



Pemberton Secondary School

Course Selection 2024-2025

Graduation Information & Curriculum Course Outlines

PRINCIPAL'S MESSAGE

We are entering one of the most exciting and busy times at Pemberton Secondary: course selection for 2024/25!

During this time students work with their parents/guardians, teachers, and counsellor to think about what their future goals are and what classes at Pemberton Secondary will help them move in that direction. We communicate a lot to ensure we are building a school year that will meet the needs of our students.

This booklet is designed to help students in the planning process. It contains course descriptions, graduation and post-secondary prerequisites and general program information. Please take time to read this information carefully and contact us if you require further information on grade and program requirements.

In order to maximize student opportunities and ensure transition goals are met, **students must take a full complement of courses** (nine courses for Grade 10 and 11, and nine courses and completion of Capstone in their grade 12 year). There are a number of course options available to students, particularly at the senior level. Some courses prepare students for post-secondary school entrance, others for vocational training, and still others prepare students for the workplace. Careful planning and informed decision making will help move students along on their path, but always remember that there are many ways to achieve our goals.

Brianne Aldcroft
Principal

COUNSELLOR'S MESSAGE

The counsellor's role is to assist students in understanding their interests and setting goals to facilitate academic planning, in addition we also support career exploration and vocational decision making.

Please take time to explore the course choices and access our services to discuss your future plans. It is our school's desire to assist each student in achieving their personal and educational goals. I look forward to working together with students and their guardians and wish you all the best in your course selections.

Heather Quamme
Counsellor
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GRADUATION REQUIREMENTS FOR 2023-24

Graduation with a B.C. Dogwood Diploma is a culmination of learning and credits over the course of three years and three assessments (Four assessments for French Immersion, see French Immersion requirements below). Requirements are outlined below under credits and 3 Provincial Graduation Assessments are required (Numeracy 10, Literacy 10 & 12).

1. Credits

Minimum 80 credits (**equivalent to 20 courses**) are required for graduation. Certain courses that are **required** are shown below. 80 credits is the minimum amount of credits necessary to graduate and the 80 credits are inclusive of the 16 credits at the grade 12 level (including Language Arts 12).

52 Required Credits include:	
Language Arts 10 (English or English First Peoples 10)	4 credits
Language Arts 11 (English 11 or English First Peoples 11)	4 credits
Language Arts 12 (English 12 or English First Peoples 12)	4 credits
Social Studies 10 OR Science Humaines 10 (French Immersion students only)	4 credits
Social Studies 11 <u>or</u> 12	4 credits
Science 10	4 credits
Minimum of ONE Science 11 <u>or</u> 12 (Life Sciences/Physics/Chemistry/Earth Sciences/Geology/Environmental Science)	4 credits
Mathematics 10 (Workplace Math 10 or Foundations Math Pre-Calculus 10)	4 credits
ONE of Mathematics 11 (Workplace Math 11 or Foundations of Math 11 or Pre-calculus 11)	4 credits
Physical and Health Education 10	4 credits
Minimum of ONE Fine Arts <u>or</u> Applied Skills 10 <u>or</u> 11 <u>or</u> 12	4 credits
Career Life Education A and B (2 credits in grade 10 & 2 credits in grade 11)	4 credits
Career Life Connections and the Capstone Project (grade 12; see description below)	4 credits
New for 2024 Approved Indigenous courses eg. BC First Peoples 12, English First Peoples 10, 11 & 12, SBBA Indigenous Studies, Indigenous Leadership 10, 11 & 12.	4 credits
+ 7 Elective Courses (10 <u>or</u> 11 <u>or</u> 12) for a total of 28 credits	28 credits
A minimum of 16 credits at Grade 12 level including Language Arts 12. All ministry-authorized and board/authority approved courses count.	80 total

Counsellors review students' transcripts on a regular basis to ensure that graduation requirements are available and are being met by each student, therefore, **students may not be allowed to drop certain courses because they are graduation requirements.**

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

Career Life Connections and the Capstone Project (4 credits)

A Capstone project, also known as a culmination project or experience, or senior exhibition, among other terms, is a project that allows students to demonstrate their learning using an area(s) of interest as the basis for the project. Ideally, this would be in an area that they are passionate about and anticipate they will be pursuing after graduation. In Career Life Connections, students will design, assemble, and ultimately present a Capstone project to an audience in order to demonstrate personal learning and achievement (in and out-of-school), growth in the core competencies, and a reflection on the post-graduation plan.

(https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/career-education/en_ce_capstone.pdf)

2. Provincial Graduation Assessments REQUIRED for graduation:

There are three Provincial Graduation Assessments, the graduation Numeracy Assessment in Grade 10 and the Graduation Literacy Assessments in Grade 10 and 12.

Applying to Post Secondary Institutions

While the Graduation Program allows students to choose various courses, many post-secondary institutions often require you to complete specific courses to get into certain programs. Careful planning in Grades 10, 11 and 12 will ensure you have all the courses and credits you need.

FRENCH IMMERSION/DUAL DOGWOOD

French Immersion (FI) students can earn both a British Columbia Certificate of Graduation and a Diplôme de fin d'études secondaires en Colombie-Britannique.

To graduate with both diplomas, FI students must meet the graduation requirements for the Graduation Diploma and, of these 80 credits, they must earn 6 courses in French:

- At least 16 credits at the Grade 12 level (including a Français langue seconde-immersion course at the Grade 12 level)
- Français langue seconde-immersion 10 (4 credits)
- A Français langue seconde-immersion course at the Grade 11 level (4 credits)
- Français langue seconde-immersion 12 (4 credits)
- At least 12 more credits in Grade 10, 11, or 12 courses that are in French with at least 4 of these credits at the Grade 11 or 12 level

In addition, French Immersion students must also complete four Provincial Graduation Assessments, three in literacy and one in numeracy.

ADULT GRADUATION DIPLOMA

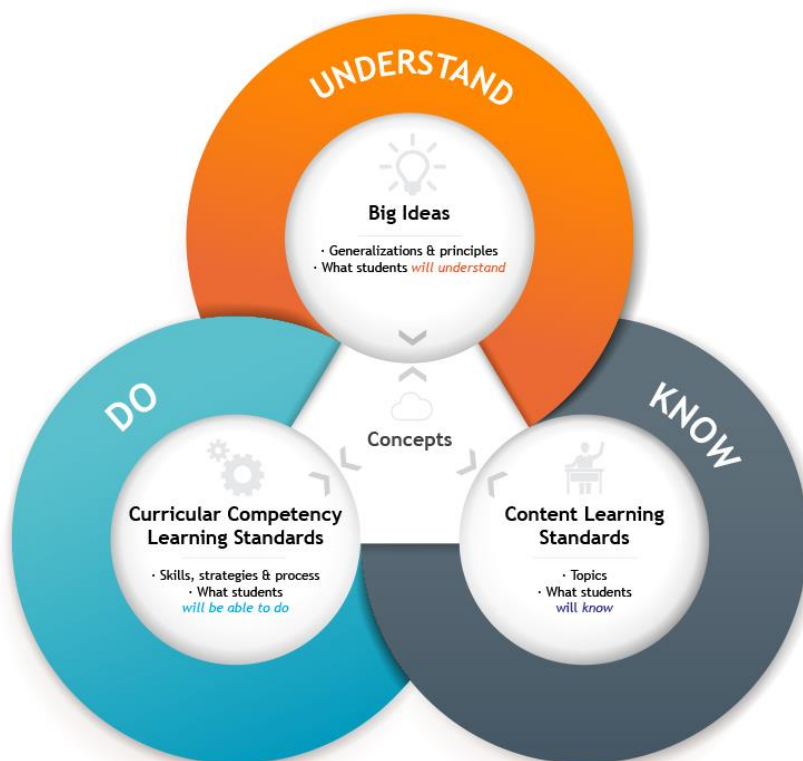
Learners who are 18 years of age or older can combine credits earned at both secondary and post-secondary schools towards a B.C. Adult Graduation Diploma (Adult Diploma). Adult learners may also pursue a regular B.C. Certificate of Graduation. The criteria for a B.C. Adult Graduation Diploma is:

