



ECOLE SECONDAIRE
BURNSVIEW
SECONDARY SCHOOL

COURSE
PLANNING
GUIDE
2025~2026



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





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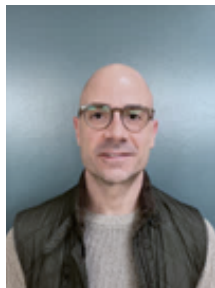
Welcome



Mr. A. Akune
Principal



Ms. R. Rubio
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 that Burnsville Secondary is located on 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. 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 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. 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/Guardians 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. Language Arts 10 (4 credits)
2. Language Arts 11 (4 credits)
3. Language Arts 12 (4 credits)
4. Social Studies 10 (4 credits)
5. Social Studies 11 or 12 (4 credits)
6. Mathematics 10 (4 credits)
7. Mathematics 11 or a Mathematics 12 course (4 credits)
8. Science 10 (4 credits)
9. Science 11 or a Science 12 course (4 credits)
10. Physical & Health Ed. 10 (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 10, 11 or 12
15. Literacy 10 Graduation Assessment
16. Numeracy 10 Graduation Assessment
17. Literacy 10 Graduation Assessment

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)

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.

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.

GRADUATION ASSESSMENTS

Students will have to complete three provincial assessments which focus on the demonstration and application of numeracy and literacy. 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 may rewrite a Graduation Assessment twice after their original attempt. The best level achieved will be counted as their final result.

- [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.



Graduation Requirements

Graduation Requirements: Dogwood Diploma

	Grade 10	Grade 11	Grade 12
REQUIRED COURSES: Minimum 52 credits			
<i>All students working toward a Dogwood Diploma or Dual Dogwood Diploma MUST successfully complete at least 4 credits in Indigenous focused coursework.**</i>			
English Language Arts	Choose two 2-credit courses: <ul style="list-style-type: none"> • Composition 10 • Creative Writing 10 • New Media 10 • Spoken Language 10 • <i>English First Peoples 10**</i> 	Choose one 4-credit course: <ul style="list-style-type: none"> • Creative Writing 11 • <i>English First Peoples Literary Studies and Writing 11**</i> • Literary Studies 11 • New Media 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 at least one 4-credit course: <i>(Grade 11 or Grade 12)</i> <ul style="list-style-type: none"> • Physics 11 • Life Sciences 11 • Chemistry 11 • Science for Citizens 11 • Physics 12 • Anatomy & Physiology 12 • Chemistry 12 • Astronomy 12 	
Social Studies	Required 4-credit course: <ul style="list-style-type: none"> • Social Studies 10 	Choose at least 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> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Langue et culture de la francophonie 11 <p>Optional 4-credit course:</p> <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 <p>Optional 4-credit courses:</p> <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, Grade 11, or 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 		
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



Student Fees

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

- Yearbooks, Student Activity Fees, Grad Activity Fees
- Extra Curricular Activities – e.g. athletics
- Refundable deposits for textbooks, tools
- Certifications e.g. Food Safe™
- Materials that enhance a project beyond the basic materials supplied by a teacher
- 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

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 Burnsvew. 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

Everyone is looking for their own style to express their own individuality and this is where they can. Students will master basic steps in sewing: seams, finishes, darts, zippers, hem stitches, fasteners and pockets. These skills will help students construct simple projects such as T-Shirts, hoodies, bottoms projects, and various upcycled projects. Students will also learn some crafting skills like crocheting, felting, or punch needling. Students will create a portfolio as they learn about textiles, fabric selection, illustration, culture and fashion, Canadian designers, and the elements of design. They will learn how to use the embroidery machines and Cricut to customize their projects. There is an opportunity to attend a fashion show during the year to see what local designers are up to!

TEXTILES 10

Students will learn basic pattern drafting that opens up the world of design and puts them on their way to being able to create any design that they can dream up. Students will continue to develop their portfolios as they learn about the principles of design, study international designers, and 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 students will continue to develop their sewing skills and will work with more advanced techniques and fabrics. This course builds on previous skills learned in Textiles 9 or 10. For the first half of the course, students will construct a basic shirt or jacket and work on proper fit and embellishment techniques. The second half of the course is highly individualized allowing students to create their choice of projects. They will choose 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 may be interested in sewing garments, designing costumes or even knitting or crocheting. They may choose to learn to drape or draft so that they can design their own clothing, or they might focus on the exciting field of textile and fashion design. Students will continue to develop their portfolios by creating a client style board, looking at the B.C fashion/textile industry, and researching 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 9 or 10

TEXTILES 12

Textiles 12 is a highly individualized course for students who enjoy creating clothing and other sewn and crafting projects. This course builds on previous skills learned in Textiles 9 or 10. Students have the ability to choose their own sewing and crafting 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. They may choose to learn to drape or draft so that they can design their own clothing, or they might focus on the exciting field of textile and fashion design. They will complete their portfolio by looking into fashion forecasting, creating mood boards, developing their own style flat lays, and researching local designers or companies. There is an opportunity to attend a fashion show during the year to see what local designers are up to!

Recommended prerequisite: Textiles 9, 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 and time management in a safe and practical way. Units of theory and cooking include kitchen safety, sanitation, nutrition, quick breads, and following recipes for 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 Burnsvew and how to follow recipes in a safe and productive manner.

