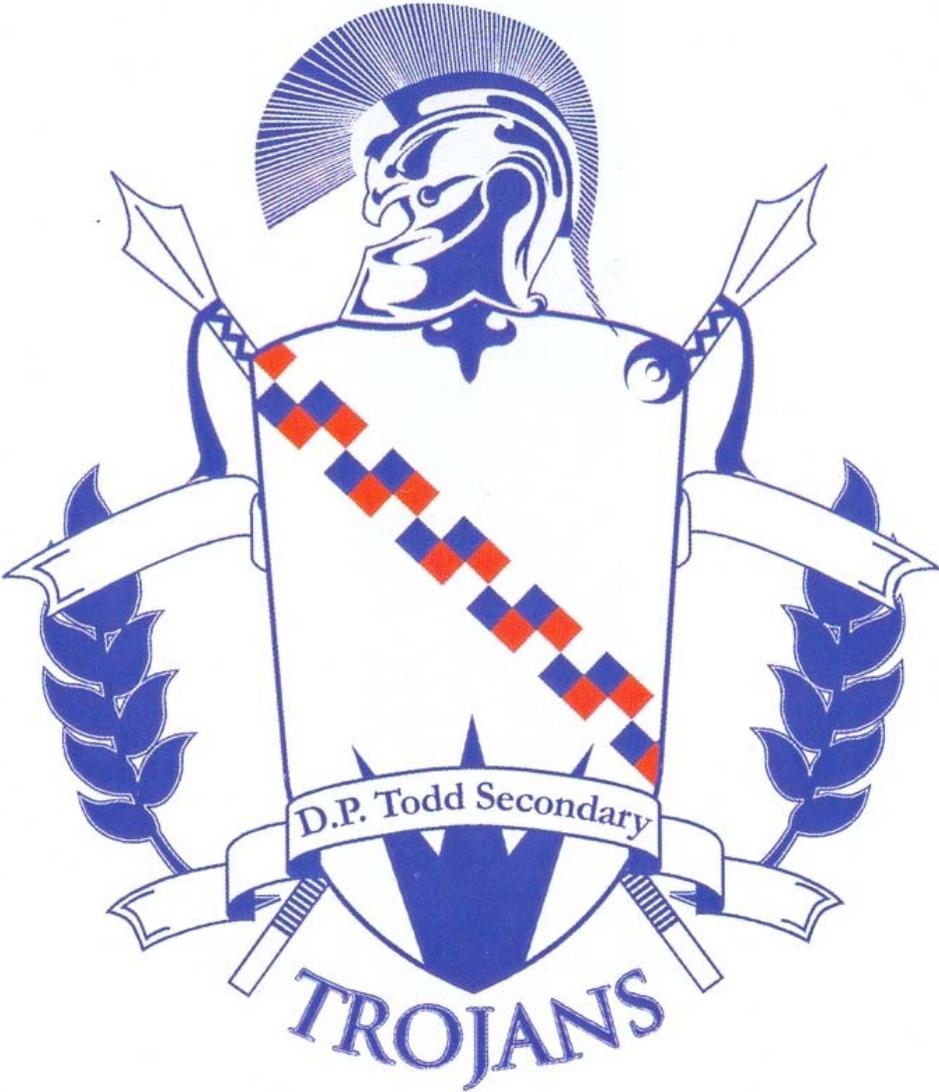


# D.P. Todd Secondary School Course Planning Guide-Grades 9-12 2022-2023

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*Home of the Trojans*



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## Administrative Team

Principal	Stephanie Davies
Vice Principal (A-K)	Bryan Bucci
Vice Principal (L-Z)	Sondra McGuire

## Counsellors

A-K	Lisa Nicholson
L-Z	Alexis Gunderson

## Learning Support Programs

DP Todd provides learning support in a variety of ways to meet the diversified needs of our students. Learning support includes individual instruction and assistance, skills upgrading, and self-directed learning to help students on their path toward graduation.

**Students CANNOT self-select these programs**

### Flex Education:

There are many reasons some students benefit from proceeding through one or more academic courses in an alternate environment. It could be a scheduling problem or a preference for a self-paced environment with support. Flex Education allows students to complete academic courses in a small group setting at their own pace. Modularized packages are available for students who must upgrade marks in core courses. Students in "Flex Ed" can expect to complete the same course work as students in the regular program with the ultimate goal of achieving a grade 12 Graduation Diploma (*Dogwood*).

### Learning Assistance Support:

Learning assistance teachers and counsellors monitor the progress of students with identified learning needs in the regular program. They consult with teachers, parents and students to develop Individual Education Plans that facilitate the full inclusion of all students in regular classrooms. In some cases, students are assigned to Learning Assistance for a scheduled block of assistance. Students receive assistance with work from their other subjects, and may have remediation/skills upgrading in the necessary academic area(s). There is no course credit work for time spent receiving specific subject support in Learning Assistance Support. Placement is made through School Based Team.

### Special Learning Resource Program

This program is designed to assist students with special needs. Acceptance into this program is dependent upon assessment and referral. Individual Education Programs are designed to meet the individual needs of each student, and may include both academic and life skills components.

## Planning Guide Purpose

The purpose of this guide is to help students select courses. It is important that students choose carefully to ensure that they complete the appropriate prerequisite courses and all course requirements for graduation and post-secondary study. The timetable is built to accommodate the majority of students' choices. Therefore, it is difficult to make individual course changes later.

When selecting courses, it is the students' responsibility to consider the following:

- Required courses for graduation;
- Other courses of interest;
- The courses you are likely to be successful in; and

- If you are planning to continue onto a post-secondary institution, you must know prerequisite course and entrance requirements. Information about post-secondary training and education often change and are best checked with the institutions themselves to get the latest and most accurate details.

