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## Robert Bateman Course Planning

2019 – 2020

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**Robert Bateman Secondary**



**Home of the Timberwolves**

**Our Motto: "Eye to Eye with Respect"**



## **Principal's Message**

This valuable book contains course planning options for 2019-2020. Robert Bateman Secondary is very proud to offer a wide range of courses in a variety of programs.

The choices you make should be done in consultation with your parents, counsellors and post-secondary guides. Selection of appropriate programs and courses of study will either limit your options or will keep many doors open for post-secondary choices. Please take some time to consider these important decisions. Senior students should make themselves aware of requirements for graduation and admission for post-secondary programs. The courses and programs you select should be in line with your goals.

Your success is a priority for us, so please keep in mind that your program should be realistic, based on your interests, abilities and your goals. Don't hesitate to contact a counsellor or other school staff if you require any assistance.

## Contacts and Registration Procedures

### Administrators

Principal: Mr. Lance McDonald

Vice-Principal: Mrs. Janelle Dick (A-K)

Vice-Principal: Mr. Jeff Ritchie (L-Z)

### Counsellors

Ms. Danae Hodgins/Mr. Lorne Bartlett (A-K)

Ms. Jennifer Crockett (L-Z)

Counsellors provide help in a variety of areas including: timetabling, personal counselling, advocating for students, post-secondary options, career planning, scholarships and bursaries.

### To Register to Attend Robert Bateman Secondary

Please see our website for registration forms and procedures –

**[robertbateman.abbyschools.ca/registration](http://robertbateman.abbyschools.ca/registration)**

**A)** If you live outside Bateman's catchment area and have not attended Bateman in the past, you must present an Out of Catchment form signed by your home school. If you are unsure whether or not you live within Bateman's catchment, contact Student Records ([rita.fussi@abbyschools.ca](mailto:rita.fussi@abbyschools.ca)) or the School Board Office (604-859-4891).

**B)** Contact Bateman to make an appointment to see an Administrator/Counsellor for an admissions interview. When you come for the interview, make sure you bring a copy of your most recent report card, a copy of your birth certificate, proof of address and non-catchment form (if necessary).

**C)** Once approved, your counsellor will assist you in selecting classes for the school year.

### School Start-Up

School begins at 8:15 am on the first Tuesday after Labour Day. Homeroom lists are posted in the windows at the front of the school and Grade 9-12 students proceed directly to their homeroom.

### Course Planning

Course planning for students attending Bateman occurs between February and April. Counsellors meet with classes to explain graduation requirements, post-secondary options and entrance requirements and to inform students about courses offered. Parents are included in this process as students make their selections online via their student portal account at

<https://www.myeducation.gov.bc.ca/aspden/logon>. Additional course planning information can be found at **[robertbateman.abbyschools.ca/registration](http://robertbateman.abbyschools.ca/registration)**

### Changing Courses

#### ***A) Before September***

Students have some opportunity to change course selections for the following year after course planning has been completed, however, changes are limited to course availability. It's important for students to choose wisely because changes are not always possible. Counsellors and staff will do the best we can to accommodate changes.

#### ***B) During the school year***

There is a brief opportunity to change first semester courses during the first week of school and second semester courses during the exam week at the end of first semester. Please note: course changes can

only be accommodated if there is space in the requested course or if it's a department / teacher recommendation.

## Counselling Centre

**Ms. Danae Hodgins/Mr. Lorne Bartlett**

**Ms. Jennifer Crockett**

**Ms. Rita Fussi**

**Mr. Jeff Dods**

**Mr. Clarke Wismer**

**Ms. Sarah Kieft**

**A – K**

**L – Z**

**Student Records**

**Careers Coordinator/Career Life Connections**

**Work Experience Coordinator**

**International Student Advisor**

## Parents/Family

### **Bateman's Commitment to Parents**

Robert Bateman Secondary is committed to working with parents. We encourage communication between parents, staff and learners. A strong school/parent partnership is essential for student success.

### **Robert Bateman Welcomes Parent Involvement!**

Parents are encouraged to attend **Parent Advisory Council (PAC)** meetings. The PAC enhances the communication between parents, children and the school staff. PAC meetings provide parents with an opportunity to learn about what is happening in our school. The PAC plays an important role in assisting in determining educational goals, policies and services provided to the students at RBSS, and supports school programs by actively fundraising for equipment and scholarships.

Parent involvement contributes to student achievement! The Bateman PAC meets on the first Wednesday of each month at 7:00 pm in the school Learning Commons area. All parents are most welcome! Please check our website for PAC details and updates.

### **Our Mission - Respect, Responsibility, Results!**

At Robert Bateman Secondary School, we are responsible for providing opportunities which enable learners to acquire the knowledge, skills and attitudes necessary for achieving personal success, pursuing career goals and contributing to society.

### **Our Motto - "Eye to Eye with Respect"**

Our school motto comes from Robert Bateman, the naturalist, artist and of course, the school's namesake. Mr. Bateman reminds us that relationships should begin and end with respect. The school logo features three wolves from his painting "Clear Night Wolves". The wolves are looking at us eye to eye, and we look back at them with respect.

**Our Website: [robertbateman.abbyschools.ca](http://robertbateman.abbyschools.ca)**

## Graduation Program

The BC Certificate of Graduation or “Dogwood Diploma” is awarded to students who successfully complete the provincial graduation requirements. Students require a minimum of **80 credits** to graduate.

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:

| REQUIRED COURSES:  |                   |
|--|-------------------|
| Subject Area   | Minimum Credits   |
| Career Life Education 10   | 4                 |
| Physical & Health Education 10   | 4                 |
| Science 10   | 4                 |
| a Science 11 or 12   | 4                 |
| Social Studies 10  | 4                 |
| a Social Studies 11 or 12  | 4                 |
| a Math 10  | 4                 |
| a Math 11 or 12  | 4                 |
| a Language Arts 10   | 4                 |
| a Language Arts 11   | 4                 |
| a Language Arts 12   | 4                 |
| an Arts Education and/or Applied Design, Skills, and Technologies 10, 11 or 12 | 4                 |
|  | <b>48 credits</b> |
| ELECTIVE COURSES:  |                   |
| Students must earn at least 28 credits   | Minimum credits   |
|  |                   |
| <b>Additional Grade 10 - 12 credits*</b>                                       | <b>28 credits</b> |
|  |                   |
| CAREER LIFE CONNECTIONS  |                   |
| <b>Students must earn 4 credits for CLC 12</b>                                 | <b>4 credits</b>  |
|  |                   |
| OVERALL TOTAL:   | <b>80 credits</b> |

According to the Ministry of Education guidelines, all students will be required to write a Language Arts 12 exam before graduation. In addition, students must also complete **two new graduation assessments**:

- The new Grade 10 Graduation Numeracy Assessment - was introduced in 2018
- The new Grade 10 Graduation Literacy Assessment - will be introduced in 2019/20

Ministry Website: [bced.gov.bc.ca/exams](http://bced.gov.bc.ca/exams)

School Website: [robertbateman.abbyschools.ca](http://robertbateman.abbyschools.ca)

## Career Life Connections

Students are required to meet the following three mandatory standards to graduate:

- Approximately 100 hours (150 minutes a week) of physical activity (September to June) in each of Grade 10, 11 and 12.
- A graduation transition plan that will help students set goals during Grades 11 and 12 as well as for their post-secondary education.
- 30 hours of work experience or community service.

This course is not offered in our regular timetable. Students are required to complete and document the three standards independently during Grade 12. For more information on Career Life Connections completion, see Career Advisors Mr. Jeff Dods or Mr. Clarke Wismer.

## Independent Directed Study (MIDS)

This is a self-directed study outside and/or beyond the scope of class instruction and/or more in-depth, independent studies of a theme, an art form or media. **Students must have permission from instructor and counselling / administration prior to entry into an IDS course.**

## Post-Secondary Education Entrance Requirements

Current information on post-secondary education options is available in the Counselling Centre, Career Centre or at; <https://www.educationplannerbc.ca>; <https://applybc.ca/>; [www.schoolsincanada.com](http://www.schoolsincanada.com); [www.schoolfinder.com](http://www.schoolfinder.com). Students are encouraged to check entrance requirements for programs in which they have interest. Please note that entrance requirements differ from institution to institution. It is the responsibility of each student to ensure that course selection meets all British Columbia graduation requirements and the entrance requirements to post-secondary programs or institutions of choice.

## Study Block Policy

It is expected that all students who attend Robert Bateman Secondary will be in full time attendance, regardless of the number of course credits needed to qualify for graduation. A full course load is considered eight courses, four each semester, in accordance with recent criteria outlined by the Ministry of Education.

### Grades 9, 10 & 11

No Study Blocks

### Grade 12

Grade 12 students may be granted one study block if they are scheduled to complete 80 credits by the end of Grade 12, which qualifies them to meet graduation requirements.

**ALL** Study Blocks need to be approved by an administrator or counsellor.

## Pre-AP (Honours) and Advanced Placement (AP) Program

The Pre-AP (Honours) and AP Program at Robert Bateman are designed to enrich the education of students and challenge them to seek knowledge and understanding beyond the parameters of the regular curriculum. Admission to the Pre-AP (Honours) and AP Program is by teacher recommendation. AP courses allow engaged students to begin their college studies while still in secondary school. The AP Program of university-level work offered to secondary students prepares them for AP examination each year in May. With these examinations, students may earn university credit. Pre-AP (Honours) and AP courses are for students willing to apply their inquisitiveness, ability and persistence. Highly motivated students excel in Pre-AP (Honours) and AP; however, the program also attracts hard-working students who may not achieve top academic grades. We believe that the following describe the attributes of a Pre-AP/ AP student:

### Hard Workers

Students are committed to taking ownership of their learning and persevering despite obstacles and challenges.

### Inquirers

Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

### Communicators

Students understand and express ideas and information confidently and creatively in various forms of communication. They work effectively and willingly in collaboration with others.

### Thinkers

Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, to make reasoned, ethical decisions.

### What Options are there for AP at Robert Bateman Secondary?

| Pre-AP (Honours) Courses                       | AP – Advanced Placement Gr. 12 Courses |
|--|--|
| Pre-AP English 9, 10, 11                       | AP English 12                          |
| Pre-AP Science 9, 10                           | AP Chemistry 12                        |
| Pre-AP Life Sciences 11, Pre-AP Chemistry 11   | AP Biology 12                          |
| Pre-AP Socials Studies 9, 10, 11/12 (optional) | AP European History 12                 |
| Pre-AP Calculus 11                             | AP Calculus 12                         |

**For more information, see these websites:**

<http://www.ap.ca/>

[www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

**Contact:** Mrs. Janelle Dick, AP Coordinator  
(604) 864-0220  
Email: [janelle.dick@abbyschools.ca](mailto:janelle.dick@abbyschools.ca)

## HUMANITIES

### English

#### **English Language Arts 9 (formerly English 9)**

English Language Arts 9 allows the student to develop a set of theoretical and practical skills in both language and literature. Students will study novels, short stories, poetry, drama and non-fiction prose. Paragraph, essay and creative writing will be emphasized in English Language Arts 9.

