



Rick Hansen Secondary Course Planning Guide

Home of the Rick Hansen School of Science and Business
2020-2021 | rickhansen.abbyschools.ca

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ADMINISTRATION TEAM

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Principal

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HOW TO USE THIS GUIDE

1. Read descriptions of courses that interest you. Check if there are any prerequisites.
2. Read carefully the graduation requirements and required courses.
3. Discuss the options you are considering with your parents, counsellor, and teachers.
4. Make careful selections, as changes are not always possible due to schedule conflicts once the timetable is built.

FACTORS TO CONSIDER IN MAKING YOUR DECISIONS

1. What courses MUST I take (required courses for graduation)?
2. What courses must I take to enter colleges, technical schools or universities? (Keep as many doors open as you can!)
3. Am I developing my full potential?
4. What will be the total time demand of my learning program?

Reminder to all students and parents: It is the responsibility of each student to ensure their course selection meets all BC Graduation Requirements as well as the entrance requirements to the post-secondary program or institution.

FLEX TIME

Flex Time is a period of instructional time built into the RHSS schedule that empowers students by giving them some measure of choice and control over their own learning. During Flex Time, students are expected to be in a class, working on school work, either individually or in groups, meeting with teachers for support on classwork, or working on projects, under teacher supervision, that they are passionate about.

COUNSELLING & CAREER SERVICES

COUNSELLING OFFICE

Student Records	Lynn Des Roches	Lynn.desroches@abbyschools.ca
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Counsellor (L-Z)	Lindsay McAleese	Lindsay.mcaleese@abbyschools.ca
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Our counsellors are available to assist students and their families in the following ways:

- Help with personal concerns
- Community referrals for mental health support
- Academic support, including study skills
- Course selection, course planning, course changes
- Graduation requirements – Grad/Credit Check
- Post-secondary information
- Scholarship information

Students (or parents) may make appointments to see a counsellor at the Counselling Centre or through direct email to counsellors. Parents are also welcome to phone or email counsellors if they have any questions or concerns. Grade 10-12 students are encouraged to make appointments, as necessary, with one of our counsellors to ensure their program will allow for graduation and pursuit of their passions.

CAREER CENTRE

Planning for your future is usually a difficult task, but a most important one. The Career Centre is a good place to find information, ideas and resource materials. Students are welcome to visit in the Counselling/Career area before school, at lunch time or after school any day. We know that your in-class time is important to you, so we will do our best to meet with you during non-class time hours.

STUDENT TIMETABLING AND COURSE REQUEST CHANGES

When building the RHSS'S master schedule, the following opportunities are provided to students to help ensure they have the required courses to meet graduation requirements:

- Course Requests received in February
- Course Confirmations available through [MyEdBC](#) in the spring
- Class Size and Composition requirements
- Promotions in June (e.g. if a student was unsuccessful in a core course, the student will be re-enrolled in the required course to meet BC graduation requirements).
- Students and their families will be able to view their timetable through online [MyEdBC](#) in late August.

Course Change Requests

Should students wish to request a change to their timetable, there will be an opportunity for students to come and hand in a course change request form. Forms will be processed in the following order:

- Priority 1 – Incomplete timetables (all grades)
- Priority 2 – Incorrect timetables (all grades)
- Priority 3 – Course required for post-secondary plans (Grades 11 and 12)
- Priority 4 – Elective change request (all grades)

Note: Course Change Requests cannot be made through phone messages or email. Counsellors provide dates in the week before school starts to address course request changes. Requests for a different teacher cannot be accommodated due to high enrolment and class composition limitations.

OFF CAMPUS COURSE PROTOCOL

Off-campus courses include Distributed Learning, Night School, and Distance Education.

Distributed Learning in BC means taking a course online, which may include a paper component and where most or all of the course work is completed outside of a classroom environment. Distributed Learning is an instructional model that allows instructors and students to acquire content using technology based (on-line) instruction. Distributed Learning can be a blend of required class time and virtual class time (blended) or virtual class time exclusively. While the student gains flexibility around how, when, and where the learning occurs, they also increase their level of responsibility for their own learning and are expected to be active learners required to meet deadlines, manage time, and be self-motivated.

At RHSS we believe in the value of engaged learning. We appreciate when students have the opportunity to interact with their peers and be a part of the school community. Particularly in courses such as the Languages and Math, we have found that students are not successful when they work independently on courses on-line.

The majority of students (90%) do not complete their on-line courses.

We do recognize that there are times when a family makes the decision to take a course on-line. The procedure to do this and stay enrolled at RHSS is as follows:

1. Meet with your assigned counsellor to determine the impact and plausible outcomes of taking an off-campus course. There are certain courses that RHSS does not permit students to take off campus.
2. Ensure that you are in a position to graduate and that you meet post-secondary admission requirements for your program of choice.
3. Parents and students who have elected to register in off campus (online) courses need to verify that the course provider has sent the mark to the Ministry of Education upon completion. This ensures receiving graduation credit.
4. Be aware that all post-secondary institutions have different deadlines for the completion of distributed learning courses. For example, SFU and UBC requires 100% completed by January 31; these change from year to year.
5. Please be aware that RHSS students are required to have eight courses on their schedule at RHSS.
6. If a student enrolls in an off-campus course to get ahead (e.g. PHE), the course needs to be completed by May 15 in order for changes to be made to the student's timetable in time for the next school year.
7. All required courses for graduation must be taken at RHSS.

COURSE PLANNING

Grade 9 Program

1. English 9
2. Science 9
3. Mathematics 9
4. Social Studies 9
5. Physical Education 9
6. Makerspace
7. Language 9 (French/Punjabi) or Elective
8. Elective

Grade 9 students do not qualify for study blocks.

All grade 9 students must take 8 courses.

Grade 10-12 Program Overview

B.C. Certificate of Graduation (Dogwood Diploma)

The B.C. Certificate of Graduation, or Dogwood Diploma, is awarded to students who successfully complete the provincial graduation requirements. To graduate, students require at least 80 credits total.

Of these 80 credits:





- 52 credits are required from the following:
 - 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 course (4 credits).
 - A Language Arts 10, 11, and a required 12 course (4 credits required at each grade, 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).
 - Career-Life Education (4 credits), and Career-Life Connections (4 credits).
- At least 28 credits must be elective course credits.
- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 course and the Career-Life Connections course.

In addition, students must also complete three Provincial Graduation Assessments:

- Grade 10 Graduation Literacy Assessment;
- Grade 10 Graduation Numeracy Assessment; and
- Grade 12 Graduation Literacy Assessment




Business School Timetable

Gr. 11	Semester 1			Semester 2				32	
	Term 1	Term 2	Credits	Term 3	Credits	Term 4	Credits		
	Pre-Calc Math 11		4	Financial Acct. 12 & Entrepreneurship 12 Hybrid	8	International Tourism	4		
	Composition 11		4			Internship (5 weeks)	4		
	Language 11		4						
	Biology 11		4						
	16			8			8		

Grad Requirements	
Eng 11	
Math 11	
SS 11	
Science 11	

Grad Requirements	
Eng 11	✓
Math 11	✓
SS 11	✓
Science 11	✓

Gr. 12	Semester 1			Semester 2				32
	Term 1	Term 2	Credits	Term 3	Credits	Term 4	Credits	
	English 12		4	Marketing 11 & E-commerce 12 Hybrid	8	UFV Eng 105	4	
	Econ Theory 12		4			UFV Stats 104	4	
	Pre Calc 12		4					
	Law 12 or Lang 12		4					
	16			8				

