

# Robert Bateman Secondary Course Planning 2022 – 2023

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**Robert Bateman Secondary**

**Home of the Timberwolves**



**Our Motto: “Eye to Eye with Respect”**



This valuable book contains course planning options for 2022-2023. 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: Mr. Travis Bell (A-K)  
Vice-Principal: Ms. Carla Campbell (L-Z)  
Acting Vice-Principal: Mr. Andrew Macphail (L-Z)

### Counsellors

Ms. Danae Hodgins (A-K-On Leave)  
Ms. Jennifer Crockett (L-Z)  
Mr. Lorne Bartlett (A-K)

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 School

Please see our website for registration forms and procedures:

<https://robertbateman.abbyschools.ca/registration>

- If you live outside RBSS's catchment area, you must present a Non-Catchment Request form signed by your home school. If you are unsure whether you live within RBSS's catchment, contact Student Records ([rita.fussi@abbyschools.ca](mailto:rita.fussi@abbyschools.ca)) or the School Board Office (604-859-4891).
- Contact RBSS to make an appointment to see a Counsellor/Administrator 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 Request form (if necessary).
- Once approved, your counsellor will assist you in selecting classes for the school year.

### School Start-Up (subject to change)

School begins at 8:15 am on the first Tuesday after Labour Day. Homeroom lists are posted on our website. Grade 9-12 students proceed directly to their homeroom.

### Course Planning

Course planning for students attending RBSS 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/aspen/logon>. Additional course planning information can be found at <https://robertbateman.abbyschools.ca/registration>

### Changing Courses

#### 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 is important for students to choose wisely because changes are not always possible. Counsellors and staff will do the best they can to accommodate changes.

#### 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 is a department / teacher recommendation.

## Counselling Centre

<b>Ms. Danae Hodgins (On Leave)</b>	<b>A – K</b>
<b>Mr. Lorne Bartlett</b>	<b>A - K</b>
<b>Ms. Jennifer Crockett</b>	<b>L – Z</b>
<b>Ms. Rita Fussi</b>	<b>Student Records</b>
<b>Mr. Jeff Dods</b>	<b>Careers Coordinator/Career Life Connections</b>
	<b>Work Experience Coordinator</b>
<b>Ms. Sarah Kieft</b>	<b>International Student Advisor</b>

## Parents/Family

### **Robert Bateman Secondary’s Commitment to Parents**

RBSS 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 Secondary 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 RBSS 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, 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:** <https://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>
<b>OVERALL TOTAL:</b>	<b>80 credits</b>

### \*Career Life Connections and Capstone Presentation – CLC

CLC is a graduation requirement and includes 30 hours of career-life exploration and a **mandatory** Capstone presentation. Topics covered in the course are:

- Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting and deciding.
- Career-life decisions influence and are influenced by internal and external factors, including local and global trends.
- Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.
- A sense of purpose and career-life balance support well-being.
- Lifelong learning and active citizenship foster career life opportunities for people and communities.

## Graduation Assessments

According to the Ministry of Education guidelines, all students will be required to complete three graduation assessments:

- The Grade 10 Graduation Numeracy Assessment - was introduced in 2018
- The Grade 10 Graduation Literacy Assessment - was introduced in 2019
- The Grade 12 Graduation Literacy Assessment – was introduced in 2021

Ministry Website: <https://curriculum.gov.bc.ca/provincial/assessment>

School Website: <https://robertbateman.abbyschools.ca/>

## 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/>. 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.

### 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.**

## Honours and Advanced Placement (AP) Program

The Honours and AP Program at Robert Bateman Secondary 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 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. It is expected that students who choose to take the AP exam will pay the College Board exam fee for each exam. The fee is set by the AP College Board in the fall (this was \$130 per exam for the 2021-22 school year). Honours and AP courses are for students willing to apply their inquisitiveness, ability and persistence. Highly motivated students excel in 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?

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

**For more information:** [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

**Contact:** Ms. Kristi Anderton, AP Coordinator

(604) 864-0220

Email: [kristi.anderton@abbyschools.ca](mailto:kristi.anderton@abbyschools.ca)

# HUMANITIES

## English

### **English Language Arts 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**

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. Students will prepare for and write the Ministry of Education's Literacy 10 assessment in order to meet graduation requirements.

### **English Literary Studies 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, which may include a research assignment. 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**

English Studies 12 is graduation requirement course. It develops 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 a variety of texts. A semester project may be incorporated as part of summative assessments, and different types of creative writing will be explored. Students will prepare for and write the Ministry of Education's Literacy 12 assessment in order to meet graduation requirements.