## Graduation Requirements and Assessments

<b>REQUIRED COURSES</b>	
<b>Subject Area</b>	<b>Minimum Credits</b>
Career-Life Education 10	4
Career-Life Connections 12 (Capstone Project)	4
2 English Language Arts 10 Courses (2 credits each)	4
an English Language Arts 11	4
an English Language Arts 12	4
a Mathematics 10	4
a Mathematics 11 or 12	4
an Arts Education 10, 11 or 12 and/or an Applied Design, Skills, and Technologies 10, 11 or 12	4
Social Studies 10	4
a Social Studies 11 or 12	4
Science 10	4
a Science 11 or 12	4
Physical & Health Education 10	4
<b>TOTAL</b>	<b>52</b>
<b>ELECTIVE COURSES</b>	
Students must earn at least 28 elective credits from Grade 10-12 courses.	<b>28</b>
<b>OVERALL TOTAL</b>	<b>80 credits**</b>
Of the 80 credits for graduation, at least 16 must be at the Grade 12 level, including a Grade 12 Language Arts Course. Others may be required courses or elective credits.	
<b>Graduation Assessments</b>	
Numeracy Assessment (Grade 10)	
2 Literacy Assessments (Grade 10 & 12)	

More information regarding Graduation Requirements can be found at:

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

More Information about graduation assessments can be found at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/curriculum-and-assessment/provincial-exams/graduation-assessment>

## Career Life Connections 12

Career Life Connections and your Capstone Project require you to reflect on your knowledge and abilities, and to plan for life after graduation. You will have a teacher for this; but it is not done in a scheduled block of time. You will learn about this course in Career Life Education 10

If you are interested in learning more about Career Education courses, visit:  
<https://curriculum.gov.bc.ca/curriculum/career-education/introduction>

## External Credit Towards Graduation

An external credential is one that has been developed outside the Ministry and is earned by students either:

- outside the regular classroom setting (e.g., BC Conservatory of Music courses)
- inside the regular classroom setting (e.g. IB and AP courses).

Questions Concerning External Credentials

1. See a Counsellor
2. Additional Information from BC Ministry of Education:  
<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/external-credentials?keyword=external&keyword=credit>

No marks are given for these courses, only credits.

Examples of Course/Pre-Requisite Requirements for Post-Secondary or Trades Programs

## COURSE DESCRIPTIONS

### APPLIED DESIGN, SKILLS, AND TECHNOLOGIES

The Applied Design, Skills, and Technologies (ADST) curriculum is an experiential, hands-on program of learning through design and creation that includes skills and concepts from traditional and First Peoples practice from the existing disciplines of Business Education, Home Economics, Information Technology and Technology Education; and from new and emerging fields. It envisions a K - 12 continuum fostering the development of the skills and knowledge that will allow students to create practical and innovative responses to everyday needs and problems.

### Home Economics: Foods, Culinary Arts, Textiles and Family Studies

#### Food Studies 10 |

Open to all Grade 9 & 10 students.

- Kitchen safety and sanitation (including food borne illness)
- Canada's Food Guide / nutrition and recipes organized by food groups
- Basics of baking
- Food security, food in our communities

## **Food Studies 11 |**

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Students in this course will build on the skills from Foods 10 and also learn:

- Food sovereignty
- Meal and menu planning (preparing breakfast, lunch, and dinner)
- Nutrition and our families
- Aboriginal food systems

## **Food Studies 12 |**

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Students in this course will use the skills learned in Foods 11 to complete:

- independent projects that they have selected and properly planned.
- Theory and lessons will be assigned based on what is needed to allow successful completion of each project.

## **Culinary Arts 11**

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This course will focus on the skills and content knowledge required in commercial food preparation including ethical, social, and environmental issues. Students will be organized into groups and be responsible for planning, cooking and selling food to the student body. The class will run 4 days a week during regular school schedule, plus 3 lunch shifts per week that total 80 minutes.

## **Culinary Arts 12**

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This course will focus on the skills and content knowledge required for menu design and execution in commercial food preparation. It includes exploration of career opportunities both directly and indirectly related to culinary arts. Students will be organized into groups and be responsible for planning, cooking and selling food to the student body. The class will run 4 days a week during regular school schedule, plus 3 lunch shifts per week that total 80 minutes.

## **Textiles 10 |**

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**Requirements: Students supply own materials**

Open to all Grade 9 & 10 students.

- Sewing safety and equipment (including serger safety and use)
- Using and adjusting hard copy and online patterns
- Basics of textile identification and classification
- Independent project choices with teacher guidance

## **Textiles 11 |**

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**Requirements: Students supply own materials**

Students in this course will build on the skills from Textiles 10 and also learn:

- Serger safety and use
- Tailoring and adjusting previously constructed textile items (includes repairs)
- Up-cycling and current textile trends
- Aboriginal textile exploration

## **Textiles 12 |**

### **Requirements: Students supply own materials**

- Independently build skills previously acquired in Textiles 11
- Independently chosen projects that challenge and strengthen current skill set
- Theory and lessons will be assigned based on what is needed to allow successful completion of each project.
- Journal response project that supports new curriculum

The projects they choose will require them to complete approx. 80 hours of total project working time as well as two mid-point assessment interviews with the teacher.

## **Interpersonal and Family Relationships 11**

This course offers service design opportunities to address interpersonal, family, and/or community challenges. Learning includes social dynamics and cultural influences, interviewing and consultation etiquette, and characteristics of healthy and safe relationships.

## **Child Development and Caregiving 12**

This course offers service design opportunities for children and families. Learning includes theories of child development and the role of play, healthy prenatal and feeding practices, theories of caregiving styles and their impact on human development, and child care options for families, both locally and internationally.

## **Technology Education**

### **Power Technology 10**

Power Technology 10 is an ADST course that focuses on power and energy transfer systems. Learning includes automotive systems, assembly and disassembly, energy transmission, and alternative energy sources. Open to all Grade 9 & 10 students. Students in this course will:

- Be introduced to the tools and techniques used to repair and maintain small engine systems
- Gain confidence in an automotive shop environment
- Build a base knowledge of mechanical concepts and skills

### **Automotive Technology 11**

Students in this course will:

- Build on the skills from Power Technology 10
- Learn how to maintain and service a vehicle
- Expand their base knowledge of mechanical concepts and skills

Students will work on a serious of practical, hands-on labs through-out the semester

### **Automotive Technology 12**

Students in this course will:

- Build on the skills from Automotive Technology 11
- Learn how to maintain and service a vehicle
- Expand their base knowledge of mechanical concepts and skills

Students will work on a serious of practical, hands-on labs through-out the semester.

## **Drafting 10**

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Open to all Grade 9 & 10 students.

