

**GRADES 10, 11 & 12  
COURSE SELECTION  
BOOKLET  
2022 – 2023**

## CHEMAINUS SECONDARY SCHOOL INFORMATION

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### Code of Conduct – at a glance

Do I understand the expectations at Chemainus Secondary?

- Yes! I am a **responsible** learner.
- Yes! I am a **respectful** member of the class and community.
- Yes! I am striving for excellence.
- Yes! I understand that all choices have consequences.
- Yes! I am responsible with how I use and treat technology.
- Yes! .... I am becoming an independent adult.



**\*School and District Expectations at all times\***

## MESSAGE FROM THE ADMINISTRATION

It is important that when making your choices for the school year ahead, you take your time to seriously consider your program. Some of the questions you should ask yourself are:

- **Are my choices realistic?**

It is important to challenge your abilities. However, to avoid frustration and course withdrawals it is also important that you are reaching *within* your grasp and not *beyond* it. The course descriptions include some recommendations. These are there for a reason. Make sure that you are adequately prepared for the course by paying attention to these recommendations. If you lack the recommendation, you might consider upgrading before pursuing the course. See advice from your counsellor if you are in doubt.

- **Are my choices balanced?**

Be careful to try to balance the courses that you are choosing. How much homework will you be likely to have? Do you have other obligations that may interfere with the demands of the courses you have chosen? Are you prepared to adjust for these obligations to be able to meet the demands of these courses? It is important that you can make a serious commitment to be able to meet the expectations of the courses that you choose.

- **Am I planning far enough ahead?**

The courses that you choose in Grade 10 will have an impact on what you might want to take in Grade 11 and 12. Don't leave anything to chance. By planning carefully and working with Counsellors, teachers and your Advisor, you will be encouraged to monitor your graduation goals and explore options for careers. This is the time, you should be checking into entrance requirements to post-secondary institutions (eg. trade schools, art schools, technical schools, colleges, universities). If you are not sure what you want to do after graduation, then keep all your options open.

If you have any questions or concerns about the choices you plan to make, be sure to check with your Counsellor.

- **What choices do I have?**

Whether you are entering Grades 10, 11 or Grade 12 you will be making some serious choices that will impact on your future directions. Take time to review the course descriptions. If you are not clear about what the course entails, then seek more information by contacting one of the teachers in the department in which the course is offered. Carefully consider the recommendations listed with each course. These are identified for a reason.

If you cannot find a course that you require, please check with your Counsellor for other on-line options.

There are some serious choices to make in deciding which Math course is most appropriate for you. This also applies to your choice of Science and English courses. Listen carefully to the advice of your teachers and Counsellors.

Have a very successful year, use your time well, focus your energies on successfully completing your work, and when in doubt, ask for help. Chemainus Secondary believes that all students can be successful; you are no exception. However, you must take your responsibilities seriously.

We expect you to work hard and do your very best at all times, attend regularly and respect the rights of others to learn.

Have a very enjoyable and successful school year.

Ms. L. Hryniuk, Principal

Ms. R. LaForge, Vice Principal

## **MESSAGE FROM THE COUNSELLORS**

This booklet is a guide to planning a challenging program, which will lead to the completion of your secondary education.

Care has been taken by each Department to provide a clear description of courses offered to enable you to be able to make an informed choice.

Students that cannot find a course that they require, please check with the Counsellor for other on-line options.

**Read this booklet carefully. Consult with your counsellors, parents, administrators and teachers.**

You, your parents and the staff share a responsibility to ensure that a suitable program is selected. **Final approval rests with your parents.**

## **CAREER PROGRAMS AND WORK EXPERIENCE**

Career Programs are offered to students in their graduation years. The goal of this program is to provide students with options that enable them to develop an understanding of career possibilities and expectations and job-related skills. It also provides students with opportunities to integrate school-based learning with community-based work experience.

Mr. G. Culbertson and Mrs. B. Stoochnoff  
Counsellors

# CHSS Grad Planning Worksheet

REQUIRED COURSES	<p><b>Grade 10 ELA (2 credits each)</b>  <b>Students must complete 2:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creative Writing 10</li> <li><input type="checkbox"/> Composition 10</li> <li><input type="checkbox"/> New Media 10</li> <li><input type="checkbox"/> Spoken Language 10</li> <li><input type="checkbox"/> Literary Studies 10 (Required)</li> </ul> <p><b>Students must complete 1: (4 credits)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre Calculus Math 10</li> <li><input type="checkbox"/> Workplace Math 10</li> </ul> <p><b>Students must complete all: (4 credits)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Social Studies 10</li> <li><input type="checkbox"/> Science 10</li> <li><input type="checkbox"/> Physical Ed. 10</li> </ul> <p><b>Students must complete: (4 credits)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Career Life Education</li> </ul> <p style="text-align: right;"><b>Total – 24 Credits</b></p>	<p><b>Grade 11 ELA (4 credits)</b>  <b>Students must complete 1:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creative Writing 11</li> <li><input type="checkbox"/> Composition 11</li> <li><input type="checkbox"/> New Media 11</li> <li><input type="checkbox"/> Spoken Language 11</li> <li><input type="checkbox"/> Literary Studies 11</li> </ul> <p><b>Students must complete 1: (4 credits)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Calculus 11</li> <li><input type="checkbox"/> Workplace Math 11</li> <li><input type="checkbox"/> Foundations of Math 11</li> </ul> <p><b>Students must complete 1: (4 credits)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exploration in Social Studies 11</li> <li><input type="checkbox"/> World History 12</li> </ul> <p><b>Students must complete 1: (4 Credits)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chemistry 11</li> <li><input type="checkbox"/> Physics 11</li> <li><input type="checkbox"/> Life Sciences (Biology) 11</li> </ul> <p><b>Students must complete:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Career Life Connections (4 cr)</li> </ul> <p style="text-align: right;"><b>Total – 16 credits</b></p>	<p><b>Grade 12 Students must complete: (4 credits)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> English Studies 12</li> <li><input type="checkbox"/> Career Life/Capstone</li> </ul> <p style="text-align: right;"><b>Total - 8 Credits</b></p> <hr/> <p>Assessments:</p> <p style="padding-left: 20px;">___ Numeracy 10</p> <p style="padding-left: 20px;">___ Literacy 10</p> <p style="padding-left: 20px;">___ Literacy 12</p>
	ELECTIVE COURSES	<p><input type="checkbox"/> Fine Arts or ADST 10, 11 or 12 (4 Credits) _____</p> <p>Minimum of <b>6</b> Elective Courses from grade 10, 11, or 12 (3 must be grade 12 courses) <b>24 Credits</b></p> <p>_____ 12 _____</p> <p>_____ 12 _____</p> <p>_____ 12 _____</p> <p style="text-align: right;"><b>Minimum Total Required – 80 Credits</b></p> <p>Additional Courses:</p> <p>_____</p> <p>_____</p> <p style="text-align: right;"><b>Total Credits</b> _____</p>	