FOOD STUDIES 11/12 SENIOR FOODS

Food Studies 11/12 focuses on the planning and preparation of nutritious food for individuals and families. Students will increase their knowledge of the nutritional, social, and economic factors that affect food selection and preparation. As they complete the steps from planning menus to presenting attractive meals, they will develop the skills necessary for providing food for themselves and others. This course builds on the knowledge and skills gained in Jr. Foods. This course is for students who enjoy preparing food in the company of others, working collaboratively with classmates and exploring cooking and baking opportunities outside of the classroom.

INTERPERSONAL & FAMILY RELATIONSHIPS 11

This course focuses on the inter-relationships of self, family, and society. The course begins by focusing on identifying individual goals, habits, and family structure. Next, students look at how society impacts individuals and family. The class will 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. 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 families are organized and what roles and responsibilities family members have caring for one another. Students learn about caring for both newborns and the elderly. 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. Students will also explore parent-child relationships and parenting styles, and 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 and web page development. Students will also be practicing and improving their keyboarding skills.

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 websites. Students 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 themselves and their information safe and protected when online or when using social media.

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, and Animate. 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.

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 of the course is directed, usually working on a large-scale project in a project-based environment. The remainder two-thirds of this course allow students 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.

Recommended 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, Fusion 360 (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/Bambu 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. The 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 on 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.

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. Students will also learn skills to handle error handling and debugging their program. This course will be mostly self-directed. This course will be taught using Python.

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

GRAPHIC PRODUCTION 11

This course is primarily spent working on the school Yearbook.

This course will run outside the timetable.

Advanced photography techniques will be taught. Students will have the opportunity to explore studio portraiture and will 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 will run outside the timetable.

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.



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

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 11

Students will design and construct projects that will teach them the use of gas and electric welding equipment, lathes, and casting operations, plasma cutting, the drill press, sheet metal fabrication, milling machine and hand tools. This course provides 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 lathes and milling machines, and problem solving to enhance projects of their own design. This course involves practical work, theory and safety practices.

METALWORK 12

Students will design and construct projects that will teach them the use of gas and electric welding equipment, lathes, and casting operations, plasma cutting, the drill press, sheet metal fabrication, milling machine and hand tools. This course provides 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 lathes and milling machines, and problem solving to enhance projects of their own design. This course involves practical work, theory and safety practices.



ADST: Technology Education

WOODWORK 8 – SEE EXPLORATIONS

WOODWORK 9

This course provides a comprehensive introduction to woodworking while allowing students to build upon their skills and knowledge progressively. It focuses on foundational and advanced techniques, including the design, construction, and finishing of a variety of woodworking projects. Students will gain hands-on experience with hand and power tools, emphasizing safety and proper usage. Key topics include basic and advanced joinery, furniture making, cabinetry and woodturning. Through a range of projects, students will develop craftsmanship, creativity and confidence in woodshop processes, with a focus on good design principles and intricate detailing.

WOODWORK 10

This course provides a comprehensive introduction to woodworking while allowing students to build upon their skills and knowledge progressively. It focuses on foundational and advanced techniques, including the design, construction, and finishing of a variety of woodworking projects. Students will gain hands-on experience with hand and power tools, emphasizing safety and proper usage. Key topics include basic and advanced joinery, furniture making, cabinetry, and woodturning. Through a range of projects, students will develop craftsmanship, creativity and confidence in woodshop processes, with a focus on good design principles and intricate detailing.

WOODWORK 11

This advanced course is designed for students who wish to deepen their woodworking skills by exploring complex techniques and self-directed projects. Students will gain hands-on experience working on challenging projects that require advanced techniques, diverse materials, and an emphasis on design and craftsmanship. Students will develop their skills through guided projects while beginning to explore their designs. Students will also take on a capstone experience, focusing on independent, self-directed projects tailored to their interests. Both levels encourage creativity, technical skill refinement and problem-solving, providing a foundation for personal expression and advanced woodworking expertise.

WOODWORK 12

This advanced course is designed for students who wish to deepen their woodworking skills by exploring complex techniques and self-directed projects. Students will gain hands-on experience working on challenging projects that require advanced techniques, diverse materials, and an emphasis on design and craftsmanship. Students will develop their skills through guided projects while beginning to explore their designs. Students will also take on a capstone experience, focusing on independent, self-directed projects tailored to their interests. Both levels encourage creativity, technical skill refinement and problem-solving, providing a foundation for personal expression and advanced woodworking expertise.



ADST: Technology Education

ELECTRONICS AND ROBOTICS 9

This course is open to Grade 9 students who wish to work on building and programming robots and is geared towards students who wish to take a project-based, hands-on approach to learning gears, electronics and robots. Students will get an introduction to programming and will be introduced to the VEX IQ Robotics platform. Students will compete in tournaments and competitions around Metro Vancouver. There is a course fee 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. 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 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.

ROBOTICS 11/12

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 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. This course will run within the timetable, and students will also be expected to participate in an X block outside the timetable.



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 further explores 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 are 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.

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

STUDIO ARTS 2D 11 / 12

This year's focus: Drawing and Painting.