Students in this course will learn:

- Standards and procedures used in the drafting & engineering industries
- Basic Hand tool and Computer Assisted drawing techniques
- Several different styles and techniques used for drawing objects
- An introduction to Computer Assisted Manufacturing

Students will complete an extensive portfolio of their drawing work as well as a few projects to bring all these skills together.

## **Drafting 11**

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Students in this course will build on the skills from Drafting 10 and also learn:

- Basic Dimensioning skills for project plans
- More advanced hand and computer drafting techniques
- More advanced methods of drawing complex objects

Students will add onto their drawing portfolio well as more project-based work to bring all these skills together.

## **Drafting 12**

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Students in this course will use the skills learned in Drafting 11 to complete independent project-based units of study that they will select depending on their interests.

Topics may include but are not limited to:

- Architecture, Mapping
- Computer Controlled Manufacturing
- 3D Modelling & Rendering
- Design Engineering
- Electrical

Theory and lessons will be assigned based on what is needed to allow successful completion of each project.

## **Woodwork 10**

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Open to all Grade 9 & 10 students.

Students in this course will learn:

- Project measurement, layout, and cost calculations.
- Woodshop routines and procedures required for project completion
- Hand & Machine tool use and safety
- Basic wood joinery methods
- Methods for surface preparation and finishing

Students should complete 4 or more small projects in this course.

## **Woodwork 11**

Students in this course will build on the skills from Woodwork 10 and also learn:

- Basic cabinetry skills
- More advanced hand and machine-tool operation and set-ups
- More advanced joinery and finishing techniques
- Basic artistic woodworking techniques (carving, wood bending, scroll saw, lathe...)

Students should complete 3 required projects and at least one student chosen project in this course. Required projects will allow for student choice and design options to “personalize” their work.

## **Woodwork 12**

Students in this course will use the skills learned Woodwork 11 to complete independent projects that they have selected and properly planned. Theory and lessons will be assigned based on what is needed to allow successful completion of each project.

The projects they chose will require them to complete approx. 80 hours of total project working time.

## **Robotics 10**

Open to grade 9 & 10 students

Introduces the students to the basics of:

- robotics programming
- Design & build VEX EDR competitions
- robot behaviors using input/output devices, movement- and sensor-based responses, and microcontrollers
- Students will work with VEX EDR robotics kits

## **Robotics 11**

Build on the skills from Robotics 10

## **Robotics 12**

Build from the skills from Robotics 11

Take on leadership role on robotics team

## DEAD PINE PROGRAMS

### Dead Pine Junior Program 10

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All day semester long program that runs **second semester**. This is an intensive land based program. Activities include: Being outside (Hikes, Overnight camping, Canoe trips, Wood chipping), Weekly rock climbing at the overhang gym, receiving your CORE (hunter's education program), shooting at the gun range, Bush craft (fire building, knife, axe safety etc.), Hands on projects, Skinning, fleshing and tanning animals from the trap line (optional), Weekly guitar/rockband lessons at John McGuiness (optional). Course Credits received: Career Life Education 10, Social Studies 10, English Language Arts 10, PE 10, Outdoor Education 10 and Technology Explorations 10.

### Dead Pine Senior Program 11-12

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All day semester long program that runs **first semester**. This is an intensive land based program. Activities include: Being outside (Hikes, Overnight camping, Canoe trips, Wood chipping), Trades skills including Auto, Metal, Welding, Electronics, Weekly rock climbing at the overhang gym, shooting at the gun range, Bush craft (fire building, knife, axe safety etc.), Hands on projects, Skinning, fleshing and tanning animals from the trap line (optional), Weekly guitar/rockband lessons at John McGuiness (optional). Course Credits received: English 11 or 12, Science for citizens 11, Automotive 11 or 12, Metalwork 11 or 12, Outdoor Education 11 or 12, and PE 11 or 12.

## ARTS EDUCATION

### Visual Arts

#### Visual Arts: Photography 10

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Open to grades 9 & 10.

Photography is an art form that uses light and optics to capture images for artistic expression. This course covers the basics of how digital cameras work to capture light and create images as well as basic digital editing tools and techniques used to digitally correct or manipulate images. Students will also be introduced to the basic visual arts elements and principles of composition and design as they apply to photography and how choices in composition and design visually communicate ideas, moods and perspectives.

In this course students will learn:

- The basic components of a digital camera and how they work together to capture light and create images including lenses, mirrors, light sensors, and shutters
- Visual artistic elements including line, shape, color, space, texture, light, exposure, and contrast
- Principles of composition including balance, rule of thirds, point of view, leading lines, framing, depth of view, and focal point
- The influence of social, cultural, historical, political and personal context on photographic works as well as the use of photography to communicate and respond to social and environmental issues
- The ethics of digital citizenship, cultural appropriation, and plagiarism

#### Photography 11

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This course builds upon, and expands the knowledge and skills introduced in Photography 10, but also introduces more specialized equipment and techniques.

## **Photography 12**

This Photography course is a more self-directed, project-based course with an introduction to cinematography (film-making). This course also focuses on preparing students for a post-secondary education and/or employment in the field of photography and/or photographic arts.

## **Visual Arts: Art Studio 10**

Open to all Grade 9-10 students. Students in this course will learn:

- Routines and procedures required for project completion
- Traditional and contemporary Aboriginal world views and cross-cultural perspectives in the arts
- Adapt and apply learned skills and processes for different purposes and audiences
- Methods for project drafting and completion.

## **Art Studio 11**

Students in this course will build on the skills from Art 10 and also learn:

- Independent project design processes
- More advanced techniques in a wide range of mediums
- Justifying work through artist statements
- Critical thinking for concepts and ideas
- Advanced problem solving, assessing and critiquing of projects

Students will be completing multiple theme or technique directed projects in a range of mediums. Independent projects allow for student design options to "personalize" their work.

## **Art Studio 12**

Students in this course will use the skills learned in Art 11 to complete independent projects that they have selected and properly planned. Theory and lessons will be assigned based on what is needed to allow successful completion of each project.

The projects they chose will require them to complete approx. 100 hours of total project working time.

## **Music**

**Please note: instruments ARE available for use from the school.**

### **Grade 9 Instrumental Music**

This course backs with PE to provide a full year of concert band experiences. This course is open only to students in grade 9 who have previous band experience or are currently studying with a private teacher. This course offers opportunity for Grade 9 students to Discover Level 1 Band music in the Concert Band setting.

