

# North Island Secondary School



2024 - 2025

## Grade 8-12 Course Selection Handbook

## **GENERAL INFORMATION**

This handbook contains descriptions of the courses that, depending on student enrolment, may be offered for the school year. No course, however, can be offered without sufficient numbers of students interested in a particular offering. Students are encouraged to talk to their teachers and with the school advisor for more specific information on any of the listings in this handbook.

It is essential that students seriously consider the prerequisites listed for a particular course. Success in any course may be difficult to achieve if the prerequisite body of knowledge and skills has not already been studied. In addition, students in Grades 10, 11 and 12 must take into account:

basic graduation requirements;

their own educational and vocational plans; and,

the entrance requirements of any post-secondary institution(s) in which they may be interested (colleges, vocational or trade school, universities).

## **SUBJECT REQUIREMENTS FOR GRADES 8 & 9**

Grade 8 and 9 students must meet the learning outcomes specified in the following subjects:

English 8 and 9

Social Studies 8 and 9

Science 8 and 9

Math 8 and 9

PE 8 and 9

Health and Career Education

An Applied Skills 8 and 9 (e.g. Home Ec., Computers, Woodwork)

A Fine Arts 8 and 9 (e.g. Drama, Visual Arts)

Grade 8 students are required to take a language credit (French, Spanish, Kwak'wala) depending on availability

Note: We strongly advise that university-bound students take a second language (e.g. French) at the grades 9, 10 and 11 levels. Check specific post-secondary institutions for second language requirements.

**STUDENT NAME:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

**GRADUATION REQUIREMENT ASSESSMENT FORM**

80 credits in Grades 10-12 (equivalent to 20 4-credit courses) are required. A minimum of 16 credits at the Grade 12 level.

52 credits are required courses, including:

<b>REQUIREMENT</b>	<b>CREDIT</b>	<b>COURSE COMPLETED</b>
English 10 (2 – 2 credit English 10 courses)	4	_____
English 11	4	_____
English 12	4	_____
Social Studies 10	4	_____
Social Studies 11 or equivalent Social Studies course	4	_____
Science 10	4	_____
Science 11 or 12	4	_____
Mathematics 10	4	_____
Mathematics 11 or 12	4	_____
Physical Education 10	4	_____
Fine Arts or Applied Skills 10, 11 or 12	4	_____
Career Life Education	4	_____
Career Life Connections & Capstone	4	_____
	<b>52 credits</b>	

**TOTAL REQUIRED CREDITS:** \_\_\_\_\_

**ELECTIVE COURSES: 28 credits**

_____	( ) credits	_____	( ) credits
_____	( ) credits	_____	( ) credits
_____	( ) credits	_____	( ) credits
_____	( ) credits		

**TOTAL ELECTIVE CREDITS:** \_\_\_\_\_

**TOTAL CREDITS (REQUIRED & ELECTIVE):** \_\_\_\_\_

**QUICK CHECK:**

- 52 Credits from Required Courses
- 28 Credits from Elective Courses
- 8 Credits from Career Education Courses
- 4 Credits of Indigenous focused Coursework
- Provincial Literacy Assessment 10
- Provincial Literacy Assessment 12
- Provincial Numeracy Assessment 10
- 16 Credits at the Grade 12 level (including English 12 or Communications 12)
- Fine Arts or Applied Skills Course (4 credits) This is a non-academic course such as an Arts, Foods, Woodworking, Computers or Metalworking course.

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.

Students graduating after June 30, 2018 are on the new Graduation Program. To graduate, they require at least 80 credits total.

Of these 80 credits:

At least 16 credits must be at the Grade 12 level, including a required Language Arts 12

At least 28 credits must be elective course credits

52 credits are required from the following:

Two Career Education courses (8 credits total)

Physical and Health Education 10 (4 credits)

Science 10 (4 credits), and a Science 11 or 12 (4 credits)

Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)

A Math 10 (4 credits), and a Math 11 or 12 (4 credits)

A Language Arts 10, 11 & 12 (12 credits total)

An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

4 Credits of Indigenous focused Coursework

Note: For 2019/20 and beyond, the following career education courses will be used in all BC schools:

Career Life Education

Career Life Connections + Capstone

Note: The Social Studies 11/12 graduation requirement for students on the new Graduation Program is flexible; any of the current or new Ministry Social Studies 11 or 12 courses will meet the requirement.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/certificate-of-graduation>

## **IMPORTANT NOTES**

The course outlines in this handbook are offered subject to sufficient course enrolment.

### **Student Course Selection**

Student course selection takes place in the spring of each year for the following school year. NISS relies on student selections to help form the timetable. Please select your courses carefully.

### **Board Authority/Authorized Courses**

Board Authority Authorized (BAA) courses are offered in a variety of subject areas. These courses have been developed locally and are approved by School District No. 85. There is no limit to the number of BAA courses that can be taken as electives in the Graduation Program. BAA courses do not qualify for the Adult Graduation Program.

### **Provincial Assessments**

Provincial Language and Math exams have been replaced with the Language and Numeracy Assessments.