### **English First Peoples 12**

English First Peoples 12 is a university-approved academic English 12 course which is the equivalent to English Studies 12. English First Peoples 12 is an interactive and engaging course with an emphasis on writing, both in expository and creative forms, and on the study of First Nations literature, authors and artists. This course may include some emotionally challenging references, and graphic language and/or events that might be considered sensitive content. The references and language found in course



learning resources and materials portray the life experiences of First Nations people and provide a realistic context for this portrayal. As with English Studies 12, there is a strong emphasis on the development of writing skills and the expression and demonstration of critical thinking and learning. Through various literary forms and genres, students will examine how language shapes ideas and influences others from various global, First Peoples or Canadian perspectives. The various literary forms will help student begin to question what they hear, read, view and analyze texts, which will enhance their ability to be educated and engaged citizens. Students will leave this course with the ability to respond to text through oral or written form in a personal, creative, reflective or critical manner.

### **Academic Language & Acquisition 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.

### **ELL Language & Acquisition 10**

ELL Language & Acquisition 10 is designed for Level 3 English Language Learners. Through this course, students will develop the academic vocabulary and skills needed to be successful in both English 10 and Social Studies 10. There is a focus on the nuances of language found in various forms of text (written, visual and digital) as well as how to fluently incorporate these into communication for various audiences (written, spoken and representations). Included in this course are the elements that make up Canadian Culture (cultural identity and First Peoples culture).

### **Advanced Placement English & Literature (AP) Program**

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

Grade 9	English 9 Honours One Semester 4 credits	
Grade 10	Literary Studies and Composition 10 Honours One Semester 4 credits	
Grade 11	Literary Studies 12 Extended Day 4 credits	Literary Studies 11 Honours One Semester 4 credits
Grade 12	AP Literature & Composition 12 Linear Schedule (every 2 <sup>nd</sup> day) 4 credits	English Studies 12 Honours Extended Day 4 credits

**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 Honours**

Students begin an academically enriched journey that culminates in Advanced Placement Literature & Composition 12. The focus in English 9 Honours is a broad appreciation of English literature and its foundations. Students are introduced to Shakespeare, a poet and playwright with whom they will become close with over the four years of the program. Candidates for English 9 Honours will be selected based on assessments and recommendations from middle school teachers. Students with strong work habits and consistent attendance will be able to find success in the course.

## **English Literary Studies and Composition 10 Honours**

In English Literary Studies and Composition 10 Honours, students build on the foundations of English 9 Honours, expanding their understanding of the foundations of classic literature. Also, they continue to focus on Shakespeare's works while expanding their appreciation of English, American and Canadian literature. In English 10 Honours, there is more emphasis on higher order thinking, including inference, analysis and synthesis. There are also opportunities to explore creative writing and visual expression.

## **English Literary Studies 11 Honours & Literary Studies 12 (8 credits)**

Students planning on taking Advanced Placement English in their Grade 12 year must take Literary Studies 12 and Literary Studies 11 Honours in their Grade 11 year. This is a survey course of classical English poetry, including works from the following periods: Anglo-Saxon, ancient Greece, Medieval, Renaissance, Romantic, Victorian, and Modern. Students will also study one Shakespearean play. The program is enriched with an optional field trip to Bard on the Beach in June. To receive credit for Literary Studies 12, students must complete summer reading. These novels are studied in preparation for the AP Literature & Composition 12 exam that will be written the following year.

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

Students in Advanced Placement English must also take English Studies 12 as it is required for graduation. Students will prepare for and write the Ministry of Education's Literacy 12 assessment in order to meet graduation requirements. Advanced Placement English is a university-styled program offered during Grade 12. It is the culmination of a broad survey of English literature that began in English 9 Honours. The Honours courses helped students learn to analyze literature, both poetry and prose, in depth. Students will have developed strong time management, personal responsibility to self and others, as well as confidence in their capabilities by the end of the AP program. 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. Since the Advanced Placement examination is in May, the course is linear: it runs the entire school year on alternating days. The program is enriched with an optional field trip to Bard on the Beach in June. To enroll in AP Literature & Composition 12, students must complete summer reading and this assignment is due in September. These novels are studied in preparation for the AP Literature & Composition 12 exam.

## **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 Explorations in Social Studies 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. Explorations in SS 11 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 Explorations in SS 11 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.

### **Contemporary Indigenous Studies 12**

Contemporary Indigenous Studies 12 explores varied cultures and worldviews of different Indigenous Peoples in Canada and around the world. Students will consider the relationships and inequalities between different indigenous groups and governments around the world. Other topics considered will include the resilience and survival of indigenous people in the face of colonialism as well as economic development and community partnerships. Using First Peoples Principles of Learning (holistic, experiential, reflective, and relational) students will learn in a variety of ways, including the opportunity

to engage with and learn from local knowledge keepers, and participate in various activities to encourage respectful consideration of various contemporary indigenous issues.

