



# SEYCOVE COURSE PROGRAMMING GUIDE 2025/2026



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# PRINCIPAL'S INTRODUCTION

The 2025–2026 Course Programming Guide has been thoughtfully prepared to provide you with the essential information needed to make informed decisions about course requests for the upcoming school year. Whether you are exploring your interests, meeting graduation requirements, or planning for post-secondary education, we encourage you to approach this process with curiosity and intention.

At Seycove at sáyəmətən, we are proud to offer a comprehensive and diverse range of educational opportunities designed to support every student's unique goals. **We are privileged to be living into our values as a school community on the territory of the Tsleil-Waututh Nation and honoured to have been gifted the name Seycove at sáyəmətən, which means 'place of good water.'** Seycove is a **COMMUNITY that values STEWARDSHIP and CREATIVITY. We foster a sense of belonging and responsibility to ourselves, each other, the land, and the world around us.** These values guide us as we work together to inspire, innovative and have meaningful learning experiences for every student.

In Grades 8 and 9, students focus on core, mandatory courses with the option to explore a selection of electives. These electives offer valuable exposure to areas of interest that can be pursued in greater depth in the senior grades. Starting in Grade 10, students begin to make critical choices about pathways through to graduation, including selecting the appropriate Mathematics stream.

In Grades 11 and 12, the focus shifts to elective courses and meeting the requirements for the Dogwood Diploma. Students are encouraged to reflect on their goals after graduation and make decisions accordingly. Options like careers and apprenticeship programs can lead to dual credits, allowing students to earn both high school and first-year post-secondary credits at institutions such as BCIT or a BC college.

## **Flexibility and Planning:**

We encourage students and families to consider various pathways, including online learning (OL), which offers flexibility for those who are self-motivated and have strong time-management skills. Senior students may also request a study block to balance academic and extracurricular commitments, though this must be approved by a grade administrator after consulting with parents and a grade counselor.

## **The Timetable Process:**

Our timetable is built based on the course requests submitted in February and March. This ensures our staffing and course offerings reflect the needs of most students, but it also means that changes to schedules cannot be accommodated after the timetable is finalized in June. Additionally, while we strive to offer all courses described in this guide, course availability depends on enrollment, and students may need to select alternate options to meet their program requirements.

## **Key Considerations for Students:**

As you plan your year, we encourage you to:

- Explore all available courses and programs.
- Be open to new options you may not have considered before.
- Understand the requirements needed to achieve your future goals.
- Make thoughtful and responsible choices.
- Seek input and guidance from parents, teachers, and counselors.

This guide is designed to foster meaningful conversations between students, families, and educators as you plan for a successful school year and beyond. Grade counselors are available to provide advice and support, ensuring you make the most of the opportunities available to you.

We wish you success as you navigate the course request process and look forward to supporting you on your educational journey and an exceptional next year at Seycove!

Sincerely,  
Meghan Downie & Paul Ruben  
The Seycove Administrative Team

# WELCOME TO SEYCOVE

Seycove Secondary School has a tradition of high student achievement and is known to be a safe and friendly school community – we are proud to offer a comprehensive and diverse range of learning opportunities within a linear framework.

This guide is intended for **students and parents to collaboratively make decisions** about program requirements for successive years through to graduation. Decisions made now can have a significant impact on future education and career goals. Grade Counsellors meet with students in classes to provide general advice about Course Programming - they are also available upon request for individual questions. The best way to get in touch is through an MS Teams message!

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## INFORMATION FOR PROGRAMMING

### SCHOOL WEBSITE

[Course Programming - Seycove Secondary \(sd44.ca\)](https://www.sd44.ca/course-programming)

## 2025-2026 GRADE SUPPORT

GRADE	COUNSELLOR	EMAIL	ADMIN SUPPORT
8	Ruby Willems	<a href="mailto:rwillems@sd44.ca">rwillems@sd44.ca</a>	Paul Ruben
9	Margie Arnold	<a href="mailto:marnold@sd44.ca">marnold@sd44.ca</a>	Paul Ruben
10	Ruby Willems	<a href="mailto:rwillems@sd44.ca">rwillems@sd44.ca</a>	Paul Ruben
11	Margie Arnold	<a href="mailto:marnold@sd44.ca">marnold@sd44.ca</a>	Meghan Downie
12	Margie Arnold A-k Ruby Willems L-Z	<a href="mailto:marnold@sd44.ca">marnold@sd44.ca</a> <a href="mailto:rwillems@sd44.ca">rwillems@sd44.ca</a>	Meghan Downie
International	Ryan Earl	<a href="mailto:rearl@sd44.ca">rearl@sd44.ca</a>	Paul Ruben

# CONSIDERATIONS FOR PROGRAMMING

1. In-person evening events provide parents with additional information regarding both curricular and extra-curricular offerings for Grade 8-12. Exact details and plans will be communicated as they are set.

## GENERAL OVERVIEW:

Date:	Event:	Location:
January 15, 2025	NVSD44 Enhanced Program and Academies – info coming to visit each Website <a href="http://sd44.ca">Academies - North Vancouver School District (sd44.ca)</a>	Carson Graham
January 21, 2025	PLP New Learner Information Meeting	Seycove Cafeteria 7:00 pm
February 5, 2025	Seycove Parent Course Programming Meeting for current grades 8 and 9	Grade 8 Seycove Cafeteria 6:00pm Grade 9 Seycove Theatre 6:00pm
	Seycove Parent Course Programming Meeting for current grades 10 and 11	Seycove Cafeteria 7:00pm
February 6, 2025	Parent Meeting for Current Grade 7s	Seycove Cafeteria 6:00 pm
February 10, 2025	PLP New Learning Registration Q & A Session	MS Teams 5:30 pm
February 3 – 23, 2025	Counsellor visits to classrooms for current grade 8-11 student course programming	Classes/Library

2. Seycove Counsellors will present **course programming sessions** beginning in February 2025. During these sessions, students will learn about curricular requirements at each grade level and about courses offered to meet those requirements. Students should check post-Secondary entrance requirements and program specific requirements with their chosen institutions before making their course requests.
3. Individual teachers are a valuable source of course information as is the Seycove school website [Teacher Contact and Homework Links - Seycove Secondary \(sd44.ca\)](http://sd44.ca). Students and families can obtain Information relating to graduation requirements and entrance requirements to specific Post-Secondary Institutions from their websites.
4. Seycove Counsellors are available for **individual appointments** during **February** to assist students and families with the course request process.
5. **Online MyEd course request window opens February 10 and closes March 2, 2025. Completed course request sheets for current Grade 8s to 11s are due Monday, March 3, 2025.** We will do the best we can to fulfill all the requests made by students for courses; however, all classes offered are subject to sufficient enrollment and class size and composition limits.

6. Completed course request sheets for current Grade 7s are due Monday, March 3, 2025 to their Grade 7 teacher.
  
7. Applications for any Academy or Enhanced Programs are dealt with independently from the Seycove Course Programming process. Please visit [the Academy Webpage](#) on the North Vancouver School District Website under Programs and Services/ Academies for further details, information, and deadlines. Please note that students who are currently in an Academy MUST ALSO APPLY EVERY YEAR in order to remain in the Academy.  
Grade 7 students who are NOT currently enrolled in a Seycove Feeder School (Seycove Family of Schools) and are hoping to attend Seycove in 2025 can only apply at NVSD Central Registration: 2121 Lonsdale Avenue. All students and parents are welcome to attend all the school programming events intended to orient new students to Seycove.
  
8. Priority Requests to register or transfer schools within the North Vancouver School District 44 for the 2025/2026 school year are due Friday, March 7, 2025 to Central Registration which closes at 4pm. Please tell your Seycove grade counsellor of your intentions to do so. Visit the North Vancouver School District Website for more information [www.sd44.ca](http://www.sd44.ca)
  
9. The first point of contact for programming is for students to speak to their Grade Counsellor.

**COURSE REQUEST FORMS ARE DUE BY MONDAY MARCH 3, 2025**

**GRADE 8 PROGRAM**

The Grade Eight full program consists of eight (8) courses (no study periods permitted for grade 8-10):

CORE COURSES	ELECTIVE COURSES
1. English 8	7. Grade 8 Careers Rotation
2. Social Studies 8	8. Grade 8 Rotation 2
3. Mathematics 8	*Optional 9 <sup>th</sup> courses: <ul style="list-style-type: none"> <li>• Choir 8 (<i>Outside the timetable as X block</i>)</li> <li>• Band 8, Jazz Band 8 (<i>Outside the timetable as Xblock for students</i>)</li> </ul>
4. Science 8	
5. Physical & Health Education 8 (PHE 8 Or NVSD Sport Academy 8	
6. French 8	

**GRADE 8 PLP PROGRAM**

The Grade Eight PLP full program consists of eight (8) courses (no study periods permitted for grade 8-10):

CORE COURSES	ELECTIVE COURSES
1. English 8 PLP	8. Grade 8 ADST Rotation
2. Social Studies 8 PLP	*9+ courses: <ul style="list-style-type: none"> <li>• Choir 8 (<i>Outside the timetable as X block</i>)</li> <li>• Band 8, Jazz Band 8 (<i>Outside the timetable as X block for students</i>)</li> </ul>
3. Science 8 PLP	
4. Maker 8 PLP	
5. Mathematics 8	
6. Physical & Health Education 8 (PHE 8 Or NVSD Sport Academy 8	
7. French 8	

**GRADE 9 PROGRAM****The Grade Nine full program consists of eight (8) courses (no study periods permitted for grade 8-10):**

CORE COURSES	ELECTIVE COURSES
1. English 9	6. French 9 (or another elective)
2. Social Studies 9	7. Elective
3. Mathematics 9	8. Elective
4. Science 9	*9+ courses: <ul style="list-style-type: none"> <li>• Choir 9 (<i>Outside the timetable as X block</i>)</li> <li>• Band 9, Jazz Band 9 (<i>Outside the timetable as X block for students in Jazz Band 8</i>)</li> <li>• LAC 9 (<i>Outside the timetable as X block</i>)</li> </ul>
5. Physical & Health Education 9 (PHE 9) or NVSD Sport Academy 9	

**GRADE 9 PLP PROGRAM****The Grade Nine PLP full program consists of eight (8) courses (no study periods permitted for grade 8-10):**

CORE COURSES	ELECTIVE COURSES
1. English 9 PLP	7. French 9 (or another elective)
2. Social Studies 9 PLP	8. Elective
3. Science 9 PLP	*9+. X Block: Band, Choir (outside the timetable)
4. Maker 9 PLP	
5. Mathematics 9	
6. Physical & Health Education 9 (PHE 9) or NVSD Sport Academy 9	