### **Credits**

Courses at grade 10, 11 and 12 levels are assigned a credit value according to their length in hours. A 4 credit course has about 120 hours of instruction. At NISS, all courses are 2 or 4 credit courses. The graduation program requires 80 credits from grades 10, 11, and 12 – 52 credits from required courses, 28 credits from elective courses and 8 credits for the Career Life 11/12 and Capstone Project. When filling out course selection forms, please study course descriptions and add up course credits carefully. See graduation requirements for more information.

### **Challenge Policy**

The purpose is to permit students to obtain credit for a grade 11 or 12 course for which they have already acquired the appropriate learning. To successfully challenge, students must demonstrate that they have successfully met the prescribed learning outcomes for the course they are challenging, and they must meet the same standards as students who take the course through regular classroom instruction. Students are permitted one opportunity to challenge a specific course. There is a time frame that must be followed. Students will receive a letter grade and a percentage mark for each course successfully challenged. (See an advisor or administrator for details.)

### **Equivalency Policy**

The equivalency policy recognizes valid credentials at the grade 10, 11, and 12 levels acquired by students from other educational jurisdictions and from institutions outside the regular school system. To qualify for equivalency review, students must provide documentation to prove successful completion of a particular course or program. Equivalency credit will only be granted for credentials which match the currently prescribed learning outcomes for provincial and board/authority authorized courses. Equivalency credits will be available only for grade 10, 11, or 12 courses. Students will receive either a letter grade and percentage, or “Transfer Standing” for transcript and reporting purposes. (See an advisor or administrator for details.)

### **Other Options for Earning Credits towards Graduation**

The Graduation Program provides additional options for students to earn grades 10, 11, and 12 credits towards graduation:

External Credentials – are learning activities from outside the school system that the ministry recognizes for course credits, for achievements in such activities as Toronto Conservatory music lessons and new drivers’ licensing instruction. See the school’s advisor for more details.

Independent Directed Studies – students work independently on a course with teacher supervision.

Dual Credit – potential public post-secondary credits will count towards high school graduation.

To view dual credit courses offered in partnership with North Island College, go to:

<https://www.nic.bc.ca/student-services/admissions/high-school-students/dual-credit/>

## **COURSE LIST – ENGLISH**

British Columbia's curriculum have been modernized to respond to the constant change our students are experiencing. They are entering a technology-rich world where information is instant and immediately accessible. In response, the redesigned curriculum is student-centred and flexibility has been implemented. It maintains a focus on literacy while supporting deeper learning. It has greater flexibility for teachers while allowing space and time for students to develop their skills, passions, and interests. This deep understanding and application of knowledge model is at the centre as opposed to recall of facts. It will maintain a focus on sound foundation of literacy through the basics of reading. More information about English option can be found at:

<https://curriculum.gov.bc.ca/curriculum/english-language-arts>

### **ENGLISH LANGUAGE ARTS 8 (MEN- -08)**

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to comprehend and connect (reading, listening, viewing). Students will learn to access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability

### **ENGLISH LANGUAGE ARTS 9 (MEN- -09)**

Continuing Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to comprehend and connect (reading, listening, viewing). Students will learn to access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability

### **ENGLISH 10**

Students are required to complete two 2 credit (10 Week) English 10 Courses within a semester. All English 10 course options recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view. Courses may include:

Composition 10 (MCMPS10)

Writing 10

Literary Studies 10 (MEFLS10)

Spoken Language 10

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

EFP Literary Studies + Writing 11 is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. The course is grounded in the First Peoples Principles of Learning. It provides opportunities for all students to learn about and engage with Indigenous creative expressions, and the cultures of First Peoples locally, provincially, nationally, and internationally. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics.

### **ENGLISH STUDIES 12 (MENST12)**

The required English Studies 12 course builds on and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. It is for all students and provides them with opportunities to:

refine their ability to communicate effectively

think critically and creatively

explore texts from a variety of sources

deepen their understanding of themselves and others

gain insight into the diverse factors that shape identity

appreciate the importance of self-representation through text

contribute to reconciliation

expand their understanding of what it means to be educated Canadian and global citizens

## **ENGLISH 12 FIRST PEOPLES 12 (MENFP12)**

EFP 12 builds upon and extends students' previous learning experiences in ELA and EFP 10 and 11. The course is grounded in the First Peoples Principles of Learning. It provides opportunities for all students to learn about and engage with Indigenous creative expressions, and the cultures of First Peoples locally, provincially, nationally, and internationally. It is designed for all students, Aboriginal and non-Aboriginal, who are interested in delving deeply into First Peoples oral and written literature and visual texts in a range of media.

## **COURSE LIST – LANGUAGES**

<https://curriculum.gov.bc.ca/curriculum/second-languages/all/courses>

The language programs at NISS aim at engaging students in learning experiences through which they can become proficient users of a second language, gain new perspectives, and engage with other communities. Each course will integrate various components: reading, writing, listening, speaking, interacting, grammar, culture and language learning strategies.

