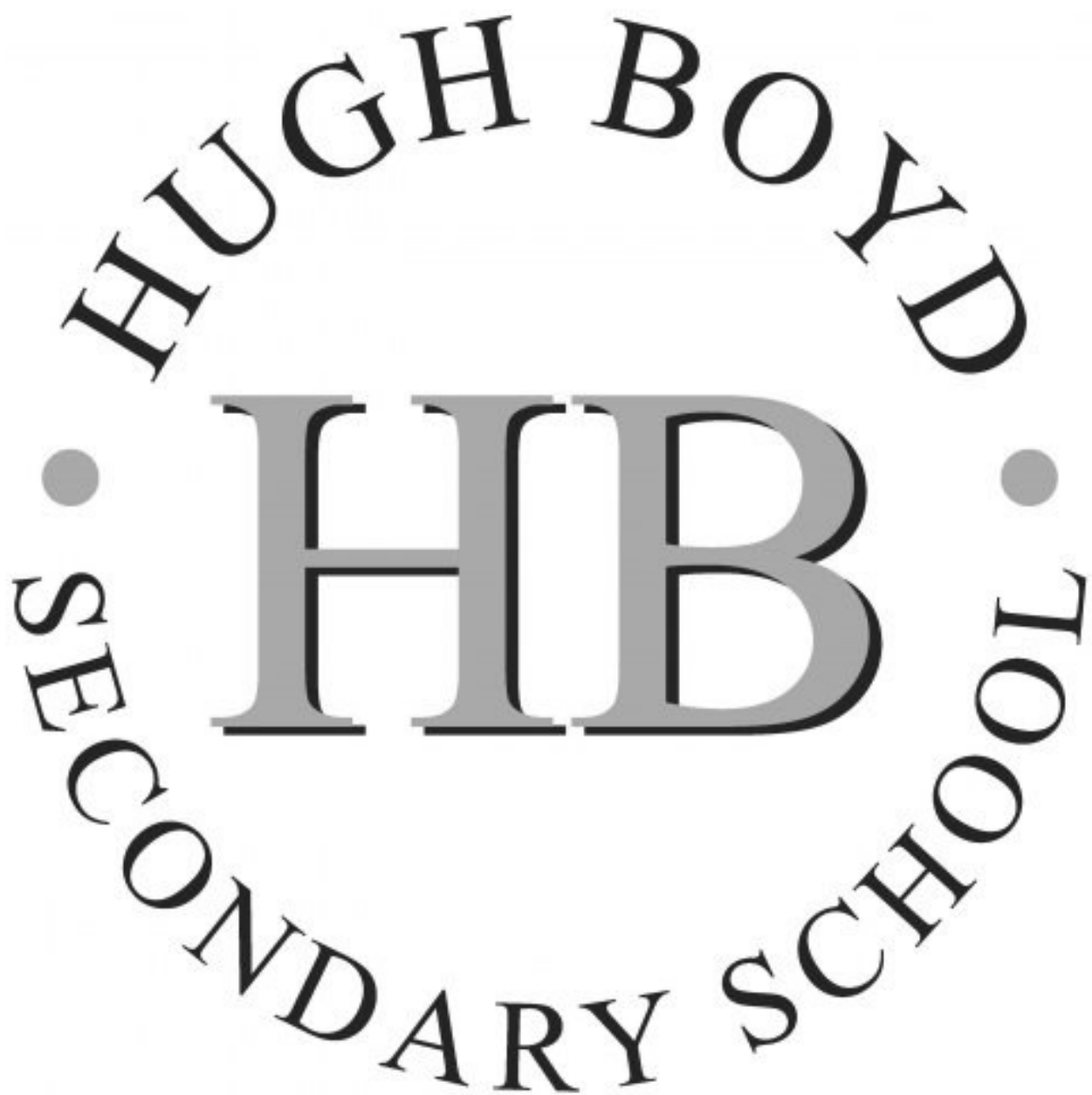


# PROGRAM PLANNING GUIDE

2023-2024



## PROGRAM PLANNING OVERVIEW

This document on our school website is to provide students and parents with an overview of the course offerings at Hugh Boyd Secondary School. It is intended to help students and their parents choose the most appropriate courses for the upcoming school year. Some courses must be taken to meet the requirements of the Ministry of Education, while others will be chosen to meet individual interests and goals.

Please use the links on the side of this page for more detailed course information from each department.

Current Grade 8 to 11 students will be able to enter their course selections from **February 13<sup>th</sup> - 22<sup>nd</sup>**. Students will only be able to access the MyEdBC course selection website within these dates. A detailed description of this process can be found in a pdf file attachment below. Students' personalized course selections must be completed in MyEdBC by **3:00pm on Friday, February 22<sup>nd</sup>**.

Due to timetable and staffing considerations, course changes will be difficult after initial selections and therefore, it is very important that the selection of courses be done *thoughtfully*. Students and parents should examine this section of the website carefully and then discuss the choice of courses. **Course and timetable changes in September are not always possible.**

Students entering Grades 10 through 12 need to plan their courses with career and/or post-secondary programs in mind. Please check with your counsellor if you have specific questions about options beyond high school.

**Note:** courses will be run only if there is sufficient enrolment to justify a class. If a student selects a course for which there is insufficient enrolment, the student will be placed in the first alternative course identified by the student. Therefore, **please choose alternate courses with care.**

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# Arts

## Arts: Theatre

### Drama 8 – Introduction to Drama

Drama 8 is a half-semester course that is combined with Art 8. Students will be introduced to drama concepts and performance techniques through theatre games, class exercises and group presentations. Drama will help students develop their confidence and it gives them a safe and creative space to express themselves in new and imaginative ways. In Drama 8, students will work on storytelling through tableau (frozen pictures), how to create a character vocally and physically, mime and creating a re-mixed fairy tale. The skills that students develop in Drama will help them in other subject areas and throughout their lives.

### Drama 9 - Intermediate Drama and Performance

Students of Drama 9 will continue to develop the skills they learned in Drama 8. They will learn the skills and attitudes necessary to succeed in a performance group, including teamwork, adaptability, support and leadership. Students will practice new performance techniques and applications through units such as playbuilding, reader's theatre, lip syncs, puppetry, radio plays and theatresports. There will be a strong focus on mutual respect, personal expression and developing one's creative voice within a supportive group environment. Participation and inclusion are major aspects of this course. Students will be evaluated on these skills using rubrics published by the IB Middle Years Programme.

### Drama 10 – Intermediate Drama and Performance

Students of Drama 10 will continue to develop the skills they learned in Drama 9. They will learn the skills and attitudes necessary to succeed in a performance group, including teamwork, adaptability, support and leadership. Students will practice new performance techniques and applications through units such as theatre technology, character mask creation, Commedia dell'Arte, theatresports, lip syncs and the production of a one-act play. There will be a strong focus on mutual respect, personal expression and developing one's creative voice within a supportive group environment. Participation and inclusion are major aspects of this course.

### Drama 11 and 12: Acting

Acting 11 and 12 will allow students to further develop their theatre skills as more complex material is explored and advanced acting techniques are learned. Some of the units this course will focus on mutual respect, personal expression and developing one's creative voice within a supportive group environment. Participation and inclusion are major aspects of this course. Entry into this course may depend on past experience.

### **Drama 10 and 12: Theatre Company**

Theatre Company 10 - 12 is a product focused class in which students will employ the skills they have developed in previous drama classes. Students will work together, forming Theatre Key 21 under the artistic direction of the drama teacher. Key 21 will complete three major production events at Hugh Boyd throughout the year. Students will be required to audition for roles, attend all rehearsals and performances, and mentor younger students who volunteer their time with the theatre company. **This class will likely take place after school hours.**

### **Drama 10 and 12: Theatre Production**

Technical Theatre Production 10 - 12 will teach students the basics of technical theatre while working as an integral part of Theatre Key 21 throughout the year. The students in this class will learn fundamentals of designing lights, sound, set, props, and costumes while operating as the crew of Theatre Key 21. Students do not need previous experience in these areas but should be motivated to work hard and learn quickly as critical members of Theatre Key 21. Students will be required to attend all necessary rehearsals and performances as well as leader younger students who volunteer their time with the theatre company. **This class will likely take place after school hours.**

### **Drama 11 and 12: Directing and Script Development**

Directing and Script Development is a course for students who have drama experience and an interest in creating new theatrical work. Students will have the opportunity to direct already-published works as well as develop and direct their own scenes, monologues and a short one-act play. This course emphasizes the working relationship between actor, director and playwright and the communication and collaboration skills that are necessary when directing one's peers. Students will work in tandem with a Drama 9/10 block or Drama 11/12 block and they will direct in-class student projects as well as their own work. There will also be opportunities for Directing and Script Development students to direct or assistant direct school productions.

## Arts: Music

**Please note: your placement in Music courses is dependent on your level of experience. The first Music course you take (excluding Grade 8), whether you are in Grade 9 or 12 is Level 1.**

### Band 8

This course is designed for students who have some experience playing an instrument. However, students who have never played, but wish to start, should contact Mr. Naso, the Band Teacher. A variety of music cultures, eras, and genres will be explored such as Classical, Jazz, Rock, Pop, and World Music. Course expectations include regular home practice and participation in evening concerts throughout the school year. Knowledge & Understanding, Creative Thinking, Developing Skills and Responding will be evaluated based on the IB MYP Arts rubric.

### Choir 9 - 12

This course is open to any student in Grades 9 to 12 who loves to sing. Students will develop their vocal technique and overall musicianship and will perform music from styles ranging from Jazz and Concert Choir repertoire to World Music and contemporary Pop songs. The ability to read music is an asset but not essential. Performance is a goal of this group and, therefore, attendance at concerts and festivals is required. Extra rehearsals are sometimes needed in order to prepare for performances, festivals, and possible music tours.

