



**WELLINGTON**  
**SECONDARY SCHOOL**

**GRAD PROGRAM**  
**COURSE PLANNING GUIDE**  
**GRADE 10, 11, 12**  
**2025-2026**

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**Wellington Secondary School**

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# TABLE OF CONTENTS

<b>Course Offerings</b> .....	2
<b>Wellington Graduation Planning Sheet</b> .....	3
<b>Grad Requirements and Post-Secondary Admissions</b> .....	4
<b>Financial Assistance</b> .....	4
<b>District Programs</b> .....	5-6
<b>Core Programs:</b>	
English.....	6-8
Social Studies .....	9-11
Mathematics.....	11-14
Science .....	15-17
Physical & Health Education .....	17-19
Careers.....	19-20
<b>Elective Programs:</b>	
Languages .....	20-21
Business Education .....	21-22
Information and Communication Technology.....	22-23
Technology Education.....	23-25
Home Economics.....	25-26
Visual Arts .....	26-27
Performing Arts.....	27-30
Specialized Courses .....	30-32

## COURSE OFFERINGS

### ENGLISH

English First Peoples Writing 10  
English First Peoples Literary Studies 10  
English First Peoples New Media 10  
English First Peoples Spoken Language 10  
Creative Writing 11  
Creative Writing 12  
Literary Studies 11  
Literary Studies 12  
New Media 11  
Spoken Language 11  
English First Peoples & Spoken Language 11  
English First Peoples 12

### SOCIAL STUDIES

Social Studies 10  
Explorations in Social Studies 11  
20<sup>th</sup> Century World History 12  
Asian Studies 12  
Contemporary Indigenous Studies 12  
Genocide Studies 12  
Human Geography 12  
Philosophy 12  
Oceanography 12  
Social Justice 12  
Law Studies 12  
Psychology 12 – elective only

### MATHEMATICS

Bridging Math 10  
Workplace Math 10  
Foundations of Math and Pre-Calculus 10  
Workplace Math 11  
Foundations of Mathematics 11  
Pre-calculus 11  
Foundations of Math 12  
Pre-calculus 12  
Calculus 12

### SCIENCE

Science 10  
Life Sciences 11  
Anatomy and Physiology 12  
Chemistry 11  
Chemistry 12  
Physics 11  
Physics 12  
Earth Science 11  
Environmental Science 11  
APPLIED SCI. (ENGINEERING) STUDIES 12  
Science for Citizens 11

### PHYSICAL EDUCATION

Physical & Health Education 10/11/12  
Basketball 10/11/12  
Fit For Life for Girls 10/11/12  
Fitness & Conditioning 10/11/12  
Yoga 11/12  
Volleyball 10/11/12

### LANGUAGES

French 10  
Introductory French 11  
French 11  
French 12  
Spanish 10  
Introductory Spanish 11  
Spanish 11  
Spanish 12  
Hul'qumi'num 10/11/12

### ADST - INFORMATION & COMMUNICATION TECHNOLOGY

Media Design 10  
Computer Studies 10  
Media Design 11  
Digital Media Design 12  
Computer Programming 11  
Computer Programming 12

### ADST – TECHNOLOGY EDUCATION

Electronics and Robotics 10/11/12  
Drafting 10  
Drafting 11  
Drafting 12  
Engineering 11  
Power Technology 10  
Technology Explorations 10  
Woodwork 10  
Woodwork 11  
Woodwork 12  
Exploring Trades 10/11/12  
Wood Technology for Girls 10/11/12

### ADST - HOME ECONOMICS

Child Development and Caregiving 12  
Fashion Design 12  
Textiles 10/11/12  
Food Studies 10/11/12  
Exploring Baking 11

### ADST - BUSINESS EDUCATION

Accounting 11  
Accounting 12  
Entrepreneurship & Marketing 10  
Marketing and Promotion 11  
Graphic Production / Yearbook 12  
Entrepreneurship 12

### ARTS EDUCATION - VISUAL ARTS

Art Studio 10  
Art Studio 11  
Art Studio 12  
Studio Arts: 2D 11  
Studio Arts: 2D 12  
Photography 10  
Photography 11  
Photography 12

### ARTS EDUCATION - DANCE

Dance Foundations 10  
Dance Foundations 11  
Dance Foundations 12

### ARTS EDUCATION - DRAMA

Drama 10/11/12  
Musical Theatre 10/11/12  
Theatre Company 10/11/12  
Directing and Scriptwriting 11/12  
Theatre Production 10/11/12

### ARTS EDUCATION - MUSIC

Concert Band 10  
Concert Band 11  
Concert Band 12  
Jazz Band 10  
Jazz Band 11  
Jazz Band 12  
Jazz Studies 10/11/12  
Rhythm and Blues 10/11/12

### CAREER EDUCATION

Career Life Education 10  
Career Life Connections 12A (2 Credits)  
Interpersonal and Family Relationships 11 (2 Credits)  
Career Life Connections 12B (Capstone)  
Work Experience 12

### SPECIALIZED COURSES

Leadership 10/11/12  
Peer Tutoring 10/11/12  
Strategy Board Games 10/11  
Westcoast Wilderness 10  
Westcoast Wilderness 11/12  
Athletic Leadership 11/12



## Graduation Requirements & Post-Secondary Admissions

Students, parents, and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

For specific program requirements, you should contact the specific institution you are interested in or search for specific program requirements using the Education Planner's website: <http://www.educationplanner.ca/>

### Useful Links

- Education Planner: <http://www.educationplanner.ca/>
- BC Ministry of Education : <http://www.gov.bc.ca/bced/>
- BC Ministry of Education Graduation Requirements: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/certificate-of-graduation>
- Curriculum Document: <https://curriculum.gov.bc.ca/curriculum/10-12> **Student Transcripts**

We advise that all grade 12s complete this process before graduation.

New Student Transcripts Service (STS) how-to videos are now available for viewing:

Students interested in signing up for Student Transcripts Service can now view three quick videos on signing up for STS and options for sending their transcripts. Click here to view the videos. <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/transcripts-and-certificates>

## FINANCIAL ASSISTANCE

### Scholarships and Bursaries

Visit the Wellington Scholarship Website and familiarize yourself with the many opportunities available!

<https://sites.google.com/learn68.ca/scholarships/home>

It's never too early to think about how you'll pay for your future education. If you plan to continue school beyond Grade 12, you can start earning money from awards and scholarships even before you graduate. See

<http://www2.gov.bc.ca/gov/content/education-training/k-12/support/provincial-scholarships> for Ministry Scholarships and Awards.

### Provincial Scholarships

BC Excellence Scholarships in the province. <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/scholarships/provincial-scholarships/bc-excellence-scholarships>

### Local Scholarships, Bursaries and Awards

The local community is very supportive of students wishing to pursue a post -secondary education including trades and technical programs. The Nanaimo Ladysmith Schools Foundation selects and distributes the awards for School District #68 students. Applications are available online in early February. Visit <http://www.nlsf.ca> for details.

### Other Awards

Many other scholarships and awards are available to graduating students. Excellent websites include:

[www.studentawards.com](http://www.studentawards.com)

[www.scholarshipscanada.com](http://www.scholarshipscanada.com)

## DISTRICT PROGRAMS – Career Pathways (CTC)

### DISTRICT PROGRAMS – Career Pathways (CTC)

A significant labour shortage in British Columbia is projected over the next ten years, just under a million job opportunities are expected. Careers and Technical Center (CTC) programs allow students to learn more about “in demand” jobs, gain work-based training, and/or earn post-secondary training while attending high school. To learn more about our programs please visit our website or meet with one of our program advisors.

**WEBSITE/REGISTER TODAY:** [www.ctc-careerpaths.ca](http://www.ctc-careerpaths.ca)

### DUAL CREDIT – YOUTH TRAIN IN TRADES

**This program is open to grade 12 students.**

The Dual Credit Trades and Applied Skills Program is a provincially recognized partnership between Nanaimo Ladysmith Public Schools and post-secondary institutions. Students involved in this program earn both high school and university credits (dual credits) during their studies **while completing the first year toward a Red Seal Trade or Certification Program**. Successful applicants are sponsored and do not pay tuition fees. Students **are** required to pay for application fees, activity fees, books and supplies. Since students are classified as high school students, they are *not eligible for student loans*. Students normally graduate at the same time as their peers but receive a post-secondary credential, in addition to their high school diploma.

**Seats are currently offered in the following programs: (Highlighted take place outside Nanaimo)**

Administrative Assistant | Legal Secretary | Accounting Assistant | **Aircraft Maintenance Technician** | Automotive Service Technician | Automotive Collision Repair | **Automotive Refinishing** | Baker | Carpenter | Professional Cook Level 1 | **Iron Worker** | **Machinist** | Electrician | Hairdresser | Heavy Mechanical Trade Technician | Heavy Equipment Operator | Dental Assistant | Early Childhood Education and Care | Education Assistant and Community Support | Health Care Assistant | **Plumbing** | Horticulture | Information Technology & Applied Systems | Motorcycle/Marine Technician | **Marine Service Technician** | Refrigeration Air-Conditioning Mechanic | Welder

Students are encouraged to consult with their school counselor or CTC Advisor about this graduation option. Although basic requirements vary from program to program, a passion for the trades training or applied skills program is considered a minimum standard for program. Applications are accepted ongoing until the program(s) is full, but waitlist applications may be considered as an alternate. **S o m e** applicants must complete a VIU assessment prior to consideration for this program. See website for current program details.

### YOUTH EXPLORE TRADES SAMPLER (formerly Discovery Trades)

The **Trades Sampler** Program(s), **are** offered at the VIU campus, from ~~Sept-Nov~~ and February-April, provides hands-on experience in a variety of in-demand trade careers (i.e. welding, carpentry, electrical, motorcycle and marine technician, auto service technician, heavy mechanical trades, etc.) Applications are ongoing until the program is filled, however, waitlist applications may be considered if received after this date. This program includes your Careers Life Connection course as well as 4 weeks of work experience. You will receive several certificates such as Confined Space, Construction Safety, First Aid, Respirator Fit among others. A Student Transition Plan will be developed between the student and CTC program advisor; this plan will identify graduation requirements and the transition plan from high school to the workplace and/or post-secondary training. See our website for more details and deadlines. Depending on demand there are often all-female and Indigenous cohorts offered

### DUAL CREDIT – ENRICHMENT - VIU

**Grade 11 students register to attend VIU courses during grade 12.**

The Dual Credit Enrichment program offers VIU classes to youth that are planning on attending a specific post-secondary program after graduation. High school transcripts must show any courses that are pre-requisites for the VIU course(s). Do not miss the opportunity to be awarded preregistration priority for almost all first-year courses. Upon successful completion of this program, you will be invited to preregister for your first year at VIU. Information sessions and pre-registration usually opens in early February and closes in March. Approved applicants are selected and contacted in April to register for the VIU classes. Students can enroll in up to two courses per semester and four courses per year. The courses must lead to a **specific occupation**. More courses are available online, but many are still in person. The school district sponsors (pays) tuition, but students are responsible for all other costs such as the application fee, student fees, student activity fee, materials, textbooks, etc. It is important to discuss this option with a counselor, parent, VIU advisor and CTC advisor. See the website for more details and current deadlines.

## **YOUTH WORK IN TRADES (formerly Secondary School Apprenticeship Program).**

*This program is open to youth ages 15 – 19 years.*

This program allows youth to get a head start for a career in the trades by earning ITA work based training hours, getting up to 16 high school course credits, and becoming eligible for a \$1000 Ministry of Education Award. High school course credits begin when the student is registered with the ITA with an approved ITA employer sponsor and the application package has been approved. The employer sponsor must provide WCB coverage for paid positions. These courses are completed outside of the regular school schedule, such as evenings, weekends, school breaks and summer. The student will earn 4 credits for completing 120 work hours and required pre-employment related assignments. The students can earn up to 4 courses or 16 credits. The \$1000 MofEd Award is intended to assist the apprentice with the purchase of tools, equipment, materials or tuition; the student must report up to 900 work-based hours to the ITA before December 31 of the school year that they turn 19 years old. Registration is ongoing.