Students will have the opportunity to:

use language as a form of self-expression

communicate with purpose and confidence

explore a variety texts

appreciate the interconnectedness of language and culture

expand their understanding and appreciation of other cultures

deepen their understanding of their first language and of their own cultural identity

understand the educational, travel, and career opportunities that acquiring an additional language offers

foster an appreciation of learning languages and have fun

French curriculum 8-12 aims to support students' development in French language proficiency and Francophone cultural understanding.

### **FRENCH 8 (MFR- -08)**

A study of the French language and culture at a basic level.

### **FRENCH 9 (MFR- -09)**

A continuation of the study of the French language and culture at an emerging beginner's level.

### **FRENCH 10 (MFR- -10)**

A continuation of the study of the French language and culture at an approaching intermediate level.

### **FRENCH 12 (MFR- -12)**

A continuation of the study of the French language and culture at a competent intermediate level. Some advanced structures and themes will be explored.

### **CORE FRENCH 11 (MFRI-11)**

A new course, French Introductory 11, has been developed to offer an opportunity for students who did not begin French in the elementary grades to enter French at the secondary level. It should be noted that this course does not replace the richness of the regular French 5-10 curriculum. There are no prerequisites for this course and it is available to all grade 10-12 students.

### **KWAK'WALA 08 (MKWAK08)**

Kwak'wala 8 is an introduction to Kwak'wala language and culture of the Kwakwaka'wakw. In the language portion of the class, students will cover simple language structure and vocabulary. Culturally, students will learn cultural singing and drumming, about traditional stories, impacts of residential school, the importance of the potlatch, and traditional ecological knowledge. This course is available to all grade 8 students and successful completion of the course will provide students with a level of competence to allow them to continue on to Kwak'wala 9.

### **KWAK'WALA 10 (MKWAK10)**

Kwak'wala 10 is designed as a provincially prescribed curriculum for students who have taken Kwak'wala in earlier grades. This course is available to all students and successful completion of the course will provide students with a level of competence to allow them to continue on to Kwak'wala 11 and Kwak'wala 12. Kwak'wala 10 is a four credit course but is available to students at earlier grades to alleviate scheduling pressure on students at the senior grades.

### **KWAK'WALA 11 (MKWAK11)**

This course is a continuation of Kwak'wala 10.

### **KWAK'WALA 11 (MIKWA11)**

Introductory Kwak'wala 11 is designed as a provincially prescribed curriculum for students who may not have taken Kwak'wala in earlier grades. This course is available to all students and successful completion of the course will provide students with a level of competence to allow them to participate successfully in Kwak'wala 11 and Kwak'wala 12.

### **INTRODUCTORY SPANISH 11 (MBSP-11)**

Spanish Introductory 11 has been developed to offer an opportunity for students who did not begin Spanish in the elementary grades to enter Spanish at the secondary level. It is an intensive course, designed to cover essential learning standards from Grades 5 to 10 in an accelerated time frame in order to prepare students for Spanish 11. It is assumed that students would have limited to no background in Spanish prior to enrolment. Enrolment in Spanish Introductory 11 is not limited to Grade 11 students, and there are no prerequisites for this course.

### **SPANISH 11 (MSP—11)**

Language and culture are interconnected and shape our perspective, identity, and voice. Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad. Content of this course will give students the opportunity to **think and communicate** through word choice recognition, analyze cultural points of view, use various strategies to increase understanding and produce oral and written language, narrate stories, respond personally to a variety of texts, express themselves with growing fluency, and share information using the presentation format best suited to their own and others' diverse abilities.

In addition, students will **develop personal and social awareness** through investigation of regional and ethnic diversity of Spanish language and Hispanic culture, analyze personal or shared experiences/perspectives, and worldviews through a cultural lens. They will identify how language and culture have been influenced by the interactions between Hispanic and other peoples as well as, explore opportunities to continue language acquisition beyond graduation.



## **COURSE LIST – MATHEMATICS**

<https://curriculum.gov.bc.ca/curriculum/mathematics>

Students moving into mathematics 10 will choose between Workplace Mathematics 10 and Foundations of Mathematics & Pre-Calculus 10. Math students in grade 11 will choose between Workplace Mathematics 11, Foundations of Mathematics 11, and Pre- Calculus Mathematics 11.

Pre-calculus 12 and/or Calculus 12 may be offered every second year. Please see the academic advisor for more information.

### **MATHEMATICS 8 (MMA- -08)**

Students in Principles of Math stream will focus on developing the mathematical skills necessary to pursue a wide range of post-secondary programs. Principles of Math 8 will include the following topics: Number Concepts, Number Operations, Patterns, Variables & Equations, Measurement, Geometry, Transformations, Data Analysis, and Probability.

The successful student in Principles of Math 8 should take Principles of Math 9 the following year.

### **MATHEMATICS 9 (MMA- -09)**

Students in Principles of Math stream will focus on developing the mathematical skills necessary to pursue a wide range of post-secondary programs. Principles of Math 9 will continue studies in the following topics: Number Concepts, Number Operations, Patterns, Variables and Equations, Measurement, Geometry, Transformations, Data Analysis, and Probability.