- English Language Arts 12
- a Math 11 or 12
- 3 additional ministry coded grade 12 courses (Work Experience 12 can only be used as 1 of these courses)
- Note: 2 of the 5 required courses can be earned prior to turning 18

NEW PATH TO GRADUATION INFORMATION

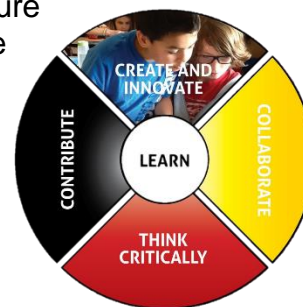
B.C.'s curriculum structure has been designed with the same common components for each area of learning and grade level.

These include a) Core Competencies, b) Big Ideas and c) Learning Standards.



A. Core Competencies are foundational to the curriculum structure and underpin all areas of learning. They are directly related to the educated citizen and, as such, are what we value for all students in the system.

There are three categories of Core Competencies.



1. Learn
 - a. Core skills: communication, literacy, numeracy readiness
 - b. Personal responsibility, health, habits of mind
 - c. Resiliency, adaptability, intuitiveness, confidence
→ **Self/Disciplined Mind**
2. Create and Innovate
 - a. Making something new
 - b. Technical, artistic, and digital skills
 - c. Curiosity, imagination
→ **Physical/Creative Mind**
3. Think Critically
 - a. Decision making
 - b. Problem solving
 - c. Synthesizing, analysing, connecting, deep thinking
→ **Intellectual/Synthesizing Mind**
4. Contribute
 - a. Local and global citizenship
 - b. Social responsibility, character development, leadership
 - c. Environmental responsibility
→ **Spiritual/Ethical Mind**
5. Collaborate
 - a. Interpersonal skills
 - b. Being respectful of others' opinions, flexible
 - c. Working cooperatively
→ **Emotional/Respectful Mind**

B. Big Ideas consist of generalizations, principles, and the key concepts important within an area of learning. Big Ideas represent what students will **understand** at the completion of their grade in each area of learning. These concepts extend beyond a single grade and help build a broad base for students' future understanding.

C. Learning Standards contain two distinct elements:

1. Curricular Competencies, which are explicit statements of what is expected at each grade level in each area of learning. Curricular Competencies are the skills, strategies, and processes that students develop over time and apply to their ongoing lifelong learning. Curricular Competencies are unique to each area of learning. Students are expected to be able to demonstrate (do) the Curricular Competencies.
2. Content, which are the essential concepts and knowledge that students must learn at each grade level. Students are expected to know the content.

FREQUENTLY ASKED QUESTIONS

How many courses should I take each school year?

All students are expected to take a minimum of 9 courses per school year (including Career Life Courses). In addition, there is a Grade 12 requirement of a Capstone presentation in the spring of their graduating year.

When should I choose my elective (selected studies) courses?

You should choose your elective courses only after considering what career path you may like to follow, what your past achievements have been, and what advice has been given by counsellors, teachers and parents/guardians. Some of the language is confusing: all required courses are listed above, anything that is not considered a requirement is an elective. For example: Science 10 = required, ONE science 11 = required, any additional science courses = elective credits.

When must I take "Applied Skills" or "Fine Arts" courses?

In either Grade 10, 11 or 12 students must take one Applied Skills or one Fine Arts course also known as ADST.

How do I find out about post-secondary institutions' entrance requirements?

Most general requirements are included online and in post-secondary institutions' print and online calendars. Some programs have more detailed or specific requirements. All students should research their chosen fields of study and familiarize themselves with the entrance requirements and plan their courses at PSS accordingly. All students will have access to create an account with [My Blueprint](http://myblueprint.com/sd48) (<http://myblueprint.com/sd48> -select Pemberton and create an account) to help them explore their job and career interests and to research programs available at post-secondary institutions. Also have a look at WorkBC and Education Planner.

How do I know what high school courses are required for post-secondary entrance?

The requirements vary for each institution and program of study, but there are some standard requirements listed on the each post-secondary schools' web site. Familiarize yourself with these early and make a plan for taking the appropriate courses. For example, Pre-calculus 12 is a required course for engineering at university and many science programs, and a language course at a grade 11 level is required for entrance into UBC, SFU and many humanities programs (e.g. History, English, International Studies) at University of Victoria.

Provincial Graduation Assessments- How many assessments will I have to write?

There are three Provincial Graduation Assessments, aligned with the curriculum, in literacy and numeracy that are required for graduation with a Dogwood Diploma. Numeracy 10, Literacy 10 and Literacy 12.

If you are in French Immersion, planning to graduate with a Dual Dogwood, there is an additional assessment in grade 12 Évaluation de littératie de la 12^e année – Français langue seconde – immersion

The following policies are associated with the new assessments:

- All three are required for graduation (four for French Immersion)
- Stand-alone assessments (not tied to a specific course)
- Students take the Graduation Numeracy Assessment in Grade 10
- Students take Graduation Literacy Assessments in Grades 10 and 12

What if I want to change my timetable after I've already selected my courses?

If you wish to change your timetable before school begins in September, please make an appointment through the office (604-894-6318) with the counsellor who will try and help fulfill your request. If you want to make changes after the term has begun you must make sure you have an educationally sound reason and discuss this with the counsellor and your parents/guardians. The deadline for course changes is three days after the term has begun.

How does the school decide what electives to offer?

All elective courses are offered based on student demand and teaching time available within our school timetable.

What if I can't get the senior course I want?

There may be occasions when the school is not able to offer the senior-level course you want. If this happens, speak to the counsellor about waitlists and about distance learning options such as online courses. Careful planning in your grade 10 year can help you ensure you get the courses you need.

How do I track my progress toward graduation?

After you begin taking grade 10 courses, you are encouraged to set up an account at the government website for transcript services. Use a personal email address, NOT your school email as you will want access to this after you graduate. This transcript is your official transcript so pay attention to it! It lists all your classes and will indicate what requirements have yet to be met. Need help? ASK!

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

LEARNING SUPPORT SERVICES AT PEMBERTON SECONDARY

Students at Pemberton Secondary are provided learning support on an 'as needed' basis or as part of an Individual Education Plan when students have been designated with a specific learning need.

Students that are experiencing learning challenges are encouraged to discuss these with their teachers and parents/guardians. If, at any time, students or their families and teachers feel that a student would benefit from more formalized educational support, parents can request through their child's classroom teachers, or by contacting Pemberton Secondary's administration, that a referral to our School Based Team be made.

Our School Based Team is comprised of classroom teachers, learning support specialists, counsellors, aboriginal support staff, and our school psychologist. Once a referral is made, the team makes recommendations for learning support for a student. The family and student are brought into this process to determine what learning support options are best for the student, based on the student's goals and their family's goals. In some cases, students are referred for psycho-educational assessments, conducted by our school psychologist to assess learning needs, or students may be referred to outside agencies such as counselling or medical follow up.

