educated global citizens; develop balance and broaden their understanding of themselves and the world; further refine higher-level thinking and learning skills. The following are possible areas of focus within Literary Studies 12: genre-specific studies - poetry, short stories, novels, drama, graphic novels, children's literature; world literature; Canadian literature; First Peoples' texts; specific author studies; topic, theme, or inquiry; canonical literature by era - Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century. ***Please note that some post-secondary institutions may consider Literary Studies 12 as an entrance requirement. Please see your counselor for more information.**

NEW MEDIA 12 (4 credits)

New Media 12 is an English elective course designed to assist students in navigating the various forms of media prevalent and popular at this time. Various forms and formats such as animation, film and TV, video games, manga, graphic novels, web journalism, social media, and podcasting will be studied. Just like books leading the literary revolution, new forms of media and storytelling are leading the visual revolution today. The current world is dominated by various media that bombard us. In order to be able to navigate these sources, this course will inform students about the different media that exist and how to properly decode them. The course will be centered on the examination of how visual media is presented and created. The following are possible areas that will be focused on in New Media 12, explored in depth in each term: film, TV, animation and cartoons, radio / podcasting, anime/manga, graphic novel, and video games.



Explorations 8

Grade 8 students have the option of taking both Explorations A and B. A second option is for students to take Explorations A and Music 8 - Band or a special program (see Inclusive Learning courses). Explorations A and B are divided into components which are taken in any sequence. The components will be determined based on student enrolment. Students will self-evaluate their achievement based upon 10-15 key skills teachers have identified as being significant to their success in the course. Students will summarize their challenges and successes in a narrative which will be reported out.

EXPLORATIONS COMPONENTS

FOODS

Students learn basic nutrition and kitchen management, including safety and sanitation. Cooking skills focus on preparing simple, delicious snacks. A positive attitude and willingness to co-operate with one or more partners in the kitchen are expected.

TEXTILES

Fun and hands-on! Students will learn basic information about fibres and fabric, hand stitching, sewing on buttons, the sewing machine, and then sew an awesome sewing project.

METALWORK

Students are introduced to basic hand tools, machine tools, and processes. Students make projects in bench metal and sheet metal, and practice safe working procedures in an industrial shop. Activities include layout, cutting, filing, grinding, drilling, soldering, riveting, shaping, and finishing.

WOODWORK

Students are introduced to basic measurement, drafting, safety, use of hand and power tools. Students draw plans, do a layout on wood, drill holes and saw the parts of a project, assemble and finish a project.

VISUAL ART

Visual exploration and experimenting with art materials is key to this course. Students will experience working with several different materials including acrylic paint, pencil, pen, pencil crayon and clay. Students will explore working in drawing, painting, and sculpture.

COMPUTER STUDIES

Welcome to the exciting world of Computers, where students learn various computer apps and software to communicate ideas and information that is engaging in a meaningful way. As technology is constantly evolving, we strive to give students the skills to navigate many of their high school courses, but also prepare them for post graduate courses and for the workplace. In this course, students will learn to create simple animations, design and print a basic 3D model, and learn some basic tools and photo editing techniques. We will also explore digital literacy concepts to navigate through today's digital age.

DRAMA

This course introduces Drama as a discipline that helps students learn about themselves and the world in which we live. Through drama games, improvisation and short scenes, students interact with each other to better understand issues facing all of us. Humour, script work, and play building are introduced. Active participation is essential.



Inclusive Learning

ENGLISH LANGUAGE LEARNERS 8-12

ELL ENGLISH LANGUAGE DEVELOPMENT is designed for students who are learning English as an Additional Language. The focus in this class is on building foundational reading, writing and oral language skills. This class should be taken by students who have a beginning to intermediate level of English language proficiency.

ELL EXCEL (EXTRA CURRICULAR ENGLISH LEARNING) is designed to accelerate language learning for students who are learning English as an Additional Language. The focus in this class is on building intermediate and advanced reading, writing and oral language skills to support students in completing grade level English classes. For this reason, it is recommended that this course be taken alongside an English class.

ELL STRATEGIES FOR LEARNING supports students who are learning English as Additional language in learning and applying academic and organizational strategies needed to grow as independent learners and to navigate grade level content curriculum. This class can be taken as a second ELL class.

At the Grade 10-12 level, students may earn 4 graduation credits for successful completion of each course up to a maximum of 12 graduation credits. An Annual Instructional Plan (AIP) is developed for each student. These detailed plans outline the group instructional focus plus individual goals and objectives. A variety of assessment tools are used to evaluate progress in both written and spoken English. Promotion to the next ELL level may be considered at any time throughout the school year and is based upon the Delta ELL matrices for reading, writing, and speaking.

STRATEGIES 8-12

The Strategies program is designed for students who currently hold a learning disabilities designation ('Q') or are struggling significantly with their academic course work. Strategies students have typically received some form of Learning Support (LA/LD/LST) support in elementary school. Students are placed in Strategies through an intake process that includes consultation with support teachers, subject teachers, counsellors, administrators and parents.

The Strategies program is founded on the building blocks of consistent attendance, school routine, organization, and self-regulation. The primary goal of the program is to equip students with the communication, thinking, personal and social skills required to successfully complete their academic programs. An IEP (Individual Education Plan) is created for each student and all students are expected to work cooperatively and responsibly toward their learning objectives. Students are able to earn graduation credits for Strategies 10, 11 and 12.

PEER TUTORING 11/12

Peer Tutoring is offered only to students in Grades 11 & 12.

Peer Tutoring is a course designed for students who would like to develop one-on-one tutoring skills, learn about basic instructional skills and gain an understanding of the diverse learning styles.

Peer Tutors are expected to:

1. Demonstrate an excellent attendance record that reflects their commitment to the partnership established between the classroom teacher and the students.
2. Model respectful language and behavior when interacting with the students and staff.
3. Have strong work habits and demonstrate a willingness to stay up to date on assignments.
4. Be independent and have a desire to help others achieve their goals.
5. Practice self-evaluation and honor confidentiality.

Interested students will select Peer Tutoring as one of their electives. Final arrangements will be made with the student, teacher and counsellor in September.



Inclusive Learning

GRADQUEST

GradQuest is a District program for students with a Ministry designation for Autism, a Chronic Health Impairment, a Physical Disability, a Vision Impairment, or a Hearing Impairment. This program is designed to support the academic, behavioural and/or social/emotional needs of the students. An IEP (Individual Education Plan) is created for each student. Students receive one-on-one support and in-class support from Special Education assistants. Students will be provided with subject support, test support and extra time to complete tests.

Entry is by referral from elementary school programs and staff. Admissions are taken into consideration after a school-based intake in consultation with Inclusive Learning.

SUPPORTIVE LEARNING PROGRAM

The Supportive Learning Program is a District Program serving students with diagnosed anxiety, depression, and other behavioural and mental-health concerns. Students enrolled in this program have active Individualized Education Plans (IEPs) with Ministry Designations of 'R' or 'H'. A licensed and district-approved clinical professional must conduct the diagnostic evaluation and reporting required for admission. Other admission criteria may be considered as well. All placements in the Supportive Learning Program are reviewed and vetted by Delta School District Inclusive Learning personnel and by Burnsville's School-Based Team (SBT). Aside from their scheduled support block(s), all students in the SL program are expected to remain fully engaged with the general curriculum by attending all scheduled classes and demonstrating appropriate commitment to their academic responsibilities.

The Supportive Learning Program provides students with one to two blocks of instructional support within their general schedule. Intervention strategies used to address mental health concerns are based in part on cognitive-behavioural therapy approaches and a mindfulness curriculum. Additionally, students are provided dedicated academic support time during their SL blocks to complete assignments in their content-area and elective courses.

Students can earn graduation credits for SL 10, SL 11, and SL 12.

MODIFIED ACADEMIC PROGRAM

The Modified Academic program is designed to service students from grade 8 – 12 who are classified as having mild intellectual disabilities. The program offers individualized instruction in academic subjects, and support where required for integration into the regular school curriculum. Instruction is also provided in the areas of community, social and work experience skills where applicable.