### **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 Exploration in SS 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 Honours</b>
<b>Social Studies 10 Honours</b>
<b>Alternate Socials Studies 11/12 Credit (Explorations, World History, Comparative Cultures) - **optional**</b>
<b>AP European History 12</b>

### **Social Studies 9 Honours**

Social Studies 9 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 Honours**

Social Studies 10 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 travel around the world as well as travel in French speaking countries and their different customs, traditions and festivities. Culture and French music are highlighted throughout the course. 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 (hiragana, katakana and a small number of Kanji) in a variety of high-interest activities. There will also be an emphasis on learning about important aspects of Japanese culture including customs, animation, festivals, etc. Japanese 9, 10 and 11 fulfill the entry requirements to BC universities.

## **Japanese 10**

### **A mark of “C+” or higher in Japanese 9 is 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 (increased number of Kanji and a continuing practice of hiragana and katakana). In addition, elements of culture such as traditions, popular activities and Japanese cities will be discussed.

## **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 texts with little hesitation. Students will demonstrate reading and listening comprehension, as well as ability to summarize research on cultural topics. Japanese 11 fulfills the language requirement for entrance to most Canadian universities.

## **Japanese 12**

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

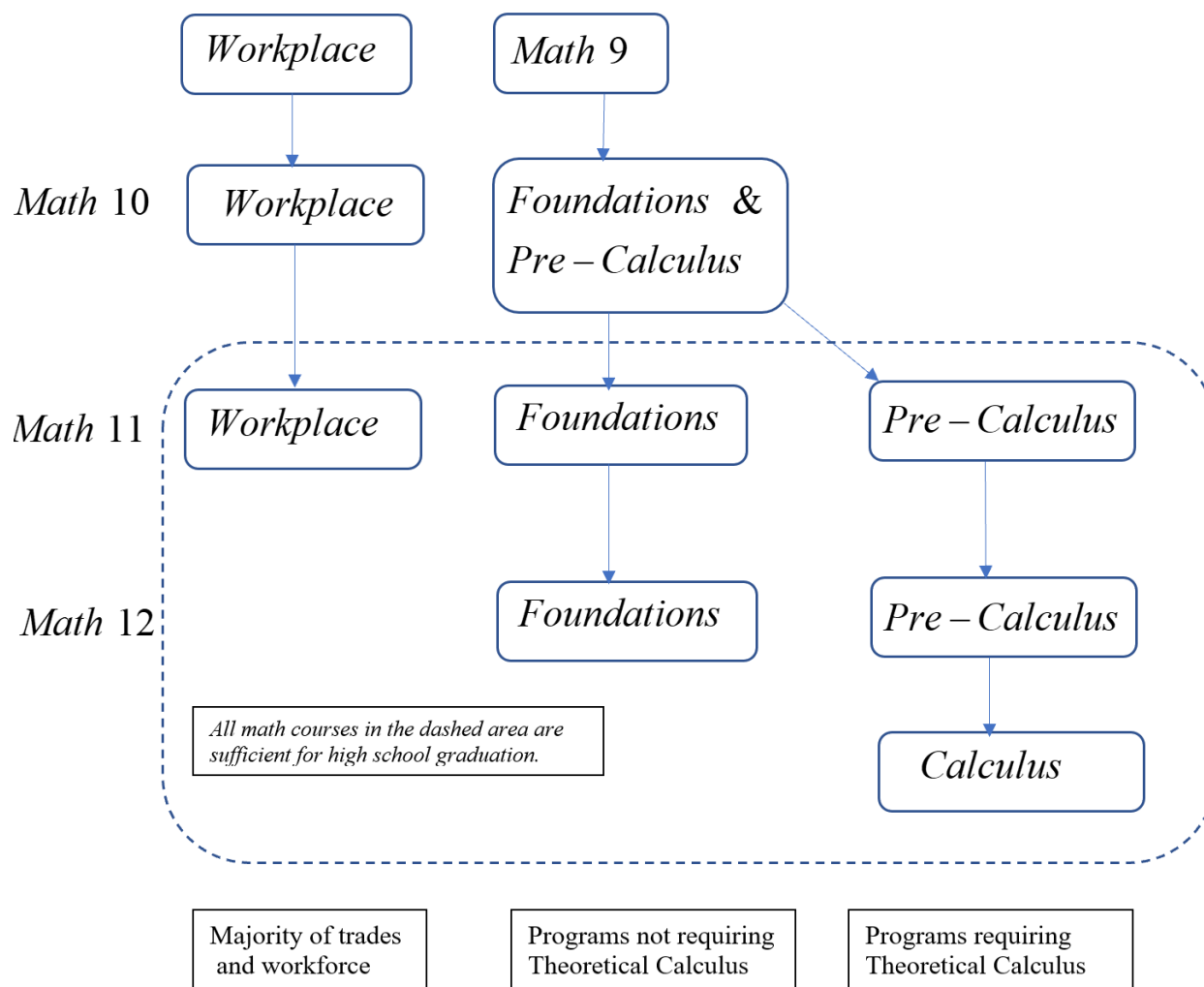
Japanese 12 is a course designed for serious language students and/or students pursuing post-secondary studies. Students will study grammatical structures for daily conversation, an increased number of Japanese characters and acquire specialized vocabulary in greater detail. In addition, students will be able to produce short written compositions, engage in conversations on daily topics and describe personal experiences.