# ENGLISH

## ENGLISH LANGUAGE ARTS 10

English Language Arts 10 is comprised of 2 2-credit courses. All students will take the foundation course Literary Studies for 2 credits and can choose from the other options.

### **Literary Studies 10**

Literary Studies 10 involves the study of literature of a particular era, geographical area, or theme, or in 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. Giving students the choice of a range of literary topics allows them to follow their passions.

The following are possible areas of focus in Literary Studies 10:

- genre-specific studies—poetry, short stories, novels, drama, graphic novels, children’s literature
- Canadian literature
- First Peoples texts
- thematic studies
- specific author studies

### **Creative Writing 10**

“Do you have an interest in creative expression through language? Would you enjoy writing stories, poems, screenplays, song lyrics and other forms of creative writing?”

This option provides students with in-depth opportunities to become better writers through the exploration of the writing process. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course invites students to express themselves creatively as they experiment with, reflect on, extend and refine their writing.

### **New Media 10**

“Do you enjoy watching and discussing film, video and other digital media forms? Do you prefer to communicate your ideas through presentation apps, social media, and other forms of digital communication?”

This option is designed to reflect the changing role of technology in today’s society and the increasing importance of digital media in communicating and exchanging ideas. Course work is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording opportunities to demonstrate understanding and communicate ideas through a variety of digital and print media.

## **Spoken Language 10**

“Calling all Hector Mac masters, future actors, and anyone looking to improve their public speaking skills.”

Spoken Language skills are increasingly necessary in everyday, educational and professional contexts. This option will provide students with opportunities for performance and public speaking. Spoken Language will appeal to students who enjoy public performance or oral storytelling or who want to gain more experience and skill in this area.

## **Composition 10**

“Do you have opinions that need to be heard? Want to learn the secrets of persuasion? Enjoy researching topics that interest you?”

This option provides students with the opportunities to think critically as they explore, extend and take their writing to new levels. Essay structure, research skills, and writing for a specific audience will be introduced to prepare students to write with an academic focus. 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 also explore the narrative composition (story telling).

## **COMPOSITION 11 (4 credits)**

Composition 11 is designed to support students as they refine, clarify, and adjust their written communication through practice and revision. Students will read and study compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students to, with increasing independence, study, create, and write original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations. They will develop confidence in their abilities as they consolidate their writing craft.

The following are possible areas of focus within Composition 11:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

## **CREATIVE WRITING 11 (4 credits)**

Creative Writing 11 is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural

identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and strengthen their skills through writing and design processes. Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they reflect on, adjust, and extend their writing skills.

The following are possible areas of focus within Creative Writing 11:

- short fiction and poetry – suggested content includes flash-fiction (micro-fiction, drabble, non-fiction, twitterature), graffiti, drama, script writing, poetry, authenticity versus sentimentality, literary devices and techniques, various forms, the relationship between form and function
- creative non-fiction – could include columns, features, articles, reporting, interviews, reviews, sample readings
- memoir – could include place-based writing, narrative, film memoir, sample readings

### **LITERARY STUDIES 11 (4 credits)**

Literary Studies 11 allows students to delve deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world
- further develop higher-level thinking and learning skills

The following are possible areas of focus in Literary Studies 11:

- genre-specific studies (poetry, short stories, novels, drama, graphic novels, children's literature)
- world literature
- Canadian literature
- First Peoples texts
- specific author, topic, theme, or inquiry
- literature by era (Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century)

### **NEW MEDIA 11 (4 credits)**

New Media 11 is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop an intensive program of study centred on students' interests, needs, and abilities,

while at the same time allowing for a range of local delivery methods. New Media 11 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media.

The following are possible focus areas in New Media 11:

- media and film studies – suggested content/topics include the globalization of the media industry, influence of media on users’ perceptions, and documentaries in the age of digital media
- journalism and publishing – suggested content/topics include the changing roles and structures within news organizations; and risks, challenges, and opportunities associated with professional journalism
- digital communication – suggested content/topics include blogging, writing for the web, writing for social media, gaming, and podcasting

### **SPOKEN LANGUAGE 11 (4 credits)**

Spoken Language 11 is designed to support students as they explore their spoken communication through practice and revision. The course provides opportunities for students to, with increasing independence, study, create, write, and present original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through drafting, reflecting, and revising to build a strong body of work for a range of situations. They will develop confidence in their abilities as they enhance their spoken language skills.