### Concert Band 9 - 12

Students should have previous band experience or previous musical background to participate in these courses. A variety of musical traditions and styles will be studied and performed and students will continue to develop their technique, notation reading, and knowledge of music theory and history. Students will grow as musicians through regular practice and participating in live performances. There will be opportunities to attend festivals and a Spring music trip. **Concert Band class may run outside of the regular timetable with classes held at lunchtime and after school.**

### Drumming 8 - 12

These are hands-on drumming courses designed for students wishing to explore rhythm and hand drumming technique. Drums and percussion instruments will be provided for class use. Students will work with musical elements such as form, dynamics, movement, and rhythmic design. The ability to read music is an asset, but not essential. West African, Afro Cuban, and Brazilian drumming traditions are the focus of course content but other cultures will be included. Evaluation will be based on daily participation, knowledge and skill development, and public performance.

### Guitar 9 - 12

In addition to learning how to play the guitar, students will learn about basic music theory, rhythm, chord structure, improvisation and composition in these courses. Students will acquire a working knowledge of the fret board, chords, scales, and strumming/picking technique. A variety of musical traditions and styles will be covered including Pop, Rock, Folk, and Blues. Acoustic guitars will be provided in class for student use.

### **Jazz Band 9 - 12**

Students should have previous band experience or previous musical background to participate in these courses. In addition to the standard jazz wind instruments (saxophone, trombone, and trumpet) this ensemble requires drums/percussion, electric guitar, piano, electric bass, and acoustic bass. Space is limited for students playing non-wind instruments so music reading ability and attitude will inform the selection of students for these important roles. Students will grow as musicians through regular practice and participating in live performances. There will be opportunities to attend festivals and a Spring music trip.

**Jazz Band class may run outside of the regular timetable with classes held at lunchtime and after school.**

### **Music Composition and Production 11 – 12 (Online – Boyd Only)**

This course is designed for students who are interested in creating their own music and will be delivered online using MS Teams or similar platform. Working with music production software such as Garageband and Ableton to design original musical works, students will develop knowledge of musical elements, principles, vocabulary, and theory. They will learn techniques and skills to support creative processes and explore a variety of genres, cultural contexts, and time periods. Prior music learning and the ability to read music is an asset, but not essential.

## Arts: Art

### Art 8

Art 8 is a half-semester course combined with Drama 8. Students are introduced to a variety of 2D and 3D materials and processes, especially drawing, painting, and sculpture. Get ready to explore your creativity and investigate the Elements of Art and Principles of Design with fun, imaginative assignments. Students develop skills, vocabulary & knowledge to create, communicate, and respond to artworks across a range of art periods, styles and cultural contexts. Students begin an MYP process journal (sketchbook) to document process and develop self-reflective learning. Knowledge and Understanding, Creative Thinking, Developing Skills and Responding are evaluated based on the IB MYP Arts rubric.

### Studio Art 9 and 10 (Art Foundations and Drawing & Painting)

In Studio Art students develop their creative process through a broad range of concepts, materials and techniques. Drawing, painting, printmaking and mixed media concepts are investigated. Elements of Art and Principles of Design vocabulary are taught along with other image development strategies. Students create, communicate, perceive and respond to artworks across a range of art periods, styles and cultural contexts. Students use their MYP process journal (sketchbook) to document process and develop self-reflective learning. Knowledge & Understanding, Creative Thinking, Developing Skills and Responding are evaluated based on the IB MYP Arts rubric. The aim of the MYP program is to create internationally minded people who recognize their common humanity and role in the creation of a better, more peaceful world. This compliments “big ideas” from the BC Arts Curriculum: “The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.” “Creative arts experiences can build community and nurture relationships with others.” “Identity is explored, expressed, and impacted through arts experiences.”

NOTE: \*New projects are developed each year in all art courses so students can take consecutive years of Art and not repeat any projects even in mixed grade classes. Course open to all, no previous experience required.

### Art Enriched 10

This Inquiry based studio class is a place to get extra guidance while developing your art skills, personal style, and ideas. It will be both challenging and rewarding, as you develop through practice, experimentation, and revision. This course is an extension of the studio art 10 class and runs within the same block. In addition to completing the studio art 10 projects, you will be supported to complete some independently generated projects exploring your personal goals and interests in art, investigating additional materials and processes, as well as being reflective about what guides your creative process. Broad goals include perceiving and responding and creating and communicating in relation to the Elements and Principles of Art and Design, Image development strategies, Art History and Context.

As this is an *Enriched* Studio class, its purpose is to allow you a creative space to develop creative and critical thinking and build your visual literacy. This course provides excellent preparation for AP Art or Art Careers.



### **Studio Art 11 and 12 (Art Foundations and Drawing & Painting)**

Senior Studio Art students hone their creative thinking, communication and craftsmanship through a range of design challenges, concepts, materials, techniques and processes. The bulk of the projects fall under the categories: drawing, painting, printmaking and mixed media. Students learn how Elements of Art, Principles of Art and Image Development Strategies are used to improve their art. Students create, communicate, document, perceive and respond to artworks across a range of art periods, styles and cultural contexts. Students use a sketchbook for prep work and ongoing process documentation. Students interested in portfolio building or pursuing careers related to the arts can be supported in this class. Students will be assessed considering the “5 C’s:” creativity, craftsmanship, composition, colour, & class time. In keeping with the big ideas from the BC Arts Curriculum: “Active participation in the visual arts is an essential element of culture and personal identity and reveals insights into the human experience.”

NOTE: New projects are developed each year so students can take consecutive years of Art and not repeat any project even in mixed grade classes. Course open to all, no previous art experience required.

### **Ceramics & Sculpture - 9 and 10**

In Sculpture students develop their creative process through a range of 3D concepts, materials and techniques. 3D may include: ceramics (clay), papier mache, wire, cardboard, plaster carving, found objects, mixed media and installation. Elements of Art and Principles of Design concepts and vocabulary are taught along with other image development strategies. Students create, communicate, perceive and respond to artworks across a range of art periods, styles and cultural contexts. Students use their MYP process journal (sketchbook) as a means to document process and develop self-reflective learning. “Knowledge & Understanding”, “Creative Thinking”, “Developing Skills” and “Responding” are evaluated based on the IB MYP Arts rubric. The aim of the MYP program is to create internationally minded people who recognize their common humanity and role in the creation of a better, more peaceful world. This is in keeping with the big ideas from the New BC Arts Curriculum: “The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.” “Creative arts experiences can build community and nurture relationships with others.” “Identity is explored, expressed, and impacted through arts experiences.”

NOTE: New projects are developed each year so students can take consecutive years of Art and not repeat any projects even in mixed grade classes. Course open to all, no previous art experience required.

### **Ceramics & Sculpture - 11 and 12**

Senior Sculpture students hone their creative thinking, communication and craftsmanship through a diverse range of 3D design challenges, concepts, materials, techniques and processes. Projects may use any of the following: ceramics (clay), found object assemblage, papier mache, wire, wood, plaster, fabric, cardboard, installation etc. Relationships between form and function are explored. Students learn how Elements of Art, Principles of Design and Image Development Strategies are used to improve their art. Students create, communicate, document, perceive and respond to artworks across a range of art periods, styles and cultural contexts. Students use a sketchbook for prep work

and ongoing process documentation. Students interested in portfolio building or pursuing careers related to the arts can be supported in this class. In keeping with the big ideas from the New Arts Curriculum: “Active participation in the visual arts is an essential element of culture and personal identity and reveals insights into the human experience.”

NOTE: New projects are developed each year so students can take consecutive years of Art 3D and not repeat any projects even in mixed grade classes. Course open to all, no previous art experience required.

### **Photo 9 - 12 (Level One - Beginner)**

*\*Any/all levels of experience welcome and can be determined after registration.*

For students gr. 9-12, level one introduces a wide variety of techniques and concepts in photography including: traditional S.L.R. and digital camera basics, developing film, an introduction to the darkroom, photo- composition, history, theory and criticism. This course is also an introduction to digital image manipulation and graphic design basics using an assortment of photo editing and creative software programs such as Adobe Creative Suite (Photoshop and Lightroom.) Collage techniques, mixed media and photo journaling will be used to investigate important image development strategies and Elements & Principles of Art & Design. Projects will be a mix of individual and small group. Students will have access to school SLR cameras (film & digital) for sign-out, however, their own personal camera is an asset.

### **Photo 9 - 12 (Level Two – Intermediate)**

For students gr. 9-12 who have already completed level one at Boyd. Level two gives students the opportunity to improve on techniques and concepts developed in Beginners Photo. Goals are to continue to explore Digital Photography, lighting and advanced darkroom techniques and to develop richer photo imagery and strengthen composition. To have a more focused and creative approach to assignments and a strong work ethic. Students will have access to school SLR cameras (film & digital) for sign-out, however, their own personal camera is an asset.

**\*Photo 9/10 MYP students will be assessed on the following criteria: Knowledge & Understanding, Creative Thinking, Developing Skills and Responding (based on the IB MYP Arts rubric.) All photo students will be assessed in accordance with curriculum guidelines for core & curricular competencies.**

### **Photo 11 – 12 (Online - Boyd Only)**

*All levels of experience welcome (levels 1-3 run together, see below for descriptions)*

***This course will run outside of the regular timetable. Course material and assignment submission will be handled through MS TEAMS. There is an expectation to meet in person afterschool once weekly for: teacher film & darkroom demo's, photo studio access, camera equipment sign-out, computer lab access.***

**Beginners Photo (level 1)** Introduces a wide variety of techniques and concepts in photography including: traditional and digital S.L.R. camera basics, developing film, introduction to the darkroom, photo- composition, history, theory and criticism. This course

also introduces digital image manipulation and graphic design basics through an assortment of photo editing and creative software programs such as Adobe Creative Suite (Photoshop and Lightroom.) Collage techniques, mixed media and photo journaling will be used to investigate image development strategies and the Elements & Principles of Art & Design.

**Advanced Photo (level 2 & 3)** Gives students the opportunity to build on techniques and concepts developed in Beginners Photo. Goals are to continue to explore Digital Photography and darkroom techniques and develop richer photo imagery while strengthening composition. Students are expected to have a more focused and creative approach to assignments and a strong work ethic. Level 3 are expected to be even more self-directed with regard to personal artistic goals and themes explored. Artist statements, critique experience, display and Portfolio support will be given.

