

# Course Calendar 2026 – 2027

(2023 English Graduation Program)



## Caledonia Secondary School



## COURSE SELECTION

This booklet contains information regarding course selection at Caledonia Secondary School.

To graduate on the 2018 Graduation Program, students must earn at least 80 **credits**—the equivalent of 20 courses. Each course is worth 4 credits. To confirm the credits you already have and the credits you still need in order to graduate see your assigned Counsellor.

Most students complete their grad requirements in three **years**. Some students can finish in 2½ years; some take an extra semester or year. Some students obtain permission to return to Caledonia after graduating in order to pick up additional courses or upgrade certain marks.

If you have an idea of what you want to do after you graduate, you are advised to check on the secondary school courses expected or recommended as **pre-requisites**. Otherwise, you are encouraged to **“keep the doors open”**—to take the hardest courses in which you can succeed and to take a variety of courses. Keep in mind that it’s one thing to graduate from secondary school and it’s another to have what you need to enter a post-secondary program at a college or university.

We expect each student to take **full load** of eight courses within the school year unless their personal education plan and goals do not require this. Some courses involve a separate application; students may see their Counsellors for more information. You may take additional Caledonia courses outside the regular school day; those additional courses are sometimes referred to as “ninth block” courses.

Please give **thought** to your course request. Keep a copy of the list of courses you request, including changes you make to your request. The requests from all our students determine which courses end up running. Your Counsellor will stay in touch with you if courses you have requested end up being cut and you need to provide additional alternates.

When you receive your schedule from the school in late August, you may wish to work with your Counsellor to **balance** your harder and easier courses over the two semesters as much as classroom space and the timetable allow.

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## GRADUATION REQUIREMENTS

To graduate on the 2018 Graduation Program, students must earn at least 80 credits—the equivalent of 20 courses. Each course is worth 4 credits.

52 credits of mandatory core courses      13 courses  
12 credits of Grade 12 elective courses      3 courses  
16 credits of Grade 10, 11, or 12 elective courses      4 courses

To graduate, students must also write the Literacy 10 and 12 Assessment and the Numeracy 10 Assessment.

**Students must also complete one Indigenous-focused course in their 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade.**

### **MANDATORY CORE COURSES** (one of which has an Indigenous focus)

Arts Education **and/or** Applied Design, Skills, and Technologies 10, 11, or 12 course  
Career Life Connections & Capstone course  
Career Life Education 10 course  
English Language Arts 10 course  
English Language Arts 11 course  
an English Language Arts 12 course  
Mathematics 10 course  
Mathematics 11 or 12 course  
Physical & Health Education 10 course  
Science 10 course  
Science 11 or 12 course  
Social Studies 10 course  
Social Studies 11 or 12 course

### **ELECTIVE COURSES**

3 Grade 12 elective courses  
4 Grade 10, 11, or 12 elective courses

### **MANDATORY ASSESSMENTS**

Literacy 10 Assessment  
Numeracy 10 Assessment  
Literacy 12 Assessment

### **INDIGENOUS-FOCUSED COURSES**

English First Peoples 10  
English First Peoples 11  
English First Peoples 12  
Contemporary Indigenous Studies 12

## GRADUATION PLAN OVERVIEW

A full course-load in one school year is 8 courses. Students completing a full load of courses over three years will have credit for 24 courses (4 more than the minimum required).

Students may include learning assistance blocks, support blocks, or in approved cases, off campus blocks in their timetable, therefore earning credit for fewer than 8 courses in a year.

Students who complete courses outside the regular day may earn credit for more than 8 courses in a year.

Career Life Connections and the Capstone Project are part of the requirements for graduation. At Caledonia, students have three options for earning these credits:

- 1) through occasional “pull-out” sessions during class time \*
- 2) through a registered Work Experience course
- 3) through Distance Learning

\* This option involves students completing the CLC 12 portion during their Grade 11 year and the Capstone Project during their Grade 12 year.

Students should see their counsellors and the Careers office for more information.

**All students must complete an indigenous-focused course as part of their graduation requirements. The requirement can be met in grade 10, 11 or 12. The courses that students can choose from at Caledonia are:**

### **English First Peoples 10, 11, & 12 Contemporary Indigenous Studies 12**

In order to graduate, students must also write the Literacy Assessments and Numeracy Assessment. At Caledonia, students are scheduled to the first Literacy Assessment in the term in which they are taking their English Language Arts 10 course; their Numeracy Assessment in the term in which they are taking their Mathematics 10 course; and their second Literacy Assessment in the term in which they are taking their English Language Arts 12 course.

### **BC University Second Language Requirements**

Although *not a graduation requirement*, some universities require students to complete at least Language 11:

- SFU will accept an *Introductory Language 11*
- UBC (Vancouver campus) will accept a *Language 11*
  - However, some faculties require Language 12 or a 1st year language course in order to graduate (e.g. Faculty of Arts)
  - As of September 2026, UBC will no longer have a Language 11 requirement for admission.
- UBC (Okanagan campus) does NOT require a second language
- Most other universities in Canada do NOT require a second language
- NO colleges require a second language

Here is a typical Graduation Plan Overview:

### **GRADE TEN**

- 1 Workplace Math 10 **or** Foundations of Math & Pre-Calculus 10
- 2 an Arts Education **and/or** Applied Design, Skills, & Technologies 10 course
- 3 Career Life Education 10
- 4 English 10 **or** English First Peoples 10
- 5 Physical & Health Education 10
- 6 Science 10
- 7 Social Studies 10 **or** *Sciences humaines* 10 (French Immersion)
- 8 Grade 10 Elective

### **GRADE ELEVEN**

- 1 Workplace Mathematics 11 **or** Foundations of Math 11 **or** Pre-Calculus 11
- 2 Comparative Cultures 12 **or** Contemporary Indigenous Studies 12 **or** Social Justice 12  
**or** *Sciences humaines* 11 (French Immersion) **or** 20<sup>th</sup> Century World History 12
- 3 Life Sciences 11 **or** Chemistry 11 **or** Earth Science 11 **or** Physics 11  
**or** Environmental Science 11
- 4 Literary Studies 11 **or** EFP Literary Studies & Writing 11
- 5 Grade 10/11 Elective
- 6 Grade 10/11 Elective
- 7 Grade 10/11 Elective
- 8 Grade 10/11 Elective

### **GRADE TWELVE**

- 1 English Studies 12 **or** English First Peoples 12
- 2 Career Life Connections & Capstone
- 3 Grade 12 Elective
- 4 Grade 12 Elective
- 5 Grade 12 Elective
- 6 Grade 11/12 Elective
- 7 Grade 11/12 Elective
- 8 Grade 11/12 Elective

## POTENTIAL COURSES

\* Outside the regular day

\*\* Application required

### **Applied Design, Skills, & Technologies—Home Economics**

Food Studies 10  
Textiles & Fibre Arts 10  
Food Studies 11  
Textiles & Fibre Arts 11  
Food Studies 12  
Textiles & Fibre Arts 12

### **Applied Design, Skills, & Technologies—Trades and Technology**

Trades & Technology Level I: Grade 10 Courses  
Automotive Technology Level I: Power Technology 10  
Drafting Level I: Drafting 10  
Explore: Trades Sampler 12A & 12B \*\*  
Metalwork Level I: Metalwork 10  
Woodwork Level I: Woodwork 10

Art Metal & Jewelry  
Level I: Art Metal & Jewelry 12

Automotive Technology  
Level II: Automotive Technology 11  
Level II: Automotive Technology 11: Girls  
Level III: Automotive Technology 12  
Level III: Automotive Technology 12: Girls  
Level IV: Engine & Drivetrain 12

Drafting  
Level II: Drafting 11  
Level III: Drafting 12

Electronics/Robotics  
Level I: Electronics 11  
Level II: Electronics 12

Metalwork  
Level II: Metalwork 11  
Level III: Metalwork 12  
Level IV: Machining & Welding 12

Pre-Engineering  
Level I: Engineering 11  
Level II: Engineering 12

Woodworking  
Level II: Woodwork 11  
Level III: Woodwork 12  
Level IV: Furniture & Cabinetry 12

\* Outside the regular day

\*\* Application required

### **Arts Education—Drama**

Drama 10  
Musical Theatre 10 \*  
Musical Theatre Production 10  
Directing & Script Development 11  
Drama 11  
Musical Theatre 11 \*  
Musical Theatre Production 11  
Directing & Script Development 12  
Drama 12  
Musical Theatre 12 \*  
Musical Theatre Production 12

### **Arts Education—Music**

Choir 10 \*  
Concert Band 10  
Jazz Band 10 \*  
Choir 11 \*  
Concert Band 11  
Jazz Band 11 \*  
Choir 12 \*  
Concert Band 12  
Jazz Band 12 \*

### **Arts Education—Visual Arts**

Art Studio 10: 2D & 3D Focus  
Media Arts 10  
Yearbook 10  
Art Studio 11: 2D & 3D Focus  
Media Arts 11  
Photography 11  
Studio Arts 2D 11: 2D Only Focus  
Studio Arts 3D 11: 3D Only Focus  
Yearbook 11  
Art Careers 12: Art After High School \*\*  
Art Studio 12: 2D & 3D Focus  
Media Arts 12  
Photography 12  
Studio Arts 2D 12: 2D Only Focus  
Studio Arts 3D 12: 3D Only Focus  
Yearbook 12

- \* Outside the regular day
- \*\* Application required

### **Career Education**

Career Life Education 10  
 Education Assistant 11 \*\*  
 Transitions to Adulthood 12

### **English Language Arts**

English 10 (Composition & Literary Studies)  
 English First Peoples 10 (Literary Studies & Writing)  
 English First Peoples Literary Studies & Writing 11  
 Literary Studies 11  
 English First Peoples 12  
 English Studies 12

### **Mathematics**

Foundations of Math & Pre-Calculus 10  
 Workplace Math 10  
 Foundations of Math 11  
 Pre-Calculus 11  
 Workplace Mathematics 11  
 Apprenticeship Math 12  
 Calculus 12  
 Foundations of Math 12  
 Pre-Calculus 12

### **Physical Education**

Physical & Health Education 10  
 Principles of Sport 10 – Basketball \*  
 Active Living 11  
 Fitness & Conditioning 11  
 Outdoor Education 11 \*\* (part of the Outdoor Education program)  
 Principles of Sport 11 – Basketball \*  
 Principles of Sport 11 – Golf  
 Active Living 12  
 Fitness & Conditioning 12  
 Outdoor Education 12 \*\* (part of the Outdoor Education program)  
 Principles of Sport 12 – Basketball \*  
 Principles of Sport 12 – Golf

- \* Outside the regular day
- \*\* Application required

## **Science**

Science 10  
Chemistry 11  
Earth Science 11  
Environmental Science 11  
Life Sciences 11  
Physics 11  
Anatomy and Physiology 12  
Chemistry 12  
Geology 12  
Physics 12

## **Second Languages**

*Français langue seconde – immersion* 10  
French 10  
Études du cinéma et de la littérature francophones 11  
French 11  
*Français langue seconde – immersion* 12  
French 12

## **Social Studies**

*Sciences humaines* 10 (French Immersion)  
Social Studies 10  
Psychology 11  
Contemporary Indigenous Studies 12  
Comparative Cultures 12  
Genocide Studies 12  
*Géographie Humaine* 12 (French Immersion)  
Law Studies 12  
Psychology 12  
Social Justice 12  
20<sup>th</sup> Century World History 12

## SPECIAL PROGRAMS

### EXPLORE: TRADES SAMPLER

During Semester 2, Grade 10 students alternate 10 weeks of trades training at Coast Mountains College with 10 weeks of secondary school coursework. The trades areas studied are

- Automotive/Heavy-Duty Mechanics
- Carpentry
- Electrical
- Plumbing/Pipefitting
- Welding/Millwright Machining

Upon successful completion of the program, the student will have earned credit for Trades Sampler 12A and 12B as well as English Language Arts 10, Social Studies 10, and Career Life Education 11.