The following are possible areas of focus in Spoken Language 11:

- performance – suggested content/topics include spoken word/slam poetry, poetry recitation, oral storytelling, readers’ theatre, radio/podcasts/video posts
- oral tradition – suggested content/topics include oratory, local story knowledge, oral history
- professional applications – suggested content/topics include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items), voice-overs

### **ENGLISH STUDIES 12 (4 credits)**

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

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

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

# SOCIAL STUDIES

## SOCIAL STUDIES 10

Big Ideas for Social 10 students: Global and regional conflicts have been a powerful force in shaping our contemporary world and identities. The development of political institutions is influenced by economic, social, ideological and geographical factors. Worldviews lead to different perspectives and ideas about developments in Canadian society. Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society. The overarching theme is Canada and the World: 1919 to the present.

Students will conduct inquiry and research during the course. Written assignments, tests, projects, individual and group assignments will be forms of assessment.

## EXPLORATIONS IN SOCIAL STUDIES 11 (4 credits)

This course builds upon the skills and knowledge acquired in Grade 10 with a focus on the study of special topics in Canadian history. There will be choice and flexibility in the topics covered. Big ideas include: global and regional conflicts and how they have shaped our world; the effects of colonialism on indigenous peoples; social injustices and how they have affected Canadian identity as a multicultural society; and famous Canadians and Canadian sports and how they have influenced our society.

## 20<sup>TH</sup> CENTURY WORLD HISTORY 12 (4 credits)

*Students will explore the following:*

- authoritarian regimes
- civil wars, independence movements, and revolutions
- human rights movements, including indigenous people's movements
- religious, ethnic, and/or cultural conflicts, including genocide
- global conflicts, including World War I, World War II, and the Cold War
- migrations, movements, and territorial boundaries
- interdependence and international co-operation
- social and cultural developments

# MATHEMATICS

## FOUNDATIONS OF MATH AND PRE-CALCULUS 10

This course is recommended for students that:

- Were able to maintain a C average or better in Math 9
- Are planning to attend a post secondary technical school, college or university after high school
- Are planning to enter a post secondary program that involves the prerequisite of Foundations of Mathematics or Pre-Calculus

Students are expected to analyze, make reasonable estimates, develop thinking strategies and demonstrate their understanding when exploring mathematical problems.

Foundations of Math and Pre-Calculus 10 is a course where development of algebraic skills and processes are emphasized. Topics in this course include exponents, polynomials and factoring, trigonometry, linear relations, functions, arithmetic sequences and financial literacy.

## WORKPLACE MATHEMATICS 10

This course is recommended for students that:

- Obtained a "C-" in Math 9
- Works hard in math but has had difficulty applying, demonstrating, and understanding concepts
- Intends to enter a post secondary program that **does not** include the prerequisite of Foundations of Mathematics or Pre-Calculus

Students are expected to analyze, make reasonable estimates, develop thinking strategies and demonstrate their understanding when exploring mathematical problems.

Workplace 10 is a course where development of mathematics found in the workplace is emphasized. Topics in this course include unit price, income, trigonometry, Pythagorean theorem, measurement, rate and ratio, central tendency graphs and probability.

## WORKPLACE MATHEMATICS 11

This course is strongly recommended for students who are planning on entering the workforce directly after high school, or who are planning on pursuing a career in the trades industries. Topics covered may include reasoning, number sense, finance, graphing, angles, rates of change, measurement, and statistics.

## FOUNDATIONS OF MATHEMATICS 11

This course is strongly recommended for students who are planning on pursuing post-secondary studies for trades, the arts or the humanities. Topics studied may include logic and reasoning, quadratic functions, inequalities, angle relationships, trigonometry, graphing, statistics and financial literacy.

**Recommended:** A final grade of 50% -60% in Foundations of Math and Pre-Calculus 10

## PRE-CALCULUS 11

This course is strongly recommended for students who are planning on pursuing post-secondary studies in business, math or sciences. Topics covered include powers, radicals, relations and quadratic functions, trigonometry, polynomials and factoring, inequalities and financial literacy. Students who successfully master the learning outcomes of this course may continue on to Pre-Calculus 12. Students will think critically, analyze and reasonably demonstrate strategic approaches to solve problems.

**Recommended:** A final grade of 60% or higher in Foundations of Math and Pre-Calculus 10 is strongly recommended.

## PRE-CALCULUS 12

Topics covered include problem solving; logarithmic functions; trigonometry, functions and identities; transformations of functions, exponential and rational functions; polynomial functions, sequences and series. A graphing calculator is provided for the course. Students will use critical thinking strategies to analyze and solve problems.

Teacher presentations, graphing calculators and text materials will be used to present course content. This course has a demanding assignment load.

**Recommended:** Pre-Calculus 11

## CALCULUS 12

This Calculus course is an introductory course as outlined by the Ministry of Education prescribed learning outcomes.

Topics include: a review of functions, limits and continuity, the derivative of its application, and integration and its application. Some of the course is a non-traditional investigation of these topics with online lectures. Students must be prepared for a course involving both theory and applications of the theory (problem solving).

**Recommended:** Pre-Calculus 12

# SCIENCE

## SCIENCE 10

Science 10 requires students to be actively communicating, thinking and being personally and socially responsible in their learning and laboratory activities. The Big Ideas are:

- DNA is the basis for the diversity of living things.
- Energy change is required as atoms rearrange in chemical processes.
- Energy is conserved, and its transformation can affect living things and the environment.
- The formation of the universe can be explained by the big bang theory.

A calculator is required for this course.

## CHEMISTRY 11

Chemistry 11 requires students to be actively communicating, thinking and being personally and socially responsible in their learning and laboratory activities. The Big Ideas are:

- Atoms and molecules are the building blocks of matter.
- Matter and energy are conserved in chemical reactions.
- The mole is a quantity used to make atoms and molecules measurable.
- Solubility within a solution is determined by the nature of the solute and the solvent.
- Organic chemistry and its applications have significant implications for human health, society, and the environment.