Studio Arts 2D focuses on the technical crafting and making of 2D on paper, panel, and canvas. Emphasis is placed on further developing drawing and painting skills and techniques. A variety of media will be used in class including graphite drawing pencils, pastels, colored pencils, acrylic paint, and watercolor paints. The fundamentals of composition as found in the elements and principles of design will be used when drawing and painting from life and imagination, using realistic and abstract themes. All studio materials will be provided, though if students have a preference when it comes to the type or brand of materials, they are welcome to purchase their own for personal use.

This course is designed for all levels. However, due to the course's focus in 2D art practices, it is recommended students in this course have an interest in drawing / painting. A sketchbook is required.

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 2025 / 2026



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.

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.

Recommended 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 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

This is an introductory course on film studies and video production and is suitable for anyone who is curious about either the film industry in general or video-based content creation, including Youtube, Tiktok and Instagram reels, commercials, television, movies, and video games. Students will study types of video mediums and create their own content, and learn about film basics such as script development, storyboarding, cinematography and video and audio editing. Students will work in a variety of mediums both collaboratively and individually. Location shooting and use of equipment requires maturity, responsible behaviour and commitment. Students will gain skills in creative problem solving, communication and critical thinking.

FILM, VIDEO AND TELEVISION PRODUCTION 11

This course is for anyone who's genuinely interested in understanding the film industry in general or video-based content creation, including Youtube, Tiktok and Instagram reels, commercials, television, movies and video games. Students will watch a variety of films and types of video-based content, and learn about the history of film in order to understand the conventions of film and video genres and styles. Students will also create their own content, both individually and collaboratively, and extend their understanding of elements of film such as script development, storyboarding, cinematography, video and audio editing, voiceover work, animation and special effects. Opportunities to enter local and national contests will be provided. Students will work in a variety of mediums both collaboratively and individually. Location shooting and use of equipment requires maturity, responsible behaviour and commitment. Students will gain skills in collaboration, creative problem solving, communication and critical thinking.

FILM, VIDEO AND TELEVISION PRODUCTION 12

This course is for anyone who's hoping to more deeply specialize in certain aspects of the film industry, and/or video-based content creation, including social media platforms, commercials, television, movies and video games. Students will study types of video mediums and create their own content, both individually and collaboratively, and extend their understanding of elements of film such as script development, storyboarding, cinematography, video and audio editing, voiceover work, animation, lighting, and special effects. Students will also watch a variety of films and learn about the history of film in order to more deeply understand the conventions of film genres and styles. Students will be able to work more independently, and will learn from guest speakers who are industry professionals about aspects of the film industry. Students will be able to share their work through entering contests and engaging in community-based film projects. Location shooting and use of equipment requires maturity, responsible behaviour and commitment. Students will gain skills in collaboration, creative problem solving, communication and critical thinking.



English Language Arts

ENGLISH LANGUAGE ARTS 8

In English Language Arts 8, students will engage with diverse texts, including novels, short stories, poetry and media, to explore connections between themselves, others and the world. Through reading, writing, listening, and viewing, students will develop an understanding of how cultural, social, and historical contexts shape texts. Writing instruction will focus on building strong sentence fluency, grammar, punctuation and vocabulary, leading to clear, multi-paragraph compositions. Students will demonstrate their learning through written and oral projects, assignments and presentations that foster critical thinking and communication skills.

ENGLISH LANGUAGE ARTS 9

English Language Arts 9 expands on the skills developed in Grade 8, with a continued focus on critically analyzing diverse texts and media. Students will explore how cultural, social and historical factors influence texts and deepen their understanding of varied perspectives. Writing instruction emphasizes sentence fluency, figurative language, tone and inclusive communication, while refining grammar and organization. Students will create thoughtful multi-paragraph compositions and participate in projects, assignments, and presentations that demonstrate purpose, audience awareness and clarity of ideas.

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) English First Peoples Literary Studies/English First Peoples Writing
- 2) New Media/Composition
- 3) Creative Writing/Spoken Language

ENGLISH FIRST PEOPLES LITEARY STUDIES AND WRITING (4 CREDITS)

EFP 10 meets the 4 credits Indigenous-focused coursework requirement to graduate. The course focuses on the experiences, values, beliefs and lived realities of First Peoples as evidenced in various forms of text, digital media and oral communication. A key feature of the course is its focus on authentic First Peoples voices (i.e. historical or contemporary texts created by or with First Peoples). The following are possible areas of focus in EFP 10:

- Study of First Peoples literature (humour, connection to land, belonging, identity)
- Representation of First Peoples in journalism, media and documentaries
- Digital communication include blogging, writing for social media, and podcasting
- Narrative, descriptive, persuasive, and opinion pieces that relates to First Peoples themes.
- Spoken word, oral storytelling, speech writing/presenting, and multimodal work related to First Peoples themes and oral tradition.

NEW MEDIA AND COMPOSITION 10 (4 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.

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; will learn how to determine the credibility of evidence and how to evaluate the quality and reliability of the source; and will learn MLA formatting and citation.



English Language Arts

CREATIVE WRITING AND SPOKEN LANGUAGE 10 (4 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.