Le programme d'immersion

Burnsview is the north-end site for the French Immersion Program at the secondary level. The courses conform to Provincial curriculum outlines. The content of the Social Studies and Science courses, and their assessment, are similar to their English counterparts. Students are expected to speak French in class at all times. Students who successfully complete their Immersion program courses receive the bilingual Dual Dogwood Diploma.

SCIENCES HUMAINES 8

This Social Studies course spans the 7th to 18th centuries. It explores concepts such as: contact and conflicts between peoples stimulate socio-economic transformations; human and environmental factors shape population changes and living standards; colonization has varying consequences for groups; tensions emerge between changemakers and those seeking to preserve existing traditions & structures. Communication skills in French and effective reading strategies will be strengthened.

FRANÇAIS LANGUE 8

Content in this Language Arts course further develops oral, written, reading, and listening skills and includes the study of grammar and literature. There is a special focus on vocabulary building.

SCIENCES NATURELLES 8

The major goal of this introductory course is to develop positive attitudes towards science while providing opportunities to develop basic knowledge and skills for future work in science. Science 8 introduces students to the following areas: Cells and the Immune System, Atoms and Molecules, Optics, and Plate tectonics. Safety in the laboratory and the Scientific Method will also be covered. Activities include hands-on lab work, research projects, student presentations, demonstrations, individual and group work.

SCIENCES HUMAINES 9

Course content includes Geography, History and Language Arts components. In Geography, students study physical and political maps of Canada. In History, students will appreciate the Indigenous Lifeways of Turtle Island. We also study the end of New France, the 7 Years War, the American Revolutionary War and the French Revolution. And finally, we will study the political, social and economic foundations of Canada.

FRANÇAIS LANGUE 9

In Language Arts students further develop their oral, written, reading, and listening skills by means of grammar analysis, paragraph and essay writing, oral presentations, novel studies and research projects.

SCIENCES NATURELLES 9

This course focuses on providing experiences that develop positive student attitudes toward Science. Students will develop their understanding of: the processes of cell division as it pertains to reproduction, the nature of the atom as it relates to chemistry, and electricity and electric currents. Safety in the laboratory will be a major focus. Activities include hands-on lab work, research projects, student presentations, demonstrations, individual and group work.

SCIENCES HUMAINES 10

This course explores the interactions of Canada and the world from the Laurier Years to the Cold War. It will build off the students' understanding of the dynamics among Indigenous, French Canadian and English Canadian communities in explaining the development of Canada's modern political institutions. It will also engage these dynamics in how Canada approached and participated in the First and Second World War; as well as how the country navigated the ideological and moral debates of the Cold War and decolonization.

FRANÇAIS LANGUE 10

Students continue to develop their oral, written, reading, and listening skills. The emphasis in Français langue 10 is on enabling students to manipulate the French language (e.g. formal and informal styles) in order to express their ideas and to analyze texts.

SCIENCES NATURELLES 10

This course maintains the focus on providing experiences that develop positive student attitudes toward science. The new units of study are organized around the following areas: Genetics, Chemical processes and the atom, Energy and the environment, and Astronomy. Activities may include research projects, student presentations, demonstrations, individual and group work plus hands-on lab work. There is usually an annual visit to TRIUMF and the Beaty Biodiversity Museum at UBC.



Le programme d'immersion

SCIENCES HUMAINES 11

In Sciences Humaines 11, students develop their skills in conducting increasingly independent, thematic research on Canada and the modern world. Themes that students explore in this course include understanding the application of different political theories to economic and social development in Canada and beyond. They will also interpret how electoral systems and political decision-making processes work in different countries. Lastly, they will engage with the causes and consequences of rapid technological development on political, economic and social life in the 20th and 21st centuries.

FRANÇAIS LANGUE 11 (LANGUE ET CULTURE DE LA FRANCOPHONIE 11)

Throughout this course students will have the opportunity to further develop listening, speaking, reading, and writing skills in French in order to meet the requirements of the grade eleven curriculum. Students also study French literary works as well as a number of French films.

FRANÇAIS LANGUE 12

Students will improve the four skills of listening, speaking, reading, and writing in preparation for the French Literacy Assessment (a requirement of the Dual Dogwood Diploma). Students will study literary works like novels or plays; will learn more about francophones cultures and formal and informal language; and will work on more advanced skills like textual analysis and persuasive writing. Students usually have the opportunity to write the DELF (an optional international exam).

SCIENCE DE L'ENVIRONNEMENT 11/12

Cours sur les sciences humaines de l'environnement - Études et actions urbaines ("Écol'EAU")

Key Elements of the Course:

A. Becoming "climate literate": global warming, greenhouse gases & mobilization.

With an understanding of the basics of the climate emergency & environmentalism, we can see their implications for societies & ecosystems in the near future. Some key problems and solutions will be outlined as to outcomes of (in)action.

B. Sustainable cities and new urbanism:

The global 'north' is shifting from old urban models towards more sustainable designs. Using approaches developed across many cities around the world--notably New Urbanism, indigenous rights & climate justice--will be studied in detail with the help of video, new technologies, map making and field trips.

C. Air, land and water pollution in urban and suburban environments:

During the winter months, students will take time to study in more detail different forms of pollution. Air, land and water pollution will be approached. Assessing how human activities have altered the environment and how these changes are affecting differently--our region, wealthy nations & majority-world countries--will be the main lines of inquiry.

D. How the economy and politics present both challenges and solutions for the environment:

The interaction between economic and political interests and their effects on the environment will be the centre of this unit. Students will appreciate through case studies the intersectionality of industrial, financial, judicial interests with concerns of environmental 'management', land title & human rights. They will learn through the lenses of the political spectrum, lobbying, smart cities & 'sustainable development'.

E. Field Work

Burnsview's Écol'EAU is always looking to work toward new and continuing projects. This last unit will be held out-of-doors when the weather permits.

PEUPLES AUTOCHTONES DE LA COLOMBIE BRITANNIQUE 12

Peuples Autochtones de la Colombie-Britannique 12 looks into the many Indigenous Peoples who have inhabited this region since time immemorial. In this course, students will learn about the richness and diversity of these nations from the Salish Sea to the opening of the Plains in the northeast of this province. Students will also immerse themselves in the resilience of these nations, from preserving traditions, creating new perspectives on modernity, speaking to the B.C. and Canadian court systems and often positively impacting the lives of First Peoples here and beyond. As a French immersion course, how First Peoples actions in B.C. have impacted First Peoples in francophone Canada and vice versa will also inform the learning process.



Leadership

LEADERSHIP 11/12

This is a dynamic course where students acquire and practice new leadership skills, as well as further develop ones they currently possess. Key components of leadership such as effective communication, public speaking, organization, mentoring, creative problem-solving and socially responsible decision-making, will be developed through hands-on opportunities throughout the course. We will be using different types of learning and learning settings to help with the process. This can include but not limited to in-class sessions, games, student lead field trips/experiences and more. The balance of the course focuses on personal development; aspects of routines, self-care practices like movement, hydration, mindfulness, connection with community etc. It is an immersive course that puts students in charge of their growth and development. You will learn to be the best version of yourself!