Grad Requirements	
Eng 12	
3 gr. 12 electives	
CLC & Capstone	

Grad Requirements	
Eng 12	✓
3 gr. 12 electives	✓
CLC & Capstone	✓

*A gr. 11 language may be required for entrance into some universities

Total Credits		64
Gr. 10 Credits		32
		96




Science School Timetable

Gr. 11	Semester 1			Semester 2			
	Term 1	Term 2	Credits	Term 3	Credits	Term 4	Credits
	Pre-Calc Math 11		4	Pre-Calc Math 12 & Physics 11 Hybrid	8	International Biology	8
	Composition 11		4			Internship (5 weeks)	
	Chemistry 11		4				
	Lang 11		4				
	16			16			

Grad Requirements	
Eng 11	✔
Math 11	✔
SS 11	✔
Science 11	✔

32

Grad Requirements	
Eng 11	✓
Math 11	✓
SS 11	✓
Science 11	✓

Gr. 12	Semester 1			Semester 2				Grad Requirements	
	Term 1	Term 2	Credits	Term 3	Credits	Term 4	Credits	Eng 12	
	Eng 12		4	Anatomy & Physiology 12 & Chem 12 Hybrid	8	UFV Eng 105	4	3 gr. 12 electives	
	Physics 12		4			UFV Stats 104	4	CLC	
	Socials 11/12		4						
	Calc 12		4						
16			8		8		32		

Grad Requirements	
Eng 12	✓
3 gr. 12 electives	✓
CLC	✓

*A gr. 11 language may be required for entrance into some universities

Total Credits	64
Gr. 10 Credits	32
	96

Rick Hansen Athlete Performance Academy

The current model of academies in the school district allows students to excel in one sport but does not embrace the multitude of sports in which our students are engaged. The Long-Term Athlete Development Model has shown that exposing athletes to multiple sports and activities not only improves their abilities as athletes in their given sport but improves their love of sport and long-term adherence to healthy lifestyles. A Human Performance Academy would allow athletes and para-athletes from across all disciplines to reach their athletic potential in a single academy.

Rick Hansen Secondary has a strong history in athletic performance and over the last four years has produced two provincial championship teams and national wrestling champions, not to mention the successes students achieve outside of the realm of school sport. Unfortunately, many of these talented athletes are driven to become single sport athletes. With a year-round focus on a single sport, individuals develop inherent weaknesses and muscular imbalances that at best can reduce their long-term sport potential and at worst result in chronic injuries. While the current academy model addresses a desire for more sport specific training it has the potential to over train individuals who now add an additional training cycle to training already being received in the community.

The aim of this Academy would be to provide students with exposure to proper movement-based training that aims to improve their quality of movement in all sports while also exposing them to skills and tools that they will need to be, not only successful in their sport, but in life. Unlike other sport specific academies, admission to the Human Performance Academy is not sport dependent.

The Human Performance Academy will be designed to let each individual athlete reach their peak potential for their season of play, incorporating the concepts of periodization and long-term athletic development. The academy is open to all students who participate in a sport within the school or within the community. Our ability to differentiate training plans for each individual athlete based on their needs will be the key to individuals reaching their potential. The academy will take a movement perspective that follows the most current models of assessment and training methodology. The primary focus of this type of training is creating well balanced and durable athletes that are injury resistant, while at the same time teaching them how to have a full spectrum metabolism.

Students will be assessed on their individual development and growth based on student and teacher/training coach developed growth plans and targets. A key area of focus will be on biomechanical assessments and the ability of each athlete to exceed their potential. Inherent weaknesses plaguing single sport athletes will be identified as part of these assessments and addressed through individual planning. Our goal is not only long-term athletic development but the overall physical and mental health of each individual student.

The Human Performance Academy will run twice a week on an extended day early morning class. This will ensure equitable access to program and not preclude students in specialized programs from applying to the academy or taking away from other subject area electives.

The Academy will create a cost-recovery model keeping costs to a minimum. Cost per student will be \$750 which covers the cost of the personal trainer twice a week plus guest speakers. Students will also be charged \$100 for a heart rate monitor. The total cost of the academy for both training and a heart rate monitor is \$850.

COURSE DESCRIPTIONS

English

English 9

Rick Hansen's English 9 course is a pod program wherein students will explore the curriculum through inquiry and cross-curricular projects with science, makerspace, and art, P.E., or a language. These units include learning how to make public presentations, and so public speaking and presentation skills are a focus. The grade 9 curriculum focuses on the learning of figurative and literal language in poetry and literature. This language will be learned through units on poetry, reading, paragraph and essay writing. Students will also be introduced to the life of Shakespeare.

Compositions 10 + New Media 10

Rick Hansen's English 10 course is a pod program wherein students will explore the curriculum through inquiry and cross-curricular projects. The focus of this course is to explore and analyze the ways in which we communicate. Students will explore writing, identity, culture, and communication through two lenses: Composition and New Media. Composition focuses on the art of thinking, writing, and communicating, while New Media focuses on alternative methods for communication, such as infographics, podcasts, graphic novels, and film. Students can expect to work alongside their peers as well as members of our community.

Required for graduation

Prerequisite: English 9

Composition 11

Students will study poetry, short stories, a Shakespearean play and novel(s) at the senior level. Students will write personal essays and multi-paragraph explanatory and expository compositions. In Composition 11 students will be learning critical and analytical approaches to writing about literature.

Required for graduation

Prerequisite: two 2-credit (4 total) English 10 courses (ie, Comp + NM10)

English Studies 12

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

- refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals
- think critically and creatively about the uses of language

- explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that shape identity
- appreciate the importance of self-representation through text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understanding of what it means to be an educated Canadian and global citizen

Required for graduation

Prerequisite: a 4 credit English 11 course (ie. Composition 11)

Social Studies

Social Studies 9

In this course students will learn the knowledge and develop the skills necessary to be successful in future Social Studies courses. Students will study topics from 1750 – 1900 that illustrate the Big Ideas that the physical environment influences political, social, and economic change; differences in power affect relationships; ideas and beliefs influence societies and events; and group identity is built and changes over time. Students will apply historical knowledge to build curricular competencies, such as historical significance and perspective, continuity and change, cause and consequence, evidence and interpretation, and ethical judgment.

Social Studies 10

In this course students will build on the skills learned in SS 9 and will continue to learn the knowledge and develop the skills necessary to be successful in future Social Studies courses. Students will study topics from 1900 – Present that illustrate the Big Ideas that political institutions are influenced by a variety of factors, historical and contemporary injustices challenge our national identity, global and regional conflicts have shaped our world, and differing worldviews affect how we see changes in society. Students will apply historical knowledge to build curricular competencies, such as historical significance and perspective, continuity and change, cause and consequence, evidence and interpretation, and ethical judgment.

Required for graduation

Prerequisite: Social Studies 9

Explorations in Social Studies 11

This course can provide students with their Social Studies credit required for graduation as well as the knowledge and skills necessary to be successful in upper-level Social Studies courses. This is an exploration course in that students will no longer study specific periods of history but instead will take on at least three Big Ideas that shape our world today. Possible topics (as selected by the instructor and students) might include investigations into philosophy, law, economics, social justice, world religions, indigenous and global cultures, or human/physical geography. Students will apply their knowledge to build curricular competencies such as significance and perspective, continuity and change, cause and consequence, evidence and interpretation, and ethical judgment.

Required for graduation

Prerequisite: Social Studies 10

Law Studies 12

This course will help students better understand their rights and responsibilities under Canadian law. Students will explore key areas of law such as criminal law, civil law, and family law. The origins and foundations of Canadian law are examined, as are the effects of the Charter of Rights and Freedoms on the application of justice. Police investigation techniques and the role of the judiciary are studied in detail, as well as how these systems deal with youth and youth crime. Students will apply legal knowledge to build curricular competencies, such as significance and perspective, continuity and change, cause and consequence, evidence, and ethical judgment. This is an academically rigorous course.

