

Pemberton Secondary School

**Course Selection Book
2019 - 2020**

With New Curriculum Course Outlines



PRINCIPAL'S MESSAGE

Welcome to Pemberton Secondary and one of the most notable times of the year – course selection. Decisions regarding course options will be used to assist you in achieving your goals and setting your future direction. These decisions will be made over the next few weeks and it is essential for parents, guardians and students to carefully consider their options. This is the time for students to assess personal interests and strengths and develop both long and short-term goals for their future.

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

In order to maximize student opportunities and ensure transition goals are met, **students must take a full complement of courses** (eight courses for Grade 10 and 11, and eight courses in addition to the grad transitions in their grade 12 year). There are a number of course options available to students, particularly at the senior grades. Some courses prepare students for college and university entrance, others for vocational and fine arts training, and still others prepare students for the workplace. Careful planning and informed decision making will help to ensure student success and direction.

Krista Brynjolfson
Principal

COUNSELOR'S MESSAGE

The counselor's role is to assist students in exploring their interests and setting goals. I can help facilitate academic planning in addition to support career exploration and vocational decision making.

I am here to help students and their guardians if they seek assistance when selecting courses in order to determine how these courses relate to future goals. Parents and guardians are also encouraged to be involved in students' course planning. I welcome any questions or concerns about courses and career planning.

Please take time to explore the course choices and don't hesitate to access our services to discuss your plans. It is our desire to assist each student in achieving their personal and educational goals. I look forward to working together with students and guardians and wish you all the best in your course selections and future directions.

Heather Quamme
Counselor
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GRADUATION REQUIREMENTS FOR 2019-20

Graduation in BC is a culmination of learning and credits over the course of three years and two assessments. We will break them down for you below.

1. Credits
2. Provincial Graduation Assessments

1. Credits

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

52 Required Credits include:	
Language Arts 10 Courses	4 credits total
Language Arts 11 Courses	4 credits total
Language Arts 12 Courses	4 credits
Social Studies 10	4 credits
Social Studies 11 <u>or</u> 12 (or a French Immersion Socials 11 or 12)	4 credits
Science 10	4 credits
A Science 11 <u>or</u> 12 (Example Life Science/Physics/Chemistry/Earth Sciences/Geology/Environmental Science)	4 credits
Mathematics 10 (Workplace Math 10 or Foundations Math Pre-calculus10)	4 credits
Mathematics 11 (Workplace Math 11 <u>or</u> Foundations Math 11 <u>or</u> Pre-calculus Math 11)	4 credits
Physical and Health Education 10	4 credits
A Fine Arts <u>or</u> Applied Skills 10 <u>or</u> 11 <u>or</u> 12	4 credits
Career Life Education (is offered as 2 credits in grade 10 and 2 credits in grade 11)	4 credits
Career Life Connections and the Capstone Project (grade 12)	4 credits
Elective Courses (10 <u>or</u> 11 <u>or</u> 12):	28 credits
Also a minimum of 16 credits at the Grade 12 level including Language Arts 12. All ministry-authorized and board/authority approved courses count.	80 total

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

Career Life Education and the Capstone Project (4 credits)

A capstone project, also known as a culmination project or experience, or senior exhibition, among other terms, is a project that allows students to demonstrate their learning using an area(s) of interest as the basis for the project. Ideally, this would be in an area that they are passionate about and anticipate they will be pursuing after graduation. In Career Life Connections, students will design, assemble, and present a capstone project to an audience to demonstrate personal learning and achievement (in and out-of-school), growth in the core competencies, and a reflection on the post-graduation plan. (https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/career-education/en_ce_capstone.pdf)

2. Provincial Graduation Assessments

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

For 2019-20, the Ministry is still in consultation on whether Grade 12s will write the old English 12 Provincial Exam or if they will write a new Literacy Assessment. When we have more information, we will update you.

Applying to Post Secondary Institutions

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

FRENCH IMMERSION/DUAL DOGWOOD

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

To graduate with both diplomas, French Immersion students must meet the graduation requirements for the Dogwood Diploma and, of these 80 credits, they must earn:

- At least 16 credits at the Grade 12 level (including Français Langue Seconde-Immersion 12).
- Français Langue Seconde-Immersion 10 & 11
- At least 12 credits in Grade 10, 11, or 12 courses that are in French with at least 4 of these credits at the Grade 11 or 12 level.