Students need to apply for this program.

### FRENCH IMMERSION

To graduate with a “Dual Dogwood” through the French Immersion Program, a student must earn credit for at least six of the eligible courses:

- *Français langue 10*
- *Sciences humaines 10*
- *Études du cinéma et de la littérature francophones 11*
- *Français langue 12*
- *Géographie humaine 12*
- *Langue et culture de la francophonie 12*

In order to graduate, French Immersion students must also complete English Language Arts courses for Grades 10, 11, and 12.

### SCHOOL COMPLETION PROGRAM

This program is designed for students who—due to past achievement, ability, and individual educational assessments in school—will not graduate from the regular British Columbia secondary school program with a Dogwood Certificate. The program supports students in learning important basic skills and everyday life skills. Based on individual strengths and interests, some students take one or more courses from the Dogwood program. Grading may be adjusted to recognize students for their individual achievements.

At the end of the program, SCP students receive an Evergreen Certificate, signifying completion of three years of study in the secondary school. To be enrolled in this program, students must have written parental consent and a Ministry designation of “C” or “K.”

## **OUTDOOR EDUCATION**

During Semester 2, Grade 11 or 12 students spend the entire 20 weeks with one teacher, earning credit for

- Physical Geography 12
- Environmental Science 11 or Geology 12
- Outdoor Education 11
- Outdoor Education 12

Approximately half of the coursework is completed off campus in local outdoor settings; the other half is completed on the Caledonia school campus. Any specialized equipment needed for course activities (such as rock climbing) will be provided for the students. Students need to apply for this program.

## **EXTERNAL COURSES**

Students who have completed various programs outside the public school may receive graduation credits for the achievements. Students should see their Counsellors to discuss details of this opportunity and the type of documentation required. Programs include, but are not limited to, Athletics, Cadets, and Royal Conservatory of Music.

## **WORK EXPERIENCE**

Recognizing the valuable experiences students gain in the workplace, the Work Experience program allows students to earn 8 high school credits in a paid or volunteer placement (WEX 12A and WEX 12B) while having a job. By completing 100 hours of work for each course, students earn 8 credits (2 courses). These courses help students identify transferable skills, strengths, areas of interest, and work habits. Students are encouraged to explore different career pathways based on their interests and strengths. Students can apply through the Career Office at Caledonia.

## **YOUTH WORK IN TRADES**

The Youth Work in Trades program provides students with work experience under the supervision of a trades professional. Upon completing 480 hours of employment, students receive credit for two Grade 11 courses (YWT 11A & YWT 11B) and two Grade 12 courses (YWT 12A & YWT 12B). After students have completed all four courses with a C+ average or higher, and accumulated 900 work hours before the age of 20, they are eligible to apply for a \$1,000 grant from Skilled Trades BC. Students can apply through the Career Office at Caledonia.

## **TRAIN IN TRADES**

Students interested in pursuing a career in the trades are encouraged to apply for the Train in Trades Dual Credit Program. The training is undertaken during the student's grade 12 year. Upon completion of the program, students receive high school credits as well as credit toward a Level 1 Technical Trades Training apprenticeship. All dual credit programs in SD82 are run through Northwest Trades and Employment Training Centre and applications are available in the Caledonia Careers Office. While students are enrolled in this program, they are registered as students of NTETC but will be eligible to graduate with Caledonia Secondary School.

The following trades are available: automotive, carpentry, electrical, hairstylist, heavy mechanical, professional cook, piping, and welding.

# LEARNER SUPPORT

## RESOURCE ROOM

Resource Room is a program to support students with an identified learning disability on the Dogwood graduation program. A Resource Room block is for the whole semester. This program provides academic support and strategies for differing learning styles, as well as social/emotional support for students who are experiencing difficulties in these areas. This is a non-credit block. All students enrolled in a Resource Block are required to attend.

## SUPPORT BLOCK

A Support Block helps students so that they can pass their required courses and graduate. It provides an assigned block during the school day for assistance with and completion of assignments, homework, projects, and tests. Students may be referred or ask their Counsellor for a referral. The needs and past performance of the individual are reviewed before a student is placed in the program. This is a non-credit block. All students enrolled in a Support Block are required to attend.

## CONNECTIONS ROOM

The First Nations Support Workers provide services to students in the Connections Room, in the Support Block Room, and in classrooms. Their goals are academic support of students; communication amongst students, staff, and parents; and sharing of cultural knowledge and activities.

## STUDY BLOCK

Grade 11 and 12 students with a course load of at least five academic courses within the year may apply for a Study, which provides an assigned block in the library for completion of coursework and for studying. If a Study Block is granted, the student will have at least three remaining academic courses in that semester. All students enrolled in a Study Block are required to attend

## CAUTION

Regarding academic courses (English Language Arts, Math, Science, Social Studies), the expectation is that students enrol in

- courses at their own grade level and
- courses for which they have the recommended pre-requisite course and marks.

However, some students may have academic plans which rely on taking an academic course at the grade level above their own or a course for which they do not have the pre-requisite course/marks. A student who requests such a course can expect to receive from the Counsellor a "Caution" form. The form includes the reason the caution is being issued and other input. The student who wishes to continue with the request will have a deadline for returning the form with signatures by both the student and the parent. Failure to return the form by the deadline means that placement in the requested course will be automatically denied or revoked. A student taking a course despite being cautioned and then wanting to withdraw early from the course can expect to be assigned an 'off-campus' block.

## COURSE DESCRIPTIONS

### APPLIED DESIGN, SKILLS, & TECHNOLOGIES—HOME ECONOMICS

#### **FOOD STUDIES 10 (MFOOD10)**

Basic cooking skills are emphasized as students use tools and equipment in the kitchen to prepare delicious food. The basic concepts of food-safe procedures and food preparation techniques are taught, along with a number of food-related topics. Be prepared to take on a variety of sanitation tasks including washing and drying dishes. As this is a heavily lab-based course, consistent attendance is extremely important for success.

#### **TEXTILES & FIBRE ARTS 10 (MTXT-10)**

This course will explore a wide variety of beginner skills related to producing both practical and creative projects in textiles and the fibre arts. Students will learn to use the creative process and design principles with both hand and machine tools to gain textile knowledge and skill with a variety of practices including working with a pattern, alterations and mending, culturally based textile traditions, embroidery, crochet or weaving, and other themes.

#### **FOOD STUDIES 11 (MFOOD11)**

##### **Prerequisite: Food Studies 10**

This course is designed to build upon foundational skills from Food Studies 10 and further expand students' cooking expertise using more advanced cooking methods. Students will learn about and execute dishes from a variety of countries across the world. Be prepared to take on a variety of sanitation tasks including washing and drying dishes. As this is a heavily lab-based course, consistent attendance is extremely important for success.

#### **TEXTILES & FIBRE ARTS 11 (MTXT-11)**

##### **Prerequisite: None, but Textiles & Fibre Arts 10 is recommended**

This course is designed for the advanced beginner and intermediate level. It will explore both practical and creative projects in textiles and the fibre arts to further develop student skills. Students will use the creative process and design principles with both hand and machine tools to extend their knowledge and skills of textiles and fibre arts by modifying a pattern, using knit fabrics, technical skills such as waistbands and buttons, culturally based textile traditions, embroidery, crochet or weaving, and other themes.

#### **FOOD STUDIES 12 (MFOOD12)**

##### **Prerequisite: Food Studies 10 and/or 11**

This course is designed to build upon foundational skills from Food Studies 10 and/or 11 and to further expand cooking expertise using more advanced cooking methods. The focus will be meal planning and preparation on a budget with various food preferences and sensitivities in mind. The goal is to build skills and a collection of recipes that will serve students as they venture out on their own. Lessons will include food safety, knife skills, beef and poultry cuts, as well as dry and moist heat methods of cooking. Be prepared to take on a variety of sanitation tasks including washing and drying dishes. As this is a heavily lab-based course, consistent attendance is extremely important for success.