**CTC coordinators have office hours at Wellington and parent evenings. Contact your counsellor to sign up.**

## **Core Programs | ENGLISH**

In the English Language Arts curriculum, all six of the language arts elements (reading, listening, viewing, writing, speaking, and representing) are connected and used in each course. Each of the courses offered will be an English Language Arts class with a different emphasis. The difference between English First People (EFP) and English Language Arts (ELA) courses is the focus on Aboriginal context and content. Both ELA & EFP classes are equal in academic rigour.

### **PROVINCIAL LITERACY ASSESSMENTS:**

Students in Grades 10 and 12 are required to complete two Provincial Graduation Literacy Assessments in addition to the Grade 10 Numeracy Assessment.

The Grade 10 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and students take the assessment in their Grade 10 year. The Grade 10 Literacy Assessment assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. The Grade 10 Literacy Assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10. For more information please see: <https://curriculum.gov.bc.ca/provincial/grade-10-literacy-assessment>

The Grade 12 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and students take the assessment in their Grade 12 year. For more information, please see: <https://curriculum.gov.bc.ca/provincial/grade-12-literacy-assessment>

### **GRADE 10 ENGLISH LANGUAGE ARTS OPTIONS:**

**All English First Peoples courses utilize Indigenous resources, content, perspectives, and ways of learning.**

**You must take ENGLISH FIRST PEOPLES WRITING 10 AND one other English Language Arts (EFP) 10 option.**

**ENGLISH FIRST PEOPLES WRITING 10 (MEFWR10) (2 Credits)** is designed for students who have an interest in developing their skills in written communication in a variety of contexts. The course provides students with opportunities to think critically as they explore, extend, and refine their writing. Content may include narrative, expository, descriptive, persuasive, and/or opinion pieces. Students will work individually and collaboratively to explore and create coherent, purposeful compositions. Specific emphasis will be on the planning, drafting, and editing process, as well as citation of evidence.

**The remaining two credits will be from the following options:**

**ENGLISH FIRST PEOPLES NEW MEDIA 10 (MEFNM10) (2 Credits)** is a program of studies designed to reflect the changing role of technology in society and the increasing importance of digital media in communicating and exchanging ideas. New Media 10 recognizes that digital literacy is an essential characteristic of the educated citizen. Curricular content may include media & film industry exploration, journalism and publishing, poetry and song lyrics and digital communications.

**ENGLISH FIRST PEOPLES LITERARY STUDIES 10 (MEFLS10) (2 Credits)** is designed for students who are interested in the study of literature in general. The course allows students to go more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media.

**ENGLISH FIRST PEOPLES SPOKEN LANGUAGE 10 (MEFSL10) (2 Credits)** provides opportunities for students individually and collaboratively to study, create, and use language to produce original pieces in a variety of modes. The course will provide students with opportunities for performance, oral language, professional applications, and public speaking. Spoken Language 10 will appeal to students who enjoy public performance or oral storytelling, or who want to gain more experience and skill in this area. Performance media may include spoken word poetry, storytelling, radio broadcasts, podcasts, video posts and reader's theatre.

**GRADE 11 ENGLISH LANGUAGE ARTS OPTIONS:**

**CREATIVE WRITING 11 (4 Credits)** is designed for students who are interested in using writing for self-expression and other various creative purposes. The course provides students with in-depth opportunities to become better writers. Students will collaborate and develop their skills through writing and design processes. Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing. Areas of focus may include short fiction, poetry, creative non-fiction, memoirs and more. The course provides opportunities for students individually and collaboratively to study, create, and write original, authentic pieces for diverse purposes and in diverse forms. Students will work individually and collaboratively to explore and create. Students will explore narrative, expository, descriptive or persuasive pieces and specific attention will be on thesis development, structure and citations.

**NEW MEDIA 11 (4 Credits)** is designed to reflect the changing role of technology in today's society, and the increasing importance of digital media in communicating and exchanging ideas. Coursework is aimed at providing students with skills vital for success in an increasingly complex digital world, by affording opportunities to demonstrate understanding, and to communicate increasingly sophisticated ideas through a wide variety of digital and print media. Students may focus studies on the influence of the media industry on society and various methods of digital communication. The course provides opportunities for students individually and collaboratively to study, create, and write original, authentic pieces for diverse purposes and in diverse forms. Students will work individually and collaboratively to explore and create. Students will explore narrative, expository, descriptive, or persuasive pieces and specific attention will be on thesis development, structure and citations.

**LITERARY STUDIES 11 (4 Credits)** allows students to delve more deeply into literature. Students may explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion. Specific areas of study may include canonical literature by era (i.e. Middle Ages, Renaissance), world literature, feminist literature, Canadian literature, etc. The course provides opportunities for students individually and collaboratively to study, create, and write original, authentic pieces for diverse purposes and in diverse forms. Students will work individually and collaboratively to explore and create. Students will explore narrative, expository, descriptive, or persuasive pieces and specific attention will be on thesis development, structure and citations.

**SPOKEN LANGUAGE 11 (4 Credits)**

This course will appeal to students who enjoy discussions, debates, and/or want to gain more experience and skill in this area. The course provides opportunities for students, individually and collaboratively, to study, create, and write original pieces. This course showcases verbal output for learning. Students will explore and analyse different genres, forms, and styles of texts (ex. debates, speeches, oral storytelling, poetry, plays, etc.). Students will demonstrate speaking, listening, and their

general understanding in a variety of ways. Students will focus on narrative, expository, descriptive, and persuasive pieces, with a special focus on the audience themselves and the use of rhetorical devices. There will be particular attention paid to thesis development, structure, and citations.

### **ENGLISH FIRST PEOPLES (EFP) LITERARY STUDIES AND SPOKEN LANGUAGE 11 (4 Credits)**

The EFP curriculum uses First Nations content and context to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. This course provides opportunities for students to study, create, and use language to produce original pieces in a variety of modes. The course will provide students with opportunities for performance, oral language, professional applications, and/or public speaking. Spoken Language 11 will appeal to students who enjoy public performance, oral storytelling, and/or who want to gain more experience and skill in this area. The course provides opportunities for students individually and collaboratively to study, create, and write original, authentic pieces for diverse purposes and in diverse forms. Students will work individually and collaboratively to explore and create. Students will explore narrative, expository, descriptive or persuasive pieces for the spoken word audience and specific attention will be on thesis development, structure and citations.

### **GRADE 12 ENGLISH LANGUAGE ARTS OPTIONS:**

#### **ENGLISH FIRST PEOPLES 12 (4 Credits)**

The EFP curriculum uses First Nations content and context to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. THIS COURSE IS A GRADUATION REQUIREMENT.

#### **LITERARY STUDIES 12 (4 Credits)**

Literary Studies 12 allows students to delve more deeply into literature through increasingly complex texts. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time increase their literacy skills through close reading of appropriately challenging texts, enhance their development of the English Language Arts curricular competencies, both expressive, and further refine higher-level thinking and learning skills. The following are possible areas of focus in Literary Studies 12 genre-specific studies – poetry, short stories, novels, drama, graphic novels, children’s literature, feminist literature, Canadian literature, First Peoples texts and/or topic, theme, or inquiry.

#### **CREATIVE WRITING 12 (4 Credits)**

Creative Writing 12 is designed for students who are interested in creating a body of work reflective of a sophisticated breadth and depth of skill. Students engage in the exploration of personal and cultural identities, memories, and stories, in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes, celebrating successes. Students will refine their ability to write in complex, controlled styles with effectiveness and impact. The following are possible areas of focus within Creative Writing 12, fiction and poetry (which can include flash fiction, graffiti, or sub-genres e.g., adventure, children’s literature, comic/graphic, fantasy, fan fiction, historical fiction, horror, sci-fi, dystopian, suspense, thriller, tragedy, romance), script writing, poetry, literary devices and techniques, the relationship between form and function, creative non-fiction (which can include columns, features, articles, queries, captions, layout, reporting, interviews, reviews) advertising, titles, and/or memoir.

### **SOCIAL STUDIES 10: Canada and the 21<sup>st</sup> Century up to Today (4 Credits)**

There are three major concentrations in Social Studies 10:

1. Contemporary Canadian History. Students will study the growth of Canadian society and Canada's role in world affairs. Sample topics will include a review of Canada's influence on **World War I**, the Roaring Twenties, the **Great Depression** and the Rise of Totalitarianism, **World War II**, the Cold War and the **Nuclear Age**, the Baby Boom Era and its economic prosperity, Human Rights and the 60's, The Energy Crisis of the 70's, the Beginning of the Computer revolution, a post 911 era and the **Age of Terrorism**.
2. The Global Environment. Students will investigate the concept of 'a global village,' **over-population** and development, resources, urbanization, industrialization, technology, and the effects of '**climate change**'.
3. Government - Students will examine the Canadian federal, provincial, and municipal parliamentary systems, as well as the Canada's electoral system, and its Constitution.

### **SENIOR SOCIAL STUDIES**

Students will need ONE senior Social Studies course (gr. 11 or 12) to meet Ministry requirements for graduation. Students may choose any of the following courses as additional elective credits for graduation.

#### **EXPLORATIONS IN SOCIAL STUDIES 11 (4 Credits)**

Social Studies 11 offers an interdisciplinary approach to key topics drawn from senior-level Social Studies courses. This course emphasizes developing communication skills through discussions, debates, research, writing, and presenting, while fostering critical thinking about societal inequalities and social justice issues. Students will explore content from at least three senior Social Studies disciplines, including 20th Century History, Asian Studies, Philosophy, Genocide Studies, Contemporary Indigenous Studies, Social Justice, Geography, and/ or Canadian Law.

#### **20<sup>th</sup> CENTURY WORLD HISTORY 12 (4 Credits)**

This elective course will help students gain a clearer understanding of the various social, political, and economic systems that developed over the course of the 20th century. Students will explore the rise and rule of authoritarian regimes; civil wars, independence movements, and revolution; human rights movements, including those of indigenous peoples; religious, ethnic, and/or cultural conflicts, including genocide; global conflicts, including World War I, World War II, and the Cold War; social and cultural developments, such as the changing role of women; and the impact of new technologies.

#### **ASIAN STUDIES 12 (4 Credits)**

Asia, with its various ethnic, regional and national identities, has become a major player in world affairs. These nations have become an integral part of BC's community as a result of increasing immigration and growing economic partnerships. Asian Studies 12 explores how Asia's ethnic, regional, and national identities, shaped in part by geography and migration, exert significant political and cultural influence in our world. Students will study the geography of Asia, including resource distribution and physiographic features, demography, migration, urbanization, and environmental issues. The course will also consider the impact of industrialization, globalization, changing economic systems, and the distribution of wealth and resources. Social and political movements, including human rights initiatives, as well as local, regional, and global conflicts will be examined.

#### **CONTEMPORARY INDIGENOUS STUDIES 12 (4 Credits)**

In this course, students will explore the identities and worldviews of Indigenous peoples across the globe, including the balance and interconnection of family, community, language, culture, and the land. Students will look at Indigenous art, social media, literature, music, dance, language revitalization and the processes of decolonization as avenues for fostering the resilience and survival of Indigenous peoples and their cultures despite the continuing effects of colonialism. Students will also investigate the advocacy and assertion of Indigenous rights to self-determination (economic development, rights to land and natural resources, treaties, self-government), and explore the process of reconciliation in Canada, including the Royal Commission on Aboriginal People and the Final Report of the Truth and Reconciliation Commission of Canada and its Calls to Action.