**Digital work will be submitted via MS TEAMS.** Darkroom and Photojournal work will be submitted during arranged in person meeting times. There will be ongoing access to camera, lighting, darkroom and computer equipment for registered students. A DSLR is recommended but not required as students will have access to cameras. Assessment is in accordance with curriculum guidelines for core & curricular competencies for Visual Art.

### **Yearbook 9 - 12**

This is a linear (full year) course for students who enjoy desktop publishing, photography, journalism, and promoting the school culture and traditions. Students will be involved in every process of creating and publishing the school Yearbook – enjoying countless opportunities to flex their creative muscles while helping to preserve the memories of the Boyd community in visual and written form.

***This course will run outside of the regular timetable.** Course material and assignment submission will be handled through MS TEAMS. There is an expectation to meet in person after-school once weekly for: page design and editing sessions, camera equipment sign-out, computer lab access, and team meetings.*

**AP Art 12 (2D portfolio, 3D portfolio or drawing portfolio)** \*Please get art teacher guidance if registering for this course.\*

This advanced placement course is designed to mirror a college/university experience in Visual Art. Expectations are high for productivity, image development, concepts, documentation, revision, and reflection. Students can decide to develop a 2-D, 3-D or drawing & design focused portfolio. Materials and processes are wide open to student interests, but may include pencil, ink, conte, charcoal, paint, mixed media, ceramics, assemblage, photography, or digital art. A key course objective is to allow you a creative space to foster synthesis between concept and practice. Students will engage in focused individual and group art “critiques”, and practice documenting and displaying their artworks.

The portfolio requirements are stringent and involve a “sustained investigation” of 15 high quality finished pieces along with written components. It is optional to submit your portfolio to the AP College board for adjudication and potential post-secondary course

credit. Alternately, students may forgo the AP portfolio submission and only submit their works to the class teacher for an AP class mark.

*Recommended prior or concurrent with: Art careers 11/12, or another senior visual arts course.*

### **Art Careers 11 /12 (pre-AP)**

This Inquiry based studio class provides you with extra guidance in building your art skills, personal style, and ideas. It will be both challenging and rewarding, as you develop through practice, experimentation, and revision. You will be asked to use a range of materials and processes, as well as to reflect upon the questions that guide your creative process. If taken in gr.11, this course can provide excellent preparation for AP Art 12. Alternately, this is a great course for gr.12 students wanting to develop a more flexible portfolio to meet a range of fine arts post -secondary portfolio admission requirements, while not having to adhere to the more specific AP portfolio parameters.

As this is a *Career* focused studio class, you are expected to investigate different post -secondary opportunities and begin to develop and document a suitable portfolio of work. A key course objective is to allow you a creative space to foster synthesis between concept and practice. Students will engage in focused individual and group art “critiques”, and practice documenting and displaying their artworks. Ultimately, this is what is needed for a successful Art Portfolio, and success in post-secondary. *\*Please seek teacher guidance when registering for this course.*

# Career Life Education

## Career Life Education 10

This course is a graduation requirement for all students in British Columbia. Students will explore a variety of learning outcomes that are directly relevant to their future personal wellness, living arrangements, financial planning and career path. This course will invite students to consider the impact of their personal and career choices on themselves and others. Students will explore personal development, connections to the community and career and educational life plans. They will reflect upon the necessity for flexibility and adjustment of their goals, as well, as they look within and beyond their role as high school students.

## Leadership 11

This is a locally developed course intended to assist students in developing leadership skills including taking initiative, delegating, and working cooperatively. Students will have opportunities to apply what they have learned to “real life” situations both within their school and the outside communities. Students will plan and implement several school-based events, ranging from formal ceremonies to activities that foster school spirit. The course will also provide an introduction to fundraising initiatives.

## Leadership 12

This is a locally developed course intended to build on students’ previous leadership skill sets. Students will have opportunities to test the skills and strategies learned in the classroom in several “real-life” situations. The course will be based on a great deal of classroom interaction and a cooperative learning environment. Students will have opportunities to act as mentors by assisting with implementing a variety of school and community-based initiatives. Students will also develop some topics and projects of interest to them.

## Career Life Connections (CLC)

This is a 4-credit graduation requirement for all students in British Columbia that extends upon students’ post-secondary preparation and reflection from CLE 10. Students will receive a percentage and a letter grade on their official transcript for CLC and Capstone. This course is an off-timetable class, largely facilitated through an online platform by their CLC teacher. Some in-person meetings will be scheduled, for which attendance is required. Advance notice will be given with regard to these dates. In this course, students will continue to explore a variety of learning outcomes that are directly relevant to their future personal wellness, living arrangements, financial planning, and career pathways. CLC invites students to consider the impact of their personal and career choices on themselves and others, as they make their flexible plans and preparations for next year, and the years to come.

# Design - Business and ICT (ADST)

**Business Education and Information Technology courses fit under the Applied Design, Skills and Technologies curriculum.**

## **Web Development 9 - 10**

The technology sector is a rapidly growing industry everywhere. This course offers students an introduction into the world of computers and web development. Students are not required to have any previous experiences or knowledge. Students will explore the basics of computer hardware and software, troubleshooting skills, basic coding concepts (HTML/CSS), web design, design thinking process, and issues surrounding digital literacy, cyber security risks, and ethics. Students will also learn the basics of video production for developing digital media, including pre-production planning, filming, editing, and encoding.

## **Computer Programming 11**

Students will learn the basic foundations of computer programming and begin exploring how to solve problems with the mindset of a computer scientist. Students will work with manipulating graphics, animation, robotics, and games to gain a better understanding of the code behind the technology we use day to day.

## **Computer Programming 12**

Students will further develop their understanding of computer programming through complex projects. Students will learn to break problems down and develop solutions for each element using a variety of strategies. These projects may involve solving a problem in other subject areas while working in collaboration with others. Students will also be implementing user input for creating interactive applications.

## **Accounting 11**

This course is designed for students who desire an introduction to accounting. It is recommended for students who are planning to pursue business or commerce studies. Accounting is also a great course for students who simply have an interest in managing their finances well. It covers the basic accounting cycle, recording transactions, adjusting and preparing financial statements. Students will complete exercises that are similar to processes of accounting for small business.

## **Marketing and Promotion 11**

This is an introductory activity-based course in the basic concepts of marketing. Topics covered include: marketing strategies, public relations, distribution, advertising, ad design, consumer motivation, credit, selling techniques, and the “psychology of selling”. This practical course is applicable to many careers. Students will learn about productivity and motivating employees. The units covered include how to start a retail business and how to use advertising and salesmanship to the best advantage.

### **Accounting 12**

This course is a continuation of Accounting 11 for students who wish to further their knowledge of financial procedures. It is recommended for students who have completed Accounting 11 and are planning to pursue business or commerce studies. It covers accounting for merchandising businesses, inventory, internal control and payroll. Students will also learn a computerized program for accounting.

### **Entrepreneurship 12**

Entrepreneurship 12 is a highly interactive, skill building course. All businesses begin with the ideas of entrepreneurs. Entrepreneurs identify and explore opportunities, research the resulting ideas, locate and organize resources and begin to turn the ideas into reality. Entrepreneurship 12 helps students to gain an understanding of the entrepreneurial spirit in the context of starting a small business. Within a secure and supportive environment, students research, develop, and implement venture plans that link technical and managerial resources and innovation. The course offers students opportunities to develop a business knowledge base. No matter what profession a student wishes to pursue, the skills learned in Entrepreneurship 12 will be beneficial.



# Design - Home Economics (ADST)

Home Economics courses fit under the Applied Design, Skills and Technologies curriculum.

## Home Economics 8

This course serves as an introduction to both textiles and home cooking. In the textiles portion, students will explore basic elements of design, as well as develop practical sewing skills both by hand and on a sewing machine. In the foods portion, students will learn about kitchen safety and sanitation, basic elements of nutrition, as well as develop practical food preparation skills through a variety of food labs. This hands-on course will provide students with the introductory skills necessary for future pursuits in textiles and foods courses, as well as home living. This is a half-semester course. All students take the Home Economics and Technology Education Wheel.

## FOOD STUDIES

### Food Studies 9

This course will focus on developing knowledge and practical skill sets in food preparation and basic meal planning. Students working in cooperative groups will explore elements of baking and stovetop cooking through a variety of breakfast, lunch, and dinner dishes with a focus on the basic elements of nutrition. Students will learn about food safety and sanitation practices, foodborne illness and prevention, and the personal, social, and environmental impact of food choices. This course will provide students with practical skill sets for everyday life and expose them to future interests and pursuits related to the food industry.

### Food Studies 10

This is an intermediate foods course designed to broaden student's experiences in cooking techniques and processes. This course extends students' knowledge of baking and cooking methods with a focus around a variety of global cuisines and food practices. With a continued focus around nutrition, students will explore areas such as recipe modification and ingredient substitutions, local food production and seasonal eating, the function of foods within a healthy diet, and more. Food labs will allow for more student choice and design opportunities that will add to the development of knowledge and practical skills for successful independent living. **Recommended Preparation: Food Studies 9.**

### Food Studies 11

This course is recommended for students with an interest in gourmet cooking and learning about different ingredients and techniques. Students will practice safe preparation techniques while cooking a wide variety of dishes. Topics include food preservation, quick breads, grains, yeast breads, and working with meats and vegetarian alternatives. Nutrition is an integral part of this course as students will take a more in-depth look at the function of macro and micronutrients within a healthy diet. Additionally, students will learn how to modify recipes and select their own recipes within different unit topics.