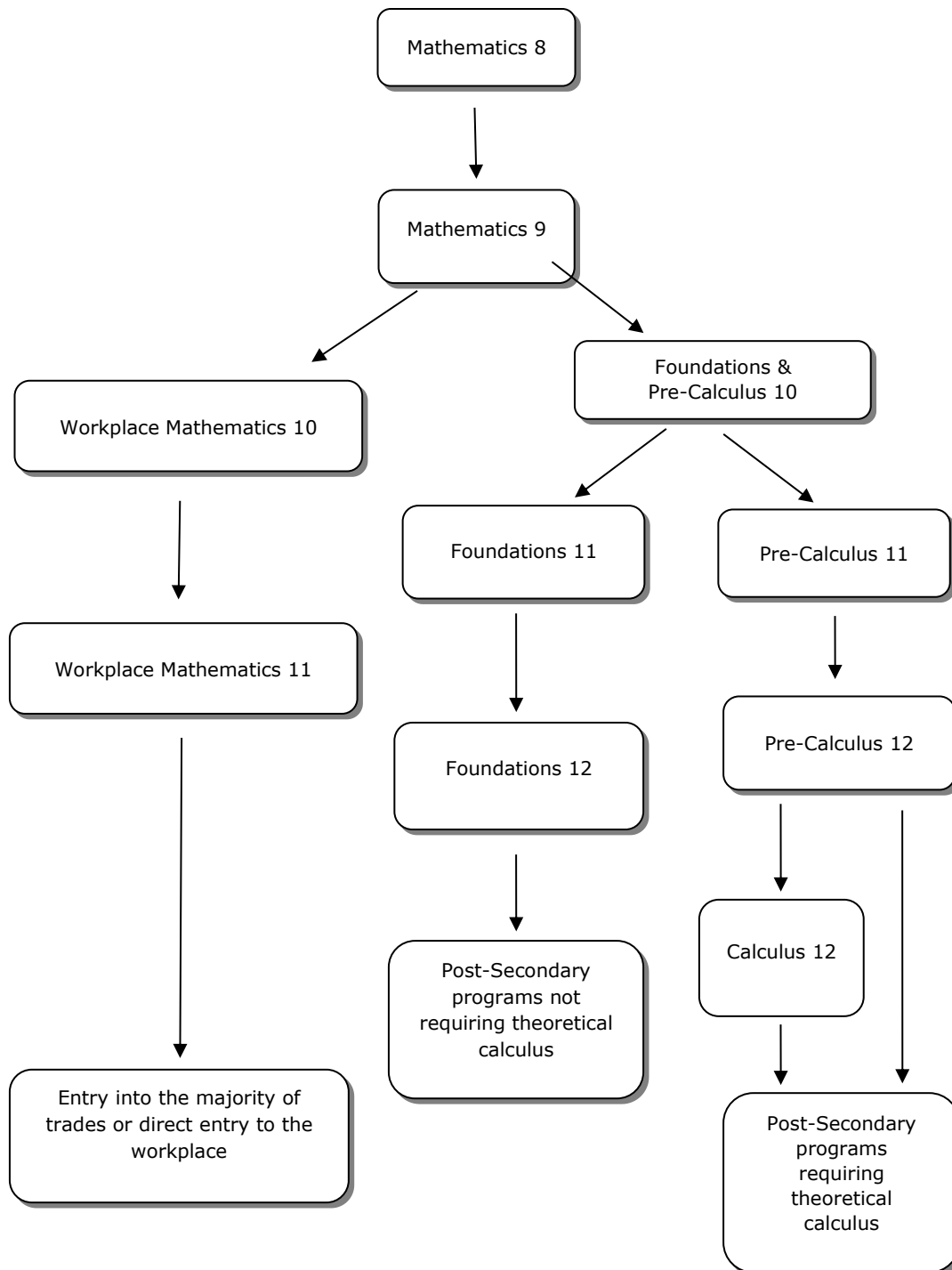
RECREATIONAL LEADERSHIP 10 – PHYSICAL & HEALTH EDUCATION 10

See course description in Physical & Health Education.



Mathematics

The mathematics curriculum includes 3 available pathways for students. The pathways are Workplace Mathematics, Foundations of Mathematics, and Pre-Calculus. At the grade 10 level, a common Foundations of Mathematics and Pre-Calculus course is the starting point for both the Foundations of Mathematics and Pre-Calculus pathways. When choosing a pathway, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.





Mathematics

MATHEMATICS 8

Mathematics 8 reviews and expands upon the concepts taught in elementary school. There is an emphasis on communicating and reasoning mathematically, becoming mathematically literate, problem solving and real-life applications. Topics of study include integers, fractions, proportions, percentages, probability, squares and square roots, surface area and volume, and linear equations and relations. Calculators are not required for this course.

MATHEMATICS 9

Mathematics 9 continues to develop students' skills in communicating and reasoning mathematically, becoming mathematically literate, problem solving and real-life applications. Topics of study include similarity and symmetry, circle geometry, data analysis, rational numbers, exponent laws, polynomials, linear relations and solving linear equations and inequalities. Calculators are not required for this course.

WORKPLACE MATHEMATICS 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. Some trades such as Electricians may require a higher level of mathematics. Topics of study include measurement, finance, proportional reasoning, formula manipulation geometry and trigonometry. Calculators are not required for this course.

FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10

This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for post-secondary studies. This course leads to either Foundations of Math 11 or Pre-Calculus 11. Topics of study include irrational numbers, exponent laws, operations with polynomial expressions, factoring trinomials, trigonometry, linear relationships, measurement involving SI and Imperial units and calculating surface area and volume of 3-D objects.

Recommended Prerequisite: 65% or higher in Mathematics 9

WORKPLACE MATHEMATICS 11

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Some trades such as Electricians may require a higher level of mathematics. Topics include algebra, geometry, measurement, number statistics and probability.

Recommended Prerequisite: any Mathematics 10 course.

FOUNDATIONS OF MATHEMATICS 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 financial mathematics, triangle geometry, measurement, number theory, logical reasoning, linear inequalities, quadratic functions and statistics.

Recommended Prerequisite: 65% or higher in Foundations of Mathematics and Pre-Calculus Mathematics 10

PRE-CALCULUS MATHEMATICS 11

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and number, measurement, relations and functions, trigonometry. All students in Pre-Calculus Math 11 will require a scientific calculator which will be used when appropriate.

Recommended Prerequisite: 75% or higher in Mathematics 10

FOUNDATIONS OF MATHEMATICS 12

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 financial mathematics, counting methods, probability, number theory, logical reasoning, relations and functions (inc. polynomial, exponential, logarithmic and sinusoidal). All students in Foundations of Mathematics 12 will require a scientific calculator which will be used when appropriate.



Mathematics

PRE-CALCULUS MATHEMATICS 12

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra, relations and functions, trigonometry and the binomial theorem. All students in Pre-Calculus Math 12 will require a scientific calculator.

CALCULUS 12

This highly academic course is intended for extremely capable math students who plan to continue in Mathematics or Science fields at university. Students can take the Challenge exam presented by the local universities. Topics of study include limits, differentiation, integration and applications of derivatives and integrals.

Recommended prerequisite: An overall average of 70% or higher in Principles of Math 12



Physical & Health Education

DAILY PHYSICAL ACTIVITY

The Ministry of Education requires students to engage in 150 minutes of Daily Physical Activity per week, at a moderate to vigorous intensity. During a regular school week, students enrolled in PHE meet this requirement, as they get over 150 minutes of physical activity per week. As well, students involved in community sports and recreational activities will most likely meet the requirement for daily physical activity.

For those not involved in community sports and recreation, Burnsville offers many opportunities for students to engage in physical activity beyond PHE classes, so they meet the DPA requirements. Research shows that students who are active on a daily basis are healthier and perform better academically. We ask that parents join us in encouraging their children to be active so that they enjoy the benefits of a healthy, active lifestyle.

PHYSICAL & HEALTH EDUCATION 8

A wide variety of activities are included with an emphasis on participation and physical fitness. The focus of the PHE program is to create an enjoyment of physical activity as well as an awareness of good nutrition and personal wellness. All students take one unit in Active Health which emphasizes knowledge of the systems of the body and good nutrition. Healthy Living is also taught through PHE classes with a focus on the decision-making model, identifying risky behaviors, understanding healthy relationships, the reproductive system and sexually transmitted infections (S.T.I.'s). Activities include badminton, volleyball, basketball, minor games, track and field, outdoor games, fitness, creative movement, and dance.

PHYSICAL & HEALTH EDUCATION 9

A wide variety of activities are included with an emphasis on participation and physical fitness. The focus of our program is to create an enjoyment of physical activity as well as an awareness of good nutrition and personal wellness. In Active Health students review the systems of the body, study the effects of exercise, training principles, and nutrition. The Healthy Living unit reviews relationships focusing on communication skills, conflict resolution and listening skills. Students will review sexually transmitted infections, HIV/AIDS, and contraception. Activities include volleyball, basketball, badminton, track and field, weight training - fitness, minor games, outdoor games, gymnastics - aerobics, creative movement and dance. Other units may include tennis and ultimate.