### **GENOCIDE STUDIES 12 (4 Credits)**

Genocide, the intentional destruction of peoples and their cultures, is a profound violation of human rights—but it is neither inevitable nor unstoppable. This course explores the causes, consequences, and resistance to genocidal violence through historical and contemporary case studies. The course also investigates international efforts to prevent, halt, and prosecute genocidal acts, highlighting the role of governments, organizations, and individuals in safeguarding human rights. This course is ideal for students who are:

- Passionate about human rights and social justice
- Curious about the root causes of genocide and mass atrocities
- Interested in the international legal frameworks designed to prevent and respond to genocide

**Please note:** This course covers sensitive topics related to genocide, including violence, war crimes, and personal testimonies. Some materials may be distressing.

### **LAW STUDIES 12 (4 Credits)**

Law Studies 12 provides an overview of the Canadian legal system. This course emphasizes how law affects the ordinary citizen. Special emphasis is given to the court system and criminal law. Topics include law enforcement, civil wrongs, such as assaults, acquiring and safeguarding real and personal property, and legal contracts. The course is designed to give students a greater awareness of the effect the law has on them on a day-to-day basis, as well as an understanding of their civil rights. Students can expect to participate in field trip(s) to the Nanaimo Provincial law courts to observe actual court proceedings in progress.

### **PHILOSOPHY 12: EXPLORING LIFE'S BIG QUESTIONS (4 Credits)**

Philosophy 12 is a senior-level course designed to introduce students to some of the most profound and enduring questions faced by humanity. This course looks at influential philosophers and explores essential questions with particular focus on logic, knowledge, ethics, society, and the nature of reality. Critical thinking and reflection will be required to analyze arguments, recognize assumptions, and construct well-supported positions on complex topics. The goal is to give students a foundation for approaching life's big questions with clarity, reason, and a deeper understanding of the human condition.

### **OCEANOGRAPHY 12 (4 Credits)**

Dive into the dynamic world of Oceanography and Physical Geography, with a focus on BC's coastal environment! This course explores the marine life, landforms, and powerful natural forces that shape our unique part of the world. Students will investigate how oceans work—from tides and currents to global ecosystems teeming with life—and how these systems interact with the rugged geography of our region.

Along the way, we'll tackle real-world issues such as sustainable resource management, tourism impacts, environmental stewardship, natural hazards and other challenges facing BC's coastal communities. Through hands-on activities, field observations, and case studies, students will gain a deeper appreciation for the coastal landscapes and waters that define our province.

If you love the outdoors, are curious about nature, or simply want to better understand the place you call home, this course will spark your interest and expand your understanding of the world around you.

### **SOCIAL JUSTICE (4 Credits)**

Explores what human rights look like in Canada and around the world. In this class we will discuss topics such as privilege and power, Canada's Charter of Rights and Freedoms, and important human rights laws and events. We will learn about the formation of the United Nations and how it works today, along with the history and impacts of colonization, decolonization, and globalization. We will apply our knowledge of these topics through open discussions, debates, and Ethics Bowl activities that explore real-world ethical questions. With a strong focus on developing critical thinking and research skills, students will further develop their ability to question assumptions, analyze complex issues, and consider multiple perspectives.

## **PSYCHOLOGY (4 Credits)**

Psychology is a diverse and fascinating social science that attempts to explain and predict why people behave, think and feel the way they do. Psychologists aspire to learn ways in which people can improve the quality of their lives. Whether you plan to pursue a psychology-related field of study after you graduate or not, this introductory course will give you an overview of the subject and help you understand humans better, including yourself! Topics of study include history, research methods, development across the lifespan, learning and memory, personality, sleep and dreams, addiction, psychological disorders, mental health, consumer psychology, and careers in psychology. A willingness to participate in discussions and activities and an open mind are two important things you can bring to this class. **This course does not fulfill Ministry graduation requirement for Social Studies.**

## **Core Programs | MATHEMATICS**

### **MATH PATHWAYS**

Math at the Grade 10, 11, and 12 levels have different pathways that provide different aspects for student learning.

The goals of all three pathways are to provide pre-requisite knowledge, skills and understanding for specific post-secondary programs or direct entry into the work force.

All three pathways provide students with mathematical understanding and critical thinking skills. It is the choice of topics that varies among pathways. When choosing a pathway, students should consider their goals, both current and future so that the pathway they choose will be the one to engage them in their future studies.

The Workplace Math Pathway provides students with math skills of measurement, finances, and spatial geometry. Some post-secondary trades programs will accept Workplace Math courses as pre-requisites along with an entrance exam. Workplace can be used towards the graduation program.

The Foundations Math Pathway is designed towards students prepping for higher level Math courses and potentially post-secondary statistics courses.

The Pre-Calculus Math Pathway is intended for students going into Math, Science, Engineering, and other postsecondary programs.

Graduation Numeracy Assessments:

Students are required to complete the Grade 10 Numeracy Assessment for graduation. The Numeracy Assessment will include several components: pre-assessment activities; sections required by all students; extensive constructed response questions; and a self-reflection component. Students will complete the assessment using a computer, plus paper response sheets for the handwritten components. A proficiency score will be included on the students' transcript. This assessment is not included in any specific course grade.

For more information on the Provincial Assessments, please see: <https://curriculum.gov.bc.ca/provincial/grade10-numeracy-assessment>

## GRADE 10 MATH OPTIONS:

### FOUNDATIONS/WORKPLACE MATH 10 (4 Credits)

This course is specifically designed to help students build a strong foundation for success in Foundations and Pre-Calculus Mathematics 10 (FPC Math 10). It revisits key Grade 9 concepts while introducing and previewing topics covered in FPC Mathematics 10. We strongly recommend this course for students who achieved an “Emerging” or “Developing” level in Mathematics 9. Foundations/Workplace Mathematics 10 is offered during the first semester, followed by FPC Mathematics 10 in the second semester, providing a seamless progression for students to strengthen their skills and confidence. After completing this course, you may receive credit for Workplace Math 10 and then select Workplace Math 11 for the following year or continue 2nd semester in the FPC Math 10.

### WORKPLACE MATH 10 (4 Credits)

Topics include units of measure, area, volume, capacity, mass, temperature, 2D, 3D and composite objects, spatial reasoning, problem solving, using formulas, Pythagorean theory, polygons, geometry, unit pricing and proportional reasoning. Please have a conversation with your counsellor if this is the track for you because you cannot continue from Workplace Math 10 to Foundations Math 11. You must take Foundations of Math & Pre-Calculus 10 before Foundations 11 or Pre-Cal 11.

### FOUNDATIONS OF MATH AND PRE-CALCULUS 10 (4 Credits)

This course is designed to provide students with mathematical understandings and critical thinking skills identified for postsecondary studies for all programs. Topics include applying trigonometric ratios to right triangles, irrational numbers, powers involving integral and rational exponents, polynomials, and coordinate geometry with linear relations, system of linear equations and function notation. Students who enjoy logical and abstract thinking will be suitable for this course. Students will need to do their homework regularly and be prepared to come in for extra help. Students will need to adapt to learn mathematical concepts at a faster pace because each lesson generally introduces new concepts. At the end of this course, students are prepared for Workplace 11, Foundations of Mathematics 11 and/or Pre-Calculus 11.

## GRADE 11 MATH OPTIONS:

### WORKPLACE MATH 11 (4 Credits)

This course is designed to provide students with mathematical understandings and critical thinking skills identified for some post-secondary studies and trades programs. Topics: relations and formulas, income and debt, data analysis, measurement technology, owning and operating a vehicle, income tax, probability. It is important to look at the post-secondary institute you want to attend to see if Workplace Math is accepted as a math course for your program. This qualifies as a Math 11 credit for graduation.

### FOUNDATIONS OF MATH 11 (4 Credits)

This pathway is designed to provide students with the mathematical understandings and critical thinking skills required for entry into liberal arts and humanities programs at the post-secondary level. Foundations of Math 11 is not recognized as a math course for science programs. It is recommended to take this course as well as Pre-Calculus Math 11 because most degree programs require a university statistics course to be taken and this course is a preview to the university statistics course. Course topics include Measurement, Geometry, Trigonometry, Logic Reasoning, Statistics, Relations and Functions, and Mathematics Research Project. It is important to look at the post-secondary institute you want to attend to see if Foundations Math 11 is accepted as a math course for your program. This qualifies as a Math 11 graduation credit and can be used as a prerequisite for Foundations of Math 12.

### PRE-CALCULUS MATH 11 (4 Credits)

This pathway is designed to provide students with the mathematical understandings and critical thinking skills

required for entry into all programs at the post-secondary level. Topics: solving linear/non-linear equations, factoring polynomials, trigonometry, relations and functions, quadratic equations, coordinate geometry and problem solving. Pre-Calculus Math 11 is the prerequisite for Pre-Calculus Math 12 (needed for science programs) and also can be used as a prerequisite for Foundations Math 12. This qualifies as a Math 11 graduation credit.

#### GRADE 12 MATH OPTIONS:

##### FOUNDATIONS OF MATH 12 (4 Credits)

This course has been designed for students heading to university in many programs. (Check with your intended post-secondary program if this course will be accepted). If you have successfully completed Foundations of Math 11 or Pre-Calculus Math 11, this course will be a significant investment in your future. Topics include Financial Mathematics (Investing and Borrowing); Set Theory and Logic; Counting Methods; Probability; Polynomial Functions; Exponential and Logarithmic Functions and Sinusoidal Functions.

##### PRE-CALCULUS MATH 12 (4 Credits)

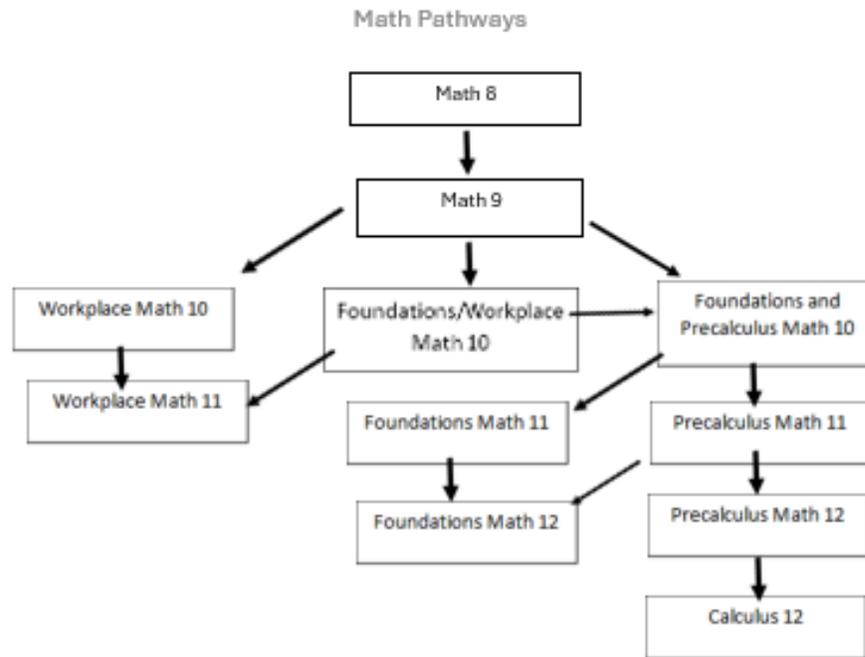
This course is recommended if you are taking a science/engineering degree and will be taking Calculus in your university program. Topics: functions, graphs and limits, the derivative (concept and interpretations), the derivative (computing), applications of derivatives and graphing, applied problems and derivatives, integration, applications of integration.