## **TEXTILES & FIBRE ARTS 12 (MTXT-12)**

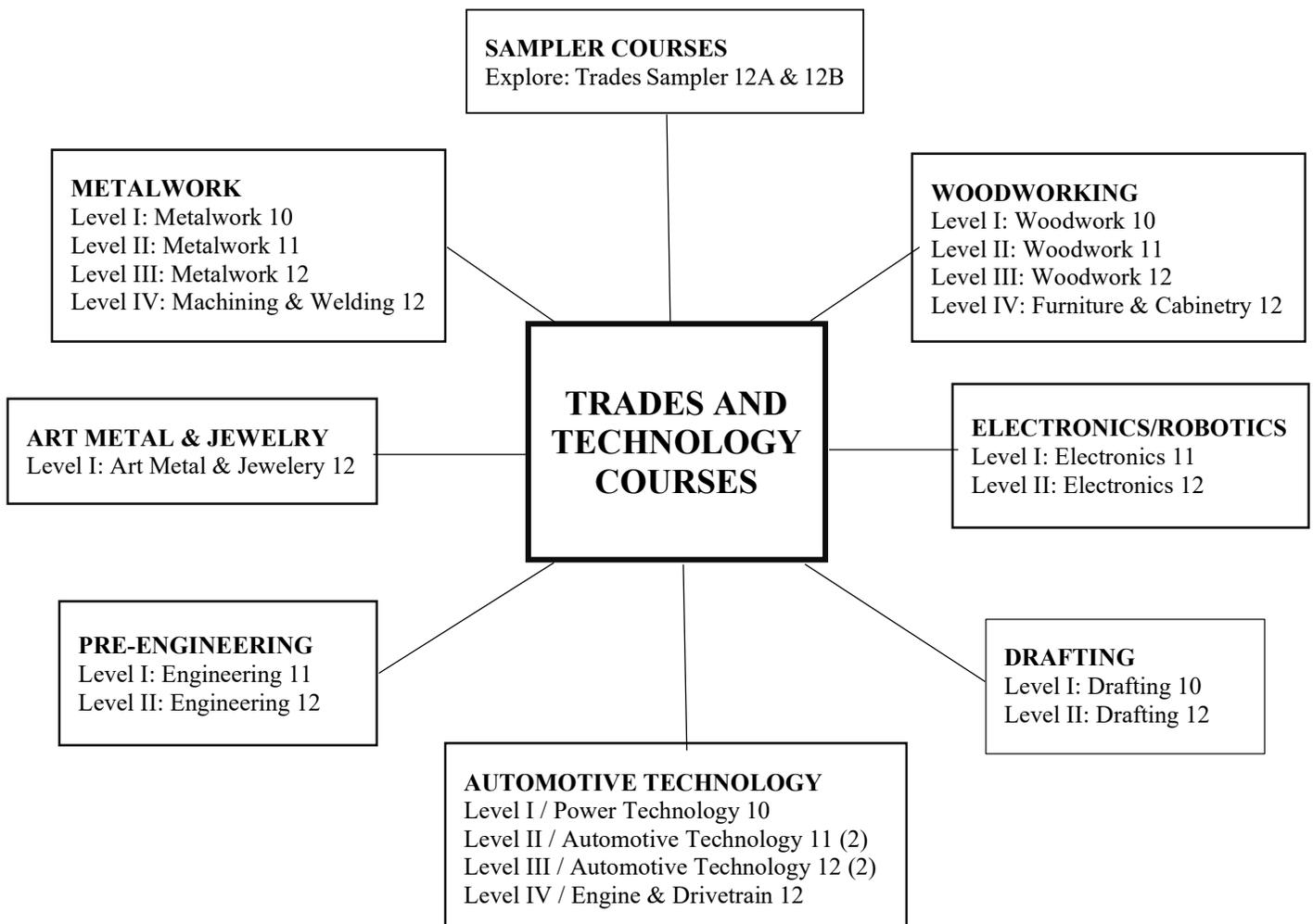
**Prerequisite: Textiles & Fibre Arts 10 or 11**

This course is for intermediate to advanced level sewists. It builds student skills related to producing both practical and creative projects in textiles and the fibre arts in ways that explore the full design cycle. Through extended independent projects, students will continue to advance their skills through the creative process and design principles. They will use both hand and machine tools to deepen their textile knowledge and skill with practices including patterns, upcycling, culturally based textile traditions, embroidery, crochet or weaving, and other themes. Projects will also investigate ideas about sustainability in the textile related industries as well as future career opportunities in this field. Students are expected to be highly self-motivated to support their success in this course.

## **APPLIED DESIGN, SKILLS, & TECHNOLOGIES—TRADES**

Technology Education courses at Caledonia are broken down into levels of experience. All students will start their training in any field in a Level I course, regardless of their grade. Once a student has successfully completed a level, they may proceed to the next level. All technology education courses at Caledonia emphasize safety in the workplace and employability skills.

It is recommended that all technology education students take at least Level I Drafting, as this will be of considerable use in all other courses.



## **Trades & Technology Level I: Grade 10 courses**

### **AUTOMOTIVE TECHNOLOGY LEVEL I: POWER TECHNOLOGY 10 (MTPOW10)**

This course is designed to introduce students to a mechanics shop environment and the internal combustion engine. The course involves both classroom and shop-based work, with emphasis on hands-on activities and project-based participation.

This course is recommended for students intending to continue with higher-level Auto Technology courses.

### **DRAFTING LEVEL I: DRAFTING 10 (MTDRF10)**

Drafting is essential in all Trades and Engineering careers. This course is designed to introduce students to a drafting lab environment and tools that are typically used in drafting fields. This course involves sketching, hand drafting, and CADD (Computer-Aided Drafting and Design), in mechanical and architectural forms. Students will create their own house plan and model as a final project in this class.

### **EXPLORE: TRADES SAMPLER 12A & 12B (TSTP-2A, TSTP-2B)**

During Semester 2, Grade 10 students alternate 10 weeks of trades training at Coast Mountains College with 10 weeks of secondary school coursework. The trades areas studied are

- Automotive/Heavy-Duty Mechanics
- Carpentry
- Electrical
- Plumbing/Pipefitting
- Welding/Millwright Machining

In the space of ten weeks, students will earn two courses' worth of credits. Students need to apply for this program.

### **METALWORK LEVEL I: METALWORK 10 (MTMET10)**

This course is designed to introduce students to a metalwork shop environment and the hand tools and machines that are typically used there. The emphasis will be on a generalized knowledge of procedures, rather than a focused course of study. The course involves both classroom and shop-based work, with emphasis on hands-on work and project-based assessment. Students must provide their own safety glasses for this course and are responsible for the cost of materials.

### **WOODWORKING LEVEL I: WOODWORK 10 (MWWK-10)**

This introductory course is a practical, project-driven course with an emphasis on the safe operation of both machines and hand tools. Student will design and construct wood projects in the areas of carpentry and joinery.

## **Art Metal & Jewelry**

### **LEVEL I: ART METAL & JEWELRY 12 (MTAMJ12)**

This course will introduce students to foundational concepts and techniques used to create one-of-a-kind jewelry and art metal projects. Students will be required to familiarize themselves with a broad range of machines and tools used in a metal working shop. This course involves both classroom and shop-based work with emphasis on hands on activities and project-based participation.

## **Automotive Technology**

### **LEVEL II: AUTOMOTIVE TECHNOLOGY 11 (MTAUT11)**

**Prerequisite: None, but Level I: Power Technology 10 is recommended**

This course provides students with opportunities to develop a practical understanding of vehicle fundamentals, routine maintenance, and basic automotive service procedures. It is intended for students who want to learn how to maintain and repair their own vehicle and build foundational automotive skills. Instruction emphasizes safety, proper tool use, and hands-on learning. Approximately 40% of the course is classroom based, with 60% focused on applied learning.

### **LEVEL II: AUTOMOTIVE TECHNOLOGY 11: GIRLS (MTAUT11-G)**

**Prerequisite: None**

New to the 2026-27 school year, this course is exclusively designed for female students, creating an inclusive and supportive environment that minimizes barriers some may feel in a traditional shop setting. Its goal is to develop confidence and practical skills related to everyday car care. Students will develop competence in the fundamental areas of automotive technology so they can confidently maintain and repair their own vehicle. Learning includes basic engine operation, vehicle systems, and introductory diagnostics, with hands on experience in routine maintenance and car care. Topics include tires and wheels, tire repair, lubrication services, brakes, suspension and steering, cooling and exhaust systems, diagnostics, and detailing. No prior automotive experience is required.

### **LEVEL III: AUTOMOTIVE TECHNOLOGY 12 (MTAUT12)**

**Pre-requisite: Level II: Automotive Technology 11**

This level emphasizes operational and repair procedures, and examines automotive brakes systems, electrical systems principles of operation, and repair techniques through practical application. It also covers the service and repair procedures of driveline and engine components.

### **LEVEL III: AUTOMOTIVE TECHNOLOGY 12: GIRLS (MTAUT12-G)**

**Pre-requisite: Level II: Automotive Technology 11**

This course builds on the skills and knowledge developed in Automotive Technology 11: Girls and is designed for female students who want to further develop confidence and technical ability in automotive systems and repair. The course focuses on advanced vehicle diagnostics and hands-on mechanical work. Students will deepen their understanding of automotive technology through advanced study of vehicle systems and repair procedures. Learning includes advanced diagnostics, complete engine teardown and inspection, transmission systems, and drivetrain components. Students will apply diagnostic and problem-solving skills to real-world automotive scenarios.

### **LEVEL IV: ENGINE & DRIVETRAIN 12 (MTEAD12)**

**Pre-requisite: Level III: Automotive Technology 12**

This advanced course requires considerable automotive background and independence. Students will focus on personal project work (engine swaps / rebuilds, bodywork, suspension upgrades, etc.). Entry in this course requires instructor permission.

## **Drafting**

Drafting is essential in all Trades and Engineering careers.

### **LEVEL II: DRAFTING 11 (MTDRF11)**

#### **Recommended prerequisite: Drafting Level I: Drafting 10**

A good understanding of drafting will be a benefit to any person looking at a career in the trades or engineering. This course develops basic skills in creating and understanding technical drawings. There will be an emphasis on careers and trades that require an understanding of drafting and computer-based design.

### **LEVEL III: DRAFTING 12 (MTDRF12)**

#### **Pre-requisite: Level II: Drafting 11**

This course develops more advanced skills in creating and understanding technical drawings. Students will be required to problem solve design and construction problems which are common in the work force.

## **Electronics/Robotics**

### **LEVEL I: ELECTRONICS 11 (MTELE11)**

This course is designed to introduce students to basic electronics and components found on most circuit boards. Students will be designing and building simple circuits and getting to understand some of the tools and machinery used in electronics. Alternate power sources and household electrical work will also be introduced. The course involves both classroom and shop-based work, with emphasis on hands-on activities and project-based participation.

### **LEVEL II: ELECTRONICS 12 (MTELE12)**

#### **Pre-requisite: Level I: Electronics 11**

This is an extension of Level I / Electronics 11. Students will design and build circuitry used for projects centred around robotics and alternate energy sources. Students will be required to build more complex projects and circuit boards. This course involves both classroom and shop-based work, with emphasis on hands-on activities and project-based participation.

## **Metalwork**

### **LEVEL II: METALWORK 11 (MTMET11)**

#### **Prerequisite: Level I: Metalwork 10**

This course will cover basic metal working theory, machining, sheet metal fabrication, welding, forging, and casting. The choice of project is open to the student, but must fulfil the criteria set by the instructor, with consultation. Students are responsible for cost of materials used in their chosen projects.

### **LEVEL III: METALWORK 12 (MTMET12)**

#### **Pre-requisite: Level I: Metalwork 11**

This course is a continuation of the Level 2 course as well as more advanced theory of metalwork. The projects that are built must include the techniques that will be laid out for the student either in a large project or several smaller projects. Students are responsible for cost of materials used in their chosen projects.