**GRADE 10 PROGRAM**

The Grade Ten program consists of eight (8) courses including (no study periods permitted for grade 8-10):

CORE COURSES	ELECTIVE COURSES
1. Literary Studies 10 ( <i>consists of two 2-credit courses Lit Studies &amp; Composition</i> )	7. Elective ( <i>often a Language 10</i> )
2. Social Studies 10	8. Elective
3. A Mathematics 10	*9+. X Block: Band, Choir, Athletic Leadership (outside the timetable)
4. Science 10	
5. Physical & Health Education 10 or a NVSD Sport Academy	
6. Career Life Education 10	

**GRADE 10 PLP PROGRAM**

The Grade Ten program consists of eight (8) courses including (no study periods permitted for grade 8-10):

CORE COURSES	ELECTIVE COURSES
1. English 10 ( <i>consists of two, 2-credit courses, Literary Studies 10 &amp; Composition 10</i> ) PLP	8. Elective
2. Social Studies 10 PLP	*9+. X Block: Band, Choir, Athletic Leadership (outside the timetable)
3. Maker 10 PLP	
4. Career Life Education 10 PLP	
5. A Mathematics 10	
6. Physical & Health Education 10 or a NVSD Sport Academy	
7. Science 10	

**GRADE 11 PROGRAM**

The Grade Eleven program consists of eight (8) courses @ Seycove:

CORE COURSES	ELECTIVE COURSES
1. Literary Studies 11	5. Elective ( <i>often a Language 11</i> )
2. BC First Peoples 12	6. Elective
3. A Mathematics 11	7. Elective
4. A Science 11	8. Elective

\*9+. Band 11, Jazz Band 11, Choir, Athletic Leadership, and LAC (*Outside the timetable as X block*)

**GRADE 11 PLP PROGRAM**

The Grade Eleven PLP program consists of eight (8) courses @ Seycove:

CORE COURSES	ELECTIVE COURSES
1. Literary Studies 11 PLP	6. Elective ( <i>often a Language 11</i> )
2. BC First Peoples 12 PLP	7. Elective
3. Explorations in Social Studies 11 PLP	8. Elective
4. A Science 11	*9+. X Block: Band, Choir, Athletic Leadership ( <i>outside the timetable</i> )
5. A Mathematics 11	

**GRADE 12 PROGRAM**

The Grade Twelve program consists of a minimum seven (7) courses + Career Life Connections/Partial Spare @ Seycove:

CORE COURSES	ELECTIVE COURSES
1. English Studies 12	5. Elective
2. Career-Life Connections 12	6. Elective
3. Elective (academic 12)	7. Elective
4. Elective (academic 12)	8. Elective

\*9+. Choir, Band 12, Jazz Band, Athletic Leadership, and LAC (*Outside the timetable as X block*)

## GRADE 12 PLP PROGRAM

The Grade Twelve program consists of a minimum seven (7) courses + Career Life Connections/Partial Spare @ Seycove:

CORE COURSES	ELECTIVE COURSES
1. English Studies 12 PLP	5. Elective
2. Career-Life Connections 12 PLP	6. Elective
3. World History 12 PLP	7. Elective
4. Elective (academic 12)	8. Elective
	*9+. X Block: Band, Choir, Athletic Leadership (outside the timetable)

For detailed information on the Graduation Program visit:

[Certificates of Graduation - Province of British Columbia \(gov.bc.ca\)](https://www.gov.bc.ca/graduation/)

For more information about Graduation Assessments and the 2025-2026 Provincial Exam Schedule visit:

[Provincial Assessments](#)

## DOGWOOD DIPLOMA

A Dogwood Diploma is awarded to students who successfully complete graduation requirements in the Province of British Columbia. To graduate, students require a minimum of 80 credits. Complete, detailed information about graduation requirements can be found on the [Ministry of Education website](#). Additionally, post-secondary programs have courses they require for admission. Students should work with the institution they wish to attend and their Grade Counsellor to plan for graduation as well as post-secondary pursuits.

# COURSE EQUIVALENCY & EXTERNAL GRADUATION COURSES

The Ministry of Education recognizes that not all learning takes place within a BC secondary school. Processes are in place to evaluate outside learning to receive credit toward graduation. After examining documentation, the school will decide whether a student will receive credit and whether to report a school percent and letter grade or a Transfer Standing (TS). TS has no negative or positive impact on a student's Grade Point Average and universities may require additional documentation.

## COURSE EQUIVALENCY

This applies to students who have moved from another province or country, or who have credentials from an out-of-school program. When documentation can demonstrate that a student has successfully completed a course that matches the curricular competencies of a Ministry Authorized senior secondary course, credit may be granted.

## EXTERNAL GRADUATION COURSES

The Ministry of Education gives credit for a variety of External Courses. External Courses are courses offered outside the British Columbia school system. Students may receive Graduation Credit for successfully completing an External Course in Music, Dance, Language, Sport, and Youth Development. External Credits are available at the Grade 11 and Grade 12 Level and the more common courses are listed below. More information is available at

<https://www.bced.gov.bc.ca/graduation/courseinfo.htm>

### **External Music Credits**

Royal Conservatory	Victoria Conservatory	London College of Music
BC Conservatory of Music	Conservatory Canada	
Associated Board of the Trinity College: London	Royal Schools of Music	Royal Schools of Music

### **External Dance Credits**

BATD: Jazz	CTDA: Jazz	ISTD: Cecchetti
ISTD: Tap	CTDA: Tap	ISTD: Modern Theatre <i>Dance</i>
Royal Academy of Dancing	ISTD: Ballet	Highland Dancing

### **External Language Credits**

If a student has completed Grade 7, Grade 8 and/or Grade 9 education in a language other than English, they can receive External Language Credit. (Grade 8 and 9 can be used for University Entrance.)

### **External Sports Credits**

(48 Provincial Sport Associations are included)

Athletes - Team BC Provincial, or National Team Member, and Special Olympics

Coaches - Level One Theory, First Aid, minimum of 75 hours coaching

Officials - Theory, practical and minimum of 50 hours officiating

## **External Youth Development Program Credits**

- Cadets: Air Level 4, Army Gold Star, Sea Phase IV
- Guides: Canada Cord, Chief Commissioner's Award, and Trailblazer Award.
- Scouts: Chief Scout's Award
- Lifesaving: Bronze Cross/National Lifeguard Service ICBC Driver Education Course
- 4-H Program of Project Certification Duke of Edinburgh Award
- Fitness Leader: BCRPA Canadian Pony Club: Level B Red Cross First Aid
- Boating: Power Squadron Pilots License
- Coast Mountain Discover

## **LANGUAGE CHALLENGE EXAM**

Language course challenge (Grades 11 and 12 levels only) allows students an opportunity to receive credit without taking a course, provided the learning outcomes have been successfully demonstrated and assessed. The process of challenge is rigorous, intended for students who have exceptional ability in a specific area of study or for those who have had exceptional opportunities for learning. Students may challenge a course only once and may not challenge to receive a higher mark in a course previously taken.

### **The process has two parts: application and assessment**

1. Application must be made by November 1st; assessment takes place in January at Delta Secondary School in Ladner
2. Application forms and more information is available from Student Services (in October). The following courses are available:  
International Languages 11 and 12 (Farsi, French, Japanese, Korean, Mandarin, Punjabi, Spanish)

Please see your counsellor in early October if interested.

## **ADVANCED PLACEMENT (AP) EXAMS**

Seycove will offer Advanced Placement exams in May 2026 for AP Psychology. Seycove offers the AP Psychology course, but students are not required to take the associated AP exam. Registration for AP exams occurs in September and October each year. For more information with your Grade Counsellor.

## **SUMMER LEARNING**

Summer Learning Secondary Full Credit courses are offered at the Grade 10 - 12 level. These courses provide students with the course curriculum in its entirety. They are available to students who have never taken the course and to those who want to repeat the course. These fast-paced courses require students to be focused and committed to 100% attendance. Registration opens in May. Spaces fill up very quickly so early registration is a must.

Summer Learning Secondary Academic Foundations courses are designed for students who have taken English Language Arts 8 or 9 or Mathematics 8 or 9, but whose competencies are emerging or developing. These courses are designed to provide additional teacher support and direct instruction in developing foundational skills and knowledge. Registration opens in May.

Please refer to [Summer Learning Website](#) for all information related to North Vancouver Summer School.

# **NVSD SECONDARY SCHOOL ENHANCED PROGRAM & ACADEMIES OPPORTUNITIES**

Whether it's preparing to enter the work force immediately after secondary school, or pursuing a higher level of education, the NVSD's enhanced programs are designed to assist students in developing an approach to their career pathways and life goals. We've developed these programs to meet the needs of students who have specific interests outside the standard high school programs and elective areas. Through flexible pathways that include project-based activities, work experience, and distributed (online) learning we offer personalized, authentic learning experiences for every student.

Applications for any Academy or Enhanced Programs are dealt with independently from Seycove's Course Programming process. Please visit [the Academy Webpage](#) on the North Vancouver School District Website under Programs and Services/Academies for further details, information, and deadlines.

## **ADVANCED PLACEMENT (AP) PROGRAM**

(At Argyle, Handsworth and Seycove Secondary)

## **APPRENTICESHIP TRAINING AND WORK EXPERIENCE**

(At Seycove Secondary)

## **ARTISTS FOR KIDS STUDIO ART ACADEMY 10 - 12**

(At Sutherland Secondary)

## **BASKETBALL ACADEMY**

(At Seycove, Handsworth, Sutherland & Mountainside Secondary)

## **BUSINESS AND GAMING ENTREPRENEURSHIP LAB**

(At Handsworth Secondary)

## **CARPENTRY ACE IT PROGRAM**

(At West Vancouver Secondary)

## **DANCE ACADEMY**

(At Windsor Secondary)

## **DIGITAL MEDIA ACADEMY**

(At Argyle Secondary)

## **EXPERIENTIAL OUTDOOR ENVIRONMENTAL LEADERSHIP 10**

(Through the Outdoor School at Cheakamus Centre)

## **FIELD HOCKEY ACADEMY**

(At Sutherland Secondary & Rutledge Field)

## **FRENCH IMMERSION**

(At Argyle, Handsworth and Windsor Secondary)

**HOCKEY SKILLS ACADEMY**

(At Windsor Secondary)

**INTERNATIONAL BACCALAUREATE (IB) MIDDLE YEARS AND DIPLOMA PROGRAMMES**

(At Carson Graham Secondary)

**LACROSSE ACADEMY**

(At Carson Graham Secondary)

**ONLINE LEARNING**

(Online based out of Mountainside Secondary)

**PEAK PERFORMANCE PROGRAM**

(At all NVSD Secondary Schools, in consultation with School Counsellor)

**ROWING ACADEMY**

(At Seycove Secondary)

**SOCCER ACADEMY**

(At Windsor Secondary)

**VOLLEYBALL ACADEMY/VOLLEYBALL CANADA CENTRE OF EXCELLENCE**

(At Mountainside Secondary) see Page 15

# NVSD ONLINE LEARNING

## WHAT ARE ONLINE LEARNING COURSES?

North Vancouver Online Learning (NVOL) offers a variety of academic and elective courses in Grades 8-12 to youth and adult learners on the North Shore and across BC. Our continuous registration process, and 'anywhere, anytime' asynchronous instructional model, allow students to combine online courses with their regular, in-person courses at mainstream schools. This flexibility allows students to take additional courses or adjust their schedules to meet the demands of athletic programs or part time work schedules. We also support both youth and adults who have not yet graduated or require additional courses for post-secondary entrance.