PHYSICAL & HEALTH EDUCATION 10

A wide variety of activities are included with an emphasis on participation and physical fitness. The focus of the program is to create an enjoyment of physical activity as well as an awareness of good nutrition and personal wellness. All students take one unit of Active Health. The Active Health unit reviews the effects of exercise training principles and nutrition. The emphasis is on life management skills and wellness. Students will also participate in the Act 1 CPR course, which will provide them with the skills necessary to respond to a cardiac arrest or choking emergency. Physical activities include tennis, volleyball, basketball, badminton, track and field, minor games, outdoor games, creative movement, dance, gymnastics, aerobics, wrestling, tennis, ultimate, weight training and fitness.

RECREATIONAL LEADERSHIP 10 – PHYSICAL & HEALTH EDUCATION 10

This course will cover the Physical & Health Education 10 curriculum, focusing on building leadership skills and creating leadership opportunities for grade 10 PHE students. Leadership will be demonstrated through organizational skills and working alone and in small groups. Students will support our Athletic Programs and lunchtime intramurals. Students will develop skills in scorekeeping and planning and implementing tournaments. This course will also explore the many career opportunities available in recreational leadership and management.



Physical & Health Education

ACTIVE LIVING 11/12

This course is designed to develop strategies for maintaining an active and healthy lifestyle now and in the future. Students will participate in a wide variety of individual, dual and team sports. Students will be introduced to a Sports Education Model that increases student involvement and ownership over their learning. Active Living 11/12 will include a unit on athletic injuries and participation in community activities as well as outdoor education opportunities.

A course fee will pay for activities and field trips off the school campus at recreational facilities throughout the lower mainland. A list of course fees can be found on our website at <http://bu.deltasd.bc.ca/content/student-fees>.

FIT FOR LIFE 11/12

This course will be comprised of personal fitness activities with an emphasis on developing a personalized approach to active living. Students will be introduced to anatomy, training principles, nutrition technique and methods for developing a weight-training program that meets the students' individual goals. The course is organized with the emphasis on creating a positive and supportive atmosphere for female students or students identifying as female.

A fee will be required for this course. A list of course fees can be found on our website at <http://bu.deltasd.bc.ca/content/student-fees>.

FITNESS AND CONDITIONING 11/12

This course will be comprised of personal fitness activities with an emphasis on weight training. Students will be introduced to anatomy, training principles, techniques, and methods for a weight-training program. Students will have the opportunity to develop and maintain a fitness plan that meets student's individual goals. This course will be offered as an X block in the morning before school starts.

A fee will be required for this course. A list of course fees can be found on our website at <http://bu.deltasd.bc.ca/content/student-fees>.

Prerequisite: Teacher referral required

HEALTH EXERCISE SCIENCE 12

Designed as an introduction to Kinesiology studies, this is an academic based elective PHE course. Students will have the opportunity to explore the major domains that comprise the field of Kinesiology, or Human Kinetics, including Human Anatomy and Physiology, Nutrition, Biomechanics, Motor Learning and Skill Acquisition, Experimental Design, Sport Psychology and Sport Sociology. Students will be expected to perform lab exercises, putting into practice a variety of theories introduced in the classroom. This consists of a variety of fitness tests, as well as other practical aspects of the domains listed above. Students interested in Health Exercise Science 12 should be aware that this course is for PHE credit only. Health Exercise Science 12 can be taken for credit only once in either grade 11 or 12.

ACTIVE LIVING AQUATICS 11/12 (AQUATICS LEADERSHIP CERTIFICATION)

This course is a collaboration between the Delta School District and Delta Parks and Recreation and is designed to provide students with an opportunity to receive Active Living 11 or 12 credits as well as certification required to work as an Aquatics Instructor. Interested students are required to complete an application, interview and must have Lifesaving Society: Swimmer 6 or will be required to undergo a swimming assessment. This course runs as a full year, X-Block morning course. Classes will begin between 6:00-6:30 am on Wednesdays and Thursdays and will run as a full year course.

Upon successful completion of the course students will have earned Active Living 11 or 12 course credits as well as four (4) certificates: Canadian Red Cross Standard First Aid with CPR-C, Lifesaving Society Bronze Medallion, Lifesaving Society Bronze Cross, and Lifesaving Society Swim and Lifesaving Instructor. These certificates qualify students to apply to the City of Delta for the Aquatics Instructor position. Furthermore, candidates will achieve the prerequisites to enroll in the National Lifeguard certification course to become a lifeguard.



Psychology

PSYCHOLOGY 11

This is an introductory course to the fundamentals of the study of psychology. It is a great foundation course for any students pursuing careers in the psychology field or related programs. Psychology is the study of the mind and behaviour. Psychologists study two critical relationships: one between brain function and behaviour and the other between the environment and behaviour. Sample topics include Research Methods, Careers in Psychology, Neuroscience, Thinking and Emotions, Psychological Disorders, Therapy, Consciousness, and Stress and Health.

PSYCHOLOGY 12

Nature or Nurture? Psychology 12 is a continuation of the concepts learned in Psychology 11. Students will have the opportunity to delve more deeply into topics such as Life Span Development, Gender and Human Sexuality, Memory, Language and Intelligence, Social Psychology, and Forensic Psychology. Psychology 12 is recommended for students who are interested in a comprehensive study of psychology in preparation for possible continued studies at the post-secondary level. Previous experience in Psychology 11 is strongly recommended.



Science

SCIENCE 8

The major goal of this introductory course is to develop positive attitudes towards science while providing opportunities to develop basic knowledge and skills for future work in science. Science 8 introduces students to the following areas: plate tectonics, optics, kinetic molecular theory and introduction to atoms, and cells with a focus on the immune system. Safety in the lab will be emphasized. Activities include demonstrations, individual and group work.

SCIENCE 9

This course maintains the focus on providing experiences that develop positive student attitudes toward science. By the end of Science 9, students will have developed an understanding of the processes of cell development as it pertains to the continuance of life, demonstrated understanding of the nature of the atom supported by a working knowledge of the periodic table, comprehension of how electrical circuits work and the application of Ohm's Law, and will have recognized the underlying factors driving the cycle of nutrients and how this pertains to environmental sustainability. Activities include hands-on lab work, research projects, student presentations, demonstrations, individual and group work.

SCIENCE 10

This course maintains the focus on providing experiences that develop positive student attitudes toward science. Content is more rigorous than the junior level in preparation for senior science courses. Units of study are organized around the following areas: Genetics and its connection to Diversity of Life, Chemical Reactions, Energy Transformation, Radiation and Astronomy. Activities may include research projects, presentations, demonstrations, individual and group work, plus hands-on lab work.

CHEMISTRY 11

Chemistry 11 is an introduction to a few of the disciplines in the chemistry field. It starts with skill-building topics focused on making measurements, using significant figures in calculations, and recording observations for labs. Labs constitute a significant portion of course time and it is expected that students will participate and develop skills around analyzing results and making connections to the theory. Topics of study include the mole, chemical reactions, atomic theory, organic chemistry and solubility. There is a mix of both math and theory that is covered and so problem-solving skills are needed and built upon.

Recommended prerequisite: Science 10 or Sciences naturelles 10

EARTH SCIENCES 11

Earth Sciences 11 continues the study of Astronomy and Geosciences. Astronomy includes the study of planets, stars and galaxies. Geoscience includes the study of rocks, plate tectonics, earthquakes, volcanoes, oceanography and meteorology. Topics are treated in depth and there is a heavy emphasis on how to obtain information (books, magazines, internet, etc.) and how to organize information in different ways (graphs, diagrams, and study guides). This course is accepted as a Science 11 requirement for college or university.