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

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies. A C+ or higher in Math 9 or teacher recommendation is strongly suggested before attempting this course.

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

Students in Pre-Calculus Math stream will focus on developing the mathematical skills necessary to pursue a wide range of post-secondary programs. The successful student in Pre-Calculus Math 11 should consider taking Pre-Calculus Math 12 the following year.

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

Students in Pre-Calculus Math stream will focus on developing the mathematical skills necessary to pursue a wide range of post-secondary programs. Pre-Calculus Math 12 will include Transformations, Trigonometry, Combinatorics, Probability and Data Analysis.

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

To be taken after Pre-Calculus 12. Calculus 12 is an introduction to the mathematics of change and motion. Calculus 12 is an excellent preparation for university as all S.T.E.M. programs at universities include Calculus.

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

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force.

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

Students in the Apprenticeship and Workplace Mathematics stream will focus on the development of a sense of numeracy as used in life, business, industry and government.

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

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Big Ideas

within the course include the study of similar shapes and objects that have proportional relationships that can be described, measured, and compared. Also how optimization informs the decision-making process in situations involving extreme values. The course explores how logical reasoning helps us discover and describe mathematical truths. Finally the course will study how statistical analysis allows us to notice, wonder about, and answer questions about variation.

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

Foundations of Mathematics 12 focuses on financial mathematics, graphing basic functions, and statistics and probability. It is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Many post-secondary program accept Foundations of Mathematics 12 as an entrance requirement.

### **COURSE LIST – SCIENCE**

<https://curriculum.gov.bc.ca/curriculum/science/11/courses>

#### **SCIENCE 8 (MSC- -08)**

The course links students' previous science experience and looks at the information needed for future science classes. Students study the safety rules and responsibilities in the laboratory and use the scientific method whenever possible. This course covers cells, human body systems, the importance of water for humans, light, and human vision.

#### **SCIENCE 9 (MSC- -09)**

Explore atoms and elements in chemistry. Electric circuits are constructed and analyzed in physics. In biology students look at asexual and sexual reproduction before investigating matter cycles and sustainability within ecosystems.

#### **SCIENCE 10 (MSC- -10)**

Chemistry continues with reactions and radioactivity, plate tectonics are introduced in earth sciences, then ecosystem sustainability and energy transfers in natural systems, motion is studied in physics.

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

This course replaces Biology 11. Course themes include the study of life is a result of interactions at the molecular and cellular levels, evolution, and organisms.

#### **CHEMISTRY 11 (MCH- -11)**

This course focuses on atoms and molecules, organic chemistry, the mole, chemical reactions and solubility.

#### **SCIENCE FOR CITIZENS 11 (MSCCT11)**

This course studies scientific processes and how knowledge informs our decisions and impact our daily lives. It explores how scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for places of employment. Also how scientific understanding enables humans to respond and adapt to changes locally and globally.

#### **ANATOMY & PHYSIOLOGY 12 (MATPH12) (BIO)**

This course replaces Biology 12. The course covers homeostasis, Gene expression, and Organ systems.

#### **CHEMISTRY 12 (MCH- -12)**

This course will focus on Reaction Rate, Dynamic equilibrium, Saturated solutions, Acid or base strength, Oxidation and reduction.

### **LAB SKILLS (MIDS-1A OR 2A)**

Taken during the same block as Chemistry 12. This course is for students who enjoyed the practical aspect of Chemistry 11 but do not want to do the academic side of Chemistry 12. Students will participate in weekly labs with modified lab write ups compared to those taking Chemistry 12. Students will receive elective credits.

### **PHYSICS 11 (MPH- -11)**

This course explores the big ideas of motion, forces, energy, and how mechanical waves transfer energy but not matter.

### **PHYSICS 12 (MPH- -12)**

Topics include measure of motion, linear and circular motion, forces and energy interactions occur within fields and momentum.

## **COURSE LIST – SOCIAL STUDIES**

<https://curriculum.gov.bc.ca/curriculum/social-studies>

### **SOCIAL STUDIES 8 (MSS- -08)**

This course explores contacts and conflicts between peoples stimulated significant cultural, social, political change between the 7th century to 1750. It studies changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

### **SOCIAL STUDIES 9 (MSS- -09)**

This course looks at emerging ideas and ideologies profoundly influence societies and events. We examine the Disparities in power alter the balance of relationships between individuals and between societies from 1750 to 1919.

### **SOCIAL STUDIES 10 (MSS- -10)**

This course looks at historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society. We examine global and regional conflicts have been a powerful force in shaping our contemporary world and identities. The course explores worldviews lead to different perspectives and ideas about developments in Canadian society.

### **EXPLORATIONS IN SOCIAL STUDIES 11 (MEPSS11)**

Social studies 11 is an exploration in to a variety of topics from those offered throughout the 20<sup>th</sup> century, such as 20<sup>th</sup> century history. Students will be engaged through an inquiry-based process to ask questions, gather, interpret and analyze ideas.

