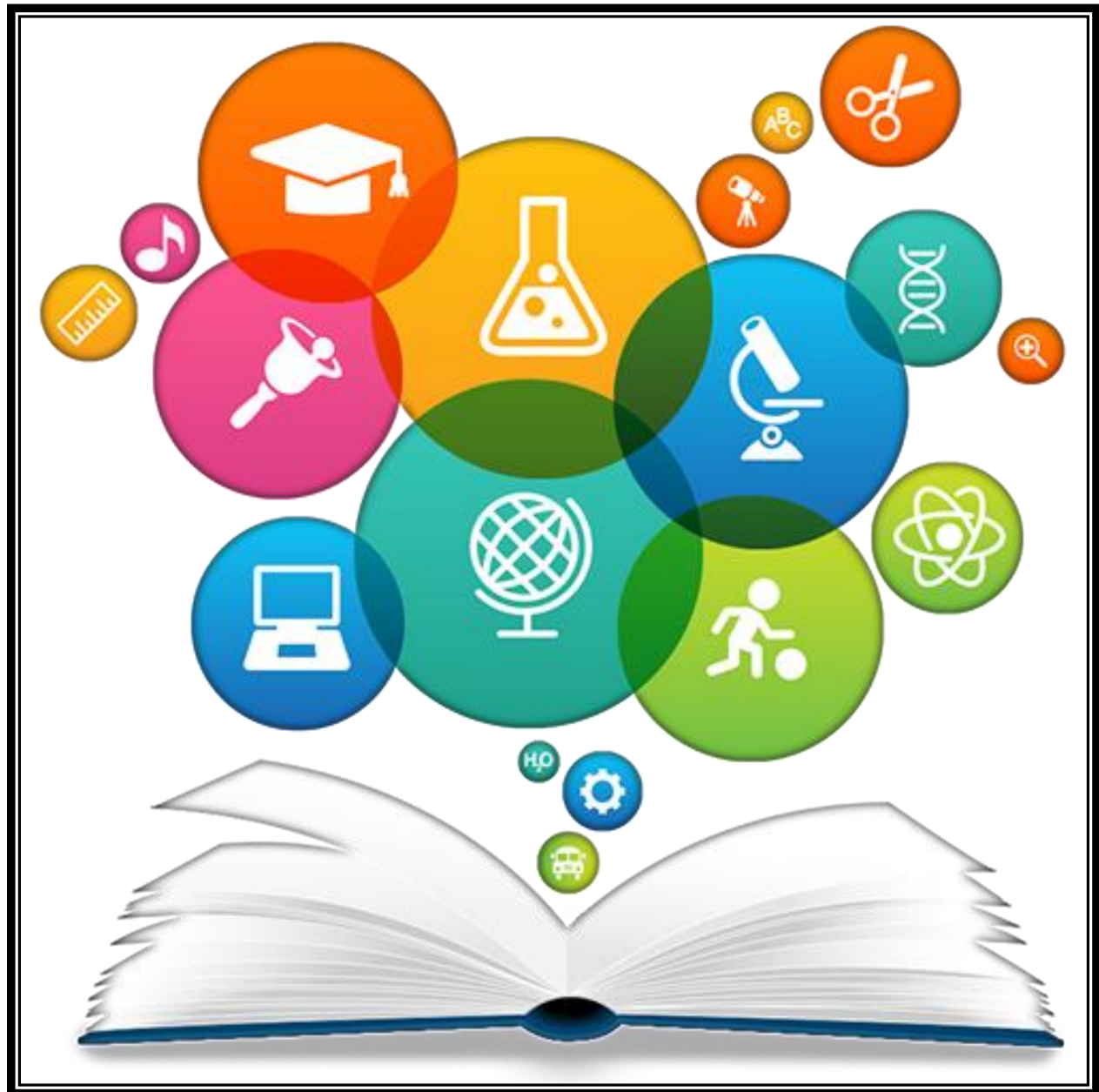


École Secondaire  
**Hugh McRoberts**  
Secondary School



**Program Planning Guide  
2025–2026**

# École Secondaire Hugh McRoberts Secondary School

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## INTRODUCTORY MESSAGE

**Please read the important message below and choose wisely for your next year's program.**

Welcome to the McRoberts' Program Planning Guide for 2025–2026. In the weeks to come you will be selecting your courses for next year and will need to choose wisely. You are planning your future and the choices you make will influence the direction your life will take.

Our motto, "Learning Together...Achieving our Dreams," also applies to the program planning process. School staff are here to help you make wise choices and achieve your goals. Your counsellor is your first contact for assistance in program planning and someone who will help you to consider your interests and abilities as you plan for the coming school year. You should also consult with your parents/guardians and subject teachers before you make final course selections. Your success in school is dependent on taking courses that are geared to specific interests and abilities.

We are excited by the variety of course offerings and opportunities that are available to you. In addition to a full complement of academic courses, there are a wide variety of electives including some unique to McRoberts from which to choose. Senior students also have the opportunity to select from an assortment of Career Preparation Programs, Apprenticeship Programs and enrichment programs.

While it is important to think about specific goals and courses to support these goals, secondary school is often the last learning opportunity you will have to explore a variety of interesting courses. Therefore, you are encouraged to select a variety of courses from several different subject areas in order to broaden your understandings of the world. There is great strength and flexibility within a diverse educational background; plan carefully for a successful and interesting year.

## BC CURRICULUM

British Columbia's high school curriculum has been designed to respond to the demanding and competitive world our students will enter after graduation. At the heart of British Columbia's designed curriculum are core competencies, essential learning and literacy and numeracy foundations in addition to an emphasis on personalized learning for our students. The model emphasizes three main elements: Content (Knowledge), Curricular Competencies (Actions), and Big Ideas (Understandings). All disciplines have been designed using this approach to learning. Please encourage your child to speak with their counselor if they have any questions about their courses. More information can be found at [www.curriculum.gov.bc.ca](http://www.curriculum.gov.bc.ca).

## PURPOSE OF THIS BOOKLET

The purpose of this booklet is to provide students and parents with an overview of the program offerings at McRoberts Secondary School. The booklet describes the broad requirements of each grade, the content of individual courses, and the various special programs and services at McRoberts. We hope that this information will help students develop a plan that considers their long-term educational goals. Please do not hesitate to call upon our counsellors, administrators, or teaching staff, should you require assistance in planning. We encourage all parents to be actively involved with their child's program planning.

Program planning for the following September begins in January of the current school year. Counsellors visit our neighbouring family of elementary schools to assist the Grade 7s coming to McRoberts. They also hold sessions to help students currently at McRoberts plan a schedule that meets program requirements, suits both their needs and interests, and supports their post-secondary plans. Additionally, counsellors host informational evenings for parents.

Timetabling (the course offerings and number of sections of each course) is based on the course requests made by students in January and February. Therefore, we urge you to choose courses and alternatives carefully, keeping in mind the following factors:

- **Courses will be offered only if there is sufficient enrolment to justify a class.** If a student selects a course for which there is insufficient enrolment, the student will be placed in the first available alternative course identified by the student.
- **Elective courses must be prioritized on the course selection sheets.** In case of a conflict between two courses, the student will be placed in the course with the highest priority and the first alternative.
- **Changing course requests is not always possible, even before the beginning of classes.** Changing courses after the initial course selection is difficult. Course changes are subject to space availability and scheduling constraints.
- Many B.C. universities may require students to complete a Modern Language to the grade 11 level.

Details on post-secondary options may be found in the District Post-Secondary Handbook or the post-secondary calendars available in the Career Resource Centre.

## McROBERTS TIMETABLE

McRoberts follows a semester model, with students enrolling in four courses from September to January, and four courses from February to June.

## DUAL TRACK

McRoberts Secondary is a dual track school offering both English and French Immersion programs. French Immersion students take five of their grade 8, four of their grade 9 and three of their grade 10 courses in French. Grade 8 FI students will also take PHE in French as part of the Immersion requirements. They will take two immersion courses in grade 11 and one immersion course at the grade 12 level. Grade 11 French Immersion students will take an additional French course for Career Life Connections as part of the Career Education Program. The high school program is an extension of the elementary program which begins in kindergarten or grade one for Early Immersion or grade six for Late Immersion. These two streams are integrated at McRoberts. For further information, see course descriptions and grade 8 - 12 requirements.

## GRADE 8 - 9 PROGRAMS

The aim of the Grade 8 and 9 programs is to provide students with a broad and experiential education. The core subject areas of English, Social Studies, Mathematics, Science and Physical and Health Education are mandatory in both years of the program. In addition, French is required in Grade 8. In Grades 8 and 9 students **MUST** select one elective from Applied Skills (Technology Education, Home Economics, Info Tech, Business Education) and one from Arts Education (Art, Drama, Band, Choir). Breadth of experience in elective courses supports the development of a well-rounded student.

Students in the French Immersion program for grade 8 are required to take Français Langue 8, Sciences Humaines 8, Sciences Naturelles 8, Mathématiques 8 and Education Physique et Santé 8. Students in the grade 9 French Immersion program are required to take Français Langue 9, Sciences Humaines 9, Sciences Naturelles 9 and Education Physique et Santé 9. These courses are necessary to continue towards the bilingual graduation diploma. Students enrolled in either the English Track program or the French Immersion Track program may apply for the enriched Math 8-9 course.

### English Track Program

#### Grade 8

- English
- Social Studies
- Mathematics
- Science
- Physical and Health Education
- French
- Applied Skills Wheel
- One of: Art, Band, Choir or Drama

#### Grade 9

- English
- Social Studies
- Mathematics
- Science
- Physical and Health Education
- Applied Skills Elective
- Arts Education Elective
- Third Elective (Applied Skills, Arts, Language)

### French Immersion Track Program

#### Grade 8

- Français Langue
- Sciences Humaines
- Sciences Naturelles
- Mathématiques
- Éducation Physique et Santé
- English
- Applied Skills Wheel
- One of: Art, Band, Choir or Drama

#### Grade 9

- Français Langue
- Sciences Humaines
- Sciences Naturelles
- Éducation Physique et Santé
- Mathematics
- English
- Applied Skills Elective
- Arts Education Elective

# GRADUATION REQUIREMENTS

The Ministry of Education in partnership with teachers, school districts and parents has redesigned the Graduation Program. The current grad program is in full implementation since the 2023–2024 school year. Current students will be following the graduation requirements of the 2023 Grad Program (as outlined below). To graduate, students in grades 10, 11 and 12, must earn a minimum of 80 credits: 52 credits (13 courses) from **Required Courses** including 8 credits from **Career Life Education/Career Life Connections**. An additional 28 credits (7 courses) must come from **Elective Courses**. A minimum of 16 credits at the Grade 12 level are required, including an English 12 to graduate. Students must also write the Numeracy Assessment and the Literacy Assessment in grade 10, as well as the Literacy Assessment in grade 12 (French Literacy Assessment 12 for French Immersion students). In addition, students must complete 4 credits (1 course) with an Indigenous focus. At McRoberts, we offer English First Peoples 12, BC First Peoples 12, and Études Autochtones Contemporaines 12 (FI only) for students to meet the Indigenous graduation requirement.

## **Required Courses - 52 Credits**

- |                                                                                 |             |
|---------------------------------------------------------------------------------|-------------|
| • An English 10                                                                 | (4 credits) |
| • An English 11                                                                 | (4 credits) |
| • An English 12*                                                                | (4 credits) |
| • Social Studies 10                                                             | (4 credits) |
| • Social Studies 11 or 12*                                                      | (4 credits) |
| • Science 10                                                                    | (4 credits) |
| • A Science 11 or 12                                                            | (4 credits) |
| • A Mathematics 10                                                              | (4 credits) |
| • A Mathematics 11 or 12                                                        | (4 credits) |
| • Physical and Health Education 10                                              | (4 credits) |
| • An Arts Education and/or Applied Design, Skills and Technologies 10, 11 or 12 | (4 credits) |
| • Career Life Education 10                                                      | (4 credits) |
| • Career Life Connections 12 (off timetable)                                    | (4 credits) |

\*Denotes course options to fulfill Indigenous-focussed graduation requirement.

## **Elective Courses**

12 of the 28 Elective Course credits must be at the Grade 12 level. Elective Courses may be ministry-authorized or board/authority-approved courses. These credits may be earned at grade 10, 11 or 12. During the program planning process students will have opportunities to ask teachers, counsellors and other staff for information regarding elective course choices. Some elective courses will only run one block and therefore the priority to which students assign their elective choices on the program planning sheet is very important. When an elective choice is full or a course is not offered the counsellors will select the next alternate choice to complete the planning sheet.



# PROVINCIAL ASSESSMENTS

## Provincial Assessments

Students in grade 10 write the Graduation Numeracy Assessment and the Graduation Literacy Assessment and students in grade 12 will write the Graduation Literacy Assessment. Students in French Immersion will write the French Literacy Assessment in their grade 12 year to fulfill the requirement for their dual diploma. The Numeracy Assessment is not a math exam but an assessment of fundamental numeracy related skills and thinking processes. See the Ministry bulletin below for details on this grade-wide assessment. The Graduation Literacy Assessments will occur in Grade 10 and Grade 12.

### GRADUATION NUMERACY ASSESSMENT

#### Why is there a new Graduation Numeracy Assessment?

Students face high demands in today's complex world and have more opportunities and challenges than ever. Universities, colleges and employers tell us they are looking for a new type of graduate—one with strong critical-thinking and problem-solving skills. It is our job to equip BC students to compete on a global scale, so our curriculum is being modernized and our assessments are being updated to align with the new curriculum. The Numeracy Assessment is a key part of this new framework.

Past exams were a one-size-fits-all approach, with largely multiple-choice formats assessing a student's knowledge based on content and facts.

The new Graduation Numeracy Assessment has a more interactive and engaging format. It assesses understanding, application of knowledge and deeper learning, and has students apply mathematical reasoning learned throughout their education.

#### What is "numeracy"?

Just as we must enable students to become literate, we must also enable them to become numerate. For the purpose of the Numeracy Assessment, numeracy is defined as the ability, willingness, and perseverance to interpret and apply mathematical understanding to solve problems in contextualized situations, and to analyze and communicate these solutions in ways relevant to the given context.

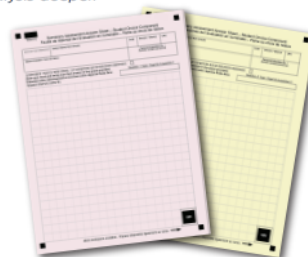
#### What does the Graduation Numeracy Assessment look like?

The assessment is based on mathematical concepts learned across multiple subjects from kindergarten to Grade 10, with an emphasis on K–9. Students will encounter questions prompting them to use the five numeracy processes: Interpret, Apply, Solve, Analyze, and Communicate. They will also encounter student-choice components. These are deeper questions that will require students to provide detailed explanations to justify their thinking and present their mathematical solutions in context.

The assessment itself is delivered online and has three essential components:

**Common component:** 24 questions answered online by all students

**Student-choice component:** 2 long-response questions answered on paper. These questions stem out of the information and work the student will have completed in the common component. Students get to pick 2 of 4 possible questions, based on their interest, and take their analysis deeper.



**Self-reflection component:** answered online (not marked)

There are also pre-assessment activities for students to explore ahead of time and activate their thinking, such as the sample assessment and the collaborative-learning videos explaining the five numeracy processes.



# PROVINCIAL SCHOLARSHIPS PROGRAM

Guidelines for Provincial Scholarships are as follows:

- **BC Excellence Scholarships** (\$5000 scholarship voucher each, 55 to be awarded across the province)
  - Nomination by school
  - Student application package due in February
  - No longer a cash award-it is a credit voucher redeemed at post-secondary institution
- **BC Achievement Scholarships** (\$1250 scholarship voucher each, 8000 awarded across the province)
  - No application required
  - Based upon cumulative average of grade 10-12 courses used to satisfy 2018 graduation requirements
  - Eligible students **MUST** receive a minimum 73% final grade in their Language Arts 12 course
  - Both required **AND** elective courses will count toward cumulative average
  - Cannot have more than one TS (Transfer Standing) or SG (Standing Granted) indicator in course marks
  - Award will take the form of a credit voucher redeemed at a post-secondary institute
- **District/Authority Awards** (\$1250 voucher, 5500 awarded in the province)
  - Application required at the school level
  - Award will take the form of a credit voucher redeemed at post-secondary institute
  - Awarded in variety of categories including Fine Arts, Applied Skills, Physical Activity, International Languages, Community Service, Technical and Trades Training and Indigenous Languages and Culture

## EVALUATION

The BC Ministry of Education has a new reporting order process for K-12, in which Grade 8s and 9s will not receive a letter grade, percentage or work habit but, instead, will receive a summary of the student's learning in relation to learning standards on a four-level proficiency scale. Grade 10-12 students will continue to receive a percentage and letter grade.

Proficiency Scale <sup>1</sup>	→			
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

	Percentage	Description
A	86-100	Excellent Performance
B	73-85	Very Good
C+	67-72	Good
C	60-66	Satisfactory
C-	50-59	Minimal Performance
IE		Insufficient Evidence
F	0-49	Failed

**IE (Insufficient Evidence)** In select instances, insufficient evidence (IE) is used to alert parents, caregivers, and students when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the learning standards. This means that teachers do not have enough information to adequately assess the student. If the "IE" is not resolved by June 30, this grade will be converted to "Emerging" (Gr 8/9 courses) or a percentage (Gr. 10 to 12 courses)



## WHAT TO DO AFTER GRADUATION

Important websites can help you. Check Now!! Follow Ms. E. Tang's website for more information on the McRoberts homepage, school down under Students > Career Centre Info for links.

<https://mcroberts.sd38.bc.ca/students/career-centre-information>

CAREER CENTRE NEWS. Weekly information about post-secondary information and opportunities.

[www.studenttranscripts.gov.bc.ca](http://www.studenttranscripts.gov.bc.ca) :

BC STUDENT TRANSCRIPTS. View marks and send to post-secondary institutions via the Student Transcript Service.

<https://myblueprint.ca> :

Find out where you can pursue further studies/training in your chosen area. See your Career Ed Teacher for username and password.

[www.educationplanner.bc.ca](http://www.educationplanner.bc.ca) :

Another site to find what career fits you and develop a plan to reach it.

[www.ouac.on.ca](http://www.ouac.on.ca) :

One site to apply for admission for up to 3 Ontario colleges/universities.

Common Colleges	
<b>BC Institute of Technology</b>	<a href="https://www.bcit.ca/">https://www.bcit.ca/</a> : BCIT website <a href="https://www.bcit.ca/study/">https://www.bcit.ca/study/</a> : Program information for BCIT
<b>Langara College</b>	<a href="https://langara.ca/">https://langara.ca/</a> : Langara website <a href="https://langara.ca/programs-and-courses/index.html">https://langara.ca/programs-and-courses/index.html</a> : Programs <a href="https://langara.ca/admissions/requirements/index.html">https://langara.ca/admissions/requirements/index.html</a> : Admissions <a href="https://langara.ca/programs-and-courses/degree-partnerships/index.html">https://langara.ca/programs-and-courses/degree-partnerships/index.html</a> : University transfer information for Langara
<b>Douglas College</b>	<a href="https://www.douglascollege.ca/">https://www.douglascollege.ca/</a> : Douglas college <a href="https://www.douglascollege.ca/programs">https://www.douglascollege.ca/programs</a> : Programs and requirements
<b>Vancouver Community College</b>	<a href="https://www.vcc.ca">https://www.vcc.ca</a> : Vancouver Community College
<b>SD38 Career Programs</b>	<a href="https://careerprograms.sd38.bc.ca/">https://careerprograms.sd38.bc.ca/</a>

When checking these college/university sites, you are a  
“Prospective student”, “Undergraduate”, or a “Future student”.