## 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: <https://curriculum.gov.bc.ca/curriculum/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.



### Workplace Mathematics 9

#### 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**

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.

## **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 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.

## **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.

## **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 inquiry which uses the skills of questioning and predicting, planning and conducting, processing and analyzing, evaluation and communicating.

## **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. Students are expected to use the scientific inquiry which uses the skills of questioning and predicting, planning and conducting, processing and analyzing, evaluation and communicating.

## **Earth Science 11**

This course is designed to give students an overview of Earth Science. The course explores, using a general understanding of other sciences, the processes of planet Earth. Completion of this course will fulfill your minimum science graduation requirements.

## **Science for Citizens 11**

Science for Citizens 11 examines the interaction between science, technology and society. This course is for students who succeed in an interactive, hands-on approach and are considering careers in fields such as trades, hair dressing and the service industry, all of which require a global understanding of science. Science for Citizens satisfies the minimum science credits needed for graduation; however, is not recognized as a science entrance requirement for some university programs.

## **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: Life Sciences 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 and 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 theory. 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. A highly committed work ethic is required.

## **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. Emphasis will be on application of concepts. The course content of Chemistry 12 includes:

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

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

### **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 application of theories observed in everyday physical phenomena. It is expected students have good algebra, graphing and trigonometry skills. Course outcomes include Kinematics (in one dimension), Dynamics (basic forces, Newton's Laws and collision in one dimension), Energy (Mechanical & Thermal), as well as a basic introduction to Waves.

### **Physics 12**

#### **Prerequisite: Physics 11 or teacher permission**

#### **Recommend: Minimum overall "B" standing in Physics 11 and Pre-Calc 11**

Physics 12 extends the basic concepts of Physics 11 to Motion in two dimensions including projectile motion, momentum & collisions in two dimensions and classical relativity, Forces, Energy, Circular Motion, Statics (equilibrium and torque), and a basic introduction to Electrostatics and Electromagnetism. This course concentrates on problem solving and the use of mathematics in analyzing and describing physical situations. It is expected that students have excellent algebra skills.

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

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

<b>Science 9 Honours</b>
<b>Science 10 Honours</b>
<b>Life Sciences 11 Honours</b>
<b>AP Biology 12</b>
<b>Chemistry 11 Honours</b>
<b>AP Chemistry 12</b>

### **Science 9 Honours**

#### **Prerequisite: Proficient to Extending in Grade 8 Science**

Science 9 Honours is an "enriched" version of Science 9. Students cover the same content areas as regular Science 9 students; the competencies are applied at a more advanced level. Further, topics may be broadened to develop concepts that are only superficially covered in the regular Science 9 curriculum.

## **Science 10 Honours**

This course is a continuation of Science 9 Honours. The course is designed to prepare students for senior science AP courses. Science 10 Honours will cover the regular Science 10 curriculum, while developing a deeper understanding of biology, chemistry and physics.

## **Life Sciences 11 Honours**

### **Prerequisite – teacher recommendation**

Life Sciences 11 Honours includes selected topics such as the cell cycle, heredity from AP Biology 12, as well as gene expression and natural selection from Life Sciences 11. Topics are covered in greater depth than in a regular course and are designed to prepare students for AP Biology 12 and post-secondary.

## **AP Biology 12**

### **Prerequisite – Life Sciences 11 Honours or teacher permission**

This course is designed to be equivalent to a first-year university or college biology course. Topics will include the chemistry of life, cell structure and function, cellular energetics and cell communication. Interwoven throughout the course are four recurring biological themes (evolution, energetics, information storage and transmission and system interactions) which provide a unifying framework for the study of biology.

Those who choose to write the AP exam and earn an acceptable score may apply for credit and/or advanced placement at many post-secondary institutions. The course is linear, meaning it runs the entire school year every other day.