The staff at North Vancouver Online Learning are committed to making a student's online learning experience personalized, engaging, and successful!

The teacher's role is different too, in that they do not (usually) meet students in a classroom. Teachers provide:

- a structure to the course
- learning opportunities
- direction as students proceed through the course
- assistance (via email, chat, online tools, face to face)
- assessment (assignments, quizzes, tests . . .)

## WHAT MAKES A SUCCESSFUL ONLINE STUDENT?

Before deciding whether online learning will fit your educational needs and personal circumstances, students and parents need to be aware of:

- who is likely to succeed with online learning
- whether you have some of the characteristics to be a successful online student
- the expectations of the parent or guardian as facilitator in their child's education
- This type of learning environment isn't for all students.

## SUCCESSFUL ONLINE STUDENTS ARE:

- self-motivated
- self-directed independent learners
- computer literate
- good time managers and know how to organize their time and tasks
- learners who have effective written communication skills (much of the communication with a teacher will be via email)
- personally committed to this type of learning environment
- learners who have the support of a responsible adult to work with them and supervise their progress.

## PARENTS NEED TO:

- help their child with the necessary technology
- assist in setting up a daily routine and organization of assignments
- monitor progress
- encourage students to ask questions when they are having difficulty

**For a list of the NVOL courses please visit the website:**

[North Vancouver Online Learning Courses-North Vancouver Online Learning](#)





# COURSE DESCRIPTIONS



## BUSINESS EDUCATION

### ECONOMICS 12

Are taxes too high? How efficient is the free market? Economics underpins the modern world, and an understanding of economic theory and policy application allows students to appreciate what makes the world go round, from resource allocation to the role of markets. Economics 12 provides a solid knowledge base for all students, both in everyday life and career development, and course credits can be used in calculating admissibility criteria for post-secondary education. This course explores the foundations of both microeconomics and macroeconomics, discussing the role of individuals through rational decision-making with supply and demand, while also exploring the impacts of decision-makers at national and international levels through their economic policy directives. Along the way, Economics 12 uncovers, examines, and debates issues surrounding opportunity cost, money and interest rates, inflation, taxation, the impacts of global trade policy, a circular economy and sustainability (to name just a few!) The course is largely based on collaborative and project-based learning, incorporating hands-on research and economic simulations and activities throughout the semester.

## APPLIED SKILLS

### TEXTILES

#### Textiles 9

This is an introductory course for Grade 9 students who have an interest in clothing, fashion trends, and learning how to sew. Students will investigate the social, environmental and ethical impact their choices will have on the local and global communities. Sewing fundamentals are emphasized throughout the year. Students will learn the correct care and use of sewing tools, the sewing machine, and pressing equipment. Highlights from Textiles 9 include: PJ shorts/pants, design a rice buddy, hoodie and the upcycling project. Please note that ADST 8 is not a prerequisite for Textiles 9. **Supplemental Fee Applies**

#### Textiles 10

This course is designed to continue to introduce clothing construction techniques to students interested in fashion. Students will add to their knowledge of using a sewing machine. Students will identify sources of inspiration and work towards developing textile designs which consider how tools and materials can be effectively repurposed and recycled. Students may complete a Niche Market Design and be self-directed in choosing their sewing projects for the year. Please note that Textiles 9 is not a prerequisite for Textiles 10. **Supplemental Fee Applies**

## Textiles 11

Students will create a variety of textile items using commercial patterns. Advanced sewing techniques and the use of challenging fabrics are also explored. Students will learn information about pattern design and manipulation in the creation of textile items. Students will explore the influence of social media, culture, sustainability and ethics in the design, manufacturing and advertising of fashion products. Consideration will also be given to the process of upcycling fabrics and garments in order to repurpose existing items using a variety of tools and techniques. The students will be self-directed in choosing their sewing projects for the year. All sewing abilities are welcome. Please note that Textiles 10 is not a prerequisite for Textiles 11. **Supplemental Fee Applies**

## Textiles 12

Students will continue adding difficult fabrics and advanced sewing skills to their repertoire of abilities. Students will create increasingly complex textile items, which allow them to refine and develop their understanding of different fabrics and design principles as well as various methods of garment construction. Students will continue to explore the influence of social media, culture, sustainability and ethics in the design, manufacturing and advertising of fashion products. Focus will also be given to the process of upcycling fabrics and garments in order to repurpose existing items using a variety of tools and techniques. The students will be self-directed in choosing their sewing projects for the year. All sewing abilities are welcome. Please note that Textiles 11 is not a prerequisite for Textiles 12. **Supplemental Fee Applies**

## FOOD STUDIES AND CULINARY ARTS



**Supplementary fees for Home Economics courses support projects and enhancement materials.**

## **ADST FOOD STUDIES 9 & FOOD STUDIES 10**

Students use the design cycle to explore various topics such as: kitchen and food safety, sanitation, measurement, and food preparation techniques. Students will also explore components of overall meal preparation (ingredients, techniques, equipment), Eating Well with Canada's Food Guide, macro and micronutrients, food labelling, economic and environmental factors that influence our daily food choices based on local and global food systems, First Peoples traditional food use, marketing techniques, and designing meals and meal planning. **Supplemental Fee Applies**

## **FOOD STUDIES 11**

Students will further their skills and knowledge related to the components of multi-course meal development and preparation including: timing, proportions, temperatures, ingredients, equipment, and methods. Culinary topics covered include: knife skills, vegetables, stocks and soups, sauces, eggs and poultry, meat/alternatives, flour, quick breads and pastry, plant-based diets, farm-to-table, nutritional principles of balanced cooking and eating. Students will design their own dishes using ingredients and techniques learned during the previous lesson. Students will have an opportunity to explore in-depth food safety, food science, farming practices, green and sustainable agriculture, Indigenous food sovereignty, local and global food justice and food security. Through personal design interests, students will evaluate and refine their skills and create products for their entire life cycle. Food safe Level 1 Certification will be taught in class. **Supplemental Fee Applies**

## **FOOD STUDIES 12**

Students will further their skills and knowledge on the components of multi-course meal development and preparation including; timing, proportions, temperatures, ingredients, equipment, and methods. Culinary topics covered include; knife Skills, vegetables, stocks and soups, sauces, eggs and poultry, meat/alternatives, flour, quick breads and pastry, plant-based diets, farm-to-table, nutritional principles of balanced cooking and eating. Students will design their own dishes using ingredients and techniques learned during the previous lesson. Students will have an opportunity to explore in-depth food safety, food science, farming practices, green and sustainable agriculture, Indigenous food sovereignty, local and global food justice and food security and careers in the culinary industry. Through personal design interests, students will evaluate and refine their skills and create products for their entire life cycle. Food safe Level 1 Certification will be taught in class. **Supplemental Fee Applies**

# **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

## **DIGITAL LITERACY 8**

Digital Literacy 8 is an Applied Skills course that may be offered in the Grade 8 elective rotation. This course is a sampler of the technology tools most fun and useful for school and beyond. Students enhance their typing and Microsoft Word and Excel skills to wow their teachers as well as explore Photoshop, coding, and website design to expand their creative and critical thinking. Every project has students follow the design cycle to produce the best possible product and allow for tons of personalized creative input. Additionally, students engage in discussions around online privacy and learn helpful online researching tips. This course is a great introduction to Information & Communications Technology.

## **MEDIA DESIGN 10, 11, 12 (YEARBOOK)**

Yearbook is an exciting course focused on the creation of Seycove's yearbook. The Seycove Yearbook is a chronicle of student life for the year and a key element of the Seycove tradition. This course allows students to develop technical and design skills, project management experience, and work in a creative team-oriented environment. Skill in areas such as graphic design, photography, English, art and graphics are useful and will be developed. As this course occurs outside the timetable, a high level of maturity (along with the ability to work cooperatively, responsibly and independently) is essential. Yearbook is an excellent course for those students wishing to create a design portfolio. Note: This course is open to students in all grades, but students in Grades 8 and 9 must apply to enter the course.

# TECHNOLOGY EDUCATION

The Technology Education Department's objective is to develop a hands-on approach to problem solving, design, creation and fabrication. ***Supplementary fees will cover the cost of materials necessary for projects that meet the curricular competencies of Technology Education courses. Additional optional materials can be supplied by the student or purchased through the Technology Education Department.***

## WOODWORK 8

Technology 8 introduces students to woodworking and drafting. Students learn and apply concepts, skills, and tool and safety knowledge to complete a variety of projects, including a gumball machine, and a toy boat / car / airplane, etc. Technology 8 provides students with practical knowledge and skills that are useful throughout life, as well as transferable life-skills such as problem solving, work ethic, perseverance, and collaboration. Safety is emphasized in the minimal introduction of power tools. **Supplemental Fee Applies**

## ENGINEERING 8

This introductory engineering course is design-challenge based; students design, draft and fabricate projects to solve problems, including paper bridges, toothpick towers, and hydraulic powered 'Judo Bots'. Design challenge projects begin with brainstorming, follow to design and drafting, and then fabrication. Products are tested and evaluated for their ability to solve the specified problem, reiterated and improved. As well as practical skills, students learn transferable life-skills such as problem solving, work ethic, perseverance, and collaboration. Power tools and machines are not used in this course. **Supplemental Fee Applies**

## ENGINEERING 9

This class is based on design challenges and builds on some of the skills and concepts learned in Engineering 8; students design, draft and fabricate projects to solve problems. The following design challenge projects are typical: trebuchets, towers, bridges, sumo-bots, rockets and hydraulic robot arms. Design challenge projects begin with brainstorming, follow to design and drafting, and then fabrication. Final products are tested and evaluated for their ability to solve the specified problem. As well as practical skills, students learn transferable life-skills such as problem solving, work ethic, perseverance, and collaboration. Safety is emphasized in the introduction of power tools and machines. **Supplemental Fee Applies**