### **LEVEL IV: MACHINING & WELDING 12 (MTMAW12)**

#### **Pre-requisite: Level III: Metalwork 12**

This course is an extension of Level 3, with students increasing their knowledge of metalwork and taking on more intricate projects requiring advanced skills. Students may choose to specialize in either Welding & Fabrication or Machining at this level. Students are responsible for cost of materials used in their chosen projects.

## **Pre-Engineering**

### **LEVEL I: ENGINEERING 11 (MENR-11)**

This course is designed for students who are interested in pursuing a career in engineering. We will study principles of engineering and physics, as well as practical applications of those disciplines. Simple (and more complicated) machines, design, builds, problem-solving, and testing of materials will all be part of this course.

### **LEVEL II: ENGINEERING 12 (MENR-12)**

#### **Pre-requisite: Level I: Engineering 11**

We will study principles of engineering and applied physics, with continued work on advanced machines, design, builds, problem-solving, and testing of materials.

## **Woodworking**

### **LEVEL II: WOODWORK 11 (MWWK-11)**

#### **Pre-requisite: Level I: Woodwork 10**

This course is designed to develop skill cutting, shaping, fitting, and turning wooden projects. Safety and correct procedures are stressed while working on small projects. Students are encouraged to complete one major project of their own design.

### **LEVEL III: WOODWORK 12 (MWWK-12)**

#### **Pre-requisite: Level II: Woodwork 11**

This course builds on the woodworking skills developed in earlier levels with a focus on more advanced joinery techniques, design, and finishing. Students will start the year with a mandatory review/skill building project

### **LEVEL IV: FURNITURE AND CABINETRY 12 (MTFAC12)**

#### **Pre-requisite: Woodwork 11**

This is a project-driven course. Students will complete one or more projects of their choosing. Design, planning, procedure, and construction methods along with safe operation of hand and machine tools will be emphasized. Students are responsible for the cost of materials.

***If you would like to take any Technology Education course at a more advanced level than you see here, or to be a Teacher's Assistant, speak to your counsellor to see if this is possible.***

## **ARTS EDUCATION—DRAMA**

### **DRAMA 10 (MDRM-10)**

This course is for students who want to act and to grow in terms of imagination, expression, confidence, teamwork, interpretation, theatre skills, and understanding of drama. Actors will develop skills through drama exercises and improvisation. The second term is dominated by a Story Theatre performance, which will be performed in front of a small audience.

### **MUSICAL THEATRE 10 (MMUTH10)**

This course is for students who want to participate in a Musical Theatre production, either on stage, or in the pit band. ***This course has an audition process. If you choose this course, you are signing up to audition for either a role on stage OR in the Pit Band. Only those students who are chosen from the audition process will be enrolled in the course.*** The focus of the course is on commitment, self-discipline, teamwork and theatre skills. Students will complete activities related to the preparation, rehearsal and performance of a musical. The role in which a student is cast will determine the individual's number of days of rehearsal and the amount of acting, singing, dancing or performing on a particular instrument in the pit band. Class sessions and rehearsals are held after school Monday through Friday plus Sunday afternoons.

### **MUSICAL THEATRE PRODUCTION 10 (MDRD-10)**

Want to help bring a musical theatre production to life? Musical Theatre Production 10 is for students interested in an *offstage role* in supporting Caledonia's Musical Theatre performance in December. Students who enrol in this course will have the opportunity to research costumes, hairstyles, and set dressing ideas for the production. They will have the opportunity to paint set and create hand props that may be used onstage. As well, they will be a part of the backstage support team on show nights – being a stagehand, a member of the hair and makeup crew, or the front-of-house team. Running outside the timetable, this x-block course takes place outside the regular hours of the school day.

### **DIRECTING & SCRIPT DEVELOPMENT 11 (MTPDS11)**

#### **Pre-requisite: Drama 11**

This is a course for students who want to venture into the writing and directing of plays. As playwrights and directors, students will learn about the writing process; various script techniques; forms and styles; developing character and themes; working with a cast and crew; and preparing for performance.

*\*Runs within Drama 11/12 course*

### **DRAMA 11 (MDRM-11)**

This course is for students who want to act, and to grow in terms of imagination, expression, confidence, teamwork, interpretation, theatre skills, and understanding of drama. Actors will develop skills through drama exercises and improvisation, work with scripts, analyse characters' goals and motivations, use their bodies and voices to develop characters, rehearse and prepare scenes and plays, perform, and critique their own and fellow students' work.

### **MUSICAL THEATRE 11 (MMUTH11)**

#### **Pre-requisite: Musical Theatre 10**

This course is for students who want to participate in a Musical Theatre production, either on stage, or in the pit band. ***This course has an audition process. If you choose this course, you are signing up to audition for either a role on stage OR in the Pit Band. Only those students who are chosen from the audition process will be enrolled in the course.*** The focus of the course is on commitment, self-discipline, teamwork and theatre skills. Students will complete activities related to the preparation, rehearsal and performance of a musical. The role in which a student is cast will determine the individual's number of days of rehearsal and the amount of acting, singing, dancing or performing on a particular instrument in the pit band. Class sessions and rehearsals are held after school Monday through Friday plus Sunday afternoons.

## **MUSICAL THEATRE PRODUCTION 11 (MDRTP11)**

Want to help bring a musical theatre production to life? Musical Theatre Production 11 is for students interested in an *offstage role* in supporting Caledonia's Musical Theatre performance in December. Students who enrol in this course will have the opportunity to research costumes, hairstyles, and set dressing ideas for the production. They will have the opportunity to paint set and create hand props that may be used onstage. As well, they will be a part of the backstage support team on show nights – being a stagehand, a member of the hair and makeup crew, or the front-of-house team. Running outside the timetable, this x-block course takes place outside the regular hours of the school day.

## **DIRECTING & SCRIPT DEVELOPMENT 12 (MTPDS12)**

### **Pre-requisite: Directing & Script Development 11**

Students will refine their skills as playwrights and directors. They will learn more about finding their own voice, establishing an overall vision in their work, working with cast and crewmembers, publishing their work, using scripts as social commentary, and directing as an art form.

*\*Runs within Drama 11/12 course*

## **DRAMA 12 (MDRM-12)**

### **Pre-requisite: Drama 11**

Students will build on the acting skills they developed in Drama 11. They will refine their ability to convey a message, work with a central image, move in and out of a role, develop and sustain a character, interpret scripts, understand a play's context, and perform. In addition, they will apply different theatre styles; identify the contributions of significant actors, directors, playwrights, and plays; collaborate to solve performance and production problems; and provide leadership.

## **MUSICAL THEATRE 12 (MMUTH12)**

### **Pre-requisite: Musical Theatre 11**

This course is for students who want to participate in a Musical Theatre production, either on stage, or in the pit band. ***This course has an audition process. If you choose this course, you are signing up to audition for either a role on stage OR in the Pit Band. Only those students who are chosen from the audition process will be enrolled in the course.*** The focus of the course is on commitment, self-discipline, teamwork and theatre skills. Students will complete activities related to the preparation, rehearsal and performance of a musical. The role in which a student is cast will determine the individual's number of days of rehearsal and the amount of acting, singing, dancing or performing on a particular instrument in the pit band. Class sessions and rehearsals are held after school Monday through Friday plus Sunday afternoons.

## **MUSICAL THEATRE PRODUCTION 12 (MDRTP12)**

Want to help bring a musical theatre production to life? Musical Theatre Production 12 is for students interested in an *offstage role* in supporting Caledonia's Musical Theatre performance in December. Students who enrol in this course will have the opportunity to research costumes, hairstyles, and set dressing ideas for the production. They will have the opportunity to paint set and create hand props that may be used onstage. As well, they will be a part of the backstage support team on show nights – being a stagehand, a member of the hair and makeup crew, or the front-of-house team. Running outside the timetable, this x-block course takes place outside the regular hours of the school day.

## **ARTS EDUCATION—MUSIC**

Students enrolled in Instrumental or Choral Music courses must be willing to accept the responsibilities of being in these courses. These responsibilities include a willingness to practise outside of class time.

Students in Band who do not have their own instruments must be willing to rent or buy one. Some instruments are available from the school.

Students enrolled in music classes are expected to participate in all Caledonia Music activities, which include concerts and extra rehearsals. The music tour and fundraising are optional.

### **CHOIR 10 (MMUCC10)**

Students will learn and perform pieces from all styles of music (classical, pop, jazz). The basics of reading and singing music will be taught. Students must be willing to perform in this practical class and in concert situations. Extra rehearsals may be necessary. Choir students are encouraged to be involved in the School Musical. The show is performed for the public the first week in December. Choir is a “ninth block” course which meets outside the regular timetable on Tuesday and Thursday afternoons from 3:30 to 5:30 p.m. for the entire school year.

### **CONCERT BAND 10 (MMUCB10)**

**Pre-requisite: Band 9 or Adjudicated Band Level**

This course is an extension of Band 9 with more intensive study in band performance, instrumental technique, theory, and history. Typically, Band is offered in the first semester with extra-curricular rehearsals during Semester 2 on Mondays from 3:30 to 5:00.

### **JAZZ BAND 10 (MMUJB10)**

**Pre-requisite: *This course requires an audition or recommendation from the Skeena band director in playing one of the traditional jazz band instruments (saxophone, trombone, trumpet, guitar, bass guitar, piano, drums, percussion). Only those students who meet these requirements will be enrolled in the course.*** Students are strongly encouraged to be concurrently enrolled in Concert Band 10. The ability to read music accurately is beneficial.

A variety of jazz styles will be explored through listening, rehearsing, and performing. The fundamentals of improvised solo playing will be emphasized and encouraged. Jazz Band is a “ninth block” course which meets outside the regular timetable on Monday, Wednesday, and Friday mornings from 7:30-8:30 a.m. for the entire school year.

### **CHOIR 11 (MCMCC11)**

Previous music experience in voice, instrumental, or piano is beneficial. Students will learn and perform music from all styles of music (classical, pop, jazz). The basics of reading and singing music will be taught. Students must be willing to perform in this practical class and in concert situations. Extra rehearsals may be necessary. Choir students are encouraged to be involved in the School Musical. The show is performed for the public the first week in December. Choir is a “ninth block” course which meets outside the regular timetable on Tuesday and Thursday afternoons from 3:30 to 5:30 p.m. for the entire school year.

### **CONCERT BAND 11 (MIMCB11)**

#### **Pre-requisite: Band 10 or Adjudicated Band 10 Level**

This course is an extension of Band 10 with more intensive study in musical performance, instrumental technique, theory, and history. Extra-curricular band rehearsals, if necessary, are Mondays from 3:30 – 5:00 P.M. all year long.