**Recommended Preparation: Food Studies 9 and/or 10.**



### **Baking 11 and 12**

This advanced course is designed for students who enjoy baking as a hobby or as a future career. Emphasis will be placed on baking skills, practices, and theory. Students will have the chance to exercise their creativity and artistic skills through exploring a wide variety of recipes and ingredients. Unit topics will include the preparation of breads, pastries, cookies, and cake decorating. Course A and B alternate each school year allowing students to take it consecutive years without repeating curriculum. **Recommended Preparation: Food Studies 10 or 11.**

### **Food Studies 12**

In this advanced course, students will learn to select recipes and apply cooking principles to prepare healthy dishes and multi-course meals, incorporating presentation, and budgetary considerations. Topics of study include casseroles, soups, convenience foods, cakes and cookies, meats, and vegetarian dishes. Students will look more in-depth into topics such as healthy eating habits, fad diets and precautions, local food systems, and environmental and social impacts of the food industry. **Recommended Preparation: Food 9, 10, or 11 (or a combination of the three).**

## **FASHION DESIGN**

### **Fashion & Design Studies 9**

In this course, students will learn the safe use of tools in the Textiles lab, the selection and use of commercial patterns, and the basic characteristics of textiles. Students will develop the skills needed to sew pajama pants, a sweatshirt, and a skirt, and projects of their own choice. Students will be introduced to techniques for alterations and repairs, the elements of design, and careers in the Canadian apparel industry.

### **Fashion & Design Studies 10**

This course will further students' understanding of the use of tools in the Textiles lab, basic alteration of commercial patterns, the progression from fibre to fabric, and the skills needed to sew a zippered hoodie, pants, a dress or dress shirt and projects of the students' choice. Students will expand their sewing techniques for garment construction, embellishment, alteration, and repair. Theory projects will include the principles of design as well as designers and manufacturers in the Canadian apparel industry. **Recommended Preparation: Fashion and Design 9**

### **Fashion and Design Studies 11**

This course is designed to improve and expand sewing skills learned in Textile Studies 9 or 10. Students choose their own projects which can include pants/dresses, shirts/jackets, or other coordinated outfits while learning new techniques and becoming more confident with the tools in the textile lab. They will become more aware of their individual skill levels and will strive to take on new challenging projects. This course provides practical skills for independent living and exposes students to future career opportunities in clothing manufacturing, fashion design, merchandising and wardrobe planning. **Recommended Preparation: Fashion and Design Studies 10.**

## **Fashion and Design Studies 12**

This advanced course is designed for those students who would like to expand their sewing skills for both personal and career use. The self-challenging curriculum focuses on professionalism, quality, and pride of project construction. Among the units to be covered are specialty fabrics, pattern alteration design, and fashion careers. The choice of projects will be determined by the fabric and pattern that the individual chooses. **Recommended Preparation: Fashion and Design Studies 11**

# Design - Technology Education(ADST)

Technology Education courses fit under the Applied Design, Skills and Technologies curriculum.

## Technological Education 8

This is an introductory course in which students gain experience using various tools, machines and materials to create projects. Students will learn how to design and create successful projects while working safely in the shop. This is a half-semester course. All students take the Home Economics and Technology Education Wheel.

## DRAFTING AND DESIGN

### Design & Drafting 9

This course explores the fundamentals of design and drafting. Students will learn about technical drawing and how it is used to communicate information about things which will be built to the people who will be building the objects (i.e. furniture, mechanical devices, houses, etc.). This course integrates both hand drafting and computer-assisted (CADD) components.

### Design & Drafting 10

This course is a continuation of Design & Drafting 9. Students' skills and knowledge in the area of technical drawing and design will be developed further as they complete both mandatory and optional projects (as time allows).

### Design & Drafting 11

This course is a continuation of Design & Drafting 10. Students' skills and knowledge in the area of technical drawing and design will be developed further as they complete both mandatory and optional projects (as time allows). Opportunities for self-directed projects will be given to students who demonstrate a high proficiency in the course content.

### Design & Drafting 12

This course is a continuation of Design & Drafting 11. Students' skills and knowledge in the area of technical drawing and design will be challenged as they complete both mandatory and optional projects (as time allows). Opportunities for self-directed projects will be given to students who demonstrate a high proficiency in the course content.

## **ENGINEERING**

### **Engineering 9**

Engineering 9 is a hands-on, project-based course in which students develop their skills and knowledge related to various aspects of engineering. Students will use the design cycle as well as tools and machines in the shop to solve problems and create projects. Some projects will be collaborative and others will be completed individually.

### **Engineering 10**

Engineering 10 is a continuation of Engineering 9. Students' skills and knowledge will be further challenged as they create more advanced versions of projects or new projects altogether. This is a hands-on, project-based course in which students develop their skills and knowledge related to various aspects of engineering. Students will use the design cycle as well as tools and machines in the shop to solve problems and create projects. Some projects will be collaborative and others will be completed individually.

### **Engineering 11**

Engineering 11 is a continuation of Engineering 10. Students' skills and knowledge will be further challenged as they create more advanced versions of previous projects or new projects altogether. This is a hands-on, project-based course in which students develop their skills and knowledge related to various aspects of engineering. Students will use the design cycle as well as tools and machines in the shop to solve problems and create projects. Some projects will be collaborative and others will be completed individually. Opportunities for self-directed projects will be given to students who demonstrate a high proficiency in course content.

### **Engineering 12**

Engineering 12 is a continuation of Engineering 11. Students' skills and knowledge will be further challenged as they create more advanced versions of previous projects or new projects altogether. This is a hands-on, project-based course in which students develop their skills and knowledge related to various aspects of engineering. Students will use the design cycle as well as tools and machines in the shop to solve problems and create projects. Some projects will be collaborative and others will be completed individually. Opportunities for self-directed projects will be given to students who demonstrate a high proficiency in course content.

## **METALWORK**

### **Metalworking 9**

This course will introduce students to the basics of metalworking. Students will gain experience using various tools, machines and materials while learning to work safely in the shop. They will create a variety of projects, both mandatory and optional. They will learn how to research ideas, communicate designs and follow plans/protocols accurately.

### **Metalworking 10**

Metalworking 10 is a continuation of Metalworking 9. Students' skills and knowledge will develop further as they are challenged by new projects (or sometimes more advanced versions of previous ones). Opportunities for self-directed projects will be given to students who demonstrate a high proficiency in course content. Students will gain experience using various tools, machines and materials while learning to work safely in the shop. They will create a variety of projects, both mandatory and optional. They will learn how to research ideas, communicate designs and follow plans/protocols accurately.

### **Metalworking 11**

Metalworking 11 is a continuation of Metalworking 10. Students' skills and knowledge will develop further as they are challenged by new projects (or sometimes more advanced versions of previous ones). Opportunities for self-directed projects will be given to students who demonstrate a high proficiency in course content. Students will gain experience using various tools, machines and materials while learning to work safely in the shop. They will create a variety of projects, both mandatory and optional. They will learn how to research ideas, communicate designs and follow plans/protocols accurately.

### **Metalworking 12**

Metalworking 12 is a continuation of Metalworking 11. Students' skills and knowledge will develop further as they are challenged by new projects (or sometimes more advanced versions of previous ones). Opportunities for self-directed projects will be given to students who demonstrate a high proficiency in course content. Students will gain experience using various tools, machines and materials while learning to work safely in the shop. They will create a variety of projects, both mandatory and optional. They will learn how to research ideas, communicate designs and follow plans/protocols accurately.

## **WOODWORK**

### **Woodworking 9**

This course will introduce students to the basics of woodworking. Students will gain experience using various tools and machines while learning to work safely in the shop. They will create a variety of projects, both mandatory and optional. They will learn how to research ideas, communicate designs and follow plans/protocols accurately.

### **Woodworking 10**

Woodworking 10 is a continuation of Woodworking 9. Students' skills and knowledge will develop further as they are challenged by new projects (or sometimes more advanced versions of previous ones). Opportunities for self-directed projects will be given to students who demonstrate a high proficiency in course content. Students will gain experience using various tools and machines while learning to work safely in the shop. They will create a variety of projects, both mandatory and optional. They will learn how to research ideas, communicate designs and follow plans/protocols accurately.

### **Woodworking 11**

Woodworking 11 is a continuation of Woodworking 10. Students' skills and knowledge will develop further as they are challenged by new projects (or sometimes more advanced versions of previous ones). Opportunities for self-directed projects will be given to students who demonstrate a high proficiency in course content. Students will gain experience using various tools and machines while learning to work safely in the shop. They will create a variety of projects, both mandatory and optional. They will learn how to research ideas, communicate designs and follow plans/protocols accurately.

### **Woodworking 12**

Woodworking 12 is a continuation of Woodworking 11. Students' skills and knowledge will develop further as they are challenged by new projects (or sometimes more advanced versions of previous ones). Opportunities for self-directed projects will be given to students who demonstrate a high proficiency in course content. Students will gain experience using various tools and machines while learning to work safely in the shop. They will create a variety of projects, both mandatory and optional. They will learn how to research ideas, communicate designs and follow plans/protocols accurately.

# English Language Learning

Special support is provided to students whose first language is not English. Initial placements to the program are carried out by district ELL staff. Students work through levels 1 through 5. Beginner levels of ELL are 1 and 2 while intermediate levels are 3 and 4. ELL levels 1 and 2 focus on intensive English acquisition in speaking, listening and vocabulary building in the subjects of Science, English Culture Studies, and Social Studies. Levels 3 and 4 focus on more academic writing and reading in the subjects of Social Studies and English.

Students at level 5 continue to enrich their understanding of English in their regular courses and receive support from an ELL specialist teacher.

## **ELL 1/2 Beginner English Cultural Studies**

This course focuses on the four core aspects of English skills: listening, speaking, reading and writing. Language for communication is the emphasis of this course.

## **ELL 1/2 Beginner Social Studies**

This course focuses on Canadian geography, history and government. The provinces, capitals, regions, resources and industries will be studied.

## **ELL 1/2 Beginner Science**

Science vocabulary and the scientific method form the foundation of this course. Students will learn how to read science textbooks and gain confidence for future science courses.

## **ELL 3 Intermediate English**

This course focuses on reading and writing. Authentic reading materials will be used from a variety of sources. Students will extend their vocabulary, reinforce their grammar skills and explore a variety of writing styles.

## **ELL 3 Intermediate Social Studies**

Multiculturalism, global issues and historical content will be discussed in this course. Students will work on research skills and the writing process.

## **ELL 4 Advanced English**

This is the last ELL course students take before full integration into all other courses. The emphasis is on writing. Students will continue to expand their vocabulary, hone their grammatical skills, and become comfortable with a variety of writing styles.