## WOODWORK 9

Students in Woodworking 9 learn to use power and hand tools to build finely crafted projects, through demonstrations, theory, and hands-on experience, with a strong emphasis on safety. Students learn a variety of cutting, shaping and joining techniques in the production of tables, stools, cutting-boards, bowls, jewelry boxes and other projects. As well as practical skills, students learn transferable life-skills such as problem solving, work ethic, and perseverance. **Supplemental Fee Applies**

## WOODWORK 10

Woodworking 10 expands upon concepts and skills introduced in woodworking 9 with the addition of a design component. Students learn to use power and hand tools to build finely crafted projects, through demonstrations, theory, and hands-on experience, with a strong emphasis on safety. Students learn a variety of cutting, shaping and joining techniques in the production of tile-mosaic tables, cutting-boards, bowls, jewelry boxes and other projects. As well as practical skills, students learn transferable life-skills such as the design process, problem solving, work ethic and perseverance. **Supplemental Fee Applies**

## **CARPENTRY AND JOINERY 11**

Carpentry and Joinery 11 expands upon concepts and skills introduced in woodworking 9 and 10 by encouraging students to design their own projects. After learning safe use of tools, stock breakout, cutting and joining methods, students begin the course by building a project of their own design using only a 2x4. After completion of the 2x4 design challenge, students may build whatever projects their skills allow, from fine furniture to guitars, with an emphasis on design. As well as practical skills, students learn transferable life-skills such as problem solving, work ethic and perseverance and the design process. **Supplemental Fee Applies**

## **CARPENTRY AND JOINERY 12**

Carpentry and Joinery 12 expands upon concepts and skills introduced in woodworking 9 and 10 by requiring students to design their own projects. After learning safe use of tools, stock breakout, cutting and joining methods, students begin the course by building a project of their own design using only a 2x4. After completion of the 2x4 design challenge, students may build whatever projects their skills allow, from fine furniture to guitars, with an emphasis on design. As well as practical skills, students learn transferable life-skills such as problem solving, work ethic and perseverance and the design process. **Supplemental Fee Applies**

## **TECHNOLOGY EXPLORATIONS 10 – METALWORKING 10/ENGINEERING 10**

(APPEARS AS METALWORK 10 IN YOUR TIMETABLE) Technology Explorations 10 is an engineering type, design-challenge based course in which students design, draft and fabricate projects to solve problems. Whereas Engineering 9 projects are primarily made of wood, Engineering 10 students learn metalworking skills prior to designing, drafting and fabricating metal-based projects to solve problems. The following skill developing projects are typical: toolboxes, whistles, hammers, welded steel dice, slide whistles, coat racks, etc. The following design challenge projects are typical: towers, bridges, trebuchets, robotic arms, woodstoves, go-karts, etc. As well as practical skills, students learn transferable life-skills such as problem solving, work ethic, perseverance, and collaboration. Safety is emphasized in the use of power tools. **Supplemental Fee Applies**

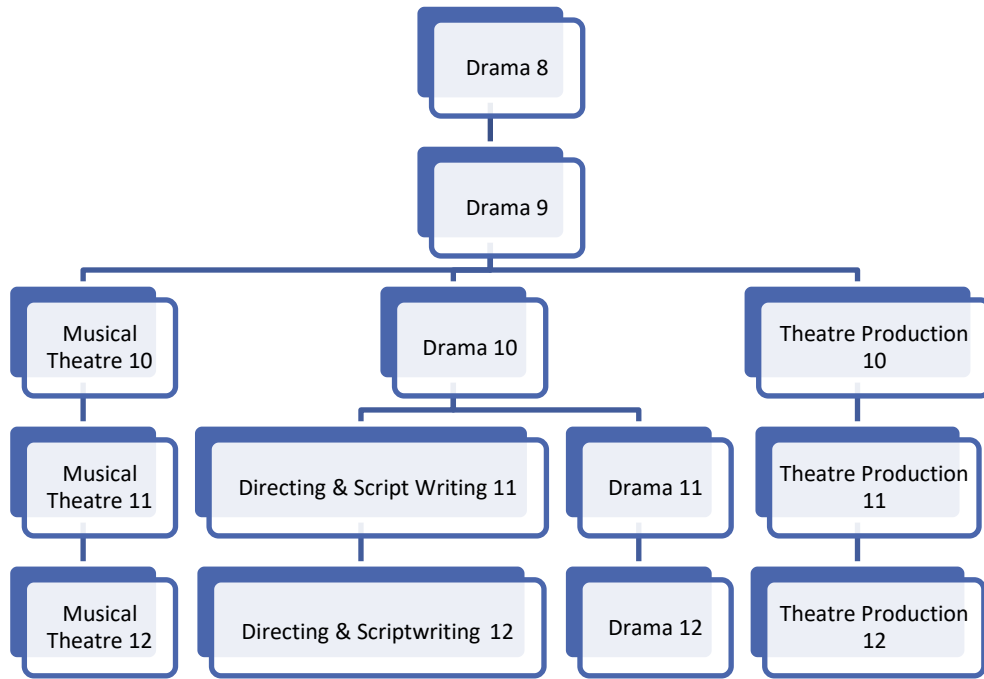
## **TECHNOLOGY EXPLORATIONS 11 – METALWORKING 11/ENGINEERING 11**

(APPEARS AS METALWORK 11 IN YOUR TIMETABLE) Engineering 11 is a design-challenge based course in which students design, draft and fabricate projects to solve problems. Engineering 11 students first learn metalworking skills prior to designing, drafting and fabricating metal-based projects to solve problems. The following skill developing projects are typical: toolboxes, whistles, hammers, welded steel dice, slide whistles, coat racks, etc. The following design challenge projects are typical: towers, bridges, trebuchets, robotic arms, woodstoves, go-karts, etc. Students who have previously completed Metalworking 10 are expected to choose their own projects and to be motivated to work in a self-directed manner. As well as practical skills, students learn transferable life-skills such as problem solving, work ethic, perseverance, and collaboration. Safety is emphasized in the use of power tools. **Supplemental Fee Applies**

## **METALWORK 12**

Metalworking12/Engineering 12 is a design-challenge based course in which students design, draft and fabricate projects to solve problems. Engineering 12 students learn metalworking skills prior to designing, drafting and fabricating metal-based projects to solve problems. The following skill developing projects are typical: toolboxes, whistles, hammers, welded steel dice, slide whistles, coat racks, etc. The following design challenge projects are typical: towers, bridges, trebuchets, robotic arms, woodstoves, go-karts, etc. Students who have previously completed Metalworking 10 or 11 are expected to choose their own projects and to be motivated to work in a self-directed manner. As well as practical skills, students learn transferable life-skills such as problem solving, work ethic, perseverance, and collaboration. Safety is emphasized in the use of power tools. **Supplemental Fee Applies**

# DRAMA



**\*\*Note: Theatre Company/Production 10-12 courses run together. Students will work on a rotating 3-year program. This allows the students to collaborate with students from other grades as well as to be exposed to a variety of different theatre skills and ideas in the different years. The design of the program is subject to enrollment numbers and staffing.**

## DRAMA 8

This course is part of the Grade 8 Fine Arts Rotation. This is an introductory course designed to enhance students' self-esteem, concentration, imagination, creativity and personal growth. Through a variety of activities, including theatre games, improvisation, tableaux, live commercials, and a storybook performance, students will learn how to collaborate productively while developing basic drama skills. Throughout the term, students will gain knowledge in theatrical language and an understanding of character expression through body and voice. The final performance is a group show with lighting, sound, costumes, props, and sets. Students can explore acting, backstage technical theatre, and directing as they continue with the various Drama courses here at Seycove.

## DRAMA 9/10

The Drama 9 and Drama 10 courses run concurrently. These courses provides a dynamic environment for students to develop skills in confidence, communication, creative thinking, expression, and collaboration, drama enhances both personal and professional relationships, preparing students for success in a variety of life situations. Students will explore diverse theatrical techniques, including (but not limited to) Readers Theatre, Radio Theatre, Improvisation, History of Theatre, Character Study, Script Writing, and Design & Technical Theatre. These areas will deepen their understanding of performance while emphasizing the collaborative nature of theatre. In addition, students will document and respond to dramatic works. There



may also be an opportunity to produce a class play, with mandatory attendance at any rehearsals and performances outside of class time.

Ideal for students seeking to enhance both their theatrical skills and personal growth, this course offers a supportive environment where they will develop invaluable skills for future success. **Supplemental Fee Applies**

### **DRAMA 11/12**

These courses run concurrently. Drama 11 & 12 provide a dynamic environment for students to strengthen skills in confidence, communication, creative thinking, collaboration and leadership. Students will enhance their acting skills and deepen their theatre knowledge—including historical, production, and technical aspects—through activities like (but not limited to) monologues, improvisation, scene work and reflect and respond to dramatic works.

While in-class projects will support skill-building, the course focuses on collaborative theatrical production. Students will also take on leadership and mentorship roles, guiding peers and contributing to the rehearsal process. Participation in the class production is mandatory for course completion, requiring attendance to scheduled after-school rehearsals, tech/dress rehearsals, and performance nights.