## **Chemistry 11 Honours**

**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 Honours 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 covers the Chemistry 11 topics (atomic theory, chemical bonding, solutions, and types of reactions) in greater depth and includes 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 – Chemistry 11 Honours or Chemistry 11 with teacher permission**

AP Chemistry 12 is for highly motivated students who have a committed work ethic who can read and process information independently. This course is extremely useful for preparation of the rigors of university. During the course, all the Chemistry 12 concepts (Reaction Kinetics, Equilibrium, Solubility, Acid-Base Theory, Electrochemistry) will be covered in more depth. Students who successfully complete the AP Chemistry program will also receive credit for Chemistry 12.

Those who choose to write the AP exam and earn an acceptable score may apply for credit and/or advanced placement at many post-secondary institutions. The course is linear, meaning it runs the entire school year every other day.

## Psychology

### Psychology 11

Psychology 11 is designed to introduce students to the study of behaviour and mental processes in humans and animals. Students are exposed to the psychological facts, principles and phenomena associated with the major fields within psychology. The course will highlight the history of psychology, methods psychologists use in their science, the principles of learning, the relationship between the body and behaviour as well as other areas where psychology impacts our daily lives. Psychology 11 emphasizes terminology, labs, experiments, discussions and research. Evaluation is based on chapter quizzes, unit tests, assignments and projects.

### 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 Education 9

Career Education 9 is mandatory for all Grade 9 students. This course will show on Grade 9 timetables as outside of the ordinary day but will not need to be attended during out of school hours. Students will complete course requirements during class hours throughout the year by participating in group activities and tasks led by senior Connect/Leadership students.

### Career Life Education 10

Career Life Education 10 is a required course for all Grade 10 students. Students will learn Personal Development: self-assessment for career research, goalsetting, 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- CLC 12

CLC 12 is a graduation requirement. Topics covered in the course are:

- Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting and deciding.
- Career-life decisions influence and are influenced by internal and external factors, including local and global trends.
- Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.
- A sense of purpose and career life balance/support well-being.
- Lifelong learning and active citizenship foster career life opportunities for people and communities.

CLC 12 includes 30 hours of career-life exploration and a **mandatory Capstone presentation**.

## 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.

### **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 12**

This course is best taken as a follow-up to Fitness & Conditioning 11. This 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 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.

## **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 Golf 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 Golf Academy is open to athletes of all abilities; however, we recommend one year of playing experience. Members of the Golf 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 9, 10, 11, 12 as well as Strength & Conditioning 9, 10, 11, 12). The cost of the program is \$2,500. For more information, see <https://robertbateman.abbysschools.ca/> or contact Mr. Clarke Wismer.

## **Outdoor Education 11**

Outdoor Education is open to Grades 11 and 12 students. This course is designed to get you engaged in the world outside! 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. Base package is approximately \$350.00 and includes 9 field trips. The multi-day backpacking trip is an additional cost of approximately \$500.00. Please see Mr. Crocker in Room E308 for more information or follow us on Instagram at "rbssoutdoors" to see photos of our adventures!

## **PE Basketball – Gr 9/10/11/12 - (extended day - mornings or evenings)**

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 Rugby – Gr 9/10/11/12 - (extended day - afternoons)**

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 Football – Gr 9/10/11/12**

This course is offered to those students who wish to receive PE credit while improving in the areas of sport performance, football skills and knowledge, general health and fitness. Students will spend their time in the weight room, on the track, on the field and in the gym. This class is open to all students, but it is recommended that students have at least some football experience.

## **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 The Rinks at Summit Centre or ARC. Students are required to provide their own transportation to the arena in the morning and be ready to skate from 8:00 - 9:00 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.

The class is open to both male and female students of all hockey skill levels. We do require that all participants have some hockey playing experience and full equipment. Contact coaches regarding fees.

### **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. 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. Preference will be given to those students who play, or wish to play, school sports.

## **APPLIED SKILLS**

### **Business**

#### **Business Leadership 10/11 – The Stump + Artistry Café**

Are you considering going into business? Do you want to be an entrepreneur? Or do you simply want to “play” in The Stump or Artistry Café?

This is a project-oriented course. ***Students operate The Stump and Artistry Café. This course is student driven.*** The goal is to learn how to successfully operate a business. How do you create interesting advertisements that customers will pay attention to? How do you market products, determine what items to sell and ultimately make money?

Students also learn Cut Studio; a program for creating designs to be heat pressed on to clothing. *Make your own unique clothing!*

This course is great on a resume and university applications.

#### **Business Leadership 12 – The Stump + Artistry Café**

Are you considering going into business? Do you want to be an entrepreneur? Or do you simply want to “play” in The Stump or Artistry Café?