##### CALCULUS 12 (4 Credits)

This course is recommended if you are taking a science/engineering degree and will be taking Calculus in your university program. Topics: functions, graphs and limits, the derivative (concept and interpretations), the derivative (computing), applications of derivatives and graphing, applied problems and derivatives, integration, applications of integration.

## Math Pathways Chart:

Important to understand the courses you are selecting and how it impacts your ability to select future courses. Please research your future program goals for university to understand which Math course is a prerequisite for the program. If you are unsure of what you want to take in university, you should select Pre-Calculus Math courses to keep all doors open.



\*Please check with the university you plan to attend and the program of which you are applying to ensure you have the prerequisites for entry.

### **Workplace/Foundations Math 10**

-This course is to build foundational skills before taking Foundations and Pre-Calculus Math 10 second semester.

### **Workplace Math 11**

-Recognized as a math credit to graduate.  
-Not recognized for all the trades and science programs post-secondary.

### **Foundations 11/12**

-recognized for trades programs.  
-recognized for most arts programs.

### **Pre-Calculus 11/12**

-recognized by all university and trade programs.  
-science/technology programs require Pre-Calculus 12.

## Core Programs | SCIENCE

### SCIENCE 10 (4 Credits)

Science 10 continues to introduce and use the methods and applications of science. This course further develops the study of Chemistry, Physics, Biology and Astronomy. Science 10 is designed to provide opportunities for students to develop scientific knowledge, skills, and attitudes that will be relevant in their everyday lives and their future careers.

Topics covered in the regular course are:

- a) Genetics
- b) Chemical Reactions
- c) Energy
- d) Astronomy

### GRADE 11 SCIENCE OPTIONS:

**PLEASE NOTE:** Chemistry 11 and 12, Physics 11 and 12, and Life Sciences 11 and Anatomy and Physiology 12 are required prerequisite courses for many post-secondary and apprenticeship programs. Please see your counsellor to determine which prerequisites you require for your area of interest.

### LIFE SCIENCES 11 (Biology 11) (4 Credits)

Life Sciences 11, also known as Biology 11, is a survey course of the six kingdoms of life. Students are provided with opportunities to learn about all living things as well as the evolution of life on our planet and the ecological relationships between organisms. Under these themes, the Life Sciences 11 curriculum is organized into seven (7) main sections: processes of Science, Taxonomy, Evolution, Ecology, Microbiology, Plant Biology and Animal Biology. Students need to be prepared to develop a strong understanding of biological terminology as the course progresses. Dissections are integral parts of this course, as well. These skills are also extended into Anatomy and Physiology 12. Life Sciences 11 is strongly recommended for students wishing to take Anatomy and Physiology 12.

### CHEMISTRY 11 (4 Credits)

Chemistry 11 is an exploratory course in chemistry for students with a strong background in Math (including algebra). The curricular areas are:

- Atoms and Molecules
- Chemical Reactions
- The mole
- Solubility
- Organic Chemistry

There is an emphasis on doing labs and mastering skills introduced in the course.

### PHYSICS 11 (4 Credits)

Physics is the study of energy. Physics 11 is an introductory course that focusses on the basic principles of problem solving in six curricular areas. These areas require a good foundation in Algebra and provide a solid base for further investigation in Physics 12. The curricular areas are:

- Kinematics – the study of motion
- Dynamics – the study of forces that cause motion.
- Energy – the study of the applications of force to do work.
- Electricity – the study of energy carried by electrical charge.
- Simple Machines – the six machines that translate energy into useful work.
- Waves – the transmission of energy through space (ex. light and sound)

This forms the foundation of classical physics as developed over the last 400 years from Galileo and Newton to Einstein and Maxwell-Clark.

**Recommended:** Foundation in mathematics, especially in Algebraic manipulation, is an asset.

### **EARTH SCIENCE 11 (4 Credits)**

Earth Science 11 is a course designed to introduce students to the diverse aspects of earth and space science. The topics covered are grouped into six organizers:

- Earth and Its Environment
- Geological Science
- Oceanographic Science
- Astronomical Science
- Atmospheric Science
- Earth's History

### **ENVIRONMENTAL SCIENCE 11 (4 Credits)**

Environmental Science 11 is an introductory course that explores the natural environment and the dynamic biological, physical, and chemical interactions that characterize it. Biodiversity, sustainability, the role humans can play in stewardship and restoration of ecosystems, and climate change will be explored within the framework of marine, freshwater, and terrestrial ecosystems.

Topics may include: ecosystem complexity (predator/prey relationships, keystone species, mutualism, parasitism), energy flow (food chains, photosynthesis, food webs), matter cycles (water, nitrogen, carbon, phosphorus), succession, First Peoples knowledge (harvesting cycles, ethnobotany, fisheries, controlled burning, clam gardens), ecosystem services (food production, water purification, waste management), resource stewardship and restoration practices (invasive species removal, native species planting, hatcheries, wildlife/forestry/fisheries management, shoreline cleanups), natural resource exploitation, alternative energies, pollution, habitat loss, and systems thinking.

### **SCIENCE FOR CITIZENS 11 (4 Credits)**

Science for Citizens 11 is a multi-disciplinary course that explores the connections between science and your everyday life. The goal is to understand scientific problems through practical means and how they affect our daily lives. Topics include safety, certifications, personal and public health practices, science technologies and innovations, materials science, natural hazards, practical applications, and the human impact on the environment.

**This course fulfills the Science 11 requirement for graduation but does not qualify as a science prerequisite for most university programs.**

### **GRADE 12 SCIENCE OPTIONS:**

#### **ANATOMY AND PHYSIOLOGY 12 (Biology 12) (4 Credits)**

Anatomy and Physiology 12, also known as Biology 12, is a comprehensive course on cell and human physiology. The focus of the course is on how organ systems work together to maintain the health of the human body. In addition, students study introductory biochemistry, cell organelles and protein synthesis. An ability to work with and understand extensive biological terminology is essential.

Recommended: Life Science 11 and Chemistry 11

#### **CHEMISTRY 12 (4 Credits)**

Chemistry 12 continues with the skills mastered in Chemistry 11 and applies them to the following topics:

1. Reaction mechanisms
2. Equilibriums
3. Solubility
4. Acids and Bases
5. Redox reactions

In each of these five topics, lab skills and problem-solving abilities will be refined.

**Recommended:** Mastery of Chemistry 11 concepts

#### **PHYSICS 12 (4 Credits)**

Physics 12 extends the study of energy begun in Physics 11. This extension is to extend into two dimensions the study of dynamics and introduce circular motion. Non-contact forces of electric and magnetic fields are also introduced. It provides students with the opportunity to develop both analytical and problem-solving skills. The curricular areas are:

- Two-Dimensional Kinematics and Dynamics

- Two-Dimensional Momentum and Impulse
- Circular Motion and Gravitation
- Electric Fields
- Magnetic Fields

This continues the foundation of classical physics and begins to introduce some of the modern concepts of non-contact field dynamics.

**Recommended:** Foundation in mathematics, especially in Algebraic manipulation, is an asset.

#### **APPLIED SCIENCE (ENGINEERING) STUDIES 12 (4 Credits)**

Students in this course will gain an understanding, knowledge, and experience of the fundamental engineering design process. They will be challenged to design, prototype, build and evaluate relevant projects in each of the four major branches of engineering. The purpose of this course is to fulfil a need for interested students to experience and learn about the field of engineering through an intense project-based curriculum. The students will experience the four basic areas of study for Engineering and the basic science and math that underpins these fields. The course will apply abstract concepts from Classical Mechanics (such as force and torques), Physics (thermodynamics and electromagnetism), Chemistry (such as stoichiometry and cell potential) and Biology (adaptation and radiation) to solve novel problems of design and structure. The curricular areas are:

- Civil Engineering – structures
- Mechanical Engineering – energy systems
- Electrical Engineering – power systems
- Chemical Engineering – products

Students must also complete a major course capstone project in ‘Failure Analysis’ at the end of the course. This project will look at a modern or historical engineering failure with a focus on the cause, impact, and practice considerations.

### **Core Programs | PHYSICAL AND HEALTH EDUCATION**

The BC **Physical and Health Education** curriculum contributes to students’ development as educated citizens through the achievement of the following goals.

1. A focus on developing a holistic understanding of health and well-being by promoting and developing all aspects of student health and wellness, including physical, social, and mental well-being.
2. Big Idea statements to support teaching and learning and for deep understanding and skills transfer.
3. Content on individual identities, including sexual identity, gender, values, and beliefs.
4. Learning standards on various influences on healthy choices, including social and peer pressure, differing sources and validity of health information, and situational factors.
5. A focus on developing healthy habits in all areas of health that students will continue to practice after graduation.

#### **General Information**

1. Physical & Health Education 10 is a required course.
2. Physical Education 11 and 12 courses are elective courses.
3. The following equipment is **compulsory and must be worn for all physical education classes: running shoes (non-marking); gym shorts or sweatpants and a t-shirt.** A sweatshirt for outside activities and a towel for showering are optional. A lock for day-use gym-lockers is essential. Student gym strip in physical education class must meet school dress code standards.
4. **For safety reasons skate shoes and slip-on runners as well as headphone ear buds are not to be worn in class.**

There are five types of Physical and Health Education 10 classes: regular PHE, Basketball, Fit for Life, Fitness and Conditioning and Volleyball. All of these options meet the PHE 10 graduation requirement.

### **PHYSICAL AND HEALTH EDUCATION 10, 11, 12 (4 Credits each)**

In these courses students will be given opportunities to:

- engage in **daily participation** of different types of physical activity designed to help develop their physical and personal health and fitness goals.
- develop an understanding of the many benefits of physical activity that are essential components of a healthy lifestyle.
- develop and maintain positive personal attributes and interpersonal skills as well as positive attitudes towards participation in physical activity.

**Students will be required to actively participate in a wide variety of physical activities and to develop and maintain a personal level of physical fitness.**

### **BASKETBALL 10, 11, 12 (4 Credits Each)**

In these courses students will be given opportunities to:

- engage in **daily participation** a range of different types of physical activities designed to help develop their physical and personal health and fitness goals. There will be a **strong focus on developing physical literacy skills through basketball.**
- develop an understanding of the many benefits of physical activity that are essential components of a healthy lifestyle.
- develop and maintain positive personal attributes and interpersonal skills as well as positive attitudes towards participation in physical activity.

**Students will be required to actively participate in a wide variety of physical activities and to develop and maintain a personal level of physical fitness.**

### **FITNESS AND CONDITIONING 10, 11, 12 (4 Credits Each)**

This course enables students to deepen their understanding of health and fitness while also equipping them with the attitudes and skill sets they need to become lifelong participants in physical activity and fitness. Students considering a career in the health and fitness industry or an educational path in a related field of study (e.g., kinesiology) will benefit from this curriculum, as will students wanting to learn more about their personal fitness and conditioning levels. Students will develop, implement, and reflect on personal fitness programs and apply the principles of training.

This course is designed for students that will be able to:

1. Participate daily in physical activities to enhance and maintain components of fitness.
2. Identify, apply and reflect on strategies utilized to pursue personal fitness goals.
3. Identify and describe the relationship between healthy eating, overall health, and performance in fitness. Analyze health messages, plan ways to overcome barriers that reflect in fitness and conditioning.
4. Explain how developing competencies in fitness and conditioning activities can increase confidence and encourage lifelong participation in physical activities.
5. Identify and describe how muscles produce movement in different parts of the body and how to train those muscles.
6. Identify and describe the influences of different training styles.

It is highly recommended that students selecting this course are self-motivated and have a keen interest in Fitness.