This course is recommended as a pre-requisite for many post-secondary programs.

A scientific calculator is required for this course.

**Recommended:** Science 10 (C+ or better)  
Foundations and Pre-Calculus Mathematics 10 (C or better)

## CHEMISTRY 12

Chemistry 12 requires students to be actively communicating, thinking and being personally and socially responsible in their learning and laboratory activities. The Big Ideas are:

- Reactants must collide to react, and the reaction rate is dependent on the surrounding conditions.
- Dynamic equilibrium can be shifted by changes to the surrounding conditions.
- Saturated solutions are systems in equilibrium.
- Acid or base strength depends on the degree of ion dissociation.
- Oxidation and reduction are complimentary processes that involve the gain or loss of electrons.

Chemistry 12 incorporates both theoretical and practical uses of chemistry in industry. A strong mathematical foundation will help students to succeed in this course.

This course is required for many post-secondary programs.

A calculator is required for this course.

## PHYSICS 11

Physics 11 requires students to be actively communicating, thinking and being personally and socially responsible in their learning and laboratory activities. The Big Ideas are:

- An object's motion can be predicted, analyzed, and described.
- Forces influence the motion of an object.
- Energy is found in different forms, is conserved, and has the ability to do work.
- Mechanical waves transfer energy, but not matter.

This course is required for many post-secondary programs.

A calculator is required for this course.

**Recommended:** Science 10 (C+ or better)  
Foundations and Pre-Calculus Mathematics 10 (C or better)

## LIFE SCIENCES (BIOLOGY) 11

Life Sciences 11 requires students to be actively communicating, thinking and being personally and socially responsible in their learning and laboratory activities. The Big Ideas are:

- Life is a result of interactions at the molecular and cellular levels.
- Evolution occurs at the population level.
- Organisms are grouped based on common characteristics.

## SCIENCE FOR CITIZENS 11

*This course is suggested for those students who have difficulty learning Science.*

Science for Citizens 11 requires students to be actively communicating, thinking and being personally and socially responsible in their learning and laboratory activities. The Big Ideas are:

- Scientific processes and knowledge inform our decisions and impact our daily lives.
- Scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for places of employment.
- Scientific understanding enables humans to respond and adapt to changes locally and globally.

## ANATOMY AND PHYSIOLOGY (HUMAN BIOLOGY) 12

Anatomy and Physiology 12 requires students to be actively communicating, thinking and being personally and socially responsible in their learning and laboratory activities. The Big Ideas are:

- Homeostasis is maintained through physiological processes.
- Gene expression, through protein synthesis, is an interaction between genes and the environment.
- Organ systems have complex interrelationships to maintain homeostasis.

# PHYSICAL AND HEALTH EDUCATION

## PHYSICAL AND HEALTH EDUCATION 10

This course is the final mandatory Physical and Health Education course in the secondary stream. It is designed to teach students four main *Big Ideas*:

- Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals.
- Trying a variety of physical activities can increase the likelihood that we will be active throughout our lives.
- Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.
- Personal fitness can be maintained and improved through regular participation in physical activities.

In this course students explore their physical literacy through varied physical activities designed to refine their movement skills, understand how to monitor exertion levels, demonstrate safety, fair play, leadership, and motivational factors that influence their participation.

Students learn how to set healthy living goals and discuss the barriers, health messages, and health-related decisions to achieve those goals. Exposure and discussion about social and community health issues such as avoiding and responding to potentially unsafe or abusive situations, responding to bullying, and skills for maintaining healthy relationships are weaved throughout the course. Increasing emphasis is placed on strategies for promoting mental well-being by identifying factors contributing to substance abuse, changes during puberty, and factors that shape personal identities.

## BASKETBALL 10

This course will provide an opportunity for young basketball players to train and learn about the sport of basketball. The course will provide an avenue for students to develop their basketball skills, leadership, and character. Areas of exploration will include: basic and advanced techniques of individual offensive and defensive play; basic and advanced team concepts and strategies for offence and defense; strength and conditioning; coaching and leadership theory; injury prevention; and nutrition. In addition, this class will look for opportunities to help lead younger students within Chemainus Secondary School and the community. Occasional classroom/theory days will be used to supplement on court training. Student's work ethic will have a significant impact on their success. Commitment, personal and social awareness, and responsibility are of the utmost importance in this course.

## **ACTIVE LIVING 11 (PHYSICAL AND HEALTH EDUCATION 11)**

This course is an elective Physical and Health Education course in the secondary stream. It is designed to teach students three main *Big Ideas*:

- Physical activity is an important part of overall health,
- Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity.
- Safety and injury prevention practices allow lifelong participation in PA.

In this course students learn to develop fitness-related and skill-related competencies to increase confidence and participation in physical activity for life. They will develop skills and knowledge in:

- monitoring and adjusting exertion levels in physical activity,
- overcoming potential barriers to participation,
- the role of nutrition and its effects on health and performance,
- the benefits of physical activity for health and mental well-being,
- safety, fair play, and leadership and,
- injury prevention and management

## **ACTIVE LIVING 12 (PHYSICAL AND HEALTH EDUCATION 12)**

This course is an elective Physical and Health Education course in the secondary stream. It is designed to build upon the previous Grade 11 course. Students explore in more detail the three main *Big Ideas*:

- Physical activity is an important part of overall health,
- Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity.
- Safety and injury prevention practices allow lifelong participation in physical activity.

In this course students take more ownership over their personal health and well-being and become the main drivers in designing, organizing, and participating in a variety of physical activities. Greater emphasis is placed on building leadership skills with a focus on safety and etiquette during activities, as well as injury prevention and management. Exploration of recreational resources in the community is highly encouraged throughout the course.