# Individuals & Societies

## Social Studies 8

Students will use geography skills and historical analysis to understand the development of world civilizations. Students will examine factors that have shaped modern society and make connections between the past and the present.

## Socials Studies 9

Individuals and Societies 9 builds on themes developed in Individuals and Societies 8. Starting by looking at Canadian foundations in Europe, students will study the building of Canada as a nation through to Confederation. Students will analyze Canadian history through both the European and First Nations lens. Geographic knowledge and skills previously acquired are reinforced and expanded through a study of Canada's present economy.

## Social Studies 10

Individuals and Societies 10 deals with fundamentally important topics and issues that are basic to citizenship in Canada and the world. Students will examine the historical background and structure of our federal, provincial, and municipal governments. Another aspect of Individuals and Societies 10 is an in-depth study of current global issues such as population explosion, the food crisis, resource allocation and Third World development. Equally relevant is a thorough study of Canada's development as an independent nation and its role in the world community during the twentieth century. Highlights of this section of the course are World War I, the Depression, World War II, peacekeeping, and the socioeconomic growth of the nation.

## 20th Century World History 12

This course examines the history of world affairs in the 20th century, concentrating on the time period between 1919 and the present day. There is an emphasis on the West and its relation to world affairs. Included are the effects of the world wars, the decline of European power, the polarization of the Cold War, the end of colonial empires, and the emergence of a new modern era, including an emphasis on human rights. Students should be aware that critical thinking, analysis of historical information and essay writing are important parts of the course.



### **Asian Studies 12**

The course will examine political, social, economic and environmental issues in various parts of Asia from 1850 to present. Students will study the diversity of these regions including how the nations of Asia evolved into their present states and how people currently live in this part of the world. They will learn about modern day geographical and economic trends such as urbanization, standard of living, globalization, migration within and away from Asia, and how these factors contribute to growth, poverty, and inequality. Regional and global conflict and cooperation, and social and political movements, including human rights initiatives will be explored. Asian Studies will expose students to different viewpoints and perspectives that are underrepresented within the greater Canadian and Western historical and modern day narrative as well as Canada's historical and current connections to the continent.

### **BC First Peoples 12**

The course focuses on the diversity and depth of the cultures of British Columbia's First Nations. In emphasizing the languages, cultures, and history of First Nations peoples, the course addresses an important part of the history of British Columbia. Designed to introduce authentic Aboriginal content into the senior secondary curriculum, the course provides an opportunity for BC students to acquire knowledge and understanding of the traditions, history, and present realities of BC Aboriginal peoples, as well as a chance to consider future challenges and opportunities. The course incorporates an important balance of expository and experiential learning. BC First Nations Studies addresses the richness and diversity of First Nations languages and cultures by exploring them within their own unique contexts. It is intended to provide a conceptual foundation for all learners to develop an appreciation and respect for similarities among and differences between the diverse cultures of the world. This course meets the new graduation requirement to have 4 credits in an Indigenous Focused course, and the Social Studies 11 or Grade 12 elective requirement for the Graduation program for all students graduating in B.C. after September 2023.

### **Geography (Human & Physical) 12**

Geography is the study of the physical, natural and human elements of the global environment. The course examines many of the characteristics, processes, distributions and interactions among the physical components of the Earth's surface. Studies include natural disasters, plate tectonics, climate, weather, demography, human and environment interactions, resources as well as the impact of climate change, global political and economic inequalities that continue to cause issues within the planet. The course will also allow for an in-depth study on sustainability. Course work will include mapping skills, air photo interpretation and labs, presentations, and a week-long field trip to the Rocky Mountains or California.

### **Law Studies 12**

Law is a survey course, designed to give students an understanding of Canada's legal system. The topics covered include criminal law, civil law (including torts), family law, contracts, the structure of Canada's court system, and the Charter of Rights and Freedoms. Current legal issues are also discussed in class. The course will include visits to the criminal courts, mock trials and guest speakers. Student evaluation will be done through tests, quizzes, presentations and trials. Students should expect to regularly speak

in front of the class. There will be unit exams and a final exam at the end of the course

### **Social Justice 12**

The aim of Social Justice is to raise students' awareness of social injustice, to enable them to analyze situations from a social justice perspective, and to provide them with the knowledge, skills, and an ethical framework to advocate for a socially just world. Past and present social injustices in Canada and the world are analyzed, looking at the lasting impacts. Students will also study how governmental and non-governmental organizations shape society. Topics include: environmental justice, poverty, homelessness, racism, gender, LGBTQ, human rights, First Nations, genocide, and globalization.

# Language Acquisition

## **FRENCH**

### **French 8**

In French 8, students will begin to develop their French writing, reading, listening and speaking skills at a basic level. They will begin to build their vocabulary and express themselves in the present tense, focusing on their preferences and their day-to-day lives. Evaluation will be based on writing, reading, oral communication, listening, project work and tests.

### **French 9**

In this course students will continue to develop their writing, reading, listening and speaking skills. Students will be encouraged to express themselves “en français” in the past, present and future tenses and will add to their vocabulary through a variety of themed units. Evaluation will be based on writing, reading comprehension, oral communication, listening, project work and tests.

### **French 10**

In this course students will begin to master certain components of the French language and continue to improve their writing, reading, listening and speaking skills. New grammatical concepts will be learned and students will be expected to communicate at a higher level in both their written work and their speaking. Evaluation will be based on writing, reading comprehension, oral communication, listening, project work and tests.

### **French 11**

In this course students will continue to master several components of the French language and to improve their writing, reading, listening and speaking skills. Expectations for written and oral output will be higher as students will begin to refine their language and be exposed to new and more sophisticated grammatical concepts and reading materials. Evaluation will be based on writing, reading comprehension, oral communication, listening, project work and tests.

### **French 12**

In French 12, students will continue to master elements of the French language and to refine their writing, reading, listening and speaking skills. Students will read and respond to a variety of texts from the Francophone world as well as participate in a novel study. Evaluation will be based on writing, reading comprehension, oral communication, listening, project work and tests.

## JAPANESE

### Japanese 8

This is an introductory course in the Japanese language. Students will master written hiragana and participate in Japanese conversations used in familiar settings of the home, school and town. Japanese culture will be emphasized through activities and discussions. Evaluation will be based on writing, reading, comprehension, oral communication, listening, project work and tests.

### Japanese 9

This course is intended to improve and extend the ability of students who have completed Japanese 8. Emphasis will be given to the further development of oral and written communication. Students will be able to read and write katakana and use it in a variety of contexts. Japanese culture will continue to be studied. Evaluation will be based on writing, reading, comprehension, oral communication, listening, project work and tests. **Recommended Preparation: Japanese 8 or an equivalent first year introductory class from another school**

### Japanese 10

This course will further develop the students' ability to communicate effectively in Japanese. They will be expected to read, comprehend, summarize and respond to a variety of texts in both written and spoken Japanese. Some kanji will be introduced. Students will also be encouraged to further analyze the customs, values and other elements of the Japanese culture. Japanese culture will continue to be studied. Evaluation will be based on writing, reading, comprehension, oral communication, listening, project work and tests. **Recommended Preparation: Japanese 9 or an equivalent second year intermediate class from another school**

### Japanese 11

This course will further extend students' capabilities to communicate in Japanese in an increasing number of situations and with progressive complexity. More kanji will continue to be learned. Evaluation will be based on writing, reading, comprehension, oral communication, listening, project work and tests. **Recommended Preparation: Japanese 9 or an equivalent second year intermediate class from another school**

### Japanese 12

This course will allow students to refine their abilities to communicate in Japanese. They will master complex grammatical structures and many more kanji. Evaluation will be based on writing, reading, comprehension, oral communication, listening, project work and tests. **Recommended Preparation: Japanese 11 or an equivalent fourth year advanced class from another school**

## SPANISH

### Spanish 8

This is an introductory course in Spanish with an emphasis on listening and speaking as well as reading and writing. A positive attitude toward the learning of a second language and related culture will be fostered. . Students will be able to communicate information about themselves.

### Spanish 9

This course is intended for those who have successfully completed Beginner Spanish. As with the previous course, emphasis will be on listening, speaking, reading and writing. A positive attitude toward the learning of a second language and related culture will be fostered. Students will be able to communicate in the present and past tenses. **Recommended Preparation: Spanish 8 or an equivalent first year introductory class from another school**

### Spanish 10

This course will build on the skills developed in Spanish 8 & 9. Again, emphasis will be on listening speaking, reading, and writing. A positive attitude toward the learning of a second language and related culture will be fostered. Students will be able to communicate in the present and past preterit tenses. **Recommended Preparation: Spanish 9 or an equivalent second year intermediate class from another school**

### Spanish 11

This course is not only a selected revision of the most important points covered in Spanish but also a purposeful program allowing the students to increase their ability to communicate in oral and written Spanish at a more serious level. All four language skills will be thoughtfully fostered through units on travel, childhood and health. At the end of Spanish 11, students will be able to communicate in the past, preterit imperfect and present tenses in a variety of situations that they could encounter in a Spanish-speaking country or culture. **Recommended Preparation: Spanish 10 or an equivalent third year advanced class from another school**

### Spanish 12

Students will continue to improve and master their communicative skills in Spanish through practice and study of a variety of thematic units. Students will leave Spanish 12 with the ability to communicate using advanced grammar including the conditional, future, and imperfect tenses as well as the imperative and subjunctive moods. They will explore these structures through units on health, travel, and the environment. **Recommended Preparation: Spanish 11 or an equivalent fourth year advanced class from another school**

# Language and Literature

## English 8

Students will begin an academic development of skills in English. Areas of focus include reading, writing, listening and speaking. Short stories, novels and poetry are major areas of study. Creative writing will also be emphasized. Vocabulary and writing skills will be addressed within units of study.

## English 9

Students will continue to develop the communication skills introduced in Humanities 8: reading, writing, listening and speaking. They will explore more challenging works of literature of various genres and write extensively using the writing process. Students will study vocabulary, grammar and language concepts to develop a stronger sense of the way the English language works.