Required for graduation - any Social Studies 12 course meets the Social Studies 11 requirement

20th Century World History 12

This course will give students a deeper understanding of significant events and developments from the 20th century. The last century saw the rise of authoritarian regimes as well as civil wars, independence movements, and revolutions. Students will investigate these events, as well as look at human rights conflicts, genocide and ethnic conflicts, and the issues facing indigenous people. Global conflicts will be studied in detail along with the social and cultural changes that took place alongside these events. Students will apply historical knowledge to build curricular competencies, such as historical significance and perspective, continuity and change, cause and consequence, evidence and interpretation, and ethical judgment. This is an academically rigorous course.

There is a field trip associated with this course.

Required for graduation - any Social Studies 12 course meets the Social Studies 11 requirement

Economics Theory 12 (School of Business only)

Every society must find a way to meet the basic needs of its members for food, clothing and shelter, as well as provide for some of the many desires

that bring comfort and pleasure into life. Each society must also choose how to use its limited natural, human and capital resources. Economics 12 is the study of how society attempts to deal with social and economic problems and issues. This course covers such topics as Scarcity and Decision Making, Business Organization, Supply and Demand and the Stock Market. Students planning to undertake advanced studies in business will find this an essential course to understanding of how government, labour, and business interact.

Comparative Cultures 12

This course will help students better understand the relationship between culture and other aspects of society. Students will study topics from virtually any time period in history within the scope of the course's Big Ideas. These include understanding the diversity and complexity of cultural expression, the cultural factors that influence artistic expression, the influence of geography and environment on culture, and the values and beliefs that shape power structures within a culture. Students will apply historical knowledge to build curricular competencies, such as historical significance and perspective, continuity and change, cause and consequence, evidence and interpretation, and ethical judgment.

Recommendation: Successful completion of *Explorations in Social Studies 11*

People and Places 12 (Human Geography 12)

This course will help students better understand the relationship between humans and geography. Students may study topics from the past or present that illustrate the Big Ideas of this course that analyzing data helps us better understand our world, physical features and resources affect where we live, human activities alter landscapes, and physical features and human interactions can vary within a single geographic region. Students will apply geographical knowledge to build curricular competencies, such as sense of place, patterns and trends, geographical importance, interactions and associations, evidence and interpretation, and geographical value judgments.

Recommendation: Successful completion of *Explorations in Social Studies 11*

AVS Sociology 12

Sociology 12 provides students with a more in-depth understanding of human behavior within the context of modern concepts in sociology. Using sociological perspectives, this course will explore marriage, family, religion, education, economics, politics, sports, entertainment, population, environment, cities, urban life, collective behavior, social movements, and social change. It is highly recommended that students have completed Sociology 11 before completing Sociology 12.

Required for graduation - any Social Studies 12 course meets the Social Studies 11 requirement

Prerequisite: Social Studies 10

AVS Social Justice 12

Social Justice 12 will change the way you see the world. Students will have the opportunity to study the legal, political, ethical, and economic perspectives that inform Canadian concepts of justice and equality by examining issues like ethnicity, race, gender, socio-economic status, sexual orientation, marital and family status, poverty, and privilege. We will look at social justice matters both locally and globally for the purpose of developing global citizenship practices that promote social justice, such as recognizing injustice, fair-mindedness, embracing diversity, empathy, and taking action.

Required for graduation - any Social Studies 12 course meets the Social Studies 11 requirement

Prerequisite: Social Studies 10

Modern Languages

Students are required to take French or Punjabi in Grade 8. In Grade 9 students may choose to enroll in French 9 or Punjabi 9. Students planning to go directly to post-secondary should be aware that the completion of a second language to the Grade 11 level is often a prerequisite. Please check with the individual post-secondary institution.

French 9

In French 9, we offer students the opportunity to learn through basic, oral and written communication skills while being introduced to unique French cultures across the globe. French is not just spoken in France and in Quebec, it is also a national language in many African countries as well as other locations in Europe and across the world. As well as fulfilling BC university entrance requirements, students will expand their knowledge of one of the most widely used international languages. Students considering careers in any of the various branches of the federal government such as the RCMP, the Canadian Military, Immigration, Revenue Canada or Transport Canada would be wise to continue with their studies of French. Students in this course will take an active role in learning the French language. **French experience is NOT necessary for French 9.**

French 10

In French 10, students continue progress in all areas of French reading, writing, speaking and listening. Students will participate in a variety of partner and group activities that will allow them to become more comfortable using French.

Prerequisite: French 9

French 11

In French 11, students will expand their abilities in areas of reading, writing, speaking and listening, especially by learning new verb tenses, grammatical

structures and vocabulary that will allow them to express themselves in greater depth. Students who successfully complete this course will have met the requirements for entrance to a B.C. university.

Prerequisite: French 10

French 12

French 12 is a course which allows students to further develop their ability to use and understand the French language in all its forms. Students will have the opportunity to improve their fluency and proficiency in French. Graduating French 12 students have the possibility of entering second year French courses in their future chosen university or college.

Prerequisite: French 11

Punjabi 9

Punjabi 9 is a beginner's course introducing students to the language and culture of the Punjabi community. Students will master the Punjabi alphabet and vowels. Some grammar concepts will be introduced. Communication in Punjabi will occur throughout the course. Topics for conversation include family, school, food, sports and travel. Various cultural activities will be interspersed throughout the course. Advanced students will focus on reading fluency and writing activities. **Punjabi experience is NOT necessary for Punjabi 9.**

Punjabi 10

Punjabi 10 students will continue to learn how to communicate with a greater emphasis on reading and writing in Punjabi. There will also be an emphasis on grammar concepts. Various cultural activities will be interspersed throughout the course. Advanced students will focus on reading fluency and writing activities.

Prerequisite: Punjabi 9

Punjabi 11

Punjabi 11 students will continue to learn how to communicate with an even greater emphasis on reading and writing in Punjabi. Various cultural activities will be interspersed throughout the course. Students will focus on reading fluency and writing abilities. Students will be introduced to multi-level projects; they will learn about history in India 1847- 1987. Completion of Punjabi 11 will satisfy the language requirement for university entrance in B.C.

Prerequisite: Punjabi 10

Punjabi 12

Punjabi 12 is a continuation of the Punjabi 11 course. As well as consolidating and refining the grammatical concepts of Punjabi 11, new aspects of the language will be presented. Students of Punjabi 12 will be expected to clearly express their ideas in Punjabi, both in speaking and writing, they will also use

technology to work on community related projects. Punjabi literature will also be studied.

Prerequisite: Punjabi 11

Mathematics

The BC Ministry of Education is aiming to enhance the math literacy of students. To help students understand these changes, the new pathways can be viewed as such:

WORKPLACE MATHEMATICS

This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into some of trades and for direct entry into the work-force. The concepts covered include proportional reasoning, examining 3-D objects, representing and analyzing data as well as flexibility with number understanding and confidence.