## **FITNESS AND CONDITIONING 11/12**

Fitness and Conditioning 11/12 are elective courses in the physical and health education secondary stream. They are designed to provide increased competency and knowledge in the realm of personal fitness. Students explore in more detail the four main *Big Ideas*:

- Our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels.
- Knowing how our bodies move and function helps us stay safe during exercise.
- Following proper training guidelines and techniques can help us reach our health and fitness goals.
- Grade 11) Making healthy choices can help us reach our health and fitness goals.

- Grade 12) Personal choices influence our health and fitness goals.

In these courses students will develop competencies specifically related to personal fitness and conditioning activities. Students explore and develop understanding in human anatomy and physiology, such as how muscles produce movement in different parts of the body and how to train those muscles. They will participate in activities designed around the principles of training, such as FITT, SAID, recovery, and specificity principles used to enhance personal fitness levels. Social responsibility plays a large role throughout the course as students learn to demonstrate leadership skills and safe practices through different activities and in a diverse set of environments.

## YOGA 10 - 12

In Yoga, students will develop and maintain a regular physical yoga practice while demonstrating understanding of alignment and anatomy as it relates to the safety and the benefits of the practice. The students will make connections between the physical practice and their ability to handle stressors both on and off the mat. Further, by a study of yogic philosophy, meditation and mindfulness, the students will see that by developing a healthy state of well-being within themselves, they can have a positive impact in their own lives as well as affect the larger community in a positive way.

# LANGUAGES

## FRENCH 10

Reading, writing, listening and speaking activities are emphasized. The course content of French 8 and 9 is reviewed extensively. Students learn French through highly engaging stories relating to a variety of topics such as fashion, inventions, friendship and advertising.

The activities will include projects and much oral participation. Movies are shown in French with English subtitles, and/or vice-versa.

**Recommended:** French 9

## FRENCH 11

French 11 is an advanced course with increased emphasis on communication, both oral and written. Students learn French through highly engaging stories relating to high interest topics such as sports, personal relationships and stories.

Students will participate in projects and fluency-building exercises. Movies in French with English subtitles will be shown.

**Recommended:** French 10

# ART

Senior art students will be encouraged to explore art mediums and styles not specifically mentioned in course outlines. Some of these styles and mediums include First Nations designs, digital photography, computer design, fabric and textiles, glass, jewelry, carving, mould making and mosaics. Other art credits not listed here can be granted on an individual student basis through independent directed studies (IDS).

## ART STUDIO 10

Building on Art 9, students will continue to use the Elements and Principles of art as a framework to explore various modes of expression. A mix of mandatory projects and self-directed work will give the students an opportunity to create works in a variety of mediums.

## ART STUDIO 11

Students will have the opportunity to create art pieces in a number of different mediums. The connection between art and; communication, critical thinking and personal and social responsibility will be explored.

## ART STUDIO 11 2D

Students will have the opportunity to create art pieces in a number of different mediums but with an emphasis on two-dimensional work. Drawing, painting, printmaking, collage and mixed media will be mediums with which students will create.

## ART STUDIO 11 3D

Students will have the opportunity to create art pieces in a number of different mediums with an emphasis on working in 3 dimensions (sculpture). Some available mediums are wood carving, stone carving, assemblage, fused glass and textiles.

## ART STUDIO 12

Students will have the opportunity to refine their artistic expressions and hone their techniques. This is primarily a course in which students will pursue self-directed projects. Work can be created in a variety of mediums. Emphasis will be on quality of expression and creation.

## ART STUDIO 12 2D

Students will have the opportunity to refine their artistic expressions and hone their techniques. This is primarily a course in which students will pursue self-directed projects.

Emphasis will be on quality of expression and creation. Focus will be on 2-dimensional works such as; painting, drawing, printmaking, collage and mixed media

### **ART STUDIO 12 3D**

Students will have the opportunity to refine their artistic expressions and hone their techniques. This is primarily a course in which students will pursue self-directed projects. Emphasis will be on quality of expression and creation. Focus will be on 3-dimensional work such as; wood carving, stone carving, fused glass, assemblage, and mixed media.

## **DANCE**

### **DANCE FOUNDATIONS 10-12**

Students will study and actively participate in movement, techniques, stretching, dance styles and the role of dance in society.

Techniques of stretching, specific movement skills, terminology, and dance sequences are taught. There is an opportunity to explore individual choreography as well as presentation of class projects and small groups or pairs. All students will have the opportunity to participate in our "Dance Showcase".

## **DRAMA**

### **DRAMA 10-12**

A hands-on creative drama experience, Drama 10-12 emphasizes fun, skill building, creativity, confidence boosting and co-operative teamwork.

Games and exercises are used to improve improvisational work, movement and voice. Students perform in the classroom primarily, but not exclusively.

### **THEATRE PRODUCTION 10-12**

Students in Theatre Production will participate in drama activities, such as warm-ups, basic skills, and games. Theatre terminology as well as the various roles of members in a production will be covered. In addition, students will focus on the artistic and technical aspects of theatre production, such as sound, lighting, costume, prop and set design.

# MUSIC

## MUSIC 10-12

Do you want to improve your skills on a particular instrument (Guitar? Ukulele? Wind-instrument?) Do you want to learn to compose and arrange your own music? Are you interested in recording and editing music? Do you have another music-related passion that you want to explore?

In this self-paced and flexible course, you will have the opportunity to explore special talents or interests relating to music. You will work with the teacher to set your own personal learning goals and determine the type of projects and learning experiences you will work on. This course is best suited for students who are self-motivated and who can work independently. No prior music experience is necessary.

# HOME ECONOMICS

## FOOD STUDIES 10

This course focuses on the foundations of cooking. Throughout this course, students will focus on a variety of themes that may include: kitchen basics; food trends; and international foods and food culture. Students will work cooperatively in groups to prepare a variety of foods while learning about food preparation techniques, cooking principles and food safety.