This course is ideal for students seeking to enhance both their theatrical skills and personal growth, while gaining invaluable experience in leadership and collaboration. **Supplemental Fee Applies**

### **THEATRE PRODUCTION 10**

This course will run concurrently with the Grade 11 and 12 courses. This course provides training in a variety of the following areas: set design and construction, scenic painting, prop creation, lighting/sound design and operation, costuming, production promotion, stage management, front of house and other aspects of backstage theatre work. This course will provide hands-on experience and practical assignments associated with school drama productions. This will also include production plans and written designs, attending rehearsals and operating as technical crew for the senior class performances. NOTE: Participation in the class production will be required to successfully complete this course which will require several rehearsals after school along with tech/dress rehearsals and performance days. Attendance is mandatory at the tech/dress rehearsals and performance dates. **Supplemental Fee Applies**

### **THEATRE PRODUCTION 11**

This course will run concurrently with the Grade 10 and 12 courses. This course provides training in a variety of the following areas: set design and construction, scenic painting, prop creation, lighting and sound design and operation, costuming, production promotion, stage management, front of house and other aspects of backstage theatre work. This course will provide hands-on experience and practical assignments associated with school drama productions. This will also include production plans and written designs, attending meetings and rehearsals, and operating as technical crew for the senior class performances. NOTE: Participation in the class production will be required to successfully complete this course which will require several rehearsals after school along with tech/dress rehearsals and performance days. Attendance is mandatory at the tech/dress rehearsals and performance dates. **Supplemental Fee Applies**

### **THEATRE PRODUCTION 12**

This course will run concurrently with the Grade 10 and 11 courses. This course provides training in a variety of the following areas: set design and construction, scenic painting, prop creation, lighting and sound design and operation,

costuming, production promotion, stage management, front of house and other aspects of backstage theatre work. This course will provide hands-on experience and practical assignments associated with school drama productions. This will also include production plans and written designs, attending meetings and rehearsals, and operating as technical crew for the senior class performances. Theatre Production 12 students will be expected to take on leadership roles within the production team. NOTE: Participation in the class production will be required to successfully complete this course which will require several rehearsals after school along with tech/dress rehearsals and performance days. Attendance is mandatory at the tech/dress rehearsals and performance dates. **Supplemental Fee Applies**

### **DIRECTING AND SCRIPT DEVELOPMENT 11**

Students in this course will be providing leadership and guidance to junior students in their theatre class. Directing students will work to expand their own experience with dramatic writing. They will have the opportunity to write their own scripts and to reflect on others' dramatic works. The leadership student will act as a director in the course and will have the opportunity to direct the junior students in their final production. The senior student will have control over the artistic aspects of the production and will guide the junior students, sharing knowledge from their own experiences in theatre. These students should have strong organization skills and be able to act as a role model for their peers. Note: This class will require the student to work outside of the timetable to prepare for their production and be present on the night of the show. To sign up for this course, the student should have taken Theatre Company 10 or Production 10 before as the experience/knowledge they will have gained is integral to their success in this leadership course.

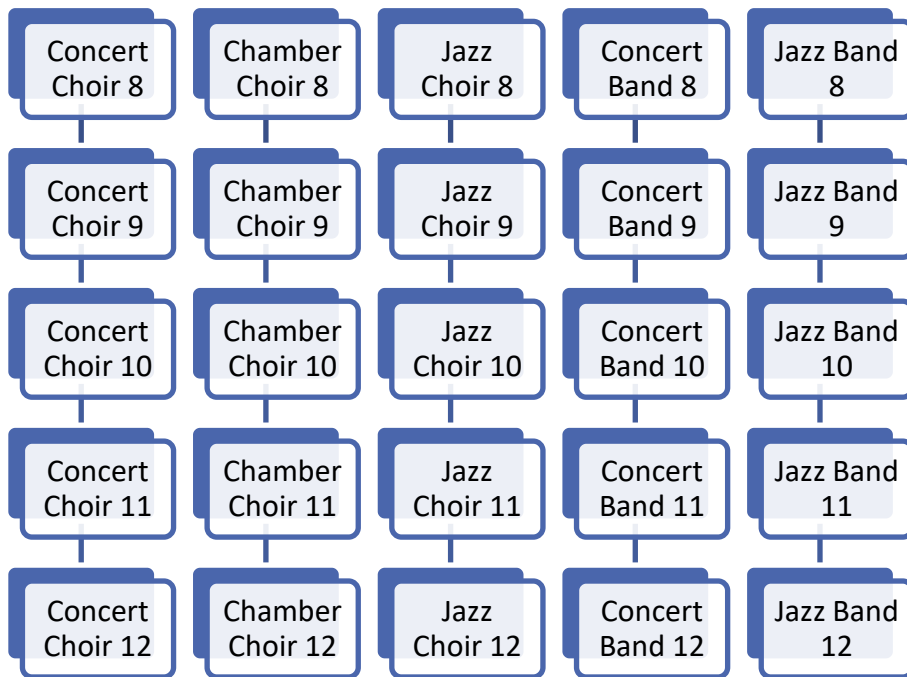
### **DIRECTING AND SCRIPT DEVELOPMENT 12**

Students in this course will be providing leadership and guidance to junior students in their theatre class which includes leading warm-ups. Directing students will work to expand their own experience with dramatic writing. They will have the opportunity to write their own scripts and direct their work with the help of performance students. They will work to refine scripts and performance through feedback from others. The student will also look at leadership styles as they will act as a director in the course and will have the opportunity to direct the junior students in their final production. The senior student will have control over the artistic aspects of the production and will guide the junior students, sharing knowledge from their own experiences in theatre. These students should have strong organization skills and be able to act as a role model for their peers. Note: This class will require the student to work outside of the timetable to prepare for their production and be present on the night of the show. To sign up for this course, the student should have taken Theatre Company 11, Theatre Production 11 or Directing and Script Development 11 before as this course.

### **MUSICAL THEATRE 10-12**

The primary focus of this course will be to prepare for and perform in Seycove Music/Drama's stage productions for the school and community. This is a full-year course with many different roles in musical theatre production and performance. The collaborative nature of creating a production together builds important life skills in creative thinking, strong connections, and friendships. This course provides performing arts students with an opportunity to experience and develop their dramatic and/or musical and choreographic skills. Emphasis is placed on ensemble playing and development of the voice. Other highlights may include in-depth acting and movement training. This course runs outside the regular timetable with specific afternoon/evening rehearsal schedules set on a year-to-year basis. *NB. Students enrolled in Drama 8-12 courses will receive preferential consideration for leading and supporting roles.* Experience/knowledge they will have gained is integral to their success in this senior level course. **Supplemental Fee Applies**

# MUSIC



*The supplementary fee for music students will cover the cost of music, some music supplies, and it will provide enhanced opportunities for students.*

## CONCERT BAND 8

New band students of any level are welcome to join this band. This course will provide students with the opportunity to rehearse and perform a variety of music and musical styles. Students are asked to supply their own band instruments. This course allows students to enhance their music literacy through the creation, appreciation, analysis, and performance of music. Students will augment their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Emphasis will be on developing the students' technical facility and listening skills while striving to produce a cohesive and musical sound as an ensemble through collaboration and purposeful play. Band 8 is a semester course inside the timetable. Performances at concerts are a mandatory part of this participation-based course. **Supplemental Fee Applies**

## CONCERT BAND 9

This course builds upon concepts from Band 8 and will provide students with the opportunity to collaborate and perform a variety of musical styles. Emphasis will be on developing the students' technical facility and listening skills while striving to produce a cohesive sound as an ensemble using dynamics and articulation. Fundamentals of music theory will be taught. Performances at concerts are a mandatory component of this participation-based course. Band 9 is a semester course inside the timetable. **Supplemental Fee Applies**

## INSTRUMENTAL MUSIC 10, 11, & 12: CONCERT BAND

This is a year-long course that builds upon the fundamental concepts taught in Concert Band 9. This performance-based course allows students to explore the intricacies of a variety of styles including marches, classical, twentieth century compositions and top arrangements of contemporary and pop music. Students will be taught the necessary skills to continue to enjoy music as performers, concertgoers, and as critical listeners. Performances at concerts and festivals are

a mandatory part of this course. This course falls outside of the timetable and does not conflict with other courses.

**Supplemental Fee Applies**

**INSTRUMENTAL MUSIC 8 - 12: Jr & Sr JAZZ BAND**

Jazz Band is an X block music course that meets outside of the regular timetable. Traditional jazz band instruments include saxophones, trombones, trumpets, acoustic or electric bass, guitar, piano and percussion. However, other instruments such as clarinet, flute, baritone, French horn and tuba will be permitted to join this ensemble course. Students will be introduced to a variety of genres within the jazz idiom such as swing, rock, funk, Latin, and popular contemporary arrangements. This course allows students to have the opportunity to solo and learn the fundamentals of jazz improvisation. Performances at concerts and festivals are a mandatory part of this performance-based course. Students must be concurrently enrolled in Concert Band (all grades.) **Supplemental Fee Applies**

Full year Jazz Band is available to grade 8's in Band. Whenever possible the Jazz Bands will be run at the Junior (Grade 8 &9) and Senior level (Grade 10-12). Jazz Band courses are available to students as a 9th course – outside of the regular timetable. See the Music section for more information. **Supplemental Fee Applies**

**CHORAL MUSIC 8-12: CHOIR**

Students will be introduced to the fundamentals of singing and vocal production. Music reading skills will be taught in the course and therefore, no previous experience is necessary. A wide variety of music genres will be explored, with a heavy emphasis on pop and contemporary music. Students will perform collaboratively in both solo and ensemble contexts where they will be encouraged to take creative risks in their performance to experience self-growth. This is an X block music course that meets outside of the regular timetable. **Supplemental Fee Applies**

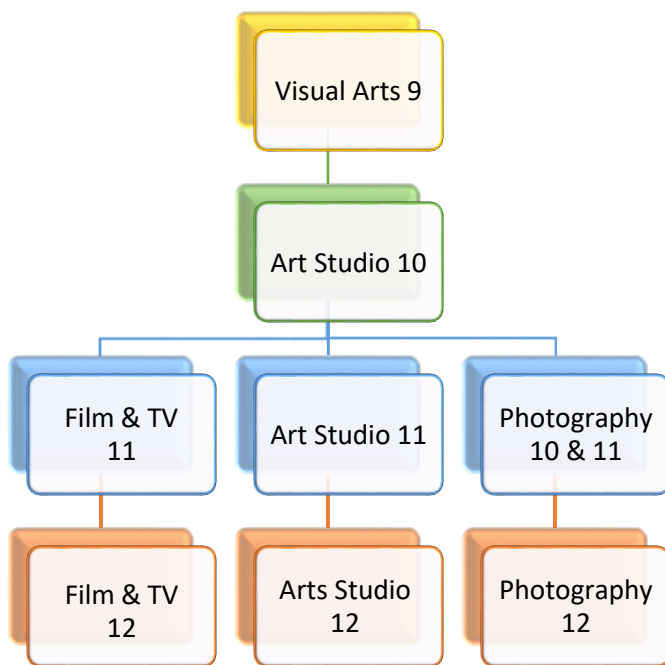
**CHAMBER CHOIR 10-12: CHOIR**

Seycove's Senior Chamber Choir is a high-level, auditioned ensemble made up of students from grades 10 to 12 who perform frequently throughout the school year. This ensemble works on a challenging, multi-divisi repertoire that pushes students to sing with excellent vocal technique, to listen critically, and to have an understanding of tuning, balance, and diction. This ensemble is Seycove's premier choir, often participating in festivals and competitions locally and internationally. This ensemble is for students who are dedicated, hardworking, and supportive of their peers; they are expected to show full commitment to their ensemble by being prepared for rehearsals and concerts and by making every effort to contribute to the pursuit of musical excellence. **Supplemental Fee Applies**