### **20TH CENTURY WORLD HISTORY 12 (MWH- -12)**

20<sup>th</sup> Century World History offers a study of the history of the last half of the 20th Century and the first 20+ years of the 21st Century from the years of 1945 to 2024. Students will be introduced to the major geopolitical and social developments that have influenced the events of the 20th century and the early part of this century. Numerous critical historical topics are studied including: the onset of the Cold War, the Cuban Missile Crisis, the Superpower Arms Race, the Vietnam War, the Soviet invasion of Afghanistan, Rwandan genocide, the histories of the Middle East and Red China, the fall of Communism in Eastern Europe, 9/11 (terrorism), modern Russia, and the War in Ukraine and Hamas-Israeli conflict. We will also be looking at Current Events as they happen.

### **BC FIRST PEOPLES 12 (MBCFP12)**

This is course that will explore social issues from legal, political, ethical, cultural, and economic perspective. This course is a provincially prescribed course that can satisfy four credits of selected studies. The course emphasizes the histories and traditions of B.C.'s First Nation's peoples in the context of Canadian history. This course is open to Grade 11 and 12 students. This course satisfies the Social Studies graduation requirement.

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

The Holocaust (Shoah) and contemporary genocides have had a major impact on the shaping of our current world and the values we place on human life. This course will explore and be aware of the concept of hate and will study issues such as racism, harassment, bullying, stereotyping, judging, and sexism. Some of the genocides we will examine through lessons, videos and inquiry are Canadian cultural genocide, Armenian, Holodomor, Bosnian, Cambodian, and Rwandan genocides.

### **POLITICAL STUDIES 12 (MPLST12)**

is an elective course that falls within the Social Studies curriculum. This course will explore your understanding of how political decisions are made, how political institutions and ideology shape both the exercise of power and the nature of political outcomes, the methods media, governments, or political groups use to influence public opinions, and how the distribution of social and political powers influence decision making in a democratic system of government.

**Focus:** Canadian and First People's Political Institutions, Major Ideologies and Political Systems, Election Processes and Electoral Systems, and Issues in Local/Regional/National/International Politics.

### **SOCIAL JUSTICE 12 (MSJ- -12)**

Social Justice 12 is a senior elective course that is organized around key issues such as gender, race, marginalized groups, poverty, environmental justice, status of women, animal rights, etc. These will be framed by an understanding of the definitions, frameworks, and interpretations of social justice as seen through the lens of social injustices in Canada and the world affecting individuals, groups, and society. Students will also examine the role of how governmental and non-governmental organizations play in issues of social justice and injustice. In addition, there is an opportunity to learn about the processes, methods, and approaches individuals, groups, and institutions use to promote social justice.

**Pre-requisite:** This Grade 12 course is also open to Grade 10 and 11 students who have taken, or are currently taking, Social Studies 10.

**Graduation Status:** One of the Grade 11/12 Social Studies options required for graduation.

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

Law Studies is an elective course that falls within the Social Studies curriculum. This course fosters skills and attitudes that enhance your abilities to address legal, social and ethical issues, and reflect critically on the role of law in society.

**Focus:** Evolution of Law, Aboriginal Law, Youth Law, Rights of the Accused, Appeals Process, Global Dispute Agencies and Courts, The Indian Act, Discriminatory Laws and Reform Processes in Canada, Canada's Correctional System and Principle of Rehabilitation, Punishment, and Restorative Justice.

### **SHARED UNDERSTANDINGS OF THE KWAK'WALA SPEAKING PEOPLES EXPLORATORY – "CULTURE" 8 (MKWAK08)**

This short exploratory course will provide opportunities for students to explore the culture, language and traditions of the Kwak'wala speaking peoples, with whom we interact on a daily basis. Stories, art, songs ceremonies and relationships are some of the areas that this course will touch upon. It is designed to provide learning opportunities for Aboriginal and non-Aboriginal students.

### **SHARED UNDERSTANDINGS OF THE KWAK'WALA SPEAKING PEOPLES EXPLORATORY – "CULTURE" 9 (MKWAK09)**

This course is a continuation of Shared Understandings 8.

## **SHARED UNDERSTANDINGS OF THE KWAK'WALA SPEAKING PEOPLES EXPLORATORY 11 (YAES-2A)**

This is a four credit elective course that has been developed in order to provide greater opportunities, relevance and meaning for Aboriginal students and all students. Students will explore themes specific to the cultural teachings, values, traditions and language of the Kwakwaka'wakw peoples who make up the First Nations groups encompassing the traditional territory of which School District No. 85 is a part.

## **KWAKWAKA'WAKW WORLDVIEWS & PERSPECTIVES 12 (KWP12)**

Kwakwaka'wakw Worldviews and Perspectives 12 (KWP12) has been developed in order to provide deeper learning opportunities and greater relevance for Aboriginal students, and all students. Students will explore the cultural teachings, values, traditions and language of the Kwakwaka'wakw peoples who make up the First Nations groups encompassing the traditional territory of which School District No. 85 is a part.