Recommended prerequisite: Science 10 or Sciences naturelles 10

LIFE SCIENCES 11

Life Sciences 11 is an entry-level course, designed to introduce students to the study of biology. The role of the single cell will be examined in terms of how its own structure and function allows for the development of a vast array of organisms, from the tiniest to the largest and most complex animals and plants. This diversity of life will be examined using established classification systems, with an emphasis on unifying characteristics for kingdom and phyla groupings. Students will arrive at an understanding of how representative organisms conduct life processes. This is a very activity-based course including hands-on learning, station labs, multiple dissections (real and virtual) and relevant videos. Students will develop skills with the microscope, microbiological techniques and research analysis. Regular attendance is critical, as many activities cannot be replicated. Students must be prepared to learn and apply many new, complicated biological terms and concepts. Life Science 11 introduces the origins and application of complex biological terms and therefore is a very important prerequisite for Anatomy and Physiology 12.

Recommended Prerequisite: 'C+' in Science 10 or Sciences naturelles 10

PHYSICS 11

This course will first introduce concepts related to the study of motion through four core modules: Kinematics, Dynamics, Momentum and Energy. A fifth core module, Electric Circuits, will investigate Ohm's law and Kirchoff's laws as they apply to the flow of electricity within circuits. An additional two modules will round out the course and will be selected from the following: Waves and Optics, Quantum Mechanics, Special Relativity and Nuclear Physics. Strong mathematical abilities are an asset as a significant portion of the course will focus on applying fundamental principles to a variety of problems. The lab component of the course will emphasize appropriate data collection techniques, as well as the development of skills related to the processing and the analysis of experimental results.

Recommended prerequisites: Math 10 and Science 10



Science

SCIENCE FOR CITIZENS 11

We live in a constantly changing world where science, technology and society interact. Through exploration of various topics, students will develop skills for analyzing these interactions in order to become citizens capable of evaluating information and making well-informed decisions. The topics that will be explored include climate change, natural disasters, clean energy initiatives, personal and public health practices, forensic science, and careers in science. The course topics will be explored using a variety of teaching methods and assessment practices including lab activities, group projects and presentations, current events and student-led inquiry projects. Throughout the course, students will gain knowledge, skills and develop attitudes that can impact their future as decision-makers.

This course fulfills the Science 11 requirement for graduation. Students should check post-secondary programs to determine requirements. Students will be given formative feedback in class as they work on material and be provided with opportunities for self-assessment. Summative assessment includes performance skills, projects, tests, and analysis of collected lab data.

ANATOMY & PHYSIOLOGY 12

This intensive, post-secondary prep course covers human biology from biochemistry to the systems level. Emphasis is placed on theoretical knowledge with topics ranging from DNA, the cell and cellular processes, digestion, circulation, respiration, reproduction etc. Students are required to learn and apply a considerable amount of new material related to biological terms and concepts. This course also emphasizes the important skills of reading, note taking, memorizing and critical thinking.

Recommended Prerequisite: Life Science 11, plus 'C+' in Chemistry 11.

CHEMISTRY 12

Chemistry 12 is a post-secondary prep course in which students further develop their knowledge and critical thinking skills. Students will be expected to form connections from theories taught and apply them in a variety of novel situations. The problem work will be more advanced than in previous years and a greater proportion of time is spent on theory. The core content consists of Reaction Kinetics, Dynamic Equilibrium, Solubility Equilibria, Acids-Base Chemistry, and Electrochemistry.

Recommended Prerequisite: Chemistry 11 with a minimum of 'C+'.

PHYSICS 12

This advanced course will review four of the core modules from the Physics 11 course: Kinematics, Dynamics, Momentum and Energy. The scope of each module will be widened by applying the concept of vectors to a variety of two-dimensional scenarios. A number of additional modules will round out the course and will be selected from the following: Equilibrium, Circular Motion and Gravitation, Electrostatics and Electromagnetism. The lab component of the course will continue to emphasize appropriate data collection techniques, as well as the further development of skills related to the processing and the analysis of experimental results.

Recommended prerequisites: Physics 11 and Principles of Math 11, each with a minimum of grade of 'C+'.



Second Languages

CORE FRENCH 8

Core French 8 is an introductory communicative course designed to familiarize students with basic reading, writing, listening and speaking skills. Students develop their language skills through a variety of oral activities, written assignments, role-plays, and games.

CORE FRENCH 9

Core French 9 is a course designed to provide students with communication skills and vocabulary necessary to survive in a variety of situations within a French environment. Students will continue to develop their reading, writing, speaking and listening skills. Themes often include fashion, music, film, and travel developed through oral activities, written assignments, skits, role-plays and games.

CORE FRENCH 10

This advanced course focuses on the communicative approach to language acquisition. Writing, vocab, and grammar are developed through themes like: clothing and advertising, jobs, hobbies, food and restaurants, and travel. Students also participate in simulated real-life activities such as shopping and social interactions. Activities in class include a variety of individual and group projects that emphasize oral and written expression.

CORE FRENCH 11

Speaking, listening, writing, reading and grammar skills continue to be emphasized through in-depth review of the basics and an introduction to French literature. Class work includes dictations, short compositions, presentation of dialogues, grammar exercises and small projects.

CORE FRENCH 12

This course is open to Core French students, and to French Immersion students who would like extra review of French grammar and vocabulary. This course builds on structures and vocabulary learned in grades 8-11. Oral and written communication are of primary importance, and new grammar and vocabulary serve mainly to make communication clearer and more varied.

INTRODUCTORY SPANISH 11

This is a beginner course for Grade 10, 11 and 12 students who haven't studied Spanish before. Vocabulary and conversation are emphasized, and topics include food, sports, friends and family, and travel. The course also covers basic grammar and information about the cultures of Spanish-speaking countries.

SPANISH 11

This course is for Grade 10, 11 and 12 students who have already taken an Intro Spanish course or who already know some Spanish. The focus is on vocabulary and conversation, but other skills like reading and writing will be worked on as well. Students will continue to learn about the history and culture(s) of Spanish-speaking countries.

SPANISH 12

This course is for Grade 11 or 12 students who have already taken Spanish 11. The course works on all language skills and includes more advanced grammar. By the end of the course, students should be comfortable reading easy novels, writing short essays and having conversations about a variety of topics in Spanish.



Social Studies

SOCIAL STUDIES 8

This course includes the study of Europe and North America from the 7th century to 1750. Students will learn about revolutions and how they have helped shape the political, economic and social landscapes of Europe and North America. The focus of the course will be on early exploration to North America and the impact of this exploration on First Nations cultures. The social, political, and economic development of North America will also be investigated.

SOCIAL STUDIES 9

This course includes the study of Canadian history from 1750 to 1919. The theme of the course will be the shaping of Canada politically, socially and economically. Students will explore Canadian nation building, development of a Canadian identity, and conflict between the various cultures settled in Canada. The impact of this nation building on the economic and environmental makeup of Canada will also be explored.

SOCIAL STUDIES 10

This course will focus on Canadian history and governance from 1919 to the present. The course will work to create a greater knowledge and understanding of Canada and its relationship with the rest of the world. The focus will be to understand the emergence of a political, social and economic Canadian identity during this time period. Within this identity, issues of international importance in the 20th century and present will be examined. Students will study using a variety of sources, be critical of and make judgments on historical injustices and learn to understand how this history has helped shape the current Canadian identity.

EXPLORATIONS IN SOCIAL STUDIES 11

Explorations in Social Studies 11 is a course that will allow students to survey the senior courses available in the Social Studies discipline. This course will focus on Canadian history, Human Geography and Social Justice concepts in the post WWII period. The course will deepen the understand students have of Canada and its relationship with the rest of the world. The course will focus on developing the historical thinking concepts and teaching students to be active, critical learners. Some topics of study will be the development of Canada's international identity, the Cold War, Human Geography, and Canadian Government structure. This course is highly recommended for any student wishing to take senior level Social Studies courses.

20TH CENTURY WORLD HISTORY 12

20th Century World History allows students to engage in historical inquiry to gather, interpret, and analyze ideas. Students will utilize prior and interdisciplinary knowledge to the study of revolutions, authoritarian regimes, global conflicts, genocide, and human rights. Throughout the course, students will question the reliability of sources, identify bias, and examine the role of mass media in order to communicate findings on controversial actions in the past, as well as the inclusion of minorities into the historical narratives of Russia/Soviet Union, The United States, Germany, Italy, and China. Emphasis will be placed upon social, political, economic, religious, and technological change over time, and students will communicate findings in written form, through project-based learning, and oral communication in both formal and informal presentations, debates, and discussions.