In this course you will further your development on your band instrument by:

- Playing in a group environment called the Concert Band
- Performing and participating in concerts, festivals and workshops
- Participating in small band trips
- Creating musical compositions
- Exploring variety of musical genres, history and professionals
- Learning to compose music
- Conducting a Concert Band
- Exploring music in a historical and cultural context

## **Instrumental Music: Concert Band 10**

In this course you will learn:

- The basics of Playing a Band Instrument within a group setting called the Beginner Concert Band.
- Play a band instrument
- Develop tone, good posture, accurate fingerings, and air support on that instrument
- Read music – notes and rhythms related to your instrument
- Work with classmates to present a Band Concert
- Perform for audiences
- Create music compositions of your own and more!

## **Instrumental Music: Concert Band 11 & 12**

This X-Block course provides experiences in the concert band setting for the advanced musician.

Check with Mrs. Klein regarding which Band you should register in.

This course offers enhanced Concert Band instruction, developing your skills as a well-rounded musician. Concerts, Festivals, Workshops and Composing are all required in this course. This course is typically known as Senior Concert Band 11. Students in this course are eligible for the Senior Band Trip.

## **Instrumental Music: Jazz Band 11 & 12**

This X-Block course offers music students an enriched performance program further exploring the Jazz Band Genre with its members in the “Big Band” setting.

It is open to Students in Grade 11-12. Students must be co-registered in the Concert Band 11 or 12 to be accepted into Jazz Band.

Check with Mrs. Klein regarding which Band you should register in.

Jazz Band offers study in musical styles such as Rock, Swing, Latin, Funk, and Ballads. Also included are basics to improvisation. This class may enjoy community music outreach opportunities.

## **Drama**

### **Drama 10**

Open to all Grade 9 & 10 students.

Students in this course will develop the following skills:

- Physical communication skills
- Verbal communication skills
- Improvisational skills
- self-confidence and the ability to speak/perform in front of others both as a group and individually
- Memorization skills
- directing and maintaining focus
- Character development

Students will be expected to perform in three short group performances and at least one individual performance.

## **Theatre Company 11**

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Students in this course will build on the skills from Drama 10 and also learn:

- Character and plot analysis and development
- Choreographing movement
- Basic script writing
- Directing groups
- Basic stage lighting and sound technology/techniques
- Costuming and makeup
- set design

Students will be expected to perform in at least three group performances, two individual performances, and one public performance.

Students will also be expected to write a one act play, and direct the actors chosen to perform it.

## **Theatre Company 12**

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Students in this course will use the skills learned in Drama 11 to plan, produce, direct and perform a full-length play to a public audience. Theory and lessons will be assigned based on what is needed to allow successful completion of planning and performing a play for a public audience.

## **CAREER EDUCATION**

Today's graduates must be able to adapt to ongoing change in many aspects of their lives. Purposeful career-life development, where students learn how to set personally meaningful goals, recognize and cultivate relevant opportunities and supportive relationships, and continually re-evaluate and revise their plans, is a requirement for educated citizens in an ever-changing world. Educated citizens are lifelong learners who continually build on their self-awareness about evolving interests and strengths, and who are able to use this personal knowledge to inform their career-life choices with flexibility as opportunities and challenges arise. In Grades 10 to 12, students explore and research a multitude of education, work-related, and life opportunities to develop the knowledge and the personal and social competencies to manage the next steps in their career-life journeys.

### **Career-Life Education 10 | REQUIRED COURSE**

Career-Life Education supports students in becoming successful, educated citizens by helping them learn how to effectively manage their life journey toward preferred future possibilities. It focuses on gaining a clear understanding of career-life development knowledge, skills, and strategies for life's journey into adulthood, and includes the exploration of career-life possibilities for adult life, such as roles, opportunities, and community resources, examination of ways to publicly represent ourselves both face-to-face and in digital environments, the practicing of inclusive and respectful interactions for various community and work-related contexts, connecting and engaging with supportive community members, and researching post-graduation options and planning resources, such as labour market trends, budgeting tools, and workplace safety guidelines.

### **Career-Life Connections 12 | REQUIRED COURSE**

**This course is completed by students independently, outside the timetable.**

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

The capstone includes, but is not limited to, two stages:

- The preparation process - students reflect on experiences in school and out of a school, assess development in the Core Competencies, and share highlights of their learning journey – 12A
- The capstone product - students design, assemble, and present a capstone – 12B

### **Work Experience 12A & Work Experience 12B**

**Unpaid Work Experience (WEX 12A)** is for those students who are not yet working in a job related to their career interests. They may not yet have a job or they may already be working in an entry level job that they don't intend to follow to a career - for instance, working in a fast food restaurant. This course is intended to help them learn about their interests and explore possible career directions. The work placement(s) they arrange will be unpaid.

**Paid Work Experience (WEX 12B)** is a course for students who are already working in an area that they believe may lead to a career - so long as the student can explain how their current jobs may lead to a future in that field, students may log the hours worked at the job and count them toward credits earned. The employer will agree that the work was completed and that is career oriented. Students may take both 12A & 12B once each, earning a maximum of 8 credits for Work Experience.

Students in Pre-Employment, Special Learning, Learning Support Center and Centre for Learning Alternatives Community Alternate Education programs have the opportunity to be placed on two-week unpaid work experiences up to twice per year, through coursework in their support classes.

## **ENGLISH LANGUAGE ARTS**

### **English Language Arts 9**

Skill development progresses from English 8 as students practice multi-paragraph compositions and writing for specific audiences while continuing to study a variety of story and text features, and literary elements and structures.

### **Creative Writing 10 (2 Credits) | REQUIRED COURSE**

Creative Writing 10 is designed for students who have an interest in creative expression through language. The course provides students opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the sampling of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, and practice their writing.

### **EFP New Media 10 (2 Credits) | REQUIRED COURSE**

Using authentic First Peoples text and story, EFP 10 New Media, explores identity of self, others and the world. This course makes up two credits towards grade 10 English. This course is grounded in the First Peoples Principles of Learning and uses cultural and historical text to teach Principles of the English Language.

### **Literary Studies 11 | REQUIRED COURSE**

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. The following are possible areas of focus: canonical literature, genre-specific studies, world lit, Canadian Lit., First Peoples Texts, etc.