## **COURSE LIST – PHYSICAL EDUCATION**

<https://curriculum.gov.bc.ca/curriculum/physical-health-education>

### **PHYSICAL EDUCATION 8 (MPHE - 08)**

Physical and Health Education is designed to develop educated citizens who have the knowledge, skills, and understandings they need to be safe, active, and healthy citizens throughout their lives. PE curriculum focuses on competencies that support life-long learning—competencies that can contribute to personal lives and career aspirations.

### **PHYSICAL EDUCATION 9 (MPHE - 09)**

This course is a continuation of Physical Education 08.

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

Physical and Health Education is designed to develop an understanding of the many aspects of well-being, including physical, mental, and social. They will develop the movement knowledge, skills, and understandings needed for lifelong participation in a range of physical activities.

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

Active Living 11 will be based on students learning that:

Physical activity is an important part of overall health and well-being.

Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity.

Safety and injury prevention practices allow lifelong participation in physical activities.

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

This course is a continuation of Active Living 11.

### **OUTDOOR EXPERIENCE 8 (XLCA08)**

Outdoor Experience is a course designed to introduce and enhance ones' knowledge and consideration for the environment. The course will focus on skills, which will enable an individual to have some fundamental knowledge and skills on how to function responsibly in the wilderness environment.

### **OUTDOOR EXPERIENCE 9 (XLCA09)**

This course is a continuation of Outdoor Experience 8.

### **OUTDOOR EDUCATION 10 (YPR—0A)**

This locally developed course provides an introduction to outdoor pursuits where students will participate in activities such as climbing, backpacking, cross country skiing, hiking, ocean kayaking, winter camping, biking, canoeing, orienteering and more. Students will learn about local plants, animals and First Nations historical and contemporary uses of the local area in order to develop perspectives on the environment and better understand

conservation issues.

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

This grade 11 course is for anyone interested in becoming confident, experienced and Eco literate in multiple environments and outdoor adventure recreation activities, while fostering a life-long adventurer.

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

Students will participate in outdoor activities and develop skills in a complex and dynamic environment. They will spend time outdoors developing and understanding of the natural environment. This course is a continuation of Outdoor Education 11.

## **COURSE LIST – APPLIED DESIGN, SKILLS, & TECHNOLOGIES**

<https://curriculum.gov.bc.ca/curriculum/adst>

The Applied Design, Skills, and Technologies curriculum builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways. It harnesses the power of learning by doing, and provides the challenging fun that inspires students to dig deeper, work with big ideas, and adapt to a changing world. It provides learning opportunities through which students can discover their interests in practical and purposeful ways.

Applied Design, Skills, and Technologies curriculum includes skills and concepts from the disciplines of Business Education, Home Economics and Culinary Arts, Information and Communications Technology, and Technology Education, as well as rich opportunities for cross-curricular work and space for new and emerging areas.

## **HOME ECONOMICS & CULINARY ARTS**

<https://curriculum.gov.bc.ca/curriculum/adst>

### **HOME ECONOMICS 8: FOODS (MADFS08)**

This is a eight week introduction to culinary and foods study. Topics covered include introductions to cross contamination, prevention and management; food preparation practices, elements of a recipe, equipment, effects of removing or substituting ingredients; social factors that affect food choices; eating practices; local food systems; first peoples food use and how that has changed over time.

### **HOME ECONOMICS 9: FOODS (MADFS09)**

This course is a continuation of Home Economics 8.

### **FOODS & NUTRITION 10 (MFOOD10)**

Content includes causes and consequences of food contamination outbreaks; elements of meal preparation including meal planning and eating practices; food trends; local and global food systems and how they affect food choices including environmental, ethical, economic and health impacts; First Nations food protocols including land stewardship, harvesting, ceremonial use and preservation.

### **FOODS & NUTRITION 11 (MFOOD11)**

Content includes causes and impacts of food recalls; components of recipe development including ingredients, functions, preparation methods; food security; national and regional food guides; roles, responsibilities, and regulations of Canadian government agencies and food companies for food labelling; food promotion and marketing practices.

## **FOODS & NUTRITION 12 (MFOOD12)**

The content of Foods 12 includes multi-course meal development, food justice, food safety and production, food policies, nutrition and health claims, developing a food philosophy and perspectives in indigenous food sovereignty. As an Applied Skill and Design course we follow the same big ideas and competencies as other ASD courses.

## **HOME ECONOMICS 9 – TEXTILES (MADT-09)**

Textiles 9 will introduce fabric arts and textile use. We will learn the basic operation of a sewing machine as well as how to embellish projects using Metis beadwork and local expertise. Many projects will be able to be self-designed as long as they use the principles and skills outlined such as straight and curves seams, buttonhole or zipper, colour pattern, stitch variety, hem treatments. Potential projects could include shopping bags, phone cases, vests, simple garments, pillows. Basic repairs will also be taught such as patching, seam adjustment, hems. Depending on the general interests of the group, we could also look at fibers – extraction, spinning, dyeing, and weaving.