French Immersion students must also complete the Français Langue Seconde-Immersion 12 Provincial Exam, in addition to the required Provincial Literacy and Numeracy Assessments.

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ADULT GRADUATION DIPLOMA

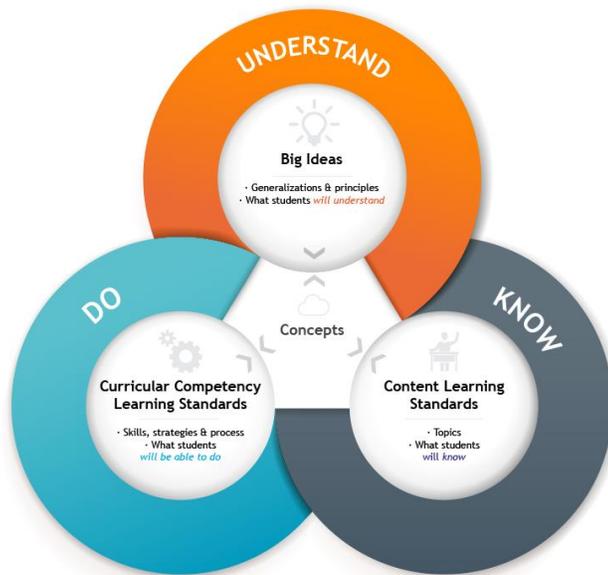
Learners who are 18 years of age or older can combine credits earned at both secondary and post-secondary schools towards a B.C. Adult Graduation Diploma. Adult learners may also pursue a regular B.C. Dogwood Diploma. The criteria for a B.C. Adult Dogwood Diploma is:

- English Language Arts 12
- a math 11 or 12
- 3 additional ministry coded courses (Work Experience12 can only be used as 1 of these courses).
- Note: 2 of the 5 required courses can be earned prior to turning 18.

Education Website: <https://curriculum.gov.bc.ca/graduation-info> **NEW**
PATH TO GRADUATION INFORMATION

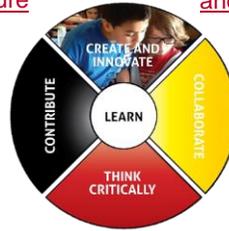
B.C.'s Curriculum Structure has been designed with the same common components for each area of learning and grade level.

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



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



1. Self-Disciplined Mind

- Core skills: communication, literacy, numeracy readiness
- Personal responsibility, health, habits of mind
- Resiliency, adaptability, intuitiveness, confidence

→ Self/Disciplined Mind

7-2. Create and Innovate

- Making something new
- Technical, artistic, and digital skills
- Curiosity, imagination

→ Physical/Creative Mind

8-3. Think Critically

- Decision making
- Problem solving
- Synthesizing, analysing, connecting, deep thinking

→ Intellectual/Synthesizing Mind

9-4. Contribute

- Local and global citizenship
- Social responsibility, character development, leadership
- Environmental responsibility

→ Spiritual/Ethical Mind

10-5. Collaborate

- Interpersonal skills
- Being respectful of others' opinions, flexible
- Working cooperatively

→ Emotional/Respectful Mind

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

C. Learning Standards Learning Standards contain two distinct elements:

- Curricular Competencies, which are explicit statements of what is expected at each grade level and effectively engage in each area of learning. Curricular Competencies are the skills, strategies, and processes that students develop over time and apply to their ongoing lifelong learning. Curricular Competencies are unique to each area of learning. Students are expected to be able to demonstrate (Do) the Curricular Competencies the use of digital media. Content, which is the essential concepts and knowledge that students must learn at each grade level. Students are expected to know the content. View the **Communication Profiles and Illustrations** →

FREQUENTLY ASKED QUESTIONS

How many courses should I take each school year?

All students are expected to take a minimum of 8 courses per school year. Grade 12's are expected to take an additional 9th course for the Career Life Connections and Capstone.

~~(4 credits~~

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

You should choose your elective courses only after considering what career path you would like to follow, what your past achievement has been, and what advice has been given by counselors, teachers and parents/guardians.

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

In either Grade 10, 11 or 12 you must take one Applied Skills or one Fine Arts course.