#### **English Literary Studies and Composition 10 (formerly English 10)**

Literary Studies 10 is designed for students who are interested in the literature of a particular era, geographical area, or theme, or the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Composition 10 is designed to support students in their development of written communication through a critical process of questioning, exploring and sampling. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. Students will read and study compositions by other writers and consider a variety of styles as models for the development of their writing.

#### **English Literary Studies 11 (formerly English 11)**

Literary Studies 11 reinforces and expands on the curricular competencies explored in Literary Studies and Composition 10. This course allows students to delve more deeply into literature as they explore specific themes, periods, authors or areas of the world through literary works in a variety of media. This course is designed to support students in their development of written communication through a critical process of questioning, exploring and sampling. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions, including a research paper. Students will read and study compositions by other writers and consider a variety of styles as models for the development of their writing.

#### **English Studies 12 (formerly English 12)**

English Studies 12 builds on and extends students' previous learning from English Literary Studies 10 and 11. Literature for study consists of fiction and non-fiction prose as well as poetry. Students will develop their writing skills as they continue to practice evaluating, assessing, and thinking critically about texts. A research paper will be written, and different types of creative writing will be explored.

#### **English Learning Enriched 10**

**This course is designed for ELL and International students.**

This course covers all the English Literary Studies and Composition 10 curricular competencies. Course entry is subject to English teacher recommendation. The material is heavily scaffolded in such a way that students will be able to access content, as well as demonstrate learning outcomes in relevant and meaningful ways. Students will, in the process of learning content, learn and use strategies and techniques that will help in future studies as well. Small class size will contribute to student success.

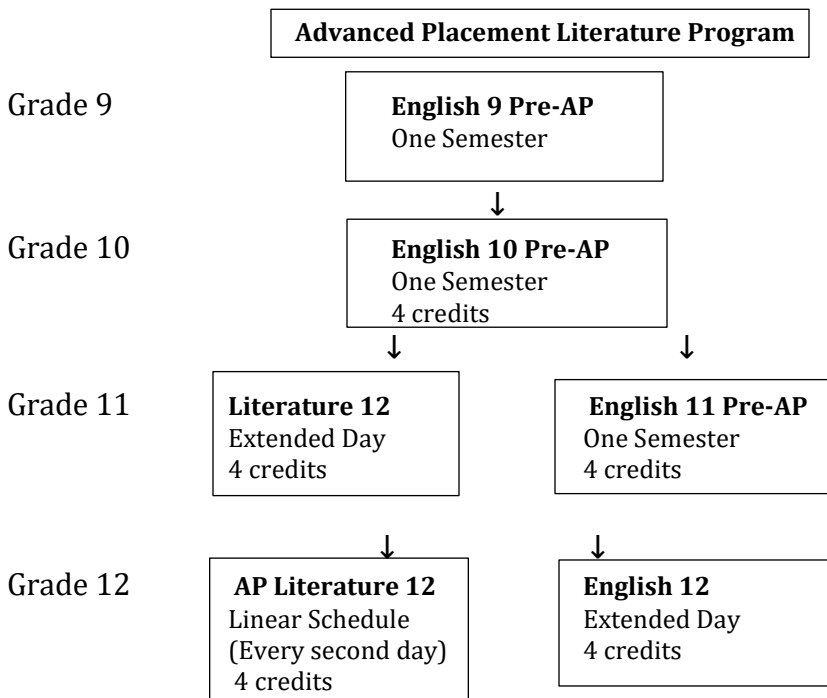


## English First Peoples 12

This course is an exciting addition to the BC high school curriculum that offers students of all backgrounds the opportunity to explore First Peoples' worldviews through literature. The First Peoples Principles of Learning guides students and teachers through the rigorous curriculum. The course highlights Canadian and International First Peoples literature as the point of discussion and analysis.

## English Pre-AP/AP Student Profile

The following courses are suggested for students interested in the AP Program:



**Note:** The Advanced Placement Program is meant to be **inclusive**, not exclusive; therefore, it is **flexible**. Students interested in joining the program at any point are encouraged to see Ms. Selzer (W306) regarding admission.

## English 9 Pre-AP (Honours)

Students begin an academically enriched journey that culminates in Advanced Placement Literature and Composition. The focus in Pre-AP 9 is a broad appreciation of English literature and its foundations: Greek and mythology. Students are introduced to Shakespeare, a poet and playwright with whom they will become close with over the four years of the program. The program is enriched with field trips to The Vancouver International Writer's Festival or Bard on the Beach, depending on which semester the course is offered. Candidates for English 9 Honours (Pre-AP) will be selected based on assessments and recommendations from Middle School Teachers. Students will be expected to maintain an A or high B average.

## English 10 Pre-AP (Honours)

In Pre-AP 10, students build on the foundations of Pre- AP 9, expanding their understanding of the foundations of Western Literature, Greek mythology and Biblical stories. Also, they continue to focus on Shakespeare's works while expanding their appreciation of English, American and Canadian literature. In Pre-AP 10, though, there is more emphasis on higher order thinking, including inference, analysis and

synthesis. There are also opportunities to explore creative writing. The program is enriched with field trips to The Vancouver International Writer's Festival or Bard on the Beach, depending on which semester the course is offered.

### **AP English 11 Pre-AP & English Literature 12 (8 credits)**

Students planning on taking Advanced Placement English in their grade 12 year must take Literature 12 and English 11 Pre-AP in their grade 11 year. Literature 12 is a survey course of classical English poetry, including works from the following periods: Anglo-Saxon, Medieval, Renaissance, Romantic, Neoclassical, Victorian, and Modern. Literature 12 also includes the study of one Shakespearean play. The English 11 Pre-AP course focuses on novels and plays from the Renaissance to the present. The program is enriched with field trips to The Vancouver International Writer's Festival and Bard on the Beach.

### **AP English 12 & AP English Literature and Composition 12 (8 credits)**

Students in Advanced Placement English must also take English 12 Honours. English 12 Honours is similar to English 12; however, the novel studies comprise more challenging (classical) texts, works by Mary Shelley, Jane Austen, Joseph Conrad, and Margaret Atwood. Advanced Placement English is a university styled program offered during grade 12. Essentially, it is a broad survey of English literature, but it requires students to analyze literature, both poetry and prose, in detail. If students score well on the American College Board examination in early May, most universities will provide credit for an equivalent first year literature course. This is a challenging course, but a rewarding one for the I can't believe it's almost Christmas academically inclined or those with an advanced love of literature. Because the Advanced Placement examination is in May, the course is linear; that is, it runs the entire school year on alternating days. The program is enriched with field trips to The Vancouver International Writer's Festival and Bard on the Beach, as this course runs over two semesters. Students will receive credit for EN12 and ELC12 (8 credits).

## **Social Studies**

### **Social Studies 9**

Students in Social Studies 9 will be introduced to the historical critical thinking competencies of significance, continuity and change, cause and consequence, evidence, perspective and ethics. Students will explore these critical thinking concepts through researching, inquiring and studying about people, events and developments from 1750-1919. Historical and geographical events studied will vary and could include topics such as political revolutions (American Revolution), imperialism, global demographic shifts (Urbanization), nationalism, discrimination (Residential Schools) and the physiographic regions of Canada. The new curriculum helps students not only develop the critical thinking skills necessary for their growth as students in an increasingly complex world, but also help them to understand the "Big Ideas" which act to draw historical content together. These "Big Idea" concepts include: the influence of ideas, influence of the environment, balance of relationships and the concept of collective identity.

### **Social Studies 10**

Students in Social Studies 10 will continue developing the historical critical thinking competencies of significance, continuity and change, cause and consequence, evidence, perspective and ethics. Students will explore these critical thinking concepts through researching, inquiring and studying about people, events and developments from 1919 to present day from Canada and around the world. Historical and

geographical events studied will vary and may include topics such as government and political institutions, Canadian identity and autonomy, domestic/international conflict and cooperation, discriminatory policies, human/environment interaction and economic development. The new curriculum helps students not only develop the critical thinking skills necessary for their growth as students in an increasingly complex world, but also to understand the “Big Ideas” which act to draw historical content together. These “Big Idea” concepts include: the power of global conflicts, development of political institutions, contrasting worldviews and the concept of injustice in an inclusive Canada.

### **Explorations in Social Studies 11**

Students in Social Studies Explorations 11 will be building upon their historical critical thinking competencies of significance, continuity and change, cause and consequence, evidence, perspective, and ethics developed in the previous years. SS 11 Explorations is a survey course which will include a variety of “Big Idea” topics depending on teacher and class preference such as: current events, urban studies, law, economics, geography, indigenous studies, religion and other topical areas of study. This course allows students the benefit of focusing on issues and topics that are both relevant and important to them as students in the 21<sup>st</sup> century. A wide variety of teaching methodologies will be used including online learning, active personalized projects and presentations that will allow students to engage fully in their learning. The addition of SS 11 Explorations will allow students to not only further develop their critical thinking skills but also explore topics that they find personally engaging.

### **20<sup>th</sup> Century World History 12**

20<sup>th</sup> Century World History examines major world events of the 20th Century. It will focus on major global conflicts including World War I, World War II and the Cold War. Topics will include the rise of authoritarian regimes like the Third Reich, religious and ethnic conflicts and social and cultural developments. This course will focus on the skills to make ethical judgements about history and recognize patterns in history that relate to present day events.

### **BC First Peoples 12**

Open to all students, this course meets the Ministry of Education graduation requirements for a Social Studies course. BC First Peoples 12 can be taken as a Grade 12 elective if a student has already completed SS 11. The course focuses on the diversity, depth, and integrity of the cultures of British Columbia’s Aboriginal peoples. In emphasizing the languages, cultures, and history of First Nations peoples, the course addresses an important part of the history of British Columbia.

### **Comparative Cultures 12**

This course is an introduction to the study of ancient civilizations, archaeology and anthropology. Fascinating civilizations of the past will be covered including Mesopotamia, Egypt, Greece, Rome, China, and Japan. The course will also investigate the beliefs of major world religions such as Christianity, Islam, Judaism and eastern religions. The course contains numerous hands-on activities and examines the portrayal of history through film.

### **Geography 12 (Physical)**

This course is for those who love learning about planet Earth. If you enjoy maps, Google Earth and technology, then this is the course for you. We will also travel on a field trip to explore the Outdoors and see what we have been learning in the classroom by hiking in the Squamish or Whistler area. Students will learn about rivers, oceans, deserts, climate, glaciers, resource issues, landslides, earthquakes, volcanoes, pollution and all things planet earth. If you enjoy the outdoors, and learning

through technology, this course is for you. Most universities, including UBC, recognize this course as approved for university entrance.

### **Law Studies 12**

#### **Completion of Social Studies 11 is recommended**

This course is designed to allow students to become familiar with both criminal and civil law in the Canadian legal system. It is an introductory course and is taught using a "casebook" method in which students read details of an actual legal case and attempt to answer questions following that case based on research and textbook information.

### **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. Students will grapple with both local and global issues for the purposes of developing global citizenship practices that promote social justice. Students will develop skills in recognizing injustice, fair-mindedness, embracing diversity, empathy and taking action.