## WHAT TO DO AFTER GRADUATION

Highly-Sought University Options	
<b>Simon Fraser University</b>	<a href="http://www.sfu.ca/">http://www.sfu.ca/</a> : SFU website
<b>University of British Columbia</b>	<a href="http://www.ubc.ca">www.ubc.ca</a> : UBC websites <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,0,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,0,0,0</a> : Faculty information
<b>University of Victoria</b>	<a href="http://www.uvic.ca">www.uvic.ca</a> : University of Victoria website <a href="http://www.uvic.ca/calendar">www.uvic.ca/calendar</a> <a href="http://registrar.uvic.ca/undergrad/admissions/requirements/bc.html">http://registrar.uvic.ca/undergrad/admissions/requirements/bc.html</a> : Admission info <a href="http://www.uvic.ca/future-students/undergraduate/programs">www.uvic.ca/future-students/undergraduate/programs</a> : Program info
<b>Kwantlen Polytechnic University</b>	<a href="http://www.kwantlen.ca">http://www.kwantlen.ca</a> : Kwantlen website <a href="http://www.kwantlen.ca/calendar/programs.html">http://www.kwantlen.ca/calendar/programs.html</a> : Program requirements for Kwantlen
<b>Emily Carr University of Art &amp; Design</b>	<a href="http://www.ecuad.ca">www.ecuad.ca</a> : Emily Carr University of Art & Design: <a href="http://www.ecuad.ca/admissions/undergrad/foundation">http://www.ecuad.ca/admissions/undergrad/foundation</a> : Academic and portfolio requirements <a href="http://www.ecuad.ca/programs/undergrad">http://www.ecuad.ca/programs/undergrad</a> Undergraduate Degree programs:
<b>Capilano University</b>	<a href="http://www.capilanou.ca">www.capilanou.ca</a> : Capilano University
<b>Royal Roads University</b>	<a href="http://www.rru.ca">www.rru.ca</a> : Royal Roads University
<b>Thompson Rivers University</b>	<a href="http://www.tru.ca">www.tru.ca</a> : Thompson Rivers University
<b>Trinity Western University</b>	<a href="http://www.twu.ca">www.twu.ca</a> : Trinity Western University
<b>Vancouver Island University</b>	<a href="http://www.viu.ca">www.viu.ca</a> : Vancouver Island University

**Start your research as early as possible! You may require certain grade 11 and 12 courses and certain marks. Please see a counsellor for more information.**

## SUPPORT SERVICES OVERVIEW

### **Counselling Services**

The goal of the Counselling Department at Hugh McRoberts is to assist our students to be successful in all aspects of their schooling. As a result of successful and meaningful experiences in school, it is our belief that students will be better prepared to meet challenges after graduation. Counsellors are available to assist students, parents and teachers with many aspects of school life. For the purpose of program planning and record keeping, students are assigned to a specific counsellor:

Ms. A. Alkalay	Gr. 8	<a href="mailto:aalkalay@sd38.bc.ca">aalkalay@sd38.bc.ca</a>
Mr. K. Howlett	A – He	<a href="mailto:khowlett@sd38.bc.ca">khowlett@sd38.bc.ca</a>
Ms. C. Murray	Hi – Q	<a href="mailto:cmurray@sd38.bc.ca">cmurray@sd38.bc.ca</a>
Ms. K. Zaine	R – Z	<a href="mailto:kzaine@sd38.bc.ca">kzaine@sd38.bc.ca</a>

However, students are free to see any counsellor they wish for personal concerns. Counsellors are trained to help with personal and family concerns, course selection, educational planning and career exploration. Counselling services are available to students in the following areas:

### **Personal**

- Crisis counselling involving home or school problems and referrals to appropriate agencies.
- Resolution of problems arising from difficulties related to peers, class or school routines and policies.

### **Educational**

- Course Planning leading to graduation, post-secondary education and employment.
- Arranging assistance for students in academic need.
- Providing access to information for students pertaining to post-secondary institutions.
- Providing information on financing post-secondary education including scholarships, bursaries and student loans.

### **Career**

- Providing opportunities for students to explore career paths
- Checking for prerequisite courses and requirements for graduation.
- Sharing information on post-secondary options and entrance requirements

### **Additional programs and services coordinated through the counselling department include:**

- Career Information Advisor
- Adolescent Support Worker
- SWIS Worker
- Indigenous Support Worker
- RCMP Liaison Officer
- Richmond Mental Health
- Foundry Richmond
- CHIMO
- RASS (Richmond Addiction Services Society)
- City of Richmond Roving Youth Leader
- Touchstone Family Counselling

# SUPPORT SERVICES OVERVIEW

## Career Resource Websites

The Career & Counselling Centre websites are applicable to Grade 10, 11 and 12 students. It provides them with information on career and post-secondary options such as career fairs, program information sessions, entrance tests, campus tours, scholarships, exchange programs, apprenticeship programs. The website also provides information on post-secondary application, employment, and volunteering opportunities. You will also find many links to websites about Labour Market Information, Career Exploration, Interviews, Resumes and more.

**Please note:** Post-secondary and scholarship information is constantly changing. Although we are striving to provide students with the latest information, we may not always succeed. It is, therefore, the responsibility of the student to contact relevant sources for more accurate information. Career website link:

<https://mcroberts.sd38.bc.ca/students/career-centre-information>

## Career Resource Centre

The Career Resource Centre at McRoberts is situated in the counselling area and provides the following:

- Career exploration
- Post-secondary program information through myBlueprint, postsecondary calendars, and the Internet
- Career information, on at least 1,000 occupations.
- Information on exchange programs and opportunities on studying or working abroad
- Information on scholarships, bursaries and financial aid
- Labour market trends and future outlook
- Job search techniques and information on resume preparation
- Application forms: SAT, ACT, TOEFL, IELTS, LPI and admission to colleges/universities
- Apprenticeship information
- Education and employment opportunities with the Coast Guard and Canadian Armed Forces
- Volunteering

*To access these services, students please email [etang@sd38.bc.ca](mailto:etang@sd38.bc.ca) to see **Ms. E. Tang, Career Information Advisor**.*

## SUPPORT SERVICES OVERVIEW

### Learning Support Services

Resource Learning support is designed for students who demonstrate significant learning needs in one or more subject areas. Students will work with a Learning Support Teacher to develop effective learning and organizational strategies. Instruction in this course is designed to target and strengthen each student's area of need. Students are enrolled in Learning Support by recommendation of their teacher and counsellor. Students on a modified program and students who have a ministry category receive support through an Individualized Education Plan (IEP). This is developed in collaboration with teachers, counsellors, parents and the student. Students enrolled in Learning Support receive support through adapted materials, learning strategies, study and organizational skills, and life skills. The Learning Services department also offers a drop-in program for students needing more individualized support. Courses offered through the Resource Department include:

**Resource Support** - Eligible students in conversation with elementary teachers, family, counsellors, and Resource teachers enrol in a block of Resource. Each student is paired with a Resource teacher who monitors their progress and provides academic support. Some topics that are covered in Resource are: study skills, organizational skills, learning styles, and goal setting.

**Journeys Program** - The Journeys program adapts B.C.'s Curriculum to support students with exceptionalities that have impacted intellectual, physical, and/or executive functioning. Journeys classes focus on supporting positive foundational behaviours, communication skills, functional academic skills, and teaching life-long skills that students may need like self-care, safety, and awareness. Students will learn through a combination of locally and independently developed content and will be exposed to routines that support their individual needs.

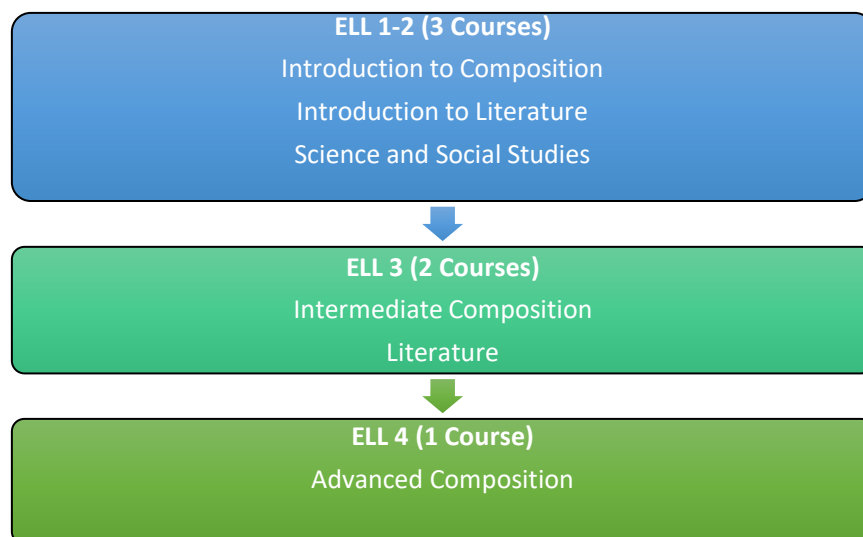
**Drop-in Resource** - This support is available for students enrolled in Resource and must be arranged in advance to ensure that there is adequate space/staff. Academic and skills support for students available upon request. Drop-in is coordinated between the academic class teacher, counsellor and/or the learning support teacher during the academic class where support is recommended.

# SUPPORT SERVICES OVERVIEW

## ELL Program

The primary goal of the ELL program is to help students acquire proficiency in the acquisition of English, which in turn helps cultivate academic and social competence. Upon entry into the Richmond School District students are tested at the District Office where a level (1-5) will be assigned. Students tested at a level 5 are not enrolled in an ELL block but have support available from an ELL specialist. For students at levels 1-4, specific ELL courses will be assigned (see course descriptions). As students gain proficiency in English, instruction time in the ELL program decreases and their course load in other subject areas increases accordingly. Students at level 3 take regular Social Studies courses. Students at level 4 can take regular English courses concurrently. Core skills (reading, writing, speaking, and listening) will be developed and assessed throughout the year and an ELL Progress Report is sent home for each semester. Final mastery of those skills is assessed and an updated ELL level will be provided. The student's overall ELL level for the following year will be determined by their ELL teacher(s) and is based on their overall progress in the course and evidence of skill. Through all ELL courses, students will respectfully engage with multiple worldviews, content, and ways of knowing.

## The Program of Study



## Course Descriptions

### ELL Science & Social Studies

The main goal of this ELL course is to provide opportunities for level 1 and 2 students to acquire language through skill-based learning. Students will develop reading, writing, and communication skills in English through the following content areas: Canadian history, geography, biology and general science.

### ELL Introduction to Composition, Intermediate Composition, Advanced Composition

The ELL writing program is designed to develop and improve the writing skills for each level (1-4), and to complement the coursework in the regular English stream. Learners will be introduced to a variety of genres and English conventions to suit different purposes.

### ELL Literature

This course will provide an opportunity for students to read and develop an appreciation for various literatures, including academic texts. Among other academic skills, the framework will concentrate on improving fundamental vocabulary, comprehension strategies, and communication skills.



## ENRICHMENT

### At McRoberts, we believe:

- ✓ Schools should be for all learners; all students should have a school program which is challenging.
- ✓ Addressing the needs of high ability learners should not be confined to one specialized program option, but should be built around the strengths, interests and needs of the individual student - learning needs change with age.
- ✓ Programming for learners should address the needs of the whole child - affective, social and cognitive.

### Elective Courses

The opportunity to experience a wide variety of elective choices over their years at McRoberts is an important component of enrichment. Students are encouraged to select a range of electives over their secondary school years. The opportunity to engage in such variety is limited beyond secondary school. For information on opportunities for high ability learners, please consult your counsellor or subject specific teacher.

### Accelerated Math

Currently, McRoberts offers acceleration in Mathematics for students who are highly motivated and have strong mathematical understanding. By taking Math 8/9 in their grade 8 year, students will be able to complete Math 12 in their grade 11 year, giving them the opportunity to focus on AP Calculus in their grade 12 year. It is recommended that students take a Math course every school year gr. 8 – 12 to best support success in university science programs. High achievement, teacher recommendation and an entrance exam (focused on mathematical understanding and not on computational speed) are required for Math 8/9. **Interested Grade 7 students must complete an application form.**

### Advanced Placement

The AP Program gives students the opportunity to take college level courses while they are still in high school. AP courses are challenging and demanding; however, the rewards are many: potential university/college course credit and in some cases dual course credit applied to your BC diploma, and exam scores granting advanced placement at college/university courses may permit students to move more quickly into advanced classes. High achievement in a specific subject is a prerequisite for an Advanced Placement course in that area. See individual course descriptions for:

AP Studio Art/Art 2-D/Art 3-D (4 credits)  
AP Chemistry 12 (4 credits)

AP Calculus 12 (4 credits)

Information about ordering AP exams will be available in October. Please note that each exam costs approximately \$150 CDN (the price is subject to change without notice due to the fluctuating value of the Canadian dollar) and is payable to the school. AP exams are written in May. For further information on AP courses visit AP Central. Students who order but do not write OR students who order late but before the final deadline are charged an additional \$55, subject to change.

The initial registration and payment deadline without incurring additional fees is in October.

### **AP Exam Scores and Reports**

Each May, students take the Advanced Placement Examinations. Grade reports are sent to students, schools, and colleges in July. In order to obtain advanced placement and/or credit status at a participating college or university, a student will need to write the AP exam(s) and achieve a score of 4-5 on the AP scale. Students need to check with the post-secondary institution of their choice to see whether AP exams are accepted and what AP exam grade is needed to gain credit and/or advanced placement for a particular course.

The following web link is the AP transfer guide for BC post-secondary institutions: <https://www.bctransferguide.ca>

## EXTERNAL CREDITS AND COURSE EQUIVALENCY

### External Credits

An External Course is an organized set of learning activities that is offered outside the regular school system. Students may earn graduation credit for successfully completing an External Course approved by the Ministry. The Ministry has reviewed and declared as creditable certain credentials from institutions such as the Royal Conservatory of Music, External Sport Categories (Athlete, Coach, Official) Industrial and Occupational Programs, and Driver Education Courses. *See your counsellor for a complete list of External Credits.*

*Note: Interested students should consult a counsellor*

### Course Equivalency

Course equivalency is the process of receiving credit for a Grade 10 - 12 course offered within the regular British Columbia school system, but completed through an outside institution. All of the following requirements must be met:

- The student can provide documentation that the course has been successfully completed.
- The courses align with 80% of the prescribed learning outcomes of a Ministry-Authorized or Locally Developed Course taught with the district.
- The course has been taken at an institution or educational jurisdiction outside the regular British Columbia school system.

## COURSE CHALLENGE

Course challenge provides students of exceptional ability or those who have had exceptional learning experiences an opportunity to demonstrate that they have satisfied the learning outcomes of a course in the graduation program, without taking the course. Challenge will be appropriate in only a few exceptional circumstances, most usually in the area of Languages.

The Coast Metro Challenge Consortium handles challenges for language courses. Application forms are available in the Counselling Centre in early October. Forms must be returned to your counsellor and approved before submission. Please meet with your counsellor to review the guidelines and all deadlines for submission.

Students challenging a course should be able to show readiness for Challenge by demonstrating:

- Exceptional ability related to the course.
- Knowledge, understanding and skills equivalent to the learning outcomes.
- Evidence in a parent-approved Student Learning Plan that challenge is the best option.

Transcripts show no distinction between credits earned through challenge and credits earned through enrolment in the course. However, some universities draw a distinction when using course challenge marks for the entrance GPA calculation.

***Please see a counsellor for more information.***

# COMPLEMENTING THE CURRICULUM

## LIBRARY LEARNING COMMONS

**Teacher Librarians:** J. Hudson & J.A. Mainville

**Library Technician:** J. Stashuk

**Hours:** Monday-Friday 8:00am - 4:00pm

### ***Welcome to the McRoberts Library Learning Commons!***

**Our vision:** The McRoberts Library Learning Commons will be a collaborative, innovative, and inclusive learning space that provides diverse, relevant resources and learning opportunities for our community.

**Our mission:** Our mission as Teacher Librarians is to support all members of the school community through shared expertise rooted in a social justice framework. We are committed to engaging in life-long learning and advocacy. We strive to model professional, collegial behaviours and to bring joy into literacy and learning.

### **Services we provide:**

- Bilingual Teacher Librarians able to support research and learning in both French and English
- EA and teacher support during PLT
- A cozy inclusive space where you can hang out in the morning, at lunch, during study blocks and after school
- LLC Pages → a program for students to volunteer to support the needs of the library. Anyone is welcome to join!

### **Resources available: *in French & English***

- A wide variety of Young Adult & Adult fiction to meet readers where they are at!  
Books are organized into the following categories: Adventure, Sci-Fi/Fantasy, Relationships, Mystery/Suspense/Thriller, Classics, Manga & Graphic Novels.
- A small but relevant collection of non-fiction print materials.
- Diverse digital resources, including databases such as: Curio (CBC), World Book, EBSCO, NFB (National Film Board), Historica, National Geographic, 1Jour1actu & more!
- Low-tech maker space materials: puzzles, games, Keva blocks, mandala colouring pages and more!
- High-tech maker space materials: 3D printing, robots (Bolt, Spark+ & Minis), Cricut.
- Supplies for use in the LLC: scissors, glue, pencil crayons, markers, etc.
- Laptops, computers & printing services

The LLC is a place for all and we welcome your input on titles to add to our collection, resources to add to our maker space, suggestions on programming, and design of our space. Come visit us anytime!

# COMPLEMENTING THE CURRICULUM

## **Clubs and Activities**

McRoberts offers students a wide variety of clubs and activities. Students are encouraged to listen to announcements for information regarding meeting dates and times. Clubs are formed based on student interest and staff sponsorship. The following is a list of clubs that have run at McRoberts:

Adopt Our Campus Club	Future Health Care	Model UN Club
Animal Rescue Club	Professionals Club	Multicultural Club
Art Club	Green Team	Muslim Awareness Team
Christian Club	Helping Hands Club	My Earth Your Earth
Coin Club	HMS Club Coalition	Rainbow Club
Crochet & Knitting Club	HMS Ultimate Skill Workshop	Science Club
Debate Club	K-pop Dance Club	Social Justice Club
Drama Club of Drama	Library Pages	Strikers Give Back
Engineering Club	McRoberts Interact Club	Wellness Club
	McRoberts News Club	

## **Travel**

McRoberts also offers a variety of travel opportunities for students. Some originate as clubs, some from athletics, and some from curricular areas. The following is a sample of countries visited by McRoberts students in the past:

France - French Immersion program	Japan - Japan club	Mexico - Spanish classes
New York - Fine Arts trip	UK - Rugby tour	Europe –Battlefields Tour

## **Athletics Program**

### **Objectives**

- To engage a maximum number of students in both the administrative and activity areas of the program.
- To contribute towards the improvement of the health, fitness and general welfare of the student athlete.
- To stimulate all participants to achieve creditable academic progress and to contribute to the general education program of the school.
- To encourage excellence in the activity areas of the program.
- To encourage the development of leadership, sportsmanship and cooperation through the extracurricular program.