BC FIRST PEOPLES 12

In this course, we will excavate many of the truths in British Columbian history that have been pushed aside in Settler communities, but which have long been felt by B.C. First Peoples. Elements of this course will be bright, such as learning the history and customs of many B.C. First Peoples including the Tsawwassen, Musqueam, Squamish and Tsimshian. Particular attention will be given to Tsawwassen self-governance, which was successfully implemented after 14 years of negotiations. There will also be dark and difficult terrain to cover, such as inquiring into the impacts, past and present, of colonialism on the lives of B.C. First Peoples. This will include looking into the reservation system, band councils, residential schools, adoptions and foster care and stereotyping.

LAW STUDIES 12

The focus of this course is the Canadian Legal System. Topics covered include the Court System, Criminal Law, the Charter of Rights and Freedoms, Civil Law, Torts, Marriage and Divorce Law, and Employment Law. Course content includes class discussion, current legal events, text-based theory, field trips to Provincial and Supreme Courts, and mock trials.



Social Studies

SOCIAL JUSTICE 12

Social Justice is the assurance that the basic human rights of all people are upheld. Students will be asked to define personal and social responsibility when examining historic and current examples of oppression based on ability, age, religion, gender, sexual orientation, socio-economic status, and other forms of oppression. Students will develop critical thinking and ethical reasoning skills through the analysis of both the causes and consequences of injustice as they can be examined within Canada and throughout the world, while being inspired to take action for positive social change. Challenge yourself to become an ethical, socially responsible global citizen!

PHILOSOPHY 12

Philosophy is a discipline that examines the fundamental nature of knowledge, reality and existence. In this course, students will be provided with the necessary tools and skills to look at different ways of thought and understanding. By using the philosophical inquiry processes and reasoning skills to respond to arguments and questions related to major issues in philosophy, students will be better prepared to question their own assumptions and beliefs. As a result, students will be able to better understand other perspectives and ways of thinking. Theories of justice and freedom, morality and ethics, and other theories that may conflict or complement each other will be examined throughout the year.



Scholarship Opportunities

SCHOLARSHIP OPPORTUNITIES FOR GRADE 12 STUDENTS

A scholarship is a financial award based primarily on merit. Academics, community, school, athletic involvement, and financial need may be considered. The school will attempt to keep students aware of the various types of awards, and of their regulations, through scholarship information postings, and a monthly newsletter. However, the student has the final responsibility for the gathering of information and the submission of applications.

CATEGORIES OF SCHOLARSHIP

I. PROVINCIAL

District Scholarships

Recognizes excellence for graduates who excel in the areas of fine arts, applied skills, physical activity, languages, trades, community service, indigenous language and culture.

- \$1,250 tuition voucher in November.
- Number of awards prorated to schools based on enrolment (in 2020/2021 our school received 17 District scholarships to award to our students).

Eligibility and Criteria:

- Must be a Canadian citizen or permanent resident
- Must meet graduation requirements
- Must meet criteria determined by the local District Scholarship Committee
- Can be held for 5 years

II. SCHOOL BASED AWARDS AND COMMUNITY AWARDS

A large number of monetary awards are available to graduating students. These awards are given to students who have achieved excellence in areas such as leadership, academics, community service, athletics, or citizenship. To receive one of these awards a student must apply and be selected by a committee from within the school. Application forms outlining awards available for the year will be available in late April from the Career Centre.

III. PRIVATE EXTERNAL AWARDS

These scholarships are controlled exclusively by private organizations and awarded directly to the individual. They have specific criteria. These are usually advertised through companies or union members. If a student qualifies, the Career Advisor can assist in filling out applications. There is a binder in the Career Advisor's office with information on these awards.

IV. UNIVERSITY AND COLLEGE AWARDS

General Entrance Awards

These awards are allocated by the post-secondary institutions to students who are entering directly from grade 12. In some instances, the awards may be deferred for up to one year. The awards are based on academic achievement although some also take into account community and school involvement, character, and athletic excellence. In general, students must be in the top 5% of their graduating class. Some general entrance awards are automatic with school application and don't require a separate application.

For other more major awards students will be responsible for:

- Submitting an appropriate number of typed personal reference forms and referee reports for each application,
- Submitting a typed personal background statement or essay where required, and
- Submitting a completed application form.

Counsellors/Administration will assist with confirming marks and reviewing applications with students prior to mailing.

Affiliate Awards

These are awards based primarily on academic excellence that are donated to the various post-secondary institutions by organizations or individuals but are controlled by the institutions. Awards can either be "open" (available to all students) or "limited" (student must meet specific criteria in addition to academic performance).

Each institution controls its respective Affiliate Awards, and information is available on their respective websites.

Students should start looking through the awards in the Fall of their Grade 12 year for various application dates. Information is available in the Career Centre.



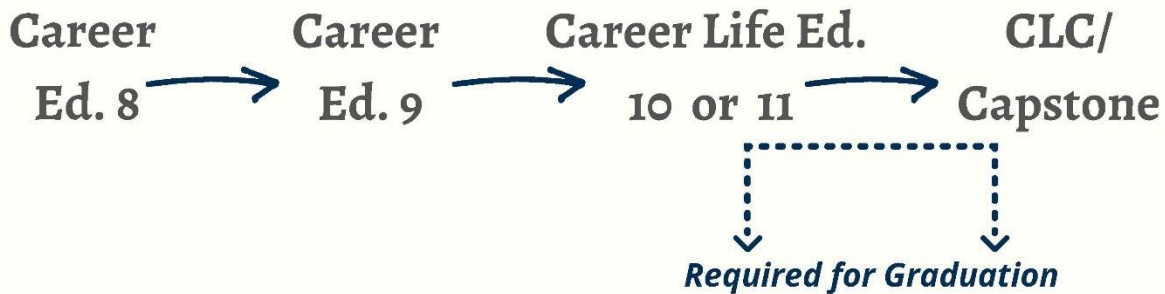
Delta Career Transitions



Career Life Preparation Options & Opportunities

CAREER EDUCATION

Required Curriculum



CAREER PROGRAMS

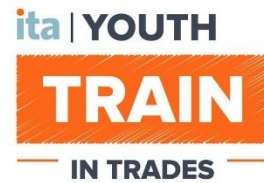
Optional Experiential Learning



Experience in an occupation of interest.



CADD (Drafting) & Early Childhood Education



Start an apprenticeship while in high school.

For more information visit

www.deltalearns.ca/careers



Career Transitions

CAREER TRANSITIONS OVERVIEW

Career development is one of the three main goals of the education system in British Columbia. A person's career is considered their journey through life, and the K-12 Career Education curriculum offers students the opportunity to pursue this in personally meaningful and goal-oriented ways. Students and parents can embrace the options and opportunities through administrators, teachers, career & post-secondary advisors, career facilitators, and counselors, as well as district staff, programs, events and our website. Career Education 8 and 9 helps youth begin to explore & discover who they are and who they want to be. This continues through to graduation and beyond with 8 credits of Career Education through Career Life Education (CLE) as well as Career Life Connections (CLC) and Capstone. In addition, Delta School District has a variety of excellent Career Programs options including Work Experience programs, Youth apprenticeship & Trades (Train in Trades & Work in Trades), CTC CADD, and Early Childhood Educator as opportunities for students to further enhance their career-life transition. Please visit www.deltalearns.ca/careers for more information.

CAREER EDUCATION 8 AND 9

In Career Education 8 and 9, students explore concepts such as identity, leadership, personal planning, and transferable skills. Students begin to explore in greater depth their skills and passions, and begin to determine possible routes to their goals. This is done through activities that develop their self-awareness, working with others (collaboration and communication), career knowledge and awareness, and career planning. The required curriculum may include career focused learning within existing subjects, unique activities like Take Our Kids to Work Day in Grade 9, assemblies, student conferences, career fairs, subject based career days, mentorship or other career activities.