### **JAZZ BAND 11 (MIMJB11)**

**Pre-requisites: Jazz Band 10;** expertise on traditional jazz band instruments (saxophone, trumpet, trombone, percussion, piano, and bass guitar; an audition and/or recommendations from the previous band teachers. Students are strongly encouraged to be concurrently enrolled in Concert Band 11. The ability to read music accurately is beneficial.

A variety of jazz styles will be explored through listening, rehearsal, and performance. The fundamentals of improvised solo playing will be emphasized and encouraged. Accuracy in ensemble playing will be stressed. Jazz Band meets Monday, Wednesday, and Friday mornings from 7:30 – 8:30 A.M. all year long.

### **CHOIR 12 (MCMCC12)**

#### **Pre-requisite: Choir 11**

Skills from Choir 11 will be further developed. More voice independence is stressed and sight-singing skills will be developed. Attendance is essential for this practical course. To receive credit for this course, students must perform in all concerts. Home and extra-curricular practice will be necessary. Choir 12 is a “ninth block” course which meets Tuesdays and Thursdays from 3:30-5:30 p.m. Choir students are encouraged to be involved in the Musical as part of their course work.

### **CONCERT BAND 12 (MIMCB12)**

#### **Pre-requisite: Concert Band 11 or Adjudicated Band 11 Level**

Students, by the end of grade 12, will develop competency on the full range of their chosen instrument. This includes tuning, range, technique, and musicality.

Extra-curricular band rehearsals are Mondays, if necessary, 3:30 – 5:00 P.M. all year long. The music tour and fund raising are optional.

### **JAZZ BAND 12 (MIMJB12)**

**Pre-requisite: Jazz Band 11.** Students are expected to be enrolled in Concert Band 12 concurrently.

Jazz Band 12 challenges the student to continue improving jazz skills. Students are strongly encouraged to be concurrently enrolled in Concert Band 12. Students are required to do improvised solos. Jazz Band meets Monday, Wednesday, and Friday mornings from 7:30 – 8:30 A.M. all year long.

## **ARTS EDUCATION—VISUAL ARTS**

### **ART STUDIO 10: 2D & 3D FOCUS (MVA10)**

#### **Pre-requisite: None**

Art 10 is a foundation course that is an introduction to 2D and 3D art processes. Skills and techniques in drawing, painting, Northwest Coast formline appreciation and processes, printmaking, and 3D sculpture, such as ceramics, are explored. Students work with the teacher to explore art history and creative approaches aimed to help students find personal challenge, originality, and inspiration. Several weeks are devoted to independent, free-choice projects. When possible, outdoor art and Art Gallery field trips are included with this course.

## **MEDIA ARTS 10 (MVAM-10)**

### **Pre-requisite: None**

This course is designed to give you an introduction to a variety of computer programs and art and design techniques that are key to living in a digital world. We'll explore Adobe Photoshop, InDesign, Premiere Pro and manual operation of DSLR cameras for photography and video. You will create graphics and materials for publication and learn basic photo manipulation. You will also work in groups to produce original films, learning about storyboarding and video production. This course is great for all students willing to experiment with creativity and digital awareness, no matter your background skill.

## **YEARBOOK 10 (YCCT-0A)**

Do you like to have your finger on the pulse of what's happening at our school? Do you enjoy taking pictures of people and documenting an event? Do you have time to attend school events outside of the timetable and attend a weekly Yearbook meeting? If so, Yearbook might be the course for you. Learn photography techniques, graphic design, and organization, and contribute to a permanent record of our school year.

## **ART STUDIO 11: 2D & 3D FOCUS (MVA11)**

### **Pre-requisite: None**

Art Studio 11 is geared toward beginner and intermediate art students. The focus is on two and three-dimensional art processes such as drawing, painting, and sculpting using a variety of media. The focus options of 3D sculpture or Northwest Coast formline design and processes are available. Topics of design, composition, image development, art history, and concept development will be applied to projects. Projects, themes, and prompts vary from semester to semester and are provided to help inspire you to build on your ideas and personal challenges with the goal to be more authentic, inventive, and creative in your work. Several weeks are devoted to independent, free-choice projects. When possible, outdoor art and Art Gallery field trips are included with this course.

## **MEDIA ARTS 11 (MVAMT11)**

Media Arts 11 will focus on more exploration of various media arts skills with the addition of an introduction to 2D animation. Other media explored include graphic design, digital painting and manipulation, and video production. Coursework is based on both independent and small group projects. Students with an interest in building their knowledge and capacity with art and/or computers are ready for this class. Media Arts study teaches essential knowledge and critical thinking for living in a digital world.

## **PHOTOGRAPHY 11 (MVAPH11)**

Get introduced to manual photography with a DSLR camera! Learn the basic principles of digital camera operation, compositional and critiquing skills, photographic history, and photo manipulation using Adobe Photoshop. This course is a good fit for a creative student who is driven to create art. Students should be able to work independently as activities will frequently require work outside of the classroom.

## **STUDIO ARTS 2D 11: 2D ONLY FOCUS (MVAD-11)**

### **Pre-requisite: None**

Studio Art 2D 11 concerns two-dimensional (2D) art materials and design. This is an intermediate drawing, painting and printmaking course for students who are intent on developing their two-dimensional art and design skills. Art history, image development, and mixed media may also be explored. Focus options of painting, drawing, printmaking or Northwest Coast formline design are available. Projects vary from semester to semester. Several weeks are devoted to independent, free-choice projects. When possible, outdoor art and Art Gallery field trips are included with this course.

### **STUDIO ARTS 3D 11: 3D ONLY FOCUS (MVAC-11)**

#### **Pre-requisite: None**

Studio Art 3D 11 concerns three-dimensional (3D) art materials and design. It is an intermediate, hands-on Art course for students who are intent on developing their three-dimensional art and design skills in ceramics, mold making, assemblage, Northwest Coast processes, and art history. Other projects may include cosplay creations and theatre props/sets. Projects vary from semester to semester, and several weeks are devoted to independent, free-choice projects. When possible, outdoor art and Art Gallery field trips are included with this course.

### **YEARBOOK 11 (YCCT-1A)**

Do you like to have your finger on the pulse of what's happening at our school? Do you enjoy taking pictures of people and documenting an event? Do you have time to attend school events outside of the timetable and attend a weekly Yearbook meeting? If so, Yearbook might be the course for you. Learn photography techniques, graphic design, and organization, and contribute to a permanent record of our school year.

### **ART CAREERS 12: ART AFTER HIGH SCHOOL (YSEVC-2A)**

#### **Pre-requisite: Any Studio or Digital Arts course, displayed ability to work independently, and permission of the instructor.**

This advanced art course is self-directed and designed to help prepare students to make art a part of their lives after high school, regardless of whether their goal is an art career, gallery exhibitions, to be a serious hobby artist, or still uncertain. With permission of the instructor, students may take this course in the art room or media arts room, depending on their personal interests. After an initial drawing unit, students research and explore aspects of being a hobby artist or a professional artist, with options to look at different mentor artists, studio set ups, art careers, and post-secondary art programs. Evaluation is based on an exploration of art topics and personal challenges, research, portfolio, and the student's ability to work independently. When possible, field trips will be included in the course. This course is best taken in the first semester if art school application support is of interest.

### **ART STUDIO 12 (MVA12)**

#### **Pre-requisite: Art Studio 11**

Art 12 is for intermediate and advanced art students. Students continue to develop creativity in drawing, painting, and sculpting. The focus options of 3D sculpture or Northwest Coast formline design and processes are available. Cultural, personal, and historical contexts are incorporated into art projects. Projects vary from semester to semester. Students can choose to develop independent projects or prepare for a final solo exhibition of their work. Outdoor art and Art Gallery field trips are included with this course.

### **MEDIA ARTS 12 (MVAMT12)**

#### **Pre-requisite: Photography 11 with 75% or higher**

In this advanced course, students will choose areas to study for the semester. Course projects will be focused on student interests and may include developing a digital/online portfolio, exploring advanced photographic and filmmaking techniques, mastering the creation of unique 3D characters, producing a series of animations, developing original work for a photography exhibit, designing functional and quality websites for personal or professional uses. On a regular basis, students will share their work with each other as it progresses, inviting feedback and critique. Students are expected to be able to work independently and to be highly self-motivated.

## **PHOTOGRAPHY 12 (MVAPH12)**

**Pre-requisite: Photography 11 with a final mark of at least 70%**

This is an advanced course in digital photography. Students will expand on their understanding of how to both “read” or interpret the visual imagery around them and how to communicate personal ideas through their photographs using strategies of composition, theme, and symbolism, among others. The course may explore photographic subjects such as special effects, photojournalism, landscape, portrait, and advertising with a focus on self-directed projects. Students are expected to be able to work independently and to be highly self-motivated.

## **STUDIO ARTS 2D 12: 2D ONLY FOCUS (MVAD-12)**

**Pre-requisite: Art Studio 11, Studio Arts 2D 11, or Studio Arts 3D 11**

This is an advance art course. Studio Art 12 Drawing and Painting concerns two-dimensional (2D) art materials and design. This is for students who are intent on working on their two-dimensional art and design skills. Focus options of painting, drawing, printmaking or Northwest Coast formline design are available. Art history, image and theme development, and mixed media may also be explored. Projects vary from semester to semester. Several weeks are devoted to independent, free-choice projects and personal portfolio development. When possible, outdoor art and Art Gallery field trips are included with this course.

## **STUDIO ARTS 3D 12: 3D ONLY FOCUS (MVAC-12)**

**Pre-requisite: Art Studio 11, Studio Arts 2D 11, or Studio Arts 3D 11**

Studio Art 3D 12 concerns three-dimensional (3D) art materials and design. It is an advanced hands-on Art course for students who are intent on developing their three-dimensional art and design skills in ceramics, assemblage, mold-making, Northwest Coast art processes, and art history. Other projects may include cosplay creations and theatre props/sets. Projects vary from semester to semester and several weeks are devoted to independent, free-choice projects, with an option to focus on personal portfolio development. When possible, outdoor art and Art Gallery field trips are included with this course.

## **YEARBOOK 12 (YCCT-2A)**

**Pre-requisite: Yearbook 11**

Do you like to have your finger on the pulse of what’s happening at our school? Do you enjoy taking pictures of people and documenting an event? Do you have time to attend school events outside of the timetable and attend a weekly Yearbook meeting? If so, Yearbook might be the course for you. Learn photography techniques, graphic design, and organization and contribute to a permanent record of our school year. Speak to the yearbook teacher if you have questions about the course.