### **Advanced Placement History (AP) Program**

The following courses are suggested for students interested in the AP Program:

|   |
|---|
| <b>Social Studies 9 Pre-AP</b>  |
| <b>Social Studies 10 Pre-AP</b>   |
| <b>Alternate Social Studies 11/12 Credit (Explorations, World History, Comparative Cultures) - **optional**</b> |
| <b>Advanced Placement European History 11/12</b>  |

### **Social Studies 9 Pre-AP (Honours)**

Social Studies 9 Pre-AP (Honours) uses the ministry curriculum but expands and extends through a variety of enriched activities, projects and assignments. Entry into this course is by teacher recommendation or good performance in Social Studies 8.

### **Social Studies 10 Pre-AP (Honours)**

Social Studies 10 Pre-AP (Honours) uses the ministry curriculum but expands and extends through a variety of enriched activities, projects and assignments. Entry into this course is by teacher recommendation or good performance in Social Studies 9.

### **AP European History 12 (8 credits)**

This course is designed to be equivalent to a first-year university/college history course. It is a broad survey of the history of Europe that requires students to evaluate social, political and military historical references and contexts. We will cover a large time period spanning the Late Middle Ages, Renaissance, Reformation, Revolutions, World War I, World War II and the Cold War to contemporary Europe. The course will be enriched with field trips, guest speakers and film. If students score well on the American College Board examination in early May, most universities will provide credit for an equivalent first

year history course. This course is linear; that is, it runs the entire school year on alternating days. Students will receive credit for AP Euro 12 and History 12 (8 credits).

## Modern Languages

Students planning post-secondary university training should be aware that a second language 11 course is an entrance requirement at most large Canadian universities (smaller, regional universities do not require it). It is recommended that students have a C+ or better in the prerequisite course.

Students wishing special consideration for individual placement in language courses (French Immersion, Out-of-Province or Heritage Language) must provide a sample of written work and have a brief interview with a language teacher. The teacher will determine the correct course placement. Grade 12 Languages - We are committed to having at least one block of French 12 and Japanese 12 each year if enrollment numbers support it.

**Note:** The French Department offers the opportunity for European travel every two years that further enhances the students' exposure to language and culture.

### French 9

French 9 is a dynamic, energetic course where the French language is not only taught but is used authentically in class. The methods of instruction include songs, games, dialogues, partner work, DVD video, cartoons and comics. The development of confidence and a love of the French language and culture are at the heart of each class. Some of the topics covered in French 9 are investigating the disappearance of a beloved French teacher, travel around the world as well as travel in French speaking countries and their different customs, traditions and festivities. Looking back at the fashion, music and cars of the 60's, 70's and 80's round out the semester. Previous knowledge of French is not necessary.

### French 10

#### Recommend a "C +" average in French 9

French 10 continues to develop the 4 skill areas (reading, writing, listening and speaking) as well as continuing to build confidence in using the language. There is a stronger emphasis on grammar and speaking skills in authentic situations. Topics covered this year include "surviving" the francophone city of Montreal and experimenting with art techniques. Survival in Montreal involves getting directions, ordering a meal, and problem-solving difficulties faced by travelers. The art unit includes building a sculpture of modeling clay, doodling, graphic art, and learning about the importance of art appreciation within the French culture.

### French 11

#### A "C+" average in French 10 is highly recommended

French 11 is a more intensive course where the speaking and listening skills that have been acquired previously are refined, while the emphasis shifts to focus more on the development of the students' writing skills. Highlights this year include the creation of an original urban legend by playing a board game and the production of a newscast for teens all in French. As always, culture remains at the heart of every unit. Students who successfully complete this course will have met the Grade 11 second language requirement for entrance into a BC university. A "C+" average in French 10 is highly recommended.

### French 12

#### A "C+" average in French 11 is highly recommended

French 12 is a more advanced course intended for students who have expressed an interest in and an aptitude for the study of French. Authentic communication through speaking and writing will continue to be the focus of this course. Topics covered will include learning how to plan a trip and how to travel successfully throughout the Francophone world, with an emphasis on the study of French culture.

### **Japanese 9**

This is an introductory course to the language and culture of this fascinating country. Students will learn basic speaking and writing skills in a variety of high-interest activities. Students taking this course are also eligible for exchange programs with Japan. Japanese 9, 10 and 11 fulfill the entry requirements to BC universities.

### **Japanese 10**

#### **A mark of “C” or higher in Japanese 9 is strongly recommended**

This course is a continuation of studies begun in Japanese 9. The spoken word will continue being emphasized, as well as a more detailed study of the writing systems and culture.

### **Japanese 11**

#### **Recommend Japanese 10 with a “C” or interview with teacher**

Japanese 11 builds upon the basics learned in Japanese 9 and 10. More sophisticated oral and written language patterns will be introduced. Students should be able to read and write basic Japanese with little hesitation. Japanese 11 fulfills the language requirement for entrance to most Canadian universities. A mark of “C+” or higher in Japanese 10 is strongly recommended.

### **Japanese 12**

#### **Recommend Japanese 11 with a “B” or Interview with Teacher.**

Japanese 12 is a course designed for serious language students and/or students pursuing post-secondary studies. Students will study in grammar, Japanese characters and sentence structure in greater detail. Tests, short written compositions and the final exam will determine the student's grade.

## **Mathematics**

There are three pathways by which students can fulfill their graduation requirements in Math. Please see Post-Secondary Acceptance of the Math pathways on the Ministry of Education page: <http://www.bced.gov.bc.ca/irp/subject.php?lang=en&subject=Mathematics>

### **Choosing a Pathway**

When choosing a pathway, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

### **Mathematics 9 Numeracy**

#### **Scientific calculators are required**

This course is based on the essential outcomes of Mathematics 8 and 9. This course is designed for students who had significant difficulty in Math 8. **Entry is by teacher recommendation only.** Successful completion of this course will prepare most students for Workplace Math 10.

### **Mathematics 9**

#### **Scientific calculators are required**

This course prepares students for the Grade 10 Foundations & Pre-Calculus option. This is the first level in the post-secondary entrance math program. The emphasis is on formal algebraic processes. Students will need a solid background from Math 8 and good work habits.

### **Mathematics 9 Honours**

#### **Scientific calculators are required**

Honours courses are offered at the 9 and 10 levels. Department approval will be required for student entry. The department considers not only a student's achievement in and aptitude for Mathematics, but also interest, attitude and work habits. In Honours classes, students will explore curricular topics in greater depth, participate in mathematics contests and complete projects. Problem solving will be a major emphasis. Honours is an enrichment program, not acceleration.

### **Workplace Mathematics 10**

#### **Scientific calculators are required**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into most trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability.

### **Foundations of Math & Pre-Calculus 10**

#### **Scientific calculators are required**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

### **Foundations of Math & Pre-Calculus 10 Honours**

#### **Scientific calculators are required**

Honours courses are offered at the 9 and 10 levels. Department approval will be required for student entry into Honours courses. The Department considers not only a student's achievement in and aptitude for Mathematics, but also interest, attitude and work habits. In Honours classes, students will explore curricular topics in greater depth, write Mathematics contests and complete projects related to Math. Problem solving will be a major emphasis. Honours is an enrichment program, not acceleration.

### **Foundations of Mathematics 11**

#### **Prerequisite: Foundations of Math & Pre-Calculus 10**

#### **Scientific calculators are required**

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. Topics include Systems of Linear Equations, Trigonometry, Statistics, Quadratics, Geometry and Proportional reasoning.

### **Math Pre-Calculus 11**

#### **Prerequisite: Foundations of Math & Pre-Calculus 10**

#### **Scientific calculators are required**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

## **Workplace Mathematics 11**

### **Scientific calculators are required**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into most trades and for direct entry into the work force. Topics include rate of Change, Graphical representations, Surface Area, Volume, Capacity, Trigonometry, Scale Representation, Personal Budgets and Financial Services.

## **Foundations of Mathematics 12**

### **Prerequisite: Foundations of Math 11**

### **Scientific calculators are required**

Graphing calculators will be provided for in class work only. Foundations of Mathematics 12 is designed to provide students with the mathematical understandings and critical-thinking skills identified for postsecondary studies in programs that do not require the study of theoretical calculus.

## **Math Pre-Calculus 12**

### **Prerequisite: Math Pre-Calculus 11**

### **Scientific calculators are required**

Graphing calculators will be provided for in class work only. Math Pre-Calculus 12 is essential for students wishing to pursue further education in Mathematics, Science, Engineering, Medicine or Business Education. This is a fast-paced academic class. We strongly recommend that students considering post-secondary studies in the Sciences, Business or Commerce at a university also enroll in Calculus 12.

## **Calculus 12**

### **Prerequisite: Pre-calculus 12 with B or better or teacher permission taking Pre-calculus 12 concurrently**

### **Scientific calculators are required**

Although it is advisable for students to complete Pre-Calculus 12 before entering the Calculus 12 class, these courses can be taken concurrently by highly motivated students. Calculus 12 would be of interest to students planning further education in such areas as Science, Engineering and Business. Traditionally, first year university Calculus courses have been extremely challenging, especially to students with little Calculus background. This course will provide students with a basic understanding of limits, derivatives and integrals. Applications and problem solving will be emphasized throughout the course. This course will also provide students with an understanding of the historical development of Calculus and of the people who contributed to this development. Strong Math skills, good work habits and an ability to deal with abstract concepts are essential.

## **AP Pre-Calculus 11**

### **Prerequisite: B or better in Foundations of Math & Pre-Calculus 10**

This pathway is designed to provide students with the necessary pre-requisites for AP Calculus. Topics covered will be in greater detail than in Pre-Calculus 11 and will include certain topics from Pre-Calculus 12 as well.

## **AP Calculus 12**

It is beneficial to have completed Pre-Calculus 12 before beginning this course, but it may be taken simultaneously, preferably in first semester. Advanced Placement Calculus AB is typically equivalent to one semester of post-secondary calculus. This course is primarily theoretical with a focus on properties



of functions, limits and differential and integral components of Calculus. Interested students should have demonstrated mastery of material from math courses that covered algebra, coordinate and analytic geometry, trigonometry and elementary functions. Graphing calculators will be used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation and to assist in interpreting results. Classes are held every other day for the full year.

## Science

### Science 9

The Science 9 course samples curricula from biology, chemistry and physics. Science courses are exploratory and lab-oriented so that students can observe first-hand what happens in the physical world. Students are expected to use the scientific method: creating hypotheses, designing a process to assess the hypotheses, making observations and arriving at suitable conclusions.

### Science 10

Science 10 is a challenging course that samples curricula from Biology, Chemistry, Physics and Earth Sciences. It is expected that students will be able to use the course to determine which upper level science courses they might want to pursue. The overall focus is to develop critical thinkers practiced in the use of the scientific method.

### Life Sciences 11 (formerly Biology 11)

#### Highly recommended: C+ in Science 10

Life Sciences 11 is a survey course that studies a variety of topics; scientific method, DNA and protein synthesis, evolution, classification, microbiology and early animals. The underlying theme for this course is unity and diversity of life. This course is designed to allow students to further their interests in biology. A committed work ethic is required.

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

#### Prerequisite: Biology 11 or teacher permission

#### Highly recommended: Chemistry 11

Anatomy & Physiology 12 focuses on cellular and human biology. The order of study follows a sequence from simple, biochemical processes, cell structure and function to the organ systems themselves. This course is a suitable prerequisite for post-secondary programs and/or for students who wish to further their interest in biology. A highly committed work ethic is required.