## English 10A: Focused Literary Studies/Creative Writing

English 10A is two courses in one. The units in this course will focus on literary studies grouped by theme, author, and/or time period, etc. and the development of personal writing in multiple genres and styles using a variety of models and sources. Students will complete a wide range of readings, literary analysis tasks, presentations and writing tasks over the course of the year, including essay writing.

## English 10B: New Media/Composition

English 10B is two courses in one. The units in this course will focus on media studies, including mainstream and social media, film and documentary studies as well as digital literacy. Students will also develop skills in different forms of writing, both personal and formal, from planning to drafting to editing. This will include reading and modelling the writing of others in a variety of styles. Students will complete a wide range of analysis, presentation and writing tasks over the course of the year, including essay writing.

## English 11A: Focused Literary Studies

Students in this course can expect a rigorous study of literary genres, techniques and analysis methods. Students will read and analyze literature that is intellectually challenging and hone their critical thinking skills. The critical analysis of major philosophies and themes will be discussed through a selection of short stories, plays, poetry, novels, and visual media. Students will work to improve their skills at writing multi-paragraph compositions which incorporate descriptive, narrative, persuasive, and expository writing. The formal study of grammar and syntax is also an important component of this course.

## English 11B: New Media

This is a continuation of the Media Studies course from last year. This course will focus on developing original work from the techniques and methods studied last year, such as advertising and podcasting, as well as investigating other ways modern media impacts the message and our society, including mainstream and social media, film and documentary studies as well as digital literacy. Students will also read and analyze literature that is intellectually challenging and hone their critical thinking skills.

### **English 11C: Creative Writing**

Students in this course will mix literary analysis with personal writing to explore and expand on concepts introduced in 10A. There will be a focus on the development of personal writing in multiple genres and styles using a variety of models and sources. Students will complete a wide range of readings, literary analysis tasks, presentations and writing tasks over the course of the year. They will become consumers of a variety of genres and styles of writing, and craft increasingly complex original pieces spanning analysis to non-fiction to fiction. Students will begin to build a portfolio of work that can continue into the 12 level elective, which can become part of a professional portfolio should they desire.

### **English First Peoples 12**

English First Peoples 12 builds upon and extends students' previous learning experiences in English Language Arts courses. The course is grounded in the First Peoples Principles of Learning and will delve deeply into the First Peoples' oral and written literature. It is designed for all students to think critically and creatively as they continue to explore, extend and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Furthermore, through the study of authentic Indigenous text, students will be able to: extend their capacity to communicate effectively in a variety of contexts; deepen their understanding of themselves and insights into key aspects of Canada's past, present and future as related to First Peoples; expand their understanding of what it means to be educated Canadian and global citizens. This course meets the new graduation requirement to have 4 credits in both an Indigenous Focused course, and the English Language Art 12 requirement for all students graduating in B.C. after September 2023.

### **English Studies 12: Mandatory**

The required English Studies 12 course builds on and extends students' previous learning experiences in ELA 10 and 11 courses. It is designed for all students and provides them with opportunities to refine their communications skills across a variety of contexts to achieve personal and career goals. It is also intended to help students think critically and creatively about the uses of language in texts from a variety of sources, in multiple modes or forms, that reflect our diverse world. It is intended to provide the chance to deepen the understanding of self, how that fits into our changing world, and gain insight into how identity – personal, cultural, national, etc. – is formed. The course also addresses the idea of representation, the idea of incorporating the ideas of reconciliation to connect to the understanding of First People's, and to develop one's understanding of what it means to be an educated citizen of Canada and the World.

### **English Studies 12: AP Option**

AP English Studies 12 is taken in place of English Studies 12. While it reflects the values of English Studies 12 as stated above, the AP option is a rigorous and rewarding course for students who have strong English skills. Students will study works of recognized literary merit and will use these studies as a basis for writing expository or argumentative formal essays. Independent projects, examinations and oral presentations will also be a part of the program. The emphasis is on literary analysis, critical thinking and reasoned, well developed expression. There will be a provincial exam at the end of the course that counts for 40% of the course mark. In addition, students may also elect to write the AP examination

which gives students an opportunity to demonstrate their mastery of interpretive reading and writing skills. A score of 4 or 5 on the exam gives a student credit for first year English at UBC, SFU, UVic and many other post-secondary institutions. Recommendation: Suggested "B" grade minimum in English 11 course, preferably in Lit Studies 11.

### **English 12B: Creative Writing (Elective)**

This course is designed to bring polish and sophistication to a portfolio of work that is ready to send out for publication. We will continue with the development of personal writing in multiple genres and styles using a variety of models and sources. Students will complete a wide range of readings, literary analysis tasks, presentations and writing tasks over the course of the year. Genres will be diverse, and there will be a mix of analysis, as well as a diversity of personal writing and presentations of work.



# Mathematics

## Mathematics 8

Mathematics 8 is designed to develop and reflect upon numeracy skills by combining mathematical knowledge, communication skills, problem solving, reasoning, mental math, estimation, visualization, and the use of technology. All areas of the course are based on a “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. Students will learn to understand math in meaningful contexts and link concrete and abstract ideas through concrete, pictorial, and symbolic concepts. Students will be encouraged to take risks in their investigations, and will work on their ability to solve more difficult problems. Students will be expected to achieve a minimum level of 2 in all MYP criteria in order to successfully complete Mathematics 8. Click [HERE](#) to view the provincial Mathematics 8 curriculum.

## Mathematics 8/9

Mathematics 8/9 is an accelerated course that completes the curricula from Mathematics 8 and Mathematics 9 in one year. Students must directly apply to take this course. The application process includes a teacher reference and entrance exam (to be taken at Boyd at the time indicated on the application form). Please contact the school for more information. Students will be eligible to take Foundations of Mathematics and Pre-Calculus 10 the following year upon receiving a minimum level of 5 in all MYP criteria. Click [HERE](#) to view the provincial Mathematics 8 curriculum and click [HERE](#) for the provincial Mathematics 9 curriculum.

## Mathematics 9

Mathematics 9 continues to develop and build upon the concepts and numeracy skills developed in the Mathematics 8 curriculum. All areas of the course are based on a “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. Students will move from whole and integer number systems into the rational number system. Students will learn to further their thinking through explanations, drawings/models, visualizations, and discussions with others, in order to create deeper understanding. Students will continue to be encouraged to take risks in their investigations, and will work on their ability to solve more challenging problems. Students will be expected to achieve a minimum level of 2 in all MYP criteria in order to successfully complete Mathematics 9. Click [HERE](#) to view the provincial Mathematics 9 curriculum.

## Workplace Mathematics 10

This course 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. The course will concentrate on algebra, geometry, number sense with practical applications measurement, and trigonometry, and will continue to focus on mathematical processes learned in Math 8 and 9. All areas of learning are based on a “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. Students with a credit for Workplace Mathematics 10 are eligible to take Workplace Mathematics 11. Click [HERE](#) to view the provincial Workplace Mathematics 10 curriculum.

### **Foundations of Mathematics and Pre-Calculus 10**

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in both the arts and the sciences. All areas of the course are based on a “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. The course will concentrate on algebra, number theory and operations, relations and functions, trigonometry, and logical reasoning, and will continue to focus on the mathematical processes learned in Math 8 and 9. Students will be expected to achieve a minimum level of 2 in all MYP criteria in order to successfully complete the course. Students with a credit for Foundations of Mathematics and Pre-Calculus 10 are eligible to take Foundations of Mathematics 11 or Pre-Calculus 11. Click [HERE](#) to view the provincial Foundations of Mathematics and Pre-Calculus 10 curriculum.

### **Workplace Mathematics 11**

This course 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. All areas of the course are based on a “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. The course will concentrate on measurement, geometry, applications of numbers, algebra and statistics. Click [HERE](#) to view the provincial Workplace Mathematics 11 curriculum.

### **Foundations of Mathematics 11**

This course 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. This course will concentrate on geometry, logical reasoning, statistics, relations and functions with their applications, and financial literacy. The course also involves a research project. All areas of the course are based on a “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. Students with a credit in Foundations of Mathematics 11 are eligible to take Foundations of Mathematics 12. Click [HERE](#) to view the provincial Foundations of Mathematics 11 curriculum.

### **Pre- Calculus 11**

This course 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. This course will concentrate on algebra and numbers, trigonometry, relations and functions. All areas of the course are based on a “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. Students with a credit in Pre-Calculus 11 are eligible to take Pre-Calculus 12. Recommended Preparation: a minimum MYP level of 4 in Foundations of Mathematics and Pre-Calculus 10 is suggested. Click [HERE](#) to view the provincial Pre-Calculus 11 curriculum.

### **Foundations of Mathematics 12**

Foundations of Mathematics 12 is a course designed for students who have taken Foundations of Math 11. In this course, students will develop number sense in financial applications, logical reasoning, critical thinking skill related to uncertainty, and algebraic and graphical reasoning through the study of relations and functions. This course also entails a Research Project through which students will research and give a presentation on a current

event or an area of interest that involves mathematics in order to develop an appreciation of the role of mathematics in society. All areas of the course are based on a “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. \*Students are reminded that it is their responsibility to research college/university program requirements prior to selecting their math courses, as these are subject to change. Click [HERE](#) to view the provincial Foundations of Mathematics 12 curriculum.

### **Pre-Calculus 12**

Pre-Calculus 12 is an academically challenging course designed for students who have been successful in Pre-Calculus 11 and are planning to take Calculus in college/university. In this course, students will develop algebraic and graphical reasoning through the study of relations and polynomial, exponential, logarithmic, radical, and rational functions. Students will also develop trigonometric reasoning through the study of trigonometric functions, equations, and identities. All areas of the course are based on a “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. \*Students are reminded that it is their responsibility to research college/university program requirements prior to selecting their math courses, as these are subject to change. Recommended Preparation: Suggested "B" grade minimum in Pre-Calculus 11. Click [HERE](#) to view the provincial Pre-Calculus 12 curriculum.