**The extracurricular Athletic Program offers the students of McRoberts a wide and varied selection of team and individual activities. For more information on these options please contact the school's Athletic Director.**

# CAREER DEVELOPMENT PROGRAMS

## Career Education

Central to the current graduation program are two redesigned career education components. Replacing the Planning 10 course is a new course called Career Life Education and replacing the Graduation Transitions program will be Career Life Connections and Capstone. At Hugh McRoberts the Career Life Education class will remain at the Grade 11 level for program planning purposes. All students on the current Grad Program must take Career Life Education (4 credits) and receive credit. The Career Life Education program is geared toward career planning, goal setting, financial planning, employability skills, labour and market trends, and building their capstone project for graduation. Please consult the Ministry of Education link for more details: <https://curriculum.gov.bc.ca/curriculum/career-education/introduction>.

## Career Preparation Programs

Career Preparation Programs offer an innovative approach to education that combines academic studies with realistic work placements in the community. Our programs are designed for students who wish to graduate from secondary school, and at the same time, develop career awareness and relevant skills. Students take focus and support courses in their grade 10 to 12 years, in order to enroll in Work Experience 12 (WEX 12).

Many of our programs connect with post-secondary options at universities, colleges, vocational or technical schools. Upon graduation, a student's transcript will indicate completion of the Work Experience Program.

Career Preparation Programs integrate classroom theory with practical experience in the workplace by linking the resources of secondary schools, business, industry and the community to provide young people with a highly motivating educational experience. Through contact with skilled employees, students develop an awareness of the attitudes, responsibilities, and employability skills necessary for success in the workplace. In addition, students improve their interpersonal and communication skills with the community at large. These experiences help students make decisions about their future careers and gain confidence in making the transition from secondary school to the world of work and to post-secondary education.

Our Career Preparation Program requires the completion of four courses (16 credits) that directly relate to the Program area:

- Volunteer or paid Work Experience of minimum 100 hours-completed outside of school (WEX 12)
- Two Focus Courses (see below)
- One Support Course (see below)

It is highly recommended that students complete Career Life Education 10 prior to the work experience placement.

For more information about Career Preparation Programs please see your counselor or see the teacher responsible for coordinating the area of Career Preparation you are interested in pursuing.

**\*\* All Career Preparation students must choose WEX 12 as one of their grade 12 courses \*\***

## Work Experience (WEX 12)

This Career Preparation Program is a community-based volunteer or paid work experience opportunity. Students may choose a work experience placement from a wide variety of occupational fields based on their career goals. To receive course credit students must complete at least 100 hours of on-the-job work experience. ***The majority of these hours must be completed between September and June of the senior year and the authentic work experience cannot be at McRoberts.*** Students must be under the supervision of a teacher in addition to an employer who has agreed to work with the school in providing a realistic work experience. All WEX 12 placements include required workplace safety training that must be completed prior to starting the work experience phase. Prior to the start of any work placement students must attend a mandatory May meeting in their grade 11 year and a mandatory meeting in September. A series of legal documents must be completed by the student and the parent prior to starting the course.

The Work Experience component of a CP Program will provide an opportunity for students to assume responsibility; to gain knowledge and attitudes necessary for successful job performance; to acquire good work habits; to develop an understanding and appreciation of the relationship between formal education and job success; to learn how to work cooperatively with fellow workers; and to put into practice skills and competencies learned at school which are transferable to the workplace. The time given to work experience may be within the timetable or outside of the timetable. This could also include after school, weekends, school professional development days, personal learning time (PLT), during the spare provided for the class, and even holidays.

### **WEX Art**

This program will interest students who wish to consider a job as a fashion designer, interior designer, graphic designer, photographer, architect, animator, set and theatre designer, freelance artist, illustrator, museum curator, digital art, and art teacher.

Focus Course #1: Any Art Level 2 Course

Focus Course #2: Art Careers 12 or Art 12 Enriched

Support Course: A second Art Level 2 or higher, or AP Studio Art.

### **WEX Health Sciences**

This program will interest students who wish to explore careers in the Health and Sciences fields such as: medicine, nursing, physiotherapy, paramedicine, veterinary medicine, laboratory, research and educational sciences, agricultural science, food science, pharmacology, pharmacy and optometry.

Focus Course #1: Life Science 11 or Chemistry 11

Focus Course #2: Anatomy and Physiology 12 or Chemistry 12

Support Course: A second science 11 class

### **WEX Physical Health Education**

Students interested in exploring sports and recreation, or sports medicine related fields should look at the career possibilities of this program such as: physical education teacher, sports club program instructor, community centre coordinator, physical trainer, and kinesiologist.

Focus Course #1: PHE 11 or Strength & Conditioning Level 1

Focus Course #2: PHE 12 or Strength & Conditioning Level 2, Anatomy and Physiology 12 or Physics 12

Support Course: Any science 11 or 12 course

### **WEX Theatre**

This program gives students an opportunity to explore careers in acting, drama teacher, film director, makeup artist, producer, stage-hand, stage manager, stage director, wardrobe assistant, film technician, stage carpenter, or radio technician.

Focus Course #1: Senior Drama 11, Theater Production 11 or Directing and Script Writing 11

Focus Course #2: Senior Drama 12, or Directing & Scriptwriting 12

Support Course: Theater Production 11 or 12, Art grade 11 or 12, or Woodwork Level 2 or higher

### **WEX Human Services**

This program will interest students who wish to explore careers related to human services such as: teacher, classroom assistant, social worker, daycare/preschool worker, geriatric support worker, food service worker, or retail.

Focus Course #1: Human Services 11 or 12

Focus Course #2: English 11 or 12

Support Course: Peer Helping 10, PHE Leadership 10, English 10



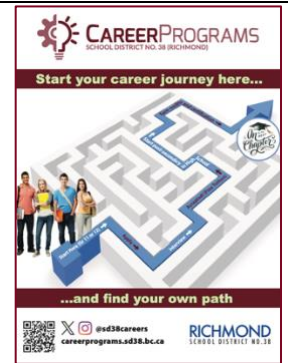
## DISTRICT CAREER DEVELOPMENT PROGRAMS



### DUAL CREDIT PROGRAM/COURSE OPTIONS FOR Gr. 10-12 STUDENTS

#### Take university/college courses while in high school !!!

- The Richmond SD38 Career Programs Office (CPO) offers several **DUAL CREDIT\*** programs and courses for students to take while in high school. The CPO is located at Cambie Secondary School.
- **\*DUAL CREDIT:** Students **earn both high school and post-secondary credits** for the programs they take. The high school credits count toward a student's GPA.
- **TUITION is FREE** for dual credit programs/courses (trades training and degree/certificate courses).
- Applications are posted on our website, and "TUESDAY DUE DATES" are listed in our brochure.
- Find details on our Career Programs slat board inside or just outside your school's counselling area.



View our website: <https://careerprograms.sd38.bc.ca>

View our Brochure:



Attend an Info Night on Zoom  
(more to be announced)



#### Check out our MANY Program Offerings Here:

(Click on the tiles or the Programs tab to view a drop-down list.)



#### Choose from these and MANY MORE!

- Trades Training (Professional Cook, Plumbing/Piping, Auto Service, Aircraft Maintenance, Electrical, Carpentry and much more!)
- Medical Lab Assistant, Health Care Assistant and NEW Intro to Medical & Health Science Program
- Intro to Early Childhood Education
- Manufacturing and Engineering Co-op (@ Burnett)

In Partnership with:



For more information contact your School Counselor, Career Information Advisor or the District Career Programs Office at 604-668-6000 (extension 3766). Email: [careerprograms@sd38.bc.ca](mailto:careerprograms@sd38.bc.ca)

## COURSE DESCRIPTIONS

### Costs Associated with Courses

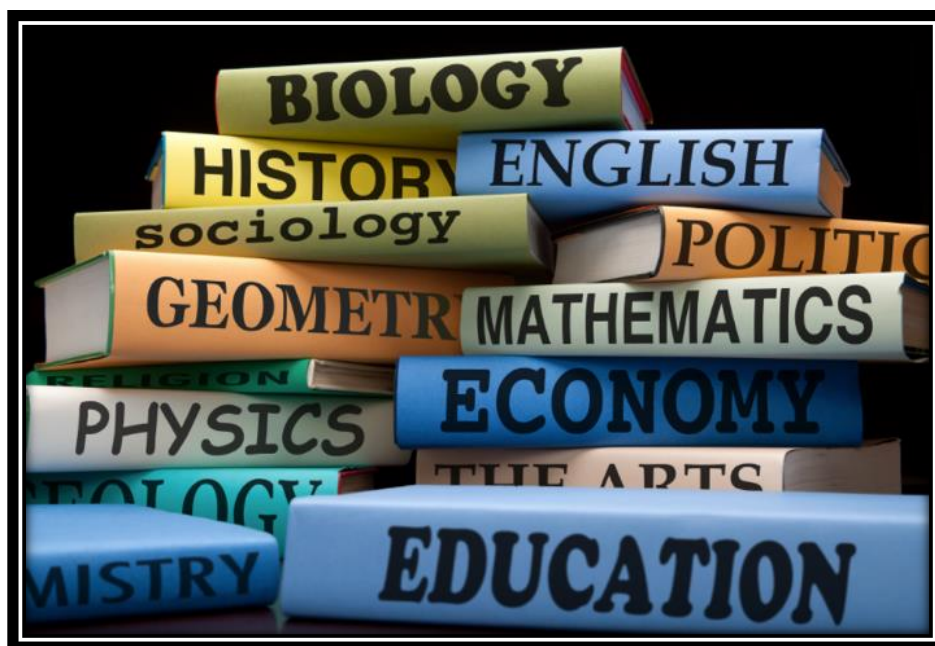
Basic supplies required to fulfill learning outcomes in all courses will be provided to students free of charge. Should a student wish to use other or additional supplies these may be purchased directly or through the school on a cost-recovery basis. Students wishing to take home or consume completed project work may do so on a cost-recovery basis. Students will be asked to pay costs in connection with optional field trips.

### Provision of Musical Instruments

Many students will have their own musical instruments. However, if a student needs one, we have an assortment for students to borrow. Students using school instruments will share them with other students. Arrangements can be made to practice at school or to borrow the instrument according to a schedule that will be arranged with the other student(s) using the instrument.

### Optional Workbooks

For certain courses (e.g., Modern Language Courses or Math) teachers may offer optional workbooks for purchase by students. If purchased, students may write in and keep the book. Students who do not wish to purchase a workbook may borrow a workbook from the teacher.



You can view to the course description for each department without scrolling by clicking on the links below.

[Arts Education Courses](#)  
[Business Education Courses](#)  
[Career Life Education](#)  
[Computer Education Courses](#)  
[Drama Courses](#)  
[English Courses](#)  
[ELL Courses](#)  
[Home Economics Courses](#)  
[Human Services Courses](#)

[Mathematics Courses](#)  
[Français Langue](#)  
[Modern Languages Courses](#)  
[Music Courses](#)  
[Physical & Health Education Courses](#)  
[Science Courses](#)  
[Social Studies Courses](#)  
[Technology Education Courses](#)  
[Richmond Virtual School Courses](#)

## ARTS EDUCATION COURSES

### Art 8 (MAE-08)

This is a foundation course in Visual Art for students of all artistic abilities. It will provide you with many skills you have been craving to learn. Do you like to make stuff? Draw, paint, sculpt with clay, and have creative challenges? This is the course for you! We will explore how to mix your creativity with different materials, processes, and art techniques. We will also look at historical and cultural influences in Art to learn how art is everywhere around us.

### Drawing & Painting 9 (MAE-09DP)

This course is for students who would like to develop their drawing, painting and printmaking skills while learning graphic skills. Key aspects of this course will be in depth exploration of a variety of materials (charcoal, graphite, water colour, ink, mixed media, acrylic paint, pen and ink, chalk pastels and oil pastels) used to create 2 dimensional images, understanding the elements and principles of art and design, and use of image development strategies to successfully create anything in 2D you want. Personal exploration and experimentation are encouraged. All students will be expected to maintain a visual journal as a record of their ideas, image development and exploration.



### Drawing & Painting 10 (MVAD-10)

This course is for students who love drawing, painting, and printmaking. Key aspects of the course will include in depth exploration of a variety of two dimensional (2D) materials (charcoal, graphite, mixed media, scratchboard, acrylic paint, pen and ink, printing inks, chalk & oil pastels, and watercolour), skill development in a variety of styles, and graphic design problem solving. This course will allow you to become confident using design strategies with the elements and principles of art and design. Personal exploration and experimentation are encouraged. All students will be expected to maintain a visual journal as a record of their ideas, image development and exploration.



### Drawing & Painting 11 (MVAD-11)

This course is for students who love to create imagery on 2D surfaces. Drawing, painting, printmaking, and multimedia will be explored through a variety of materials and processes such as: charcoal, graphite, watercolour, mixed media, scratchboard, acrylic paint, pen and ink, monoprints, chalk pastels and many more. Explorations will focus on personal, historical, and cultural themes using a variety of styles. Students will learn basic techniques and will be challenged to create unusual and creative pieces. All students will be expected to maintain a visual journal as a record of their ideas, image development and exploration.

### Drawing & Painting 12 (MVAD-12)

This senior course is for students who want to explore different drawing and painting materials and methods in greater depth. Drawing, painting, printmaking, and multimedia will be explored through a variety of materials and processes such as: charcoal, graphite, watercolour, mixed media, scratchboard, acrylic paint, pen and ink, monoprints, chalk pastels and many more. Explorations will focus on personal, historical, and cultural themes using a variety of styles. Students will develop technical skills and will be challenged to create unusual and creative pieces. All students will be expected to maintain a visual journal as a record of their ideas, image development and exploration.

## ARTS EDUCATION COURSES



### **Ceramics & Sculpture 9 (MAE-09CS)**

This course is designed for students who like to make things and be creative! We will explore a variety of 3-dimensional (3D) art processes such as: hand building, casting, carving, pottery wheel work, relief, and installation. Focus will be on creating sculpture using clay, plaster, paper mâché, soapstone, wire, and found objects. Traditional and contemporary styles & methods will be explored. Personal exploration and experimentation are encouraged! Students will be expected to keep a visual journal for project planning.

### **Ceramics & Sculpture 10 (MVAC-10)**

This course is designed for students who love to create. Push your skills from C/S 9 or take this course for the first time; we will apply a variety of sculpting methods using clay, as well as: plaster, paper-mache, soapstone, wire, metal, found objects and cardboard. Traditional and contemporary styles and processes will be explored. Students will be expected to keep a visual journal for project planning. Get creative and keep everything you make!

### **Ceramics & Sculpture 11 (MVAC-11)**

This senior course will offer both beginner and advanced opportunities for students who wish to explore various 3-dimensional art processes; focus will be on sculpture using clay, plaster, paper mâché, soapstone, wire and assemblage. Learn how things are made and how this 3D knowledge can be used in many professional careers! Traditional and contemporary sculpture methods will be explored. Students will be expected to keep a visual journal for project planning. Elevate your creativity in this course

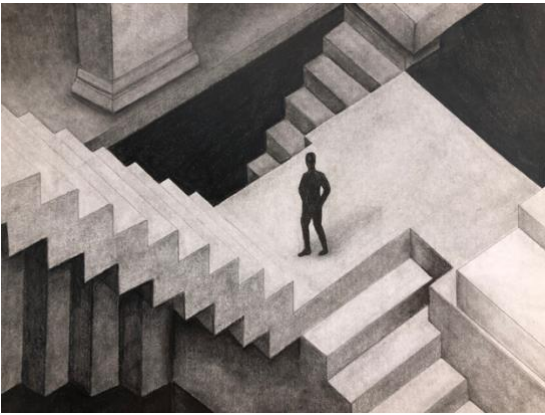
### **Ceramics & Sculpture 12 (MVAC-12)**

This senior course is for students who wish to further explore 3-dimensional art processes, with a focus on real world application. Traditional and contemporary sculpture methods will be explored. Whether you are destined to become the next great sculptor, engineer, designer, architect, or just love getting your hands dirty, Sculpture12 is the course for you. Experience the thrill of creating impressive three-dimensional work, expand your portfolio, or just explore making creative projects and new ways of expressing yourself! All students will be expected to keep a visual journal for project planning.





## ARTS EDUCATION COURSES



### Photo 10 (MVAPH-10)

Push your photography skills in this dynamic course. Beginner students will build a strong foundation in photography where they will learn the art of composition, and technical camera skills on both manual 35mm film, and digital cameras. Students can extend their photography interests using more advanced skills such as: green screen, professional studio lighting, Black and White darkroom manipulation, and digital graphic art using Photoshop. Exploration of both colour and black and white images through a variety of techniques will be taught. Students will be encouraged to refine their skills, style and voice through this ever-expanding medium that has

become center point in today's visual world. It is an advantage to the student, (but not necessary) to have to their own digital single lens reflex camera (D-SLR), as the school has a limited supply to borrow.

### Photo 11 (MVAPH-11)

This senior course will offer beginner and advanced opportunities to students who wish to explore both traditional photography techniques and digital multimedia for creative, communicative purposes. This course provides excellent opportunity for students considering a career in the communication/graphic arts. At this level, students are expected to be self-motivated and work independently to develop their own unique personal style. Evaluation will be based on assignments, projects, practical research and a final portfolio. It would be helpful if students have access to their own digital single lens reflex camera (D-SLR), as the school has a limited supply.

### Photo 12 (MVAPH-12)

This senior course will offer advanced opportunities to students who wish to explore both traditional photography techniques and digital multimedia for creative, communicative purposes. Prerequisite course of Photo 10 or 11 is recommended. This course provides excellent opportunity for students considering a career in the communication/graphic arts.

At this level, students are expected to be self-motivated and work independently to develop their own unique personal style. Evaluation will be based on assignments, projects, practical research and a final portfolio. It would be helpful if students should have access to their own digital single lens reflex camera (D-SLR), as the school has a limited supply.



## ARTS EDUCATION COURSES

### **Studio Art 9: (MAE-09AF)**

This course is designed for the student who loves to explore all methods of art making. Painting, drawing, printmaking, and sculpture are some of the many processes we have to offer all artists, at any level. Elements of design, art processes and techniques are explored with related historical/cultural study. Personal exploration and experimentation are encouraged. Students will keep a visual journal as a record of their ideas, image development and explorations. Fun! Fun! Fun!

### **Studio Art 10 (MVA10)**

This course is for the individual who loves all aspects of art. Draw, paint, print and sculpt your ideas into existence. Students will investigate a variety of styles, historical and cultural influences, and techniques as they develop their own creative work. Learn about the role art can play in your life and discover great career possibilities. Students will be Keep a visual journal as a record of their ideas, image development and exploration.