### Chemistry 11

#### Recommended: Overall B standing in Science 10 & Foundations of Math & Pre-Calculus 10

#### Co-requisite: Foundations of Math 11 or Math Pre-Calculus 11

Chemistry 11 is an introductory course surveying many topics within the broad field of Chemistry. Laboratory work is a large component of the course and is used to develop the major concepts of the course. Chemistry 11 has two major focuses: 1) Learning how to solve practical stoichiometry (Math) problems and 2) Learning a variety of general Chemistry concepts. This course is designed to allow students to further their interests in Chemistry and open doors to many possible careers; such as engineering, health care, etc.

### Chemistry 12

**Prerequisite: Chemistry 11****Recommend: B in Chemistry 11 and Foundations of Math 11 or Pre-Calc 11 or a Math 12**

Chemistry 12 is a great course and will require you to think critically and solve problems. It gives an adequate introduction to all major topics required in both pure sciences as well as the technical areas of Chemistry. The course content of Chemistry 12 includes:

- |                      |                        |
|----------------------|------------------------|
| 1. Reaction Kinetics | 4. Acid/Base Reactions |
| 2. Equilibrium       | 5. Electrochemistry    |
| 3. Solubility        |                        |

This course is designed to prepare students for future studies in the sciences and possible careers in engineering, pharmacology, medicine, physiotherapy, etc.

**Earth Science 11**

This course is designed to give students an overview of Earth Science. It demonstrates how the basic sciences relate to our planet. In this respect, the course is a combination of Physics, Chemistry and Biology. It also includes aspects of Geography.

**Note:** Students taking Earth Science 11 should be aware that the course has the same work effort expectations as Biology 11, Chemistry 11 and Physics 11. All four sciences differ only in their course content.

**Physics 11****Recommended: Minimum "B" in Math Foundations & Pre-Calculus 10**

Physics 11 is a math-based science course that focuses on the principles and theories of everyday physical phenomena. Outcomes covered in the course include Motion (in one and two dimensions), Forces, Energy (Mechanical, Electric and Thermal), Waves and Sound.

**Physics 12****Prerequisite: Physics 11 or teacher permission****Recommend: Minimum overall "B" standing in Physics 11 and Foundations of Math 11 or Pre-Calc 11**

Physics 12 extends the basic concepts of Physics 11 to motion in two dimensions including Momentum and Collisions, forces, energy, circular motion, Statics (equilibrium and torque), electrostatics and electromagnetism and Relativity (classical and Special). This course concentrates on problem solving and the use of mathematics in analyzing and describing physical situations. Mathematical ability should be "B" in Mathematics 11 or 12, as trigonometry and algebra will be required.

**Advanced Placement Science (AP) Program**

The following courses are suggested for students interested in the AP Program:

|                                |
|--------------------------------|
| <b>Science 9 Pre-AP</b>        |
| <b>Science 10 Pre-AP</b>       |
| <b>Life Sciences 11 Pre-AP</b> |
| <b>AP Biology 12</b>           |
| <b>Chemistry 11 Pre-AP</b>     |
| <b>AP Chemistry 12</b>         |

### **Science 9 Pre-Ap (Honours)**

#### **Prerequisite: Top 30 students in Grade 8**

**Note:** Selections are based on top 30 applicants (recommendations from the students' Grade 8 school) Science 9 Pre-AP (Honours) is an "enriched" version of Science 9. Students cover the same content areas as regular Science 9 students; however, the course outcomes are interpreted at a more sophisticated level. Further, topics may be broadened to develop concepts that are only superficially covered in the regular Science 9 curriculum.

### **Science 10 Pre-Ap (Honours)**

This course is a continuation of Science 9 Pre-AP (Honours). It interprets the curriculum in a more sophisticated manner – both expanding and enriching the normal Science 10 experience. Science 10 Pre-AP (Honours) is a challenging course featuring a wide-range of content that develops a breadth of knowledge. Our goal is to go deeper into Biology, Chemistry, Physics and Earth Sciences and to, hopefully, have students make connections between what they learn in class to their community.

### **Pre-AP Life Sciences 11 (formerly Pre-AP Biology 11)**

#### **Prerequisite – teacher recommendation**

Pre-AP Life Sciences 11 includes selected topics from AP Biology 12 as well as 11. Topics covered will be done in greater detail than in a regular course and is designed to prepare students for AP Biology 12.

### **AP Biology 12**

#### **Prerequisite – Pre-AP Biology 11 or teacher Permission**

This course is designed to be equivalent to a first-year university or college biology course. Biology 12 topics will include biochemistry, DNA and protein synthesis, cell structure and function, cell metabolism and human physiology. The AP component will include genetics, evolution, botany, ecology, cellular respiration and fermentation. Interwoven throughout the course are four recurring biological themes which provide a unifying framework for the study of biology.

Upon receiving an acceptable score on the AP exam, a student may apply for credit and/or advanced placement at many post-secondary institutions. This course is linear, that is, it runs the entire school year on alternating days.

### **Pre-AP Chemistry 11**

#### **Recommended: Overall B standing in Science 10 & Foundations of Math & Pre-Calculus 10**

#### **Co-requisite: Foundations of Math 11 or Math Pre-Calculus 11.**

Pre-AP Chemistry 11 is geared toward motivated students with interests in chemical and physical sciences as well as any of the biological sciences. This rigorous course is extremely useful in preparing you for university degrees in chemistry, biology, geoscience, health science, etc. It goes in more depth on the Chemistry 11 topics (atomic theory, chemical bonding, solutions and types of reactions) and includes some additional topics (gases and thermodynamics). This course is designed to allow students to further their interests in Chemistry and open doors to many future careers.

### **AP Chemistry 12**

#### **Prerequisite – AP Chemistry 11 or Chemistry 11 with teacher permission**

AP Chemistry 12 is geared toward highly motivated students who have a committed work ethic and able to read and process information independently. This course is extremely useful in preparing you for the rigor of university. During the course, all the Chemistry 12 concepts (Reaction Kinetics, Equilibrium,

Solubility, Acid-Base Theory, Electrochemistry) will be covered, but in a little more depth. Students who successfully complete the AP Chemistry program will also receive credit for Chemistry 12. Upon receiving an acceptable score on the AP exam, a student may apply for credit and/or advanced placement at many post-secondary institutions. This course is linear, that is, it runs the entire school year on alternating days.

## Psychology

### Psychology 11

Psychology 11 is the study of human behaviour and development. Students will examine how humans develop from infancy to adulthood and how behaviours form. The course will highlight life spans, gender roles, brain development, dream interpretation, hypnosis, sensations and perception. Psychology 11 will relate psychological theories to daily lives. The course emphasizes terminology, labs, experiments, discussions, research and assignments. Evaluation is based on chapter quizzes, unit tests, assignments, projects, research papers and a final examination.

### Psychology 12

Psychology 12 is the scientific study of human behaviour and mental activity. Topics will include memory, intelligence, motivation, personality, abnormal behavior, therapeutic intervention and social psychology. Psychology 12 will relate psychological theories to daily lives and use current, real-life case studies. The course contains numerous hands-on activities and projects and examines the portrayal of psychology through film and the world around us.

## Personal Planning

### Career Life Education 10

Career Life Education is a required course for all Grade 10 students. Students will learn Personal Development: self-assessment for career research, goal-setting, lifelong learning, graduation requirements, personal financial planning and workplace etiquette. In addition, students will learn Connections to Community: global trends and economy. Finally, students will develop a Career Life Plan: essential career skills, employability skills, post-graduation opportunities, employment standards, labour and market trends, workplace safety and work experience opportunities.

### Career Life Connections 12 (formerly Grad Transitions)

Students in Grade 12 will be required to meet the following mandatory three standards to graduate:

- 150 minutes of weekly physical activity (2 ½ Hrs. weekly)
- A graduation transition plan that will help students set goals for post-secondary education or career pursuits
- 30 hours of work experience or community service.

This course is not offered in our regular timetable. It is delivered online through myBlueprint. See advisor, Mr. Jeff Dods (jeff.dods@abbyschools.ca) for information on Career Life Connections completion.

## Physical & Health Education

### **Physical & Health Education 9 Female/Male**

Physical & Health Education 9 allows students to acquire the skills, knowledge and attitudes that will enable them to enhance their quality of life through active living.

**Participation is mandatory. Students with medical problems must provide a doctor's note.**

### **Physical & Health Education 9 Honours**

**Permission of the PE Department Head/Athletic Director is required.**

This course is an introduction to the basic principles of athletic training with an emphasis on strength, sprint and endurance training in addition to the regular PE 9 curriculum. This course is ideal for the student who wishes to improve his/her athletic performance. Preference will be given to those students who play, or wish to play, school sports.

### **Physical & Health Education 10 Female/Male**

Physical & Health Education 10 allows students to acquire the skills, knowledge and attitudes that will enable them to enhance their quality of life through active living.

**Participation is mandatory. Students with medical problems must provide a doctor's note.**

### **Physical & Health Education 10 Honours**

**Permission of the PE Department Head/Athletic Director is required.**

This course is an introduction to the basic principles and methods of athletic training in addition to regular PE 10 curriculum. Students will learn basic movements in the weight room as well as developing their speed, agility and endurance. This course is ideal for students who wish to improve their athletic performance. Preference will be given to those students who play, or wish to play, school sports. Prerequisite to Sports Performance 11.

### **Active Living 11/12**

Active Living 11/12 allows students to acquire the skills, knowledge and attitudes that will enable them to enhance their quality of life through active living. Active Living 11 or 12 is a great way to attain the "weekly physical activity" fitness component of the Career Life Connections requirement.

### **Sports Performance 11**

**Permission of the PE Department Head/Athletic Director is required.**

This course will offer high achieving student athletes a multi-sport training program. Students will be required to analyze fitness components by testing and then comparing to norms and sport goals. Students will gain experience in a variety of strength, speed and power techniques. This course is ideal for the student who wishes to improve his/her athletic performance. Sports Performance 11 is a great way to help attain the Physical Activity graduation requirement. Preference will be given to those students who play, or wish to play, school sports.

### **Sports Performance 12**

**Permission of the PE Department Head/Athletic Director is required.**

This course is best taken as a follow-up to Sports Performance 11. Sports Performance 12 is a course that will prepare students physically and mentally to be at their best as athletes and as leaders. As an athlete, they will participate in an individualized performance-training regime that includes free-weight

Olympic lifts, flexibility training, speed training and agility training. This course is ideal for the student-athlete who wishes to improve his/her athletic performance. Sports Performance 12 is a great way to help attain the Physical Activity graduation requirement. Preference will be given to those students who play, or wish to play, school sports.

### **Fitness & Conditioning 11**

This course focuses on student improvement of strength with an emphasis on lifting weights and training principles. This course is ideal for the student who wishes to improve his/her athletic performance. Fitness & Conditioning 11 is a great way to help attain the Physical Activity graduation requirement.

### **Fitness & Conditioning 12**

This course is best taken as a follow-up to Fitness & Conditioning 11. The course focuses on student improvement in strength with an emphasis on lifting weights and training principles. Students will work toward the development of their own fitness programs. This course is ideal for the student who wishes to improve his/her athletic performance. Fitness & Conditioning 12 is a great way to attain the Physical Activity graduation requirement.