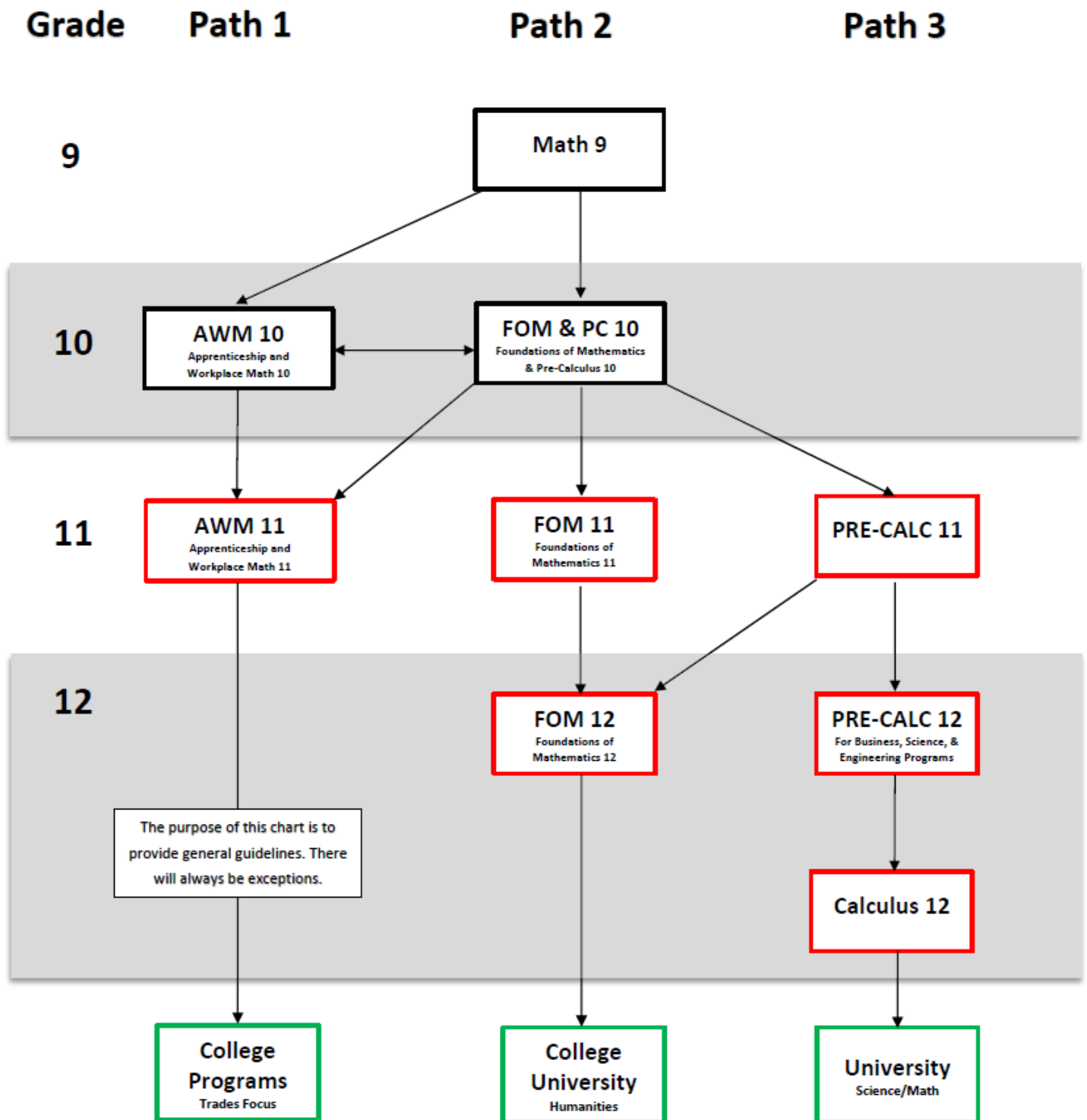
FOUNDATIONS OF MATHEMATICS

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. The concepts covered include proportional reasoning and relationships between similar object, decision making based on optimization, logical reasoning and statistical analysis.

PRE-CALCULUS

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus. The concepts covered include algebra, which allows us to generalize relationships through abstract thinking. The connections between powers, radicals, and polynomials. The prevalence of quadratic relationships in the world around us. Trigonometry using proportional reasoning to solve indirect measurement problems.

Math Paths at Rick Hansen Secondary School



Mathematics 9	<p>A scientific calculator is essential for success. Topics covered in this course include number concepts and operations, polynomials, solving equations and word problems, exponents, graphing linear equations, proportional reasoning, financial literacy and statistics.</p>
Workplace Math 10	<p>A scientific calculator (with fraction key) is required. Topics covered in this course include graphs, trig ratios, surface area and volume, experimental probability, and financial literacy.</p> <p>Prerequisite: <i>Math 9</i></p> <p>Recommendation based on Math 9 teacher</p> <p>Required for graduation - any Math 10 course meets the Math 10 grad requirement</p>
Foundations & Pre-Calculus Math 10	<p>A scientific calculator is required for success. Topics covered in this course include operations with powers, prime factorization, functions and relations, linear functions, arithmetic sequences, systems of linear equations, polynomial functions and factoring, trigonometry, and financial literacy.</p> <p>Prerequisite: <i>Math 9</i></p> <p>Recommendation: <i>At least C+ in Math 9 OR teacher recommendation</i></p> <p>Required for graduation - any Math 10 course meets the Math 10 grad requirement</p>
Workplace Math 11	<p>This practical course meets the mathematics requirements for graduation. Topics of study include financial literacy, rates of change, probability and statistics, graphs and 3-D object. Check with your counsellor to see if this course will meet your post-secondary entrance requirements.</p> <p>Prerequisite: <i>Any Math 10 course</i></p> <p>Recommendation based on Math 10 teacher</p> <p>Required for graduation - any Math 11 course meets the Math 11 grad requirement</p>
Foundations of Math 11	<p>This is an academic course that expands on some of the topics studied in Foundations & Pre-Calculus 10. Topics include mathematical reasoning, angle relationships, graphical analysis, applications of statistics, scale models, and financial literacy. Check with your counsellor to see if this course will meet your post-secondary entrance requirements.</p> <p>Prerequisite: <i>Foundations & Pre-Calculus 10</i></p> <p>Recommendation: <i>Math 10 teacher recommendation + B in FPC10</i></p> <p>Required for graduation - any Math 11 course meets the Math 11 grad requirement</p>
Pre-Calculus 11	<p>This course is designed for students who require a strong mathematical background for future studies in the fields of science, engineering, electronics, computer studies, economics and some business courses. Topics of study include radical and rational equations and expressions, polynomial</p>

and non-polynomial functions, trigonometry, the real number system, powers with rational exponents, linear inequalities, quadratic equations and financial literacy. Check with your counsellor to see if this course will meet your post-secondary entrance requirements.

Graphing calculators (TI-83) are required and will be used extensively throughout the course.

Prerequisite: Foundations & Pre-Calculus 10

Recommendation: At least a B in Foundations & Pre-Calc Math 10 OR Math 10 teacher recommendation

Required for graduation - any Math 11 course meets the Math 11 grad requirement

Foundations of Mathematics 12

Topics covered include geometric explorations, graphical representation of polynomial, logarithmic, exponential, and sinusoidal functions. Also, combinatorics, regression analysis, odds and probability, and financial planning.

Graphing calculators (TI-83) are required and will be used extensively throughout the course.

Prerequisite: Foundations of Math 11

Recommendation: Math 11 teacher recommendation

Pre-Calculus 12

This course is intended for students wishing to pursue post secondary education in fields that require calculus.

Topics covered include transformations of functions and relations, geometric sequences and series, exponents and logarithms, as well as trigonometry, polynomial and rational functions. Graphing calculators (TI-83) are required and will be used extensively throughout the course.

Prerequisite: Pre-Calculus 11

Recommendation: At least a B in Pre-Calc Math 11 OR Pre-Calc 11 teacher recommendation

Calculus 12

Calculus gives grade 12 students, who are proficient in Algebra, the opportunity to advance their knowledge of mathematics and smooth the transition between secondary school mathematics and university calculus. Calculus 12 is intended for students who have above average skills in algebra, geometry, trigonometry, and analytic geometry. The course consists of college-level treatment of elementary functions, limits, differential calculus, integral calculus, and simple differential equations. Graphing calculators (TI-83) are required and will be used extensively throughout the course.