Looking for responsible students who want to ***manage The Stump and Artistry Café.***

This course is student driven as you have a say in projects and responsibilities you take on. You will learn through immersion. Experience and knowledge will be gained through the hands-on operations of the two stores. Jump in, get involved and have a say in how the stores are operated.

Students also learn Cut Studio; a program for creating designs to be heat pressed on to clothing. *Make your own unique clothing and design the next Bateman hoodie!*

This course is great on a resume and university applications. *Do something different to stand out as an individual.*



## Home Economics

### Food Studies 10

#### **This course is open to Grade 9 and 10 students**

Food Studies 10 is a beginner level course usually taken in Grade 9 or 10. Students learn the basics of food safety that chefs and employees use in kitchens at work every day. Grow from making cupcakes and cookies to cheesecake and chili. Food Studies 10 is about demonstrating a growth in ability and learning about ingredients, tools, aboriginal traditions and how to research and find recipes on your own. Foods are often shared and catered for different functions and events around the school. Show off your creations to students, staff and visitors to RBSS during catered school events or just with friends at lunch.

### 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.

## Media Design

### **Digital Media Arts 9-12 (formerly Broadcasting - extended day)**

Students will choose one of three disciplines: Journalism, Videography or Editing. The Journalists will seek out stories and interviews, write open questions and interview the person(s) involved. The Videographers will scout a location, set up the camera(s), use appropriate lighting and sound equipment and choose a variety of frames and angles to tell the story. The Editors will take the video files and create a high-quality segment to be shown on the TV's in the school, as well as Bateman's website.

### **Audition for Film/TV 9-12 (extended day)**

Students will learn the skills required to deliver a professional audition for film and television with a focus on Vancouver productions. Preparation, choices and goal setting will be a focus of the class. Vocal talent will also be an important aspect of the class. The Final Project for each student will be a high-quality demo reel that will allow each one to seek out representation with confidence.

### **Film & Television 12**

The students will view a variety of films, both independent and Hollywood offerings. They will critically view the films with an historical, social, and/or political lens, comparing and contrasting how well the film depicts the truth of the events. The students will also create short film projects with a specific message for a targeted audience in order to understand how to share a worldview in an effective manner. The students will be introduced to a wide variety of directorial styles throughout the course and be informed of the opportunities in the local area to become involved in the film and TV industry of BC.

## 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.

### **Computer Graphics and Animation 9/10/11/12**

Computer Graphics & Animation is all about the digital world. Students can choose to learn 2D and 3D animation, graphics, game and level design, website development and 3D Printing. Using the Design Cycle framework, students are free to develop their own learning goals based on what interests them

most. This course is especially helpful for students interested in careers in video games, film and other forms of digital entertainment. This is a Design Lab course.

### **Computer Programming 11/12**

Computer Programming is all about the code. This is one of the most employable fields in the new digital world, and students can get started now. By engaging in coding through a Design Cycle lens, students can choose what Platforms (Unity, Unreal Engine, etc.) or Languages (C++, Python, Java, etc.) they want to learn and dive in. This course will appeal to students who are serious about working with software. This is a Design Lab course.

### **Computer Information Systems 11/12**

Computer Information Systems is an opportunity to learn about the hardware and software that runs our digital worlds. Using the Design Cycle framework, students are free to explore everything from building a PC, to troubleshooting networks, to installing servers and VM applications. This is a Design Lab course.

### **Drafting 11/12**

Explore the world of technical drafting with an introduction to two and three dimensional modelling. This course offers students the opportunity to try architectural and mechanical design, with the opportunity to create prototypes and products with a CNC Router and Laser, as well as 3D printers.

### **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**

Woodwork 12 is in an advanced environment to practice the skills gained in the Woodwork 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

### **Beginner Dance 9/10/11/12**

This is a class for anyone who is interested in learning how to dance! You do not need to have any experience to join this class. You will learn a variety of dance styles including jazz, contemporary and hip hop and will participate in the semester-end show!

### **Intermediate/Advanced Dance 9/10/11/12**

This is a class for anyone with previous dance experience. You will develop your technique and skills in a variety of styles including jazz, contemporary and hip hop. Students who have choreography experience or are interested in gaining experience will be given opportunities throughout the semester to work on their choreography skills. You will also participate in the semester-end 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 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.

### **Digital Music Production 9/10/11/12**

Digital Music Production is a brand new, introductory course designed to teach students how to compose and arrange music using a variety of computer-based music composition software, including but not limited to BandLab and FL studio. Students will learn the basics of composing and arranging such as making beats, song structure, music theory, music history, bass lines, melody and mixing and mastering. Students will also learn to create music in styles such as Hip-hop, Trap and EDM in addition to other styles of music. **No previous musical knowledge required.** Students should be self-motivated, open to taking creative risks and be willing to experiment with new musical ideas and concepts. Wired headphones or earbuds are required for this course.