## FOOD STUDIES 11/12

In this course we will move into a deeper understanding of food safety, culinary techniques and food related careers. Topics of study may include: preservation, mother sauces, pasta and grains, herbs, the art of food, specialty diets, party planning, food trucks, local and organic foods and nutrition. Students will work cooperatively in groups will produce a multitude of products.

## SPECIALIZED FOODS (BAKING) 12

If you love to bake, this is the course for you! Skills and techniques involved in baking are researched and developed. Emphasis will be placed on baking theory and practice. Topics may include: quick breads, pastry, yeast breads, cookies, classic desserts, cakes and cake decorating as well as presentation, commercial production and food art.

## **TEXTILES 10-12**

Students will study a variety of textiles-related topics that may include hand sewing; machine sewing; knitting; crocheting; fabric properties/care; textile manipulation; textile design; felting; macrame; fashion design and refashioning and repurposing. We will produce a variety of items ranging from pincushions to PJ's to purses. If a student has taken this in previous years, the skill level and topics may change according to the student's ability level.

# **INDUSTRIAL EDUCATION TECHNOLOGY**

## **WOODWORK 10**

Technology Education 10: Woodwork focuses on students developing their skills related to the care and use of woodworking hand tools, machines and materials; develop proper attitudes and practices concerning health and safety; develop the ability to select and to design projects that are functional, attractive and appropriate; develop a pride in good work and the ability to evaluate one's own accomplishments objectively; and develop proper attitudes towards work and towards relationships with others.

This course is strongly recommended for ALL students considering taking Woodwork 11 and/or the Dual Credit Carpentry Trades Program in their Grade 11/12 year.

## **METALWORK 10**

Metalwork 10 is a project-oriented course designed to acquaint students with the safe use and operation of all machine shop equipment as well as foundry and welding equipment.

Class and individual demonstrations will be given. The course content involves assigned projects as well as student-designed projects.

## **WOODWORK 11**

Woodwork 11 involves both theory and practical work in carpentry/joinery. Students will acquire the following: the proper and safe use of all hand tools, power tools and machine tools in the wood shop; identify and construct woodworking joint; learn basic math skills; draw

up and read plans; construct a project using hand tools, power tools, and machine tools; resourcefulness and self-discipline which will enable the student to complete tasks with maximum efficiency and pride; ability to evaluate one's own work objectively; appropriate attitudes towards hands-on work and towards working with others.  
This course may potentially be paired with Woodwork 12

**Recommended:** Woodwork 10

## WOODWORK 12

Are you interested in learning to construct and finish fine quality furnishings? Students complete individual projects selected in consultation with the teacher.

**Recommended:** Woodwork 11

## METALWORK 11

Metalwork 11 is a project-oriented course designed to acquaint students with the safe use and operation of all machine shop equipment as well as foundry and welding equipment.

Class and individual demonstrations will be given. The course content involves assigned projects as well as student-designed projects.

# INFORMATION TECHNOLOGY

## COMPUTER STUDIES 10

Computer Studies 10 is a practical, hands-on course that will help students become informed computer users. Students will be able to not only install programs, but understand the design process, computer programming, computational thinking, 3D Printing, computer science, cyber-security, and networking. This course is intended for students at all levels, experience and abilities.

## DIGITAL MEDIA ARTS 10

In Media Arts 10 students will explore the world of digital media production. The course will cover computer graphics, desktop publishing, digital photography and digital video. Software used will include PhotoShop, Illustrator, Animate, Publisher, Power Point, and Premiere Pro. Video production will be introduced through various projects that will highlight different types of video from music videos to Public Service Announcements. In developing their media art works, students will take into consideration the ethical standards that relate to school

policy regarding appropriate use of technology. Students interested in pursuing education and careers in media, artistic design and publishing are encouraged to take this course. This course is intended for students at all levels, experience and abilities.

### **DIGITAL MEDIA ARTS 11/12**

Media art 11/12 is a hybrid course that blends the worlds of Technology and Art together. Students will learn the fundamentals of a number of important technologies, such as photoshop, adobe illustrator, digital sculpting and digital painting. Students will learn the fundamental techniques in these programs, while also having the time to explore these technologies on their own as creative outlets.

Students will explore the elements and principles of design, as well as the impact that these new forms of art and media are having in our society. Returning students will have the opportunity to refine their skills, and choose an area of focus to develop strong skills in the mediums they are most passionate about

### **PHOTOGRAPHY 10 - 12**

Photography is a course that focuses on students getting hands on experience with digital cameras, and the technologies associated with the field of photography. Students will focus on learning how to manipulate the settings of a camera to achieve a specific result, the fundamentals of good lighting for photo shoots, compositional techniques and photo editing programs such as photoshop and lightroom. Students will learn how to break down photographs into their basic elements, and how to use those basic elements to build compelling compositions. Learning the various components of the camera and their functions will allow students to make informed choices about how the equipment they use can influence their final products.

Returning students will be given the opportunity to start developing their own style and will work towards the creation of a professional portfolio that they can use to help build a career in the field of photography.

### **ELECTRONICS AND ROBOTICS 10**

Robotics 10 provides an introduction to the exciting world of Robotics Programming and Applied Engineering by challenging students to use the design process to build and program a series of robots using a variety of tools and programs. We will be engaged in project-based learning building up their skills in building electrical circuits, use of specialized components, programming robot behavior, and design strategies for specialized tasks.