Students experiencing learning challenges can expect to have adaptations made to their regular classroom work to best meet their learning needs. Students may also access specific learning interventions in the areas of literacy and numeracy, depending on recommendations made by the School Based Team.

Pemberton Secondary School offers regular after school homework support and an after-school math support program, available to all students.

ADDITIONAL CREDITS IN THE GRADUATION PROGRAM

Students may be able to obtain high school credits in the following ways. For more information please contact the school counsellor.

Equivalency

Course equivalency is the process of receiving credit, based on documentation which indicates the student has achieved the learning outcomes for an approved grade 10, 11 or grade 12 course outside of the BC school system. Students who have moved from another province or country, or who have credentials from an out of school program that schoolboards or the Ministry have deemed equivalent are eligible for equivalency credits.

Independent-Directed Studies (IDS)

Independent-Directed Studies (IDS) allows students to initiate, develop and complete their own courses under the supervision of a teacher. An IDS course must be based upon the learning outcomes of a Ministry Authorized Course. Students may get one, two, three or four credits at the grade 10, 11 or 12 level.

External Courses

An external course is an organized set of learning activities that is developed or offered outside the BC School System. Students may earn credit for successfully completing an external course approved by the Ministry. For example, a student who has completed their Grade 8 Piano through the Royal Conservatory of Music could receive credit for Music 12. The Ministry of Education has supplied a list of the external youth development courses, sports programs, music courses, and industrial and occupational courses that will be recognized for Grade 10, 11 or 12 credit. The counsellor has a complete list of all ministry approved external courses, they can also be found online at

http://www.bced.gov.bc.ca/datacollections/course_registry_web_search/search-home.en.php

Challenge

If documentation is not available to do an equivalency review, it may be appropriate for a student to challenge a course. If a student has not taken the course but feels that they can challenge the learning outcomes then they may go through the challenge process.

COURSE DESCRIPTIONS

LANGUAGE ARTS PROGRAM

English Language Arts 10 (Required, 4 credits total)

Each student takes **Composition 10 (2 credits)**, and then chooses another 2 credit option for a total of 4 credits of English 10 described below:

Each Grade 10 student will be required to take Composition 10 for 2 credits. This course will focus on the fundamentals of English as it relates to reading, writing and oral language. This course includes a variety of texts, grammar and structure of English, and forms of written work that relate to core competencies and content such as:

- writing in a specific form, and for a specific audience or discipline
- planning, drafting, and editing processes
- how to cite sources, consider credibility of evidence, and evaluate the quality and reliability of the source.



Each student then chooses an additional 2 credit course from the options below to complete their 4 credit English 10 requirement. All of these courses will take place with the same teacher they have for Composition 10, and they will focus on individual student interest and ideas.

The 2 credit options are as follows:

- Literary Studies
- First Peoples Literary Studies
- Spoken Language
- First Peoples Spoken Language
- New Media
- First Peoples New Media
- Creative Writing

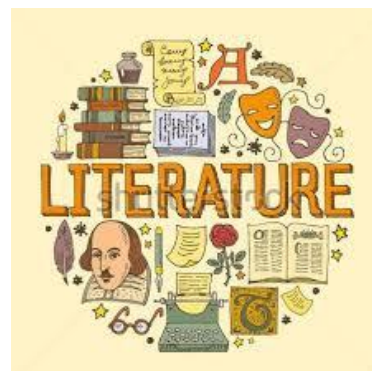
For more information on each complementary 2 credit course please visit:

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses>

English Language Arts 11 (Required, 4 credits)

Both courses will be integrated into the same classroom, but students will be working on achieving different credit requirements depending on which course they pick. Students choose from:

- Literary Studies 11
- English FP Literary Studies (satisfies both English 11 requirement and Indigenous course requirement outlined above)



Content/competencies covered by the lessons includes:

- Recognizing and understanding how different forms, formats, structures, and features of texts enhance and shape meaning and impact understanding,
- Understanding the influence of land/place in text
- Construct meaningful personal connections between self, text, and world
- Using written words to convey understanding and connections to text
- Transform ideas and information to create original texts, using various genres, forms, structures, and styles

Students will be completing the required competencies for English 11 credits through the process of inquiry-based learning.

English Studies 12/English First Peoples 12 (Required, 4 credits)

To fulfill the 4 credit grade 12 English course requirement, students can take either:

- English 12 or
- English 12 First Peoples (satisfies both English 12 requirement and Indigenous course requirement outlined above)

These two curriculum areas will be integrated into the same class where students can direct their interests and inquiry towards the big ideas and curricular competencies for either course. This could include core competencies and content such as:

- writing in a specific form, and for a specific audience or discipline
- exploring and evaluating the style, structure and meaning of different texts
- citing sources, considering credibility, and evaluating the quality and reliability of sources
- thinking critically and creatively to explore ideas within and beyond texts

LANGUAGE PROGRAMS

Successful completion of a second language at the grade 11 level is required for admittance to certain universities and programs. Check your preferred institution's specific requirements.

Core French 10

Expanded use of vocabulary and grammatical structures previously introduced are carried on with increasing emphasis on the student's written and spoken command of the language. Interest in French culture continues to be promoted.

Ucwalmicwts 10, 11 & 12

In this course students learn Ucwalmicwts vocabulary and focus on oral and written command of the language. Activities are designed to further cultivate appreciation for the language and culture throughout the course.

Core French 11

Equal emphasis continues to be placed on the four skills of speaking, reading, writing and listening. Interest in and appreciation of French culture is promoted through course content.

Core French 12

French 12 continues the development of listening and oral skills learnt in French 11 and on further developing reading and writing skills. There will be an introduction to poetry to accompany the additional readings, further study of more sophisticated grammar, and practicing and polishing of composition style.

FRENCH IMMERSION

Required Courses:

Grade 8:

- Sciences humaines 8
- Français langue seconde 8
- Beaux-arts 8

Grade 9

- Sciences humaines 9
- Français langue seconde 9
- Beaux-arts 9

Grade 10 through 12 (a total of six, (4 credits each) senior courses are required)

- Sciences Humaines 10 (Social Studies 10 in French)
- Français langue seconde 10
- Plus 4 other courses
- Français langue seconde 11 also satisfies the language 11 requirement for select post-secondary institutions

French Immersion grade 10-12

Français langue seconde - Immersion 10 (FLSI 10) and Sciences humaines 10 (FSCH 10)

The *français langue seconde* component of this offers a progressive development of linguistic skills: speaking, listening, reading and writing. Students will be given the opportunity to be creative and exercise their critical thinking skills through different means (class discussions, debates, presentations...). Students will learn techniques to enable them to communicate effectively and clearly when writing and speaking in French. Please note that the oral/aural component of these courses is as important as the written one.

Français langue seconde - immersion 12 (FLSI 12)

Both of these courses aim to assist students in developing advanced skills in listening, speaking, reading and writing in French. The students will be encouraged to explore their identity as Anglophone French speakers or Francophone culture. Throughout the course the students will read both modern and classic French novels. It is to be noted that the oral/aural component of français langue seconde is as important as the written one.

Langue et culture de la francophonie 12

This course is designed to encourage students to discover, explore, analyze, and interpret the language and culture specific to the Francophone experience and Canada's French-speaking culture. The big ideas include how identity is linked to communicating and living within French communities which in turn fosters a sense of belonging and cultural traditions. Linguistic variations will be discussed and analyzed. Students will explore how cultural reference points are specific to the Francophone texts, media and communications.