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

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

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

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

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

There are three Provincial Graduation Assessments, aligned with the curriculum, in literacy and numeracy are required for graduation.

- The Graduation Numeracy Assessment was implemented in January 2018. The Grade 10 Graduation Literacy Assessment will be introduced in 2019/20 and the Grade 12 Graduation Literacy Assessment will be introduced in 2020/21. Students graduating 2019/20 will still have to complete the Language Arts Provincial)
- The following policies are associated with the new assessments:
 - Required for graduation.
 - Stand-alone assessments (not tied to a specific course)

- Students are expected to take the Graduation Numeracy Assessment in their Grade 10 year.
- Students are expected to take a Graduation Literacy Assessment in their Grade 10 and in their Grade 12 year.
- Students must complete each assessment for graduation. There will be an opportunity for students to re-write the assessments to improve their achievement level.
- Scored on a proficiency scale.
- The student's best outcome for each of the Provincial Graduation Assessments will be recorded on their final transcript.

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

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

How does the school decide what electives to offer?

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

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

There may be occasions when the school is not able to offer the senior-level course you want. If this happens, speak to our counselor about waitlists and about distance learning options such as online courses.

LEARNING SUPPORT SERVICES AT PEMBERTON SECONDARY

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

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

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

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

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

ADDITIONAL CREDITS IN THE GRADUATION PROGRAM

Students may be able to obtain high school credit in the following ways. For more information please contact our school counselor.

Equivalency

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

Independent-Directed Studies (IDS)

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

External Courses

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

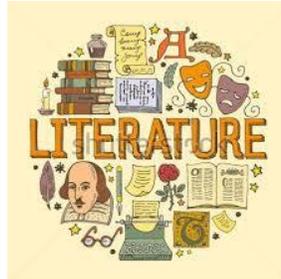
Challenge

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

English Language Arts 11

Students will be receiving 4-credits for a chosen English this year. All courses will be integrated into the same class, but students will be working on achieving different credit requirements depending on which course they pick. Students choose from the different options of:

- Literary Studies 11
- Spoken Language 11
- First Peoples Spoken Language 11
- New Media 11
- First Peoples New Media 11
- Creative Writing 11



In order to ensure that all students are developing the skills and competencies they need for their English 11 credits, all students will be receiving “back-bone lessons” for English First Peoples Literary Studies. This will allow the teacher to provide structured learning around the foundations of English Language Arts to all students equally. The reason that English First Peoples Literary Studies has been chosen is because it satisfies the new curriculum mandate to include Indigenous content within the curriculum. Content/competencies covered by this will include:

- Recognize and understand how different forms, formats, structures, and features of texts enhance and shape meaning and impact
- Understand the influence of land/place in text
- Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Use written words to convey understanding and connections to text

Aside from these “back-bone lessons”, students will be completing the required competencies for their chosen English credits through the process of inquiry-based learning.

English 12/English First Peoples 12

To fulfill the 4 credit grade 12 English course requirement, students can take either English 12 or English 12 First Peoples. These two curriculum areas will be integrated into the same class where students can direct their interests and inquiry towards the big ideas and curricular competencies for either course. Students will receive credit for the course (English 12 OR English First Peoples 12) depending on which competencies they complete. The teacher will provide learning opportunities and curricula that meet the Ministry requirements for both courses. This could include core competencies and content such as:

- writing in a specific form, and for a specific audience or discipline

- exploring and evaluating the style, structure and meaning of different texts
- citing sources, considering credibility, and evaluating the quality and reliability of sources
- thinking critically and creatively to explore ideas within and beyond texts

LANGUAGE PROGRAMS

French 10

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

Ucwalmicwts 10, 11 & 12

This course provides vocabulary and focuses the students' oral and written command of the language. Activities are designed to further cultivate appreciation for the language and culture occur through the course.

French 11

Successful completion of a second language at the grade 11 level is required for admittance to universities

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

French 12

French 12 places continued emphasis on the development of listening and oral speaking skills, but at the same time concentrates on further developing reading and writing skills. There will be an introduction to poetry to accompany the additional readings, further study of more sophisticated grammar, and practicing and polishing of composition style.