### **Advanced Placement Calculus 12**

This course is designed for students intending to study Calculus at the college or university. All areas of the course are based on a “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. Topics include: limits, differentiation, and applications to curve sketching, maximum/ minimum problems, rate problems, growth-decay problems, areas and volumes of revolution. Students may elect to write the AP examination. Students achieving a score of 4 or 5 on this exam may apply for standing granted for first semester calculus at many post-secondary institutions. Click [HERE](#) to view the provincial Calculus 12 curriculum.

# Physical and Health Education

## Physical and Health Education 8

PE 8 provides students with a diversified program of activities: weight training, tennis, badminton, basketball, dance, minor games, softball, flag football, wrestling, lacrosse, active health and volleyball. Emphasis is placed on skill development, good sportsmanship and the acquisition of knowledge necessary for the enjoyment and understanding of the activity taught. All students are required to have a T-shirt, gym shorts, socks, and indoor court shoes. Track suits or jogging warm-ups are also fine.

## Physical and Health Education 9

Students will continue to develop their skills in Use of Knowledge, Movement Composition, Performance, and Social Skills and Personal Engagement.

## Girls Physical and Health Education 9/10

Girl's PE offers a fresh new spin on Physical and Health Education for girls who are looking for a change from traditional sports and games. Activities will include a mixture of non-traditional exercise, such as: yoga, circuit training, dance and more! While the primary focus will be on improving physical health and fitness, we will also be addressing a number of health-related topics, including nutrition, general health, mental health, and healthy relationships. Come with a positive attitude and a willingness to learn new things!

## Physical and Health Education 10

Physical Education 9 and 10 assist students in developing positive attitudes towards participation in physical activity, attaining competence and efficiency in motor skills, and developing a positive attitude toward active living in the pursuit of lifelong health and well-being. The curriculum in each course is divided into major activity categories selected to provide a balance between the traditional approaches to physical education and the emerging emphasis on leisure-oriented physical activities. These activity categories are: team games, individual and dual activities, dance, fitness and outdoor pursuits. All students are required to have a T-shirt, gym shorts, socks, and indoor court shoes. Track suits or jogging warm-ups are acceptable.

## Active Living 11

Physical Education 11 will provide students with opportunities to develop greater proficiency in a variety of skills and to reinforce the knowledge, attitudes, and strategies learned previously. Students will experience a variety of recreational activities available within the community, and will identify how such activities contribute to fitness, nutrition, and health management. There is an emphasis on the students' development of leadership skills within the school and the community. Career opportunities in recreation and sports-related businesses will also be explored.

## Active Living 12

Physical Education 12 is an extension of the Physical Education 11 program. While the activity categories include team games, individual and dual activities, and leisure pursuits, the emphasis in PE 12 is on developing and implementing organizational, management and leadership skills in a recreational setting. Topics to be covered include event management, coaching, first aid, sport strategy and peer teaching. Evaluation will include assessment of organizational and leadership skills, and demonstration of knowledge and understanding in written assignments.

## Fitness and Conditioning 9/10

Students may take this course in place of Physical Education 10. This is a course that will prepare students physically and mentally as athletes. Students will participate in a performance training regime that includes free-weight Olympic lifts, flexibility training, speed training, agility training and cardiovascular endurance. Students need to be motivated to get stronger and healthier as they develop their own workout routines. In addition, students will be required to understand and apply the nutritional principles that lead to performance. Leadership and goal setting components will be integrated into the curriculum. **Teacher recommendation** is required to enroll in this course.

## Fitness and Conditioning 11

These courses are for highly motivated students who maintain a healthy lifestyle. Students will learn how to design personal programs for strength and muscular training, flexibility, agility and cardiovascular endurance. In addition, students will learn anatomical and physiological function of the body, diet analysis and nutritional planning. Students are expected to participate in many different types of conditioning exercises. There will also be an in-class unit regarding the use and misuse of nutrition, supplements and drugs. **Teacher recommendation** is required to enroll in this course.

## Fitness and Conditioning 12

These courses are for highly motivated students who maintain a healthy lifestyle. Students will learn how to design personal programs for strength and muscular training, flexibility, agility and cardiovascular endurance. In addition, students will learn anatomical and physiological function of the body, diet analysis and nutritional planning. Students are expected to participate in many different types of conditioning exercises. There will also be an in-class unit regarding the use and misuse of nutrition, supplements and drugs. **Teacher recommendation** is required to enroll in this course.

# Richmond Virtual School - Boyd only

## DIGITAL MEDIA PRODUCTION

The following 2 course options are intended for students who have an interest in the fields of videography, photography, scripting, digital editing and post-production. The courses are off timetable and will be self-directed, giving the flexibility for timetabling.

### Digital Media 10 - 12 (level 1)

Skills in photography, videography and digital media will be developed through practical applications on field trips, video competitions and personal interest projects. Attributes of responsibility, reliability and self-motivation are necessary. Students will utilize the basic program features of cameras and be introduced to manual manipulations of camera exposure, external audio, lighting and a refinement of digital media skills. Students must register via Richmond Virtual School.

### Video Production 11 - 12 (level 2 - 3)

After students have completed the Digital Media class, students can register for this class. This program allows students to further apply their skills in videography, photography and digital media to contracted productions. School events, School District initiatives, corporate promotional videos are some examples of the productions that our team will be working on. Students will be responsible for strategizing and planning, scripting, capturing, editing and producing video content for a number of clients from the school and local community. Students of varied skills and interests are valued in this program. Students must register via Richmond Virtual School. **Recommended Prerequisite: Digital Media (Level 1) (students with previous video editing experience can contact Mr. Chan for an exemption)**

## PEER TUTORING

The following 2 course options are intended for students who have an interest in supporting younger students individually and in small groups. The courses are off timetable and will be self-directed, giving the flexibility for timetabling.

### Peer Tutoring 11

This course is intended for students who enjoy supporting younger students with their subject classes. Peer tutors complete tutor training sessions with the Peer Tutoring teacher, and then are placed in an appropriate subject class where they may work with individual and small student groups under the supervision of the subject teacher. Emphasis is placed on peer tutors' organization, communication, interpersonal skills and the ability to help students develop numeracy, reading and study strategies. If you are interested in this course, you must see a counsellor for an application form. You should have a subject area of strength and a subject area teacher who would support your application. Applicants may be interviewed prior to acceptance into the course.

### Peer Tutoring 12

This course is an extension of Peer Tutoring 11. Students must complete an application and interview process. Please see a counsellor for an application form. **Recommended Preparation: Peer Tutoring 11**

### PHYSICAL EDUCATION

The following course option is intended for students interested in physical education as well as fields related to community and service.

### Recreation and Service 11 - 12

This class is organized around helping students to develop into well-rounded and balanced citizens who make active contributions to their local communities. The course is broken down into four main components, which include: Service, Physical Recreation and Health, Skill of Interest and Adventure Trip. Students will take part in a variety of learning and practical activities, while being responsible for contributing service to their community through volunteerism. Students will also strive to develop a skill of their personal interest throughout the duration of the course.



# Science

## Science 8

Science 8 provides students with the opportunity to develop their knowledge and skills in science. Students are introduced to the scientific method, putting their skills into practice through various design labs and analytical tasks. Students are also encouraged to extend their knowledge to their daily lives, reflecting on the questions of "why" and "how" and applying what they have learned. Topics covered in this course include basic chemistry, cell biology, properties of light, and plate tectonics.

## Science 9

Science 9 continues to give students the opportunity to explore and develop their scientific knowledge, skills, and attitudes. Students will continue to develop their skills in applying the scientific method as they design labs and analyze data. Topics covered in this course include chemistry, cell biology and reproduction, electricity, and cycles of matter.

## Science 10

Science 10 continues to provide opportunities for students to explore and develop scientific knowledge and skills prior to entering their senior years. The course covers topics in chemistry, genetics, motion, energy transfer, and space. Students will further hone their skills in designing labs and analyzing data. Our goal is to develop a holistic student who gains scientific knowledge through the process of inquiry.

## Chemistry 11

Chemistry 11 is an introductory course designed to lay a solid foundation for future studies in higher levels of chemistry. This course emphasizes the proper use and care of laboratory equipment, observation of experimental chemical reactions, and analysis of data and verification of scientific principles. Major topics covered include the nature of matter, mole concept, chemical reactions, atomic theory, solution chemistry, and organic chemistry. **Recommended prerequisites: "C+" grade minimum in Science 10 and Math 10.**

## Environmental Science 11

Environmental Science is the study of ecosystems, biological communities, and the interactions of organisms with their physical environment. Students will investigate the complex relationships that contribute to ecological diversity and the changes in ecosystems that are maintained by natural processes. We will also explore human practices that affect the sustainability of ecosystems and the role humans can play in stewardship and restoration of ecosystems.



### Life Sciences 11 (previously Biology 11)

Life Sciences 11 is an introductory course designed to give students an appreciation for the living world. It addresses the three main ideas of life, evolution and organisms. It also introduces the students to a variety of biological skills and scientific processes. Students in Life Sciences 11 will investigate the scientific method and principles, cells, micro and macro evolution, taxonomy and classification of all organisms. Laboratory work includes microscopy and dissection of various specimens. A final exam worth 20% of the final grade will be written at the end of the year. **Recommended prerequisite: “C+” grade minimum in Science 10.**

### Physics 11

Physics 11 is a course designed to provide insight into the nature, relevance, and limitations of classical physics. Students will be better prepared to analyze and understand the everyday world and its natural phenomena. Topics covered include kinematics, dynamics, momentum, work, power, energy, waves, and special relativity. **Recommended prerequisites: “C+” grade minimum in Science 10 and Math 10.**

### Science for Citizens 11

Science for Citizens is a course designed to study scientific processes and knowledge in order to inform our decisions and impact our daily lives. Students will investigate how scientific understanding enables humans to respond and adapt to changes locally and globally, and learn how scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for places of employment.