Prerequisite: Pre-Calculus 12

Recommendation: At least a B in Pre-Calc Math 12 OR Pre-Calc 12 teacher recommendation

Science

Science 9

Science 9 is a survey course that covers cell biology, chemical nature of matter, electricity and energy flow within the biosphere. Science 9 is required for graduation and forms the foundation for future study in upper level science courses. Labs and projects form a significant portion of the course materials and concepts are often taught by integration with other subject areas that are taken concurrently.

Science 10

Science 10 is a survey course that covers genetics and the role of DNA; role of energy in chemical change; impact of energy transformation on the environment; and the role of energy in the formation of the universe. Science 10 is required for graduation and forms the foundation for future study in upper level science courses. Labs and projects form a significant portion of the course materials and concepts are often taught by integration with other subject areas that are taken concurrently.

Required for graduation

Prerequisite: Science 9

Life Sciences 11

Life Science 11 investigates the conditions of life from the cellular to the population level of organisms, the mechanisms that influence evolution and the complexity of bacteria, viruses, fungi, plants and animals. This course focuses on learning through inquiry, labs, dissections, investigations and projects. Our Core Focus is on critical thinking, communication and personal/social awareness.

Required for graduation - any Science 11 course meets grad requirement

Prerequisite: Science 10 with minimum 65%

Chemistry 11

Chemistry 11 investigates the building blocks of matter (atoms) and their interactions with each other during chemical reactions. This includes investigating measurable changes observed during chemical changes; organic chemistry and its applications; and solution chemistry. Experimental procedures are commonly used to demonstrate practical applications of concepts covered in this course. It is suggested that students have a foundation in mathematics, including algebra before taking this course. Our core focus is on critical thinking, analyzing data, using models, and effectively communicating scientific understanding.

Required for graduation - any Science 11 course meets grad requirement

Prerequisite: 65% or higher in both Science 10 and Found & Pre-Calc 10

Earth Science 11	<p>Earth Science 11 investigates the Earth's systems, including the cycling of Earth Materials, influence of water on weather and climate, the transfer of energy through the atmosphere and climate change, the consequences of plate interactions, as well as the origin of Earth and its interactions of the Solar System. This course focuses on learning through labs, projects, and everyday natural events that take place. Our core focus is on critical thinking, communication and personal/social awareness.</p> <p><i>Required for graduation</i> - any Science 11 course meets grad requirement</p> <p><i>Prerequisite: Science 10</i></p>
Physics 11	<p>Physics 11 investigates four major themes: motion, forces, energy and waves. These topics are investigated through experimental design approaches that encourage student inquiry and problem solving. It is suggested that students have a foundation in mathematics including algebra before taking this course. Our core focus is on critical thinking, analyzing data, using models, and effectively communicating scientific understanding.</p> <p><i>Prerequisite: Minimum of 65% in Math 10 Foundations & Pre-Calculus and Science 10.</i></p>
Anatomy & Physiology 12	<p>Anatomy and Physiology investigates biochemical interactions within the human body, how these interactions are maintained and role these have within the organ systems such as digestive, circulatory, respiratory, excretory, nervous and reproductive systems. This course focuses on learning through inquiry using labs, dissections and projects. Our Core Focus is on critical thinking, creativity, innovation, communicating through demonstration and presentation, personal/social awareness and reflection.</p> <p><i>Prerequisite: Life Sciences 11 with minimum 65%</i></p>
Chemistry 12	<p>Chemistry 12 covers five topic areas: reaction rate, dynamic equilibrium, solubility, acids and bases, and oxidation-reduction. These topics are approached thematically since together they help us to understand why reactions occur or do not occur as well as the conditions under which we might optimize reaction conditions for practical applications in daily life and industry. It is suggested students have a strong foundation in mathematics including algebra, before taking this course. Our core focus is on experimental design, data collection and analysis as well as applying scientific knowledge.</p> <p><i>Prerequisite: Chemistry 11 with minimum 65%</i></p>
Physics 12	<p>Physics 12 utilizes a conceptual and mathematical approach to understand the world in which we live. Topics include static equilibrium, circular motion and gravitation, momentum, electrostatics, electromagnetism and special relativity. Students are encouraged to extend their understanding by exploring related topics of personal interest when possible. A strong foundation in algebra is essential to success in this course. Our core focus is</p>

on experimental design, data collection and analysis, application of scientific understanding and communication of scientific understanding.

Prerequisite: Physics 11 and Pre-Calc 11 with minimum 65%

Physical Education

Physical and Health Education 9 & 10

Students will participate in a variety of leisure, fitness, sport and lifestyle activities depending on the instructor and the facility schedule.

Depending on scheduling and grade level, students may participate in the following activities:

- Weight training, aerobics, minor games, volleyball, softball, basketball, touch football, badminton, pickleball, soccer, handball, skating, ultimate or lacrosse

Within each activity, students are generally evaluated according to four domains:

- Physical Literacy, Healthy and Active Living, Social and Community Health, Mental Well-Being

All students must satisfactorily complete Physical Education 9 and 10 to meet the graduation requirements of the B.C. Ministry of Education.

PE 10 is required for graduation

Physical Education Leadership 10-12

The grade 9-12 students in this course will work in teams to plan, promote, and run the intramural activity program during the lunch break. They will also be responsible for special activity days throughout the school year.

Active Living 11 & 12

This course allows students to pursue a variety of on-campus and community related activities throughout the year as well as fitness and weight training. This activity course focuses on leadership components as well as group cooperation. A selection of in-school activities from the previous list will be based on student interest levels. Depending on class interest, leisure opportunities in the community may be available to enhance classroom activities.

Within each activity, students are evaluated according to three domains:

- Health and Well-being, Safety, Participation

This is a great course to meet the graduation portfolio requirement and areas of community involvement, as well as personal health.

Fitness & Conditioning 11 & 12

Want to work out but can't find the time or afford a gym membership fee? Then this is the course for you. Fitness and Conditioning gives you an opportunity to both set and pursue fitness goals, and do this during the school day so as to not interfere with any free time or afterschool activities you may have. Students will plan an individualized workout plan, based on strategies discussed in class, that they will be responsible for tracking throughout the course of the semester. Resistance/Weight training and cardio vascular training are aspects of fitness focused on in this course. If you want to be in the best possible shape for whatever activities you are involved in, this is the course for you.

Course evaluation will be based on the following:

- Healthy and Active Living, Human Anatomy and Physiology, Principles of Training, Social Responsibility

This course is for students who are serious about their personal fitness.

Fitness & Conditioning 11 - SuperFit

** Course has been designed with female fitness in mind*

This class is no sweat...well, maybe a little. SuperFit provides the motivated students an opportunity to improve their health and fitness through exercise and knowledge of health, living and nutrition. Students will participate in various activities including yoga, aerobics, and circuit training as well as experiencing a few community fitness facilities. Students might also take part in the occasional walk/run, day at the pool, or day in Hansen's state of the art weight room. But be warned. It is **NOT** aerobics and it is **NOT** body building. This course tones and conditions the body while raising the metabolism and burns fat. It will help increase muscular endurance and is good for students at ALL levels of fitness. Want to feel good? This is the course for you.

Extreme Outdoor Education 11 & 12 Extended Day

This course is for the outdoor enthusiast who is looking for timetable flexibility and a greater challenge than provided by regular Outdoor Education offerings. This full year linear course will focus on developing skills through adventure outings in backpacking and hiking, river rafting/kayaking, snowboarding/skiing, rock climbing, paintballing, as well as additional outings that vary from year to year. Outdoor Education Extreme students have their pick of all adventure outings offered in the program and are required to complete 100 adventure hours throughout the course. The cost of these enhancements will vary and will be the responsibility of the student.