## **LANGUAGE ARTS 12 – STUDENTS ARE REQUIRED TO TAKE ONE OF THE FOLLOWING:**

### **English Studies 12**

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

- refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals
- think critically and creatively about the uses of language
- explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that shape identity
- appreciate the importance of self-representation through text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understanding of what it means to be educated Canadian and global citizens

### **English First Peoples 12**

EFP 12 builds upon and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. The course is grounded in the First Peoples Principles of Learning. It is designed for all students, Aboriginal and non-Aboriginal, who are interested in delving deeply into First Peoples oral and written literature and visual texts in a range of media. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text, including oral story, poetry, song, performance, film, and prose. A key feature of the course is its focus on authentic First Peoples voices (i.e., historical or contemporary texts created by or with First Peoples).

## **LANGUAGES**

According to Ministry of Education policy, a second language course is a compulsory part of every student's program from Grade 5 through Grade 8. Core French is the compulsory language offered in Grade 8 in School District No. 57. From Grades 9 through 12, a second language course is **optional**.

Students considering **dropping their second language** courses before Grade 11 or 12 should ensure that such a language course is not required for **admission to their post-secondary** faculty or institution of choice.

Language programs emphasize listening and speaking skills especially in the junior grades. As the students become more proficient, increasing time is devoted to practice of reading and writing so that by the end of Grade 12 a successful student has acquired sufficient fluency upon which to build future studies.

### **French 9**

- Integrates language skills in reading, writing, listening and speaking by using a variety of literature and media.
- Increases vocabulary and knowledge of the Francophone world.
- Students will be able share opinions and preferences, giving reasons.

### **French 10**

- Increasingly sophisticated activities and materials are used for skill development.
- A wider variety of literature and media are used.
- Students will be able to describe, narrate, or analyze events, situations, or experiences.

- Students will learn to communicate needs, desires, and emotions; exchange opinions, ideas, thoughts, and points of view (giving reasons and reacting).
- Cultural content will include the role of French in the Canadian context, France and its contributions to the world, and the role of French as a language of global communication.

### **French 11**

- Increasingly sophisticated activities and materials are used for skill development.
- A wider variety of literature and media are used.
- Students will be able to describe, narrate, or analyze events, situations, or experiences.
- Students will learn to communicate needs, desires, and emotions; exchange opinions, ideas, thoughts, and points of view (giving reasons and reacting).
- Cultural content will include the role of French in the Canadian context, France and its contributions to the world, and the role of French as a language of global communication.

### **French 12**

- Increasingly sophisticated activities and materials are used for skill development.
- A wider variety of literature and media are used.
- Students will be able to describe, narrate, or analyze events, situations, or experiences.
- Students will learn to communicate needs, desires, and emotions; exchange opinions, ideas, thoughts, and points of view (giving reasons and reacting).
- Cultural content will include the role of French in the Canadian context, France and its contributions to the world, and the role of French as a language of global communication.

### **Introductory Spanish 11**

Open to Grades 9-12

This is an introductory language course for students wanting to gain a basic knowledge of Spanish. No previous language courses are required. In this course students will:

- Practice all four language skills: listening, speaking, reading, and writing
- Build basic vocabulary, pronunciation, and communication skills.
- Gain an appreciation of Hispanic culture and Spanish as a global language

### **Spanish 11**

Prerequisite: Intro Spanish 11

This is a continuation of concepts learned in Introductory Spanish 11. In this course students will:

- Practice all four language skills: listening, speaking, reading, and writing
- Develop increasingly advanced vocabulary, sentence structures, pronunciation, and communication skills
- Further an appreciation of Hispanic culture and Spanish as a global language

### **Japanese 11/12**

Introductory Japanese 11/12 focuses on learning basic reading and writing using Hiragana and Katakana, as well as listening and speaking through activities and conversation. This course also features a strong cultural component which focuses on history, pop culture, and the arts.



### **Mathematics 8 Core**

This course covers topics similar to Math 8 but is designed as a bridging course for those who are not yet prepared for Math 8.

### **Mathematics 8**

This course covers topics including squares, cubes and roots, proportional reasoning, fractions, linear relations, expressions and two-step equations, surface area, volume, the Pythagorean theorem, central tendency, probability and financial literacy.

### **Mathematics 9 Core**

This course covers topics including fractions, percent, measurement including surface area and volume, Pythagoras, primary trigonometric ratios and financial literacy.

### **Mathematics 9**

This course covers topics including operations with rational numbers, exponents, polynomials, two variable linear relations, multi-step equations, proportional reasoning, statistics and financial literacy.

### **Workplace Mathematics 10**

This course covers topics including graphs, primary trigonometric ratios, conversions and measurement, surface area, volume, central tendency, probability and financial literacy.

### **Foundations of Mathematics and Pre-Calculus 10**

This course covers topics including powers, prime factorization, functions and relations, linear functions, arithmetic sequence, systems of equations, algebraic multiplication, factoring, primary trigonometric ratios and financial literacy.

### **Workplace Mathematics 11**

This course covers topics including rate of change, statistical vocabulary, interpreting data, interpreting graphs, 3D objects and financial literacy. It is recommended for students going directly into the workforce after graduation.

### **Foundations of Mathematics 11**

This course covers topics including mathematical reasoning, angle relationships, graphical analysis, linear inequalities, quadratic functions, systems of equations, optimization, applications, statistics, scale models and financial literacy. It is recommended for students going directly into humanities or general studies in university.

### **Pre-Calculus 11**

This course covers topics including real numbers, powers, radicals, factoring, rational expressions and equations, quadratic functions and equations, inequalities, trigonometry and financial literacy. It is recommended for students going directly into science or business at university or an electrical trade.

### **Apprenticeship Mathematics 12**

This course covers topics including measuring, triangles, 3D objects, mathematics in the workplace and financial literacy. It is recommended for students entering most trades via the CTC program or after graduation.

### **Foundations of Mathematics 12**

This course covers topics including constructions, conics, fractals, graphical representations, regression analysis, combinatorics, odds, probability and financial planning. It is required for some university programs.

### **Pre-Calculus 12**

This course covers topics including transformations, exponentials, geometric sequence and series, logarithms, polynomials, rational functions and trigonometry. It is required for university programs that include calculus as well as electrical trade programs.