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

Students are required to select at least one course from the following English 11 options:

1. Creative Writing 11
2. Literary Studies 11
3. New Media 11
4. English First Peoples Literary Studies and Writing 11

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)

English Literary Studies 11 is a course designed for students who love literature. It is a survey course that spans historical time from the Norse roots of the English language through to contemporary, modern examples. Beginning with the riveting epic tale of Beowulf, first penned in 700 AD, Literary Studies 11 wends its way through the Middle Ages, the Renaissance, the Gothic era, the emergence of Fantasy, commercial fiction, a look at the literary traditions of Indigenous storytelling, and ending with a self-directed novel study. Explorations and learning happen through videos, readings and instructor feedback. Students show their learning through writing, presentations, projects, discussions and self-directed inquiry.

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. New Media 11 features tasks and texts of greater complexity and sophistication than New Media 10. As well, the Grade 11 course extends the depth and breadth of topics and activities offered in New Media 10.



English Language Arts

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

EFP 11 and Writing meets the 4 credits Indigenous-focused coursework requirement to graduate. The course delves deeply into First Peoples' oral and written literature in a range of media to explore various themes, authors and topics. This provides a foundation for students to think critically and creatively as they continue exploring, extending and strengthening their writing. Through the study of literature and the processes of experimenting with, reflecting on, extending, and refining their writing, students: extend their capacity to communicate effectively in a variety of contexts, deepen their understanding of themselves and the world, and expand their understanding of what it means to be educated Canadian and global citizens. The following are possible areas of study within EFP Literary Studies + Writing 11:

- Written work that relates to local First Peoples resources and supports community-driven initiatives
- Genre-specific, author-specific, or thematic study of First Peoples literature
- Consideration of First Peoples issues such as relationship to land, identity, cultural appropriation and inauthenticity
- Spoken word, oral communication, and multimodal work
- Academic, technical, and professional compositions that include Indigenous and Western approaches to research and writing

ENGLISH LANGUAGE ARTS 12

Students are required to select at least one course from the following 2 English 12 options:

1. English Studies 12
2. English First Peoples 12

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 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 will develop writing skills 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. They can be taken in addition to English Studies 12/English First Peoples 12 but cannot replace them. 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, drama, script writing, poetry, literary devices and techniques, the relationship between form and function; Creative nonfiction - suggested content includes columns, features, articles, queries, captions, layout, reporting, interviews, reviews, 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; 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 novels and video games.



Explorations 8

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

Students will learn basic information about fibres and fabric, hand stitching, sewing on buttons, the sewing machine, and then sew a final 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

Students will learn various computer apps and software to communicate ideas and information that is engaging in a meaningful way. This course strives 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. Students 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) 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 diverse learning styles.

In order to be approved as a Peer Tutor, students must meet the following criteria. Students must:

- have a history of abiding by the School Code of Conduct
- have a history of respectful relationships with classmates and staff
- have a consistent pattern of attendance, punctuality and strong work habits
- have demonstrated a high level of proficiency in the subject areas that they are requesting to Peer Tutor
- be independent and have a desire to help others achieve their goals
- be able to self-evaluate and honour confidentiality

Students should be aware of the following process of placing Peer Tutors in classes.

- Students will be able to Peer Tutor in a class at least two years younger than their current grade level.
- Interested students will select Peer Tutoring as one of their electives. Final arrangements will be made with the student, teacher and counsellor in September (students will not be permitted to choose the teacher whose class they Peer Tutor in)



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

Social Studies content spans from the 7th century to 1750. The main ideas of the course revolve around four main concepts: contact and conflicts between peoples stimulating socio-economic transformations; human and environmental factors shaping population changes and living standards; colonization having varying consequences for groups; and tensions emerging between changemakers and those seeking to preserve existing traditions and 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 and both 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 continue from Grade 8, learning about the five main cultures of the First Nations of Canada. Students also study the end of New France, the 7 Years War, the American Revolutionary War and the French Revolution. Finally, they will study the political, economic and social conditions at the creation of Canada.

FRANÇAIS LANGUE 9

In Français Langue 9, 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 and both 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 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 the possibility of a 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 francophone 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

The starting point for this French course is *be the change* - "Incarne le changement que tu veux voir dans le monde." Part 1 of the course is youth empowerment in the sciences, critical thinking and First Peoples' Principles of Learning. Part 2 links climate science and reducing pollution through ownership by youth of the U.N.'s Declaration on the Rights of Indigenous Peoples (UNDRIP). Part 3 addresses how to stop environmental racism, how to integrate Indigenous Knowledge and how to put youth first in climate adaptation.

PEUPLES AUTOCHTONES DE LA COLOMBIE BRITANNIQUE 12

This course meets the 4 credits Indigenous-focused coursework requirement to graduate. This course explores the identity, languages and cultures of First Peoples in British Columbia and Canada. Students are responsible for projects on a B.C. First Nation, the Haida film *Edge of the Knife*, an event in a timeline spanning from 1763 to the present and an Indigenous activist making change locally, provincially or nationally.



Leadership

RECREATIONAL LEADERSHIP 11/12

This course will run outside the timetable.

This course will focus on building leadership skills and creating leadership opportunities. Leadership will be demonstrated through organizational skills and working alone and in small groups. Students will support the school's 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. Students will be able to receive up to 4 credits, based on the number of hours accrued. Details to be provided by the teacher.