## **CAREER EDUCATION**

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

Career-Life Exploration 10 is a graduation requirement course, offering Grade 10 students individual opportunities to acquire the knowledge and competencies necessary for success in school, the workplace, and their daily lives. Some key concepts of the course include practical life skills, self-discovery and wellness strategies, post-high school planning, goal setting, exploring career paths, and developing employability skills.

### **EDUCATION ASSISTANT 11 (YED--1A)**

Students must apply for this course, which involves being a Teacher's Assistant. Application is made through the Counsellor and Administrator and requires authorization of a sponsoring teacher and the applicant's parent/guardian. The student will provide assistance and support as directed by the supervising teacher.

### **TRANSITIONS TO ADULTHOOD 12 (YMIS-2A)**

**\* Recommended to be taken in Grade 12**

Transitions to Adulthood, aka "Adulthood 101," focuses on helping students apply personal career and life management knowledge, skills, and strategies to their personal life journey. Students will learn useful tips and tricks to assist in the transition after high school. Topics include, but are not limited to, renting an apartment, buying a house, buying a car, basic vehicle maintenance, marriage and family, investments and savings, and healthy relationships.

## **ENGLISH LANGUAGE ARTS**

### **ENGLISH 10 (MCMPS10 & MLTST10)**

English 10 is divided into two components worth two credits each: Composition 10 and Literary Studies 10. Modes of delivery include short stories, novels, poems, and plays. Students write academic paragraphs and essays, learn research skills, write literary compositions, and engage in discussion.

### **ENGLISH FIRST PEOPLES 10 (MEFLS10 & MEFWR10)**

**\* This course meets the Indigenous course graduation requirement.**

English First Peoples 10 is divided into two components worth two credits each: Literary Studies 10 and Writing 10. Modes of delivery include short stories, poems, novels, films, documentaries, and plays. It will do so through a First Nations lens to see how texts, stories and media are connected to the past, present and future. Students will learn writing skills related to essays, literary responses, and research using contemporary First Nations and Indigenous materials. This course is equivalent to English 10 Composition and Literary Studies 10.

### **ENGLISH FIRST PEOPLES LITERARY STUDIES & WRITING 11 (MEFLS11)**

**Pre-requisite: English 10 or English First Peoples Literary Studies 10**

**\* This course meets the Indigenous course graduation requirement.**

This course will help students build their reading and writing skills through First Nations and Indigenous literature from Canada and around the world. Students will examine themes related to identity, relationships, reconciliation, and representation. Possible modes of delivery may also involve spoken language and new media. Students will learn about important historical and modern issues using authentic First Nations voices including the use of short stories, films, novels, plays, and poems. This course is equivalent to Literary Studies 11.

### **LITERARY STUDIES 11 (MLTST11)**

**Pre-requisite: English 10 or English 10 First Peoples**

Students study short stories, novels, poems, and plays. They will further develop their skills in reading and writing about literature, and in creating compositions and presentations.

**ENGLISH FIRST PEOPLES 12 (MENFP12)****Pre-requisite: Literary Studies 11 or EFP Literary Studies & Writing 11****\* *This course meets the Indigenous course graduation requirement.***

Stories are powerful tools in our lives that help us build our identity and establish relationships. Through stories we develop our connections with history, nature and spirituality. English First Peoples 12 will seek to help students to discover their own stories and voices, and to develop their analytical and writing skills through First Nations based literature and prose. Possible themes through this include justice, reconciliation, representation, and the environment. Students may examine short stories, novels, plays, poems, documentaries and social issues using contemporary Indigenous literature and materials.

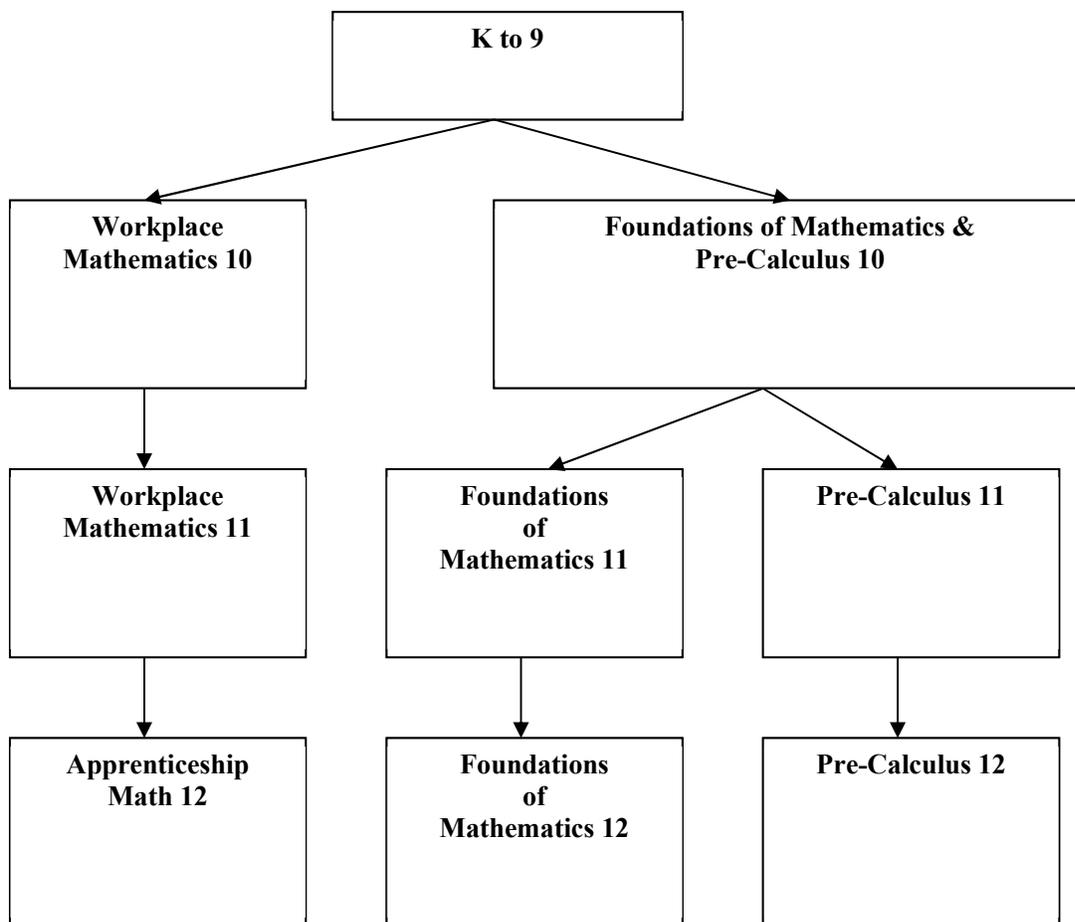
**ENGLISH STUDIES 12 (MENST12)****Pre-requisite: Literary Studies 11 or EFP Literary Studies & Writing 11**

Students continue to read and write about literature. They will continue to develop their skills in analysing texts and in original self-expression.

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## MATHEMATICS

There are three different math pathways, each with a different focus.



The Workplace Math pathway is for students intending to enter a trades program at a technical college or enter the work force after graduation. While this pathway is well suited as preparation for many trades, some trades (such as electrician) require a higher academic math.

The Foundations of Math pathway is designed to prepare students for post-secondary programs that do not require the study of Theoretical Calculus. These programs include Humanities and Fine Arts.

The Pre-Calculus pathway is designed to prepare students for post-secondary programs that require the study of Theoretical Calculus. These programs include Commerce, Engineering, Mathematics, Medicine, and Science.

It is important that students research the math requirement for their intended post-secondary education. Some institutions will accept courses from different math pathways as equivalent; for example, Foundations of Math 12 may be accepted as equivalent to Pre-Calculus 11.

### **FOUNDATIONS OF MATH & PRE-CALCULUS 10 (MFMP-10)**

Topics in this course include number sets, exponents, polynomials, trigonometry, relations and functions, as well as equations of lines and linear systems. Solid skills in Math 9 are needed to support learning and success in this course. Students earning less than 70% in Math 9 are recommended to enrol in Workplace Math 10.

### **WORKPLACE MATH 10 (MWPM-10)**

Topics in this course include measurement, geometry, pricing and income, trigonometry functions, financial literacy, probability, and algebra. This course leads to Workplace Math 11.

### **FOUNDATIONS OF MATH 11 (MFOM-11)**

#### **Pre-requisite: Foundations of Math & Pre-Calculus 10 with a final grade of 60% or higher**

This course is strongly recommended for students who are planning on pursuing post-secondary studies in the humanities or the arts. Topics studied may include logic and reasoning, functions, geometry, and statistics.

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

#### **Pre-requisite: Foundations of Math & Pre-Calculus 10 with a final mark of 70% or higher**

This course is strongly recommended for students planning to pursue post-secondary studies in math or science. Topics covered may include relations and functions, trigonometry, polynomial functions, and graphing.

### **WORKPLACE MATHEMATICS 11 (MWPM-11)**

#### **Pre-requisite: Apprenticeship & Workplace Math 10 or Foundations of Math & Pre-Calculus 10**

This course is recommended for students planning on entering the workforce directly after high school or planning on pursuing a trades career. Topics covered may include reasoning, rates of change, measurement, trigonometry functions, financial literacy, and statistics.

### **APPRENTICESHIP MATH 12 (MAPPR12)**

#### **Prerequisite: Workplace Mathematics 11, or Foundations of Math 11, or Pre-Calculus 11**

Topics in this course are geometry (including polygons and trigonometry), financial mathematics (buying and leasing), simple algebra, statistics, and probability.

### **CALCULUS 12 (MCALC12)**

#### **Pre-requisite: Pre-Calculus 12**

This course provides an overview of the subject. It includes a summary of all rules for differentiation, applications of differential calculus, and an introduction to integral calculus. This course is strongly recommended for students aiming for post-secondary study of Commerce, Engineering, Mathematics, Medicine, or Science. Students with a grade below 70% in Pre-Calculus 12 may find Calculus 12 difficult.

### **FOUNDATIONS OF MATH 12 (MFOM-12)**

#### **Pre-requisite: Foundations of Math 11 with a mark of 60% or higher in Foundations of Math 11, or Pre-Calculus 11**

Topics in this course include a large financial mathematics component, logical reasoning, probability, and relations (including polynomials, exponential and logarithmic functions, and sinusoidal functions).

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

### **Pre-requisite: Pre-Calculus 11 with a final mark of 60% or higher**

Topics include trigonometry using degrees and radians, trigonometric functions, identities involving trigonometric functions, composite functions, transformations, exponential and logarithmic functions, higher order polynomials, reciprocal and rational functions, and probability.