FRENCH IMMERSION

Required Courses:

Grade 8:

- Humanités 8 (Sciences humaines 8 and Français langue 8)
- Sciences naturelles 8

Grade 9

- Humanités 9 (Sciences humaines 9 and Français langue 9)
- Sciences naturelles 9

Grade 10 through 12 Requirements (a total of six (4 credit) senior courses are required to graduate with a double dogwood).

- Humanités 10 (Sciences humaines 10 and Français langue 10)
- Français langue 11
- Français langue 12

Plus at least three Français langue 12 options:

- Plannification 10 (for 2020 grads)
- Sciences Humaines 10 (for 2020 grads)

- Sciences Humaines 11 (for 2020 grads)
- Communication orale 12 (offered 2019/2020 school year)
- Études du cinéma et de la littérature francophones 11 or Médias et communication numérique 11 (*offered 2020-2021)

French Immersion grade 10-12

Humanities 10

This year long course includes **Français langue seconde - immersion 10 (FLSI 10) and Sciences Humaines 10 (FSCH 10)**

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

Français Langue Seconde - Immersion 11 (FLSI 11) and Français Langue Seconde - Immersion 12 (FLSI 12)

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

Oral Communication 12

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

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

Études Du Cinéma et de la Littérature Francophones 12 (Offered in 2020-2021)

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

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

LEADERSHIP COURSES

Aboriginal Leadership 8- 12

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

Leadership 8-12

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

Peer Tutoring 11/12

Peer Tutoring 11/12 is a course for senior students (Gr. 11 or 12) who are interested in providing classroom assistance for junior classes at PSS. Interested students must be committed to spending one of their blocks to being a classroom tutor. They will be responsible for providing assistance to students and teachers. To apply for the program contact your counselor. A Sponsor teacher assessment form will be completed by the teacher whose class you tutored.

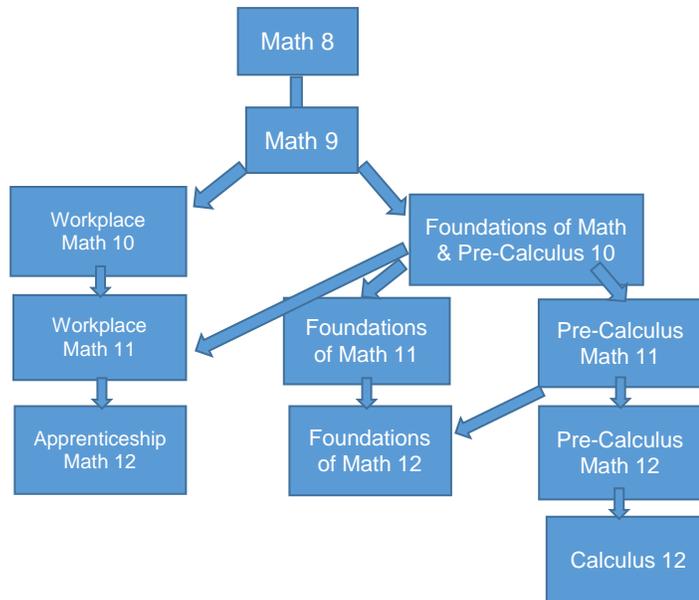
Athletic Citizenship 11/12

This course is designed to provide students with an opportunity to formally practice sport leadership and management. Attending a night class, and participation at practices and games is mandatory. During class students will focus on leadership (coaching and officiating) skills, and management (scheduling, finances, promotions, etc.). They may practice these skills by organizing intramurals, scorekeeping, coaching and officiating and coaching at both Pemberton Secondary and Signal Hill.

MATHEMATICS

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

Pemberton Secondary Math Courses



Notes:

1. Other pathways than those shown are possible.
2. Minimum graduation requirements are met with any Grade 11 or 12 Mathematics course.

Throughout all the math curricula, students will be expected to focus on the curricular competencies of:

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

As well, **financial literacy** is a component of all math courses, except for Pre-Calculus 12 and Calculus 12.