Communication Orale 12

Communication Orale 12 is designed to encourage students to refine and clarify their communication through practice and revision of French-language texts, with an emphasis on oral communication. The course provides students with opportunities to explore original texts, as well as to create, write, and share their own texts for a range of purposes and real-world audiences and to develop active listening skills. Through processes of drafting, reflection and revising, students will build a body of work for a range of language situations. Over time, they will develop confidence in their oral and written communication skills.

The following are possible focus areas in Communication orale 12: spoken word, poetry, slam, presentation of poems and fables, plays, reader's theatre, skits, improvisation, songs, public speaking, and debating.

Études Du Cinéma et de la Littérature Francophones 12

This course is designed to encourage students to discover, explore, analyze, and interpret cinematographic and literary works of the French-speaking world. By studying a variety of texts, students will acquire knowledge of francophone culture, which will contribute to the development of their identity.

The film component of the course will enable students to discover cinematographic works from different eras, cultures, styles, and genres. Through the literature component, students will discover a variety of literary texts and works.

LEADERSHIP COURSES

Indigenous Leadership 8- 12

Indigenous Leadership is a course open to all students, grades 8-12 at Pemberton Secondary. Students in Indigenous Leadership are eligible to join the SD48 Indigenous Youth Council and organize school events at PSS. Much of the course is spent in preparation for the 24 Hour Drum event in May of each year where Indigenous Leadership students from SD48 (and other districts) come together for a day in a celebration of culture and to raise awareness about current issues facing Indigenous youth.

Leadership 10-12

This course is designed to help students become better leaders; honing skills in key areas of communication, motivation, expectation setting, and problem resolution. Students will investigate the principles of leadership and strong character as necessary ingredients for academic excellence and effective living. Students will research, organize and facilitate a variety of school activities both curricular and extracurricular. They will also be responsible for organizing two community events and volunteering within the community. This is a fun, project based class where the students apply their learned skills in a real world setting.

Athletic Citizenship 11/12

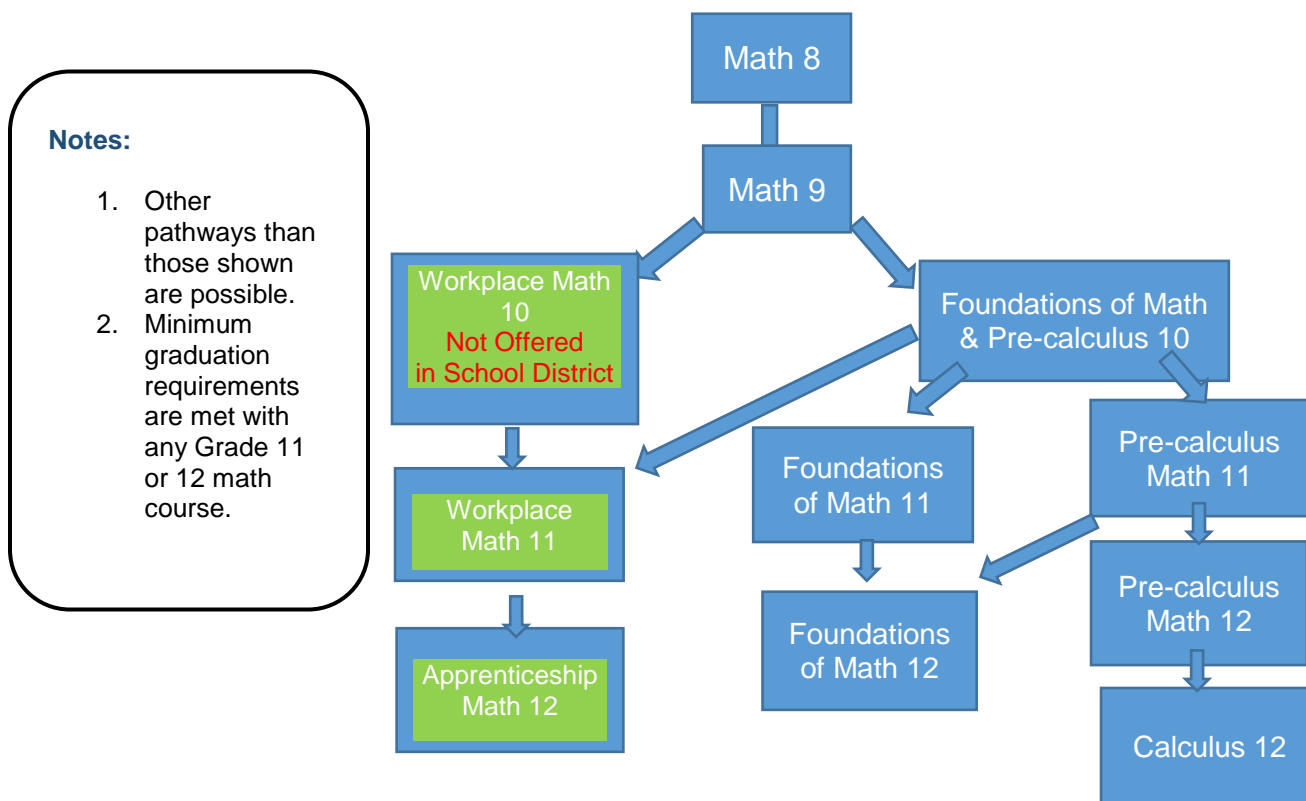
This course is designed to provide students with an opportunity to formally practice sport leadership and management. Attending an after-school class and participation at practices and games are the mandatory requirements for this course. During class students will focus on leadership, coaching and officiating skills, as well as management (scheduling, finances, promotions, etc.). They may practice these skills by organizing intramurals, scorekeeping, coaching and officiating at Pemberton Secondary and Signal Hill.

Peer Tutoring 11/12

Peer Tutoring 11/12 is a course for senior students (11 or 12) who are interested in providing classroom assistance for junior classes at PSS. Interested students must be committed to spending one of their blocks to being a classroom tutor. They will be responsible for providing assistance to students and teachers. To apply for this course, contact the counsellor. A sponsor teacher assessment form will be completed by the teacher whose class you tutored in order for you to obtain credit. To obtain credit in this course you will be expected to work hard assisting the teacher, helping students, maintaining a positive classroom environment and be enthusiastic about the content.

MATHEMATICS

Consultation and planning are important in selecting a pathway because of the different requirements of universities, colleges, and trades schools.



Across all math programs, students will be expected to focus on the curricular competencies of:

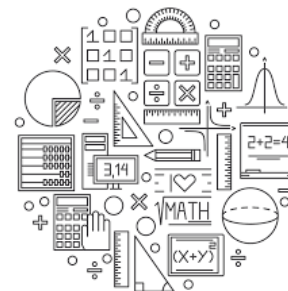
- reasoning and analyzing
- understanding and solving
- communicating and representing
- connecting and reflecting

Financial literacy is a component of most math courses, except for Pre-calculus 12 and Calculus 12.

All students will need to write the **Numeracy 10 Assessment** as a requirement for graduation, it can be written at the end of Semester 1 or 2 during PSS' Assessment Days. Students can write this assessment starting in Grade 10. The assessment can be attempted 3 times if you are looking to ameliorate your mark.

Grade 10-12 Mathematics Courses

Math courses from Grades 10 to 12 are designed to fit into pathways to accommodate the diverse educational and training needs of students. Students need only a Grade 11 math course to graduate. Some colleges and universities require a specific grade 11 math course for admission, and others require additional grade 12 math courses. Check admission requirements for the college or university programs you are considering before choosing a Grade 11/12 math course or pathway. If you start one pathway and want to switch – that’s fine too!