CAREER LIFE EDUCATION 10

Career Life Education is a course required for graduation. Career Life Education begins the experience and application journey. Content includes self-assessment, goal setting, lifelong learning, grad requirements, financial planning, workplace etiquette, local and global labour market trends, essential career and employability skills, post-graduation opportunities, employment standards, workplace safety, and awareness of work experience opportunities.

CAREER LIFE CONNECTIONS 12 AND CAPSTONE

Career Life Connections and the culmination of a Capstone Project are required courses for graduation. Content will continue to emphasize the three main themes of Personal Career-Life Development, Connections with Community, and Career Life Planning, with the curricular competencies supporting these in a variety of ways. See the curriculum for details. Major outcomes are expected to include a 1) personal plan for post-graduation; 2) a career-life exploration of experiential learning (30 hours or more) which can include service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects; 3) and to design, assemble, and present a capstone project to an audience. This culminating project would demonstrate personal learning and achievement (in and out of school), growth in the core competencies, and a reflection on students' postgraduation plans. At Burnsvie, the Career Life Connections curriculum will be delivered through an CLC teacher-coordinator. The teacher will provide 2-3 weeks of face-to-face content at the beginning of the course. Once completed, students will have time to work independently on their Capstone project.

WORK EXPERIENCE 12

Students gain experience in the career field of their choice through a combination of employability skills training and 90 plus hours of work experience. Starting in grade 11 or 12 they develop their employability skills and are then placed with local employers in unpaid positions that align with their interests, passions, and future career goals. The community becomes the classroom where students gain experience at the workplace and will be better prepared to embrace or revise their career goals. Through employer assessment, students receive valuable real-world feedback about their employability skills and technical skills. Registration is required, contact your school career staff or counselor for further details. Additional credit can be earned for Work Experience 12B by continuing on for a second 90 hours along with the needed curriculum.

YOUTH TRAIN IN TRADES

Youth Train in Trades is an industry training program for grade 11 and 12 students. It is the first year (level 1) of the classroom /shop training which is 20% of becoming a journey person (training on the job is the other 80%). Students take dual credit courses that will give them credit towards both secondary graduation and the first level of apprenticeship or industry training. 'Train in Trades' programs are offered as partnerships between school districts and training providers, as well as our own Designated Trainer facilities. Our partners include BCIT, VCC, KPU, and FTI. Upon successful completion they will receive credit for 'level one' of the technical training (in-class) component of an Industry Training Program. That means they will have a significant head start on post-secondary education by the time they graduate from high school - as well as gaining practical and in-demand skills. The District generally pays for the tuition costs with students being responsible for all other costs such as materials, personal safety equipment, textbooks, and learning modules. *Students must follow an application process including a site visit and have the needed essential skills to be considered for a District Youth Train in Trades program.* Application does not guarantee acceptance to a program as seats are limited and competitive. For more information on what Youth Train in Trades programs are currently offered and help with applying, please contact your school career contacts and visit the Train and Trades page on the District Website <https://deltalearns.ca/careers/train-in-trades/> **Applications due before spring break. See your Career Program Facilitator.**



Career Transitions

YOUTH WORK IN TRADES

Youth Work in Trades offers students aged 15 to school age 19 an opportunity to begin their apprenticeship while still in school. It is the beginning of training on the job which is typically 80% of becoming a journey person (classroom training is the other 20%). Students must be hired (paid) and working under the direction of a Journey Person. As well, their employer must agree to sponsor them with SkilledTradesBC through Delta District as a Youth Apprentice. Up to four grade 11/12 courses (11a, 11b, 12a, 12b) and a \$1000 award are possible. This is a great start or continuation to Youth Train in Trades as well. Work Experience 12 can also be used as a starting point. Advantages of Work in Trades include: **four credits for each 120 hours of paid employment** (up to a maximum of 16 credits for 480 hours), registration with the Industry Training Authority, potential for \$1000 award upon completion, earn hours towards your trade with the SkilledTradesBC, and learn in a 'real world' situation. For a complete list of the 100+ trades and further details, visit www.itabc.ca, especially the 'Youth' area. For more information on how to register as a Youth Work in Trades student, please contact your school career contacts and visit the Work and Trades page on the District Website <https://deltalearns.ca/careers/work-in-trades/> *See your Career Program Facilitator for more information.*

CTC - CADD (COMPUTER AIDED DRAFTING & DESIGN) - DUAL CREDIT OPPORTUNITY

CTC (Career Technical Consortium) is with Kwantlen Polytechnic University and offers Grade 11 and 12 students the opportunity to get a head-start to their Drafting Citation program. Upon successful completion of a course, students will receive credit towards graduation as well as the Kwantlen credits towards the diploma. Offered at the Cloverdale campus, students may apply for acceptance in the CADD program. Courses are offered on a part-time basis, two evenings per week (usually Tues/Thurs) in the Spring, Fall, and Summer semester. Three courses are available to accepted senior secondary students and those with Drafting 11 and/or 12 can write an Assessment to achieve credit for a fourth course - CADD 1100. The district will cover the tuition for the first two courses, with the student responsible for the course tuition in the summer. Books and transportation arrangements and costs are the responsibility of the student. <https://deltalearns.ca/careers/cadd/> *Applications due before spring break. See your Career Program Facilitator.*

EARLY CHILDHOOD EDUCATION - DUAL CREDIT OPPORTUNITY

Calling all students going into Grade 11 or 12 in September! There is a District program in which you take Early Childhood Education Dual credit courses in partnership with Delta Continuing Education! In these series of classes, you will complete post secondary courses for an ECE assistant certificate, hear from a variety of people in the field, collaborate with like-minded students and even develop your resume to obtain a job when you complete the program. These courses meet the requirements for obtaining a provincial Early Childhood Educator Assistant Certificate while ensuring that students receive a higher-quality, more thorough foundation in Early Childhood Education theory and practice than just the minimum requirement. Students gain credits towards a Delta Basic ECE Certificate if they wish to pursue further education locally. Delta Continuing Education is approved provincially as a training institution for Early Childhood Education Basic and Post-Basic Certificates and is certified by Human Resources & Social Development Canada. <https://deltalearns.ca/careers/ece/> *Applications due before spring break. See your Career Program Facilitator.*

YELL - (FORMALLY YOUNG ENTREPRENEUR LEADERSHIP LAUNCHPAD)

Calling all Grade 11 & 12 entrepreneurs! There is a District program in which you take Entrepreneurship 12 with students across the district. In this class, you will hear from a variety of business people, collaborate with like-minded students and even develop your own pitch. You will then present your pitch to a group of business owners and they will give you valuable feedback! In addition, if you obtain 80% or higher, you will receive 3 credits for KPU! And best of all it is FREE! *How amazing!?* **Class location and time TBA.** <https://deltalearns.ca/careers/yell/> *Applications due before spring break. See your Career Program Facilitator.*

JUNIOR FIREFIGHTER CAMP

The Junior Firefighting Program will give the applicants a true understanding of the basic components, both physical and educational, of Delta Fire/Rescue's basic training for new recruits. The educational component will test the applicant's knowledge learned in the classroom of firefighting equipment, fire behavior, the fire tetrahedron and the products of combustion, to name a few. The practical component of the program will test the applicant's strength, endurance and teamwork skills. <https://deltalearns.ca/careers/firefighting-camp/> *Applications due before December 31. See your Career Program Facilitator.*