Grade 10-12 Mathematics Courses

Math courses from Grades 10 to 12 are divided to fit into pathways designed for different educational and training needs of students. Students need only a Grade 11 math course to graduate from secondary school. Some colleges and universities need

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



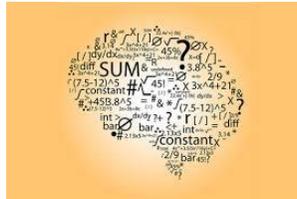
Foundations of Mathematics 11

Recommended prerequisite: completion of Foundations of Math & Pre-Calculus 10
 Foundation of Mathematics 11 is the mathematics 11 course that students should select if applying for post-secondary studies in subject areas not requiring calculus. Foundations of Math 11 will focus on the big ideas of:

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

Pre-Calculus Mathematics 11

Recommended prerequisite: Foundations of Mathematics & Precalculus 10 with a course mark of B or better. (Students who achieved a lower mark should consider retaking Foundations of Mathematics & Pre-calculus 10, or take Workplace Mathematics 11 or Foundations of Mathematics 11 first)



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

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

Apprenticeship Mathematics 12

Recommended prerequisite: Workplace Mathematics 11
 Apprenticeship Mathematics may be a prerequisite course for student planning on applying for most trade apprenticeship programs. Apprenticeship Math 12 will focus on the big ideas of:

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

Foundations of Mathematics 12

Recommended prerequisite: Foundations of Mathematics 11

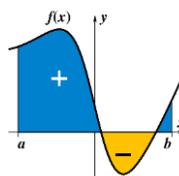
Foundations of Mathematic 12 may be a prerequisite course for students planning on applying for post-secondary studies in subject areas not requiring calculus.

Foundations of Math 12 will focus on the big ideas of:

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

Pre-Calculus 12

Recommended prerequisite: Pre-Calculus 11 with a course mark of B or higher. (Students who achieved a lower mark should consider retaking Precalculus 11). Pre-calculus 12 is the mathematics 12 course that students should select if applying for admission into university or college programs that require students to take a first year entry-level Calculus. This course is the final preparation for calculus courses, which are needed for sciences, engineering, mathematics, and many other areas of study. Pre-calculus 12 will focus on the big ideas of:



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

Calculus 12

Recommended pre-requisite: Pre-Calculus 12 with a mark of B or better.

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

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

SCIENCE

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



Science 10

This course continues with many of the themes of the junior science program and is an

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

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

Chemistry 11

Recommended prerequisites: Science 10 and Foundations of Math & Pre-Calculus 10
This is an introductory course in chemistry designed to help students increase their knowledge of chemical techniques and concepts. This course is intended to be a beginning survey of basic principles of chemistry and will include laboratory and hands-on learning. The Chemistry 11 curriculum is based on the following big ideas:

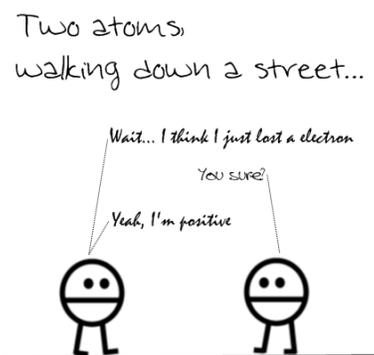
- atoms and molecules (including atomic structure and bonding)
- the mole concept
- chemical reactions (including stoichiometric calculations)
- solubility theory
- organic chemistry

Life Science 11 (formally Biology 11)

Recommended prerequisite: Science 10

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

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



Physics 11

Recommended prerequisites: Science 10 and Foundations of Math & Pre-Calculus 10

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

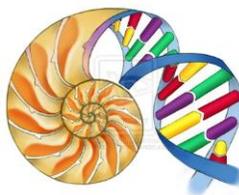
- predicting, analyzing and describing the motion of objects
- forces influencing the motion of an object
- energy (different forms, conservation, its ability to do work)

- wave concepts (properties and behaviours)

Anatomy and Physiology 12 (formerly Biology 12)

Recommended prerequisites: Science 10, Chemistry 11, and Life Science 11

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



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

Chemistry 12

Recommended prerequisites: Chemistry 11 and Pre-Calculus 11

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

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

Environmental Science 12

Recommended prerequisite: Science 10

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

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

Geology 12

Recommended prerequisite: Science 10

This course focuses on how and when the various parts of our Earth were formed, with a specific focus on British Columbia. The Geology 12 curriculum is based on the big

ideas of:

- the formation of minerals, rocks and Earth materials
- Earth's geological and biological processes in rock and fossil formation
- plate tectonic theory and the changes that Earth has undergone over time
- the effects of three-dimensional forces on the form, arrangement and structures of rocks
- weathering and erosion processes in the geosphere, hydrosphere and atmosphere

Physics 12

Recommended prerequisites: Physics 11 and Pre-Calculus 11

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

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

Specialized Science 12

Recommended prerequisites: Physics, Chemistry, and Life Science 11, and Foundations of Math & Pre-Calculus 10

Specialized Science 12 is a flexible course that allows teachers and students to develop a course that focuses on student's interests and strengths to investigate specialized science learning. This course will integrate a minimum of three Big Ideas adapted from at least two different areas of Grade 11 and 12 science courses – Life Science 11, Anatomy & Physiology 12, Chemistry 11 & 12, Physics 11 & 12, Earth Science 11, Geology 12, and Environmental Science 11 & 12.

HUMANITIES AND SOCIAL STUDIES

Social Studies 10

Social studies 10 will examine Canadian and World history from 1919 to the present. Students have a chance to see how global and regional conflicts have shaped the world today; look at various indicators of human development / human geography around the world; and examine political and economic ideologies that gained popularity from 1919 onward. Throughout the class students will appraise the Canadian identity and our successes and failures at creating a multicultural inclusive society.



NOTE: All students will need to take a grade 12 socials course as a requirement for graduation.

20th Century World History 12

History 12 builds on what was learnt in previous social studies courses. However, it is a world history course not a Canadian history course and will focus on the events in the 20th century that have had a major impact on the world. Topics such as the Middle East, aggression in Asia by Japan and subsequent Asian relations, the Civil Rights

movement and Apartheid, the African independence movement, and old war ideologies and conflict in Central and South America will be covered with an emphasis on how these histories shaped today's policies and future world relationships. This course will challenge any student wanting know more about the world around them, and will be delivered through notes, lectures, discussions and debate, activities and projects, and film/video media.

Indigenous Studies 12

This is a cross-curricular course that will explore indigenous culture, society and politics in history and the modern day. Students can choose to receive credit for either **B.C. First Nations Studies 12** or **Contemporary Indigenous Studies 12**, (depending on their preferred area of focus). We will use concepts from history, anthropology, sociology and geography to learn about the complex histories of indigenous peoples. This course will take us on a trip around the world and through time as we look at indigenous cultures in North America, as well as Africa, Europe, Asia, South America and the South Pacific. We will also look at how processes such as colonization and marginalization of indigenous peoples have affected the world today.

Comparative Cultures & World Religions 12

Through this cross-curricular course, students will be able to receive credit for either **Comparative Cultures 12** or **Comparative World Religions 12** (depending on their preferred area of focus). Students will gain an understanding of how geographic and environmental factors influence the development of cultures, and how they become increasingly complex with diversity and social organization. They will also gain an understanding of how religious belief, across time and place, is a common aspect of many human societies. Understanding the complexity of cultural and religious expressions will enhance students understanding of multi-culturalism and diverse global cultures and peoples.

Social Justice & Genocide Studies 12

Through this new cross-curricular course, students will be able to receive credit for either **Social Justice 12** or **Genocide Studies 12** (depending on their preferred area of focus). Through this unique course, we will be unpacking the root causes of different forms of oppression and violence, while also seeking avenues toward a more peaceful and equitable world. To do so, we will bring together themes from history, geography, sociology, political science, economics, anthropology, and philosophy. We will use interactive methods to study the underlying causes of social issues such as poverty, racism, war, violence, colonialism, prejudice, sexism, cultural genocide and ethnic cleansing. This course will take us on a trip around the world and through time as we look at different global case studies from the 18th to the 21st Century. This course will involve a focus on discussion and inquiry based learning as we unpack complex, powerful and emotionally charged topics.

Geography & Urban Studies 12

This new cross-curriculum course will include themes from 3 different fields of geography: Human, Physical and Urban Geography. Depending on the student's area of focus, they can choose to receive credit in either of the respective courses: **Human Geography 12**, **Physical Geography 12** or **Urban Studies 12**. As an interdisciplinary

course, we will be exploring the relationship between physical land features, climate, society and the urban environments we inhabit. This will include physical geography themes such as weather, climate, glaciation, mountain landscapes, water, erosion and tides. It will also include human and urban geography themes such as war, security, overpopulation, poverty, terrorism, famine, environmental degradation, pollution, crime, addiction, sustainability and the refugee crisis. This interactive course will examine human and environmental interactions, in the hope of better understanding the world and people that inhabit it.