## **PHYSICAL EDUCATION**

### **PHYSICAL & HEALTH EDUCATION 10 (MPHED10)**

The aim of this course is to provide opportunities for all students to develop knowledge, movement skills, and positive attitudes and behaviours for living an active, healthy lifestyle. The units of activity will fall under the categories of Individual and Dual Activities (such as Badminton, Pickleball, Weight Training, etc.), Team Games (such as Volleyball, Soccer, Basketball, Handball, Ultimate Frisbee, Softball, Floorball, Football, minor games etc.), and Rhythmic Movement (such as Social Dance, Aerobics, Gymnastics). Additionally, there are a number of health topics covered in this course, such as mental health, substance misuse, nutrition, healthy sexual decision making, CPR, etc. Physical and Health Education 10 (PHE 10) is a graduation requirement course. Students have the option of choosing between Girls, Boys, or Co-ed PHE 10 classes.

### **PRINCIPLES OF SPORT 10 – BASKETBALL (YLRA-0A)**

Outside the regular timetable, this course aims to build students' basketball skills, attributes, and knowledge as well as to give students insights into lifelong health and wellness, goal setting, leadership, time management, stress management, communication, and social responsibility. Topics will include physical training, individual skills, team concepts and tactics, mental and physical well-being, sports nutrition, and the relationship to personal development and identity.

### **ACTIVE LIVING 11 (MACLV11)**

#### **Pre-requisite: Physical & Health Education 10**

Active Living 11 is an elective course that focuses on developing physical literacy, fitness, and lifelong active living habits. Students will participate in a variety of physical activities while learning skills, rules, strategies, and fitness principles that support overall health and well-being. The units of activity will fall under the categories of Individual and Dual Activities (such as Badminton, Pickleball, weight training, etc.), Team Games (such as Volleyball, Soccer, Basketball, Handball, Ultimate Frisbee, Softball, Floorball, Football, Intramural Games, etc.) This course is well suited for students who enjoy being physically active, are willing to try a variety of activities, and are motivated to improve their personal fitness while committing to regular participation and effort.

### **FITNESS & CONDITIONING 11 (MFTCD11)**

#### **Pre-requisite: Physical & Health Education 10**

The main objective of this course is to experience the lifelong benefits of leading a healthy lifestyle with a focus on nutrition and commitment to a regular exercise program. The classroom component includes human anatomy, exercise physiology, care and prevention of injury and an examination of the psychology of human performance. Students who take this course **MUST** be prepared to fully engage in a rigorous and individualized strength and conditioning program. Students will benefit from this course if they want to improve their physical conditioning and emotional wellness, and/or possibly pursue a career in physical education, athletic training, physical therapy massage therapy, or nutrition.

## **OUTDOOR EDUCATION 11 (MODED11)**

This course is part of the Outdoor Education program, in which Grade 11 or 12 students enrol in four courses with one instructor for the entire spring semester. An emphasis will be placed on physical fitness, knowledge, and skills to participate safely and effectively in outdoor pursuits. Students will learn valuable survival and outdoor skills, develop leadership and teamwork skills, gain an understanding of environmental stewardship, and develop an appreciation for nature. There will also be a strong place-based cultural component in the program with students learning about local cultures, local ecosystems and their associated flora and fauna.

## **PRINCIPLES OF SPORT 11 – BASKETBALL (YLRA-1A)**

### **Pre-requisite: Principles of Sport 10 - Basketball**

This course, offered outside the traditional timetable, builds on Principles of Sport 10—Basketball. An added area of focus is leadership and having students themselves coach the skills. Through a deep exploration of the sport of basketball, students will acquire insights into lifelong health and wellness.

## **PRINCIPLES OF SPORT 11 – GOLF (YLRA-1B)**

This half-day program pairs students with one instructor for golf and EFP11/12 throughout the entire spring semester. It introduces students to the game of golf, with the main objective of fostering a lifelong love for the game and recreational activity. Students will learn the finer details of the game through participating in a variety of sport-specific activities. These include, but are not limited to, indoor simulator sessions, golf theory, sport-specific fitness training, and both competitive and noncompetitive playing formats. Students will also participate in on-course instruction once the course opens in the spring. They will develop the skills necessary to enjoy the game of golf in both recreational and competitive environments.

## **ACTIVE LIVING 12 (MACLV12)**

### **Pre-requisite: Active Living 11**

Active Living 12 is an elective course that builds upon the skills, knowledge, and habits developed in Active Living 11, with continued emphasis on physical literacy, fitness, and lifelong active living. Students will participate in a variety of physical activities while further developing skills, rules, strategies, and fitness principles that support overall health and well-being. The units of activity will fall under the categories of Individual and Dual Activities (such as Badminton, Pickleball, weight training, etc.) and Team Games (such as Volleyball, Soccer, Basketball, Handball, Ultimate Frisbee, Softball, Floorball, Football, Intramural Games, etc.). This course is well suited for students who enjoy being physically active, are willing to challenge themselves through continued skill development, and are motivated to further improve their personal fitness while committing to regular participation and consistent effort.

## **FITNESS & CONDITIONING 12 (MFTCD12)**

### **Pre-requisite: Fitness & Conditioning 11**

The main objective of this course is to experience the benefits of leading a healthy lifestyle with a focus on nutrition and commitment to a regular exercise program. The classroom component includes human anatomy, exercise physiology, care and prevention of injury and an examination of the psychology of human performance. Students who take this course **MUST** be prepared to fully engage in a rigorous and individualized strength and conditioning program. Students will benefit from this course if they want to improve their physical conditioning and emotional wellness, and/or possibly pursue a career in physical education, athletic training, physical therapy massage therapy, or nutrition. Students with credit for MFTCD11 will be encouraged to take their learning to the next level by pursuing work experience credit with a health professional in a related field.

## **OUTDOOR EDUCATION 12 (MODED12)**

### **Pre-requisite: Outdoor Education 11**

This course is part of the Outdoor Education program, in which Grade 11 or 12 students enrol in four courses with one instructor for the entire spring semester. An emphasis will be placed on physical fitness, knowledge, and skills to participate safely and effectively in outdoor pursuits. Students will learn valuable survival and outdoor skills, develop leadership and teamwork skills, gain an understanding of environmental stewardship, and develop an appreciation for nature. There will also be a strong place-based cultural component in the program with students learning about local cultures, local ecosystems and their associated flora and fauna.

## **PRINCIPLES OF SPORT 12 – BASKETBALL (YLRA-2A)**

### **Pre-requisite: Principles of Sport 10 - Basketball**

While this course may build on Principles of Sport 11-Basketball, that course is not a prerequisite. As students continue to build their development of basketball and personal skills, they will also learn how to officiate basketball games.

## **PRINCIPLES OF SPORT 12 – GOLF (YLRA2B)**

This half-day program pairs students with one instructor for golf and EFP11/12 throughout the entire spring semester. It introduces students to the game of golf, with the main objective of fostering a lifelong love for the game and recreational activity. Students will learn the finer details of the game through participating in a variety of sport-specific activities. These include, but are not limited to, indoor simulator sessions, golf theory, sport-specific fitness training, and both competitive and noncompetitive playing formats. Students will also participate in on-course instruction once the course opens in the spring. They will develop the skills necessary to enjoy the game of golf in both recreational and competitive environments.

## **SCIENCE**

### **SCIENCE 10 (MSC—10)**

This course is divided into four areas of study:

- Biology—DNA/Genetics
- Chemistry—Chemical Compounds, Chemical Reactions, Acids and Bases, Reaction Rate and Nuclear Reactions
- Physics—Energy Transformation
- Astronomy—Formation of the Universe

### **CHEMISTRY 11 (MCH—11)**

#### **Pre-requisite: Science 10 with a mark of 60% or higher**

Chemistry is the science that deals with the properties and reactions of materials. It is concerned with the identification, characterization, and transformations of matter, and with the energy changes accompanying these transformations. Topics for Chemistry 11 include atoms, molecules, and ions; mole concept; chemical reactions; atomic theory; solution chemistry; and organic chemistry.

### **EARTH SCIENCE 11 (MESC-11)**

#### **Pre-requisite: Science 10**

An introductory course that explores the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. This course introduces students to skills associated with geology, geography, and environmental science. Hands-on projects and field work are important components of this course. The geography and geology sections of the course will focus on the Northwest.

## **ENVIRONMENTAL SCIENCE 11 (MEVSC11)**

### **Pre-requisite: Science 10**

Environmental Science deals with the environment in which we live and our interaction with it. British Columbia is home to a wide range of ecosystems. Human society has depended on those ecosystems for survival, and, in the process, has impacted them. This course will explore the diversity of several BC ecosystems; looking at what they contain and how they function. It will also look at how human activities have impacted those natural systems, and how we can interact with those systems in ways that can sustain, conserve, or even restore them. Basic scientific principles from several disciplines will be introduced in this course and then applied in the course work. Course work will include discussions, research, projects and hands-on activities in the class, lab and field.

## **LIFE SCIENCES 11 (MLFSC11)**

### **Pre-requisite: Science 10 with a mark of 60% or higher**

Biology is a scientific discipline that studies a great variety of organisms. The three themes selected for Life Sciences 11 are unity and diversity, evolution, and ecological relationship. Topics for Life Sciences 11 are adaptation and evolution, microbiology, mycology, plant biology, animal biology, and ecology.

## **PHYSICS 11 (MPH—11)**

### **Pre-requisites: Science 10 with a mark of 60% or higher; Foundations Mathematics & Pre-Calculus 10**

Physics 11 is an introductory course that focuses on the principles and theories of physics, encourages investigation of physical relationships, and illustrates the relationship between theory and application. The application of physics to everyday situations is highlighted. Topics for Physics 11 include wave motion, kinematics, dynamics in one and two dimensions, energy, and electric circuits. Students weak in math will find Physics difficult.

## **ANATOMY AND PHYSIOLOGY 12 (MATPH12)**

### **Pre-requisite: Life Sciences 11 with a mark of 60% or higher**

Biology 12 focuses on human biology, allowing students to develop an interest in and understanding of science by looking at how the diverse body systems are integrated to maintain homeostasis. Laboratory skills are essential. These skills are developed in lab activities that focus on the hypothetical as well as the practical. An emphasis on the processes of science is integral to the complete study of Biology 12. The order of learning outcomes follows a sequence from cell structure and simple, biochemical processes to the organ systems themselves. Topics for Biology 12 are cell biology, cell processes and applications, and human biology.