Business

Our goal is to prepare our students with a good foundation in Business, enabling them to be ready to advance to the next level of learning. All students of Rick Hansen Secondary School shall be given an opportunity to make sound choices after high school, be it work, college or university! Our students will

learn and enjoy school more if they know that there are opportunities waiting for them. We believe in giving students quality OPPORTUNITIES with positive OUTCOMES.

Entrepreneurship & Marketing 10

Entrepreneurship & Marketing 10 is an introductory business course. These include business communications, economics, finance, marketing, and entrepreneurship. Entrepreneurship & Marketing 10 introduces students to the world of business within the local and global community and the various opportunities within it. While taking this course, students will develop computer skills and other economic survival skills necessary in today's fast changing society.

Accounting 11

This is an introductory but rigorous course surrounding the concepts of accounting and its role in business. Students will learn basic debit and credit theory, explore financial statements such as the income statement, balance sheet and the general journal. In addition, students will look into different career paths available in accounting. This course is best suited for students seeking a strong understanding of accounting concepts as well as students looking to study business at a post-secondary institution.

Marketing & Promotion 11

You are exposed to different forms of marketing every single day! In Marketing 11, you will learn the basics of marketing, the power it has, and how to use it to market your own business. The world of marketing is changing every single day with new technology coming out. You will take a close look at marketing methods that are in demand and how you can use them in your favour ethically. You will learn how powerful of a tool your phone can actually be. Something that is at your fingertips every single day can be used to start a business and live the life you dream. You will be learning different forms of social media, how to use them effectively and how to monetize them. Social media that you will be working with includes Instagram, Youtube and Snapchat. In addition, you will be taking opportunities to market and promote with the local community, use the initial market research process, and learning how corporations and brands hold so much influence.

Financial Accounting 12

In this intermediate Accounting course, we build on some of the basic concepts learned in Accounting 11. Students will explore, in detail, the relationships among assets, liabilities, and owner's equity in addition to detailed analysis of expense accounts such as cost of goods sold. By the end of this course, students will have a strong grasp of Generally Accepted Accounting Principles and their application in different situations. Financial Accounting 12 is best suited for students looking to study business or accounting at a post-secondary institution.

Entrepreneurship 12

This course is designed to encourage students to explore, identify and develop the characteristics of a successful entrepreneur. Students will be given the opportunity to recognize business opportunities and sources of financial advice. As well as understand the need for goal setting, decision making, risk assessment, and creativity. Students will also be required to complete a business plan for a venture. The study of Entrepreneurship is fun and exciting. Celebrate your successes, learn from your mistakes, gain experience from involvement in the Entrepreneurial processes and make the most of your journey.

E-Commerce 12

School of Business only

Do you want to learn how to run an online business? Do you have an idea that you want to implement right away? E-Commerce 12 is an introductory business course what will look at the theory and practice of how business is done online. In addition to exploring how Instagram, Snapchat, YouTube and Facebook are changing the face of business, the course will cover entrepreneurship opportunities, economics of e-commerce, distribution channels and cyber marketing.

Applied Business 11

(School Store/ Snack Shack)

Interested in applying your understanding of leadership, foods, marketing, accounting, and promotion into a hands-on course? Students in AB 11 will be required to run the school store during their selected block as well as during select lunch and before/after school time periods depending on school and student timetable. Students will apply their leadership skills in running, marketing, and promoting the store including product selection, inventory, and food handling. Students will receive their Food Safe Certificate and will be responsible for inventory management, and cash flow. Selection is based on an application – available from the main office.

Home Economics

Makerspace 9

Makerspace will provide students with an opportunity to tinker and explore the world around them through tools, technology, and by using the design process. Students will have the opportunity to use 3d printers, laser cutters, garment printers, robotics and more. This course will explore concepts from a variety of disciplines such as robotics, graphic design, drafting and wood working.

Food Studies 9

In Food Studies 9, students learn how to cook and bake using the design process which includes trial and error learning through prototyping. Skills of self-reflection and critique are introduced. This is a highly practical participation-based course where students cook approximately half of the time in class. Students will explore food in this course on a culinary adventure around the world, learning about different ethnic cuisines generally

including: Mexican, Italian, First People's cuisine, and a variety of Asian culinary traditions.

Food Studies 10

In Food Studies 10, students learn how to cook and bake using the design process which includes trial and error learning through prototyping. Skills of self-reflection and critique are introduced. This is a highly practical participation-based course where students cook approximately half of the time in class. Students will explore themes of sustainability and the "eat local" movement in this course; local ingredients will be showcased in our cooking labs.

Food Studies 11

In Food Studies 11, students further expand their understanding of design thinking by emphasizing the initial stages of the design process: Understanding Context, Ideating, and Defining. Students will leave this course with the ability to modify existing recipes and create their own. This is a highly practical participation-based course where students cook approximately half of the time in class.

Interpersonal and Family Relationships 11

This course is recommended for students who want to pursue a career in social and youth work or counselling; it is also a beneficial course for any student who wants to learn about healthy interpersonal relationships. In this course students learn to create service design opportunities for individuals and families across the lifespan. They will explore factors involved in interpersonal relationships, including types, roles, and functions, as well as, the nature of committed relationships, including the influences of community and culture. Other core elements of the course include the components of healthy relationships and how to thrive and reciprocate in a variety of interpersonal relationships and identify indicators of unsafe relationships.

Food Studies 12

In Food Studies 12, students further expand their understanding of design thinking by emphasizing the initial stages of the design process: Understanding Context, Ideating, and Defining. Students will leave this course with the ability to modify existing recipes and create their own. This is a highly practical participation-based course where students cook approximately half of the time in class. Students will be challenged to think like a developing chef or home-cook.

Child Development and Caregiving 12

This course is recommended for students who want to pursue a career in social and youth work, counselling, psychology, childcare, or education; it is also a beneficial course for any student who plans to be a parent in the future. In this course students learn the stages of child development from birth to age 12, including cognitive, social, physical, and emotional development, and

language and speech. Students will also explore the various theories of child development, including cultural influences, and how and why theories change over time. An emphasis on healthy living and best practices for children will be included in this course.

Fine Arts & Drama

Students are encouraged to select courses that help them express themselves creatively, develop significant skill in one or more

Arts areas and satisfy the requirements for graduation and post-secondary admission.

Art Studio 9

Art Studio 9 is an entry level course to develop students' understanding and appreciation for art. Emphasis will be on development of techniques, skill and fundamentals of art using a variety of media. Students must be willing to experiment on a broad range of Art making processes as they create.

Art Studio 10

Art Studio 10 is an entry level course that will challenge students' artistic ability. Students will experiment with a wide variety of processes and techniques and use various media to create art. Students are expected to be highly motivated toward art. The intent is to develop students' artistic talent and interest so they are able to practice art making on a personal basis with reasonable proficiency and begin to develop a portfolio.

Art Studio 11 & 12

Art Studio 11 and 12 builds on fundamentals developed in prior art courses and increases the knowledge and skills of students. Students will experiment with a wide variety of techniques and media in the art making process to expand their repertoire and ability in art. Students are expected to be highly motivated as they work independently to develop their personal art portfolio.

Recommendation: Art Studio 9 or 10

Photography 10, 11 & 12

Photography includes the following areas of study: the camera, the lens, and creation of photographic imagery. Students will work with digital cameras to produce various styles of photography, as well as with Photoshop to edit those works. This course will provide students with opportunities to present photographs in an artistic format. A digital camera with manual capability desirable, otherwise camera equipment is available.