### **Drumline - Junior 9/10 (extended day)**

Due to growing numbers, we are offering a junior drumline again. Drumline is a year-long course that gives students the opportunity to explore this high-intensity style of percussion. 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. **All are welcome to come and try it! Students are encouraged to also enroll in Senior Drumline to help grow the program if they are strong players.** If Junior Drumline students join Senior Drumline, an extra credit incentive will be available. Talk to Mr. Kenis for more information.

### **Drumline - Senior 11/12 (extended day)**

Drumline is a year-long course that gives students the opportunity to explore this high-intensity style of percussion. 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. **All are welcome to come and try it! Students are encouraged to also enroll in Junior Drumline to help grow the program.** If Senior Drumline students join Junior Drumline, an extra credit incentive will be available. Talk to Mr. Kenis for more information.

### **Guitar 9/10/11/12**

**No musical experience necessary! Guitars will be provided by the school!**

This course is designed to provide beginner guitar skills that will enable students to learn a variety of finger picking and strumming techniques. This class will teach guitar notation, chords and music theory related to beginning guitar. Students will learn a variety of different guitar music and songs and will be provided with a guitar. A refundable damage deposit is taken at the beginning of the course.

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

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. This is a performance course. **All Jazz Band students must also enroll in Concert Band.**

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

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.

### **Theatre Production 9/10/11/12 (extended day)**

All grades are welcome! No experience necessary! Looking for actors as well as tech crew for production. We will either write/workshop an original play or perform a recognized production. We will start with basic theatre terms, warm-ups, readings, auditions, rehearsal, tech building and finally, public performance and striking the set.

Our plan is to alternate Theatrical Production and Musical Theatre – so the following year may be a musical (performance at the end of first semester). Join and play an important part in our Robert Bateman Secondary shows!

*“The whole world is a stage” – William Shakespeare*

## 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.

### **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 Activism 9/10/11/12**

#### **Prerequisite: Art 9 or teacher permission**

This is not a technique class, so students are expected to have foundational art skills in order to register. 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. 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).

### **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.

### **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 computer lab.

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

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

This course is intended for students interested in creating Robert Bateman Secondary's yearbook. Students attend school events as photographers and learn how to edit their photos and design and create page layouts that work together within the theme of the book.

## **PEER TUTORING & LEADERSHIP**

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

### **Mentorship 11/12 (Wolf Pack Connect – extended day)**

#### **Prerequisite: Teacher Permission and must be cross-enrolled in Student Leadership, which requires teacher permission**

Wolf Pack Connect is a high school transition program designed to help Grade 9's transition from middle school to high school. As positive role models, Connect 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 alongside Student Leadership 11/12. Connect leaders plan fun activities and help Grade 9 students complete Careers 9 skills and goals. This is a great opportunity to make a positive impact on Bateman's newest students.



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

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

The PE Leadership program is a big part of our school's culture. Those enrolled in this class plan, organize and execute lunchtime activities in the gymnasium, giving many of our students something to do and a safe place to go during their lunch hours.

## **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. This course can be taken in either Grade 11 or 12. Students also can earn credits as an Applied Skills Assistant, Fine Arts Assistant, and in Community Service Leadership. Please speak to a counsellor if this is something that is of interest to you.

## **Student Leadership 9/10 (Wolf Pack Lead)**

### **Prerequisite: Teacher Permission for Student Leadership 10**

This course offers students the opportunity to impact their community and build school culture. They will learn various leadership theories and skills and will put them to practice through planning and running school events and fundraisers. This class is interactive and collaborative, therefore students must be willing to work with new people and engage with others in meaningful ways. There will be a focus on responsibility, accountability, and proactivity. Students are expected to model leadership characteristics both in class, in the school, and in the community. Student leaders will be asked to attend the overnight Bateman Leadership Retreat for further enrichment and to increase the positive culture of our program.

## **Student Leadership 11/12 (Wolf Pack Lead)**

### **Prerequisite: Teacher Permission**

This course offers students the opportunity to impact their community and build school culture. They will learn various leadership theories and skills and will put them to practice through planning and running school events and fundraisers. Senior leaders will have the opportunity to mentor Grade 9 and Grade 10 student leaders at Bateman. Students are expected to model leadership characteristics both in class, in the school, and in the community. Student leaders will be asked to attend the overnight Bateman Leadership Retreat for further enrichment and to increase the positive culture of our program. All students are welcome, however consistent attendance and participation is required.

\*In Student Leadership 11/12, students are automatically cross-enrolled in Mentorship 11/12. In Student Leadership 12, students also complete Career Life Connection 12.