Students will build robots from scratch, as well as use a variety of advanced tools, platforms and kits that students will use to adapt to the needs of their robots. The course will cover the use of Spheros, Microbits, Vex robotics kits, Arduino Microcontrollers and more. This course can be taken as a beginner, with no prior experience, or as a returning veteran of robotics

## **ROBOTICS 11-12**

Robotics 11/12 gives students an opportunity to further hone their skills with programming and constructing robots, as well as offering the opportunity for complete beginners to learn the basics. We will be engaged in project-based learning building up their skills in building electrical circuits, use of specialized components, programming robot behavior, and design strategies for specialized tasks. Students will build robots from scratch, as well as use a variety of advanced tools, platforms and kits that students will use to adapt to the needs of their robots. The course will cover the use of Vex robotics kits, Arduino Micro controllers, logic controls for circuits, sensor integration and formal design processes. This course can be taken as a beginner, with no prior experience, or as a returning veteran of robotics.

## **MEDIA DESIGN 11-12**

In Media Design 11 and 12 students will explore media technologies, the elements and the principles of design and media production. Students will become comfortable with the computer graphics, desktop publishing, digital photography, photo manipulation and digital video. Software used includes but not limited to PhotoShop, Illustrator, Animate, Publisher, PowerPoint, and Premiere Pro. Students will understand the appropriate use of technology, including digital citizenship, etiquette, and literacy.

Students interested in pursuing education and careers in media, artistic design and publishing are encouraged to take this course. This course is intended for students at all levels, experience and abilities.

## **COMPUTER PROGRAMMING 11-12**

Students will be introduced to the world of computer programming through many interactive projects. The course will cover program syntax, program control structures, looping, arrays, lists and the theory of data structures. Students will hone their skills in designing for users, both from the perspective of user interface design, and in making resilient programs that can tolerate user errors. Students will explore computer science by building games and by solving real world problems with coding. Programming languages covered in this course include but are not limited to: Visual Basic, Python, Java, and Javascript. This course is appropriate for the complete beginner of coding, as well as providing exciting opportunities for veterans of programming.

## BAA YEARBOOK JOURNALISM 11-12

This course is designed to teach students the elements of desktop publishing for the production of a yearbook. Students will improve their writing, layout, photography and other journalism related skills. Therefore, they will be better prepared for careers in journalism and related fields. Students will keep the student body updated in current events through the use of online/in-school media.

**\*Students interested in Film Making 11/12 or Drafting and Design 11/12 can enroll in Information Technology and speak with instructor.**

# OTHER ELECTIVE COURSES

## BAA PEER COUNSELLING 11-12

The peer counselling program at Chemainus Secondary is designed to train students in communication, interpersonal, and specific intervention skills. These skills enable students to become peer helpers and take a role in the delivery of services and programs. These skills are beneficial for students wishing to pursue a career in professions such as teaching, social work, nursing, medicine, child & youth care, resident care, counselling, and other helping professions.

In addition to the training, the program includes special workshops centred on teen issues. Potential topics include the following: suicide prevention, grief & loss, conflict resolution, disordered eating, child abuse, substance use and abuse, and preventing relationship abuse.

Peer counsellors are trained to provide a variety of support services to the students at Chemainus Secondary and in the community beyond. These services or projects are a vital part of the program. Peer counsellors provide 25 hours or more of service for the school and local community. Students will learn to prepare, produce and manage an inquiry-based project.

These services may include:

Individualized Peer Support  
Peer Mediation  
Welcome Wagon for new students  
Reality Check  
Cancer/Diabetes Campaigns

Anti-bullying program  
Transition of Grade 7 student to Chemainus Secondary  
Compassion Week  
Suicide Prevention/Awareness  
Mental Health Awareness

## **BAA LEADERSHIP 11/12**

During this course students will work towards improving group process skills and enhancing creative and critical thinking skills. Content may include self-awareness, leadership styles, qualities of leadership, career choice, time management, conflict resolution and goal setting. The aim of the leadership course is to develop a sense of personal responsibility and commitment towards demonstrating leadership in their school and community. Students are required to provide voluntary service, such as in: Raise A Reader, Jump Rope For Heart, Christmas Cheer, and all school activities.

## **INDEPENDENT DIRECTED STUDIES**

### **Independent Directed Studies (IDS)**

Do you have an area of interest/passion that we don't have a course for? Did a course you have already taken peak an interest in delving deeper into one aspect? Would you like to "chart your own course"? Then IDS is for YOU!!

Independent Directed Studies (IDS) allows students to initiate their own learning under supervision. The IDS course allows students to:

- Pursue learning outcomes that extend beyond those normally taught in the classroom
- Study one or more learning outcomes in depth, or study more broadly a wide variety of learning outcomes from a single course.
- Pursue studies independent of the classroom schedule.

In order to participate in an IDS course, a student must have demonstrated the ability to work independently. An IDS course must be based on approved curriculum.

Working with an educator, students will help design, plan and evaluate his or her work. During scheduled time students can expect to set weekly goals, create inquiry questions, develop project criteria, maintain a project journal, work with a community mentor, complete project research/assessments/presentations, work on project requirements.

Some examples of studies students may pursue: sustainable resources, textile design, computer animation, coaching studies, script writing, entrepreneurship, music composition, cultural studies, marine biology.

If interested, see your counselor or administrator and sign up!

# CAREERS/TRADES

## CAREER LIFE EXPLORATIONS

All grade 10 students will be required to complete CLE. The purpose of CLE is to expose students to a variety of careers, refine their career-life goals and transferable skills. Based on student needs and interests, CLE may include service learning, volunteerism, employment, fieldwork, entrepreneurship and projects focused on an area of student interest.

## CAREER LIFE CONNECTIONS/CAPSTONE (4 Credits)

Students will learn how to effectively manage their life journey toward preferred future possibilities, developing confidence, knowledge and competencies necessary to succeed in an ever-changing world. All students in grade 12 will be required to complete CLE as well as design, prepare and present a culminating "Capstone" project that reflects their experiences in and out of school, and shares their learning journey.