Foundations of Mathematics and Pre-calculus 10 (Required, 4 credits)

Foundations of Mathematics and Pre-calculus 10 is for all students and is required for graduation. It is the only Math course offered as directed by School District #48. The focus is on the following big ideas:

- proportional comparisons of trigonometry
- operations with exponents and powers
- linear functions, equations, and systems
- polynomial expressions (including factoring)
- mathematical relationships (including functions, arithmetic sequences)

Choose at least ONE of the following math 11 courses as required for graduation:

Workplace Mathematics 11 (4 credits)

Workplace Mathematics 11 can be used as a graduation requirement and is for students that do not need to complete Pre-calculus courses to get into their chosen post-secondary program. Workplace Math 11 will focus on the big ideas of:

- proportional reasoning
- skills and applications in financial decision making
- representing 3D objects in 2D space
- fluency with numeracy (understanding and confidence in computation)
- representing and analyzing data to understand relationships



Foundations of Mathematics 11 (4 credits)

Foundation of Mathematics 11 is a course that you could select if applying for post-secondary studies in subject areas not requiring calculus. Foundations of Math 11 will focus on the big ideas of:

- proportional relationships in similar shapes (including scale models)
- optimization analysis
- logical reasoning
- statistical analysis

Pre-calculus Mathematics 11 (4 credits)

Pre-calculus 11 is the course students should select if applying for admission to universities and colleges that will require calculus. This course, along with Pre-calculus 12, are needed for sciences, engineering, mathematics, and many other areas of study. Pre-calculus 11 will focus on the big ideas of:

- algebraic relationships (including rational expressions and equations)
- operations involving powers, radicals and polynomials
- quadratic relationships
- trigonometry (non-right angle triangles, angles in standard position)



The following courses are not required for graduation however are required for many post-secondary (college, university, trades) admission:

Apprenticeship/Workplace Mathematics 12 (4 credits)

Apprenticeship Mathematics may be a prerequisite course for student planning on applying for trade apprenticeship programs. Apprenticeship Math 12 will focus on the big ideas of:

- investigating, planning, creating and evaluating a design
- constructing 3D objects using a 2D plan
- applying math skills in the workplace
- proportional reasoning (including similar triangles)
- choice of, and skills with, tools related to measurement, accuracy and precision

Foundations of Mathematics 12 (4 credits)

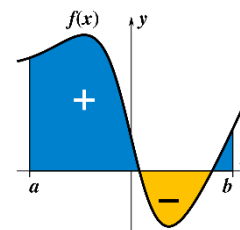
Foundations of Math 12 may be a prerequisite course for students planning on applying for post-secondary studies in subject areas not requiring calculus. Foundations of Math 12 will focus on the big ideas of:

- probability theory (odds, expected value)
- modelling data (graphing polynomial, logarithmic, exponential, and sinusoidal functions)
- making informed financial decisions
- spatial relationships in geometry

Pre-calculus 12 (4 credits, prerequisite Pre-calculus 11)

Pre-calculus 12 is the course that students should select if applying for admission into university or college programs that require students to take a first year entry-level Calculus. This course is the final preparation for calculus courses needed for sciences, engineering, mathematics, and many other areas of study. Pre-calculus 12 will focus on the big ideas of:

- transformations of functions and relations (including exponential, logarithmic, polynomial, rational, and trigonometric functions)
- inverse relationships between functions
- modelling and understanding relationships between functions (including geometric sequences and series)



Calculus 12 (4 credits, prerequisite Pre-calculus 12)

Calculus 12 was designed to give students a good introduction to calculus but does not replace first year calculus at university (Calculus 12 does not lead to advanced university placement). The topics covered in Calculus 12, include the many of the topics covered in a first-year post-secondary calculus course, making the course a good primer for those who will take post-secondary calculus courses. Calculus 12 will focus on the big ideas of:

- the concept of limits and their function in calculus
- differential calculus in developing the concept of instantaneous rate of change
- integral calculus and its role in continuous change over an interval
- the inverse relationship between derivatives and integrals

SCIENCES

Throughout the science program, students will develop science skills and processes that focus on the curricular competencies of questioning and predicting, planning and conducting experiments, processing and analyzing data and information, evaluating, applying and innovating.



Science 10 (Required, 4 credits)

This course continues with many of the themes of the junior science program and is an introduction to various disciplines in science (biology, chemistry, physics, and astronomy) and will give students a base of knowledge from which to choose their senior science courses. The Science 10 curriculum is based on the following big ideas:

- genes and DNA
- chemical processes and energy changes
- conservation and transformation of energy
- Big Bang Theory and components of the universe.

Choose at least ONE of the following Science 11 or 12 courses as required for graduation:

Chemistry 11 (4 credits)

This is an introductory course designed to help students increase their knowledge of chemical techniques and concepts. This course is a survey of basic principles of chemistry and will include laboratory and hands-on learning. The Chemistry 11 curriculum is based on the following big ideas:

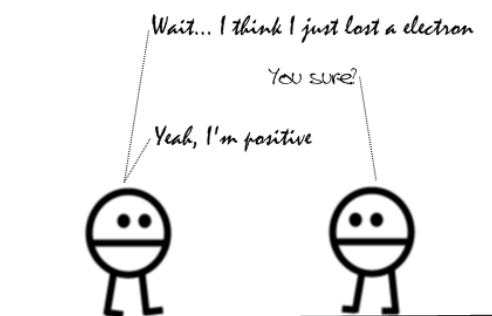
- atoms and molecules (including atomic structure and bonding)
- the mole concept
- chemical reactions (including stoichiometric calculations)
- solubility theory
- organic chemistry

Life Sciences 11 (4 credits, formerly Biology 11)

This survey course is designed to familiarize students with several major themes/areas of biology. The course paves the way for enhancing skills needed in sciences. Laboratory dissections, microscopy work and projects, along with assignments give a hands-on approach to student learning. The Life Science 11 curriculum is based on the following big ideas:

- interactions at the cellular and molecular level (cell structure and function, energy transformations, viruses)
- evolution theory
- grouping organism based on common characteristics

Two atoms
walking down a street...



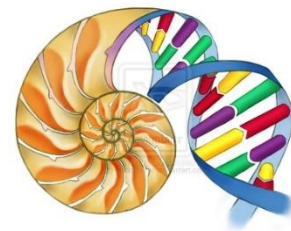
Physics 11 (4 credits)

This is an introductory physics course designed to provide insight into the scope and nature of physics principles. Laboratory work and hands-on activities will encourage investigation of physical relationships, and will illustrate the relationship between theory and application. The Physics 11 curriculum is based on the following big ideas:

- predicting, analyzing and describing the motion of objects
- forces influencing the motion of an object
- energy (different forms, conservation, its ability to do work)
- wave concepts (properties and behaviours)

Anatomy and Physiology 12 (4 credits, formerly Biology 12)

A comprehensive course that allows students to further develop their interest in biology by looking at themselves and seeing how their physiology is integrated to maintain homeostasis. Lab dissections and hands-on activities accompany student learning in the course. The Anatomy and Physiology 12 curriculum is based on the following big ideas:



- maintaining homeostasis in the human body
- gene expression (the interaction of genes and the environment)
- human organ systems

Chemistry 12 (4 credits, prerequisite Chemistry 11)