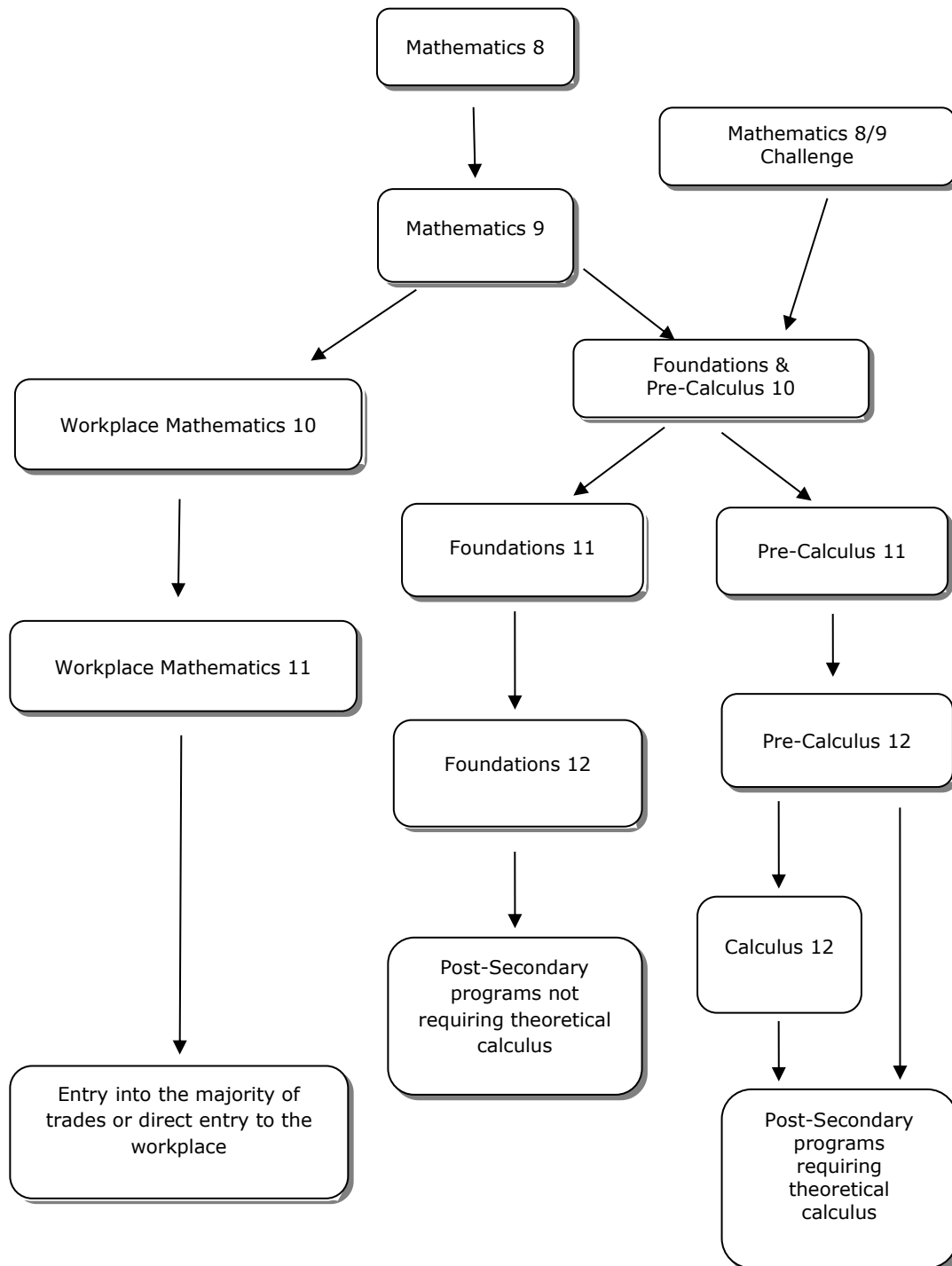
LEADERSHIP 11/12

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. This includes 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.



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; solving problems and making real-life applications. Topics of study include: integers, fractions, proportions, percent, probability, squares and cubes, square roots, Pythagorean theorem, surface area and volume, linear equations and relations and data analysis. Calculators are not required for this course.

MATHEMATICS 8/9 CHALLENGE

This course is designed for Grade 8 students who have been identified as significantly advanced in their mathematical knowledge and skill level. The course will briefly review the Math 8 content of each topic area, and then proceed to the Math 9 content which will be covered in depth. Students cannot register directly for this course, but upon expressing an interest, and after testing, may be placed in the course by the Burnsville Math Department. Successful completion of the course will allow the student to register in Foundations and Pre-Calculus Math 10 next.

MATHEMATICS 9

Mathematics 9 continues to develop students' skills in communicating and reasoning mathematically, becoming mathematically literate, solving problems and making real-life applications. Topics of study include similarity, 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, trigonometry, statistics and probability and interpreting graphs. 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, systems of equations, arithmetic sequences and series, measurement involving SI and Imperial units and calculating surface area and volume of 3-D objects.

Recommended prerequisite: Proficiency 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, statistics and probability, financial literacy, interpreting graphs and representing 3-D objects.

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, mathematical reasoning, linear inequalities, systems of equations and inequalities, quadratic functions, statistics, scale models and angle and line relationships.

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 and financial literacy. All students in Pre-Calculus Math 11 will require a scientific calculator which will be used when appropriate.