## **HOME ECONOMICS – TEXTILES 10 (MTXT-10)**

Continue to develop pattern use for garment construction. Use more complex fabrics and techniques such as stretch/swimsuit construction, use of serger. Work with fibre and dyes. Some of the direction would depend on individual interest such as home décor, weaving, quilting, and toile.

## **HOME ECONOMICS – TEXTILES 11 (MTXT-11)**

Builds on previous textiles courses regarding skills and equipment use. Also looks at economical and ethical factors and considerations in textile production and consumption. Students are encouraged to think about the influence of marketing and advertising on textile design, choice, and consumption.

## **HOME ECONOMICS – TEXTILES 12 (MTXT-12)**

Continues to build skill levels. Students are encouraged to put together a textiles based business plan and prototype their products.

## **TRADES & TECHNOLOGY**

<https://curriculum.gov.bc.ca/curriculum/adst>

A central focus in NISS “Shop Class” is to provide all students with the opportunity to learn/experience. Provide the opportunity for students to gain a smooth transition from school to work, by helping to prepare students to enter the world of work with the skills, attitudes, and sense of responsibility necessary to be successful. Applied Design, Skill and Technology classes will require active participation by the student.

## **APPLIED DESIGN, SKILLS, & TECHNOLOGIES 8 – SHOP (MADGE08)**

This is an introductory course. Students will review measurement in Metric and Imperial units. There is an introduction to Drafting and Plans. Safety is always a priority. Students will spend most of the course gaining skills, by building projects in the Wood shop and the Metal shop.

## **APPLIED DESIGN, SKILLS, & TECHNOLOGIES 9 – SHOP (MADGE09)**

This course will primarily be project based. Emphasis will be focused on the design process, prototyping and testing your prototype. Design projects include Structures, Propulsion, Hydraulics, Drive systems. When the design aspect of the course is completed students will have an opportunity to build more traditional Wood and Metal projects.

## **SKILLS EXPLORATION 10 (MSTX-0A/0B)**

Skills Exploration 10 is an introduction in Woodwork, Metalwork, Construction, and other disciplines with a Trades focus. This class serves as a first level course for senior shop courses.

**METALWORK 11 (MTMET11)**

Metalwork 11 builds upon the skills and techniques acquired from Metalwork 10.

**METALWORK 12 (MTMET12)**

Metalwork 12 builds upon the skills and techniques acquired from Metalwork 11.

**WOODWORK 11, or, 12 (MWWK-10, MWWK11, MWWK12)**

Woodwork 11-12 is an intermediate study of woodwork skills and techniques.

**AUTOMOTIVE TECHNOLOGY 11 (MTAUT11)**

To initiate or enhance student's knowledge, understanding and skills relating to automobiles especially the four stroke engine.

**AUTOMOTIVE TECHNOLOGY 12 (MTAUT12)**

Automotive 12 is a continuation of Automotive 11. Students will build on skills and knowledge of automobiles.

Students above an 86% in their class may be eligible to advance to a higher-level course with instructor permission.

**ARTS EDUCATION**

<https://curriculum.gov.bc.ca/curriculum/arts-education>

**ARTS EDUCATION 8 (MAE- -08)**

In a studio environment where participation and risk-taking are encouraged, students in Arts Education 8 will be introduced to a variety of mediums such as graphite, charcoal, pastels, watercolour, paint, and related equipment.

**VISUAL ARTS 9 (MVA- -09)**

Visual Arts 9 students will develop skills in a wide variety of artistic mediums including pen and ink, watercolour, clay and mixed media. Risk-taking, participation and respect are emphasized as a means of artistic growth.

**ART STUDIO 10 (MVA10)**

Art Studio 10 is a continuation of the skills learned in Arts Education 8 and Visual Arts 9, with an added focus on art as a means of personal and cultural expression within historical and contemporary contexts.

**ART STUDIO 11 (MVA11)**

In an active studio environment where creativity and collaboration are valued, Art Studio 11 students engage in a variety of art making processes as they find and develop their own artistic voice. Historical and contemporary artists and art forms are examined through personal and cultural frameworks.

**ART STUDIO 12 (MVA12)**

In Art Studio 12 students continue to explore traditional and contemporary art making practices with a greater emphasis on individualized projects based on student interest. Student work toward compiling a portfolio of their own current artwork that can be used for gallery exhibits and applications to post-secondary Fine Arts programs.

**ARTS STUDIO 3D 11 & 12 (MVAC-11 and MVAC-12)**

This course is only available for students who have completed Art Studio 10-12 with teacher permission. In Studio Arts 3D, students use a variety of materials, processes and technologies to create three dimensional art. Experimentation and risk taking are encouraged as students refine skills and techniques from a variety of styles. Grade 12 students who have also taken Art Studio 12 will compile a portfolio of all of their own current artwork that can be used for gallery exhibit and applications to post-secondary Fine Arts programs.



**MUSIC 8 (MMU- -08)**

Music 8 is designed to give students an introduction to the basic skills of learning to play an instrument such as; marimba, guitar, drums, as well as learning beginner music theory and notation.