### **Calculus 12**

This course covers topics including functions, limits, differentiation, rates of change, integration, approximations and applications. It is recommended for students who are going into sciences or business at University.

## **PHYSICAL & HEALTH EDUCATION**

### **Physical and Health Education 9**

- Participation in wide ranges of activities to both develop personal well-being and to provide a basis for lifelong healthy living.
- Activities may be selected from among Games, Dance, Gymnastics and alternate environmental activities.

### **Physical and Health Education 10 | REQUIRED COURSE**

- Participation in wide ranges of activities to both develop personal well-being and to provide a basis for lifelong healthy living.
- Activities may be selected from among Games, Dance, Gymnastics and alternate environmental activities.

### **Active Living 11**

Recommended Prerequisite of PHE 10

- Participation in wide ranges of activities to both develop personal well-being and to provide a basis for lifelong healthy living.
- Focus on areas of personal interest and participation in activities promoting social interaction, community responsibility and skill development.

### **Active Living 12**

Recommended Prerequisite of PHE 10

- Participation in wide ranges of activities to both develop personal well-being and to provide a basis for lifelong healthy living.
- Focus on areas of personal interest and participation in activities promoting social interaction, community responsibility and skill development.

## **Outdoor Education 10**

Open to Grade 9 & 10 students

The Grade 10 Outdoor Education Program at DP Todd builds up to a Capstone trip every year. The course is designed to give the students a basic understanding of: trip planning, shelter building, food preparation, environmental stewardship, and basic wilderness survival.

## **BA Yoga and Personal Development 12**

This course will allow students to work on developing physically on a personal basis without competition. The course offers a personalized learning experience giving students the option to work at pace and intensity set by themselves, rather than that of the group. Yoga assists with developing personal awareness and skills such as self-regulation, stress relieving practices and knowledge of healthy choices to become well rounded adults.

This course is considered an elective & DOES NOT satisfy the Ministry of Education Graduation Requirement for Physical Education 10.

## **Volleyball & Wellness 11 Year-Long X-Block (7:25 -8:40 am) Tuesday/Wednesday/Friday**

Open to Grades 10-12 students

This course will focus on the fundamentals of volleyball. Students will develop their technical skills, learn the rules of the game and be exposed to training principles for volleyball

## **Volleyball & Wellness 12 Year-Long X-Block (7:25 -8:40 am) Tuesday/Wednesday/Friday**

Open to Grades 10-12 students

This course will focus on advancing a student's volleyball skills and tactics of play. Students will be exposed to higher level skill development as well as a greater in depth understanding of the tactics to be successful while continuing to work on their fitness levels.

## **Athletic Coaching 12**

Coaching 12 is a theory and practical course in coaching, refereeing, organization, first aid and physiology. Students with an interest in coaching, recreation, sports administration or education will gain valuable knowledge, skills, and attitudes to assist them in furthering their education in this area, finding employment in recreation related fields, and providing quality volunteer services to the community.

## **SCIENCE**

The redesigned Science curriculum has the same format as all other areas of learning. Four curriculum elements – the Big Ideas, Curricular Competencies, Content and Elaborations – link the knowing, doing, and understanding of science learning. By connecting science knowledge with a hands on approach to doing science, the curriculum elements support learning in biology, chemistry, physics, and Earth/space science, leading to a deep understanding of science concepts.

The Big Ideas in the Science curriculum tell the story of science through the concepts featured. For each area of science – biology, chemistry, physics, Earth/space science—important concepts are introduced in Kindergarten and expanded in subsequent grades, resulting in a deep understanding of the story of science.

## **Science 9**

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- Cells are derived from cells.
- The electron arrangement of atoms impacts their chemical nature.
- Electric current is the flow of electric charge.
- The biosphere, geosphere, hydrosphere and atmosphere are interconnected as matter cycles and energy flows through them.

## **Science 10**

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- Genes are the foundation for the diversity of living things.
- Chemical processes require energy change as atoms are rearranged.
- 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.

## **Life Sciences 11 previously (Biology 11)**

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The Life Science 11 course focuses on three Big Ideas:

- 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.

The Life Sciences 11 course provides students is designed to explore the basic understanding of how living organisms are organized, the various levels and hierarchies of organization, and how the organization methods have evolved over time through the introduction of new knowledge and understanding. The course will expand on the various methods/theories/levels of evolution, as well as the placement of organisms into the various taxonomic groups, and will include a brief look at several of the various types of unicellular and multicellular organisms that are found in the six main kingdoms.

## **Chemistry 11**

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Recommended: A Mathematics 10 or 11 taken concurrently

- Designed for the university-bound student, CH 11 expands on the study of physical and chemical properties of matter
- Introduction to Chemistry: chemical reactions and bonding
- Atomic structure
- Organic and solution chemistry

## **Physics 11**

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Recommended: B minimum achieved in Foundations of Mathematics & Pre-Calculus 10

Recommended: FOM 11 or PREC11 taken concurrently

Introductory course that focuses on the principles and theories of physics encourages investigation of physical relationships and illustrates the relationships between theories and applications.

- Provides a solid base for further study in kinetics, dynamics, work/energy, and momentum. Strong background in Mathematics and problem-solving skills are essential.

## Science for Citizens 11

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This course meets “a Science 11” requirements for Graduation but may not meet admission requirements for post-secondary. Please check.

The Science for Citizens 11 course focuses on three Big Ideas:

- 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.

Science for Citizens 11 will explore a number of topics involving the use of science and technology in both home and workplace environments. The course will explore: evidence-based decision making through science, personal and public health practices, the impact of technologies, personal and workplace safety and awareness, various certifications needed for the workplace and elsewhere, impacts of technology and the practical applications of science in the workplace, applications of materials science, beneficial scientific innovations, the effects of natural hazards and responses, human impact on Earth’s systems in terms of natural resources and climate change, and various actions and decisions affecting the local and global environment

## Anatomy and Physiology 12 (previously Biology 12)

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Recommended Prerequisites: Life Sciences 11 & Chemistry 11

The Anatomy and Physiology 12 course focuses on three Big Ideas:

- 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.