### **Fitness & Conditioning Superfit 11/12**

Fitness & Conditioning Superfit 11/12 will provide students with the opportunity to improve their health and fitness through exercise and knowledge of healthy living and nutrition. Students of all fitness levels are welcome. Superfit 11/12 is a great way to attain the “weekly physical activity” fitness component of the Career Life Connections requirement.

### **PE Leadership 11/12**

The Peer Tutoring PE program is designed to teach tutors the necessary skills to support students in younger PE classes with all aspects of their physical fitness, while at the same time, being a valuable assistant to the teacher. Students considering the PE Leadership program should be able to work independently, take and give direction, be consistent with school attendance and have positive work/study habits. Students selecting this course will be screened. Students will be expected to meet over lunch hours for training within the first two weeks of each semester.

### **PE Leadership Intramurals 10/11/12**

This class takes place at lunch time and is not part of the regular day. The Grade 10, 11 and 12 students in this course will work in teams to plan, promote and run the Intramural Activity Program during the lunch break. Activities include soccer, volleyball, basketball, floor hockey, badminton, pickle-ball, etc. Enrollment in this course is granted by instructor approval.

### **PE Basketball - Gr 9, 10, 11, 12 - Meets in the evening (extended day class)**

### **PE Rugby - Gr 9, 10, 11, 12 - Meets after school (extended day class)**

These courses are designed for sport-specific skill development and are open to both boys and girls of all grade levels. See coaches for more information.

### **PE Hockey - Gr 9, 10, 11, 12**

PE Hockey 9-12 will provide students with the opportunity to improve their health and fitness and achieve Physical Education course credit through on-ice hockey instruction. Students will get approximately 40 one-hour ice hockey practices at Centre Ice arena. Students are required to provide their own transportation to Centre Ice Arena and be ready to skate from 8-9 am. RBSS will provide the

transportation back to school at 9:15 am in time for period 2. The remaining classes will be gym based at RBSS. All participants must have full hockey gear to participate. Students of all hockey skill levels are welcome. PE Hockey 9-12 is a great way to help attain the Physical Activity graduation requirement. **Contact coaches regarding fees.**

### **Outdoor Education 11**

Outdoor Education is a course designed to get you engaged in the world outside! Follow us on Instagram at “rbssoutdoors” to see photos of our adventures. The course focuses on a series of adventurous field trips. Students will learn while still having fun as they hike, bike, snowtube, snowshoe, kayak, climb, and backpack from the Pacific Coast of British Columbia to the mountains of the Canadian Rockies. The year-end adventure is the highlight for most students as we board a bus and head off to the Rockies for a backpacking trip on world famous Mt. Robson or we board the ferry for the trip over to the West Coast Trail one of the world’s top-rated backpacking adventures. During the course you will learn about the following: outdoor recreation skills, wilderness survival skills, environmental stewardship, leadership and teambuilding. Costs for the course vary depending on your field trip selections. Please see Mr. Crocker for more information in room E308 or visit [rbssoutdoors.weebly.com](http://rbssoutdoors.weebly.com) . Costs vary depending on trips selected. Base package is approximately \$200.00 and includes 9 field trips.

### **Golf Academy**

The Robert Bateman Secondary Golf Academy is a skills-based academy designed for students with a keen interest in golf. It combines daily physical training with a rigorous academic program. The academy specializes in high performance training and elite skill development of the athletes during school hours while providing the best coaching, training and facilities available. Students will work closely with golf training professionals both on the golf course and in the gym. The academy is open to athletes of all abilities; however, we recommend one year of playing experience. Members of the academy must become a junior member at Ledgeview Golf and Country Club. Students will receive full credit for the on-and-off course training (PE 10, 11, 12 as well as Strength & Conditioning 9, 10, 11, 12). **The cost of the program is \$2000. For more information, see robertbateman@abbyschools.ca or contact Mr. Dan Village.**

## **APPLIED SKILLS**

### **Business & Media Design**

#### **Media Design 9/10**

This class is **project based** and allows you to make choices in your learning. You'll learn how to use **Adobe Illustrator** and **Photoshop** in Term 1 to create your own t-shirt, cups, cell cases and more. Through hands-on activities you'll develop media design skills with **Google** tools like **Docs, Sheets, Forms**, as well as other programs including **Canva, Adobe Spark**. In Term 2, learn video production skills using **Premier Elements**. Students will create social awareness campaigns on topics they are passionate about and create videos for local non-profit organizations.

#### **Media Design 11/12**

**(Open to Grade 10's that have taken Media Design 9)**

Media Design 11/12 builds on the Grade 9 course. This **student driven** course allows you to make choices in your learning. You can create memories developing your desktop publishing skills using tools such as **Photoshop, InDesign, YouTube, Illustrator** and many others. Design websites, magazines, clothing art and mug designs. If you prefer to become more proficient with **Google Suite** or **Microsoft Office** – word processing, spreadsheets, multimedia and presentations – then focus your project selections on those technologies. Students will create social awareness campaigns on topics they are passionate about and create videos for local non-profit organizations.

### **Entrepreneurship and Marketing 9**

Do you have a great business idea that you would love to get up and running? Entrepreneurship and Marketing 9 is a project-oriented course. We learn about entrepreneurs, who they are, how they get started and how they market their ideas to you and me. Sample projects include: designing your own Food truck, creating a new popcorn flavor and selling it to Bateman students, creating a marketing campaign. Second term culminates with a **Dragon's Den Pitch** for an Entrepreneurial idea.

### **Business Leadership 10/11 – School Store**

**(Open to Grade 10's who have completed Entrepreneurship and Marketing 9 or with teacher permission)**

Do you want to have a say in what the school store, "The Stump", sells? Sign up for Business Leadership 10/11 and operate The Stump!

This is a project-oriented course. Students are encouraged to develop a project that will increase sales at The Stump. What products should be sold? At what price? How should this product be promoted within our school? Hands-on experience is the main focus. Do you think you can make money? Sign up and learn about marketing, business and leadership by operating The Stump. This course also looks good on a university application or job application.

### **Business Leadership 12 – School Store**

Do you want to be a leader? Looking for responsible students who want to **manage** the school store, "The Stump". This is a great course for your resume. This course provides hands-on retail experience and develops leadership skills since **you** are the one operating The Stump. Students will be required to develop a project that will increase sales (profits) and student satisfaction with our school store. Students will need to look at all aspects of what it takes to successfully operate a retail business.

### **Entrepreneurship 11 & 12**

This is a project-oriented course. Compete with classmates as to who can operate the best company during our **Titans Simulation Game** or earn the most money during the **stock market** competition. Learn what it takes to be a great leader in the business world.

Become an entrepreneur. Be your own boss. During this course, you will operate your own business. This course will give you the skills, insight and provide hands-on experience while earning some real money before graduating!!! Keep your profits.

## **Home Economics**

### **Family Studies 12**

Improve your communication skills and relationships with others especially within your family. Prepare yourself for successful living on your own once you leave home. Learn about the needs of children from prenatal to birth to school age and develop good parenting skills. Family Studies 12 will



guide you toward these goals by the study of how we develop, interact, and cope with crisis as members of a family. It will help you understand how adults continue to grow and develop as they move from adolescence through old age. Living environments and their effect on people are examined and you will have the opportunity to plan your own independent living space.

### **Food Studies 10**

**This course is open to Grade 9 and 10 Students.**

Have fun learning a life skill, work together as a team and show off your accomplishments! You will learn how to make a variety of favourite foods such as breakfast burritos, pancakes, pizza, Italian bread wedges, potato skins, stir-fry and chocolate chip cookies. Gingerbread houses or “Bunny Snacks” (spring equivalent) let you show your creativity and have you taking home your completed project for all to enjoy. This is a very practical course and most of the mark is based on your cooking projects.

### **Food Studies 11**

In this course, we will review kitchen basics such as measuring, following recipes and basic cooking techniques. Units covered include cakes & pastries and other flour mixtures, appetizers, pasta, foreign foods, poultry, soups and fruits & vegetables. Meal planning, time efficiency and budgeting are all stressed as students select and plan for several of their own recipes and menus. Evaluation is based on theory assignments, student demonstrations, practical lab work and tests.

### **Food Studies 12**

This course is divided into two units:

1. Advanced Baking: focuses on yeast breads, cakes and pastries.
2. Ethnic Cuisine: includes foods from Central America, Europe and Asia. Throughout this unit, students will learn a variety of preparation and cooking methods for grains, vegetables, fruits and meats. Students will be encouraged to try all prepared foods. Evaluation is based on assignments, practical lab work, and exams.

## **Technology**

### **Automotive & Metalwork 9**

Due to the shop design at RBSS, we are in the unique situation where we can do automotive and metalwork at the same time. This creates a different space where students can pursue their interests in either discipline or start fabricating metal parts for cars. We cover basic automotive and machining theories as well as how to apply them. Units of study include; welding, fabricating, design, sketching and introduction to drafting, basic four-stroke theory and an introduction into the mechanical operation of a car. This class is open to anyone in Grade 9 regardless of your skill level.

### **Automotive & Metalwork 10**

Automotive & Metalwork 10 builds upon the course material in Automotive and Metalwork 9, but focuses on more cross disciplinary projects, focusing more on fabricating of automotive parts through the application of the theory taught in class. The course content includes; brakes, suspension, engines, transmissions, etc. More emphasis will be placed on proper technique, precision, proper use of machinery, more advanced machine skills and precise sketching and drawings that include measurements. Open to anyone in Grade 10 regardless of your skill level.

### **Automotive & Metalwork 11**

Automotive & Metalwork 11 builds upon the material taught in Grade 10 and continues to focus on cross disciplinary projects, focusing more on larger, more complex projects that use previous learning and demonstrate an understanding of new theory. Areas of study include; preventative maintenance, vehicle control (steering & brakes), transmissions, engine analysis and engine repair. More advanced machining is taught with a higher expectation for precision, aesthetics, and demonstrating proper technique. Open to anyone in Grade 11 regardless of your skill level.

### **Automotive & Metalwork 12**

Automotive & Metalwork 12 builds upon the material taught in Grade 11 and continues to focus on cross disciplinary projects, focusing on large, more complex, in depth projects that demonstrate your learning in automotive and metalwork. Focus is also placed on doing what's necessary to prepare the student for post-secondary. If the student can demonstrate the ability and commitment, they are also able to do more self-directed projects with both the teacher's permission and guidance.

The course will also cover more advanced automotive theory including; suspension design and setup, basic race car theory, planning and building, advanced machining, welding and fabricating. Open to anyone in Grade 12 regardless of your skill level.

### **Automotive Technology 12 (each course level is 4 credits)**

#### **Entrance only by teacher recommendation and approval**

#### Body Repair and Finish

Body Repair and Finish focuses on the basics of body repair, automotive restoration, paint, custom automotive paint, airbrushing and pin-striping. A mechanical background and artistic abilities are strongly recommended. Students will also be required to do self-directed work while in class.

#### Electrical

Automotive Electrical will continue the curriculum learned in Automotive Technology 12 but will focus more on electrical diagnostics and fabricating custom 12-volt electrical systems for cars, trailers and RV's. Students will learn how to read electrical diagrams, fabricate wiring harnesses and do custom wiring. Students will also be required to do self-directed work while in class, giving you the opportunity to explore auto sound and security, design and installation.