### **Studio Art 11 (MVA11)**

This senior course provides a variety of skills and media for new students to learn new art techniques, and for the more seasoned art student to continue developing their interests and expertise in drawing, painting, printmaking, sculpture, and mixed media. Students will investigate a variety of styles and historical and cultural influences as they develop their own personal work. A variety of art processes and strategies will be explored in this course, with emphasis at this age to develop and flex those creative problem-solving skills that are sought after in today's job market. Let your imagination run wild and your skills grow! All students will keep a visual journal to record their ideas, research, image development and materials exploration.

### **Studio Art 12 (MVA12)**

This course is designed for students wishing to expand and strengthen their literacy in the Visual Arts through drawing, painting, printmaking, sculpture and mixed media. It will both build on the skills of continuing artists, as well as introduce those who are new to Art, to the many different techniques explored in the studio. Students will be encouraged to develop their own art style, creating unique images, as well as explore the related social, cultural and historical context of art. Get creative, and learn how to use visual literacy as a skill you can use in all your classes! Students will keep a visual journal to record their ideas, research, image development and materials exploration.



## ARTS EDUCATION COURSES

### Advanced Art Programs

#### **AP Art and Design (ASAD-12)**

**Prerequisite:** 86% in any Art 11 course and with prior approval with Mrs. A. Miller. It is recommended that students take a second block of senior art concurrently: This is a demanding and intensive first year college level studio course that offers high school students an opportunity to receive advanced placement or credit at participating colleges or universities. Emphasis is placed on the exploration of ideas and the development of unique imagery and strong technical skills. Students must be self-motivated and self-disciplined to be successful. Areas of focus include Drawing, 2-D Design, Photography or 3-D Design. Basic supplies will be provided to students in order to meet the learning outcomes. Should a student wish to use optional materials to enhance or elaborate upon the learning outcomes, these may be purchased directly (and brought to the school) or bought through the school on a cost-recovery basis. AP requires the development of a portfolio (with specific criteria) that can be submitted to the AP College Board at the end of May for evaluation and university credit. **Students that submit an AP Studio Art portfolio must pay the AP Exam fee of (approx. \$200 CDN.)**

#### **Art Enriched 12 Pre-AP (MVAMT-12)**

**Prerequisite:** minimum 86% in any Art 9 or 10 course and with prior approval with Mrs. A. Miller. Art Enriched will allow students to begin to discover areas of personal strength and style for their post-secondary requirements while establishing the beginnings of an Art portfolio. These highly motivated students will be given more independence and freedom to explore a variety of media and personal themes than in a regular art class, completing artwork at a more accelerated pace. Students will also begin to explore post-secondary and career options, and can shadow what the AP students in the same class are learning. This course is highly recommended for students who plan to take Art careers 12 in grade 11, and AP 12 in their final year. This course can be taken by skilled students in their grade ten year as an extra boost for portfolio development. Basic supplies will be provided to students in order to meet the learning outcomes of this course. Should a student wish to use optional materials to enhance or elaborate upon the learning outcomes, these may be purchased directly (and brought to the school) or through the school on a cost-recovery basis.

#### **Graphic Art Careers 12 (MVAGA12)**

**Prerequisite:** minimum 86% in any Art 11 course and with prior approval with Mrs. A. Miller. This course is for serious art students who will work in consultation with the teacher on an area of specialty. It will provide experienced art students an opportunity to prepare a portfolio for employment or post-secondary education in art, to study an area of interest in depth, to plan an exhibition and research post-secondary opportunities. Personal thematic development and independent work are encouraged. Students will be expected to keep a visual journal as a record of their ideas, image development and explorations.

#### **Yearbook & Media Arts 10 (MVAM-10)**

#### **Yearbook & Media Arts 11 (MVAMT11)**

#### **Yearbook & Graphic Publishing 12 (MGRPR-12)**

**This is a full-year linear course (September to June) and not limited to one semester.** Students in this course will have an invaluable role in shaping and creating the stories and images that will be forever remembered in our Yearbook. Students are responsible for the publishing of a book that will capture the spirit and essence of a time, place, events, and people that make McRoberts unique. This course will teach students how to be a: Graphic Artist, Photographer, Journalist, Advertiser, Publisher, and Team leader. This course requires very focused students who are willing to make publishing the Yearbook a priority. We are looking for students who are good at meeting deadlines, can handle responsibility, and work collaboratively. This course has the unique opportunity to be trained as an editor, learn creative problem solving, and build real-world skills!

**This course is open to students in grades 10-12, however there is a selection process for this course that requires a completed application form, available from your counselor.**

# BUSINESS EDUCATION COURSES

## Entrepreneurship & Marketing 10 (MADEM10)

Entrepreneurship & Marketing 10 is an introductory course designed to introduce students to the fundamentals of business. The course is divided into three key sections: **Financial Literacy**, **Entrepreneurship**, and **Marketing**.

- **Financial Literacy:** Students will explore the history of money, learn how to develop budgets using Excel, and understand the impact of inflation and interest rates on the economy.
- **Entrepreneurship:** Students will investigate the traits and strategies of successful entrepreneurs, learning how they introduced innovative products and services to the market.
- **Marketing:** This section focuses on identifying target markets through proper market segmentation and exploring a variety of marketing strategies to effectively reach consumers.



In their final project, students will apply their learning by developing and communicating their own business venture, using digital tools and collaborative platforms to present their ideas to peers. Students will be assessed both individually and as part of a team, with emphasis on collaboration, efficient communication, and problem-solving.

**Note:** Students interested in further developing their entrepreneurial skills are encouraged to take **Entrepreneurship & Marketing 11/12**.



## Entrepreneurship & Marketing 11 (MMA-11)

### Entrepreneurship & Marketing 12 (ENT12)

This 11/12 courses provide students with an opportunity to deepen their understanding of business principles by engaging in hands-on experiences, such as participating in case studies and competing in local business competitions with the potential to earn prizes and scholarships.

Students will engage in creative problem-solving, risk-taking, and decision-making by analyzing and prioritizing competing factors in real-world business scenarios. A key component of the course is managing the school store, where students take on roles such as General Manager, Accounting Clerk, Creative Director, and Inventory Manager. This provides a practical, real-world setting for students to apply leadership, teamwork, and business concepts learned throughout the course.

**Note:** While **Entrepreneurship & Marketing 10** is beneficial, it is not a prerequisite for enrolling in **Entrepreneurship & Marketing 11/12**.

## Accounting 11 (MAC-11)

This is a course in basic accounting principles and their applications; it provides basic knowledge and practical skills necessary to maintain records for a small business. The main emphasis is on the work up to the trial balance. Topics covered include: the general journal, general ledger, subsidiary ledgers, trial balance, financial statements, adjustments, worksheets, and closing entries. This course is designed as an introduction to accounting concepts and is a useful course for any student seeking entry-level employment in the accounting field as well as for those who wish to continue further study in accounting. **The student workbook has a cost of approximately \$27.00.**

## Accounting 12 (MACC-12)

Open to all students in Grades 11 and 12. Accounting 12 builds upon the principles taught in Accounting 11 and provides opportunities for practical application. Advanced procedures and techniques are used in learning accounts receivable, accounts payable, merchandise/inventory accounting, cash control procedures, and other important concepts. This course is highly recommended for those who wish to complete a university/college business program. It is accepted as a Grade 12 academic course at post-secondary institutions such as Simon Fraser University, McGill University, Capilano University, and Emily Carr University of Art & Design. Students will also participate in the CPA Coin Competition for a chance to win prizes and scholarships.

## CAREER LIFE EDUCATION

### Career Life Education (MCLE-10)

### Éducation au Choix de Carrière et de Vie (FCLE-10)

All students in grade 11 must enroll in CLE. Students in grade 10 may choose to take CLE, but it is highly recommended that they do so in Grade 11. The CLE framework includes five stages, based on the developmentally appropriate Big Ideas, Curricular Competencies, and Content that apply for each age group. Each stage incorporates three elements of CLE – Awareness, Exploration, and Experience. CLE builds upon the foundation built in earlier grades and continues the exploration of career opportunities. As students transition into the final stage of CLE, real-world experience both within and outside the classroom environment provide meaningful opportunities for students to develop and refine their understanding of career possibilities through planning, research, practice and reflection students will refine their understanding of career life education. Woven throughout the course are competencies based around wellness and safety in an increasingly online world. Finally, a significant amount of time is spent on preparing students financially for a post high school life.

**\*\* ALL FRENCH IMMERSION STUDENTS WILL BE REQUIRED TO COMPLETE CLE IN FRENCH (EITHER DL or CLASSROOM-BASED) \*\***

In addition to the classroom-based Career Life Education class, one French and one English online/distributed learning (DL) course, with limited after school class instruction, will be offered by McRoberts on an application basis. **DL is a full-year linear course (September to June) and not limited to one semester.** This application process is in place because of the studies and anecdotal evidence highlighting high attrition and failure rates of online learning compared to class-based instruction. Classes will only run if there are enough qualified applicants.

Successful applicants for the online course will be able to demonstrate that they are:

- Self-motivated learners
- Self-disciplined learners
- Organized learners
- Independent learners

A good example of the above skills would be successful completion of non-summer school RVS courses, with a C+ or higher grade, Honor Roll or an email reference from their counsellor.

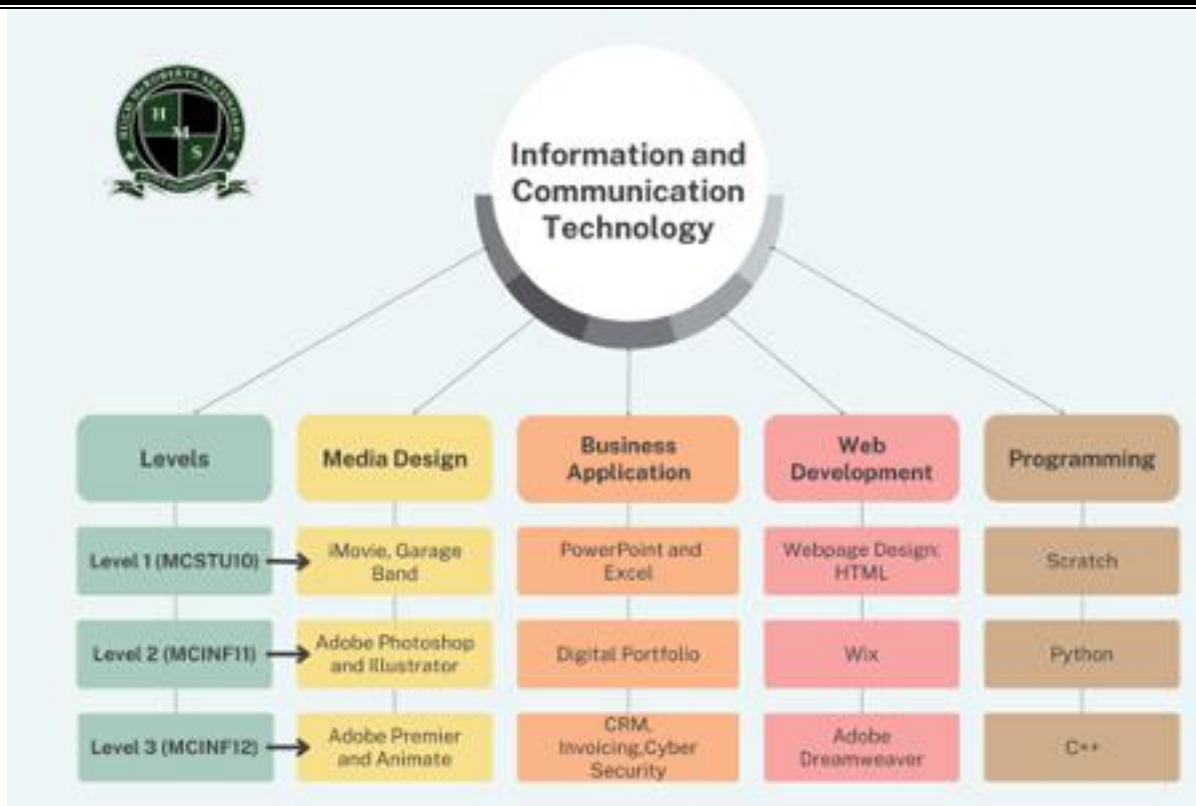
Successful online learners also have adequate computer skills and can meet deadlines to complete work on their own.

### **CLC/CAPSTONE (MCLC-12) is a mandatory course for Graduation**

As part of the graduation program, students will need to complete the mainly, self-directed, Career Life Connections/Capstone (4 credits) course in order to graduate. This course will be delivered in a DL format. **This is a full-year linear course (September to June) and not limited to one semester.** This format is mostly online; however, **it will require a number of face-to-face meetings throughout the year.** It will be supported by teachers in the CLE, in-class, course in grade 11 when and where possible. Each student will also have a Capstone teacher assigned to them for Grade 11 and 12. The Capstone Showcase and its journey is a major independent learning project which takes place as part of CLC.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation?keyword=bc&keyword=graduation&keyword=program>

# COMPUTER EDUCATION COURSES



## Information and Communication Technology Level 1 (MCSTU10)

This is an introductory course for students interested in computer science and digital media. The course will consist of a series of modules that will give the students an idea about computer science related fields they can pursue. The course begins with a review of iMovie, Garage Band, PowerPoint and Excel, then students will learn about computer hardware, software and operating systems and about the evolution of technology and computer networking. Another section will consist of learning HTML (style and design) and making a webpage. Students will also go through a series of projects to gain familiarity with block coding using Scratch. During this course students will be exposed to different articles related to ethical issues of technology, impacts of computers on society and any other related information that will become available as the year progresses.



## Information and Communication Technology Level 2 (MCINF11)

Prerequisite: ICT Level 1

The use of the internet and social media as mediums to communicate has become general practice in all forms of business. Through examples of digital journalism, social media, and other technology platforms, we will explore topics of digital communication such as social impact, risks, ethics, and career opportunities. Students will have the opportunity to create their own digital portfolio featuring promotional material, infographics and graphic design using Adobe Illustrator, Adobe Photoshop, and Wix. Students will also learn basic Python Syntax and explore projects to gain experience developing data analysis usage and game design. Students will build an understanding of Artificial Intelligence and Machine Learning by exploring block coding - ChatGP Chatbot and Dall-E ImageBot. ICT Level 2 is a prerequisite course for ICT Level 3. ICT Level 2 may satisfy either the grade 11 science or applied skills requirement (but not both).



## Information and Communication Technology Level 3 (MCINF12)

Prerequisite: ICT Level 2

ICT Level 3 offers a more detailed, technical approach to computer programming techniques, with opportunities for the student to develop an understanding of problem analysis and logical processes; structured and modular program design; coded graphics implementations; complex data structures; programming techniques involved in file management; and resource editing and integrations. Project work during extended labs outside regular class time is encouraged. Available language compilers include Rust and C++ (the emphasis will be on the last one). Students will also explore AI and Machine Learning using Python, with a focus on data analysis.

Besides strictly programming, students will also have the opportunity to: create their own movies using Adobe Premier; learn the Action Script, create games and improve upon their animation in Adobe Animate. ICT Level 3 may satisfy the science requirement of Applied Skills for graduation. It is a prerequisite for most computer programs offered by post-secondary institutions and it is the focus course for Career Preparation and Work Experience in Information and Communication Technology.





## DRAMA COURSES

### **Drama 8 – Introduction to Drama (MDR-08)**

Students will be introduced to drama concepts and performance techniques through theatre games, class exercises and group presentations. Drama will help students develop their confidence and provide them with a safe and creative space to express themselves in new and imaginative ways. In Drama 8, students will work on storytelling through tableau, character creation, mime, puppetry, improvisation, and speech. The skills that students develop in Drama 8 will help them in other subject areas and throughout their lives.

### **Drama 9 – Intermediate Drama (MDR-09)**

Students of Drama 9 will continue to develop the skills they learned in Drama 8. They will learn the skills and attitudes necessary to succeed in a performance group, including teamwork, adaptability, support and leadership. Students will practice new performance techniques and applications through units such as play-building, reader's theatre, lip syncs, character mask creation, radio plays, theatre sports, shadow puppetry and short scene work. There will be a strong focus on mutual respect, personal expression and developing one's creative voice within a supportive group environment. Participation and inclusion are major aspects of this course.

### **Drama 10 – Intermediate Drama (MDRM-10)**

Students of Drama 10 will continue to develop the skills they learned in Drama 9. They will learn the skills and attitudes necessary to succeed in a performance group, including teamwork, adaptability, support and leadership. Students will practice new performance techniques and applications through units such as theatre technology, short film making, Commedia dell'Arte, sketch comedy, lip syncs, public speaking and the production of a one-act play. There will be a strong focus on mutual respect, personal expression and developing one's creative voice within a supportive group environment. Participation and inclusion are major aspects of this course.

### **Drama 11 – Senior Drama (MDRM-11)**

Although Acting 11 is an extension of the skills acquired in Drama 8-10, the focus shifts to more text-based work. The objective of this course is to study the techniques and skills involved in analysing scripts and bringing a character to life. This performance-oriented course includes character development, movement, voice, scene interpretation, play reading and theatre etiquette. Students will be working on a combination of scenes, one acts, sketch comedy, film work, and monologues. Participation and inclusion are major aspects of this course.

### **Drama 12 – Senior Drama (MDRM-12)**

Acting 12 will allow students to further develop their theatre skills as more complex material is explored and advanced acting techniques are learned. Some of the units this course will cover will include theatre for young people, voice-over work for animation, Italian mask-work in the Commedia dell'Arte style, historical acting styles (Shakespeare, Greek, Melodrama) and advanced scene study. There will continue to be a focus on mutual respect, personal expression and developing one's creative voice within a supportive group environment. Participation and inclusion are major aspects of this course.



## DRAMA COURSES

### **Theatre Production**

In Theatre Production, students gain the knowledge, skills, and attitudes necessary to become participants in the theatre process through a study of design, technical skills, management skills, historical exploration and the interrelated roles that comprise a theatre company. Theatre Production students will learn about the technical elements of theatre (lighting, sound, costumes and set) and will have an opportunity to apply this knowledge through the design opportunities provided by in-school productions. (Spring Production, One Act and Scene Nights). Theatre Production students will be responsible for the design, running and producing of these shows. This class will be a great opportunity to develop artistic abilities and be a part of an exciting, collaborative process.

### **Theatre Production 10 (MDRTC-10)**

Theatre Production 10 is a course designed to provide students with a basic understanding of the aesthetics and practical application of all phases of technical production. This includes the study of all visual aesthetics, the physical theatre, scenic design, scenery construction and painting, property construction and design, costuming, lighting, sound design, and backstage organization.

### **Theatre Production 11 (MDRTP-11)**

Theatre Production 11 builds upon the skills and knowledge developed Theatre Production 10. This includes the study of different visual aesthetics, the physical theatre, scenic design, scenery construction and painting, property construction and design, costuming, lighting, sound engineering, and backstage organization. Production work is a required element of this course. Students are expected to play a role in stage management, design, or the running of shows.

### **Theatre Production 12 (MDRTP-12)**

This is a more advanced course in theatre technology for students who want more in-depth knowledge of stage management, set, lighting, and costume design. Theatre Production 12 students are expected to play a large role in the spring production, as well as help facilitate events such as the Haunted House, One Act Festival, and other school-based events.