### **YOGA 11, 12 (4 credits)**

This Yoga Class is an encouraging, welcoming atmosphere for students of all levels. You do not need to be flexible to enroll in yoga - you will become more flexible as a result of being in the course. This course focuses on a variety of yoga styles including gentle stretching, relaxation, brainwork, power yoga and yoga fitness. In addition to focusing on Yoga as an activity, this course will also allow students to develop an understanding of their strengths, weaknesses and personal preferences in planning and achieving fitness goals. Students will also learn about how healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.

### **VOLLEYBALL 10, 11, 12 (4 credits)**

Volleyball is designed to provide students with an opportunity to improve skills through sport. The foundation of this course will be to acquire advanced volleyball skills and strategies: individual and team defense, blocking, setting, serving, and individual and team offense in both indoor and outdoor volleyball. Sport specific training is included and will cover core strength training, flexibility, speed and agility. All students will also learn volleyball officiating, score keeping and rules so students may act as minor officials and scorekeepers for league and tournament matches. Introductory coaching techniques will be taught, and students will have the opportunity to show leadership by teaching skills to their peers outside of school.

**FIT FOR LIFE 10, 11, 12 (4 Credits Each)** This course is designed to encourage female and those who identify as female who may not be interested in competitive sports or a typical PHE environment to be involved in recreational activities.

This class is designed to provide a comfortable, recreational environment for students to experience lifelong activities in the following three categories:

1. Outdoor Education such as hiking, canoeing, sailing, skiing, and dragon boating.
2. Active Living and Recreational Sports such as golf, tennis, racquet ball and beach volleyball.
3. Fitness and Conditioning such as yoga, Zumba, Pilates, boot camp and personalized weight training programs.

Student choice and involvement in planning activities will be central to this class. (Activity opportunities are not limited to the samples given above). \*\*Through this course, students will meet their personal health requirement for graduation of 150 minutes per week of moderate to vigorous physical activity.

## **Core Programs | CAREER EDUCATION**

Today's graduates must be able to adapt to ongoing change in many aspects of their lives. Purposeful career-life development, in which students learn how to set personally meaningful goals, recognize, and cultivate relevant opportunities and supportive relationships, and continually re-evaluate and revise their plans, is a necessity for educated citizens in an ever-changing world. Educated citizens are lifelong learners who continually build on their self-awareness about evolving interests and strengths. They are able to use this personal knowledge to inform their career-life choices, responding with flexibility as opportunities and challenges arise.

In Grades 10 to 12, students explore and research a multitude of educational, work-related, and life opportunities to develop the knowledge and the personal and social competencies to manage the next steps in their career-life journeys.

Students in Grade 10 take Career Life Education 10 (CLE10) as part of their graduation program. This will automatically be added to a student's Grade 10 timetable.

### **CAREER LIFE EDUCATION 10 (4 Credits)**

Career Life Education 10 is a four-credit course designed to enable students to develop the skills they need to become self-directed individuals who make thoughtful decisions, set goals, and take responsibility for pursuing their goals throughout life. Students will think critically about health issues and decision making, develop financial literacy skills, and plan the actions required to pursue future goals. They will explore their post-secondary schooling and career options. This course is a graduation requirement and is the pre-requisite for graduation requirement courses of Career Life Connections and the Capstone Project.

### **CAREER LIFE CONNECTIONS 12A (2 Credits) and INTERPERSONAL AND FAMILY RELATIONSHIPS 11 (2 Credits)**

Also known as Adulting 101 – this course provides the first 2 credits of the Graduation Requirement of Career Life Connections (CLC) combined with coursework around building and maintaining healthy relationships. This is an in-person class for 1 semester. This course can be taken in either Grade 11 or 12, although we recommend completing it in Grade 11.

### **CAREER LIFE CONNECTIONS 12B (2 Credits)**

**The Capstone Project** is a rigorous learning opportunity that allows students to reflect and share in personally meaningful ways and is a requirement for Career-Life Connections and for graduation. The purpose of the capstone is to let students

demonstrate the knowledge, competencies, and passion(s) that they can offer the world, as they integrate personal interests, strengths, and new learning with preferred future possibilities. It is a deeper learning experience that supports the student's continued learning journey into post-graduation possibilities and provides an opportunity to reflect and synthesize as well as showcase and celebrate.

The Capstone Project will be introduced in CLCA and supported in the students' Grade 12 year through meeting the completion and presentation criteria.

## Elective Programs | **LANGUAGES**

### **FRENCH**

The Core French program at Wellington emphasizes the exploration of the francophone or French-speaking world and how we experience it through language and culture. Students will explore the language with writing, reading, listening, and speaking components and a variety of themes including Entertainment, Global Cuisine, and even Urban Legends! Students are encouraged to challenge themselves and celebrate their progress in the language demonstrating their learning through collaborative projects and activities. The French program also emphasizes experiencing the culture with the help of music, movies, and food!

#### **FRENCH 10 (4 Credits)**

The four skill areas of reading, writing, listening, and speaking are all emphasized and evaluated. The curriculum is thematic, covering such areas as travel, progression, as themes reoccur. Students will be expected to demonstrate comprehension of spoken French, and activities, and in small group projects, and to write correct French appropriate to their level.

**INTRODUCTORY FRENCH 11 (4 Credits)** is an opportunity for students to re-enter French in preparation for French 11 and other university-track courses. This accelerated course picks up where French 8 left off and combines the key points of French 9 and 10. Students will review basic structures and vocabulary while also exploring the grammatical building blocks to the French language. Students will explore the language with writing, reading, listening, and speaking components and a variety of themes including entertainment, urban legends, and global cuisine. Students are encouraged to challenge themselves and celebrate their progress in the language demonstrating their learning through collaborative projects and activities. Additionally, students will have the opportunity to expand their understanding of French language and culture through music, celebrations, and *bien sûr*, food!

#### **FRENCH 11 (4 Credits)**

The material covered in French 8, 9, 10 will be reviewed and reinforced. As this course is required for entrance to many of the major universities, the level of expectations is high. More complex grammar points are introduced, always in the context of the themes being studied. The areas of reading, writing, listening, and speaking will be stressed and assessed.

#### **FRENCH 12 (4 Credits)**

This course further develops communications skills in the areas of listening, speaking, reading, and writing. Develop a deeper awareness of the culture and diversity of French speaking countries and regions. Expand your ability to communicate in French through real-life themes, cultural activities, and projects. If successful in French 12, the student may not be required to take a first-year university language course to satisfy their university graduation requirements.

\*\* Completion of this course gives a student entering a General Arts Program a language credit at some universities. \*\*

**Recommendation for French 12 is French 11.**

### **SPANISH**

As the second most-spoken language in the world, Spanish is a great way to explore and experience the world! Utilizing a wide variety of themes as our lens into Spanish language and culture, we experience the language with writing, reading, speaking, and listening components. Students are encouraged to challenge themselves and celebrate their progress in the language demonstrating their learning through collaborative projects and activities. The Spanish program at Wellington also emphasizes learning the language with the help of music, culture, and of course, food

#### **SPANISH 10 (4 Credits)**

Spanish 10 is a continuation of Spanish 9 and allows for further exploration of the language and culture of Spain and Latin America. Students will continue to develop their ability in the language while exploring themes such as traveling, shopping, food, and more. They will demonstrate their learning through collaborative projects and activities. Students are recommended to take Spanish 9 prior to Spanish 10.

#### **INTRODUCTORY SPANISH - \*Open to Grade 9, 10, 11 and 12 students\* (4 Credits)**

This is an introductory course for Grade 10, 11, and 12 students who want to start studying Spanish.

This course covers Spanish 9 and Spanish 10 course material, preparing students to go into Spanish 11. Learn communications skills in the areas of listening, speaking, reading, and writing. Experience the exciting language and culture of Spanish speaking countries through real-life themes, cultural activities, and projects.

*Students who successfully complete Introductory Spanish 11 may go directly into Spanish 11.*

#### **SPANISH 11 (4 Credits)**

##### **Recommendation prior to taking Spanish 11 is Introductory Spanish 11**

This course further develops communication skills in the areas of listening, speaking, reading and writing. Develop a deeper awareness of the culture and diversity of Spanish speaking countries. Expand your ability to communicate in Spanish through real-life themes, cultural activities, and projects.

*Spanish 11 meets the requirements of a Grade 11 language course for universities which have a Grade 11 language requirement for entrance.*

#### **SPANISH 12 (4 Credits)**

##### **Recommendation prior to taking Spanish 12 is Spanish 11**

Students continue to develop their ability to understand Spanish and Hispanic culture. Expand your ability to communicate through listening, speaking, reading, and writing in Spanish. Explore contemporary issues through real-life themes relevant to youth today.

**\*\*Completion of this course gives students entering a General Arts Program a language credit at some universities. The student may, therefore, not be required to take a first year university language course to satisfy their university graduation requirements.\*\***

#### **HUL'QUMI'NUM**

##### **HUL'QUMI'NUM 10, 11, 12 (4 Credits Each)**

These courses will be an academic pursuit of the oral, visual, and written forms of hul'qumi'num. A continuation of the historical perspective associated with the language and culture of the Coast Salish people is an integral part of these courses.

### **Elective Programs | ADST - BUSINESS EDUCATION**

#### **ACCOUNTING 11 (4 Credits)**

Students need financial, economic and consumer skills to survive in our complex society. This course is designed as an introduction to accounting concepts for those seeking entry-level employment skills or personal skills. Students gain insights into financial problems and solutions which have far reaching benefits for entrepreneurial and professional careers. Students will also solve financial problems using computer spreadsheets. It is extremely important that students demonstrate good work habits, complete daily assignments, and come to class prepared. This course counts as an Applied Skills elective. This course is offered in the computer lab.

#### **ACCOUNTING 12 (4 Credits)**

This course enables students to use industry-standard computer software and systems to analyze and solve accounting problems to produce and present accounting reports. It is extremely important that students demonstrate good work habits, complete daily assignments, and come to class prepared. This course is offered in the computer lab. **Recommended:** AC 11

#### **GRAPHIC PRODUCTION 12 (4 Credits)**

In this collaborative project-based course, students will create the school **YEARBOOK** and other publications using Adobe Cloud Suite and Digital Photography. This course will introduce students to the commercial grade technologies used in all

publishing. No previous computer experience is necessary. Students will be introduced to publishing layout and design principles, copywriting, photo composition, collaborative working group function, deadline management, team building, problem solving and promotion. This course counts as an Applied Skills elective.

#### **ENTREPRENEURSHIP AND MARKETING 10 (4 Credits)**

This course will expose students to a variety of business concepts that encapsulate the realities of today's business marketplace. Developing a fundamental understanding of commerce students will explore topics ranging from the various types of business forms and the implications of political and economic structures in our modern society. In addition, this course will examine the role of marketing and the challenges facing marketers in today's global marketplace. The course will continue to develop these key concepts and students will be given the opportunity to explore how Entrepreneurship is a vital component in the Canadian and global economy. Upon developing these fundamental concepts students will be required to create and execute a business plan that has them market and sell a product or service within the Wellington School community. Students will also be required to relate the course teaching to current events and explain what implications these events may have for our economy.

#### **MARKETING AND PROMOTION 11 (4 Credits)**

This course explores the relationships between consumers and retailers and how these two entities coexist in the complex world of global commerce. Students will develop an awareness of how influential Marketing is in society and the impact marketing efforts have on consumer beliefs and demand. The material covered in this course will also reflect the ethical aspects associated with marketing and a comprehensive perspective of the role of marketing in terms of economics in both a closed and open economic structure. In addition, students will examine the cultural implications of marketing in a global economy characterized by many different types of consumers with varying needs and wants. Students will then examine the vast opportunities available to entrepreneurs as a result of global trade agreements and the emergence of e-commerce.