Anatomy and Physiology 12 provides students a chance to explore the structures and processes that compose of and maintain the human body beginning with the chemicals that are used to create human cells and ending with the exploration of the organ systems. The course will also explore diseases and imbalances of the human body and various methods to counter these, in order to maintain health.

## Chemistry 12

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Prerequisite: Chemistry 11

Recommended: Strong background in Mathematics and Problem Solving

Chemistry in the world around you and how it affects your everyday life.

Lab assignments are integral to the topics studied:

- Reaction Kinetics
- Solubility Equilibria
- Dynamic Equilibrium
- Acids, Bases, and Salts
- Oxidation-Reduction

## **Physics 12**

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Prerequisite: Physics 11 and Mathematics 11

Study of classic mechanics and electromagnetism designed to help students develop analytical and problem-solving skills.

Provides opportunities for students to understand and apply the principles and concepts of physics to practical situations.

Proper laboratory skills and safety measures will be stressed.

Topics include:

- Work, Energy and Power
- Vector Kinematics and Dynamics
- Momentum and Equilibrium
- Circular Motion
- Gravitation
- Electrostatics
- Electric Circuits
- Electromagnetism

## **SOCIAL STUDIES**

### **Social Studies 9**

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- Focus on changes in societies from the 18<sup>th</sup> to early 20<sup>th</sup> Century.
- May examine growth of industry, revolutions, the changing map of North America, and the early development of Canada up to the end of World War One
- Develops skills at identifying bias, critical thinking, and different ways to communicate knowledge

### **Social Studies 10**

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- Focus on Canada history from 1919 to the present including historical, geographic, government and the changes of society
- Explores how Canada has evolved as a nation and as a player in the international community
- May investigate diverse issues such as poverty, global conflict, political movements, the growth of Canadian identity, resource development, and Indigenous reconciliation.
- Develop skills at interpreting bias, critical thinking, and different forms of communication.

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

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Social Studies 11 is an Explorations course that may focus on different aspects of history, geography, politics, legal, and culture concerns. These may be local or global. Each educator will offer unique specialization to best meet the students' needs.

Based on staffing any of the following courses are anticipated to be offered: Genocide Studies, Civil Law (not Law 12), Social Justice, Geography, Local History and land based studies. These are the choices:

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

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- Using the traditional methods of history to analyze and evaluate historical evidence to determine its reliability and significance.
- Apply those methods to a study of the world after 1919, with its varying periods of conflict and collaboration.
- Course mainly looks at the rise of Hitler, World War II, the Cold War and the rise of China. All this and a cool Soviet Survivor Game.

## **Law Studies 12**

- A survey course covering criminal law, civil law, family law, labour law, human rights and torts.
- A case study method is used to provide a high level of student interest and involvement.
- The course mainly looks at our criminal law system which includes a field trip to the Courthouse.
- This course culminates in a mock trial as a substitute for a written final exam.

## **Comparative Cultures 12**

- Studies ancient cultures from the Mediterranean (Egypt, Greece, and Rome), Asia (India, China, and Japan) and the Americas (Inca, Mayans, and Aztecs) and compares them to modern experiences.
- Study includes political, social, economic, religious / philosophical / mythological, artistic, military, and behavioral systems.
- Student led research / presentations will allow students to additional cultures / topics.
- Interactive activities will be numerous and may include visiting a Sikh temple or Muslim Mosque, meditation, a Japanese tea ceremony, and a banquet of various ancient foods.
- Please see Ms. Cawsey if you'd like more specific details.

## **Social Justice 12**

The purpose of this course is about understanding different issues around the world and creating a deep understanding of it. This class focuses on discussion and learning about social justice through film. Topics include: Personal beliefs, Racism, Truth and Reconciliation, Feminism and gender, and LGBTQ+ identities and issues.

## **Human Geography 12**

The purpose of this course is to introduce the systematic study of patterns and processes that have shaped understanding, use, and alteration of Earth's surface through human movement and interaction with the environment. Students employ concepts and analysis to examine social organization and its consequences, examine population growth and decline patterns, and assess migration, immigration and emigration of people. They also learn about methods and tools geographers use in their science and practice. Our study of geography will apply a holistic perspective in examining patterns, places and landscapes, while we find our place in the world around us.

## **BC First Peoples 12**

The purpose of this course is to explore traditional territories of the B.C. First Nations and relationships with the land, the role of oral tradition for B.C. First Peoples, the impact of historical exchanges of ideas, practices, and materials among local B.C. First Peoples and with non-indigenous peoples. Students will also explore provincial and federal government policies and practices that have affected, and continue to affect, the responses of B.C. First Peoples to colonialism, resistance of B.C. First Peoples to colonialism, the role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of B.C. First Peoples, the commonalities and differences between governance systems of traditional and contemporary B.C. First Peoples, and contemporary challenges facing B.C. First Peoples, including legacies of colonialism.

## LEADERSHIP, PEER TUTORING, PSYCHOLOGY AND FORENSIC SCIENCE

### Leadership 11 | Wells

Leadership 11 is a dynamic, hands-on course for those students who want to make a difference in the social lives of their peers! All Leadership courses are year-long and offered OUTSIDE of the regular schedule (either at lunch time or after school, usually two classes per week –TBA). This class will require students to commit to doing some activities after regular school hour and/or weekends. Leadership students coordinate many of the extracurricular social activities at D.P. Todd like the school dances and spirit weeks. The structure of the Leadership Program at D.P. Todd will consist of group activities, planning for school/community events, individual projects, and the learning and practicing of leadership qualities/skills both as a group and individuals.

Leadership 11 students will be required to have a certain number of volunteer hours for activities coordinated at school such as dances and spirit days. Students are also responsible for creating the school yearbook, for coordinating the school announcements, and for advertising events through a variety of methods.

### Leadership 12 | Wells

The structure of the year-long Leadership 12 course is very similar to Leadership 11, however, there will be advanced expectations for those in Leadership 12.

All Leadership courses are year-long and offered OUTSIDE of the regular schedule (either at lunch time or after school, usually two classes per week –TBA). This class will require students to commit to doing some activities after regular school hour and/or weekends. Leadership students coordinate many of the extracurricular social activities at D.P. Todd like the school dances and spirit weeks. The structure of the Leadership Program at D.P. Todd will consist of group activities, planning for school/community events, individual projects, and the learning and practicing of leadership qualities/skills both as a group and individuals.