### **Directing and Scriptwriting 11 (MDRDS-11)**

Directing and Scriptwriting is a course for students who have drama experience and an interest in creating new theatrical work. Students will have the opportunity to direct already-published works as well as develop and direct their own scenes, monologues and a short one-act play. This course emphasizes the working relationship between actor, director and playwright and the communication and collaboration skills that are necessary when directing one's peers. Students will work in tandem with a Drama 9/10 block or Drama 11/12 block and they will direct in-class student projects as well as their own work.

### **Directing and Scriptwriting 12 (MDRDS-12)**

This course provides students with the opportunity to continue to develop and discover the essentials of scriptwriting and the process and techniques of directing for the stage or film. Students are given the opportunity to explore and develop themes and ideas and are given the opportunity to have their work presented during the One Act Festival. Students will also be expected to see theatre in the community and critique the work they watch.

## ENGLISH COURSES

### **English Language Arts 8 (MEN-08) and English Language Arts 9 (MEN-09)**

The aim of English Language Arts is to provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing to make meaning of the world and to prepare them to participate effectively in all aspects of society. Teachers select from a wide range of texts, including literature, non-fiction, visual/aural, and multimedia texts, which are particularly suited to their students.

### **English Language Arts 10: Composition (MCMPS-10) and Spoken Language (MSPLG-10)**

The aim of English Language Arts 10 is to help students successfully make the jump from junior to senior English. This course will provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing to make meaning of the world and to prepare them to participate effectively in all aspects of society. Along with the composition and spoken language modules of English 10, teachers will draw on the literary studies, new media, and creative writing modules to best support the needs of the class and to prepare all students for senior English courses.

### **English Composition 11 (MCMPS-11)**

English Language Arts 11 will draw on elements of composition, spoken language, new media, literary studies, and creative writing to provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing to make meaning of the world and to prepare them to participate effectively in all aspects of society. In English 11 there is a greater emphasis on more formal levels of analysis and written communication, including significantly higher expectations in various forms of writing. Students are expected to work more independently in the graduation program, and to experiment with more sophisticated and complex uses of language.

### **English Studies 12 (MENST12)**

All grade 12 students must enroll in either English Studies 12 or English First Peoples 12. The aim of English Language Arts is to provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing to make meaning of the world and to prepare them to participate effectively in all aspects of society. Teachers select from a wide range of texts, including literature, non-fiction, visual/aural, and multimedia texts, which are particularly suited to their students.

### **English First Peoples 12 (MENFP12)**

English 12 First Peoples is the **academic equivalent of English Studies12**. The course is designed to enable students to develop the English language and literacy skills and capacities they must have in order to meet British Columbia's graduation requirements.

English First Peoples 12 builds upon and extends students' previous learning experiences in ELA courses. The course is grounded in the First Peoples Principles of Learning and will delve deeply into the First Peoples' oral and written literature. It will focus on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of texts – including oral, story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction). It is designed for all students to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Furthermore, through the study of authentic Indigenous text students will be able to:

- *extend their capacity to communicate effectively in a variety of contexts*
- *deepen their understanding of themselves and insights into key aspects of Canada's past, present, and future as related to First Peoples*
- *expand their understanding of what it means to be educated Canadian and global citizens*

This course meets the current graduation requirement to have 4 credits in both an Indigenous Focused course, and the English Language Arts 12 requirement for all students graduating in B.C. after September 2023.

## ENGLISH COURSES

**Optional Elective Course, for further coursework in Language Arts:**

**Creative Writing 12 (MCTWR12) - *Does not meet Language Arts 12 requirement for graduation.***

**Pre- or Co-requisite: English 11**

Writing 12 provides students with an opportunity to write, revise and edit their own works. This elective is for students with a particular interest in creative writing; emphasis will be on the writing of short stories, personal essays and narratives, poetry, sketches, and non-fiction. Different writing techniques will be studied and practiced and students will be encouraged to develop style and voice. Students taking the course will be expected to participate in regular workshops and to complete an assigned number of pieces per term. At the end of the year, students will submit a collection of their course writing.

## ELL COURSES

### **ELL Science & Social Studies (Level 1-2)**

The main goal of this ELL course is to provide opportunities for level 1 and 2 students to acquire language in a content-based curriculum. Topics include Canadian history, geography, biology and general science content from the BC Ministry of Education curriculum. The reading, writing, and communication skills introduced in the Composition and Literature courses are practiced and applied through this content.

### **ELL Introduction to Literature (Level 1-2), Literature (Level 3)**

This course will provide an opportunity for students to become familiar with, read, and develop an appreciation for various literatures, including academic texts. Among other academic skills, the framework will concentrate on improving fundamental vocabulary, comprehension strategies, and communication skills.



### **ELL Introduction to Composition (Level 1-2), Intermediate Composition (Level 3), Advanced Composition (Level 4)**

The ELL composition program is designed to develop and improve the writing skills for each level (1-4), and to complement the coursework in the regular English stream. Learners will be introduced to basic English grammar and syntax, as well as a variety of composition techniques to suit different purposes.

**NOTE:** As per district guidelines, students at levels 1 and 2 will receive strategies and adaptations that enable them to access language and content of the curriculum including Mathematics and Science. Students who are Grade 10 age or older who successfully complete Level 3 may be given permission to take English 10 and 11 concurrently the following school year. This is dependent on departmental recommendation and approval.

## HOME ECONOMICS COURSES

### Home Economics 8 Wheel (MADT-08)

This course is an exploratory course which introduces students to the basic skills in areas such as Woodwork, Electronics, Computers, Foods and Clothing. The Home Economics part of this course is made up of Clothing and Textiles 8 and Foods and Nutrition 8. The **Clothing and Textiles 8** unit is an introduction to basic sewing skills and the sewing machine. Students construct a duffle bag for their own use. Additional small projects may be included. The **Foods and Nutrition 8** unit is an introduction to basic principles of food preparation and nutrition. The students participate in food labs and study the theory of nutrition and basic flour mixtures.

### Textiles Level 1 (MTXT-10)

This course is designed to develop basic sewing techniques for garment construction, and to help students become independent sewers. Students will learn a variety of techniques within their projects. Projects may include a gathered skirt, pants, blouse and two projects of their choice that explores techniques we have not covered in previous projects.

### Textiles Level 2 (MTXT-11)

Prerequisite: Textile Studies 1: Become a clothing designer. Students will design an original skirt by drafting their own pattern from a basic sloper pattern. Advanced techniques will include a serger project and lined jacket.

### Textiles Level 3 (MTXT-12) Textiles Level 4 (MFIND12)

**Prerequisite: Textile Studies 2 or 3:** This advanced course is designed for those with an interest in fine-tuning their skills. Areas of emphasis include pattern design and sewing techniques that relate to fabrics requiring special handling, advanced sewing and tailoring techniques. Leather, lace, taffetas, velvets, fake furs and outdoor-wear fabrics will be explored and used in projects. The choice and number of projects will be determined by the designs and fabrics chosen. This course is a prerequisite for post- secondary courses in fashion design and fashion merchandising. Students supply all basic sewing equipment, fabric and notions necessary to complete their projects.



# HOME ECONOMICS COURSES

## **Food Studies Level 1 (MFOOD10)**

This course is open to grade 9-12 students interested in continuing their studies in food preparation and nutrition. Students will be able to prepare different recipes and learn different cooking methods and techniques. Areas of study may include preparing breakfast, lunch, and dinner, while becoming familiar with functions of nutrients in our bodies.

## **Food Studies Level 2 (MFOOD11)**

### **Prerequisite: Food Studies Level 1:**

This course is open to grade 9-12 students interested in continuing their studies in food preparation and nutrition. Students will be able to prepare different recipes and learn different cooking methods and techniques. Areas of study may include preparing breakfast, lunch, and dinner, while becoming familiar with functions of nutrients in our bodies.



## **Food Studies Level 3 (MFOOD12)**

### **Prerequisite: Food Studies Level 2**

This course is open to grade 11-12 students interested in culinary arts. Students will explore the relationship between art and food especially in its presentation and creative combination of texture, colours, and flavours. Recent food trends and nutrition will be emphasized, as well as etiquette and hospitality. There will be different projects that challenge student creativity and techniques in creating beautiful and delicious dishes. Units may include cake decorating, vegetable and fruit cookery, soups and sauces, and appetizers.

## **Food Studies Level 4 (MSPSF12)**

### **Prerequisite: Food Studies Level 3**

This course is open to grade 12 students interested in culinary arts. Students will explore the relationship between art and food especially in its presentation and creative combination of texture, colours, and flavours. Recent food trends and nutrition will be emphasized, as well as etiquette and hospitality. There will be different projects that challenge student creativity and techniques in creating beautiful and delicious dishes. Units may include cake decorating, vegetable and fruit cookery, soups and sauces, and appetizers.



## HUMAN SERVICES COURSES

### Peer Helping 11 (YIPS-1A)

Peer Helping 11 will appeal to students with an interest in human services. Students will develop skills in the areas of active listening, verbal, and non-verbal communication, decision-making and problem-solving, and in specific instructional strategies. These skills will be applied by the students as they tutor and mentor younger students in regular classrooms, ELL and the Resource Room. Grade 10 students may apply for this course, but priority will be given to senior students.

### Peer Helping 12 (YIPS-2A)

Peer Helping 12 is a continuation of Peer Helping 11 and is designed to help students further develop skills in the areas of active listening, verbal, and non-verbal communication, decision-making and problem-solving, and in specific instructional strategies. These skills will be applied by the students as they tutor and mentor younger students in regular classrooms, ELL and the Resource Room.

***Peer Helping 11 & 12 is offered to students through an application process. Where enrollment is limited, factors such as academic and student conduct will be considered for acceptance. This is a full-year linear course (September to June) and not limited to one semester.***

### Human Services (Leadership) 11 (MSTX-1A)

This year-long course is designed to help students develop personal and community awareness and leadership skills. Students will learn how to organize and lead events to help engage meaningfully with their communities and will learn how to reflect upon their experiences in order to develop their personal strengths and to become valuable leaders in their community. Students in this course will be expected to demonstrate excellent independent work habits and communication skills. Opportunities will be provided for students to volunteer, as students are required to complete 100 hours of service in the school and/or community. As this course takes place outside of the timetable, it is led via Microsoft Teams with scheduled meeting times each month.

### Human Services (Leadership) 12 (MSTX-2A)

This year-long course is a continuation of Human Services 11 and is designed to help students further develop leadership skills while contributing service to the school and community. Students will engage in meaningful volunteering and/or create their own community service projects that work to meet an identified need in their communities. This course will teach students how to further develop their personal strengths and to become valuable leaders in their community. Opportunities will be provided for students to volunteer, as students are required to complete 100 hours of service in the school and/or community. As this course takes place outside of the timetable, it is led via Microsoft Teams with scheduled meeting times each month.

***Acceptance into the Human Services 11 & 12 program requires students to be in good standing academically and with respect to attendance and student conduct. Where enrollment is limited, these factors will be considered for acceptance. This is a full-year linear course (September to June) and not limited to one semester.***

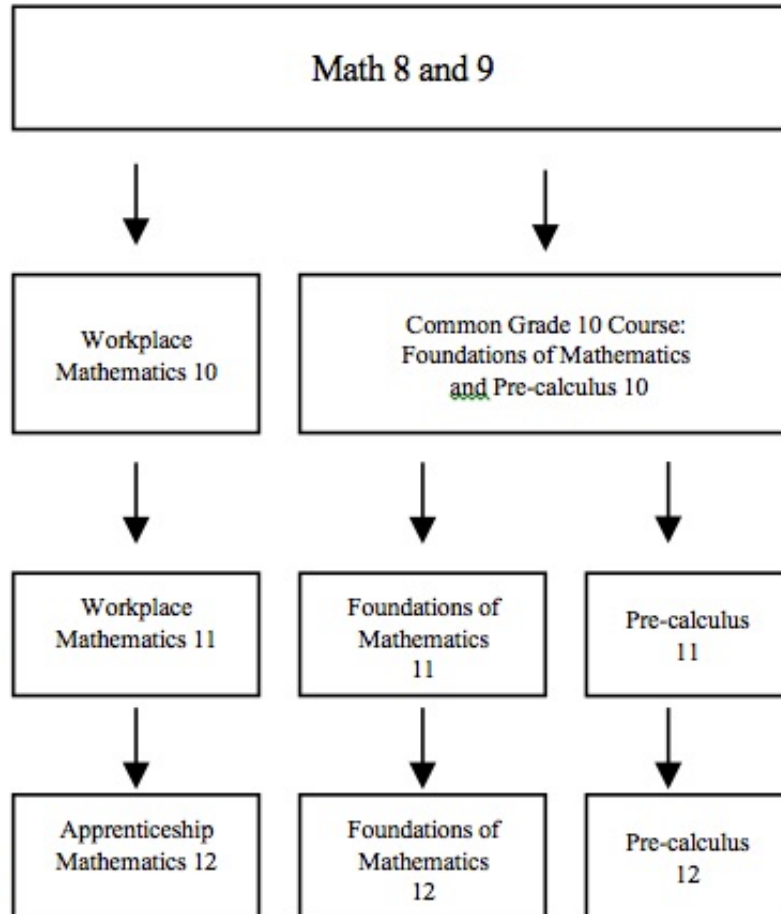




# MATHEMATICS COURSES

## Mathematics Flow Chart

There are three pathways to consider when choosing math courses. Each pathway is designed to provide students with the mathematical foundation, rigour, and critical thinking skills that have been identified for specific post-secondary programs of study or for direct entry into the work force.



	Intended for:	Topics include:
<b>Workplace and Apprenticeship Mathematics</b>	<ul style="list-style-type: none"> <li>Trades programs at the post-secondary level</li> <li>Direct entry into the workforce</li> </ul>	<ul style="list-style-type: none"> <li>algebra, geometry, measurement, number, statistics, probability, and financial literacy</li> </ul>
<b>Foundations of Mathematics</b>	<ul style="list-style-type: none"> <li>Post-secondary programs that do not require the study of calculus like the Social Sciences, Humanities, and the Arts</li> </ul>	<ul style="list-style-type: none"> <li>geometry, measurement, number, logical reasoning, geometry, relations and functions, statistics and probability, and financial literacy</li> </ul>
<b>Pre-Calculus</b>	<ul style="list-style-type: none"> <li>Post-secondary programs that require the study of calculus like Science, Math, Computer Science and Engineering</li> </ul>	<ul style="list-style-type: none"> <li>number systems, powers and radicals, relations and functions, sequences and series, inequalities, trigonometry, and financial literacy</li> </ul>

**All students should consult their math teacher and counsellor in order to make an informed decision based on their previous performance in math and their future career or post-secondary aspirations. Choices must be made with great attention and care, as lateral movement during the school year is usually not possible.**

## MATHEMATICS COURSES

Students and parents must understand specific program requirements at faculties at different post-secondary institutions to aid their decision making. Because the three pathways were designed to give students different skills, foundations, and knowledge for different career and post-secondary paths, they were not designed specifically to allow for lateral movement between pathways. Some post-secondary institutions do offer upgrading courses if, after high school, students realize that they need different courses for your chosen career path.

Your child should choose the courses that best fit their current math interest and current post-secondary direction. While there is no rule about which math course is right for each student, the decision can be made easier by thinking about your child's ability and interest in math and their future education and career goals. The courses have designed to facilitate student success after high school. For example:

- If your child worked hard in Math 8 or 9, enjoys working on projects or hands-on activities, or intends to pursue a trade or technical job after high school, then Workplace pathway is recommended
- If your child has worked hard in Math 8 or 9, enjoys working on projects or hands-on activities, and is planning further study in the Social Sciences, Humanities, or Arts at the post-secondary level, then the Foundations pathway is recommended
- If your child has worked hard in Math 8 or 9, enjoys the challenges of math, and is thinking about further study or a career that involves Sciences, Math, Computer Science, or Engineering, then the Pre-Calculus is recommended.

Your child's education choice after high school depends, in part, on the courses they take in high school. To find out more about the BC Math curriculum visit [curriculum.gov.bc.ca/curriculum/mathematics](http://curriculum.gov.bc.ca/curriculum/mathematics). Start exploring post-secondary options in BC at [educationplannerbc.ca](http://educationplannerbc.ca).

### Mathematics 8 (MMA—08)

#### Mathématiques 8 (FMTHF08)

This mathematics course is designed to develop literacy and skills by combining mathematical knowledge, communication skills, problem solving, reasoning, mental math and estimation, visualization, and the use of technology. Students will construct their own meaning out of mathematics, understand math in meaningful contexts, and learn to move from concrete to abstract ideas by linking concrete, pictorial, and symbolic concepts. The course will focus on the five big ideas of: Number Representations, Computational Fluency, Linear Relationships, Spatial Relationship, and Data Analysis. **Students require a scientific calculator. Students in French Immersion are required to take this course in French language.**

### Mathematics 8/9 (MMA-08-9)

Students with a strong work ethic and strength in number sense, mathematical thinking, and computational fluency are encouraged to consider this course. Students will be selected based on their demonstration of mathematical thinking based on an entrance exam. This accelerated course covers the Math 8 and Math 9 curricula in one year – see the Mathematics 8 and Mathematics 9 course descriptions for full details. Students who demonstrate strong proficiency at the end of this course will be recommended to proceed to Foundations and Pre-Calculus 10 in their grade 9 year. Students may also be recommended to enrol in Mathematics 9 in their grade 9 year to continue developing more and deeper understanding prior to taking a grade 10 level math course. Acceleration of math in grade 8 sets up the potential for students to take a Calculus course in their grade 12 year.

### Mathematics 9 (MMA—09)

Mathematics 9 continues our themes of Math 8: algebra, geometry, probability, proportionality, and rational number studies. Problem solving is integrated throughout the course with an emphasis on reasoning and communicating mathematically. The course will focus on the five big ideas of: Number Representations, Computational Fluency, Linear Relationships, Spatial Relationship, and Data Analysis. Students require a scientific calculator.

## MATHEMATICS COURSES

### **Workplace Mathematics 10 (MWPM-10)**

This course builds on processes learned in Math 8 and 9 and is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into the majority of trades and for direct entry into the work force. The course will focus on algebra, working with graphs, trigonometry, measurement and conversion, surface area and volume problems, statistics and probability, and financial literacy. Students with a credit for Workplace Mathematics 10 are eligible to take Workplace Mathematics 11. **There is a cost for the optional workbook. Students require a scientific calculator.**

### **Foundations of Mathematics and Pre-Calculus 10 (MFMP-10)**

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in both the arts and the sciences. The course builds on mathematical processes learned in Math 8 and 9 and will focus on prime factorization, functions and relations, linear functions, arithmetic sequences, systems of linear equations, polynomials and factoring, trigonometry and financial literacy. Students with a credit for Foundation of Mathematics and Pre-Calculus 10 are eligible to take any math course in Grade 11. **There is a cost for the optional workbook. Students require a scientific calculator.**

### **Workplace Mathematics 11 (MWPM-11)**

This course is a continuation of the Workplace 10 curriculum and is designed to give students the necessary math skills for entry into the majority of trades programs at post-secondary and for direct entry into the work force. The course will focus on financial literacy, rates of change, probability and statistics, working with graphs, and 3D objects. **There is a cost for the optional workbook. Students require a scientific calculator.**

### **Foundations of Mathematics 11 (MFOM-11)**

*Prerequisite: Foundations of Mathematics and Pre-Calculus 10*

This course is intended for students planning to pursue post-secondary studies outside of the sciences or mathematics. It is required for admission to certain post-secondary institutions. The course will focus on logical reasoning, angle relationships, systems of linear equations and inequalities, quadratic functions and equations, statistics, scale models, and financial literacy. There is a cost for the optional workbook. Students require a scientific calculator.