## YOUTH WORK IN TRADES 11-12

### GET ON-THE-JOB TRAINING AS A YOUTH APPRENTICE

Get ahead on the work-based training of a trade apprenticeship while you're still in high school. Not only will you take home a pay cheque, but you will also earn up to 16 credits towards your high school diploma, log 480 training hours toward your trade credential and maybe even earn a \$1,000 award. Youth Train in Trades and Youth Work in Trades programs can be taken in any order and there are no prerequisites. [Learn more about the this program: http://youth.itabc.ca/programs/work/](http://youth.itabc.ca/programs/work/)

See Mr. Culbertson for more information.

## WORK EXPERIENCE 12A and 12B

Work Experience 12A and 12B students complete a minimum of 100 hours of Work Experience and activities to receive **4 course credits**.

In these programs students explore a particular focus area, or career interest (see chart below), participate in workplace learning, and prepare for transitions to the workplace or to further education and training at a post-secondary institution.

Participation in a Career Program is acknowledged on a student's Graduation transcript.

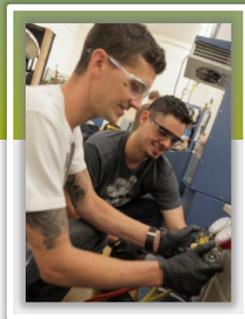
**Please see the Counsellors for further information\***

## ***TRADES SAMPLER 11-12***

The Introduction to Trades Program is a trades awareness program designed in cooperation with the Camosun College South Island Partnership, with assistance from SD79 Careers and the Industry Training Authority BC. Students will experience a variety of trades including carpentry, electrical, sheet metal, welding, plumbing, drafting, general maintenance, installation, inspection, demolition, testing and troubleshooting. In addition to gaining great experience in each of these areas, students are earning Math 11 credit as they learn and apply math to their work. Students will get the opportunity to tour through a variety of local businesses to see first-hand the job opportunities and career paths that these trades may lead.

This is a half day course where you will be in the Woodwork/Metalwork shop at Chemainus Secondary for 2 blocks. Credit will also be given for Workplace Math 11.

# Career Education & Dual Credit Opportunities



## FREE TUITION

Cowichan Valley School District offers many dual credit opportunities for motivated secondary school students to complete trades, career, and university level courses while attending high school and **tuition free**.

In partnership with Vancouver Island University and Camosun College, students can participate in various trades training programs as well as academic courses that are all transferrable to other BC post-secondary institutions.

Students will receive credits towards their high school graduation requirements as well a Level 1 or Certificate program credit upon completion of the program. To be eligible for dual credit, students must be school-aged, undertaking a post-secondary option that aligns with their career path and enrolled in grade 11 or grade 12.



## Trade and Certificate Programs

The Cowichan Trades Centre is host to various trades programs from Carpentry, Hairdressing, Refrigeration & Air Conditioning Mechanic and Welding. All programs are offered through Vancouver Island University. Cowichan School District students have the opportunity to stay local to participate in these exciting programs. At the VIU Cowichan Campus, certificate programs such as Office Administration, Health Care Assistant and Culinary are offered. Depending on space availability, the same programs may be offered at VIU Nanaimo Campus as well.



**COWICHAN VALLEY**  
School District  
**Our Journey is Beyond Education**



## Camosun College

Working together with local industry leaders, the South Island Partnership provides Dual Credit programs and courses to give high school students a head start on their post-secondary pathways.

Trades programs such as Auto Service Technician, Carpentry, Electrical, Fine Furniture & Joinery, Heavy Duty Mechanical, Horticulture, Plumbing & Pipe Fitting, Professional Cook, Refrigeration & Air Conditioning Mechanic, Sheet Metal & Metal Fabrication, and Welding are offered through the South Island Partnership Program. Students can apply going into their grade 12 year for these exciting programs.



## Dual Credit Academics

In partnership with Camosun College and Vancouver Island University, the Dual Credit program gives students the opportunity to take academic courses while they are in high school.

Popular courses such as Education 101, Criminology 103, and Psychology 100 are first year university courses that are available in Fall or Spring semesters. Students who qualify for these courses can take them tuition free in their grade 12 year to get a head with their post-secondary education.

**See your high school Career Counsellor today for more information!**



For more information, contact the Career Education department directly at 250-746-0277 or email [careereducation@sd79.bc.ca](mailto:careereducation@sd79.bc.ca) [www.careerandtransitions.ca](http://www.careerandtransitions.ca)



## Youth Work in Trades

**Are you currently working in a Trade?** You could be eligible for a **\$1000 student award** from the Industry Training Authority (ITA) upon graduation.

Get ahead on the work-based training of a trade apprenticeship while you are still in high school. Not only will you take home a pay cheque, you will earn up to 16 credits towards your high school diploma and may be eligible for the \$1000 Youth Work in Trades (WRK) Award for sustaining and exceptional work as an apprentice.

**For more information, please contact our District Careers Coordinator, Ryan Gough at 250-510-7306 or email: [rgough@sd79.bc.ca](mailto:rgough@sd79.bc.ca) to get registered today!**

## Work Experience

Work Experience is intended to help prepare students for the transition from secondary school to the world of work or further education and training. The community becomes the classroom where students gain knowledge and experience about the workplace and are provided with a frame of reference to review or revise their career goals.

To satisfy graduation requirements, all students must complete a minimum of 100 hours of on the job training and you will receive Work Experience 12A and/or 12B PLUS you receive credit towards Graduation Transitions.

**Meet with your Work Experience Teacher today to discuss the details and get started!**

## How to Apply

To apply for career programs, see your high school career counsellor today to discuss your career path and complete a dual credit application package.

**Note:** All programs and course availability are subject to enrollment. Some conditions apply to academic courses. Course start dates may change. **Register today to secure a seat!**