Recommended prerequisite: 73% or higher in Foundations of Mathematics and Pre-Calculus 10.



Mathematics

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, set theory, logical reasoning, construction of conics and fractals, 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.

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 geometric sequences and series, transformations of functions, composite functions and conic sections. 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 Pre-Calculus 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, Burnsvieiw 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. The PHE staff ask that parents join them in encouraging their children to be active so that they enjoy the benefits of a healthy, active lifestyle.

PHYSICAL & HEALTH EDUCATION 8

PHE8 includes a wide variety of activities 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. Activities include badminton, volleyball, basketball, minor games, pickleball, outdoor games, fitness, creative movement and dance. 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 and understanding the reproductive system and sexually transmitted infections (S.T.I.'s).

PHYSICAL & HEALTH EDUCATION 9

PHE9 includes a wide variety of activities 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. Activities include volleyball, basketball, badminton, pickleball, weight training - fitness, minor games, outdoor games, gymnastics - aerobics, creative movement and dance. 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.

PHYSICAL & HEALTH EDUCATION 10

PHE10 includes a wide variety of activities 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. Physical activities include tennis, volleyball, basketball, badminton, minor games, outdoor games, creative movement, dance, gymnastics, aerobics, wrestling, pickleball, ultimate, weight training and fitness. 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 & 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 at <https://bu.deltasd.bc.ca/our-school/student-fees/>

FIT FOR LIFE 11/12

The emphasis of this course is to provide a non-competitive and supportive environment where females, and those who identify as female, have the opportunity to focus on the development of a personalized approach to healthy active living. Learning will occur through participation in a variety of different physical activities and spaces. The course is designed with 3 different fitness opportunities in mind: personal fitness in the loft, group fitness in the gym, and flexibility/mobility along with meditation in the cafeteria. This class will include field trips to local fitness facilities (rock climbing, bowling and Sungod).

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

FITNESS AND CONDITIONING 11/12

This course will run outside the timetable.

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 each student's individual goals. This course will be offered as an X block in the morning before school starts. Teacher referral is required.

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

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 will run outside the timetable.

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

Psychology is the study of the mind and behaviour. It is a great foundation course for students wanting to pursue psychology in post-secondary. Sample topics include neuroscience (how the brain works), how stress affects health, sensation and perception (including how the brain affects what we see), states of consciousness, how we learn, memory, language development and the aging process.

PSYCHOLOGY 12

Psychology 12 is a continuation of Psychology 11. In Psychology 12 students have the opportunity to delve into topics such as: what motivates us, how our personalities develop, psychological disorders and therapy methods, human motivation and forensics.



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, as well as 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 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 as well as 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

This course introduces different areas of study within the chemistry field and will include the topics of atomic theory, the mole, chemical reactions, stoichiometry, solution chemistry and organic chemistry. Labs constitute a significant portion of course time and it is expected that students will participate and develop skills around proper recording of data and analyzing of results, making connections to content covered in class. Good math skills are strongly recommended as there is a significant number of calculations done to complete problems presented throughout the course.

Recommended prerequisite: Science 10 or Sciences Naturelles 10, Math 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. 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. 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 introduce concepts related to the study of motion through kinematics, dynamics, energy, electric circuits, and wave and optics. 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 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, clean energy initiatives, personal and public health practices (such as the teenage brain, energy drinks and protein powders), 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 and current events. Students will be given formative feedback in class as they work on material and will be provided with opportunities for self-assessment. Summative assessment includes performance skills, projects, tests and analysis of collected lab data. Throughout the course, students will develop knowledge, skills and 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.

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 integrate 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 include equilibrium, circular motion, gravitation, electrostatics, electromagnetism and spatial relativity. 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+'.

ASTRONOMY 12

Astronomy is one of the oldest natural sciences, in which celestial objects and the phenomena that occur in the cosmos are studied. This course expands upon the astronomical content from Science 10. Topics covered include: the historical development of astronomy as a science; astrophysical laws that govern the universe; space technologies; characteristics and formation of the Solar System and other planetary systems; characteristics and classification of stars; the birth, evolution, and death of the sun and other stars; characteristics and evolution of the Milky Way in other galaxies; the birth, evolution, and death of the universe as a whole.

This course meets the science 11/12 requirement for graduation.



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

Social Studies 8 explores key developments and global interactions from the 7th to 18th centuries. Students will examine the social, political, cultural, and economic systems that shaped societies during that period. Some topics will include the impact of cultural exchanges, systems of power and governance, and the lasting effects of exploration and colonization. By investigating historical events and their connections to the modern world, students will build skills in critical thinking, research and communication.

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 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

BCFP 12 meets the 4 credits Indigenous-focused coursework requirement to graduate. In this course, students will continue to uncover and examine the truths of British Columbia's history—narratives that have long been silenced in settler communities but that have been deeply felt by BC's First Peoples. Students will explore the resilience and strengths of Indigenous communities in BC, focusing on their cultural traditions, deep connections to the land and systems of self-governance. Through storytelling and a focus on local Indigenous cultures, such as the Tsawwassen First Nation and other Coast Salish groups, students will gain insight into their enduring legacies. Students will also critically examine key issues that have shaped the experience of Indigenous peoples, including the reservation system, the legacy of residential schools, harmful stereotyping, and contemporary challenges that continue to impact Indigenous communities in British Columbia.