#### Engine and Drive Train

Engine and Drive Train will continue the curriculum learned in Automotive Technology 12 but will focus more on advanced engine building, machining, fabrication and blueprinting. Students will have the opportunity to pursue their interests in additional areas including drivetrain maintenance, fabrication and service as well as suspension theory, service and fabrication. Students will also be required to do self-directed work while in class.

### **Computer Graphics and Animation 10**

Computer Graphics & Animation 10 is all about the digital world - 2D and 3D animation, graphics, game and level design and website development. Students begin by developing essential skills using Photoshop and 3D modeling software focusing on professional methods and techniques. They are then free to develop their own learning goals based on what interests them most. This course appeals to students interested in computer graphics and design, as well as artists looking to expand into the digital realm.

### **Computer Graphics and Animation 11**

Computer Graphics & Animation 11 is a course about the digital world. 3D modeling, 2D animation and scripting, 3D animation, graphics, imaging, web development and digital video are all included in this student-centered course. After mastering the basics in Photoshop and 3D modeling, students develop a personal learning plan that allows them to focus on what interests them most. This course allows students to collaborate to create impressive, professional-looking projects. Students may enroll without taking prior CGA courses.

### **Computer Graphics and Animation 12**

In this course, students develop their own projects based on the topics of study which include just about everything that is digital! 3D modeling, 2D animation and scripting, 3D animation, graphics imaging, web development and video game design and development are typical activities. This course is for serious computer graphics students. Course activities will be created for the individual student (game design, interactive web space, network design) in consultation with the instructor.

### **Drafting 11/12**

Come explore a world of design, form and function. In this course, you will work with drafting programs to design furniture, examine architecture and engineer mechanical parts and systems. You will be given opportunities to use a 3D printer and CNC router to make your designs come to life.

### **Electronics 11**

This course is open to any student in Grade 11 or 12 who has an interest in learning about PIC based Projects, Digital Electronics, Robotics, or Computer Aided Machining (CNC). The Electronics unit takes students from simple circuits to digital design, with an emphasis on circuit board design and construction. The Software Design unit introduces students to the basics of micro Processor control of PIC based projects. Opportunity is also given for students to develop skills working with Art Cam (CAM) and Robotics Systems.

### **Electronics 12**

Electronics 12 students develop their own projects in one or more of the major topics of study introduced in previous electronic courses, which is just about everything related to the electronics world. Topics include Microprocessor-based Projects, Computer Interfacing, Robotics, Computer Aided Machining (CNC). Students must be self-motivated and be able to continue a major project for the duration of the course.

### **Woodwork 9**

This course offers students an introduction to machine and hand tool processes for woodworking. Students will build many small projects using a variety of techniques. Several fun problem-solving activities will provide opportunities to incorporate the skills and knowledge acquired.

### **Woodwork 10**

This course focuses on simple furniture and building construction, using a combination of machine and hand tools. Efficient and safe work practices are required. Additional projects may be undertaken once the assigned projects are completed based on student skill, interest and time.

### **Woodwork 11**

This course offers students the opportunity to develop their skills in woodwork through assigned project construction and related theory instruction. Students study design, costing, machine operation, production processes and safety. Most time is spent practicing these skills.

## **Woodwork 12 (each course level is 4 credits)**

### Cabinet Construction

### Furniture & Construction

These courses are in an advanced environment to practice the skills gained in the Carpentry & Joinery 11 course. Students design and construct complex cabinetmaking, furniture or other projects.

## **FINE ARTS**

### **Drama**

In all performance classes, attendance at extracurricular rehearsals and performances is mandatory.

#### **Drama 9**

Drama 9 deals specifically with concentration, body and sense awareness, imagination and character development. Drama students are asked to present ideas in a fun and open manner, utilizing any number of drama skills taught to them, remain in character when appropriate and show concern for the wellbeing of fellow students. Many of the following drama/theatre topics may be covered: areas of the stage, mime, clowning, theatre sports, games and playmaking. Students will have an opportunity to experience live theatre and will be expected to perform before a live audience as actors. In all performance classes, attendance at extracurricular rehearsals and performances is mandatory.

#### **Drama 10**

This fast-paced course focuses on the integration of individual drama skills into theatrical projects. Students are encouraged to perform as often as possible. Marks are awarded on commitment, involvement, performance and class projects. Some of the highlights include: an introduction to Shakespeare, dance, soap operas and puppetry. Attendance is mandatory; make-ups are impossible as most projects are ensemble work.

#### **Drama 11**

This course is for the student who is interested in performance and has some experience. The course deals with various drama skills, adding the components of performance in a more integral way. Teamwork is still an essential part of the course, as students criticize each other's work, and are offered opportunities to improve upon their efforts. Performance as an actor before a live audience will be a requirement of this course. Any of the following topics may be covered: acting techniques/accents, scene work for theatre and film, theatre critique, playwriting, Reader's Theatre, Shakespeare, movement, monologues, play building to performance, theatre history and one-acts. The students will have an opportunity to view live theatre. Attendance is mandatory. Make-ups are impossible as most projects are ensemble and memory work.

#### **Drama 12**

##### **Prerequisite: Recommend Drama 11**

This course is for the student who wishes to do some serious work in acting. It reinforces the skills emphasized in Drama 11 and goes further in content and expectations of the student. This course is not just for students who wish to pursue acting as a career, but also for those who wish to be comfortable in front of a group of people. The development of confidence and self-awareness will still be a focus, and

students will continue to work as team members for many class projects. Performance as an actor before a live audience will be a requirement of this course. Many of the following topics may be covered: acting techniques, scene work (including Shakespeare), theatre critique, playwriting, monologues, play building to performance, collectives, movement, make-up theatre history and audition and resume. Naturally, the students will have an opportunity to view live theatre. Attendance is crucial. Make-ups are impossible as most projects are ensemble work.

### **Directing & Script Development 11/12**

**Student must have permission of instructors prior to entry into the course.**

Serious students will learn the skills needed to do all the backstage work of the theatre. This will include, but not be limited to, theatre terminology, roles of the theatre, stage lighting, theatre safety, sound systems, sound effects, property construction, costumes, makeup, set design, set construction, scriptwriting and directing for film and theatre. These skills will be applied to performances that will take place at both RBSS Theatre and other venues. It is MANDATORY that a designated number of hours be completed after regular school hours.

## **Dance**

### **Dance 9**

This course will expose students to a wide variety of dance techniques, genres, skills and more. Students are not expected to have any previous experience with dance, performance or choreography. Students will participate in the end-of-semester Dance show.

### **Dance Technique & Performance 10/11/12**

Each of these courses will expose students to a wide variety of dance techniques, genres and skills. Students in Dance Technique & Performance 10 do not need to have previous experience with dance, performance or choreography. Dance Technique & Performance 11 and 12 classes will build off knowledge gained through previous dance experience. Students will be given opportunities to create their own choreography throughout the semester. Students will also participate in the end-of-semester Dance show.

### **Dance Choreography 11/12**

This course is by invitation only. Students chosen to take Dance Choreography 11 or 12 will have a leadership role in the Dance Technique & Performance classes. Students will work with Mrs. Kidd to choreograph the end-of-semester Dance show and will also perform in the show.

## **Music**

All band students should be prepared to supply their own instruments as the school has only a limited number of specialized instruments.

### **Concert Band 9/10/11/12 (extended day)**

The main emphasis of this course is to provide students with the opportunity to improve technical skills and musical abilities. A variety of different musical styles will be performed. Students will gain a general understanding of music in band. This is a performance course.

### **Concert Choir 9/10/11/12 (extended day)**

This course is offered to any student (male or female) who has an interest in singing in a group. No music background is required. The emphasis will be on the enjoyment and understanding of music through singing a wide variety of styles of music. This is a performance-based course.

### **Guitar 9 - 12**

This course is designed to provide beginner guitar skills that will enable students to not only accompany themselves using a variety of finger picking and strumming techniques, but also learn the skills to comfortably play in a band. Students must be able to work in class. Students will look at and play a variety of different guitar music. Students are encouraged to bring an acoustic or classical guitar.

### **Jazz Band 9/10/11/12 (extended day)**

#### **Prerequisite: must be enrolled in Concert Band**

The emphasis of this course will be on developing personal and group skills in jazz performance. Additional time will be spent on jazz improvisation, jazz phrasing and jazz history. Performance will be an essential part of this course.

### **Drumline 9/10/11/12 (extended day)**

Drumline is a year-long course that gives students the opportunity to explore this high-intensity style of percussion. The course is aimed at developing percussion technique, reading and interpreting music, mastering basic and intermediate rudiments and ultimately performing cadences in front of a variety of school and public audiences. Course attendance requirements include both practices and performances. Because Bateman Drumline is a continuation of the Clayburn Middle Drumline Program, course participants should have at least 2 years of experience playing percussion. As an alternative, students who have a strong music background with a different instrument (with strong music reading skills) may also be accepted.

## **Musical Theatre**

Musical Theatre places its emphasis on experiential learning. The program is intended to provide students with an introduction to the elements of Musical Theatre examining both performance and technical theatre within the framework of a Musical Theatre production company.

### **Musical Theatre 9-12**

Students will experience the creation of a Musical Theatre performance, from auditions, to rehearsals, technical work and performance. Students will combine their drama, music and dance skills in the rehearsal process and through their final public performance. As students move through the levels, they will demonstrate increasingly sophisticated levels of each of these elements. Students will develop ideas surrounding the personal and social responsibility associated with creating and performing Musical Theatre.

## **Visual Arts**

The Visual Arts department offers a multi-disciplinary approach to expanding technical skills and building professional student portfolios. Students will be provided with the basic equipment and supplies needed for these projects at no cost. Students may choose to purchase materials of “superior quality” for any of these projects. Required personal supplies for visual arts courses: drawing pencils, a white vinyl eraser, blending sticks, round paint brush, flat paint brush (sable if possible) and a sketchbook. The Fine Arts courses of Robert Bateman Secondary are intended to provide students with the skills necessary for a future in art and design.

### **Art 9**

A survey course where students will be introduced to skills in 2D and 3D mediums including drawing, painting, print making, ceramics and new media explorations. Students will learn image-development and design strategies, explore social, cultural and historical contexts in art and will aspire to identify their personal style as an artist.

### **Art 10**

An intermediate course where students will enjoy creative freedom through the mastery of skills in 2D and 3D mediums including drawing, painting, print making, ceramics and new media explorations. Students will learn image-development and design strategies, explore social, cultural and historical contexts in art and will aspire to identify their personal style as artists through creative freedom in the making of their final projects.

### **Art Studio 11 2D**

While maintaining a hold on traditional techniques, Robert Bateman Secondary offers cutting-edge facilities that enable students to incorporate digital production into their creative process leading to professional quality work. This intermediate course allows students to specialize in advanced drawing and painting techniques equipping them with the skills needed to pursue a future in art. Studies will include, but are not limited to, graphite rendering, colour theory, advanced brushwork, scaling, photo manipulation and digital processes. As a culminating project, students will hone their personal style in the creation of a large scale, self-directed final piece that will be shown in a year-end exhibition (historically held at The Reach Gallery and Museum).