## **CHEMISTRY 12 (MCH—12)**

### **Pre-requisite: Chemistry 11 with a mark of 60% or higher**

The concepts and principles introduced in Chemistry 11 are developed further. The learning outcomes for Chemistry 12 are grouped under five curriculum organizers: reaction kinetics; dynamic equilibrium; solubility equilibria; acids, bases, and salts; and oxidation-reduction.

## **GEOLOGY 12(MGEOL12)**

### **Pre-requisite: Life Sciences 11, or Chemistry 11, or Physics 11**

With the growing importance of mineral and energy resources in British Columbia, the discipline of geology is becoming increasingly important. Field and laboratory work are integral to this course. Topics for Geology 12 are earth materials, time and the fossil record, internal processes and structures, surficial processes, and comparative planetology.

## **PHYSICS 12 (MPH—12)**

### **Pre-requisites: Physics 11 and Pre-Calculus 11 with marks of 60% or higher**

Physics 12 is the study of classical mechanics and electromagnetism. Designed to help students develop analytical and problem-solving skills, it provides opportunities for students to understand and apply the principles and concepts of physics to practical situations. Topics for Physics 12 are vector kinematics and dynamics in two dimensions; work, energy and power; momentum; equilibrium; circular motion; gravitation; electrostatics; electromagnetism, and special relativity. Students weak in math will find Physics difficult.

## **SECOND LANGUAGES**

### ***FRANÇAIS LANGUE SECONDE-IMMERSION 10* (FFRAL10)**

This course is a continuation of the integrated study of all aspects of learning the French language begun in the lower grades. It includes the study of literature.

### **FRENCH 10 (MFR—10)**

Students will be immersed in French language through storytelling techniques and highly comprehensible, repetitive common structures as they build acquisition and start to express themselves in written and oral forms. Students will access the language through novels and other media.

### ***ÉTUDES DU CINÉMA ET DE LA LITTÉRATURE FRANCOPHONES 11* (FLTST11)**

This course is designed to encourage students to discover, explore, analyze and interpret cinematographic and literary works of the Francophonie. This course provides French Immersion students with the sixth course they need to satisfy the requirements for the Dual Dogwood.

### **FRENCH 11 (MFR—11)**

#### **Pre-requisite: French 10**

To build confidence in the language in a variety of settings, this French course helps increase complexity in verb and grammatical structures as well as diverse vocabulary while repeating the most common verbs and vocabulary. There will be a higher expectation on students to speak more French in class, and to write with more variety as they build off Grade 10.

### ***FRANÇAIS LANGUE SECONDE-IMMERSION 12* (FFRAL12)**

#### **Pre-requisite: *Français langue 10***

The aim of this course is to integrate and deepen language skills and linguistic and cultural knowledge acquired through previous learning experiences. Students will refine their communication skills in a variety of contexts in order to achieve their personal and professional goals.

### **FRENCH 12 (MFR—12)**

#### **Pre-requisite: French 11**

This course builds on Grade 11 by incorporating language that is more specific to a variety of settings in which students might use the language. Common structures and verb tenses continue to be repeated and reinforced through storytelling strategies and class novel studies. Students will write and speak with more variety and complexity as they build their skills.

## **SOCIAL STUDIES**

### **SCIENCES HUMAINES 10 (FSCH-10)**

This course is the required Social Studies course for French Immersion students. Its content covers the same topics as those covered in Social Studies 10.

### **SOCIAL STUDIES 10 (MSS—10)**

Social Studies 10 examines the development of modern Canada and its role in international affairs. Topics in the course include World War I and World War II, global conflicts, dictatorships, economic development, social and cultural trends, human rights, human geography, active citizenship, and Canadian identity. Through this course, students will be introduced to themes they can explore further in senior courses offered by the Social Studies Department.

### **PSYCHOLOGY 11 (YPSYC1A)**

**\* This course does not meet the Social Studies graduation requirement. It can be used to meet the Applied Skills or Fine Arts requirement.**

**Pre-requisite: Social Studies 10 (or Sciences humaines) 10**

This course focuses on individual behaviour. Emphasis will be placed on the history of psychology, stages in childhood and adolescence, how the brain works, psychological testing, and psychological disorders. This course will provide students with a better understanding of human behaviour and will help to improve personal self-awareness through case studies, films, and participatory activities.

### **COMPARATIVE CULTURES 12 (MCMCL12)**

**Pre-requisite: Social Studies 10 (or Sciences humaines 10)**

Comparative Cultures is a project-based learning course that enables students to learn about the diverse cultures and histories of the world. Learners will examine a variety of topics, including the legacy of the Romans and Greeks, the diversity of Asia, the religions of the world and the great philosophers. Students may also examine the traits of modern culture and its influence on our daily lives. Some of the topics students will study include art, architecture, art history, belief systems, conflict, environment, entertainment, language, mythology, existentialism, and the evolution of humankind. Students will also examine how the civilizations of the past influence us in the present, and what cultural changes may come. The main goal of this course is to help students connect with the rich cultures that inhabit this world in a creative and personalized manner. This course includes aspects of anthropology, archaeology, linguistics, philosophy, gender studies, art-history, theology, and sociology.

### **CONTEMPORARY INDIGENOUS STUDIES 12 (MINST12)**

**Pre-requisite: Social Studies 10 (or Sciences humaines 10)**

**\* This course meets the Indigenous course graduation requirement.**

This course will examine the complex experiences that Aboriginal Canadians face by considering historical and modern events that shape Indigenous-settler relations. Themes of the course include but are not limited to intergenerational trauma, community resiliency, traditional land use, Indigenous worldviews, language revitalization, decolonization, and Aboriginal sovereignty. Students will critically think about these topics and show their learning through discussion, research, and project-based learning. The course will heavily rely on elders, guest speakers and on-the-land learning. Students may examine how these relate to important subjects such as self-governance, climate justice, application of law, gender issues, health policy, identity, youth issues, land-based learning, urban living, economic development, role-models, education access, representation, entertainment, community issues, connections to culture, respecting tradition, Indigenous spirituality, cultural appropriation, social activism, international solidarity, etc. Through inquiry and dialogue-based approaches student will understand what is truly needed for reconciliation and why understanding modern Indigenous issues are empowering for everyone.

## **GENOCIDE STUDIES 12 (MGENO12)**

**Pre-requisite: Social Studies 10 (or Sciences humaines 10); having completed another Social Studies 11/12 or Literary Studies 11 course is recommended**

Genocide Studies 12 will analyze targeted mass murder by studying the economic, political, social, and cultural conditions of genocide. Possible case studies include the Armenian genocide; the Holocaust; genocides in Cambodia, Rwanda, Bosnia, Darfur, and Indonesia along with pre-modern genocides and modern human rights challenges. Course content may be delivered through novel studies, films, documentaries, testimonials, forensics, lectures, discussions, and current events. The course will be analysis, inquiry, research, and project-focused, approaching case studies through an interdisciplinary methodology. It will contain aspects of anthropology, history, law, philosophy, psychology, and sociology. The course will reveal that, despite many international efforts to contain this form of mass violence, genocides remain one of the most enduring challenges of humanity.

## **GÉOGRAPHIE HUMAINE 12 (FHGEO12)**

**Pre-requisite: Sciences humaines 10**

This course is the required Social Studies course for French Immersion students. It examines relationships between humans and the environment. Key topics include the use of natural resources, the impact of the physical environment on cultural development, and demographic patterns of human societies.

## **LAW STUDIES 12 (MLST-12)**

**Pre-requisite: Social Studies 10 (or Sciences humaines 10); having completed another Social Studies 11/12 course is recommended**

Law 12 offers students the opportunity to learn about their rights and responsibilities within the Canadian legal system. Possible areas of study include constitutional law, criminal law, civil law, youth and family law, ethics, legal philosophy, the correctional system, restorative justice, and international law. Through lectures, videos, research, mock trials, guest presentations, examination of court cases as well as current events, students will become familiar with Canadian law and their roles as active citizens. Law 12 will be an analytical, text, and research-based course.

## **PSYCHOLOGY 12 (YPSYC2A)**

**\* This course does not meet the Social Studies graduation requirement. It can be used to meet the Applied Skills or Fine Arts requirement.**

**Pre-requisite: Psychology 11**

An introduction to abnormal and deviant behaviour. In a continuation of Psychology 11, this course examines behaviours that fall outside what is considered “normal” behaviour. Examination of society’s structures and institutions, groups and group behaviour, roots of aggression, discrimination, and anti-social behaviour are the broader topics that will be studied. Some of the more specific subjects include cults, serial killers, psychopathy, and peer pressure. This course will involve more in-depth analysis of well-known people with deviant personality disorders.

## **SOCIAL JUSTICE 12 (MSJ—12).**

**Pre-requisite: Social Studies 10 (or *Sciences humaines 10*).**

Equality? Racism? Human Rights? Systemic discrimination? Globalization? Terrorism? Disease and war? Environmentalism? Automation? Political and social turmoil? Social media? What do they mean? Why do they matter to our views of fairness and justice? The world is changing at a faster pace than during any other period in history. Our values and ways we view the world are being challenged. Injustices of the past are colliding with the ideas of the present. Whether we realize it or not, the events that happen across the world affect Canada and impact us in our day-to-day lives. Social Justice 12 aims to understand these changes through case studies, current events, and student-chosen topics. This will be a project-based course involving the use of analytical skills, multimedia tools, and research. Possible themes in the course include youth issues, current events, civil disobedience, global conflicts, A.I., technology, climate change, ableism, food crises, healthcare systems, gender studies, historical case studies, and social movements. This course includes aspects of criminology, sociology, health and social policies, economics, international studies, history, social services, healthcare access, and advocacy.

## **20<sup>th</sup> CENTURY WORLD HISTORY 12 (MWH--12).**

**Pre-requisite: Social Studies 10 (or *Sciences humaines 10*)**

The modern era has seen considerable changes and challenges. The events of this period are linked to the trials and tribulations of today. 20<sup>th</sup> Century World History 12 will seek to examine these processes through a global perspective. It will be project-based course. Possible topics for the course include but are not limited to

- World Wars I & II and other conflicts such as Vietnam and Korea.
- Military strategies and technology
- The rise of fascism and authoritarian regimes
- The Cold War and the Superpowers
- Examination of political systems and international organizations.
- Unrest in Africa, Asia, and South America.
- Civil disobedience and Human Rights Movements in North America and around the world.
- Social and cultural trends such as immigration, consumerism, and popular entertainment including music and film.
- The great leaders, profound thinkers, artists, and historical icons that made lasting impacts on society.
- The connection between current events and past incidents, and their influence on our lives.