**Musical Theatre 10-12**

The primary focus of this course will be to prepare for and perform in Seycove Music/Drama's stage productions for the school and community. This is a full-year course with many different roles in musical theatre production and performance. The collaborative nature of creating a production together builds important life skills in creative thinking, strong connections, and friendships. This course provides performing arts students with an opportunity to experience and develop their dramatic and/or musical and choreographic skills. Emphasis is placed on ensemble playing and development of the voice. Other highlights may include in-depth acting and movement training. This course runs outside the regular timetable with specific afternoon/evening rehearsal schedules set on a year-to-year basis. *NB. Students enrolled in Drama 8-12 courses will receive preferential consideration for leading and supporting roles.* Experience/knowledge they will have gained is integral to their success in this senior level course. **Supplemental Fee Applies**

# VISUAL ARTS



***Supplementary fees for art courses support the use of enhanced materials and artist quality supplies for art take-home projects and portfolio development.***

## VISUAL ARTS 8

Visual Arts 8 Explore is part of the Grade 8 Rotation. This is a course that allows students to explore, communicate and reflect upon art concepts and learn techniques for creating 2-D and 3-D art forms. Students will participate in exercises and projects in drawing, painting, mixed-media, ceramics and sculpture. They will develop an understanding of the visual elements and principles of design, as well as techniques, strategies and sources of image development. They will further develop their art vocabulary and terminology related to mediums, materials, techniques and analysis skills. Students will learn how images reflect personal, social, cultural and historical contexts. In addition, students will develop confidence, discipline, decision-making, problem-solving skills and technical abilities. No previous experience or special talent is required for this course. The primary requirement for success is full participation and reasonable effort in class activities and projects. **Supplemental Fee Applies**

## VISUAL ARTS 9 & ART STUDIO 10

The Visual Art 9 and Art Studio 10 is a program that provides students with tools, techniques and thought processes necessary to create 2-D and 3-D artwork that demonstrates their creative, technical skills and develops critical thinking. It allows students to explore, communicate and reflect upon art concepts and build cross-cultural understanding of emotional expressions in art. Students will participate in exercises and projects in drawing, painting, ceramics, printmaking, mixed-media collage, and sculpture. Art history, contemporary Canadian art, First People's world views, history and stories will be incorporated into the various units. This course serves as an introduction to all senior level specialty art courses. **Supplemental Fee Applies**

The Art Studio course provides students with tools, techniques and thought processes necessary to create 2-D and 3-D artwork and explore different surface design techniques. Students will have the opportunity to create drawing, painting, sculpture, print making and mixed media projects to develop a range of art vocabulary, develop technical skills and learn

to use different tools to examine a variety of contemporary issues. Students will be introduced to the elements and principles of design in reference to art history, First People's world views, indigenous art, and contemporary art practices to create and present personally relevant imagery in diverse media. They will understand the influence of visual culture in social and other contexts. Students will express personal views and ideas and learn to critique and discuss their own work and the work of others. Students will develop critical thinking, planning and problem-solving skills. **Supplemental Fee Applies**

### **ART STUDIO 11, 12**

The studio courses provide students with tools, techniques and thought processes necessary to create 2-D artwork. Students will create drawing, painting and mixed media projects to develop a range of art vocabulary, enhance technical skills and learn to use different tools to examine a variety of contemporary issues. Students will explore and develop skills in drawing and painting, express and examine personal views and ideas, gain an understanding of oneself and the world through art history, contemporary Canadian art, First Peoples world views, and involvement in a creative process. Students will develop visual literacy to make informed critical decisions in response to one's own and others' artwork. In addition, students will develop time management, planning and problem-solving skills in completing projects.

**Supplemental Fee Applies**

### **PHOTOGRAPHY 10 & 11**

Photography 10 & 11 explores the art of producing images. Students will learn to take better photos and explore photography as a means of expression. Photography 11 introduces the basics of digital photography, from learning all the functions on a DSLR camera to understanding photo composition. Topics such as composition, lighting, ISO, aperture, shutter speed and flash photography will be explored as well as some fundamentals in darkroom photography. Basic Photoshop techniques will be covered. This course is project-based, and it is open to all Grade 10, 11 and 12 students. Advanced projects will be supported. **Supplemental Fee Applies**

### **PHOTOGRAPHY 12**

Photography 12 is a self-directed course that expands on the skill set students learned in Photography 11. Students will have a chance to develop their visual literacy and create meaningful photographs on topics of their choice. Portfolio development will be encouraged. This course is for students interested in Photography as a career path or a hobby.

**Supplemental Fee Applies**

### **FILM & TELEVISION 11**

LIGHTS - CAMERA - ACTION! This is a course that introduces the fundamentals of script writing, cameras, lighting, sound, visual effects, and the art of the short film production. Upon completing this course you will have learned: Premiere Pro to edit, digital video cameras, sound recording and editing, lighting techniques, and project management. Film Production will prepare you for a future in the Film Industry, Post Production Sound, Visual Effects, and TV Journalism. You can work on projects such as: short films, documentaries, music videos and commercials. Open to grades 10-12. **Supplemental Fee Applies**

### **FILM & TELEVISION 12**

Film Production 12 is a course that further introduces, at an advanced level, both production & post-production skills and concepts to include script writing, cameras, sound, visual effects, lighting, and project management. You will have the opportunity to work on short films of your choice. Self planned and directed projects will be a means of expression and evaluation. **Supplemental Fee Applies**

# CAREER EDUCATION

## CAREER EXPLORATIONS 8

This course is part of the Grade 8 Rotation. The course explores the career education curriculum through an overall theme of *“How we are connected.”* The course is not about identifying a particular career at this point in their education, but rather allows one to wonder what they could be by reflecting on strengths, interests, values and learning preferences and making the connection to how these individual traits can meaningfully contribute to the communities we work, live and play in. Through surveys, workshops, guest speakers, problem solving and teamwork games, design competitions, the famous *Show Off Presentations*, baking, the *Time Magazine Project* and a unique twist on identifying goals and motivating factors, students gain confidence in who they are and start to recognize the competencies and networking they may need to develop on their journey toward preferred future possibilities.

## CAREER LIFE EDUCATION 10

Career Life Education 10 (CLE 10) is a required course for graduation. CLE 10 focuses on allowing students to gain a clear understanding of career-life development knowledge, skills, and strategies for their journey into adulthood. A person’s career is considered their “journey” through life, and the Career Life Education curriculum offers students the opportunity to pursue this journey in personally meaningful and goal-oriented ways. Career-life development with intent is the ongoing process of self-discovery, growth in competence, and learning from experiences in educational, work-related, and personal life contexts.

### Content

#### 16 learning standards organized into 3 categories:

- Career-life development: competencies of the educated citizen, self-assessment and reflection strategies, mentorship opportunities, well-being and personal and work life balance, ways to represent oneself, and workplace safety,
- Connections with community: inclusive practices, personal networking and employment marketing strategies, and ways to contribute to community and society
- Career-life planning: career-life development research, models of flexible planning and goal setting, methods for organizing and maintaining authentic evidence, and local and global and market trends

### Curricular Competency Development

#### 12 Curricular Competencies under 4 curriculum organizers:

- Examine, including personal and public profiles and the role of networks in career-life development
- Interact, including collaborating with community and communicating about self in positive ways
- Experience, including demonstrating respectful interactions and connecting experiential learning with career-life preferences
- Initiate, including reflecting on initial career-life plans and developing preliminary public profiles

## BIG IDEAS:

**Career-life choices** are made in a recurring cycle of planning, reflecting, adapting and deciding

**Career-life decisions** are influenced by **internal and external** factors, including local and global trends.

**Cultivating networks** and **reciprocal relationships** can support and broaden career-life awareness and options

**Finding balance** between personal and work life promotes well-being

**Lifelong learning** fosters career-life opportunities.

## CAREER LIFE CONNECTIONS 12

Career Life Connections 12 Capstone is one of only two Grade 12 courses required under the BC Ministry of Education's Graduation Program. Students will complete CLC12 coursework, show evidence of at least 30 hours of paid work or volunteer/service work experience and work on and present their Capstone projects in this course. The Capstones are completed in April and presented in May. The course focuses on applying career-life management knowledge, skills, and strategies to the student's own personal journey and plans for post-graduation. Students will engage with topics including: personal career-life development, reflection strategies, self-advocacy, strategies to sustain well-being, and rights and regulations

in the workplace. Students will examine personal worldviews, perspectives, and goals. They will interact with mentors as they work on their Capstone projects and will build transferrable skills and strategies. Students in CLC 12 will reflect on and report out on the development of their Core Competencies – Thinking, Communication, and Personal and Social Responsibility – throughout the year as they near graduation. The "Big Ideas" of the course are below:

**Career-life development** includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.

**Career-life decisions** influence and are influenced by **internal and external factors**, including **local and global trends**.

**Engaging in networks and reciprocal relationships** can guide and broaden career-life awareness and options.

A sense of purpose and career-life balance support **well-being**.

Lifelong learning and active citizenship foster **career-life opportunities** for people and communities.

## CAPSTONE PRESENTATION

The Capstone Project showcases and celebrates a graduating student's unique personal career-life learning journey and aspirations. Included are school and community experiences, strengths, mentorships and passions—all of which expand Core Competencies developed in CLC12: communication, health, finance and post-secondary options such as school, work and gap year, as well as skills such as organization, documentation, navigating apps or websites, networking and interpersonal relations. Unique reflections on their connections and plans are shared with younger students and one or more staff members. Presenting their Capstone project is a rigorous learning opportunity which occurs after a student successfully completes Career-Life Connections 12; CLC12 coursework, evidence of at least 30 hours of work experience and the Capstone project are all required for BC graduation.

## WORK EXPERIENCE OFFICE

The Work Experience Office is a resource for students interested in career planning and work experience opportunities. The WEX office located between the main office and the Student Services area, Room 265B. The office is run by the Work Experience Facilitator who works collaboratively with students, parents and businesses to maximize



students' opportunities when exploring possible careers after secondary school.

The Work Experience Facilitator commonly supports students in career exploration, finding volunteer opportunities, setting up work experience placements as well as supporting students in Work Experience 12A and 12B, and Skilled Trades BC Youth programs. The WEX Facilitator maintains a Careers Bulletin Board outside the WEX office as well as a link on the school website [Work Experience - Seycove Secondary \(sd44.ca\)](http://www.sd44.ca) where various volunteer, career exploration, and hands on opportunities are posted. The WEX Office also provides pre-employment preparation and the necessary documents for work experience and volunteer placements.

Work Experience Facilitator 604-903-3666 ask for Ms. Knapp.