Visual Arts: Media Arts 10, 11 & 12

Have you ever wondered how video game designers created the characters and backgrounds that are used when you are playing the games? Have you

ever wanted to create professional print media layouts for magazines, billboards and the Internet? In Media Arts courses students learn to use Blender, Adobe Illustrator, Adobe Photoshop, and much more. These programs are used to produce 2D and 3D content for the video gaming, advertising and entertainment industry. By the end of the course you will have created a digital portfolio to display your work.

These fun and engaging courses open the doors to the world of digital design communications.

Students who have taken these classes produce high quality – professional style content. This is the place for the designer in you! Join and let your creativity and confidence grow, improve your computer skills, and create work that you can be proud to share with your friends and family.

Art Appreciation 11/12

Art is the memory of our cultures and our visual history of the world. This course, in conjunction with History 12, will focus on the theory and development of art styles through time. Art Appreciation is not about perfecting your artistic skills or abilities, but to train your eye and connect world events to the artists' creativity. As we are collaborating with History 12, we are also hoping to offer more experiential learning opportunities; through field trips and a directed study tour to Europe. If you have an interest in art and history, this course will enhance that passion and provide a glimpse of history through our popular artist's eyes.

Recommendation: students enroll in both History 12 and Art Appreciation 11/12

Drama 10, 11 & 12

Drama 10-12 gives students the opportunity to demonstrate trust, cooperation, concentration and movement awareness. Students will study the art of acting and characterization. Emphasis is placed on exercises and games that develop voice, emotion, physical manipulation and scene work. This fun course offers a lot of opportunities to interact with others as well as time for self-reflection.

Music

Guitar 9-12

Anyone can play guitar, so this course is for everyone. All ability levels are welcome; our goal is progression. Beginner students will learn the basics and will quickly learn to play some classic tunes as well as some of their favourite modern hits. Intermediate and advanced students will continue developing their skills as they work solo and in groups.

Band 9-12

The main emphasis will be on improving technical skills and musical understanding. Music to be performed will be chosen from all styles and will be from the advanced category. Students will be directed into a team effort as well as being responsible for their own individual progress. Attendance at all rehearsals and performances is mandatory. Students will be expected to keep up their studies to enable them to tour with the Band class.

Recording Arts 9-12

Have you ever wanted to be a music producer? Have you ever wondered how artists get that "polished" sound in their recordings? This course explores the art of music production. We'll learn to make beats, to write hooks, and to record artists in the studio. The ideal student for this course is open-minded, creative, and enthusiastic about collaborating with fellow music enthusiasts.

Technology Education

Makerspace (ADST 9)

MakerSpace will provide students with an opportunity to tinker and explore the world around you through tools, technology, and by using the design process. Students will have the opportunity to use 3d printers, laser cutters, garment printers, and more. This course will explore concepts from a variety of disciplines such as robotics, graphic design, drafting and wood working.

Robotics 10, 11 & 12

More and more in the world today we rely on autonomous machines and processes. In Robotics students will develop skills that engineers use daily – skills not only to understand how robots work, but also to create and code their very own autonomous robots. Students will work hands-on in teams to design, build, code, and document their progress. Topics include motor control, gear ratios, torque, friction, sensors, timing, program loops, decision-making, and more. Students will design their robots to compete in various challenges and competitions throughout the semester. This course is ideal for any grade 10, 11 or 12 with interests in STEM education (Science, Technology, Engineering, and Mathematics).

Drafting 10, 11 & 12

Did you ever wonder how architects and engineers produce blueprint drawings? In the Drafting courses you will learn Inventor, Revit, and AutoCAD, the same computer programs used in these professions and many others. You will learn the basic types of technical drawings and how to draw them on the computer. By the end of the course you will be able to draw the complete set of plans needed to build a house, 3D solid models, and fully rendered layouts. These courses are valuable for students looking to go into engineering at university.

Students can start in grade 10, 11 or 12! There are three levels of Drafting classes to choose from. In grade 10, students start by taking Drafting 10. If a student wishes to start in grade 11 or 12, they can do so by taking Drafting

11. As student progress towards Drafting 12 they are presented with open-ended project based learning opportunities. These fun and engaging courses open the doors to the world of design and rapid digital prototyping.

Woodwork 10, 11 & 12

This course is geared towards students who are creative and like working with hand tools. Various aspects of woodcarving, veneering, fretwork and intarsia will be covered in this class and students will build various projects of their own choice and design. Students who took Woodwork 10 and enjoyed it will now be able to take this in-depth course that will allow students to learn in-demand craftsmanship skills.

Metalwork 10, 11 & 12

From metal furniture to decorative art, this course offers an opportunity to learn the technical and artistic aspects of creating practical and decorative projects out of metal. This course is open to those who have taken metal work course before as well as those who have not. Students start with small projects, learning the technical processes necessary for creation of major projects. Students help to evaluate their projects, with the help of the teacher, based on the selected elements and principles of artistic design.

Women in Trades 10, 11 & 12

Women in trades course, this course is setup to explore three areas in the trades consisting of metal, woodworking, and drafting. Students are challenged to design fabricate and build furniture consisting of both metal and wood. Students can opt to build their own custom design or choose to build from a set of plans. This project will explore computer aided drafting programs where we create our plans. Metalwork where we cut and fabricate steel including welding and other various metal fasteners to achieve our product. Finally we will explore woodworking where we will take rough lumber and process it into a finished product. This course is exclusively offered to female students and is aimed at giving a well-rounded introduction to students in three red seal trades.

BAA Courses

Peer Tutoring 11 & 12

This course is for Grade 11 & 12 students who have a desire to learn about and experience the challenges and opportunities that are 'alive' in teaching and learning. As a peer tutor, students are to be exemplars of curiosity, self-initiation, strong work ethic, punctuality, and a collaborative disposition. Students taking this course will have a deep desire to help their peers meet the learning targets in the subjects they are studying. The course includes units in: (1) roles and responsibilities of peer tutors, (2) ethics in and of education, (3) factors that impact students' achievement, (4) developing study habits, (5) and instructional theory, practice and design. The course also includes a practicum experience during which peer

tutors support the work of the teacher. The aims of the practicum include providing the peer tutor the opportunity develop skills, abilities and understandings needed to work in 'helping' professions and to provide specific, strategic and appropriate assistance other students. Students in grade 12 also have the opportunity to earn 'volunteer hours' by participating in the 'after-school/lunchtime' peer tutoring program.

Yearbook 10, 11 & 12

This course is open to grade 10, 11 and 12 students. Knowledge and skills to create the school yearbook will be learned. Students, through hands-on work, learn the various aspects of yearbook production including page design and layout, desktop publishing, digital photography, graphic design, copywriting and marketing. These skills transfer easily to other areas of the curriculum and post-secondary courses that require report writing, presentation layout and photography.

Physical Education Leadership 10-12

The grade 10-12 students in this course will work in teams to plan, promote, and run the intramural activity program during the lunch break. They will also be responsible for special activity days throughout the school year.

Psychology 11

Psychology 11 investigates how perception and our senses, development, emotions, anxiety and environment can have an impact on human behavior such as personality, memory and mental health. This course focuses on learning through scientific inquiry, connecting psychological case studies to present world issues and investigating strategies of identification/understanding /coping/treatments. Our Core Focus is on hypothesizing, critical thinking, communication, relevance and reflection.

Leadership 10, 11 & 12

Do you want to have fun, learn about what it means to be a good leader, plan school events and impact your school and community in a positive way? Do you want some meaningful volunteer experience to put on your resume and University applications? Then consider joining Student Leadership. We are looking for new members for the upcoming year and if you are the type of person who is a: team player, takes initiative, follows through on commitments, is responsible, friendly, enthusiastic and are available to volunteer outside of school time, in the school and in the community for a minimum of 20 hours (10 hours per semester), then Leadership could be a great fit for you! As a linear course, the goal of leadership is to develop your communication, organization, planning and employment skills to their full potential while practicing each on a daily, weekly and monthly basis. Each of you will be asked to put your skills into motion through developing and promoting school spirit and culture at Hansen! In addition, you will be making valuable connections within the school and community that will enable you to demonstrate your leadership

role. How will you make your time here at RHSS count? How will you fill these halls?