### **Pre-Calculus 11 (MPREC-11)**

*Prerequisite: Foundations of Mathematics and Pre-Calculus 10*

This course is intended for students planning to take post-secondary programs that require the study of calculus like Science, Math, Computer Science, and Engineering. This is a pre-requisite for Pre-Calculus 12. Topics include radicals and powers, number sets, trigonometry, factoring, quadratics, rational expressions, and linear inequalities. **There is a cost for the optional workbook. Students require a scientific calculator.**

# MATHEMATICS COURSES

## **Foundations of Mathematics 12 (MFOM-12)**

This is a continuation of Foundations of Mathematics 11. This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that do not require the study of calculus. Topics include , graphing polynomial, logarithmic, exponential and sinusoidal functions, regression analysis, probability, and financial literacy. **There is a cost for the optional workbook. Students require a scientific calculator.**

## **Pre-Calculus 12 (MPREC-12)**

*Pre-requisite: Pre-Calculus 11*

This is a continuation of Pre-calculus 11. This course is intended for students planning to take post-secondary programs that require the study of calculus like Science, Math, Computer Science, and Engineering. Topics include transformations, exponential functions and equations, geometric sequences and series, logarithms, polynomial functions and equations, rational functions, and trigonometry. **There is a cost for the optional workbook. Students require a graphing calculator.**

## **Calculus 12 (MCALC-12)**

*Co-requisite or Pre-requisite: Pre-Calculus 12*

Calculus 12 is recommended for any student as an introduction to first-year post-secondary Calculus or for any student intending to enter a post-secondary program which requires Calculus 12 as a pre-requisite. The intent of the course is to familiarize students with the terminology and basic applications of calculus. Topics may include limits, derivatives and integrals, applications of derivatives and integrals, graphing curves, and trigonometric and exponential functions. This course is not fully sufficient to be prepared for taking the AP Calculus exam and is intended as a preview of first-year post-secondary mathematics. Calculus 12 is not required as a pre-requisite to take AP Calculus 12 AB. There will be an optional notes package available to students for approximately \$10. Students require a graphing calculator.

## **AP Calculus 12 AB (ACAL-12)**

*Co-requisite or Pre-requisite: Pre-Calculus 12 and recommended 80% or better in Pre-Calculus 11.*

AP Calculus 12 is recommended for any student who would like the option to write the AP Calculus AB exam or intend on entering a post-secondary program in Science, Math, Engineering, or Commerce. The intent is to familiarize students with the terminology and basic applications of calculus. Topics include limits, derivatives and integrals, applications of derivatives and integrals, graphing curves, and trigonometric and exponential functions.

Notes: Students wishing to write the AP Calculus AB exam must register for the exam at an approximate cost of \$150 CAD. There will be an optional notes package available to students for approximately \$10. Students require a graphing calculator.

# FRANÇAIS LANGUE

## French Immersion Program

The Immersion program at McRoberts incorporates classroom learning with experiential learning. Students will participate in field experiences, hands-on creative activities and school sponsored performances. The program transitions from grade 7 with five courses in grade 8, four courses in grade 9, three courses in grade 10, three courses in grade 11 and one course in grade 12. The following is an example of the French immersion course load.

GRADE 8 (5 courses)	GRADE 9 (4 courses)	GRADE 10 (3 courses)	GRADE 11 (3 courses)	GRADE 12 (1 course)
Français Langue 8 Sciences Humaines 8 Sciences Naturelles 8 Mathématiques 8 Éducation Physique 8	Français Langue 9 Sciences Humaines 9 Sciences Naturelles 9 Éducation Physique 9	Français Langue 10 Sciences Humaines 10 Sciences Naturelles 10	<b>Choice of : (FRAL)</b> 1. Médias et communication <b>OR</b> 2. Cinéma & littérature  <b>AND</b>  Études Autochtones Contemporaines 12  <b>AND</b>  Éducation au choix de carrière et de vie (CLE)	Français Langue 12  <i>*GLA in French required for graduation of FI program</i>

### **Français Langue 8 (FFRAL-08)**

*Français Langue 8* aims to foster authentic francophone learning situations that will allow students to acquire a variety of competencies, knowledge and strategies. These are all necessary for communicating and interacting efficiently and confidently in French. Students will be given the opportunity to exercise their creative and critical thinking skills through inquiry and a wide variety of activities. We will also focus on encouraging positive cultural identity and understanding, including the First Peoples Principles of Learning. Literary content may include plays and legends.

### **Français Langue 9 (FFRAL-09)**

This course is a continuation of *Français Langue 8*. Literary content may include novels and fables.

### **Français Langue 10 (FFRAL-10)**

This course is a continuation of *Français Langue 9*. Literary content may include short stories and poetry.

# FRANCAIS LANGUE

## French Immersion Program

**IN GRADE 11, STUDENTS NOW HAVE A CHOICE BETWEEN TWO OPTIONS FOR THEIR FRENCH LANGUAGE CREDIT. THE FOLLOWING ARE THE OPTIONS FOR STUDENTS ENROLLING IN FRENCH IMMERSION IN GRADE 11.**

***Médias et communication numérique 11 (FNMD-11) (\*Students enrolled in English 11 Media Studies module cannot enrol in this course)***

*Médias et communication numérique 11* is designed to lead students in exploring, discovering, interpreting, and analyzing the changing role and influence of digital and print media in today's society. It recognizes that digital literacy is essential to the development of digital citizens. The course will motivate students to reflect critically on how media shapes and influences patterns of behaviour in society, how we communicate, and our understanding of the world.

The course offers numerous opportunities for students to demonstrate their understanding and communicate their ideas through a variety of digital media and communications. They will also explore the new possibilities for creative expression provided by digital media. Students will be able to identify ethical, law-abiding social behaviours that can help them make informed decisions.

**OR**

***Étude du cinéma et de la littérature francophone 11 (FLTST-11)***

*Étude du cinéma et de la littérature francophone 11* is designed to encourage students to discover, explore, analyze, and interpret cinematic 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 cinematic works from different eras, cultures, styles, and genres. In addition, students will develop their ability to analyze, interpret, and reflect in order to better appreciate films from the French-speaking world. They will explore their imagination and develop their creativity, writing style, and spoken communication through multiple cinematic genres.

Through the literature component, students will discover a variety of literary texts and works from different eras, cultures, styles, and genres. In addition, they will develop their ability to analyze, interpret, and reflect in order to better appreciate literary works from the French-speaking world. Students will explore their imagination and develop their creativity and writing style through multiple literary genres.

***Français Langue 12 (FFRAL-12)***

*Français Langue 12* is required to receive a bilingual diploma. The objective of this course is to help students to integrate and enhance the linguistic competencies and linguistic and cultural knowledge acquired during past learning experiences. *Français Langue 12* will enable students to gain an overview of the various factors that shape their bilingual identity. It offers many opportunities for students to deepen their knowledge of themselves and others in a changing world. In addition, students will explore different types and genres of texts, from various sources, that reflect Francophone and First Peoples perspectives. The course will encourage students to use critical and creative thinking to analyze various communication situations and refine their communication skills in diverse contexts in order to achieve their personal and career objectives.

**\*\*\*Students in French Immersion are also required to write the French Graduation Literacy Assessment in grade 12 in order to receive their Dual Dogwood Diploma.\*\*\***



## MODERN LANGUAGES COURSES

### **French 8 (MFR-08)**

French 8 is an introduction to the French language and Francophone culture. No prior knowledge of the French language is required. This course facilitates language acquisition in a fun, natural, and immersive environment. Students will share their interests and preferences in class discussions and activities, and participate in the creation and exploration of stories. The emphasis is on high frequency vocabulary and communication, including building listening and reading comprehension and participating in simple reciprocal interactions and basic self-expression in French.

### **French 9 (MFR-09)**

This course builds on the basic communication acquired in French 8. The focus continues to be the acquisition of high frequency language structures and on expressing oneself in French in meaningful ways. Students will continue to build proficiency through the co-creation of stories and the study of films and other authentic resources. They will share preferences, opinions, and experiences related to the topics they engage with in class. Francophone culture will be explored through creative works. Written and oral expression are an important focus of this course.

### **French 10 (MFR-10)**

Students will build their proficiency in this course. While the focus continues to be the acquisition of high frequency language structures and on meaningful expression, students will increase their fluency in describing events in past, present, and future tenses. As a continuation from French 9, this course also includes the co-creation of stories and the study of films and other authentic resources. Students will share preferences, opinions, and experiences related to the topics they engage with in class. Francophone culture will be explored through creative works. Written and oral expression are an important focus of this course.

### **French 11 (MFR-11)**

This course is accepted as a second language university requirement. Classes provide lots of French input through stories, films, music, and other authentic resources. Students will further develop their communicative ability and proficiency in writing, reading, listening, and speaking. They will express themselves with increasing complexity and demonstrate their language abilities in creative ways. In French 11 students will show increasing independence using strategies to comprehend and produce language. The modern Francophone world will be explored through creative works, with particular attention paid to regional differences in culture and language.

### **French 12 (MFR-12)**

**Prerequisite: FR11:** Classes provide lots of French input through stories, films, music, and other authentic resources. Students will become more advanced in their communicative ability and proficiency in comprehension and production skills. They will express themselves using complex language and demonstrate their language abilities in creative ways. In French 12 students will have the opportunity to hone their strategies and skills and engage with a greater range of more challenging French content. The modern Francophone world will be explored through creative works, with particular attention paid to regional differences in culture and language.

# MODERN LANGUAGES COURSES

## JAPANESE LANGUAGE COURSES

### **Japanese Level 1 (MJA-09)**

Do you like Japanese anime? Music? Manga? Japanese food? Cars? Electronics? Video games? Do you like learning new languages? If so, Japanese might be for you and it's not as hard as you think! In addition to trying some Japanese cooking, exploring anime, and learning about Japanese culture, students will also learn the 46 basic characters known as hiragana, which will unlock the key to reading and writing basic Japanese. Students will also learn a number of easy sentence patterns that can be used for self-introductions and describing basic activities.

### **Japanese Level 2 (MJA-10)**

**Prerequisite: Japanese Level 1 or Introduction to Japanese:** Continuing with activities like Japanese cooking and anime appreciation introduced in Japanese 9, Japanese 10 students will master 46 katakana characters, which will allow them to broaden their ability to read Japanese. In pairs, students will also create their own manga comic written entirely in basic Japanese! With an emphasis on expanding vocabulary and grammar patterns, students will amaze themselves with their ability to communicate in Japanese.

### **Introduction to Japanese - Level 1 & 2 (MBJA-11)**

This course is for Grade 11 or 12 students who would like a basic introduction to Japanese culture and language. This is an accelerated course in which students will complete level 1 and 2. For motivated students, with the permission of the teacher, there is an opportunity to move into level 3. So if you have an interest in Japanese culture, or you like learning new languages, Japanese might be for you. In addition to trying some Japanese cooking, exploring anime, and learning about Japan, students will also learn the 46 basic characters known as hiragana, which will unlock the key to reading and writing basic Japanese. Students will also learn a number of easy sentence patterns that can be used for self-introductions and describing basic activities.

### **Japanese Level 3 (MJA-11)**

**Prerequisite: Japanese Level 2:** Continuing with activities like Japanese cooking and anime appreciation introduced in Japanese 9 and 10, Japanese 11 students will be introduced to kanji – Chinese characters used in writing Japanese. In groups, students will also create their own Iron Chef cooking video narrated entirely in Japanese! With an emphasis on increasingly complex sentence patterns, students will be able to read, write, and speak at an intermediate level of Japanese.

### **Japanese Level 4 (MJA-12)**

**Prerequisite: Japanese Level 3:** Continuing with activities like Japanese cooking and anime appreciation introduced in Japanese 9 and 10, and 11, Japanese 12 students will continue to broaden their ability to read and write Chinese characters. Students will also expand their vocabulary and reinterpret grammar patterns to generate new meanings in increasingly complex sentence patterns. Students will create a multi-page story written entirely in Japanese and finish the year with a Japanese history unit (in English).

# MODERN LANGUAGES COURSES

## SPANISH LANGUAGE COURSES

### **Spanish (Castellano) Level 1 (MSP-10)**

Hola, bienvenido. Spanish is the official language of 20 - countries, spoken by 543 million people worldwide. It is rated as one of the most in-demand languages.

This level is an introduction to the language and welcomes **any student** (grades 9 to 12) who has not studied Spanish before.

You will learn sentence structures, pronunciation, expressions, and vocabulary to be able to communicate in familiar settings. You will also explore today's Hispanic world through art, music, singing, and activities that will help you build your memory as well as your aural skills. Classes provide engaging situations, daily practice, and lots of participation. Come ready to share, listen attentively, speak, read and write.

Heritage learners (a student who already speaks the language) are encouraged to take a placement test

You will use a workbook (for all three levels of Spanish at McRoberts). Cost **\$25**

### **Introduction to Spanish (Castellano) (MBSP-11)**

Spoken by 543 - million people worldwide, Spanish is the official language of 20 - countries. This introductory course of the Spanish language is available to Grade 11 and 12 students. This course is designed for students who have not studied Spanish before. Classes provide engaging situations, lots of practice, and feedback. Common structures of written and spoken Spanish, as well as basic vocabulary will be covered. Students will also explore today's Hispanic world through art, media and customs. Heritage learners are encouraged to take a placement test. A textbook and website are used for this course. **Workbook \$25** (Used for all three levels of Spanish at McRoberts)

### **Spanish (Castellano) Level 2 (MSP-11)**

Mucho gusto. ¿Cómo la estás pasando? Spanish is the official language of 20 - countries, spoken by 543 - million people worldwide. It is rated as one of the most in-demand languages.

This is your upper-beginner course. Classes continue to provide engaging situations; you will do daily practice to acquire more fluency and use new sentence structures to communicate more. You are expected to have a working fluency in Spanish in general topics (learned in Level 1). Writing, reading, oral skills, vocabulary and expressions will be further developed to communicate in situations involving travel, food, shopping, and family. You will continue exploring today's Hispanic world, its culture and language.

You will use a workbook (for all three levels of Spanish at McRoberts). Cost **\$25**

### **Spanish (Castellano) Level 3 (MSP-12)**

¿Qué tal? ¡Qué gusto verte! ¿Pasaste un agradabilísimo fin de semana?

This is your intermediate Spanish course. This course is accepted as a second language university requirement ¡Qué guay!

Classes provide engaging situations, lots of daily practice, and feedback. You will continue to develop your fluency in aural, reading, and writing skills using general topics. The emphasis is on improving conversational fluency by acquiring more complex grammatical concepts, sentence formation, and speaking. Assessment is comprehensive; it will not only assess your knowledge of the language but also your ability to produce the language in a communicative way. Some examples of how you will demonstrate your language skills are: presentations, interviews, poetry, music, stories, and literature. You will continue using your workbook. Cost **\$25**

# MUSIC COURSES

## *Provision of Musical Instruments*

*Many students will have their own musical instruments. However, if a student needs one, we have an assortment for students to borrow. Students using school instruments may need to share them with other students. Arrangements can be made to practice at school or to borrow the instrument according to a schedule that will be arranged with the other student(s) using the instrument.*

*\*Students will have performances throughout the year: school concerts, Music in our Schools, and other opportunities. Performance opportunities for students to engage in advanced levels abound.*

### **Concert Band 8 (MMU-08BND)**

Students learn different musical concepts, styles, and cultural contexts while improving their skills on an instrument. Instruments include Piccolo, Flute, Oboe, Clarinet; Soprano, Alto bassoon; Alto, Tenor, Baritone Saxophone; Trumpet, French Horn, Trombone, Baritone, Tuba, String Bass and Percussion. Students are expected to participate in performances throughout the year

### **Concert Band Level 1 (MMUCB-10)**

Open to all students. In this course, students will be playing traditional Concert Band instruments as previously listed to develop reading and performance skills, and to develop the ear's aural skills. Music classes provide a unique opportunity to develop social inter-dependence and leadership. 'Doubling' on various instruments is encouraged. Each year students are expected to advance their level of musicianship. This group performs regularly throughout the year. **Students who did not enrol in Band 8 are encouraged to contact the Band teacher to enrol in this course.**

### **Concert Band Level 2 (MIMCB11)**

### **Concert Band Level 3 (MIMCB12)**

### **Senior Band Level 4 (MMUOR12)**

Open to all students. In this course, students will be playing traditional Concert Band instruments as previously listed to develop reading and performance skills, and to develop the ear's aural skills. Music classes provide a unique opportunity to develop social inter-dependence and leadership. 'Doubling' on various instruments is encouraged. Each year students are expected to advance their level of musicianship. This group performs regularly throughout the year. At Level 3 they may compose and arrange music, conduct and explore solo and small ensemble repertoire. This group performs regularly throughout the year. **All students, even those with minimal experience, are encouraged to contact the Band teacher to enrol in this course.**

### **Drumming 9 (XLDCA09)**

### **Drumming 10 (YVPA-0A)**

### **Drumming 11 (YVPA-1A)**

### **Drumming 12 (YVPA-2A)**

This course is open to all students who are interested in rhythm, beats, and music in general. No prior musical experience is required. Students will learn rhythms and their cultural contexts from West African, Afro-Cuban, Brazilian, and other traditions, using traditional oral/aural teaching and learning methods (call and response, echoing, imitation) and will make connections between these "root rhythms" and the music they enjoy today. There will be opportunities to play pitched percussion (marimba, vibraphone) and other instruments for students who are interested. Students will be encouraged to improvise, compose, and arrange and will perform in small and large ensemble contexts.

### **Choir 8 (MMU-08CHO)**

Choral classes are open to any students who wish to learn to sing for enjoyment. A wide variety of music is explored including popular repertoire. Attendance at rehearsals and concerts is considered part of the course work. Chorus provides an excellent opportunity for ELL students to develop English skills. This class is a great opportunity for everyone who enjoys singing regardless of past or present experience.

**Choir 9 (MMU-09CHO)**

Choral classes are open to any students who wish to learn to sing for enjoyment. A wide variety of music is explored including popular and classical repertoire. Attendance at rehearsals and concerts is considered part of the course work. This class is a great opportunity for everyone who enjoys singing regardless of past or present experience.

**Choir 10 (MMUCC-10)****Choir 11 (MCMCC-11)****Choir 12 (MCMCC-12)**

Open to all students, the choir will explore many musical styles from classical to popular and jazz. Singing experience is fantastic but not essential. Students will learn vocal techniques and part singing. Some improvisation may be explored. Attendance at rehearsals and concerts is considered part of course work. Pianists are welcome and encouraged.