## **CAREER DEVELOPMENT PROGRAMS**

The primary goal of work experience is to provide students with practical hands-on experience in the community to help students prepare for the transition to "life after high school". Students gain an understanding of the range of career options available to them, while developing employability skills required in the workplace as well as technical and applied skills relating to specific occupations or industries. Other goals include helping students to:

- Connect what is learned in the classroom with the knowledge, skills, and attitudes needed in the workplace.
- Gain the knowledge, skills, and attitudes needed to be successful in the world of work.
- Develop job readiness skills for specific occupations and careers.
- Understand the similarities and differences in behaviour standards between the workplace and school.

Seycove Secondary School Career Development Programs are:

- Work Experience 12A and 12B
- Youth Work in Trades
- Youth Train in Trades

If you are a community member interested in supporting our youth in making connections between school and community, we would love to hear from you. We are always looking for opportunities such as job shadowing, community presenters, field trips/tours of business, and work experience placements. Please contact the work experience facilitator, if you or your company would be willing to support our youth.

## **WORK EXPERIENCE 12A & 12B (4 credits each)**

These courses are designed to provide students with focused learning objectives in preparing for a safe work placement. Students develop the necessary skills to secure and maintain a job. Through work experience, students can observe, and practice employability skills required in the workplace, as well as technical and applied skills relating to specific occupations or industries.

A work placement may include hands-on work experience in a business, career mentoring with a professional, or volunteering with non-profit organizations. Students complete pre-placement assignments and meet with the Work Experience Facilitator to organize a 90 hour placement that will reflect the individual student's interests and passion. The required completion of 90 hours may include more than one placement. Examples of placements are: pharmacy, art gallery, local government, law office, engineering firm, interior design company, post-secondary institutions, trades training, research facilities, and many more!

The Work Experience course is comprised of pre-placement classroom assignments, placement activities at a community worksite, and post-placement assignments. The WEX teacher and Work Experience Facilitator will assist students with choosing and obtaining relevant and meaningful placements. For further information contact the Work Experience Facilitator at 604-903-3666, ask for Ms. Knapp.

Students in Grades 10 to 12 wishing to participate in Work Experience should indicate MWEX-12A or MWEX-12B, if they have already taken 12A, in the electives space on their course request sheet. Completion of a four-credit WEX

course meets the Applied Design, Skills, and Technologies graduation requirement. A student's work experience hours accrued during a Ministry-authorized WEX placement may be used toward fulfilling the substantive experiential learning (30 hours or more) of career-life exploration required for graduation as outlined in Career-Life Connections (CLC), provided that at the time of enrolment in CLC the placement is relevant to the student's post-secondary planning. More information is found in the Career Education 10-12 Guide.

***\*This course is taught outside of the regular timetable and so being a self-motivated/self-directed learner is essential.***

## **YOUTH WORK IN TRADES (WRK)**

The Youth Work in Trades program is designed for those students who are **currently working part time in a trade**, under a certified Journey Person, or who know of someone who might hire them to work in a trade. Coordinated in conjunction with the Industry Training Association of British Columbia (SKILLEDTRADESBC BC), students enrolled in these courses go to work and attend high school at the same time. That means they have found an employer who is willing to take them on (and pay them) as an apprentice.

It is possible for students to earn up to 16 credits while in school. Four credits are assigned for every 120 hours of work completed. These hours are also counted towards the total number of hours needed to become a journeyman in their chosen trade.

## **YOUTH TRAIN IN TRADES**

Intended to let students "GET A HEAD START ON YOUR TECHNICAL TRADES TRAINING," Youth Train in Trades (coordinated through SKILLEDTRADES BC) is a dual-credit program that allows students to earn credits that count towards a high school diploma and Level 1 of a technical trades training program. Students in this program attend a recognized trades training program at a local high school, a partner post-secondary institution, or an SKILLEDTRADES BC-certified training facility.

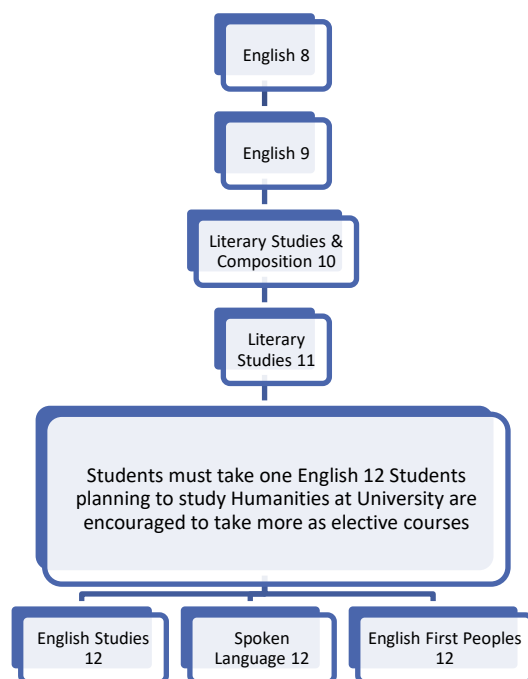
Tuition is covered by the North Vancouver School Board.

Students learn from skilled instructors in a hands-on approach to training. Courses combine workshop and theoretical components with a focus on safety.

Youth Train in Trades programs are run through District partnerships with BCIT and VCC, and other post-secondary institutions.

Available high school seats are limited.

# ENGLISH



## ENGLISH 8

In this course, students will develop their language skills and literary appreciation through creative exploration of various texts. Students will have the chance to connect themselves, the community, the world at large, and texts. Students may respond to novels, short stories, poems, myths, non-fiction, and various forms of new media. Some practice in oral presentation is part of this course.

## ENGLISH 9

Students will continue their development of language with new and increasingly complex opportunities to participate in a wide range of reading, writing, listening, speaking, thinking, and viewing activities. The focus in writing will be on expanding and organizing ideas and writing more complex sentences. Students will continue to master the paragraph and will move towards multi-paragraph writing. A deeper understanding of how students relate texts to themselves and the world around them will be emphasized. Students will continue to improve their critical thinking skills through academic discussion as well as media literacy.

## LITERARY STUDIES 10

In Literary Studies 10, students will increase their literacy skills through the close reading of a variety of texts including novels, short stories, poems, non-fiction, and a full-length play. This course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world that help them to broaden their understanding of themselves and the world. Additionally, Students will practice the writing process through more sophisticated formats, particularly the literary essay. Students will be required to study, analyze, and respond to what they read, view, and hear through writing, discussion, and oral presentation.

Literary Studies 10 will be paired with either Composition 10 or New Media 10. Students will be able to choose their area of additional focus. Course offerings will be based on numbers.

### **COMPOSITION 10**

Composition 10 allows students to develop their written communication by introducing them to varied structures, forms, and styles of compositions. Students have opportunities to individually and collaboratively study, create, and write original works, exploring audience and purpose. They also develop their craft through processes of drafting, reflecting, and revising a variety of styles of writing including narrative, expository, descriptive, and persuasive pieces.

### **LITERARY STUDIES 11**

Literary Studies 11 allows students to delve deeply into literature, making meaningful connections between texts, self, and the world with emphasis on thinking critically, creatively, and reflectively to explore a wide range of topics and perspectives. Students will read and view a variety of texts, including novels, short stories, poems, non-fiction, and a full-length play with more focus on critical analysis. A central theme of this course will be for students to recognize and appreciate how different structures and features of texts enhance and shape meaning. As this course will maintain a focus on practicing increasingly sophisticated forms of composition, students will be required to study, analyze, and respond to what they read, view, and hear through writing, discussion and oral presentation.

### **ENGLISH STUDIES 12**

This is the required course for BC graduation; it will build on and extend students' previous learning experiences in Literary Studies 11 / English First Peoples 11. Students will refine their ability to communicate effectively in a variety of contexts. They will explore texts from a variety of sources, in multiple forms, and that reflect diverse worldviews. Writing will emphasize formal and informal argumentation and persuasion with a continued focus on practical, grammatical, and stylistic skills. Deepened understanding of self and others in a changing world, as well as insight into the diverse factors that shape identity will be emphasized throughout the course, helping students to expand their understanding of what it means to be educated Canadian and global citizens.

### **ENGLISH FIRST PEOPLES 12**

English First Peoples 12 focuses on Indigenous texts and provides opportunities for students to reflect on their learning using the *First Peoples Principles of Learning*. Throughout the course, we will focus on novels, First Peoples poetry, short stories and oral stories. Students are encouraged to think beyond the surface of these texts, as we try to find meaning and the importance of sharing these stories. They will finish the course with an inquiry research essay regarding Indigenous issues and a reflection on their process.

### **SPOKEN LANGUAGE 12**

In Spoken Language 12, students will focus on not one, but two essential communication skills: writing and public speaking. Students will work on the development of language use in both written and oral communication, with emphasis on confidence building through the effective organization and presentation of ideas, using "writing processes...to improve clarity, effectiveness and impact." This is a course for students to explore and experience the power of language and is recommended for students excited by the creative, pragmatic, and persuasive use of words. They will be challenged to create speeches for a variety of purposes and audiences, including the study of rhetoric—the persuasive use of language. The course is taught in seminar format; good attendance is therefore essential for success. Assessment will be based initially on the process of drafting, creating, editing, and revising, with the emphasis gradually shifting to performance as students become more practiced. The final assessment will be the writing and delivery of a valedictory speech. This course requires students to have completed their English Language Arts 11 credit and is therefore open only to grade 12 students.

## **ENGLISH LANGUAGE LEARNING**

ELL teachers and counsellors place students in ELL courses according to their English ability. Students advance to the next level as their skills increase moving from Level 1 (Beginner) to Level 5 (Bridging).

Levels 1 and 2 provide the basic English skills of listening, speaking, reading and writing to enable students to function within the Seycove School environment.

Level 3 and 4 focus on giving students the necessary skills in reading, writing, listening and speaking needed for integration into academic courses at Seycove, particularly English 10 and Social Studies 10.

### **ENGLISH LANGUAGE LEARNERS 8 – 12**

ELL provides language instruction and support for Grade 8 – 12 ELL students who are in the Beginning, Developing and Expanding phases of language acquisition. Activities are designed to improve a student's level of listening, speaking, reading and writing English. The objective of these classes is to sufficiently improve students' English to allow them to move to BC Culture 10, Language Strategies 10, or the regular English language program. This is a non-credit course with no assigned percentage.

### **LANGUAGE STRATEGIES 10 - 12**

This course is designed to enable students to learn strategies and extend skills in the main areas of reading, writing, listening, speaking and viewing. The focus will be on skills required in mainstream English courses. This course is recommended for Grade 10, 11, and 12 ELL students who are expanding and consolidating their English language skills. This is a for-credit course, with an assigned letter grade, taken before moving into the regular English language program.