### **Art Studio 12 2D**

This is an advanced course where students specialize in mastering drawing and painting techniques with the goal of developing a senior portfolio. Students will be encouraged to explore the work of historical and contemporary artists to develop a well-rounded understanding of the qualities of a professional piece. Studies will include, but are not limited to, graphite rendering, colour theory, advanced brushwork, scaling, photo manipulation and digital processes. As a culminating project, students will hone their personal style in the creation of a large scale, self-directed final piece.

### **Art Studio 11 3D**

Robert Bateman Secondary is thrilled to house state-of-the-art facilities that specialize in the production of ceramic arts, jewelry design and leather working. Students will begin developing skills by throwing pottery on the wheel followed by a jewelry design component which includes custom designs for rings and necklaces and leather work, including hand tooling and hand stitching used to make bags and accessories. As a culminating project, students will hone their personal style in the creation of a large scale, self-directed final piece that will be shown in a year-end exhibition (historically held at The Reach Gallery and Museum).

### **Art Studio 12 3D**

This intermediate course is designed to help students to develop a portfolio that will support a professional practice outside of school. Studies in ceramic art will include advanced throwing on the wheel, spouts and jugs and hand modelling. Jewelry-making skills will advance to multi-stone settings, necklaces and rings, joining and soldering. Also includes advanced leather working using rivets, conchos and hand stitching to create a final project.

### **Art Activism**

#### **Grades 9 - 12**

#### **Teacher recommendation is required**

Art activists do more than create art that is visually appealing; rather, they strive to change the world around them for the better through their artwork, promoting awareness and making a difference. In this course, students will take a stand for a social issue that is relevant to our community and work to facilitate change through art. Each year, we will investigate a local or global issue and create large scale artworks to auction with the goal of fundraising for the chosen cause.

### **Photography 11**

This course is an introductory course in black and white and digital photography. Students interested in improving their skills and knowledge of the applied skill and fine art of photography will benefit. Develop a portfolio of photographic works and develop compositional skills in the darkroom and computer lab.

### **Digital Visual Arts 10**

#### **This course is open to both Grades 9 & 10**

In the first term, students will learn how to create, design and publish their own digital artwork at the advanced level primarily using Adobe Photoshop CS. Techniques studied will include retouching and enhancing photos, combining images, using filters and special effects. Students will also analyze the content and structure of digital images and how images are used in communication. Using Adobe Photoshop, students will create digital artwork and promotional images (such as advertisements and movie posters).

In the second term, students will create their own film and broadcasting productions using iMovie HD, iStop Motion and Final Cut Express. Students learn the fundamentals of video production while working with cameras, film equipment and editing software. Techniques studied include camera angles, time and space, editing and composition.

Over the course of the semester, students will create a portfolio of their digital work. Student portfolios will be showcased on an online web portfolio.

### **Yearbook 9, 10, 11, 12 (extended day)**

#### **Prerequisite: teacher permission**

This course is intended for senior students interested in creating Robert Bateman Secondary's yearbook.

### **Film and TV Auditioning 12**

Film and TV Auditioning 12 will assist students with preparing for the real world of auditioning for film and television. Weekly auditions, guided rehearsals and immediate feedback will be the basis of the course. Students will identify the Goals, Obstacles and Tactics for each scene and will work through the challenges in a safe and caring environment. Each student will develop a portfolio that is theirs to take with them.



### **Broadcasting: Digital Production & Media Development 9/10/11/12**

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce TV broadcasts that will be used in the school throughout the semester. Students will also gain field experience as they engage with both their school community and the Abbotsford community to report on current events. Students will use iMovie and Final Cut Pro for video editing and enhancement and will also learn to operate cameras and to use set lighting to create professional video products. Using sophisticated equipment, students will learn what it takes to develop a good TV Studio. Students receive credit for Grades 11 and 12. Students who take the full four years will receive an additional four credits towards graduation.

### **Journalism 9/10/11/12 (The Howler magazine)**

This course is designed for students to experience and learn aspects of print journalism and the digital production of our school newspaper, "The Howler". Students are responsible for producing articles and photographs for the newspaper, as well as for the digital production of the layout. Students involved in the production will learn and will use technology for digital layout, graphic production, digital photography, word processing and editing. The paper is produced using Adobe Indesign. Monthly issues of "The Howler" are professionally printed by Black Press at the Abbotsford News. Each month, over a thousand copies of "The Howler" are circulated at the school and throughout the community.

## **PEER TUTORING & LEADERSHIP**

**Applications and teacher approval are required for all the courses in this section!**

### **Applied Skills Assistant 12**

#### **Students must have teacher permission**

Students selecting this course should be interested in helping teachers and students in any Applied Skills courses.

### **Fine Arts Assistant 11**

#### **Students must have teacher permission**

Students selecting this course should be interested in helping teachers and students in any Fine Arts courses.

### **Community Service Leadership 12**

#### **Students must have teacher permission**

Students selecting this course should be interested in careers working with special needs people. Some activities that students are required to participate in include: working in Resource rooms, assisting students with class assignments, accompanying students into regular classes, adapting course materials, reinforcing basic life skills and accompanying students on community excursions.

### **Mentorship 12 (extended day)**

#### **Students must have teacher permission**

Formerly called "Link Crew", this is a high school transition program designed to help Grade 9's transition from middle school to high school. As positive role models, Link Crew leaders are mentors and student leaders who guide new students to discover what it takes to be successful during the transition to high school and help facilitate success. This course is offered outside of the timetable,

meeting twice per month along with running various events throughout the year. There is also a **mandatory** training the last week of August. Link Crew leaders plan fun activities, teach lessons and acknowledge the Grade 9 birthdays. This is a great class to make a positive impact in your school!! Since this class does not conflict with other courses in the timetable, it is a great option to gain credit, have fun and build your leadership skills!

### **PE Leadership 11 & 12**

#### **Students must have teacher permission**

The PE Leadership program is designed to teach tutors the necessary skills to support students in younger PE classes with all aspects of their physical fitness, while at the same time, being a valuable assistant to the teacher. Students considering the PE Leadership program should be able to work independently, take and give direction, be consistent with school attendance and have positive work/study habits. Students selecting this course will be screened. Students will be expected to meet over lunch hours for training within the first two weeks of each semester.

### **Peer Tutoring 11 & 12**

The Peer Tutoring program is designed to teach tutors the necessary skills to support students in younger grades with all aspects of their learning, while at the same time, being a valuable assistant to the teacher. Students considering the Peer Tutoring program should be able to work independently and proactively, take and give direction, be consistent with school attendance and have positive work/study habits. Students will be expected to: meet for training within the first two weeks of each semester, complete daily Peer Tutor journal entries and do monthly check-ins with the program sponsor. This course can be taken in either Grade 11 or 12. **Once approved for the course, students will be assigned placements by the program sponsor.**

### **Student Leadership 9 (Wolf Pack)**

The purpose of this course is to introduce theories of leadership and to practice leadership skills. The course will be divided each term into lessons of theory and classes of practical application. The Wolf Pack program at Robert Bateman Secondary will reflect the belief that students want to become meaningfully involved in the school community.

#### ***Student Selection Criteria:***

All students must go through an application process after which they will be informed if they have been accepted into the course. See Counsellor or instructor for applications and details.

### **Student Leadership 10 (Wolf Pack)**

#### **Prerequisite: Teacher Permission**

The purpose of this course is to introduce theories of leadership and to practice leadership skills. The course will be divided each term into lessons of theory and classes of practical application. The Wolf Pack program at Robert Bateman Secondary will reflect the belief that students want to become meaningfully involved in the school community.

#### ***Student Selection Criteria:***

All students must go through an application process after which they will be informed if they have been accepted into the course. See Counsellor or instructor for applications and details.

### **Student Leadership 11 & 12 (Wolf Pack)**

The aims of this course are to introduce students to theories of student leadership, to reflect and analyze these theories and then put them into practice. The classes, which are outside the timetable

**(Monday and Thursday mornings)**, will be divided between classes of theory and classes in which students work on upcoming leadership activities, projects and events.

***Student Selection Criteria:***

All students must go through an application process after which they will be informed if they have been accepted into the course. See Counsellor or instructor for applications and details.

## **WORK EXPERIENCE**

### **Planning your Work Experience to fit your Focus Areas**

As you know, Focus Areas are a key component of the Graduation Program. They help you learn about the broad range of education and career choices. They also help you choose an area of interest – or several – to pursue during the Graduation Program and select courses for Grade 12 in a way that supports your future goals. Based on your own interests and aptitudes, you will concentrate your work experience in one or more of the following Focus Areas:

- Business and Applied Business
- Fine Arts, Design and Media
- Fitness and Recreation
- Health and Human Services
- Liberal Arts and Humanities
- Science and Applied Science
- Tourism, Hospitality and Foods
- Trades and Technology

### **Are you in Grade 11 or 12? Why choose Work Experience?**

- Gain valuable work/career skills.
- Earn 4 credits inside or outside the timetable.
- Be eligible for Special Academies - Police Dept., Fire Dept., Hospital or Veterinary Assistant Rotations.
- Get employment, career, post-secondary advice and information.

### **How to sign up for Work Experience 12**

- Select WE 12 on the course planning sheet.
- Register at the Career Centre with Mr. Wismer.

### **What is Work Experience 12?**

The Work Experience Program is a cooperative education program between a school and the business community. Its purpose is to integrate classroom theory with practical experiences in the work environment. It also adds valuable non-academic high school credits to a student's resumé.

Work experience is designed for students interested in investigating occupations. It will help to confirm your career decisions, develop job specific skills, acquire good work habits, increase self-confidence and forge positive working attitudes.

### **Work Experience 12A/12B**

Work Experience 12 is a 4-credit elective course for Grade 12 students interested in exploring the world of work. Work experiences are designed to investigate various occupations. Students must complete 90 hours of paid work, volunteer work and/or leadership activities in the community to complete this

course. Students should register for this course in Grade 12. See Mr. Wismer in the Career Centre for more information.

## **YOUTH WORK IN TRADES**

### **Youth Work in Trades 11A/11B**

### **Youth Work in Trades 12A/12B**

#### **(16 credits)**

Would you like to work a semester in the trades and get paid while learning a trade? Youth Work in Trades is a trades training program designed for students interested in getting a head start for a career in the trades. Students earn a semester of credits, wages and a possible \$1,000 scholarship. Students may complete the hours fulltime or halftime for a semester, or during summers, holidays or evenings. A total of 480 paid hours are required at a skilled trades employment setting to earn all 16 credits. In the past, RBSS students have completed YWT in plumbing, electrical, construction, drywall, auto mechanics, motorcycle mechanics, heavy-duty mechanics, hairdressing, horticulture, dairy technician, masonry and welding. There are over 100 certified trades that are available to RBSS students.

For more information on the YWT training program, see Mr. Dods at the Career Centre or email him at [jeff.dods@abbyschools.ca](mailto:jeff.dods@abbyschools.ca)

## **LEARNING SUPPORT SERVICES**

Students do not select the following programs/courses but are “placed into them” by teachers and departments and district staff.