This course is an extension of Chemistry 11. Students will be required to use their analytical skills to work through problems based on abstract concepts. Students will develop an understanding and appreciation of chemistry in the world around them and how it affects their everyday lives. The Chemistry 12 curriculum is based on the big ideas of:

- factors affecting reaction rate
- dynamic equilibrium
- saturated solutions
- acid and base theory
- oxidation and reduction reactions

Environmental Science 12 (4 credits)

This course looks at the environmental impact that humans have on the world, as well as the ethics, policies, and laws related to global environment. The Environmental Science 12 curriculum is based on the big ideas of:

- the effect of human actions on water quality and the ability to sustain life
- the impact of human activity on global climate systems
- sustainable land use in a world with a growing population
- sustainable living supports the well-being of self, community and the Earth

Physics 12 (4 credits, prerequisite Physics 11)

Physics 12 is the study of classical mechanics and electromagnetism and is designed to help students develop analytical and problem-solving skills. It provides opportunities for students to understand and apply the principles and concepts of physics to practical situations. The Physics 12 curriculum is based on the big ideas of:

- reference frames for measurement of motion
- linear and circular motion caused by forces
- forces and energy interactions occurring within fields
- conservation of momentum

HUMANITIES AND SOCIAL STUDIES

Social Studies 10 (Required, Sciences Humaines 10 for FI, 4 credits)

An examination of Canadian and world history from 1919 to the present. Students have the opportunity to see how global and regional conflicts have shaped the world today; look at various indicators of human development / human geography around the world; and examine political and economic ideologies that gained popularity from 1919 onward. Throughout the class students will appraise the Canadian identity and our successes and failures at creating a multicultural inclusive society.



Select AT LEAST one of the following humanities/social studies courses as required for graduation:

20th Century World History 12 (4 credits)

History 12 builds on what was learnt in previous social studies courses. It is a world history course not specifically Canadian history. The focus will be on the events in the 20th century that have had a major impact on the world. Topics such as the Middle East, aggression in Asia by Japan and subsequent Asian relations, the Civil Rights movement and Apartheid, the African independence movement, and old war ideologies and conflict in Central and South America will be covered with an emphasis on how these histories shaped today's policies and future world relationships. This course will challenge any student wanting know more about the world around them, and will be delivered through notes, lectures, discussions and debate, activities and projects, and film/video media.

B.C. First Peoples 12 (4 credits, dually satisfies graduation requirements for Social Studies and Indigenous Course)

Using concepts from history, anthropology, sociology and geography we will learn about the complex histories of Indigenous peoples in the geographic region now known as British Columbia. We will also look at how processes such as colonization and marginalization of Indigenous peoples have affected the world today. Students will look at identities, world views and languages of B.C. First Peoples and how they have renewed, sustained and transformed through their connection to the land.

Comparative Cultures 12 (4 credits)

Students will gain an understanding of how geographic and environmental factors influence the development of cultures, and how they become increasingly complex with diversity and social organization. They will also gain an understanding of how religious belief, across time and place, is a common aspect of many human societies. Understanding the complexity of cultural and religious expressions will enhance students understanding of multi-culturalism and diverse global cultures and peoples.

Social Justice 12 (4 credits)

Through this unique course, we will be unpacking the root causes of different forms of oppression and violence, while also seeking avenues toward a more peaceful and equitable world. To do so, we will bring together themes from history, geography, sociology, political science, economics, anthropology, and philosophy. We will use interactive methods to study the underlying causes of social issues such as poverty, racism, war, violence, colonialism, prejudice, sexism, cultural genocide and ethnic cleansing. This course will take us on a trip around the world and through time as we look at different global case studies from the 18th to the 21st century. This course will involve a focus on discussion and inquiry based learning as we unpack complex, powerful and emotionally charged topics.

Human Geography 12 (4 credits)

Human Geography is the study of how human society, culture and the economy interact with the natural world. This new academic class will be designed to include a major experiential learning component that will take the students onto the land as their classroom. We will dig into a series of cross-curricular topics to seek answers to relevant questions such as: how will the world feed 9 billion people in 2050? How does nature influence culture and economies? Why are some countries richer than others? How do environmental issues, such as climate change, shape politics and how does violence perpetuate poverty? We will learn about local and global agriculture, resource industries, and other human geography topics including the geography of war, security, population, poverty, terrorism, famine, pollution, crime, addiction and the refugee crisis. This interactive course will examine human and environmental interactions, in the hope of better understanding the world and people that inhabit it.

Law Studies 12 (4 credits)

In this course, students survey Canadian law from its origins to emerging issues, while engaging in a variety of different activities. The use of case studies, a field trip and mock trial will give students an excellent introduction to our legal system. This course is not just for future lawyers, police and social workers; everyone will benefit from a better understanding of Canadian law.

Political Studies 12 (4 credits)

Political Science introduces students to the fundamental concepts used to study different political ideologies on a global scale. The course aims to illustrate the rich diversity of political life, including how decision making is influenced by the distribution of political and social power. Ideas including “the individual vs. the state,” and “democracies vs. regimes,” will be explored, and case studies of individual countries and their successes/failures within their political structures will be examined. Students will gain the skills necessary to becoming informed and engaged citizens by understanding how political decisions are made.

Psychology 12 (4 credits, this course does not fulfill a graduation requirement)

An introduction to the study of psychology which the study of the human mind and human behavior. You will learn about yourself and those around you by studying and attempting to explain and predict why people behave, think and feel as they do. This course will do so through the projects, assignments, and quizzes.

FINE ARTS AND APPLIED SKILLS (ADST)

ONE of the following courses is required for graduation:

Art Studio 10/11/12 (4 credits)

These courses offer a detailed experience in a variety of visual expression areas, encouraging your independence and free expression. Students will create unique original artwork and will have an opportunity to experiment with different mediums. Visual expression areas include: drawing, painting, sculpture, textiles, printmaking, tattoos, photography, film, and film editing. Students will be exposed to a series of professional artists, directors, film makers, and programmers, to better build connection to the arts as career based work. Students will get the opportunity to work on community based artistic projects, both small and large scale. The course includes a study of the elements and principles of techniques and design through the variety of mediums.

Music 10/11/12 (4 credits)

These courses allow students to expand and refine their musical abilities in relation to specialties such as music composition or ensemble performance. Students will participate in choir and use instruments such as guitar, piano, and ukulele. This course offers the opportunity to demonstrate musical skills on tour – to different schools, towns, and cities. Students will visit and meet with professional musical theorists, composers, and musicians at the Vancouver Symphony Orchestra. Students will acquire the knowledge, skills and attitudes that enable them to be involved in music as a lifelong interest or to pursue careers in music and related fields.

Theatre Production 10/11/12 (4 credits, outside the timetable)

The PSS Theatre Department has been a thriving developing course since 2016, building both talent and confidence wherever we go. We have produced many plays, averaging three productions a year and have had graduates attend professional post-secondary theatre programs. Programs have delighted thousands of spectators in both Pemberton and Whistler. Some of the classics we have produced are: Little Shop of Horrors, Aladdin, and Cannibal the Musical.

This is a project based course that gives students the opportunity to explore either performance or the production sides of theatre. Over the year, students will learn acting, dancing, singing skills that will help improve their acting repertoire. Students may choose to gain experience in set design and construction, costume making, make up design, light and sound design, advertising and promotion. It is a great class for students to explore their creative sides be it in performance, design, or both. We are flexible and accommodating for students wishing to participate in both sport and drama.