Career Programs

Work Experience 12

WEX 12 is a 4 credit course designed to help students prepare for the transition from secondary school to the world of work. Through work experience, students observe and practice employability skills required in the workplace, as well as technical and applied skills relating to specific occupations. This course is done outside of the timetable; credit is given at the end of the student's grade 12 year when they have completed the 120 hours of work experience and the related evaluations and reflective assignments. This work can be arranged with the Work Experience Coordinator (Mrs. Jongenburger) or can be done as part of a job that is approved and evaluated by the Coordinator. WEX 12 is also a requirement for all SD34 Career Programs.

Youth Work in Trades

Youth Work in Trades is an opportunity for students who are working in a trade and supervised by a qualified tradesperson to receive credits toward graduation while working. Each 120 hours worked and logged will earn 4 credits, to a maximum of 16 credits for 480 hours. Students can use these hours towards the 900 hours required by the Industry Training Authority (ITA) by December of their Graduation Year to qualify for a \$1000 scholarship. Students interested in this opportunity should meet with Mrs. Jongenburger, the Career Facilitator, for help with registering for this program as a Youth Apprentice. Work hours can be completed during summer and other vacations, after school or weekends, or during a semester of working while the student is away from school.

Courses are numbered WRK 11A, WRK 11B, WRK 12A, WRK 12B. Each has the requirement of 120 hours of paid work supervised by a qualified journey person. More information can be found at www.itabc.ca/youth

Career Life Education

Students in this course will gain a deeper understanding of themselves as learners and growers in their career-life management skills. Students will develop personal, educational, and work-related goals through experimental learning, building community connections, gathering evidence of learning, and self-reflecting.

Required for graduation

Career Life Connections

CLC offers students a personal application of their career-life management skills while exploring themselves, their life journey, and their graduation

plans. Students will be required to complete 30 hours of career-life exploration and will present a capstone that will showcase their knowledge, competencies, and passions while integrating personal interests and strengths. Students will refine their career-life development goals by putting into action the skills, competencies, and content learned in CLE.

Required for graduation

CAREER LIFE CONNECTIONS PROGRAM HAS THREE MAIN COMPONENTS:

Career and Life – students will create a transition plan that will help them to set goals for post-secondary education and career pursuits, using the online platform myBlueprint: <https://myblueprint.ca/sd34>

Personal Health – maintain a personal health plan (including nutrition and emotional wellness considerations) and participate in at least 150 minutes per week of moderate to vigorous physical activity throughout their Grade 10-12 years.

Community Connections – students must document 30 hours of community work or volunteer experience and reflect on their employability skills.

Learning Support Services

In the Learning Support Services (LSS) room, we work together to find the best way for individual students to learn, remember, stay organized and develop curiosity and passion for learning. Our program is based on the whole person approach in which we aim to address individual emotional, social, mental and academic needs in order to become successful, independent, life-long learners. In LSS, students with specific learning needs receive additional support with academics and are taught basic skills and strategies that highlight their learning strengths, while at the same time, foster their individual needs. Any student who qualifies for specific adaptations based on assessment results and recommendations will be assigned a Case Manager who in collaboration with the student will develop an Individual Education Plan (IEP) to further support their learning. Students are not awarded a mark for participation in this program, however, are assessed solely on their work habits in the course.

CONNECTIONS PROGRAM

The Connections Program provides academic, social, behavioural and emotional support to students with moderate and intensive behaviour issues and mental health issues. Students are screened into the program by district and school-based staff, through in school and community assessments. An Individualized Education and Care Plan are written for these students and programming is oriented towards each student completing his or her individual graduation plan. Students are integrated into regular classes when appropriate, with supports and adaptations in place to assist in meeting learning outcomes.

In the Connections program individualization occurs continuously and depends on each student's needs and readiness. There is an expectation that students will participate in individual and group counselling as teachers facilitate access to community supports including Aboriginal Services, Abbotsford Police, Impact Drug and Alcohol Counselling, Mental Health Services and programs through Abbotsford Community Services.

RESOURCE ROOM

The Resource Room utilizes individualized education plans to assist the students to become as independent as possible. The plan focuses on interpersonal skills, self-care/life skills, and functional academic skills (i.e. money math, time, literacy, etc.) within the resource classroom, as well as participating in inclusive classes wherever appropriate. Another component of student learning is community exploration. Students gain experience using the city bus, exploring public venues and discovering possible leisure/fitness activities.

WORK STUDY/WORK EXPERIENCE

This program is designed for students with physical and cognitive disabilities that require an individual education program focused on functional life and work skills. After receiving an updated Psycho-educational Assessment, students are referred to this program through the School Based Team in collaboration with district personnel. Students learn the basic skills needed to be successful in life and are given work experience opportunities within the school and community. Students are on a modified program and receive grades based on the learning outcomes for this program as well as their specific IEP goals. Students in the Work Study/Work Experience Program will graduate with an Evergreen Certificate rather than a Dogwood.

ENGLISH LANGUAGE LEARNERS – PROGRAM AND SUPPORT SERVICES

Our program is aimed to meet the educational mandate to provide a program designed to meet the needs of students whose native language is not English. The program strives to support student participation in the academic mainstream as well as the full educational and cultural experiences in and out of the classroom.

PROGRAM GOALS

1. Provide opportunities for students to learn and practice listening, speaking, reading and writing English in a culturally inclusive environment
2. Provide opportunities for students to learn about Canada and Canadian culture
3. Share and create awareness of diverse cultures
4. Provide a framework that fosters academic growth and success within the mainstream environment.
5. Provide supported participation in the mainstream environment for linguistically and culturally diverse students.

ELL COURSES

ELL Support 1-5

Students do not receive course credit for this course. This course will be taught in a multi-grade environment. Students will receive targeted language support

to develop foundational oral and written language fluency skills. The intended enrollment is for Level 1 and 2 ELL students. Students with higher proficiency levels may take this course to receive additional supplemental service to support their language learning needs.

**BAA Language
Acquisition 10**

This course is designed for Levels 2 and 3 English Language Learners. Through this course, students will develop the academic vocabulary and skills needed to be successful in both English 10 and Social Studies 10. With a focus on the nuances of language found in various forms of text (written, visual, and digital) as well as how to incorporate those nuances and language into communication for various audiences (written, spoken and representations). Included in this course are the elements that make up Canadian Culture (cultural identity and First Peoples culture). This course will be taught in a multi-grade environment. Students will receive 4 graduation credits upon successful completion of the course.

**BAA English Language
Acquisition and
Development 11**

The course is designed to extend the exploration of ELL students into the four main English language skills of reading, writing, listening, and speaking. Students are able to interact with greater confidence in familiar situations and are able to apply their growing range of strategies. The course continues the practices of reading and viewing materials taught in BAA Academic Language Acquisition 10. However, in this course students will apply the content of Academic Language Acquisition 10 to demonstrate deeper social and interpersonal communication skills. The students practice strategies they have acquired to read, write, and extract information successfully in English and addresses specific needs regarding language and culture. Students continue to describe and analyze Canadian culture and customs using more complex vocabulary and sentence forms. This course will be taught in a multi-grade environment. Students will receive 4 graduation credits upon successful completion of the course.

You will find detailed information about Rick Hansen Secondary School on our website, www.rickhansen.abbyschools.ca

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