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. Students will challenge themselves to become ethical, socially responsible global citizens.



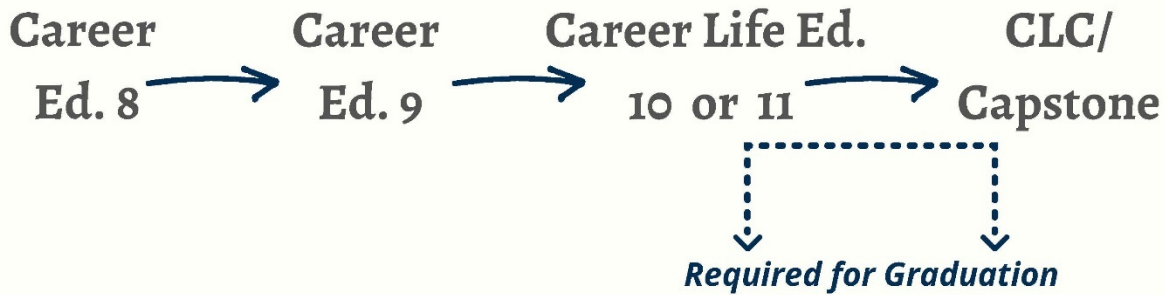
Delta Career Programs



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 Education

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 & opportunities through administrators, teachers, career & post-secondary advisors, career facilitators, and counselors, as well as district staff, programs, events and website. Career Education K-7, 8 & 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) & 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 Intro to Biomedical & Health Sciences 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 & application journey. Content includes self-assessment, goal setting, lifelong learning, grad requirements, financial planning, workplace etiquette, local & global labour market trends, essential career & employability skills, post-graduation opportunities, employment standards, workplace safety and awareness of work experience opportunities.

CAREER LIFE CONNECTIONS 12 AND CAPSTONE

Career Life Connections & 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. Major outcomes are expected to include: 1) a 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) a capstone project, planned and presented 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' post-graduation plans.



Career Programs

WORK EXPERIENCE 11/12

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 11/12

Youth Train in Trades is a program for Grade 11 and 12 students that offers Level 1 industry apprenticeship training, which is the first step towards becoming a journeyman. Accepted students earn dual credits toward both high school graduation and apprenticeship training. The program is offered in partnership with BCIT, VCC, KPU, FTI, and District Designated Trainer facilities. Upon completion, students receive credit for the Level 1 technical training component, giving them a head start on post-secondary education and valuable skills for the workforce. **If accepted, the School District pays the tuition**, while students are responsible for materials/tools, safety gear, textbooks, travel and modules. The application process includes a site visit, and entry is competitive due to limited spaces. For more information visit <https://deltalearns.ca/careers/train-in-trades/> *Applications due before Feb 28. See your Career Program Facilitator.*

YOUTH WORK IN TRADES

Youth Work in Trades allows students aged 15 to 19 to start their apprenticeship while still in school. Students must be employed, paid, and work under the direction of a red seal journeyman, with their employer agreeing to sponsor them through SkilledTradesBC and Delta District. Students can earn up to four Grade 11/12 credits (11a, 11b, 12a, 12b). Students earn four credits for every 120 hours of paid employment (up to 16 credits for 480 hours). For more visit <https://deltalearns.ca/careers/work-in-trades/> *See your Career Program Facilitator for more information.*

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

Grade 11 and 12 students can apply for the Drafting Citation program at Kwantlen Polytechnic University Cloverdale to get a head start on their studies. Upon successful completion, students earn both high school graduation credits and Kwantlen credits toward their diploma. Courses are offered part-time, typically two evenings a week (Tues/Thurs) in the Spring, Fall, and Summer semesters. Three courses are available, with the option to earn a fourth course credit (CADD 1100) through an assessment as students have already taken Drafting 11 and/or 12. **The District covers tuition**, while students are responsible for books and transportation. <https://deltalearns.ca/careers/cadd/> *Applications due before Feb 28. See your Career Program Facilitator.*

EARLY CHILDHOOD EDUCATION

Calling all students going into Grade 12 in September! There is a District program in which you take Early Childhood Education Dual credit courses in partnership with Douglas College! Upon successful completion of this program, students are eligible for the Early Childhood Educator Assistant License and can work with young children in community programs. In addition, successful students may wish to continue their studies at Douglas College to complete the ECE Certificate Program, the ECE Diploma Program, or other related program <https://deltalearns.ca/careers/ece/> *Applications due before Feb 28. 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 Feb 28. See your Career Program Facilitator.*



Career Programs

AQUATICS LEADERSHIP 11/12

This program allows grade 11 and 12 students to take Bronze Cross, Bronze Medallion, Swim and Life Saving Instructor, Standard First Aid, and also receive Active Living 11 or 12 credits. Students must be able to swim at a Swimmer 6 or better. **Students are expected to attend all sessions** on Wednesdays 6:30am – 8:30am AND Thursdays 6:00am – 7:45am from September to June. **Applications due before Feb 28. See your Career Program Facilitator.**

BIOMEDICAL & HEALTH SCIENCE 12

Starting full-time in February, accepted students attend Kwantlen Polytechnic University (Surrey) in a dual credit program designed for those pursuing careers in health and biomedical fields. This includes Nursing, Psychiatric Nursing, Medical and Health Services Management, Biomedical Science, Public Health Analysis, and Biotechnology. Students will take two Biology courses, along with English and Psychology, (two courses at a time). If accepted, the school district covers tuition, enabling students to earn both high school and post-secondary credits at the same time. This program provides an opportunity for motivated students to get a head start on their future healthcare careers. <https://deltalearns.ca/careers/healthscience/> Applications due before Feb 28. See your Career Program Facilitator.