**Jazz Band Level 1 (MMUJB10)**

**Prerequisite: Concert Band 8:** Jazz ensemble offers students the opportunity to play various Jazz, Latin, Funk, and rock styles. Instruments include Trumpet, Saxophone (Alto, Tenor, Baritone) Trombone, Piano, Guitar, Bass and Drums.

**Jazz Band Level 2 (MIMJB11)**

**Pre or Co-requisite: Concert Band Level 1 or Jazz Band Level 1:** This course is a performing ensemble that continues to study and play various Jazz, Latin and Funk styles at a more advanced level. Students will be encouraged to arrange, compose and conduct. An audition will be required.

**Jazz Band Level 3 (MIMJB12)**

**Pre or Co-requisite: Concert Band Level 2 or Jazz Band Level 2:** This course is a performing ensemble that continues to study and play various Jazz, Latin and Funk styles at a more advanced level. Students will be encouraged to arrange, compose and conduct. An audition will be required.

**Jazz Band Level 4 (MIDS-2B)**

**Pre or Co-requisite: Concert Band Level 3 or Jazz Band Level 3:** This course is a performing ensemble that continues to study and play various Jazz, Latin and Funk styles at a more advanced level. Students will be encouraged to arrange, compose and conduct. An audition will be required.

**Guitar Level 1 (MMUGT10)**

Beginner guitar is an introductory course to playing the guitar. A variety of musical styles will be explored including Folk, Classical, popular (tabulature), Jazz, Blues and Rock. Students will be introduced to the Ukelele.

**Guitar Level 2 (MIMG-11)**

**Prerequisite: Guitar Level 1:** Advanced guitar is for students who have completed the beginner guitar course and wish to improve their skills as a player. This course may be taken by students with previous guitar experience but have not completed the Level 1 program. An interview with the teacher will be required. An audition may be requested to verify student ability.

**Guitar Level 3 (MIMG-12)**

**Prerequisite: Guitar Level 2:** Advanced guitar is for students who have completed the beginner guitar course and wish to improve their skills as a player. It may also be taken by students who have previous guitar experience and have had an interview with the teacher regarding their guitar skills. Students will continue to improve their technique and note reading while concentrating on a specific style of playing that they are interested in. Students may choose from a variety of styles including Classical, Jazz, Folk, Rock, composition, solo technique, finger picking, etc. for their specialization.

## PHYSICAL AND HEALTH EDUCATION COURSES

### **Physical & Health Education 8 (MPHE-08)**

#### **Education Physique et Santé 8 (FEPSF-08)**

In this course, students will participate daily in physical activity that is designed to enhance and maintain components of fitness. They will have opportunities to develop, refine and apply fundamental movement skills to a variety of individual/dual and team activities. Students enrolled in the French Immersion program will be scheduled in the FI version of PHE 8.

### **Physical & Health Education 9 (MPHE-09)**

#### **Education Physique et Santé 9 (FEPSF-09)**

In this course, students will continue to develop and refine fundamental movement skills introduced in grade 8. Students enrolled in the French Immersion program will be scheduled in the FI version of PHE 9.

### **Physical & Health Education 10 (MPHE-10)**

In this course, students will participate in a variety of individual/dual and team activities that are designed to enhance and maintain personal health. They will continue to develop movement skills and game strategies introduced in grade 9.

### **Active Living 11 (MACLV11)**

This course emphasizes the importance of maintaining an active and healthy lifestyle. Students will participate in a variety of individual/dual activities, team sports and community activities that have potential for lifelong involvement. **Optional Enrichment Field trips for community activities cost \$135.00.**

### **Active Living 12 (MACLV12)**

Active Living 12 is an extension of the Active Living 11 course. Students are exposed to a number of physical activities at the school and in the community. Active Living 12 will also stress a development of leadership skills designed to enhance an individual's leadership in a recreational setting. **Optional Enrichment Field trips for community activities cost \$ 135.00.**

### **Strength & Conditioning Level 1 (MFTCD11)**

This course is intended to help students of all fitness and ability levels design and follow a program to achieve their fitness goals. Students will learn to use weight room equipment safely and with confidence as they develop a knowledge of training concepts, anatomy, nutrition, and other health and fitness related topics.

### **Strength & Conditioning Level 2 (MFTCD12)**

This course is an extension of Strength and Conditioning Level 1. Students will be given the opportunity to continue to build on their knowledge and training.

### **Strength & Conditioning for Girls Level 1 (MFTCD11G)**

This course is intended to help female students of all fitness and ability levels design and follow a program to achieve their fitness goals. Students will learn to use weight room equipment safely and with confidence as they develop a knowledge of training concepts, anatomy, nutrition, and other health and fitness related topics

### **Strength and Conditioning for Girls Level 2 (MFTCD12G)**

This course is an extension of Strength and Conditioning for Girls Level 1. Students will be given the opportunity to continue to build on their knowledge and training.

### **Outdoor Education 11/12 (MODED11/MODED12)**

Do you like field trips? Do you want to get outside more? Do you have an interest or passion in outdoor activities and hope to expand your knowledge and experience in the great outdoors? While the exact activities are dependent on participant interest (and the planning and budget of students) Outdoor Education 11/12 may include activities such as: camping, hiking, snowshoeing, nature walk/hiking, kayaking, and canoeing. You will learn about wilderness first aid, leadership skills, safety, nutrition, equipment, environmental conditions, sustainability and more about yourself and others. **Please note that this course runs off-timetable and is full-year linear course (September to June).** Most months have one lunchtime meeting and one field trip (evening/weekend). Estimated cost of field trips/guest instructors for the year is \$200.

**This course is open to students in grades 11-12. However, there is a selection process for this course that requires a completed application form, available from your counselor.**



## SCIENCE COURSES

### **Science 8 (MSC-08)**

#### **Sciences Naturelles 8 (FSCF-08)**

Emphasis in this course is on the introduction of scientific inquiry, skills, processes, knowledge and thinking abilities. Students will demonstrate a curiosity about scientific topics through a variety of activities including an examination of science as it applies to their everyday lives. Areas of study to achieve these goals are: cells and the immune system; atoms and the kinetic molecular theory; optics and electromagnetic radiation; and geological events and plate tectonics.

### **Science 9 (MSC-09)**

#### **Sciences Naturelles 9 (FSCF-09)**

Emphasis in this course is on the further development of the understanding of the scientific method, thinking, seeking and analyzing patterns, trends and connections of scientific principles. Topics explored to achieve these goals include: reproduction; atoms, elements, and the periodic table; characteristics of electricity; and matter and energy cycles in natural systems.

### **Science 10 (MSC-10)**

#### **Sciences Naturelles 10 (FSCF-10)**

Emphasis is on the continued development of students' attitude, knowledge and curiosity about scientific topics. Topics include genetics and the role of DNA, chemical reactions, energy changes during chemical reactions and radioactivity, motion and kinematics, forms of energy and energy transfer and formation of, and our knowledge of our universe. Students will continue to develop and strengthen their skills to become lifelong learners throughout this course.

### **Science for Citizens 11 (MSCCT-11)**

**Prerequisite: SC 10** This course satisfies the graduation requirement for a science 11 and will allow entry into most local colleges. The course is designed for students who are not planning to apply to a university science program in their graduation year. It is a course that explores the impact of science and applied technology on the individual and on society as a whole. Students will analyze the effects that that technologies have on the world around them and explore how scientific understanding enables humans to respond and adapt to local and global changes.

### **Life Sciences 11 (MLFSC-11)**

**Prerequisite: SC 10** Life Sciences 11 is a lab-oriented course that serves as an introduction to the study of living things. Students will explore a wide range of topics including: Taxonomy, Ecology, Adaptation and Evolution, Microbiology, Mycology, Plant Biology and Animal Biology.

### **Anatomy and Physiology 12 (MATPH-12)**

Anatomy and Physiology 12 is an academic course which focuses on two major concepts: biochemistry and the structure and function of human biological systems. It allows students to develop an understanding of science by looking at themselves and seeing how the diverse body systems are integrated to maintain homeostasis. A major part of this course focuses on biochemistry and therefore students should have previously completed Chemistry 11 and have a thorough understanding of senior organic chemistry concepts. Life Sciences 11 and Chemistry 11 are strongly recommended as a prerequisite for this course.

## SCIENCE COURSES

### Chemistry 11 (MCH-11)

**Prerequisite:** SC 10 Chemistry is the branch of Science that deals with the properties of and changes in matter. A lab-oriented course, Chemistry 11 provides a basic introduction to the sciences with emphasis on chemical calculations and atomic theory. Students should feel confident with their mathematical ability before choosing this elective. Topics include: laboratory safety, measurement and communication, matter and its changes, atoms, ions and molecules, the mole concept, solution chemistry, chemical reactions, stoichiometry, atomic theory, and organic chemistry.

### Chemistry 12 (MCH-12)

**Prerequisite:** "B" standing recommended in CH 11 and Pre-Calculus 11. In Chemistry 12, students will build on their experiences in Chemistry 11 by probing further into chemical processes through experimentation and discussion. There is a great emphasis on laboratory work and problem solving involving mathematical strategy and graphical analysis. Students should be proficient and confident with their mathematical computations before choosing this elective. Topics include: reaction kinetics, dynamic equilibrium, solubility equilibria, acids, bases and salts, and oxidation-reduction reactions.

### AP Chemistry 12 and Chemistry 12 HONOURS (ACHE-12/MCH-12HON)

**These courses must be taken concurrently (Chemistry 12 AP and Chemistry 12 Honours).** This is an advanced level course. The emphasis of the course is on chemical and mathematical calculations and laboratory work. The content includes all Chemistry 12 topics (in greater depth) including solubility, acid base chemistry, equilibrium, kinetics, electrochemistry, and chemical thermodynamics. Students will prepare to write the Advanced Placement Chemistry Examination. Completion of the AP Chemistry Exam (score of 4 or 5) will earn credit for a first-year chemistry course at university. **Students can register for the AP Chemistry exam at a cost of approximately \$150 CDN (this is not mandatory).**

### Physics 11 (MPH-11)

#### **Prerequisite:** SC 10

Physics is an attempt to explain our world using mathematics. This course includes problem solving involving algebra and requires above-average skills in mathematics. A C+ or better in Math 10 is a good indicator of success in Physics 11. Topics include: Wave Motion, Geometrical Optics, Kinematics, Dynamics, Energy, and Circuitry.

### Physics 12 (MPH-12)

#### **Prerequisite:** "B" standing recommended in Physics 11 and Pre-Calculus 11

The topics are more mathematically rigorous and demanding than Physics 11, consequently, Pre-Calculus 12 must be taken before or concurrently with Physics 12. Course content includes Vector Kinematics, Vector Dynamics, Mechanical Energy and Vector Momentum, Equilibrium, Circular Motion and Gravitation, Electrostatics, Electromagnetism and Special Relativity.

## SOCIAL STUDIES COURSES

### **Social Studies 8 (MSS-08)**

#### **Sciences Humaines 8 (FSCHF08)**

The overall goal of Social Studies 8 is to develop thoughtful, responsible, active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments. The Social Studies 8 curriculum provides students with opportunities as future citizens to critically reflect on events and issues of the past in order to make more informed decisions about events and issues in the present and future. The Social Studies 8 curriculum focuses on world civilizations between the seventh and eighteenth century.

### **Social Studies 9 (MSS-09)**

#### **Sciences Humaines 9 (FSCHF09)**

The overall goal of Social Studies 9 is to develop thoughtful, responsible, active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments. The Social Studies 9 curriculum provides students with opportunities as future citizens to critically reflect on events and issues in the past in order to make more informed decisions about events and issues in the present and future. The Social Studies 9 curriculum focuses on global and Canadian history between 1750CE and 1914CE as well as the physical geography of Canada.

### **Social Studies 10 (MSS-10)**

#### **Sciences Humaines 10 (FSCH-10)**

Social Studies 10 (or *Sciences Humaines 10*) is a requirement for graduation. The emphasis of this course is on the history, geography and government of Canada. It includes the study of the Canadian parliamentary system, political ideology, the Canadian constitution, social history since 1867 (especially culture and immigration), Canada's role in the two world wars as well as in international affairs. In this context students will explore factors that shaped the Canadian identity. Geography emphasizes the economy of Canada, resource management, population trends, food production and distribution, urbanization, and the impact of technology.

### **Explorations in Social Studies 11 (MEPSS-11)**

Explorations in Social Studies 11 is an option for graduation. In this course students will explore a number of thematic units or modules that parallel grade 12 course options (Asian Studies, Genocide Studies, Global History, Law and Geography). Students will learn to apply creative as well as critical thinking skills to analyze current and past events and issues. Students can choose Explorations in Social Studies 11 or any grade 12 social studies course option to satisfy the 4 credits needed for graduation. Post-secondary institutions may have specific requirements. Please consult the specific admissions requirements prior to course selection.

### **BC First Peoples 12 (MBCFP-12)**

BC First Peoples 12 looks at how the identities, worldviews, and language of BC First Peoples are renewed, sustained, and transformed through their connection to the land. Students will investigate how the impact of contact and colonialism continues to affect the political, social, and economic lives of BC First Peoples. Students will also have the opportunity to study how cultural expressions convey the richness, diversity, and resiliency of BC First Peoples. Finally, students will gain an understanding of how, through self-governance, leadership, and self-determination, BC First Peoples challenge and resist Canada's ongoing colonialism.

This course meets the new graduation requirement to have 4 credits in an Indigenous Focused course, and the Social Studies 11 or Grade 12 elective requirement for the Graduation program for all students graduating in B.C. after September 2023.

## SOCIAL STUDIES COURSES

### **Law Studies 12 (MLST-12)**

The goal of Law 12 is to provide students with a basic understanding of the structure of the Canadian legal system and how it functions. Law 12 aims to give students a basic understanding of how the law applies to them in their daily lives. The topics covered provide an introduction to the Canadian legal system: criminal law and civil law (including torts, contracts, family law, wills.) Aspects of this course include guest speakers, mock trials, and visits to both the Provincial and the Supreme Court.

### **Economics 12 (MECT-12)**

Economics 12 provides students with opportunities to analyze the effects of economic activity on their personal lives, the nation, and the global community. It gives students a deeper understanding of the principles behind government and social policies. Topics from a micro and at a macro level are examined, and may include supply and demand, production decisions, government deficit and debt, inflation, business cycles, economic systems (e.g. capitalism vs. communism), foreign investment and ownership, globalization, and global trade issues.

### **Études Autochtones Contemporaines 12 (FINST 12)**

This course is a graduation option for French Immersion students. It offers students the opportunity to explore the perspectives of indigenous peoples and their connection to the land as well as the continuing assertion of their right to self-determination. In this context students will examine the role of reconciliation in addressing injustices and foster understanding. The course is based on the First Peoples Principles of Learning and students will continue to use Social Studies inquiry processes to ask questions, analyze ideas and communicate findings.

French Immersion students may choose this course to satisfy the required 4 credits of a senior Social Studies course needed for graduation with a bilingual diploma and at the same time the required 4 credits of Indigenous-focused coursework.

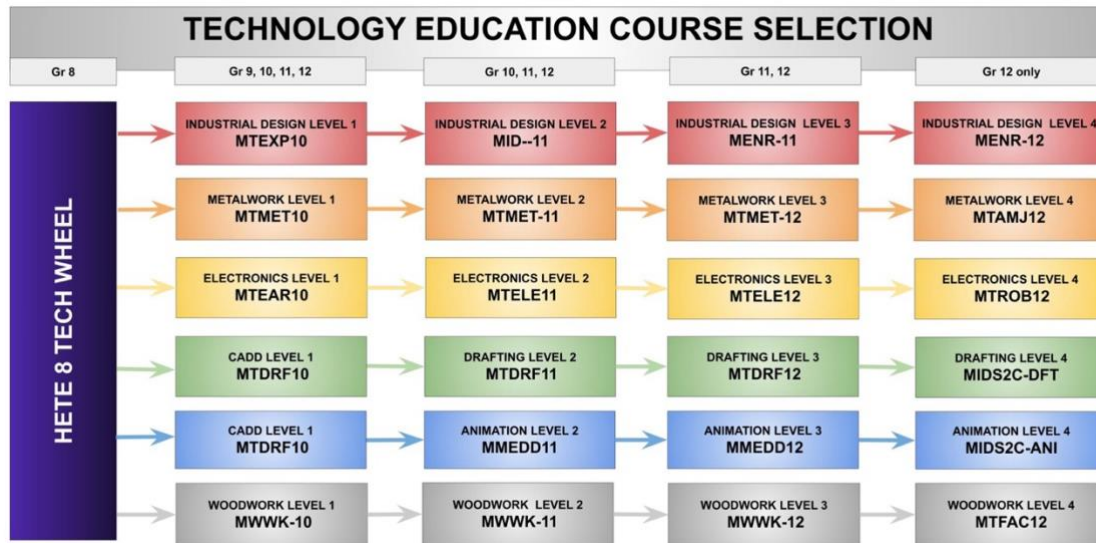
### **Genocide Studies 12 (MGENO-12)**

Despite international commitments to prohibit genocide, ethnic cleansing, or violence targeting identifiable groups of people or minorities, the 20th and 21st centuries continue to challenge peace and prosperity on global level. This course is for students interested in understanding the similarities in progression and scope of genocide. Students will study common economic, political, social and cultural characteristics of genocide and will apply a variety of social studies skills to analyze acts of mass violence, global atrocities, movements of denial, and the responses to genocide in the 20th and 21st centuries.

# TECHNOLOGY EDUCATION COURSES

## General information regarding Technology Levels 1 - 4

McRoberts students are welcome to join any Level I technology classes at any grade, and then advance level by level until graduation. Grade nines taking the Level I course receive grade ten graduation credits early! Students considering a career in design, including Animation, Computer Game Design, Architecture, Engineering, and 3D Modelling; Interior and Furniture Design; Civil and Structural Engineering; Stagecraft, Theatre TV and Film Design; City Planning; Graphics, Marketing and Advertising; Fashion Design; or Automotive Design should consider at least Level I Drafting (or more, if schedule allows) during high school. Some post-secondary programs list Engineering & CADD (Computer Aided Design and Drafting) as a prerequisite for admission.



### HETE 8: Technology Education Wheel

This course is an exploratory course, which introduces students to the basic skills in Applied Design, Skills, and Technology. Course activities are intended to help students learn to work independently and cooperatively in groups, solve problems, improve hand-eye coordination, and build self-confidence. Through projects and demonstrations, students will develop their woodwork knowledge and skills in shop safety, measurement, design, hand tools, power tools, and finishing. Electronic skills covered will include schematic drawings and symbols, design of series and parallel circuits, component identification, soldering techniques, and printed circuit board construction. Classes working at a good pace will have time to make bonus projects, or explore other areas such as Engineering, Metalwork, or Drafting/Animation.

### Engineering Level 1 –Gr 9,10,11,12 (MTEXP10)

#### No prerequisites – everybody welcome!

Engineering Level 1 is open to all students (including Grade 9s), and is a project-based course, students will explore traditional and modern technologies. The Applied Technology activities deal with the design and construction of practical solutions to technical problems. A problem-solving process will be followed, similar to most postsecondary, engineering school "Design Challenges". Students will learn simple scientific principles then design, build and test their projects. Activities may include compressed air powered dragsters, mousetrap racers, air or solid fuel rockets, bridge and tower construction, structures engineering, and wind/solar power.