Computer Aided Design, Drafting and Technology 10/11/12 (4 credits)

This course focuses on the areas of designing, drawing and building. Students will design, draw and build different projects using both conventional drafting methods and AutoCAD software which is the industry standard in the areas of designing, architecture and engineering. Students will work through the design process and draw and build projects such as hydraulic arms, solar powered cars, radio-controlled vehicles, scale model bridges and glider planes. The area of architecture will also be covered through students producing floor plans, elevation views and scale models of houses.



Architect, Frank Gehry

Photography 10/11/12 (4 credits)

Photography is a studio based course in which students will learn about digital photography. Students will be introduced to digital photography and how to manipulate digital images on the computer using software programs such as Adobe Photo Shop and Adobe Lightroom. Students will develop an understanding of contemporary photographers and issues specific to photography. Students will create art that has personal, social, and historical content.

Graphic Arts—Yearbook 10/11/12 (4 credits)

This course will introduce the students to the elements of design and layout in the electronic medium. Students will focus on preparing work for both print and web publishing. The course is project based and will cover in depth instruction in MS Publisher and Adobe Photo Shop. In addition, the students in this course will use their graphic design skills to create the school yearbook. Students will use digital photography to document school community and the yearbook will be edited using an E Design digital program. If you are interested in graphic design and creating your own published book this is the course for you.

Media Arts: Drama Film and TV 11/12 (4 credits)

Media studies will provide a fore front experience about what working in the movie industry is like. Students will experience working with the camera, editing, and storyboarding. Students will also study modern media from commercials, to trailers, to their own independent movies. Along with looking at iconic films and understand how to analysis and think critically about messages and meanings in media.

Woodwork 10/11/12 (4 credits)

This course focuses on designing and working with wood. It will cover a variety of joinery techniques and applications which will allow students to apply their own design through the making of several projects. Students will have an opportunity to use a wide variety of power and hand tools and gain an understanding of processes required to design and work with wood. Most importantly students will have a chance to make amazing beautiful projects.



Metalwork 10/11/12 (4 credits)

Students will learn how a use a variety of metal shop tools and machinery. Students will have the opportunity to design and create their own metal work projects.

Power Technology 10 (4 credits)

Discover what is behind the magic of how engines work. In this course you will get to take apart a small engine and learn about this fascinating technology. You will get an opportunity find out more about exciting new green power sources and you will compete in challenges where you create your own elastic or spring powered mini-vehicle and race!



Automotive Technology 11 (4 credits)

If you think you will ever drive a vehicle, this course is for you! You will learn about various automotive systems, complete service labs and have a chance to work on your own personal projects. From changing oil to adjusting ignition timing, you will know everything you need to know to be an automobile owner.

Foods Studies 10-12: (4 credits)

This hands-on course will build students' culinary skills and have them collaborate with their unit members throughout the semester on many different learning activities. To coincide with the cooking labs, students will study food safety, nutrition, examine food recalls and have an opportunity to become FoodSafe certified. Students will also gain first-hand experience from working in the school garden, planting, weeding, and processing in order to gain a deeper understanding of our food system.

Additionally, the class will decide what major topics they would like to study, topics such as: career exploration, food security, factory farming, GMO, fermentation of food, ethical issues of food production, the carbon footprint of food, indigenous food sovereignty, local farming practices and many others.

Students are expected to put in a solid effort, have a positive attitude and attend class every day. The four competencies of critical thinking, collaboration, contribution and create and innovate will be built upon and assessed throughout.



Culinary Arts 11-12 (4 credits)

This course is all about creating amazing food for our school cafeteria. In this class students learn about menu design, characteristics and properties of culinary ingredients, methods for seasoning and presentation and time management. Additionally, students will gain first-hand experience working in our school garden and including our locally grown foods in our school menu. Everyday students work together in a positive and efficient manner to prepare all of the items on the day's menu for our very successful school restaurant. Additionally, students also have an opportunity to become Food Safe certified. Through Culinary 11-12 students gain a deeper understanding of what skills and training are necessary to have a career in the culinary realm.

PHYSICAL EDUCATION

Physical and Health Education 10 (Required*, 4 credits)

Daily activity and instruction are centered on individual and team sports, personal fitness, training programs, and games. The program strives to encourage students to be more active not only for the semester but for their entire lives. Students will also learn about personal health and how their choices can influence, physical, emotional and mental well-being. Knowledge of the factors that influence health are examined with an emphasis on understanding individual strengths and weakness and how personal preferences facilitate achieving individual goals. Understanding the factors that influence our health empowers us to take action to maintain and improve overall wellbeing.

*included in Outdoor Education



Active Living 11 & 12 (4 credits)

Physical activity is an important part of overall health and well-being. While practicing safety and injury prevention techniques, students in Active Living 11/12 will be supported in finding enjoyable recreational activities that will help set the stage toward lifelong participation in regular physical activity.

CAREER AND LIFE EDUCATION & CAREER AND LIFE CONNECTIONS

Career Life Education (Required, 4 credits total, 2 credits each in grades 10 & 11)

Career Education helps students discover the bridge between classroom learning and post-graduation life and is intended to make their learning meaningful and relevant to next steps after high school. Physical and mental health issues are addressed along with identifying support from networks of family, friends and community. Career Life Education includes an exploration of internal and external contributors to self-identity and a thorough examination of potential future education and career pathways.

Students are required by the district to complete a digital portfolio, to be presented for graduation. Students, working in conjunction with their peers and teachers, will develop this portfolio over their years at school. In grade 10, students are provided with assistance to enroll in the offered Digital Communications 11 course, in order to support their development of the digital portfolio. Upon successful completion of the digital portfolio in Grade 12, students will receive credit for Digital Communications 11. The creation of this portfolio is supported through the Career Life Education course along with all other courses throughout students' learning journey.

Career Life Connections and Capstone Presentation (Required, 4 credits)

Career Life Connections helps students build off of the work they have completed in Career Life Education, and is completed throughout their Grade 12 year. The Career Life Connections course guides students in unpacking their learning journey and works to help them build connections between school, the skills they have developed, and their future.

The Capstone Project, also known as a culminating project or experience, or senior exhibition, is a project that allows students to demonstrate their learning and experience with the core competencies, along with a reflection on potential post-graduation plans. Ideally, this Capstone is presented through an area of interest or passion that they anticipate pursuing after graduation. Within the Career Life Connections course, students will work on finalizing their digital portfolio or creating a new project, and will present this as a Capstone Presentation to a selected audience where they will demonstrate their learning and achieve, in and out of school.

SEA TO SKY ONLINE SCHOOL

Online courses are an option within the traditional timetable or as additional courses done on the student's own time. Sea to Sky Online courses offer additional choice, year-round support, and continual enrollment.

Online courses are self-paced and student-led, however the recommended guideline is for students to complete a course within a semester - especially when enrolled in an online support block. Together, students and teachers develop learning plans to build on a student's interests, goals, and learning needs. Students will need to remain active in their courses and keep in regular contact with their course teachers to avoid withdrawal or failure. If a student is struggling academically in a traditional class, online learning might not be the best option. However, when a student needs more flexibility in their timetable and/or is interested in a more personalized approach to their learning, taking a course online might be a good fit as it provides great opportunity to learn self-management skills.

To explore online options and register yourself for an additional course please visit our website at www.seatoskyonline.com or consult with the school counsellor.