## **CAREER PROGRAMS**

### **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 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 in the community to complete this course. Students must complete the registration package prior to enrollment in the Work Experience Program. See Mr. Dods in the Career Centre for more information.

### **Youth Work in Trades (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 YWIT 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. Students must complete the registration package prior to enrollment. For more information on the YWIT training program, see Mr. Dods in the Career Centre or email him at [jeff.dods@abbyschools.ca](mailto:jeff.dods@abbyschools.ca)

Browse the following for more information:

Discovering occupations: <https://www.workbc.ca/training-education/trades-training/about-apprenticeship.aspx>

Industry Training Authority: <https://www.itabc.ca/discover-apprenticeship-programs/search-programs>

### **District Career Programs**

Architectural Drafting  
Automotive Service Technician  
Aviation Ground School  
Carpentry  
Early Childhood Education  
Electrician  
Hairstylist  
Heavy Equipment Operator  
Horticulture  
Kwantlen Polytechnic University Programs  
Palo Alto Cybersecurity  
Professional Cook  
Regional Programs  
Welder Foundation

### **Work Placements**

Junior Police Academy  
Secondary Fire Academy  
Teen Grief Peer Support Training Programs  
Work Study

**For more information, visit [careers.abbyschools.ca](https://careers.abbyschools.ca) or email [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.

### **Bridges Support Program**

The Bridges Support Program provides students with academic, social and emotional support. Staff includes a teacher and an education assistant. Bridges helps coordinate access for students to many community agencies while they try to find success at school. Bridges offers trauma-informed, intensive school support. Students are referred to the Bridges Support Program by counsellors and administration. Bridges students have a Care Plan and an Individual Education Plan if it applies. Our case-by-case approach allows us to meet the needs of each student. Students may also have access to a District-Based Work Experience Program.

### **English Language Learning (ELL)**

ELL is designed for Level 1 and 2 English Language Learners. This course couples reading, writing and viewing with speaking and listening to focus on fundamental vocabulary and grammar acquisition so students begin with a strong base in the "rules" of English. Elements of local culture and school life are also taught to ensure all students understand their new surroundings and feel welcome in their new homes and country. This is a support block and is not for credit.

### **MARVEL Support Program**

The MARVEL Support Program offers a classroom setting for students in need of social-emotional and academic support. The primary goal is to act as an environment where students feel safe to explore coping strategies necessary to manage symptoms of anxiety and depression. The program seeks to encourage increased, regular attendance and engagement in the academic setting. Most importantly, MARVEL places emphasis on valuing and celebrating student successes.

### **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.

### **Learning Support**

The goals of Learning Support 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 Support 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.

### **Work Study/Experience Program**

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.

### **Resource Room**

Students in the Resource Room 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. 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 & Education 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 is also a whole section on alternatives to post-secondary education. Each topic area on the site includes background information and links to external websites so you can do more research. You can check out the site at <https://educationplannerbc.ca/>

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 <https://educationplannerbc.ca/>

### **Student Aid BC**

Student Aid BC 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:

<https://studentaidbc.ca/explore/grants-scholarships/assistance-program-students-permanent-disabilities>

### **Post-Secondary Options**

Students have many options following secondary school graduation.

#### University

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/>

# CAREER PROGRAMS

Apply now & get a jump start to your career!



## Abbotsford School District Career Program Options

### TRADES PROGRAMS

- Automotive Service Technician
- Carpentry
- Electrician
- Hairstylist
- Heavy Equipment Operator
- Professional Cook
- Welder Foundation

### UNIVERSITY TRANSITION PROGRAMS

- Aviation Ground School

### TECHNOLOGY PROGRAMS

- Architectural Drafting
- Cybersecurity

### REGIONAL CAREER PROGRAMS

- Automotive Collision Repair and Refinishing
- Heavy Duty Mechanical
- Joinery
- Plumbing and Piping

### KWANTLEN POLYTECHNIC

#### UNIVERSITY PROGRAMS

- Arborist Technician
- Landscape Horticulture
- Masonry
- Metal Fabrication
- Millwright/Industrial Mechanic
- Parts and Warehousing
- Plumbing and Piping
- Welder

**LIMITED SEATS AVAILABLE** Apply TODAY at your High School Career Centre!

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EARN POST SECONDARY CREDITS WHILE IN HIGH SCHOOL

2606 Alliance Street, Abbotsford, BC V2S 3J8

Phone: 604-504-4618 ext. 1802 Fax: 604-504-4619 [careers@abbyschools.ca](mailto:careers@abbyschools.ca)

[careers.abbyschools.ca](http://careers.abbyschools.ca)

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