#### **ENTREPRENEURSHIP 12 (4 Credits)**

This course is designed specifically for those who are keen to pursue their own business venture, work in a business environment, or plan to register in a post-secondary commerce or business program. This course will teach entrepreneurship from the perspective of a business owner and a customer. Students will learn about different activities involved in planning, pricing, promoting, distributing, and selling products. Students will also develop communication, case analysis, presentation, public speaking, writing and critical thinking skills while learning the fundamentals of local and global marketing. This course is heavy on group and project work.

### **Elective Programs | ADST - INFORMATION & COMMUNICATIONS TECHNOLOGY**

#### **MEDIA DESIGN 10 (4 Credits)**

This is an excellent overview course that covers a little bit of everything, allowing students to explore Graphic Design, Networking, Multimedia, Video Production, Photo Editing and Photography. The overall emphasis will be using the Design Thinking model to quickly iterate through prototypes, testing them against user needs and problem definitions. Students will be prepared to focus and dive deeper into topics that interest them in Grades 11 & 12.

#### **COMPUTER STUDIES 10 (4 Credits)**

This is a computer course that is more focused on practical uses for and study of computer hardware, software types, business applications, operating systems and other digital technologies. The principles of computational thinking will be applied in programming, planning, and evaluations of different technologies and tools. Projects will include a variety of opportunities to explore industry standard software packages and hands-on access to hardware for computation and networking. This course should prepare students to continue in Computer Programming and/or other senior computer courses.

#### **MEDIA DESIGN 11 (4 Credits)**

While similar to Computer Programming 11, this course allows students to experience programming at a slightly reduced pace. Basic programming concepts, logical and decision making statements and loops will be covered, with emphasis more on scripting than coding. Students will use the Unity Game Engine and Microsoft Visual C# to create both 2D and 3D programs and video games. Students can expect to make use of a variety of graphics programs including Photoshop, Illustrator, Premiere, 3D Studio Max, and Mudbox to create models and graphics for their projects.

### **DIGITAL MEDIA DESIGN 12 (4 Credits)**

Digital Media Alliance Florida, defines digital media as “the creative convergence of digital arts, science, technology and business for human expression, communication, social interaction and education.” That fits well with the need to produce engaging and informative multimedia for the school and community. This course will allow students to build on skills they've developed in DMD 11 and create projects they are personally invested in.

### **COMPUTER PROGRAMMING 11 (4 Credits)**

This course prepares students for the coding requirements involved in an Engineering or Computer Programming career. The course will be taught using the Unity Game Program Engine and Microsoft Visual C#. Course topics will be taught by building Windows Applications and Game Applications. Course topics include basic programming concepts, constructing and evaluating logical statements, use of control flow to manipulate program execution, development of algorithms to solve problems in multiple ways, techniques for operations on and searching of arrays and lists, uses of computing for financial analysis and ways to model mathematical problems.

### **COMPUTER PROGRAMMING 12 (4 Credits)**

This course will expand on the skills and concepts from the former CP11 course to prepare students for a University level computer science class. The Unity Game Program Engine and Microsoft Visual C# will be used to delve deeper into algorithms, Game AI and business logic. Course topics include custom data types, comparison of sorting algorithms, and computation on large data sets, distributed computing and ways to apply simulated physics in different applications. Possible extension topics include VR and AR, as well as human-computer interaction. **Strongly Recommended : Computer Programming 11.**

## **Elective Programs | ADST - TECHNOLOGY EDUCATION**

### **ELECTRONICS AND ROBOTICS 10/11/12 (4 Credits)**

This course will be working with advanced mechanical movement structures and is intended for students looking towards design / mechanical / engineering fields (ROBOTICS). Each grade level increases the complexity of learning in robotics. Students taking this course will be using both computers and traditional tools for solving technical problems. There are three themes throughout this course including: Digital manipulation, Manufacturing Technology and Transportation Technology. The primary focus is based around robotics and autonomous programming and material science technology in order to support the advanced movement structures.

### **ADST ENGINEERING 11 (4 Credits)**

In Engineering 11, students learn that design for the life cycle includes consideration of social and environmental impacts; that personal design interests require the evaluation and refinement of skills; and that tools and technologies can be adapted for specific purposes. Engineering 11 is a design-challenge based course in which students design, draft and fabricate projects to solve problems. Engineering 11 students learn metalworking skills prior to designing, drafting and fabricating metal-based projects to solve problems. The following design challenge projects are typical: towers, bridges, trebuchets, robotic arms, woodstoves, go-karts, etc. As well as practical skills, students learn transferable life-skills such as problem solving, work ethic, perseverance, and collaboration. Safety is emphasized in the use of power tools. The overarching inquiry question of the course is “How can we design and fabricate products to meet our needs?”

### **POWER TECHNOLOGY 10/11 (4 Credits)**

The Power Technology course is a 4-credit graduation course that can be chosen by any grade 10-12 student and is an opportunity for students to work with small engines. Imagine being able to tune up dirtbikes, outboards, lawnmowers and garden tractors, motorbikes, snowmobiles, gokarts, etc! Students will learn how to properly disassemble, clean and inspect, reassemble, maintenance, diagnose, repair and run a Briggs & Stratton flathead, 4-stroke engine. Training in the safe use of tools, machines, processes and products used in the Wellington Shop, supports their practical work. They will also learn 2-stroke engine theory and may work on some as well (time depending). The basic theory behind internal combustion engines and their associated systems will be supplemented with some discussion of Alternate Power sources too. Some simple measurement and metalworking skills will complement the Mechanics skill to aid in repair and modification of motors

### **TECHNOLOGY EXPLORATIONS 10 (4 Credits)**

The Power Technology course is a 4-credit graduation course that can be chosen by any grade 10-12 student This course will provide an overview of a variety of trades-based skills including drafting, carpentry, plumbing, electrical, mechanics, and

computer numeric controlled (CNC) operation. Hands-on experiences in each trade will be provided. If you are interested in exploring a career in trades but aren't sure which trade you prefer, this is the course for you!

#### **WOODWORK 10 (4 Credits)**

This course is intended for students who are interested in gaining knowledge and experience in Woodworking. Students will learn how to use various tools found in the woodshop, for example, tape measures (imperial and metric), squares, hand saws, mitre saws, band saws and a commercial grade CNC machine. Students will have pre-designed projects of varying difficulty they can choose to complete. Once students have demonstrated a certain level of understanding by completing one of the pre-designed projects, they will have the opportunity to design their own projects.

#### **WOODWORK 11 (4 Credits)**

This course is intended for students who are interested in gaining knowledge and experience in Woodworking. For students that have taken Woodworking in the past, they will have the opportunity to build on their previous experiences to further hone their skills in the woodshop. Students will learn how to use various tools found in the woodshop, for example, tape measures (imperial and metric), squares, hand saws, mitre saws, band saws and a commercial grade CNC machine. Students will have pre-designed projects of varying difficulty they can choose to complete. Once students have demonstrated a certain level of understanding by completing one of the pre-designed projects, students will have the opportunity to design their own projects.

#### **WOODWORKING 12 (4 Credits)**

This course is intended for students who are interested in gaining knowledge and experience in Woodworking. For students that have taken Woodworking in the past, they will have the opportunity to build on their previous experiences to further hone their skills in the woodshop. Students will learn how to use various tools found in the woodshop, for example, tape measures (imperial and metric), squares, hand saws, mitre saws, band saws and a commercial grade CNC machine. Students will have pre-designed projects of varying difficulty they can choose to complete. Once students have demonstrated a certain level of understanding by completing one of the pre-designed projects, students will have the opportunity to design their own projects.

#### **WOOD TECHNOLOGY FOR GIRLS 10, 11, 12 (4 Credits)**

This course is intended for students who are interested in gaining knowledge and experience in Woodworking, but for those who identify as female. Students will have pre-designed projects of varying difficulty they can choose to complete. Once students have demonstrated a certain level of understanding by completing one of the pre-designed projects, they will have the opportunity to design their own projects. Students will develop skills in problem-solving, joinery, and time management in a safe and comfortable environment.

#### **DRAFTING 10 (4 Credits)**

Drafting and Design builds upon the skills and knowledge acquired in Grade 9. Similar projects, designs, and computer projects are completed. Models of specific projects are built.

#### **DRAFTING 11 (4 Credits)**

Drafting 11 is a computer aided drafting (CAD) course, using AutoCad and VectorWork 3D. Students are encouraged to take advantage of this technology course, which qualifies as an applied skill. There is great potential for career opportunities in the design or engineering field. The following careers depend on drafts people and designers: architectural building construction, civil drafting, mechanical drafting, structural drafting, as well as graphic layouts and map-making. The course has a hand drafting and model making component as well as a CAD component. Anyone interested in a career which involves design and/or building and manufacturing should consider this course. This course counts as an Applied Skills elective.

#### **DRAFTING 12 (4 Credits)**

A continuation of Drafting 11. Development of cams, gears, auxiliary view revolutions, mechanical drawing and architectural drawing. This course is intended for draft persons who may wish to carry on with drafting or engineering as a career.

**Recommended: Drafting 11**

**EXPLORE TRADE SKILLS 10, 11, 12 (4 Credits) – students can take this course ONCE and will be credited based on their actual grade level.**

These courses are intended for students who may be considering trades as a profession or who want to learn practical

construction knowledge to help them in their everyday lives. Students will gain firsthand skills and experience working with a variety of tools from a range of different trades, including carpentry, electrical, and plumbing. This course will cover basic carpentry skills, including how to read tape measures, use hand and power tools, as well as develop a basic understanding of how buildings are constructed. Students will also learn basic electrical theory and skills. They will learn how to wire in plugs, switches, and lights. Finally, this course will cover basic plumbing theory where students will gain first-hand experience in building a mock plumbing system. All these skills are skills any student can carry with them throughout their lives.

## Elective Programs | **ADST - HOME ECONOMICS**

### **CHILD DEVELOPMENT AND CAREGIVING 12 (4 Credits)**

Have you ever wondered what life will be like when you start a family? The information in this course is invaluable to all genders, regardless of when you begin a family. This four-credit course starts with learning how to control pregnancy and the choices you have in the methods of contraception. You will learn what happens to the human body after conception. Beyond that, there are many choices you make when starting a family. They include prenatal development, medical care, methods of childbirth and delivery. You will go through the stages of child development and learn about nutritional needs, styles of caring and the effects they have on both you and child. Lastly, you will look at the ongoing responsibilities, including childcare outside the home, legal accountabilities and child welfare.

### **FASHION DESIGN 12 (4 Credits)**

This course is for students interested in furthering their skills and knowledge about fashion and costume design. Topics include principles and elements of design, history of fashion, fashion drawing, fashion designers, and fashion trends. Students will complete several projects. Previous textile classes are not required but are helpful.

### **FASHION / SEWING 10, 11, 12 (4 Credits each)**

If you love to sew or would like to learn how, if you are a beginner or a more experienced sewer; if you like to design and create, and if you like hands on learning experiences, then Textiles is for YOU!

Students will review basic sewing skills as well as master advanced, professional techniques. In these courses, students will sew projects using sewing machines and sergers. Students may also have the opportunity to plan, design and construct projects. Through each grade level, students will advance their skills and in the senior level students are given opportunities for more self-directed and personally creative projects.

### **FOOD STUDIES 10 – Youth Explore Trades and Skills (4 credits)**

This course is designed to introduce students to the cooking and baking trades. The course will include three modules that will help students evaluate the possibility of a career in cooking or baking.

Module 1: Core: addresses safe work practices and employability skills, terminology, skills, tools, materials, work environments, culture, and career options of the various trades and industries. Students will potentially complete certifications and connect with post-secondary trades instructors.

Module 2: Baker: introduces baking tools, equipment, recipes, and ingredient functions. Students will create a business plan for a bakery and research the career prospects for bakers.