### **ELL Program (English Language Learner)**

RBSS offers several courses designed to support language acquisition for students whose first language is not English. These courses are designed for International students as well as new Canadians. Students will be placed in classes where the level is appropriate for their ability. Placement will be based upon standardized testing and consultation with a counsellor/ELL teacher. Levels offered include: Reception, Intermediate and Advanced.

### **Options Support Program**

The Options Support Program provides academic, social and emotional support. Our staff includes a Teacher, a Youth Worker and an EA. We coordinate access to many community agencies. We offer trauma informed intensive school support. We offer over 20 adapted courses. Students are screened into the program by school or district staff. Intensive students have a Care Plan and an Individual Education Plan. There are instances when a half day schedule is best for a student. Students may also have access to a District-based Work Experience Program.

### **Equine 11**

#### **Screening for this course is done through the Options Program.**

Equine 11 is a 4-credit course designed to educate students through personalized and project-based learning connecting students with horses to learn about the care, management and horsemanship skills with individual project horses. This course provides students the opportunity to gain competence and confidence in the complex and rewarding relationship that exists between a rider and a working horse,

facilitated through skilled professionals from both the school and the barn. The majority of the mark is based on practical work at the indoor riding arena. Students complete course work for the program on their own time. This course is offered to Grade 11 and 12 students. Students in Grades 9 and 10 are encouraged to visit the barn as "alternates". This allows students to see what the program is about and for our staff get to know them as well.

### **Learning Assistance**

The goals of Learning Assistance are two-fold:

1. To provide services to the school, its teachers and students through assessment, direct instruction and consultation.
2. Maintain students in the regular classroom.

Learning Assistance at the secondary level is intended to support students with learning difficulties ranging from mild to severe so that they may achieve success in core academic subjects. Referrals can be made by either a counsellor, teacher or administrator and then presented to the School-Based Team for ratification. Placements range from a few weeks to several terms.

### **Learning Disabilities**

Learning Disabilities at the secondary level is assessment-based. Placement is done through the district screening team. LD students are supported in the regular classroom and in the LD Resource Room. An Individual Educational Plan (IEP) is written for each student.

### **Mild Intellectual Disabilities Program (Work Study)**

Students with mild intellectual disabilities are supported in the regular classroom and in the Resource Centre. This program emphasizes skills necessary for successful independent living. These include functional academics, work and community behaviour and vocational training. Placement is done through the district screening team and an Individualized Education Program (IEP) is developed for each student.

### **Moderate Intellectual Disabilities Program**

Students with Moderate Intellectual Disabilities must meet ministry criteria and are referred by a district screening committee. Students are encouraged to develop life skills, communication, leisure and social skills at their individual level of need. Students are integrated in varying degrees within the school population. In their senior years, students will increase their work skills and community access skills while being increasingly integrated into various community work sites and activities.

## **LIFE AFTER GRADUATION...**

**Take time to carefully read this section for valuable information which may help you as you plan your life after graduation.**

### **What's Next?**

There are dozens of resources available to help you plan your future. This section looks at a few key references and resources, including public and private post-secondary, apprenticeship and employment information. There is also financial information to help you decide how you will pay for your post-secondary education.

Do you want to find out more about the post-secondary programs available to you in BC? Check out the following website: <https://www.educationplannerbc.ca/>

### **Career Planning Website**

The Ministry of Education has developed a one-stop website to help you research your options. This site has information about the career planning process, as well as practical help for things like finding a training program that matches your interests, creating a résumé and applying for a scholarship. There's also a whole section on alternatives to post-secondary education. Each topic area on the site includes background information and links to external Web sites so you can do more research. You can check out the site at [www.bced.gov.bc.ca/careers/planning](http://www.bced.gov.bc.ca/careers/planning). The Abbotsford School District will also be using myBlueprint <https://myblueprint.ca/>

### **Helping you Plan: The Career Planner**

The Career Planner provides students and parents with a comprehensive overview of the wide range of options for post-secondary education, training and careers in British Columbia. It is designed to help you with your career-building process, as it gives tips on education and career planning as well as suggestions about how to make job searches more effective. It also has contact information and links to all BC public post-secondary education institutions, as well as a detailed listing of industry training and apprenticeship opportunities.

You can download the Career Planner from [www.bced.gov.bc.ca/careers](http://www.bced.gov.bc.ca/careers)

### **Private Post-Secondary Education Commission**

There are more than 1,000 private training institutions in BC. They offer a huge variety of training programs, such as helicopter and airplane pilot lessons, acting, hairdressing, traditional Chinese medicine, chef training and radio and TV broadcasting. Check the Private Post-Secondary Education Commission's Website for information on accredited private training institutions at [www.ppsec.bc.ca](http://www.ppsec.bc.ca)

### **Apprenticeships and Technical Training Opportunities**

An apprenticeship is a combination of on-the-job learning and technical training that leads to certification as a qualified journeyman. Trades and technical occupations include a wide range of careers from electrician, carpenter, automotive service technician and welder, to cook, hairdresser, aircraft maintenance technician and landscape horticulturist.

Youth Work in Trades (YWT) is a high school career program that allows students to start apprenticeships while they are still in high school and receive high school credits.

As a secondary school apprentice, you are paid while you learn skills and gain high school credits. After high school, apprenticeship wages increase along with your skills level. Successful completion of your apprenticeship will qualify you for journeyman wages.

Browse the following for more information:

Technical training and trades: [www.learnandearn.bc.ca](http://www.learnandearn.bc.ca)

Discovering occupations: [www.workfutures.bc.ca](http://www.workfutures.bc.ca)

Finding out more about work: [www.workinonet.bc.ca](http://www.workinonet.bc.ca)

### **The BC Student Assistance Program (BCSAP)**

BCSAP was created to help eligible students with the costs of post-secondary studies at colleges,

universities, institutes and private training institutions. It is a needs-based program that supplements funds available to students through work, savings, assets, family resources and income. A basic principle of BCSAP is that the primary responsibility for funding post-secondary education rests with students and their immediate families.

### **Special Assistance for Students with Permanent Disabilities**

Grants are available for students with permanent disabilities who need education-related services or equipment to attend a post-secondary institution. Browse the following for more information:

**[www.aved.gov.bc.ca/studentservices](http://www.aved.gov.bc.ca/studentservices)**

### **Post-Secondary Options**

Students have many options following secondary school graduation.

#### University:

Admission is a competitive and students must meet specific course requirements. Students compete for space in programs based on their average percent on courses that meet admission requirements.

#### University Colleges:

Have both “open door” and “competitive” admission opportunities. Admission requirements vary depending on the program applied for. An example of “open door” is admission to General Studies where students require no special courses other than Secondary School graduation. Other programs, however, may require specific courses and achievements to meet admission requirements.

University colleges offer a range of options such as: university degrees, university transfer, trade and technical programs, GED, upgrade, continuing education, one-year certificates and two year diplomas.

### **Trade and Technical Schools**

Admission is competitive and students must have specific courses to meet admission requirements. Often, a certain achievement in courses is also required. Some programs have Math and English entrance exams for entry. Programs may offer bachelor’s/master’s degrees, diplomas and certificates.

### **Admission Requirements**

Note: Always go to the source! Check with the individual institution regarding admission requirements. Universities / Colleges all have somewhat different admission requirements. ESL students should check for Language requirements.

### **UFV**

Admissions: <http://www.ufv.ca/ar/admissions.htm>

Calendar: <http://www.ufv.ca/calendar/>

### **UBC Vancouver & Okanagan**

Application: <http://you.ubc.ca>

Calendar: <http://students.ubc.ca/calendar/>

### **SFU**

Admission: <http://students.sfu.ca/adm>

Calendar: <http://students.sfu.ca/calendar/>

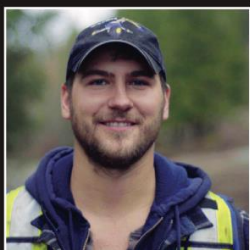
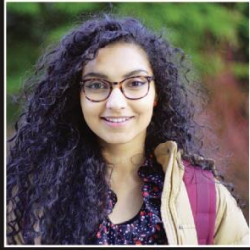
### **UVIC**

Admission: <http://register.uvic.ca/undergrad>

Calendar: <http://web.uvic.ca/calendar/>







"The Secret of Getting Ahead is  
**GETTING STARTED.**"  
- Mark Twain

**START**



**Earn Post-Secondary Credits**

**Gain Valuable Employment Skills**

**Start while still in High School**

## Start your Future Now!

Position yourself for success and start planning your future NOW!  
Enroll in a Career and Technical Program while still in high school.

Leave high school with post secondary credits, industry certification, highly sought after job skills, and relevant work experience that will give you a leg up when applying to work or furthering your studies.



### Graduate from your Home High School

- Complete the academic high school course requirements at your home high school.
- Attend the technical training on-site (UFV King Road, UFV Chilliwack, UFV Clearbrook, Kwantlen Polytechnic University, various Abbotsford School District Secondary Schools, UBC Research Centre - Agassiz).
- Return to your home high school to complete required courses and/or to participate in grad activities and events.



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



It's easy!

### How to Apply

Earn Post-Secondary Credits

Gain Valuable Employment Skills

Start while still in High School

1. See your High School Career Facilitator
2. Visit the District Career Programs website to download and complete an application [www.abbotsfordcareerprograms.com](http://www.abbotsfordcareerprograms.com)
3. Deliver your completed application to your High School Career Facilitator or to the District Career Programs office located at 2606 Alliance Street, Abbotsford. For more information, call 604-504-4618

**Admission Priority is give to those who apply before the March 3, 2017 deadline.** Qualified students will be accepted based on the following criteria: academic achievement, work habits, attitude, attendance, date of application and achievement on the entrance assessment. Typically, program applications exceed availability. Don't be disappointed! Apply early! Apply today!

### Abbotsford School District Career Program Options:

|                                   |             |   |
|-----------------------------------|-------------|---|
| Pre-Apprenticeship Program (CORE) | Grade 10-12 | Yale Secondary and Abbotsford Sr. Secondary                 |
| Applied Business Technology       | Grade 12    | UFV - Clearbrook Centre Campus                              |
| Automotive Service Technician     | Grade 12    | UFV - Trades & Technology Centre - Chilliwack               |
| Aviation Ground School            | Grade 11/12 | Coastal Pacific Aviation - Abbotsford International Airport |
| Carpentry - Green Building        | Grade 12    | Abbotsford Sr. Secondary                                    |
| Dairy Production Technician       | Grade 11/12 | UBC Dairy Education and Research Centre - Agassiz           |
| Drafting                          | Grade 12    | UFV - Trades & Technology Centre - Chilliwack               |
| Electrical                        | Grade 12    | UFV - Trades & Technology Centre - Chilliwack               |
| Hairstylist                       | Grade 11/12 | Abbotsford Sr. Secondary                                    |
| Heavy Equipment Operator          | Grade 12    | Yale Secondary  |
| Health & Human Services           | Grade 11/12 | UFV - King Road Campus, Abbotsford                          |
| Horticulture                      | Grade 12    | Kwantlen Polytechnic University, Langley                    |
| Professional Cook                 | Grade 11/12 | Abbotsford Sr. Secondary                                    |
| Welder/Fitter                     | Grade 12    | Trades & Technology Centre - Chilliwack                     |



ABBOTSFORD SCHOOL DISTRICT

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