Career Programs

School & Location	Grade	Dual Credit Program	Entrance Requirements	Duration	Schedule	Credits	Student Fees, Books, PPE, Tools	Site Visit
NDSS Campus	12	Construction Electrician	Foundations Math 11 (73%), Physics 11 (67%), English 12 (67%), Math 12 an asset (67%)	6 months, Full-time	Second Semester Mon-Fri 8:00am-3:00pm	20	\$1200	Mar 12 @ noon BCIT at NDSS
BCIT – Willingdon	11/12	Motorcycle & Power Equip. Tech	Workplace Math 11 (67%), English 11 (67%) Rec: Eng 12 & Found Math 11 (67%)	20 weeks, Full-time	Second Semester Mon-Fri 7:30am-2:00pm	16	\$500	Individual sessions request with BCIT
KPU/Frank Hurt	11/12	Carpenter	Workplace Math 11 (67%), English 12 (67%), Recommend Foundations Math 11 (67%)	5 months, Full-time	Second Semester Mon-Fri 8:00am-2:00pm	16	\$500	Mar 7 @ 8 at 11:30 Frank Hurt Portable
KPU Cloverdale	12	Millwright / Industrial Mechanic	Workplace Math 11 (80%), English 11 (73%), Recommend: English 12 & Foundations Math 11 (67%)	24 weeks, Full-time	Second Semester Mon-Fri 8:00am-2:50pm	24	\$1000	Mar. 5 @ 2:45pm KPU Cloverdale
KPU Cloverdale	12	Metal Fabricator	Workplace Math 11 (73%), English 11 (67%), Recommend: English 12 & Foundations Math 11 (67%)	24 weeks, Full-time	Second Semester Mon-Fri 10:00am-5:00pm	24	\$500	Mar. 5 @2:00pm KPU Cloverdale
KPU Cloverdale	12	Plumbing	Workplace Math 11 (73%), English 11 (67%), Rec: Eng 12 & Found Math 11 (67%)	21 weeks, Full-time	Second Semester Mon-Fri 8:00am-2:20pm	16	\$600	Mar. 5 @ 130pm KPU Cloverdale
KPU Cloverdale	12	Welding	Workplace Math 11 (67%) English 12 (67%), Rec: Foundations Math 11 (67%)	28 weeks, Full-time	Second Semester Mon-Thu 10:00am-5pm	28	\$750	Mar 5 @ 3:30pm KPU Cloverdale
Seaquam	11/12	Auto Service Technician	Workplace Math 11 (67%), English 11 (67%)	10 Months, every afternoon all year	All year both - afternoon blocks	20	\$450	Mar 6 @1:30pm Rm 1510 Seaquam
FT Surrey	11/12	Painter	Workplace Math 11(67%), English 11 (67%)	6 weeks, Full-time	Second Semester Mon-Fri 8:30am-2:30pm	4	\$100	Individual sessions TBA
Seaquam	11/12	Professional Cook 1	Workplace Math 11(67%), English 11 (67%)	10 Months, every afternoon all year	All year – both afternoon blocks	20	\$400	TBA
VCC Broadway	11/12	Auto Body & Collision Repair Tech	Workplace Math 11(67%), English 11 (67%)	20 weeks, Full-time	Second Semester Mon-Thu 8:00am-2:45pm	20	\$500	Individual sessions TBA
VCC Downtown	11/12	Baking & Pastry	English11 (67%), Math & Science (67%), Foodsafe Level 1	24 weeks, Full-time	Second Semester Mon-Thu 11:30am-6:30pm	24	\$1100	Feb 18, 2025 at 5:30-7:00pm VCC Library
KPU Cloverdale	11/12	CADD	Drafting 11 or 12	September-June 2 nights per week	September Evenings 2 nights/week	16	\$200	March 5 4:15pm KPU Cloverdale
KPU Surrey	12	Biomedical & Health Science	Biology 11 (72%) Bio12 Chem 12 Recommend, Chemistry 11 (72%), Eng 12	Full time 2 nd semester	Monday-Friday (TBA)	16		Feb 5 at 6:30 - Join the meeting now
Douglas College	12	Early Childhood Education	English 12 (67%)	February – May Full Time	Second Semester Online & In person	16	\$200	TBA
Additional Career Program Opportunities								
Sungod	11/12	Aquatic Leadership	Swimmer 6 standards and at least 15 years old	Sept – June incl. spring break	Wed 6:30am – 8:30am & Thurs 6:00am – 7:45am	4 PLUS	\$400	
Firehall 4	11/12	Junior Firefighting	At least 16, Have a genuine interest in firefighting, volunteering & community	Week before spring break	+ additional pro d days– 90 hours in total	4	250	



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/>.