Module 3: Cook: introduces workstation setup, knife skills, recipe comprehension, and multiple cooking methods as well as an exploration of culinary arts careers.

Module 4: Indigenous Content

All modules will focus on professionalism and workplace skills. This is a hands-on course that includes collaborative skills as well as individual assessment. Come ready to learn about the exciting career potential of the trades as a profession! Students will leave with the knowledge and experience to determine if being a baker or a chef is a career possibility for them!

### **FOOD STUDIES 11, 12 (4 Credits Each)**

Learn how to become a confident cook and further your repertoire of cooking skills and food knowledge. This hands-on applied course provides an introductory to intermediate study of food preparation techniques. You will be exposed to food dishes from various cultures while planning and making healthy food choices for everyday meals. Emphasis on group cooperation during labs is critical for success. Meal planning, budgeting and healthy living will be covered. *These courses are run with students working regularly in groups. Please be prepared to work within a group setting.*

### **EXPLORING BAKING 11 (4 Credits)**

This is the baking module for the Youth Explore Trades Skills Course. This course exposes students to fundamental baking skills as well as knowledge and attitudes needed for careers in the baking profession. This course is recommended for students who would like an introduction to the field of professional baking and provides activities in baking theory and practice. Emphasis on group cooperation during labs is critical for success. *This course is run with students working regularly in groups. Please be prepared to work within a group setting.*

## **Elective Programs | ARTS EDUCATION - VISUAL ARTS**

### **VISUAL ARTS**

All elective art courses will provide students with an outlet to the more creative side of expression in the visual 2D and 3D form. Students will develop and refine a variety of skills while having **FUN** alongside their peers. Studies will include image development, context and the elements & principles of design while developing knowledge and skills in relation to the materials, processes, and technologies particular to the chosen visual expression area. Opportunities to acquire skills and knowledge needed to fulfill prerequisites for various career paths will be provided. In the senior grades, students may work towards the development of an art portfolio for entrance to post-secondary. Students will participate in ongoing self-assessment. All students are expected to have a sketchbook. (Sketchbooks are available for purchase through the Art Department.)

### **ART STUDIO 10 (4 Credits)**

This course will enable students to continue to explore **all areas of art** including both **2D and 3D** including but not limited to drawing, painting, printmaking, graphics design and sculpture. The elements and principles of design are further explored and refined. Skills: inquiring, planning, exploring, creating, expressing, documenting, analyzing, questioning, reflecting, critiquing, evaluating, communicating, responding, presenting. Short and longer assignments will cover the core areas of drawing, painting, and sculpture. Further explorations of different media and mixed media. This course meets the Fine Arts graduation requirement.

### **ART STUDIO 11 (4 Credits)**

This course is intended for students who wish to continue to explore **all areas of art in both 2D and 3D** including but not limited to drawing, painting, printmaking, graphics design and sculpture. Students in Art 11 will receive a broad range of experience and instruction in the elements and principles of design with a focus on more refined image development. Skills: inquiring, planning, exploring, creating, expressing, documenting, analyzing, questioning, resolving, refining, reflecting, critiquing, evaluating, communicating, connecting, responding, presenting. Students will be exposed to a variety of media and given the opportunity to further explore a personal area of interest. The introduction to different art styles, movements and artists will further enhance each student's personal art journey. Students will maintain a sketchbook that clearly journals their creative process for each project. This course meets the Fine Arts graduation requirement.

### **ART STUDIO 12 (4 Credits)**

This course is intended for students who wish to continue to explore **all areas of art both 2D and 3D** including but not limited to drawing, painting, printmaking, graphics design and sculpture. Skills: inquiring, planning, exploring, creating, expressing, documenting, analyzing, questioning, resolving, refining, reflecting, critiquing, evaluating, communicating, connecting, responding, presenting. Art and artists, both historical and contemporary, will be studied. A variety of media and tools will be used while examining each area of study. Continued exploration of the more newly discovered art materials/tools that are available will also be used for mixed media projects. Students will be assigned several independent projects where they will have the opportunity to explore, in more depth, areas of interest with media/theme development. Projects assigned will meet educational portfolio guidelines for first year post-secondary entry towards interior design, graphic design, and visual arts programs. Students will maintain a sketchbook that clearly journals their creative process for each project. Students may be expected to purchase some art supplies. This course meets the Fine Arts graduation requirement.

### **STUDIO ART 2D 11 (4 Credits)**

This course is intended for students wanting to continue their study of art specifically in **2-dimensional** processes including but not limited to: drawing, painting, printmaking and/or graphics design. Skills: inquiring, planning, exploring, creating, expressing, documenting, analyzing, questioning, resolving, refining, reflecting, critiquing, evaluating, communicating, connecting, responding, presenting. Students will maintain a sketchbook that clearly journals their creative process for each project. This course meets the Fine Arts graduation requirement.

### **STUDIO ART 2D 12 (4 Credits)**

This course is intended for students wanting to continue their study of art specifically in the area of **2-dimensional** processes including but not limited to: drawing, painting, printmaking and/or graphics design. Skills: inquiring, planning, exploring, creating, expressing, documenting, analyzing, questioning, resolving, refining, reflecting, critiquing, evaluating, communicating, connecting, responding, presenting. Art and artists, both historical and contemporary, will be studied. A variety of media and tools will be used while examining each area of study. Continued exploration of the more newly discovered art materials/tools that are available will also be used for mixed media projects. Students will be assigned several independent projects where they will have the opportunity to explore, in more depth, areas of interest with media/theme development. Projects assigned will meet educational portfolio guidelines for first year post-secondary entry towards interior design, graphic design, and visual arts programs. Students will maintain a sketchbook that clearly journals their creative process for each project. Students may be expected to purchase some art supplies. This course meets the Fine Arts graduation requirement.

### **PHOTOGRAPHY 10 (4 Credits)**

This course will provide students with a basic overview of digital photography and postproduction editing. Students will explore the historical evolution of photography and how the digital camera has embarked upon the norm of modern-day photography. Course content will lead students through the basics of composition and exposure to creating their own photographic portfolio which highlights their learning objectives throughout this course.

### **PHOTOGRAPHY 11 (4 Credits)**

Students who have developed the basics of Photography 10 will be expanding their photographic skills to explore concepts ranging from Macro Photography, Street Photography, Nature photography, Portrait Photography etc. In this course students will be utilizing more advanced features of the Adobe suite consisting of Photoshop and Bridge.

### **PHOTOGRAPHY 12 (4 Credits)**

This course explores the basics of Photography ranging from composition to exposure and to postproduction processing of digital files through Adobe Photoshop. Students will first learn how to compose captivating photographs in a variety of settings consisting of portraits, action, and landscaping photography. Once students have developed a fundamental understanding of basic composition they will begin to unlock the hidden capabilities of the Digital Camera. This course will lead students step by step from basic automatic mode to full manual mode of every aspect of their photograph. Students will also have an opportunity to explore the impact various lenses will have on their final image.

## **Elective Programs | ARTS EDUCATION - DANCE**

### **DANCE FOUNDATIONS 10/11/12 (4 Credits)**

No previous dance experience is required. Dance classes at Wellington Secondary offer high energy, dynamic and multi-level classes centered on modern, contemporary, and hip-hop genres while grounding participants with solid technique and conditioning exercises. Partnering skills are introduced in a sequential manner. The combination of daily technique and conditioning allows students to develop their abilities quickly and safely in preparation for increasingly complex choreography. All students work towards public performances in a variety of venues.

Beyond technique and performance, dance education includes developing a theoretical and practical knowledge base in dance history, choreography, literacy, health, anatomy, world dance, dance related careers and post-secondary opportunities.

## **Elective Programs | ARTS EDUCATION - DRAMA**

### **DRAMA**

No one is a spectator in Drama. Emphasis in this course is on the **DRAMATIC PROCESS** and **PERFORMANCE**. Participation and total involvement in all areas of the course are most important. It is also essential that students are prepared to wear comfortable clothing for all stage activities (i.e. - jeans and indoor soft shoes). Students electing to take Drama must have self-discipline and a sincere desire to channel their creative energy and have fun.

**DRAMA 10 (4 Credits)**

Drama 10 is an extension of Drama 9 with more detailed work in all areas. Students will work cooperatively on role-plays, stage fighting, music projects and scripted plays. Make-up, costume, sound, lighting, props, set design and construction may also be studied depending on suitability, time and interest. Drama 9 is not a prerequisite, but some previous experience is desirable.

**DRAMA 11 (4 Credits)**

Drama 11 is an extension of Drama 10 with more detailed work in all areas. Film work, costumes, lighting, sound, props and set design will be studied depending on student interest, along with role-plays and scripted scene work. Drama 10 is not a prerequisite, but some previous experience is desirable.

**DRAMA 12 (4 Credits)**

The groundwork in Drama 11 will be put to good use in Drama 12. The emphasis in this course is on acting skills aimed at performance. As well, acting styles of different historical periods may be explored and representative scenes performed in the appropriate style. Film and television will also be considered if there is interest shown. As in Drama 11, students could be expected to commit time and effort outside of regular class time to put on a major production. Stagecraft, lighting, make-up and directing skills will be taught as part of the production aspect of the course.

**MUSICAL THEATRE 10, 11, 12 (4 credits)**

The primary objective of this program is to produce a full-scale **Musical Theatre Production**. Students wishing to be in the cast will be required to act, sing and dance. Auditions will be held in class for all roles. Selection of the musical production will be done this year with student involvement. Students enrolling in this course will be expected to participate in extra-curricular rehearsals as well as regular class time. Evening public performances and Elementary school matinees will be the end result of this course.

**THEATRE PRODUCTION 10/11/12 (4 Credits)**

Are you interested in being a part of Drama but don't want to be onstage? Sign up for theatre production and help get the scenes on their feet by building the set, making props, creating costumes, organizing, and running the lights. Without students in Theatre Production the play would be performed in the dark, on an empty stage, in silence. Come help us out and be a huge and important part of the Drama program.

**THEATRE COMPANY 10, 11, 12 (4 credits)**

The primary objective of this program is to produce a full-scale Theatre Production. This course focuses on developing character, practicing voice work, working as a theatre company. Auditions will be held in class for all roles. Selection of the production is often done with student involvement. Students enrolling in this course will be expected to participate in extra-curricular rehearsals as well as regular class time. Evening public performances and Elementary school matinees will be the end result of this course.

**DIRECTING & SCRIPTING DEVELOPMENT 11, 12 (4 Credits)**

Students wishing to enroll in this course need to be dedicated and to have above average leadership qualities, communication skills and writing abilities. They will be expected to write and to direct scenes with Drama 9/10 students. Directing methods and playwriting will be formally studied. The final project for the course is the writing, directing and producing of a 20-30 minute one-act play in early January or June. Acceptance into the course is by recommendation or permission of the instructor.

**Elective Programs | ARTS EDUCATION - MUSIC****CONCERT BAND 10 (INSTRUMENTAL MUSIC) (4 Credits)**

This program is a continuation of Band 9. As the student improves in skill, technique and awareness, a higher standard of performance and understanding is expected. This course can be used for Fine Arts credit for graduation.

This co-curricular course will be offered after school and can be taken as a ninth course.

**Strongly Recommended:** Band 9 or permission of instructor

### **CONCERT BAND 11 (INSTRUMENTAL MUSIC) (4 Credits)**

This senior program follows a content-performance program. That is theory, ear training, historical perspective, technique, and all facets of musicianship are dealt with in the program. It is a senior level course surveying a wide variety of music and is intended to further enhance the musical understanding and the ability of the student.

This co-curricular course will be offered after school and can be taken as a ninth course. This course is a Fine Arts credit for graduation.