**MUSIC 9 – GUITAR (MMU- -09)**

Music 9-Guitar is designed to give students the opportunity to learn to play the guitar in a creative, collaborative environment. Students will learn basic skills and techniques on the guitar, and be introduced to a variety of musical genres.

**MUSIC 10 – GUITAR (MMUGT10)**

Instrumental Music-Guitar 10 is a continuation of Music 9-Guitar.

**MUSIC 11 – GUITAR (MIMG-11)**

Instrumental Music 11-Guitar is designed to give students the opportunity to play the guitar in a creative, collaborative setting with an emphasis on music as a means of personal expression. Students play in solo, small and large ensembles with a focus on developing performance skills.

**MUSIC 12 – GUITAR (MIMG-12)**

Instrumental Music 12 – Guitar is a continuation of Instrumental Music 11. Greater opportunity will be provided for students to develop individualized learning goals within the context of their own musicianship.

**COURSE LIST – CAREER EDUCATION**

<https://curriculum.gov.bc.ca/curriculum/career-education>

In Grades 10-12, students further refine personal career-life development goals through experiential learning, cultivating community connections, gathering authentic evidence of learning, and reflecting on competency development. They explore post-graduation possibilities in diverse educational, work, and personal life contexts and build the personal career-life management skills needed to effectively pursue who and how they want to be in the world. Career-Life Education (CLE) and Career-Life Connections (CLC) are part of the graduation requirements, and Career-Life Connections includes a career-life exploration component and a capstone.

**CAREER LIFE CONNECTIONS 10 (MCLE-10)**

This required Grade 10 course includes reflection on learning experiences both in school and out of school, and facilitates connections with communities and networks to support personal career-life interests and goals.

**CAREER LIFE CONNECTIONS & CAPSTONE (MCLC-12)**

Career-Life Connections (CLC), students learn how to effectively manage their life journey toward preferred future possibilities, developing the confidence, knowledge, and competencies necessary to succeed in an ever-changing world.

The capstone is a rigorous learning opportunity for 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 for students to demonstrate the knowledge, competencies, and passion(s) that they can offer the world, as they integrate personal interests and strengths with preferred future possibilities. It is a representation of the student's learning journey and provides an opportunity to reflect and synthesize as well as showcase and celebrate.

### **WORK EXPERIENCE 12 (MWEX-2A/2B)**

The primary goal of work experience is to help students prepare for the transition from secondary school to the world of work. Through work experience, students have the opportunity to observe and practice generic employability skills required in the workplace.

Course Requirements:

Work experience students must complete 2 components to successfully earn credit:

Sample Resume & Cover Letter

Weekly online “drop in session” & “discussion” requirements

Training Plan for Focus Area (required for any paid work experience)

Complete between 120 hours of work experience before the end of the current school year.

Complete Work Experience Student Workbook

Employer/Student/District Agreement Form

### **NORTH ISLAND FORESTRY 11 & 12 (YRNR-1A/1B, YRNR-12A)**

Two-week course in Semester 1 = 4 credits

Two-week course in Semester 2 = 4 credits

Forestry Academy is a new intensive short course designed to involve students in various aspects of the forestry sector.

The academy consists of two-week short courses which take students out of the classroom and into the field.

Students will gain credits and will have the opportunity to attain certificates such as WHMIS and First Aid, while receiving valuable training.

The focus of the short courses may include operational aspects of forestry, harvesting/production, re-forestation, strategic planning, and employability training. Within these modules students may study site classification, soil vegetation, planting, surveying, road building, ecology, and more.

This is an excellent opportunity for students to gain skills pertinent to employment as well as further studies. A total of 16 high school credits over two years may be gained through the Forestry Academy.

Dates and location to be determined.

### **YOUTH WORK IN TRADES (SECONDARY SCHOOL APPRENTICESHIP) 11 & 12 (MWRK-1A/1B/2A/2B)**

Youth Work in Trades is an educational program jointly supported by the Ministry of Education and the Industry Training Authority (ITA). Through participation in Youth Work in Trades students earn credit toward secondary school graduation and begin earning work-based training hours toward provincially and nationally recognized industry training program credentials. Up to 480 Hours and 16 credits can be earned.

### **NORTH ISLAND COLLEGE DUAL CREDITS FOR HIGH SCHOOL STUDENTS (PN—2A, 2B, 2C)**

Dual credit is an opportunity for high school students to begin post-secondary programs and courses while they are still in high school. Most dual credit students are Grade 12 students that take a program or course in their second semester (February) of their Grade 12 year. The most common dual credit courses taken are ENG115 and PSY130/131. (All Dual credit courses have pre-requisites, most common pre-requisite is Eng 12)

NISS purchases the textbooks for the students to use. Students pay their tuition. When the student successfully completes the course, they submit their tuition receipt and get reimbursed for tuition. At that time, they will be given 4.0 credits for the course and will have university credits with the North Island College. To learn more, visit: <https://www.nic.bc.ca/audience/future-students/dual-credit/>