BC ONLINE LEARNING

Learn Now BC includes a one-stop website (<http://www.learnnowbc.ca>) that links students to distributed learning courses offered by 47 B.C. school districts (including the Howe Sound Online Learning Program). The new virtual school also provides a host of services for students, parents and educators, including:

- A course finder
- Online tutoring
- Academic advice

CAREER TRAINING PROGRAMS

If you are a senior student with a positive attitude, strong work ethic, and want a meaningful, hands on experience to explore a career, one of our three *WORK EXPERIENCE* options might interest you.

What is it?

Earn from 4 to 8 graduation credits (approximately 100 hours per 4 credits)

Explore a career area of interest

Obtain references and contacts for future jobs

Improve the chance of acceptance into post-secondary programs

Increase self-confidence, self-reliance, and improve employability skills

A major component of a **WORK EXPERIENCE** program is a 100 hour work placement with a business or industry per 4 credits course

Work Experience: What are the choices?

1. Work Experience 12A, 12B (4 credits each)

Work Experience allows Grade 11 or 12 students to earn credits by completing 100 or 200 hours of work placement. No course prerequisites are needed. Additional paperwork, such as worksafe, a resume and reflections are also required work in this course.

A major component of a *WORK EXPERIENCE* program is a 100 to 200 hour work placement with a business or industry. During this time the student will work under the supervision of an employer who has agreed to work with the school in providing realistic work experience and training.

2. Peak Experience (4 credits)

Whistler/Blackcomb provides Grade 11 or 12 students with weekend work placement with Whistler Blackcomb Resorts from December to April. Students can earn 4 grade 12 graduation credits in completion of this program.

3. Youth in Trades (Apprenticeship Program)

Apprenticeships are available to Grade 11 or 12 students who are committed to a career in an apprentice-able trade. Youth in Trades combines academic course work with paid work placements. Students will be registered as apprentices and can earn up to 1600 hours toward their apprenticeship credential while earning up to 16 credits (480 hours) for high school graduation.

ACADEMIES

The Outdoor Program: A Program for Grade 10 Students

This program is offered in the second semester of the school year. Students taking this program will receive credit for three courses.

- Physical and Health Education 10 (required)
- Tourism 11
- Outdoor Education 10

Students also take one other class in this semester (traditionally Socials/Sciences Humaines or English). Be aware that if you choose Outdoor Education you will be responsible for learning that occurs in this fourth class when you are away for outdoor trips.

This program is designed to provide students with unique outdoor recreation experiences, promote healthy lifestyles, provide the opportunity to develop teamwork and leadership skills and learn the importance of responsibility and accountability. Outdoor skills will be acquired through the outdoor activities and in related classroom activities.

It is hoped that through this course students will also develop an awareness and appreciation of recreational opportunities in our area and pursue these forms of recreation in a continuation of a healthy and active lifestyle.

Some of the activities and areas that will be covered:

- | | |
|------------------------------------------------------------|---------------------------------------------------|
| • Avalanche Safety and Awareness
(Certification Course) | • Marine Charts and Navigation |
| • Nordic (Cross Country) Skiing | • Trip Planning |
| • Snow Shoeing | • First Aid (Certification Course) |
| • Use of maps, compass and GPS | • Wilderness Camping Skills |
| • Rock Climbing | • Emergency Preparedness |
| • River kayaking | • Nutrition and Diet |
| • Ocean Kayaking | • Environmental Assessment and Land
Use Issues |
| | • Wildlife Studies and Surveys |

For students to participate in this course they must demonstrate a willingness to work effectively with others and be able to follow directions and instructions. Students must enjoy being outdoors, be willing to try new activities and be adaptable to challenging situations. Students do not need to have had outdoor experience; getting outdoor experience is largely what the course is all about.

This course has limited enrollment, an application is required. Additionally, in order to be considered for the program students need to have a strong school record that exhibits effort, attendance, cooperation, responsibility and an ability to work with others.

The application process will be explained to students during the course information meetings. Applications will also be provided at that time. The cost for students to take this course is \$650, this charge is to cover the cost of the activities. There are several bursaries available.

ACADEMIES

Ski, Snowboard & Bike Academy (SBBA):

A Program for Grade 11 & 12 Students

The SBBA is offered to grades 11 & 12 during second semester. The learning goals focus on skill development and career preparation in a variety of areas pertaining to mountain adventure sports; and do so through the following courses:

Outdoor Education 11/12; Active Living 11/12; Media Studies 11/12; Indigenous Studies 12 (satisfies Indigenous graduation requirement)

Students will be trained by professional coaches on the slopes, trails and in the classroom; the program includes 16 days of instruction on Whistler/Blackcomb and 27 half days of bike instruction on the trails around Pemberton.

Ski & snowboard instruction will focus on basic techniques, racing, slopestyle, freeride and backcountry; while the biking instruction will be centred around enduro style riding on local trails.

Certifications include: Ski or Board Instructor Level 1 and Avalanche Safety Training Level 1, and there are opportunities for additional 1st aid and Mountain Bike instructor's certifications.

Classroom learning activities will support on-slope instruction, and will include designing and implementing training programs, equipment maintenance and repair, wilderness rescue, investigating career options in the sports industry and include guest speakers from a variety of professions.

The knowledge, skills, experience, relationships and certifications gained through this program will prepare students for many job and career opportunities in the mountain sports industry, while students have fun as they learn together on the slopes and trails.

Mission statement

The Sea to Sky Ski, Snowboard & Bike Academy will focus on personal growth in student's athletic performance, leadership abilities, community involvement, social awareness, career options, academics and global citizenship. Student learning will focus on SD48's five competencies, using the project based learning model and incorporating the six pathways to student achievement.



Early Childhood Education (ECEO-2A, 2B)

4 credits per course

- Beginning of January Start (follows university schedule)
- Ends in April
- 1 class per block starting in semester 2
- satisfies 1 of 4 required Gr. 12 courses per ECE course

The Early Childhood Education program is in partnership with Northern Lights College.

There are 2 different NLC courses available for HSS students. These are online courses offered through NLC. Students are expected to complete coursework independently. HSS support will be limited to assisting students with an orientation of the NLC learning platform.

[HDEC 101](#)
[ECED 101](#)

Each of these classes will provide you with the credits required to become a [Certified Early Childcare Assistant](#) with the ECE Registry in the Province of BC.

To be accepted into the program at NLC students going into grade 12 will require the following:

- English 11 with a B or higher
- A completed Criminal Record Check
- If you are enrolled in English 12 in semester 1 you need a B or higher at midterm.

Students going into grade 11 will require the following:

- A completed English 11 with a B or higher by Mid-November 2023
- A completed Criminal Record Check

Students who complete the ECE program with NLC will be placed as a work experience student in the community in May/June if their timetable allows it. Ideally, the student would have 2 blocks together so they could be out working half days.

WHAT NEXT?????

PEMBERTON SECONDARY'S COURSE SELECTION PROCESS

This is a TWO STEP process. Initial course selection is NOT your final schedule. Please read the steps below:

1. <INSERT DATE> Course Presentations, emailed to parents. Parent Presentation night <INSERT TIME AND DATE>.
2. Students talk to family and guardians about interests and appropriate course selection.
3. <INSERT DATE> Career Life Connections/Education (CLC/E) Individual **course selection** by students through MyEd will determine which courses are put into the timetable.
4. Timetable building by school administration (what courses will be offered and when)

Late April - FINAL round of **Schedule selection** by students completed on paper via a copy of course timetable and schedules finalized. This is a time sensitive procedure and is first come, first served.

5. June -Individual course schedules are handed out and final changes made to student schedules if possible.
6. If you have any concerns please book an appointment with Heather Quamme at 604-894-6318 or hquamme@sd48.bc.ca