Leadership 12 students will be required to have a certain number of volunteer hours for activities coordinated at school such as dances and spirit days. Students are also responsible for creating the school yearbook, for coordinating the school announcements, and for advertising events through a variety of methods.

### Leadership 11 | (Intramural ) Lawrence

In this course you will learn about sport and recreational leadership through organizing and planning activities in the gym with your classmates. You get to choose the activities and events that we will put on for the rest of the school. This is a year long course that is run during lunch 1-3 times a week.

### Leadership 12 | (Intramural ) Lawrence

In this course you will learn about sport and recreational leadership through organizing and planning activities in the gym with your classmates. You get to choose the activities and events that we will put on for the rest of the school. This is a year long course that is run during lunch 1-3 times a week.

### Peer Tutoring 11

The primary focus for this course is for senior students to have an opportunity to give back to our school environment by working with students in a junior class to build positive connections and to assist students in understanding the material covered in the junior student's course. The course content covers learning styles, health and safety, confidentiality and leadership within a classroom setting. The course content is covered through lunch hours or after school during the first two weeks of a semester. After the opening discussions and assignments are complete, students will then be deployed to junior classrooms.

Students can expect to keep track of their learning and classroom involvement through completion of learning logs and self-reflection tools.

## **Peer Helping 12**

The primary focus for this course is for senior students to have an opportunity to give back to our school environment by working with students in a junior class to build positive connections and to assist students in understanding the material covered in the junior student's course. The course content covers learning styles, health and safety, confidentiality and leadership within a classroom setting. The course content is covered through lunch hours or after school during the first two weeks of a semester. After the opening discussions and assignments are complete, students will then be deployed to junior classrooms.

Students can expect to keep track of their learning and classroom involvement through completion of learning logs and self-reflection tools.

## **Forensics Sciences 11**

This course does NOT satisfy the Ministry of Education Graduation Requirement for Science 11. Instead it counts as a Grade 11 ELECTIVE credit. This course focuses on some of the techniques and practices used by Forensic Scientists during a Crime Scene Investigation (CSI). Students will follow evidence trails, and examine how various elements of the crime scene are analyzed and processed. (E.g. fingerprints, blood spatter, firearms, bite marks, skeletons, body decomposition, tool marks, hair/fibre analysis, etc.). Includes guest speakers, labs, activities, and research projects. Previous science classes an asset, but not required.

## **Psychology 11**

The purpose Psychology 11 is to introduce students to the scientific study of behaviour and mental processes of humans and other animals. Some topics we may cover include methods of research and positive psychology involving the principles of happiness, gratitude and resilience, human development and theories, the human brain and behaviour, learning, memory, forensic psychology, and altered states of consciousness, such as dreaming and sleep.

## **Other Program Opportunities**

### **Canadian Sports School - Northern BC**

This program is a partnership between Pacific Sport Northern BC and School District No. 57. The program is designed for high performing student athletes who require an elite athlete environment to assist in balancing their academic and athletic pursuits. Students take their academic courses in the morning at their home school then attend the Sport School at the UNBC Sport Centre in the afternoon. This program, for grade 10-12 students, typically enrolls students who are competing at the provincial and/or national level in their sport. Students must apply to enroll in this program. Contact counseling staff (250-562-6441) to discuss how to apply to the program.

### **Skills, Trades & Careers Development Opportunities in SD57**

We strive to provide a variety of experiences and opportunities in a wide range of working environments for students to explore future career options, expand on current skills and prepare to transition into their futures after high school.

## **Courses**

### **Career Technical Centre (CTC)**

The Career Technical Centre is a partnership between the College of New Caledonia and School District No. 57. This partnership allows high school students to have a unique opportunity during Grades 11 and 12. Students in select school districts can take two semesters at CNC and two at high school, graduating with both their Grade 12 and their first year of technical training. Imagine graduating high school with one year of college already completed!

Contact a school counsellor for information or visit:

[http://www.cnc.bc.ca/cnc\\_programs/program\\_websites/career\\_technical\\_centre.htm](http://www.cnc.bc.ca/cnc_programs/program_websites/career_technical_centre.htm)

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

This course is for students currently working in a trade with an ITA certified sponsor. Hours worked can be used for up to 16 credits.

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

This course is for students currently working in a trade with an ITA certified sponsor. Hours worked can be used for up to 16 credits.

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

This course is for students currently working in a trade with an ITA certified sponsor. Hours worked can be used for up to 16 credits.

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

This course is for students currently working in a trade with an ITA certified sponsor. Hours worked can be used for up to 16 credits.

## **Career Awareness Programs**

### **With Council of Forest Industries**

**Discover Careers in Natural Resource Management:** A two-day program for Grade 10 – 12 students interested in forestry, natural resource management, wildfire management, fisheries, and wildfire management.

**Discover Trades and Technology in the Forest Industry:** For Grade 10 – 12 students exploring careers in trades at Northwood Pulp Ltd. And Prince George Sawmill.

### **With Northern Health**

**Kindergarten Health Circuits:** Grade 11 and 12 students are offered short term work experiences assisting the healthcare professionals with the various immunizations and tests in areas such as dental hygiene, audiology, ophthalmology and general health.

### **With Northern Regional Construction Association**

**Heavy Metal Rocks:** Grade 11 and 12 students get exciting hands-on experiences in operating heavy equipment and other trades found in the construction industry.

### **With RCMP**

**RCMP Youth Academy:** This program is offered to students interested in a career in policing or law enforcement. Students are provided with a “boot camp” style experience during a week of their Spring Break.

### **With Rotary**

**Adventures in Health Care:** Grades 10 and 11 students can explore career paths in health care over five days. AiMHi, Northern Health, CNC and UNBC showcase innovative modules in a variety of careers.

### **With Wildland Fire Service**

**Junior Fire Crew:** Grades 10 and 11 students can explore career paths in health care over five days. AiMHi, Northern Health, CNC and UNBC showcase innovative modules in a variety of careers.

### **Within School District No. 57**

**CHOP57:** A mystery ingredient culinary competition for Grade 11 and 12 students.

For more information on these programs, please see your Careers Teacher or the Skills, Trades & Careers website: <https://www.sd57.bc.ca/school/cla/career/>