Law Studies 12

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

Political Studies 12

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

Psychology 12

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

FINE ARTS AND APPLIED SKILLS

Art Studio 10/11/12

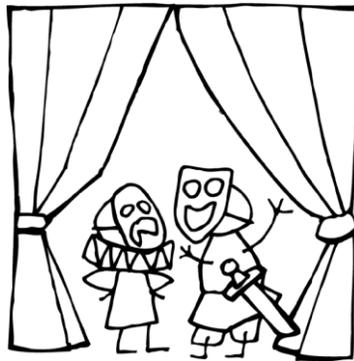
These courses offer a more detailed experience in a variety of visual expression areas, encouraging your independence and free expression. Students will create unique original artwork and will have an opportunity to experiment with different mediums. Visual expression areas include: drawing, painting,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

Music 10/11/12

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

Theatre Production 10/11/12

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



This is a project based course (outside the timetable) that gives students the opportunity to explore either performance or the production sides of theatre. Over the semester, students will learn acting, dancing, singing skills that will help improve their acting repertoire. Students may choose to gain experience in set design and construction, costume making, make up design, light and sound design, and advertising and promotion.

It is a great class for students to explore their creative sides be it in performance, design, or both. We are very flexible and accommodating for students wishing to participate in both sports and drama. On average students produce over three plays a year, and get to participate in the annual Goodwill Shakespeare Festival in Vernon, BC. Although the course is only accredited for grade ten to twelve students we encourage grades 8 to 9 to participate also.

Media Design 10/11/12

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

Computer Aided Design, Drafting and Technology 10/11/12

This course focuses on the areas of designing, drawing and building. Students will design, draw and build different projects using both conventional drafting methods and AutoCAD software which is the industry standard in the areas of designing, architecture and engineering. Students will work through the design process and draw and build

projects such as hydraulic arms, solar powered cars, radio controlled vehicles, scale model bridges and glider planes. The area of architecture will also be covered through students producing floor plans, elevation views and scale models of houses.

Photography 10/11/12

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



Graphic Arts—Yearbook 11/12

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

Media Arts: Drama Film and TV 11/12

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



Woodwork 10/11/12

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

Metalwork 10/11/12

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

**Power Technology 10**

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

Automotive Technology 11

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

Foods Studies 10-12:

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

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

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

Culinary Arts 11-12

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

PHYSICAL EDUCATION

Physical and Health Education 10

Daily activity and instruction is centered around individual and team sports, personal fitness, training programs, and games, and will continue to encourage students to be more active not only for the semester but for their entire lives.

Students will also learn about personal health and how their choices can influence, physical and emotion mental well-being. Knowledge of the factors that influence health are examined with an emphasis on understanding individual strengths, weakness and how personal preferences facilitate achieving individual goals. Understanding the factors that influence our health empowers us to take action to maintain and improve overall wellbeing.



Active Living 11 & 12

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

CAREER AND LIFE EDUCATION & CAREER AND LIFE CONNECTIONS

Career Life Education

Career Education helps students discover the bridge between classroom learning and post-graduation life, and is intended to make their learning meaningful and relevant to their next steps after school. Physical and mental health issues are addressed along with identifying support from networks of family friends and community. Career Planning includes internal and external factors and future education pathways are identified, discussed and individually assessed.

Career Life Connections and Capstone Project (Graduation Transitions is no longer a requirement instead the above curriculum has been designed)

Career Education helps students build off of the work they have completed in Career Life Education. A Capstone Project, also known as a culminating project or experience, or senior exhibition among other terms, is a project that allows students to demonstrate their learning using an area(s) of interest as the basis for the project. Ideally, this would be in an area that they are passionate about and anticipate they will be pursuing after graduation. In Career Life Connection, students will design, assemble, and present a capstone project to an audience to demonstrate the students' personal learning and achievement (in and out of school). In addition growth in the core competencies should be demonstrated and a reflection on the students post-graduation plan.