### Anatomy and Physiology 12 (formerly Biology 12)

Anatomy and Physiology 12 focuses on human biology, allowing students to develop an interest in and in understanding of science by looking at themselves and seeing how the diverse body systems are integrated. The big ideas in this course include homeostasis, gene expression and organ systems. The following topics will be covered in detail: biological molecules, cell and cell organelles, DNA and gene expression, protein synthesis, organ systems and how different lifestyle differences effects human health. **Recommended prerequisites: “C+” grade minimum in Life Sciences 11. It is also recommended that Chemistry 11 is to be taken before or concurrently with this course.**

### Biopsychology 12

Biopsychology 12 is a course designed for students who are interested in the fields of Psychology and Neuroanatomy, allowing students to further develop their interest in how our brains and minds work. Students will learn about various topics in the field of psychology and will apply these scientific principles and understandings to the real-world issues and problems that are relevant to their everyday life. Topics covered include, but are not limited to: brain anatomy, consciousness, stress and health, memory, personality, perception, attention and psychological disorders and brain injuries. Students will also be given various opportunities to explore aspects of psychology that are relevant to them.

### Chemistry 12

This course is a detailed study of chemical concepts which will enable a student to gain a more useful perspective of chemistry and its relationship to industrial and environmental processes. The major topic areas are rates of chemical reactions, dynamic equilibrium, solubility equilibrium, acid-base equilibrium, and electrochemistry. **Recommended prerequisites: "C+" grade minimum in Chemistry 11 and Pre-calculus 11.**

### Physics 12

Physics 12 expands on topics covered in Physics 11 and challenges students with a more rigorous mathematical analysis of the everyday world. Students enrolled in this course will be sufficiently prepared for further studies in physics. Topics covered include vector kinematics, vector dynamics, vector momentum, work, power, energy, circular motion, electrostatics, electromagnetism, and electricity. **Recommended prerequisites: "C+" grade minimum in Physics 11 and Pre-calculus 11.**

# Student Support Services

## The Learning Centre, Resource Tutorial Program, Life Skills Program

### THE LEARNING CENTRE

The Learning Centre is staffed with a team of Learning Resource Teachers and offers two types of academic support to Hugh Boyd Students:

- **Learning Strategies Block**

A Learning Strategies block offers targeted enrolled support to students who are working on an IEP and/or require on-going academic support in order to successfully meet the learning outcomes of their courses. The Learning Strategies block, generally taken in place of a language or an elective, offers students direct support in academics, skill building, organization, and study skills. Students are typically referred to the Learning Centre program by their elementary school, although referrals can be made through the counselling team throughout their years at Hugh Boyd. Placement in a Learning Strategies block is determined by the School Based Team (SBT) consisting of resource teachers, classroom teachers, counsellors, and administration. Students are required to utilize the support of the drop-in service before being considered for enrollment in a Learning Strategies block.

- **Learning Centre Drop-In Support**

The Learning Centre also offers universal academic support on a drop-in basis to all Hugh Boyd students. Students are welcome to come to the Learning Centre with teacher permission during their classes for support with homework, assignments, and project work.

### **Resource Tutorial Program**

The Resource Tutorial (RT) program goes hand in hand with the Life Skills and Learning Centre programs at Boyd Secondary. This program is designed to meet the needs of a variety of students with diverse abilities. Students who join this program are recommended by elementary school staff or through our School Based Team. Students are provided academic, social and emotional support and may be working towards a Dogwood, Evergreen, or Adult Graduation Certificate. During their assigned Resource Tutorial support block, students receive assistance with their adapted and/or modified classwork along with direct instruction in study skills and strategies. Students may also drop in when extra help is needed. The Resource Tutorial program also offers Literacy and Numeracy classes to further develop skills in these areas.

## **LIFE SKILLS PROGRAM**

The Resource department's Life Skills Program is designed to meet the needs of the student who is labelled as having Diverse Abilities.

A Transition Plan begins in January and is followed through until the new school year. IEP meetings happen in the Fall. Goals are met with possible support from Educational Assistants, Resource Teachers, Classroom Teachers, Speech and Language Consultants, Counselors, District Consultants, working closely with school Administration. Students are integrated into mainstream classes as well as get a Support Resource Block as needed.

In their Support Resource Block students receive help with their regular/adapted/modified class assignments, functional life skills, community experience, social skills, job preparation. Once the students have reached Gr. 10, they may opt to choose the path of Work Experience, or continue to work towards their Evergreen Certificate.



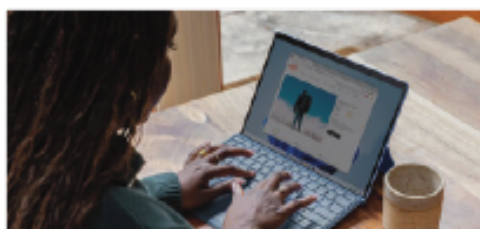
## Online learning from K–12

Our mission is to provide blended courses that respond to the needs of Richmond students with flexibility, quality and service. As a result, RVS has one of the highest completion rates in BC!



### RVS Offers:

- Academic & Elective Courses
- Programs for K-12
- Fast-Track Summer Courses
- Dance Program, Elite Athlete Program, YELL Entrepreneurship & Leadership, Cybersecurity, Work Experience Programs and more!






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**RICHMOND**  
SCHOOL DISTRICT NO.38

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Spring-Summer-Fall 2023

[Projected Course List]

<p><b>SPRING SEMESTER 2023</b> <b>FEB. 1 – JUN. 23</b> Registration open until Feb. 17, 2023</p> <p>Accounting 11 ADST:Makerspace 10-12 (Level 1-2) <b>BC First Peoples 12</b> (Social Studies) Calculus 12 Career Life Education 10 (RVS -online only) Chemistry 11 Cybersecurity 11, 12 Digital Photography 12 English 10 (Comp. &amp; Lit. St.) English 11 (Lit. St.) English 12 <b>English First Peoples 10</b> (Comp. &amp; Lit. St.) <b>English First Peoples 11</b> (Lit. St. &amp; TBD) <b>English First Peoples 12</b> Entrepreneurship 12 Foundations of Math &amp; Pre-Calculus 10 Foundations of Math 11, 12 French 10 Law 12 Life Science 11 Mandarin Introductory 11 Mandarin 11 PHE 10 PHE (Active Living) 11-12 Physics 11, 12 Pre-Calculus 11, 12 Psychology 12 Science 10 Social Explorations 11 Social Studies 10</p>	<p><b>FAST TRACK SUMMER 2023</b> <b>JUL. 5 – AUG. 13</b> Registration starts Feb 21, 2023 and is open until June 30, 2023</p> <p>20<sup>th</sup> Century World History 12 Anatomy &amp; Physiology 12 (Biology) BC First Peoples 12 CADD and Animation 10-12 Career Life Education 10 Chemistry 11, 12 English 10-12 English First Peoples 10-12 Foundations &amp; Pre-Calculus Math 10 Foundations of Math 11 French 11, 12 Life Science 11 (Biology) Mandarin 11, 12 PE 10-12 Physical Geography 12 Physics 11, 12 Pre-Calculus 11, 12 Science 10 Social Studies 10 Social Explorations 11</p>	<p><b>FALL SEMESTER 2023</b> <b>SEP. 13 – JAN 29, 2024</b> Registration starts Feb 21, 2023 and is open until Sept. 30, 2023</p> <p>Anatomy &amp; Physiology 12 BC First Peoples 12 Calculus 12 Career Life Education 10 (RVS - online only) Chemistry 12 Economics 12 English First Peoples 10-12 Entrepreneurship 12 ~Young Entrepreneur Leadership Launchpad ~eligible for post-secondary Credit English Studies 12 French 11, 12 Foundations/Pre-Calculus Math 10 Foundations of Math 11, 12 Mandarin 12 Physical Geography 12 Physics 11, 12 Pre-Calculus 11, 12</p>
<p><b>22/23 CONTINUOUS ENTRY</b> Registration open until Feb. 17, 2023</p> <p>Career Life Connections Calculus 12 Foundations of Math &amp; Pre-Calculus 10 Foundations of Math 11 Foundations of Math 12 Pre-Calculus 11 Pre-Calculus 12</p> <p>Note: These asynchronous courses <b>do not</b> have formal instruction or class lessons, but face-to-face tutorials are available at Palmer Secondary School. Students are required to come to school for face-to-face evaluation. Must complete courses by June 22.</p>	<p><b>RVS PROGRAMS</b> Apply Now for September 2023</p> <p></p> <p>SKY is a blended, personalized learning program for grade 11 and 12 students with personalized inquiry, community connections and outdoor adventure.</p> <p></p> <p>RAIL is a blended, interdisciplinary program where students complete grades 8-10 through project-based learning.</p> <p></p> <p>Blended Learning is a full-time program for students in Kindergarten to grade 7. Students are supported through both synchronous class instruction through video conferencing, self-directed learning supported at home and in-person classes at Grauer Elementary.</p>	<p><b>FALL LINEAR 2023</b> <b>SEP. 13 – JUNE 2024</b> Registration starts Feb 21, 2023 and is open until Oct. 28, 2023</p> <p>AP Psychology Career Life Connections Dance Choreography 10-12** Dance Company 11, 12** Dance Performance 10-12** PE (Fitness and Conditioning - OVAL) 10-12** PE (High Performance - OVAL) 10-12**</p> <p><b>Specific School Options*</b> <i>Must be enrolled at listed school</i> CLE 10 (Cambie, McMath, McNair, RSS)* Choir and Jazz Band (Palmer, RSS)* Digital Media &amp; Video Production (Boyd)* Food Studies 11, 12 (MacNeill)* Leadership 11, 12 (Boyd, McNair)* Outdoor Education 11, 12 (McMath)* Peer Tutoring (Boyd, Burnett)* Yearbook 10-12 (Boyd, McNair)* Other (as announced by your school)*</p>
<p><b>Please note:</b> Weekly course meetings take place in central Richmond at R.C. Palmer Secondary. * School specific courses take place at the indicated school. ** Dance &amp; Oval programs have meetings as arranged by the teacher.</p> <p><b>Bold Courses:</b> new course offering</p>		<p><b>CLICK HERE:</b></p> <p><a href="#">Register Today for RVS</a></p> <p><b>SCAN HERE:</b></p> 