**Strongly Recommended:** Band 10 or permission of teacher

### **CONCERT BAND 12 (INSTRUMENTAL MUSIC) (4 Credits)**

This program is a continuation of Band 11 and will adhere to the guidelines of the Provincial Curriculum Guide in Music. It is a content-performance program and will offer the students more advanced theory, ear training, instrumental technique, and general musicianship.

This co-curricular course will be offered after school and can be taken as a ninth course. This course can be used for Fine Arts credit for graduation.

**Recommended:** Band 11 or permission of instructor.

### **JAZZ**

Students in the Jazz Academy take Jazz Ensemble/Band as their main course, then if their timetable permits, Jazz Studies as their second course. To ensure appropriate instrumentation approval of the instructor is required for courses. Jazz Studies is open to all grade 9-12 students. As well as the courses listed in the booklet, there are various opportunities for students to participate in extra-curricular combos. Jazz players are strongly urged to elect Concert Band in addition to Jazz Band if their schedule permits.

**Partnership with Vancouver Island University** - Students with excellent grades in secondary-level Music courses, particularly Music Theory courses that are offered as a component of specialized Jazz Academy programs at Wellington Secondary school, may challenge 1st-year level Music courses offered at VIU through a process called Prior Learning Assessment (PLA). This offers graduates of secondary school Jazz Academy programs an opportunity to expedite their 1st-year university theory courses. This gives students greater flexibility in completing their degree requirements and would save them money on the cost of regular courses.

### **JAZZ BAND 10 (INSTRUMENTAL MUSIC) (4 Credits)**

This program is jazz oriented and involves students in learning the jazz idiom. The music is contemporary, and a high standard of performance and musical understanding is expected. Improvisation is one of the central themes in this course. Students learn a variety of contemporary styles including swing, rock, Latin, jazz, waltz, et al. Students taking part in this program must show an inclination to the "extra work" required. Jazz 10 can be used as a Fine Arts credit for graduation.

### **JAZZ BAND 11 (INSTRUMENTAL MUSIC) (4 Credits)**

This senior program is a continuation of Jazz Ensemble 10. Students will learn jazz ensemble performance skills, including various jazz styles, (swing, Latin, rock, ballads, etc.), articulations, jazz theory, jazz ear training, jazz listening and jazz improvisation. Students will also be made aware of basic jazz history. Students in this ensemble are committed to the endeavors of the band and its many performances throughout the year. This course can be used for Fine Arts credit for graduation.

**To ensure appropriate instrumentation, approval of the instructor is required for this course.**

### **JAZZ BAND 12 (INSTRUMENTAL MUSIC) (4 Credits)**

This senior program is a continuation of Jazz Ensemble 11 and a course for students with a passion for learning and playing in an advanced level jazz ensemble. Students will learn jazz ensemble performance skills, including various jazz styles (swing, Latin, rock, ballads, etc.), articulations, jazz theory, jazz ear training, jazz listening and jazz improvisation. Students will also be made aware of basic jazz history. This course can be used for Fine Arts credit for graduation.

**To ensure appropriate instrumentation, approval of the instructor is required for this course.**

### **JAZZ STUDIES 10, 11, 12 (4 Credits)**

This senior program is the study of jazz improvisation in a jazz combo setting. Students will be introduced to advanced jazz theory, jazz history, advanced ear training, composition/arranging, concert management skills, computer music technology and audio recording skills. These courses can be used for Fine Arts credit for graduation.

**To participate in the Jazz Studies course, students must also take Senior Jazz Band/Junior Jazz Band. To ensure appropriate instrumentation, approval of the instructor is required for this course.**

#### **RHYTHM AND BLUES (R&B) 10, 11, 12 (4 Credits Each)**

The study of contemporary music allows students to apply previous skills and abilities to music that is modern and relatable to them. We can also offer the opportunity to improvise, create, arrange, and adjust music as required, creating extremely creative opportunities for our students. While Jazz has many idioms, we offer students (swing, latin, rock, etc.) R&B focuses on modern rock, pop, blues and music that regularly encompasses vocal and instrumental musicians.

Students will examine and apply the curricular competencies of exploring, creating, reasoning, reflecting (such as movement, sound, image, role of performer, elements, vocabulary), communicating, documenting, connecting, and expanding (personal voice, audience, history, improvising, genres, traditions, taking personal risks). Students would be evaluated on musical concepts and technical ability via performance and repertoire. Students would also be working on music notation and understanding of music theory via aural transcriptions and arranging.

Open to vocalists. To participate in this course, instrumentalists must also take Senior Jazz Band/Junior Jazz Band. To ensure appropriate instrumentation, approval of the instructor is required for this course.

### Elective Programs | **SPECIALIZED COURSES**

#### **PEER TUTORING 10, 11, 12 (4 credits)**

Peer Tutoring 10/11/12 are courses designed for students of above average ability with excellent citizenship. Interested students must have shown exemplary skills in work habits, attendance, and demonstrated leadership qualities as well as a sincere desire to help others. Peer Tutors undergo training in study skills, learning styles, brain-based learning strategies, communication, plus many other interpersonal skills. Tutors will be provided with rewarding opportunities to support fellow students and to develop their own tutoring and personal strategies for learning. All tutors are supervised by a Peer Tutoring teacher. (Open to students in Grade 10, 11 and 12.)

#### **STRATEGY BOARD GAMES 10/11 (4 credits)**

This course is designed for students to develop creative and strategic thinking skills while practicing positive social interactions through modern strategy board games. Using games such as Risk, Catan, and other game-theory-driven games, students will explore how structured strategic play can strengthen essential soft skills for becoming effective, supportive members of a community.

In addition to social development, students will gain cognitive benefits associated with complex board-game play. These include improved working memory, enhanced pattern recognition, stronger spatial reasoning, and the ability to evaluate probabilities and long-term consequences. Through analyzing game systems, managing resources, and adapting to evolving scenarios, students will cultivate higher-order thinking skills that transfer beyond gameplay.

Throughout the course, students will improve their communication and negotiation skills, enhance their creative and critical problem-solving abilities, and develop stronger organizational and planning skills. By engaging in both collaborative and competitive decision-making, students will learn to apply their strategic insight and cognitive skills with confidence in everyday contexts

\*\*\*Students completing Strategy Board Games will be demonstrating Leadership class credits (4) and will not be able to receive these same 4 credits in another Leadership based course.

#### **STUDENT LEADERSHIP 10 (4 credits)**

This course is designed to give students the opportunity to develop personal responsibility and leadership skills through the acquisition and application of leadership theory and practice. Big Ideas include:

- Knowledge of self is essential to effective leadership.
- Effective communication is a foundation of leadership development.
- Problem solving skills are essential to teamwork and leadership.
- Leadership is rooted in a philosophy of service.

### **STUDENT LEADERSHIP 11 (4 credits)**

This course is designed to give students the opportunity to develop personal responsibility and leadership skills through the acquisition and application of leadership theory and practice. Big Ideas include:

- Leadership skill development is an ongoing process.
- Effective communication is a foundation of leadership development.
- Understanding of leadership styles of self and others facilitates teamwork.
- Leadership plays an important role in the climate and culture of the greater community.
- Leadership is rooted in a philosophy of service.

### **STUDENT LEADERSHIP 12 (4 credits)**

This course is designed to give students the opportunity to develop personal responsibility and leadership skills through the acquisition and application of leadership theory and practice. Big Ideas include:

- Leadership skill development is an ongoing process.
- Effective communication is a foundation of leadership development.
- Knowledge of and proper application of leadership styles is vital to project success.
- Mentorship is an important component of leadership.
- Leadership is rooted in a philosophy of service.

### **WORK EXPERIENCE 12 (4 credits)**

Work Experience 12 is a Ministry elective course that allow students to acquire elective credits through work-based training. This course provides students the opportunity and experience outside of school to expand workplace skills and career life options while providing opportunities for self-discovery. Students work a minimum of 90 hours in one or more work placements in one or more focus areas. Students will earn elective credits for graduation, connect classroom learning in the workplace, practice resume writing and job acquisition skills, learn transferable workplace skills, build a network of industry or workplace contacts, realize personal strengths and potential, and develop a relationship with community.

### **ATHLETIC LEADERSHIP 11 (4 credits)**

This course deepens students' understanding of leadership—especially within athletic environments—and teaches them how to apply a range of leadership skills and styles in both group and individual settings. A central goal is to build a strong awareness of personal responsibility and the vital role each student plays in shaping a positive, team-oriented school community.

Students will take on authentic leadership roles by officiating athletic events, managing teams, updating athletic communications and websites, and promoting school spirit. Completion of service hours is required, giving students hands-on opportunities to lead, support, and elevate athletic programs.

Throughout the course, students develop lifelong leadership skills, including effective communication, conflict resolution, problem solving, team building, goal setting, time management, and public speaking—all essential tools for success on and off the field and court.

**Note: This course is outside the timetable and is year-long. Enrolment is subject to approval of application.**

### **ATHLETIC LEADERSHIP 12 (4 credits)**

This advanced course expands the foundational leadership skills developed in the introductory athletic leadership program, challenging students to take on greater responsibility and demonstrate leadership with increased independence and initiative. Students will explore advanced leadership theories, strengthen their ability to mentor peers, and refine their personal leadership styles within dynamic athletic settings.

Participants will assume elevated leadership roles such as coordinating athletic events, managing logistics for teams and tournaments, supervising and training new student leaders, overseeing digital communications, and leading school-wide spirit initiatives. Students will also contribute to long-term athletic programming by assisting with planning, evaluation, and improvement efforts. Required service hours ensure continued real-world application of leadership in action.

Throughout the course, students advance their skills in high-level communication, strategic problem solving, conflict

mediation, project management, collaborative planning, and professional public speaking. They also strengthen competencies in adaptability, accountability, and ethical decision-making. By the end of the course, students will be equipped to lead confidently in competitive athletic environments and serve as positive role models within the broader school community.

#### **WESTCOAST WILDERNESS 10 (4 credits)**

Westcoast Wilderness is a locally developed course with no prerequisites. This course offers place-based and land-based learning opportunities for students to gain knowledge, skills, and values relating to the animal, plants, geography, culture and history of the region. This course gives them the skills they need to enjoy the unique environment and ecosystems of the west coast safely and respectfully. Trips may include activities such as hiking, camping, paddling, skiing, rock climbing, fishing, archery, and emergency first aid. Students will have opportunities to learn new skills such as outdoor leadership, orienteering, shelter building, ropework, cooking, photography, drone operation and animal identification.

Connecting English First Peoples to land-based learning through Westcoast Wilderness Studies, students will demonstrate their understanding in the subject area of English by reflecting on their learning experiences in Westcoast Wilderness. Ministry core and curricular competencies will be covered through this cross-curricular learning opportunity.

#### **WESTCOAST WILDERNESS 11/12 (4 credits)**

Students will extend their knowledge and experience with the outdoor environment. This is a student-centered course that combines classroom content with outdoor excursions. It is designed to use the outdoor experience to enhance the participant's knowledge, self-confidence, self-discipline, and positive character. Students will learn to utilize the outdoors as a classroom and incorporate many skills to live an active healthy lifestyle and develop a positive attitude toward environmental stewardship, culture, and community. Students will learn from both modern and traditional First Nations resources that encourage empathy, sustainability, and social responsibility. Student will engage and learn skills in human powered activities such as, wall and rock climbing, repelling, hiking, cross country skiing, camping skills, mountain biking, basic survival, outdoor risk assessment and flat-water paddling. Students will also be taught basic CPR and First Aid. Students will also learn about Canadian wildlife, local habitat, and conservation. Students will have an opportunity with archery and fishing. This course is designed for students that enjoy recreational outdoor sports and want to learn how to be a leader in the outdoor setting such as summer camps. Students will begin to learn basic outdoor leadership skills that can be applied to other areas of their lives.