Delta Career Programs



Program	Details	
Construction Electrician	Grade: 12 Location: North Delta Secondary - BCIT Satellite Campus Program Timeline: 6 months (February – July)	Credits: 20
Auto Service Technician 1	Grade: 11/12 Location: Seaquam Secondary (Day 1 linear schedule) Program Timeline: 10 months (September - June)	Credits: 20
Professional Cook 1	Grade: 11/12 Location: Seaquam Secondary (Day 1 linear schedule) Program Timeline: 10 months (September - June)	Credits: 20
Carpenter	Grade: 11/12 Location: BCIT – Burnaby Campus Program Timeline: 5 months (February - June)	Credits: 16
Millwright / Industrial Mechanic	Grade: 12 Location: Kwantlen Polytechnic University - Cloverdale Program Timeline: 24 weeks (February – July)	Credits: 20
Welder	Grade: 12 Location: Kwantlen Polytechnic University - Cloverdale Program Timeline: 28 weeks (February – August)	Credits: 24
Baking & Pastry Arts	Grade: 11/12 Location: Vancouver Community College – Downtown Campus Program Timeline: 24 weeks (August - January)	Credits: 24
Motorcycle & Power Equip. Tech	Grade: 12 Location: BCIT – Willingdon Campus Program Timeline: 20 weeks (February - July)	Credits: 16
Plumber	Grade: 12 Location: Kwantlen Polytechnic University -- Cloverdale Program Timeline: 21 weeks (February – June)	Credits: 16
Metal Fabricator	Grade: 12 Location: BCIT – Willingdon Campus Program Timeline: 23 weeks (February - July)	Credits: 20
Auto Refinishing Prep Technician	Grade: 11/12 Location: Vancouver Community College – Broadway Campus Program Timeline: 20 weeks (February - June)	Credits: 20
Commercial Painter	Grade: 11/12 Location: Finishing Trades Institute – Surrey Facility Program Timeline: 6 weeks (June - July)	Credits: 4-8
Work Experience	Grade: 11 or 12	Credits: 4-8
Work In Trades	Grade: Age 15 or older Location: Apprenticeship Training at work – year-round intake	Credits: 4-16
CADD – CTC	Grade: 11/12 Location: Kwantlen Polytechnic University – Cloverdale Program Timeline: EVENINGS 15 weeks (September - July)	Credits: 16

Please see www.deltalearns.ca/careers for a complete list of essential skills and pre-requisites for each program.



Delta Career Programs

DELTA CAREER PROGRAMS

Gain an advantage now for your future.

Delta School District offers 3 different Career Programs that offer students the chance to gain skills, knowledge, and attitudes needed to be successful in the workplace.

Benefits

Explore career opportunities | **Gain** valuable work experience | **Develop** skills and attitudes for the workplace | **Transition** from school to work or post-secondary education | **Receive** personal references | **Develop** confidence and self-reliance | **Earn** four graduation credits per course

WORK EXPERIENCE

WORK EXPERIENCE is a program for Grade 11 or 12 students that prepares students for the transition from school to the workplace by integrating classroom preparation with practical experience.

4-8 graduation credits

ita | YOUTH WORK IN TRADES

WORK IN TRADES is a paid apprenticeship program under the supervision of a certified tradesperson. The student receives high school credits along the way.

Grades 10-12

4-16 graduation credits

ita | YOUTH TRAIN IN TRADES

TRAIN IN TRADES is a dual credit program for Grades 11 and 12. Receive elective credits, post-secondary credits, and Industry Training Authority (ITA) apprenticeship training. Your tuition is paid by the school district for partnership programs.

8-24 graduation credits

See the website for more information.

www.deltalearns.ca/careers





Help at the Career Centre

EXPLORE AND DISCOVER THE SERVICES OF THE BURNSVIEW CAREER CENTRE

Scholarships: Scholarship information and application forms, assistance with preparing scholarship application forms, website information offering current scholarship information

Job Search: Assistance with interview skills, résumés, cover letters, and how to look for a job.

Post-Secondary: Current College & University Calendars, application assistance, help with all supplemental applications, internet access to Education Planner BC and OUAC, assistance with making post-secondary choices, and course registration.

Careers: Volunteer information, current Labour Market Information, as well as information on selected careers, vocational assessments, and salaries.

Monthly Newsletter: Timely and specific information for Grade 11 and 12 students and parents.

Student Opportunities: Leadership and personal development, career specific opportunities and events.

Career Centre Website: www.burnsviewsecondarycareercentre.weebly.com



Delta Access Online

Delta Access is a District program where students in Grades 10-12 can complete a course at their own pace, in their home environment using a computer and the Internet. The intention of the program is to provide flexibility for students who have the self-discipline to work through a course with some limited support from qualified Delta School District teachers. Parents are expected to work with the students to monitor progress through the course. Students considering an online course should discuss their plans with their school counsellor.

Courses offered by Delta Access can be found by visiting <https://www.deltasd.bc.ca/programs/delta-access/>.



Post Secondary Information

POST-SECONDARY INSTITUTION	FACULTY	ACADEMIC REQUIREMENTS	REQUIRED AVERAGE	APPLICATION FEE Application Opens	TUITION * PER CREDIT (student fees not included)
BCIT www.bcit.ca	Trades	See calendar for specific program requirements. Pre-tests may be needed.	Applications are wait-listed	Accepted all year \$90.00	Based on individual pgm
	Technology	See calendar for specific requirements.	Some entrance is competitive	October \$90.00	Based on individual pgm
Capilano University www.capilanou.ca	General Admission	English Studies 12 (C+) See calendar for specific program requirements.	Some entrance is competitive	October \$50.00	\$141.00 Varies by Program
Douglas College www.douglas.bc.ca	General Admission	Students require English Studies 12 with a minimum "C" grade	Some entrance is competitive	October \$37.40	\$112.15
Kwantlen Polytechnic University www.kpu.ca	General Admission	Students require English Studies 12 with a minimum "C+" grade	Some entrance is competitive	October \$40.00	\$153.46 Varies by program
Langara College www.langara.bc.ca	General Admission	Successful completion of Grade 12. See calendar for specific requirements. Sr. Level English C+	Some entrance is competitive	October \$40.00	\$105.51
VCC www.vcc.ca	General Admission	See calendar for specific requirements.	Some entrance is competitive	October \$35.70	Varies according to pgm length
Simon Fraser University www.sfu.ca	Arts	See calendar. Sr. Level English C+	Grade 11 & 12 82%+	October \$81.00	\$203.80 Varies by Program
	Science	See calendar. Sr. Level English C+	Grade 11 & 12 85%+	October \$81.00	\$203.80 Varies by Program
University of BC - Vancouver www.ubc.ca	Arts	See calendar	Grade 11 & 12 86%+	October \$74.25	\$190.97 Varies by program
	Science	See calendar	Grade 11 & 12 88%+	October \$74.25	\$190.97 Varies by program
University of BC - Okanagan www.ubc.ca	Arts	See calendar	Grade 11 & 12 82%+	October \$74.25	\$190.97 Varies by program
	Science	See calendar	Grade 11 & 12 86%+	October \$74.25	\$190.97 Varies by program
University of Victoria www.uvic.ca	Humanities	See calendar	78%+	September \$84.25	\$197.53 Varies by program
	Science	See calendar	80-85%+	September \$84.25	\$197.53 Varies by Program

* Domestic student fees

* Most classes are worth 3 credits at post-secondary institutions. Science labs are additional credits and therefore additional fees.

- This information is intended as a guideline only; all information should be confirmed with each institution.
- View the websites for the Colleges & Universities listed above for admission requirements for Career Programs and all other faculties.



District Academy Programs

Academy programs are District run elective classes that may or may not take place at a different high school than where the student attends. Programs are credited courses scheduled within the school day. These courses fulfill student's graduation requirements. Students must find their own transportation to the Academy. Students from both out-of-catchment and out-of-district are eligible to participate in an academy program. Out-of-district students must be registered at a Delta school. PLEASE NOTE: Please check that your school's schedule is compatible with your chosen Academy. Both the Academy program and your school would have to be on the same school system either both linear or both on the semester system.

Applying is a two-part process:

1. Apply through MyEd. (If MyEd is closed, please contact your school counsellor).
AND
2. Also through online registration on the [Delta Academies website](#)

For online application, fees, videos, program content and transportation information, visit us at: deltaacademies.ca or call 604-952-5374.

Film Acting	The Studio – Delta Manor Education Centre	Grade 8 – 12
Film Production	The Studio - Delta Manor Education Centre	Grade 8 – 12
Film Visual Effects (VFX)	The Studio – Delta Manor Education Centre	Grade 8 – 12