**Engineering Level 2 –Gr 10,11,12 (MTPOW10)****Prerequisite: Engineering (Level 1)**

Engineering Level 2 is designed to build upon student's previous experience, skills and knowledge while reinforcing shop safety. Students continue to explore activities which deal with the design and construction of practical solutions to technical problems. The traditional and modern technologies, and team-based, hands-on experience of this course is applicable to students who are contemplating careers in Engineering or any other design field. A problem-solving process will be followed, similar to most post-secondary, engineering school "Design Challenges." Students will learn intermediate scientific principles then design, build and test their projects, which may include Sumo/Soccer Robots, Rube Goldberg Devices, model planes and other aviation machines.

**Engineering Level 3 –Gr 11,12 (MENR-11)****Prerequisite: Engineering (Level 2)**

Engineering Level 3 students will take on increasing complex building challenges with a team-based, hands-on approach with a mechanical, electrical or structural engineering focus. Projects will be assigned during the first half of the year which will require a high attention to detail. Following these projects, students are expected to design, plan and build a small to medium-sized project of their own to complete the year. A design process will be followed, guiding the engineering process from initial scratches on paper to assembled project. Mentoring opportunities are often available, providing senior students to share their success with junior students. Some advanced theory will be expected, and students must display exceptional safe work practices.

**Engineering Level 4 – Gr 12 Only (MENR-12)****Prerequisite: Engineering (Level 3)**

This is an advanced course in Engineering, emphasizing the necessary skills expected by employers and postsecondary institutions in the field of structural systems. With direction from the instructor, students will satisfy negotiated course outcomes by working independently from personalized plans or prototyping new projects to suit their own needs. Mentoring opportunities are often available, providing senior students a chance to share their success with junior students. Some advanced theory and career-related research will be expected, and students must display exceptional safe work practices.

**Electronics Level 1 – Gr 9, 10, 11,12 (MTEAR10)****No prerequisites – everybody welcome!**

Electronics Level 1 is open to all students (including Grade 9s) and is a project-oriented introduction to electrical/electronic theory and construction. Course content will introduce theory topics such as electronic component, identification, measurement and printed circuit board construction. Students will construct a number of hands on project ranging from CNC LED signs to power supplies!

**Electronics Level 2 – Grade 10,11,12 (MTELE11)****Prerequisite: Electronics (Level 1)**

Level 2 is a newly designed course centred around digital microcontroller programming. Previously learned, electrical theory, measurement and circuit construction skill sets will be integrated with complex Arduino controlled project designs. Projects may include 3x3 LED matrix, Temperature controlled colour fader and ultrasonic sensing robots.

**Electronics Level 3 – Gr 11,12 (MTELE12)****Prerequisite: Electronics (Level 2)**

This advanced course continues to build upon the student's previous experience emphasizing mastery of electronic design skillsets and the utilization of microcontrollers in the design process. Projects will be assigned during the first half of the year which will require a high attention to detail. Following these projects, students are expected to design, plan and build a small to medium-sized project of their own to complete the year. Some advanced theory will be expected, and students must display exceptional safe work practices.



## TECHNOLOGY EDUCATION COURSES

### **Electronics Level 4 – Gr 12 Only (MTROB12)**

#### **Prerequisite: Electronics (Level 3)**

This is an advanced course in Electronics, emphasizing the necessary skills expected by employers and postsecondary institutions in the field of robotics. With direction from the instructor, students will satisfy negotiated course outcomes by working independently from personalized plans, or prototyping new projects to suit their own needs. Mentoring opportunities are often available, providing senior students a chance to share their success with junior students. Some advanced theory and career-related research will be expected, and students must display exceptional safe work practices.

### **CAD/Animation Level 1 – Gr 9,10,11,12 (MTDRF10)**

#### **No prerequisites – everybody welcome!**

CAD/Animation Level 1 is open to all students (including Grade 9s) and explores how we can communicate ideas through the use of hand sketches, computer-aided drawing and a 3-D modeling. If you are interested in a career in Animation, Computer Game Design, Architecture, Mechanical Engineering and 3D Modelling; Interior and Furniture Design; Civil and Structural Engineering; Stagecraft, Theatre TV and Film Design; City Planning; Graphics, Marketing and Advertising; Fashion Design; Automotive Design; or any design-related fields, then this is the course for you! Topics include creating 3D models of real-world objects that are both used to make presentation videos and engineering products using 3D printers and Laser cutters which are tested to verify their quality of construction and performance. Software used in this course will include Autodesk Inventor and 3D Studio Max, Adobe Photoshop, Premiere and After Effects. Engineering and Architectural design using 3D Modeling

### **CAD Level 2 – Gr 10,11,12 (MTDRF11)**

#### **Prerequisite: CAD/Animation Level 1**

This Level 2 course is for those students who want to pursue their interest in animation, graphic communication, or any of the many Computer Aided Design and Drafting fields. Students will explore some of the more complex components of CAD, such as advanced 3D assembly drawings, animations, and advanced use of 3D printing and Laser cutting to build a purpose built storage box bring their designs to life! An introduction to Architecture will also be a secondary focus of this course with every student building and modifying their own custom home. The hands-on experience of this course is applicable to students contemplating careers in Animation, Architecture, Engineering, or any design field. Software used in this course will include Autodesk Inventor, Revit and 3D Studio Max, Adobe Photoshop, Premiere and After Effects.

### **CAD Level 3 – Gr 11, 12 (MTDRF12)**

#### **Prerequisite: CAD Level 2**

This is an advanced course suitable for those students bound for a career in Architecture, Engineering, Model Making, or any design-oriented fields. Students will continue their mastery of graphic communication, 3D solid modeling (Inventor and 3DS Max), and explore other available software programs such as AutoCAD, Recap, Mudbox, Maya and MEP. Students may take their expertise in new exciting directions like Revit, a new architectural design program, where they can design, draw, and create everything from their dream home to a zombie apocalypse safe house.

## TECHNOLOGY EDUCATION COURSES

### **CAD Level 4 – Gr 12 only (MIDS2C-DFT)**

#### **Prerequisite: CAD Level 3**

This is an advanced course in Drafting, emphasizing the necessary skills expected by employers and postsecondary institutions in the field of architecture, using Revit and other AutoDesk/Adobe software. Alternative topics may include: Mechanical/Engineering and 3D Modelling; Interior and Furniture Design; Civil, Structural and other Engineering; Stagecraft, Theatre TV and Film Design; City Planning; Graphics, Marketing and Advertising; Fashion Design; Automotive Design; or related fields. With direction from the instructor, students will satisfy negotiated course outcomes by working independently from personalized plans, or prototyping new projects to suit their own needs, and using software programs which suit their projects. Mentoring opportunities are often available, providing senior students a chance to share their success with junior students. Some advanced theory and career-related research will be expected, and students must display exceptional work practices.

### **Animation Level 2 – Gr 10,11,12 (MMEDD11)**

#### **Prerequisite: CAD/Animation Level 1**

Computer Animation is a growing industry and is used extensively in computer gaming, motion pictures and advertising. Animation Fundamentals is open to grade 10, 11 or 12 students who have completed CAD Level 1, and have a keen interest in computer gaming, web videos, marketing and advertising, or motion picture special effects. Topics covered include classic animation, storyboards, materials, lighting, camera techniques, character animation and set design. 3D Studio Max animation software will be used. A major part of the course will be spent on student-designed projects with individuals working independently on their creations and skill-building via tutorials.

### **Animation Level 3 – Gr 11,12 only (MEDD12)**

#### **Prerequisite: Animation (Level 2)**

Continuing where Animation Fundamentals left off, Technical Visualization is open to grade 11 or 12 students who have a keen interest in computer gaming, web videos, marketing and advertising, or motion picture special effects. The main portion of the course will use 3D Studio Max animation software, but students will be exposed to Maya, Adobe Photoshop, Premiere Pro, and After Effects to produce short animated films. A major part of the course will be spent on student-designed projects with individuals working independently on their creations and skill-building via tutorials.

### **Animation Level 4 – Gr 12 only (MIDS-2A)**

#### **Prerequisite: Animation (Level 3)**

This is an advanced course in Animation, emphasizing the necessary skills expected by employers and post-secondary institutions in the fields of computer game design, marketing, or the TV and Film Industry. With direction from the instructor, students will satisfy negotiated course outcomes by working independently from personalized plans, or prototyping new projects using 3D Studio Max software, Adobe Premiere Pro and many other available software packages. Mentoring opportunities are often available, providing senior students a chance to share their success with junior students. Some advanced theory and career-related research will be expected, and students must display exceptional work practices.

## TECHNOLOGY EDUCATION COURSES

### **Woodwork Level 1 – Gr 9,10,11,12 (MWWK-10)**

#### **No prerequisites – everybody welcome!**

Woodwork Level 1 is an introductory course in fine carpentry and joinery, open to students in all grades (including Grade 9s.) The course will cover Board Basics - the basic principles of safety, hand and machine tool operation, woodworking terminology, and care of equipment. Through projects, students will learn how to read working drawings, measure, cost and layout material, and learn a variety of joinery and lamination skills. The key concept learned in Level 1 is Stock BreakOut - the process of creating useful boards from raw lumber, and then turning those boards into bowls, shelves, boxes, cutting boards, clocks, stools, wooden toys, skateboards, Christmas ornaments, and a variety of bandsaw projects, with a special emphasis on developing Lifelong Hobby skills.

### **Woodwork Level 2 – Gr 10,11,12 (MWWK-11)**

#### **Prerequisite: Wood (Level 1)**

This is a project-oriented course for students who wish to develop their potential in woodwork as a hobby or career. Building on their previous experience (Board Basics and Stock BreakOut), students will learn more advanced methods of joinery (i.e., mortise and tenon), wood finishing (i.e. staining), carving, and the use and maintenance of hand and power tools, with a special emphasis on developing Lifelong Hobby skills. Two main projects will be assigned (usually a table and a chair.) Productive students will have time for a third project of their own design or choice, such as skimboards, speaker cabinets, jewelry boxes, goblets, small furniture, musical instruments, chessboards, and puzzles.

### **Woodwork Level 3 – Gr 11,12 (MWWK-12)**

#### **Prerequisite: Wood (Level 2)**

This is a senior course suitable to grade 11 and 12 students bound for a career in woodwork, construction, stagecraft, and carpentry, or students who simply wish for a lifelong hobby in woodcrafts. Students will be expected to work independently from plans and project books, with an opportunity to create something of their own design after proving themselves on one class wide project. Advanced techniques on equipment and hand tools may be taught including lathe (i.e., captive rings), table saw (i.e., mitre splines), compound mitre saw (i.e., picture framing), bandsaw (i.e., double cut), scroll saw (i.e., intarsia), and router (i.e., dovetails.)



### **Woodwork Level 4 – Gr 12 Only (MTFAC12)**

#### **Prerequisite: Wood (Level 3)**

This is an advanced course in Woodwork, emphasizing the necessary skills required to enjoy a lifelong hobby in the fields of pyrography, intarsia, carving, turning, or building small projects with bandsaws and other power equipment. With direction from the instructor, students will satisfy negotiated course outcomes by working independently from personalized plans, or prototyping new projects to suit their own needs. Mentoring opportunities are often available, providing senior students a chance to share their success with junior students. Some advanced theory will be expected, and students must display exceptional safe work practices.

## **Youth Explore Trades Skills Level 1 – Gr 9,10,11,12**

**Code: MSTX-0B**

**No prerequisites – everybody welcome!**

The **Youth Explore Trades Skills (MSTX 10-12)** course offers students in grades 10 to 12 the exciting opportunity to explore a variety of trades while developing practical, hands-on skills that will serve them throughout their lives. This program is a collaborative initiative between the Ministry of Education and SkilledTradesBC, providing students with 120 hours of valuable trade experience.

Throughout the course, you will complete four modules designed to give you insight into different trade sectors. Three of these modules focus on core trades: **Carpentry**, **Electrical**, and **Plumbing**, allowing you to explore these trades in-depth. The fourth module, a **Core module**, will cover essential employability skills, safety practices for tools and materials, workplace culture, and planning—all critical components for success in any trade.

This hands-on, engaging course equips students with skills and knowledge that are directly applicable to the trades industry, setting the foundation for future career success.

## **Youth Explore Trades Skills Level 2 – Gr 10,11,12**

**Code: MSTX-1B**

**Prerequisite: Youth Explore Trades Skills Level 1**

*Will be offered to students in 2026-2027*

Building on the foundations of Level 1, you will continue to increase your knowledge and skills from the four modules of **Carpentry**, **Electrical**, and **Plumbing** with the addition of CAD Design to allow you to see how a project is started and completed from the ground up. This hands-on, engaging course equips students with skills and knowledge that are directly applicable to the trades industry, setting the foundation for future career success.

## **Youth Explore Trades Skills Level 3 – Gr 11,12**

**Code: MSTX-2B**

**Prerequisite: Youth Explore Trades Skills Level 2**

*Will be offered to students in 2027-2028*

Building on the foundations of Level 2, you will continue to increase your knowledge and skills from the four modules of **Carpentry**, **Electrical**, **Plumbing** and CAD Design. Upon completion of this course, students should have a thorough understanding of what is required to be in a particular trade with a general understanding of the daily routines and expectations of what each trade offers on a daily basis. This hands-on, engaging course equips students with skills and knowledge that are directly applicable to the trades industry, setting the foundation for future career success.

# RICHMOND VIRTUAL SCHOOL COURSES



## Online learning from K–12


Our mission is to provide blended courses that respond to the needs of Richmond students with flexibility, quality and service. As a result, RVS has one of the highest completion rates in BC!



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SCHOOL DISTRICT NO. 38





<p style="text-align: center;"><b>SPRING SEMESTER 2025</b> <b>FEB. – JUN. 20, 2025</b> Registration open until Feb. 13, 2025</p> <p>Accounting 11 <b>ADST: Makerspace, Robotics &amp; Drones 10-12</b> <b>African &amp; Black Canadian Studies 12</b> BC First Peoples (SS) 12 Calculus 12 Career Life Education 10 (*RVS Online only*) Chemistry 11 Computer Programming 11-12 Cybersecurity 11-12 English 11 (Literary Studies) English Studies 12 English First Peoples 11 English First Peoples 12 Entrepreneurship 12 Foundations of Math &amp; Pre-Calculus 10 Foundations of Math 11, 12 French 10, 11 Law 12 Life Science 11 Mandarin Intro. 11, 11, 12 PE 10-12 Physical Geography 12 Physics 11, 12 Pre-Calculus 11, 12 Psychology 12 (YPSYC2A) Science 10</p> <p style="text-align: center;"><b>CONTINUOUS ENTRY 24/25</b> Registration open until Feb. 13, 2025</p> <p>Career Life Connections 12 Cybersecurity Co-op 12 Foundations of Math 11 Foundations of Math 12 PE 10-12</p> <p><b>Please note:</b> these courses are asynchronous and students will begin and complete at different times. Students will be encouraged where possible to be on a semester or linear completion schedule.</p> <p style="text-align: center;"><b>DANCE &amp; ATHLETE 24/25</b> Registration open until Feb. 13, 2025</p> <p>Dance Choreography 10-12 Dance Company 11, 12 Dance Performance 10-12 Fitness &amp; Conditioning (HP/ADP/Oval) 10-12 PE (HP/Oval) 10-12 Theatre 10-12</p> <p><b>Please visit:</b> <a href="https://rvs.sd38.bc.ca">rvs.sd38.bc.ca</a> for more info. on the Dance &amp; Athlete programs or contact RVS with any inquiries: <a href="mailto:rvs@sd38.bc.ca">rvs@sd38.bc.ca</a></p>	<p style="text-align: center;"><b>FAST TRACK SUMMER 2025</b> <b>JUN.30 – AUG. 7</b> Registration open Feb.18 until Jun. 26, 2025</p> <p><b>ADST: Makerspace, Robotics &amp; Drones 10-12</b> Anatomy &amp; Physiology 12 BC First Peoples (SS) 12 Career Life Education 10 Chemistry 11, 12 Computer Programming 11-12 Cybersecurity 11-12 Digital Photography 10-12 Drafting and Animation 10-12 <b>Drumming 10-12</b> English 10, 11, 12 English First Peoples 10, 11, 12 Foundations &amp; Pre-Calculus Math 10 Foundations of Math 11 French 10, 11, 12 Life Science 11 Mandarin Intro. 11, 11, 12 PE 10-12 Physical Geography 12 Physics 11, 12 Pre-Calculus 11, 12 Science 10 Social Studies 10 <b>Work Experience 12</b></p> <p><b>SCHOOL SPECIFIC OPTIONS</b> <i>Must be enrolled at listed school:</i> CLE 10 (Cambie, McMath, McNair, RSS) Choir and Jazz Band (Palmer, RSS, McMath) Digital Media &amp; Video Production (Boyd) Engineering 11 (Burnett/Career Programs) Food Studies 11, 12 (MacNeill) Leadership 11, 12 (Boyd, McNair) Outdoor Education 11, 12 (McMath) Peer Tutoring (Boyd) Yearbook 10-12 (McNair) Other (<b>as announced by your school</b>)</p> <p><b>Meetings:</b> Weekly course meetings take place in central Richmond at R.C. Palmer Secondary. School specific courses take place at the indicated school. Dance &amp; Oval programs have meetings as arranged by the teacher.</p> <p><b>Bold Courses:</b> new course offering <i>All courses are subject to enrollment and staffing</i> <b>CLICK HERE:</b> <a href="#">Register Today for RVS</a></p>	<p style="text-align: center;"><b>FALL SEMESTER 2025</b> <b>SEP. 8 – JAN. 2026</b> Registration open until Sept. 26, 2025</p> <p>Anatomy &amp; Physiology 12 BC First Peoples (SS) 12 Calculus 12 Career Life Education 10 (*RVS Online Only*) Chemistry 12 Economics 12 English First Peoples 12 English Studies 12 French 11, 12 Foundations &amp; Pre-Calculus Math 10 Foundations of Math 11, 12 Mandarin 11, 12 PE 10-12 Physical Geography 12 Physics 11, 12 Pre-Calculus 11, 12 <b>Psychology 12 (YPSYC2B)</b></p> <p style="text-align: center;"><b>FALL LINEAR 2025</b> <b>SEP. 8 – JUN. 2026</b> Registration open until Oct. 24, 2025</p> <p>AP Psychology (APSY-12) *optional AP Exam in May Career Life Connections 12 Cybersecurity Co-op 12 Foundations of Math 11, 12 PE 10-12</p> <p style="text-align: center;"><b>RVS PROGRAMS</b> <a href="#">See our website for application information</a></p> <p style="text-align: center;"> Blended Learning is a full-time program for students in Kindergarten to grade 7. Students are supported through online class instruction, self-directed learning supported at home, field trips and class activities at Grauer Elementary.</p> <p style="text-align: center;"> RAIL is a blended, interdisciplinary program where students complete grades 8 - 10 through project-based learning.</p> <p style="text-align: center;"> SKY is a blended, personalized learning program for grade 11 - 12 students with personalized inquiry, community connections and outdoor adventure.</p>
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**NOTES**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.