SEA TO SKY ONLINE SCHOOL

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



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

To explore online options and register yourself for an additional course please visit our website at www.seatoskyonline.com or consult with your school counsellor about adding an online support class within your school day.

~~The Sea to Sky School District's Outreach program is for students and parents who want flexible, alternate options for schooling. The program combines the best aspects of self-directed study, face-to-face tutoring, home schooling, and Internet technology. Students learn at their own pace and set their own timetable so that they can accommodate schooling as well as other commitments like sports, arts, or work.~~

BC ONLINE LEARNING

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

- A course finder – this search tool helps students find available distributed learning courses and tells them which school districts offer the course they are looking for.
- Online tutoring – tutors will be available for students enrolled in Math 10 and Science 10 distributed learning courses.
- Academic advice – services, including a toll-free number, will be provided to help students with course planning and options, graduation requirements and preparation for post-secondary admissions.

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CAREER TRAINING PROGRAMS

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

What is it?

Earn from 4 to 8 graduation credits (100 hours per 4 credits)
Explore a career area of interest
Obtain references and contacts for future jobs
Improve the chance of acceptance into post-secondary programs
Increase self-confidence, self-reliance, and improve employability skills

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

Work Experience: What are the choices?

1. WORK EXPERIENCE

Work Experience allows Grade 11 or 12 students to earn 4 or 8 grade 12 graduation credits through completing 100 or 200 hours of work placement. No course prerequisites are needed.

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

2. PEAK EXPERIENCE

Whistler/Blackcomb provides Grade 11 or 12 students with 100 hours of weekend work placement with Whistler Blackcomb Resorts from December to April. Students can earn 4 grade 12 graduation credits in completion of this program.

3. Youth in Trades (Apprenticeship Program)

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

ACADEMIES

The Outdoor Program: A Program for Grade 10 Students

This program is offered in the second semester of the 2018/2019 school year. Students taking this program will receive credit for four courses towards their graduation requirements. The four Ministry of Education courses that are covered and students will receive credit for are:

- Physical Education 10
- Active Living 11
- English 10
- TBA

The main purpose of this course and the philosophy behind it is to provide students with unique outdoor recreation experiences, promote healthy lifestyles, provide students the opportunity to develop teamwork and leadership skills and learn the importance of responsibility and accountability. Outdoor skills will be acquired through the outdoor activities that students will participate in and the related classroom activities.

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

Here are some of the activities and areas that will be covered:

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

Certification Courses

Students will have an opportunity to be certified in the following courses through taking the Outdoor Program:

- Emergency First Aid (St. John Ambulance)
- Companion Rescue Skills (Avalanche Canada)

For students to participate in this course they must have a willingness to work effectively with others and be able to follow directions and instructions. Students should also enjoy outdoor activities, be willing to try new activities and be adaptable to challenging situations. Students do not need to have had outdoor experience; getting outdoor experience is largely what the course is all about. Students should also be relatively physically fit. This course has a limited enrollment, an application is required. Additionally, in order to be considered for the program students need to have a strong school record of effort, attendance, cooperation, responsibility and ability to work with others.

The cost for students to take this course is \$550, this charge is to cover the cost of the activities. There are several bursaries that students may make application to in order to have the cost of the program covered.

Ski, Snowboard & Bike Academy (SBBA): A Program for Grade 11 & 12 Students

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



Outdoor Education 11/12; Cafeteria 11/12; Media Studies 11/12; Indigenous Studies 12

Students will be trained by professional coaches on the slopes, the trails and in the classroom; including 18 days of instruction on Whistler/Blackcomb and 27 half days of bike instruction on the trails around Pemberton.

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

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

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

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

Mission statement

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

PEMBERTON SECONDARY'S COURSE SELECTION PROCESS

- 1 Teacher and Parent/Guardian presentations
- 2 Students talk to family and guardians
- 3 Individual course selection by students on the computer determines which courses are put into the timetable
- 4 Timetable building by school administration
- 5 Second round of course selections by students completed on paper copy of course timetable
- 6 Individual course schedules are handed out
- 7 If you have any concerns please book an appointment with Heather Quamme at 604-894-6318 or hquamme@sd48.bc.c