### **ELL SEMINAR**

This course is designed for ELL students who no longer require full-time direct service. ELL Seminar will enable students to extend their use of strategies and skills in listening, speaking, reading and writing needed to communicate across all the curricula. This is a non-credit course with no assigned percentage.

## GRADE 8 ROTATIONS

In Grade 8, students can experience unique elective areas in Seycove's Grade 8 Elective Rotations. The structure of these rotations is constructed based on the number of grade 8 students, staffing allocations and the school-wide timetable. The rotations are usually two Rotations with two different sets of courses. One is populated by all students and one is populated by all the non PLP students. All students will be part of a rotation that includes Careers 8. The rotations may run as Semesters, or in thirds or quarters. The possible courses in the rotations will be some combination of the courses described below. An example of how this might work is a combination of 3 courses to make thirds such as Woodworking, Digital Literacy/Careers, and Drama and another combination of 3 courses such as Textiles, Art, and Engineering. The Grade 8 Elective Rotations provide a breadth of opportunities for Grade 8 students to sample and see what they might like. No matter if a student missed an elective in Grade 8 or really enjoyed one – ALL these areas and more are available as full courses for further study in Grade 9 and beyond.

### CAREER EXPLORATIONS 8

This course is part of the Grade 8 ADST Rotation and explores the career education curriculum through an overall theme of *"How we are connected."* The course is not about identifying a particular career at this point in their education, but rather allows one to wonder what they could be by reflecting on strengths, interests, values and learning preferences and making the connection to how these individual traits can meaningfully contribute to the communities we work, live and play in. Through surveys, workshops, guest speakers, problem solving and teamwork games, design competitions, the famous *Show Off Presentations*, baking, the *Time Magazine Project* and a unique twist on identifying goals and motivating factors, students gain confidence in who they are and start to recognize the competencies and networking they may need to develop on their journey toward preferred future possibilities.

### DRAMA 8

This course is part of the Grade 8 Fine Arts Rotation. This is an introductory course designed to enhance students' self-esteem, concentration, imagination, creativity and personal growth. Through a variety of activities, including theatre games, improvisation, tableaux, live commercials, and a storybook performance, students will learn how to collaborate productively while developing basic drama skills. Throughout the term, students will gain knowledge in theatrical language and an understanding of character expression through body and voice. The final performance is a group show with lighting, sound, costumes, props, and sets. Students can explore acting, backstage technical theatre, and directing as they continue in the various Drama courses here at Seycove.

### ENGINEERING 8

This introductory engineering course is design-challenge based; students design, draft and fabricate projects to solve problems, including paper bridges, toothpick towers, and hydraulic powered 'Judo Bots'. Design challenge projects begin with brainstorming, follow to design and drafting, and then fabrication. Products are tested and evaluated for their ability to solve the specified problem, reiterated and improved. As well as practical skills, students learn transferable life-skills such as problem solving, work ethic, perseverance, and collaboration. Power tools and machines are not used in this course. **Supplemental Fee Applies**

### VISUAL ART 8

Visual Arts 8 is part of the Fine Arts Rotation and is a course that allows students to explore, communicate and reflect upon art concepts and learn techniques for creating 2-D and 3-D art forms. Students will participate in exercises and

projects in drawing, painting, mixed-media, ceramics and sculpture. They will develop an understanding of the visual elements and principles of design, as well as techniques, strategies and sources of image development. They will further develop their art vocabulary and terminology related to mediums, materials, techniques and analysis skills. Students will learn how images reflect personal, social, cultural and historical contexts. In addition, students will develop confidence, discipline, decision-making, problem-solving skills and technical abilities. No previous experience or special talent is required for this course. The primary requirement for success is full participation and reasonable effort in class activities and projects. **Supplemental Fee Applies**

### **DIGITAL LITERACY 8**

This course is part of the ADST Rotation and offers a sample of the technology tools most fun and useful for school and beyond. Students enhance their typing and Microsoft Word, Excel, and PowerPoint skills to wow their teachers as well as explore Photoshop, GarageBand, coding, and website design to expand their creative and critical thinking. Every project has students follow the design cycle to produce the best possible product and allow for tons of personalized creative input. Additionally, students engage in discussions around online privacy and learn helpful online researching tips. This course is a great introduction to Information & Communications Technology or Business Education courses that students can explore in Grades 9-12.

### **WOODWORKING 8**

Technology 8 introduces students to woodworking and drafting. Students learn and apply concepts, skills, and tool and safety knowledge to complete a variety of projects, including a gumball machine, and a toy boat / car / airplane, etc. Technology 8 provides students with practical knowledge and skills that are useful throughout life, as well as transferable life-skills such as problem solving, work ethic, perseverance, and collaboration. Safety is emphasized in the minimal introduction of power tools. **Supplemental fees help to cover the cost of wood, and other consumable materials.**

### **TEXTILES 8**

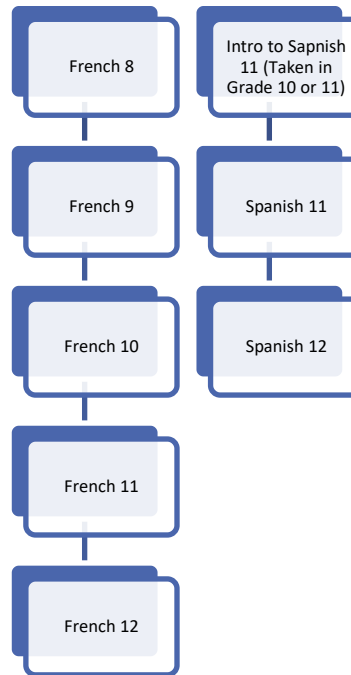
In Textiles 8, students will learn the basic components of patterns and instructions using machine construction techniques for producing textile items. Throughout the course, they will apply the design cycle to produce a custom drawstring bag, incorporating a personalized logo created with the Cricut machine and designing a functional pocket. Students will explore how we are influenced in our clothing choices. As well as practical skills, students practice transferable life-skills such as problem solving, work ethic, perseverance, hand-eye coordination, and following verbal instruction and demonstration. **Supplemental Fee Applies**

### **ADDITIONAL SUPPORTS:**

Students participating in a support block such as LAC or Choices will have access to that support for the entire year in place of a Grade 8 rotation or French 8.

**Note: several of the Grade 8 electives have supplementary fees.**

# LANGUAGES



## CORE FRENCH PROGRAM

Becoming more proficient in French allows students to explore career, travel, personal growth, and study abroad opportunities. The Core French program from Grades 8 through 12 gives students a solid foundation for the lifelong process of acquiring a language. Some of the concepts covered include discussing and justifying opinions with nuance and clarity. Students learn that sharing feelings, opinions, and beliefs in French contributes to an identity as a French speaker. An appreciation of Francophone culture allows students to understand and explore global issues with greater awareness. Experiencing the creative works of other cultures helps students develop an appreciation of cultures worldwide. Students develop their skills in listening, speaking, reading, and writing.

## FRENCH 8

Some of the skills developed in French 8 include: recognizing the relationship between pronunciation and meaning, using a variety of strategies to increase understanding, and asking questions and talking about familiar topics. Students will explore French creative works such as music, films, videos, and stories and they will learn about Francophone cultures around the world. Students participate in our individualized reading program where they read French books of their choice. Reading for pleasure is one of the most effective ways for learners to acquire vocabulary, sentence structure, grammar, and spelling. Stories are an important vehicle for learning about language and culture and they are



central to many cultural traditions, including First Nations' cultures. Students create, read, write, and tell stories in French. **Note: French 8 is a MINISTRY OF EDUCATION required course. There are no prerequisites required to participate in this course; students can join with no previous experience learning French.**

## **FRENCH 9**

In French 9, students will begin to participate in short conversations, they recognize the importance of story in personal and community identity, and they create, read, write, and tell stories in French. They can express people, objects, and personal interests, sequences of events, and their needs on familiar topics. Students participate in our individualized reading program where they read French books of their choice. Reading for pleasure is one of the most effective ways for learners to acquire vocabulary, sentence structure, grammar, and spelling. Stories are an important vehicle for learning about language and culture and they are central to many cultural traditions, including Indigenous cultures.

## **FRENCH 10**

In French 10, students will learn to express themselves with growing fluency and will be able to ask and respond to a variety of questions, describe situations and daily events, and express their hopes, ambitions, and opinions. They will learn to appreciate regional variations in French and recognize how cultural identity is expressed through Francophone texts and creative works. Students participate in our individualized reading program where they read French books of their choice. Reading for pleasure is one of the most effective ways for learners to acquire vocabulary, sentence structure, grammar, and spelling. Stories are an important vehicle for learning about language and culture and they are central to many cultural traditions, including First Nations' cultures. Students create, read, write, and tell stories in French.

## **FRENCH 11**

Some of the skills developed in French 11 include: appreciating regional variations in French, recognizing connections between language and culture, talking about everyday situations, responding to and interpreting a variety of texts, expressing oneself with growing fluency orally and in writing, sharing personal experiences and opinions, and making predictions. Students create, read, write, and tell stories. Students participate in our individualized reading program where they read French books of their choice. Reading for pleasure is one of the most effective ways for learners to acquire vocabulary, sentence structure, grammar, and spelling. Stories are an important vehicle for learning about language and culture and they are central to many cultural traditions, including Indigenous cultures.

## **FRENCH 12**

In French 12, students learn to express doubts, wishes, possibilities and hypotheticals. They also learn to express and explain needs and emotions. They express, support, and defend opinions on various topics of interest and respond to others' opinions. They use multiple forms of past, present, and future timeframes. They recognize that language and culture have been influenced by the interactions between First Peoples and Francophone communities in Canada. They create, read, write, and tell stories. They identify and explore opportunities to continue language acquisition beyond graduation. Even more, students read increasingly complex books as they continue in our individualized reading program where they read French books of their choice. Reading for pleasure is one of the most effective ways for learners to acquire vocabulary, sentence structure, grammar, and spelling. Stories are an important vehicle for learning about language and culture and they are central to many cultural traditions, including Indigenous cultures.

## **INTRODUCTORY SPANISH 11**

An integrative approach to second language learning will be used in this course. The Avancemos program puts the accent on the communicative aspects of the language and on learning through interaction. The primary objective of this course will be to improve Spanish language skills through a variety of activities in the classroom: discussions, dialogues, interviews, skits, presentations, conversations, and projects. Students will have plenty of opportunity to practice their speaking and listening skills in pairs, small groups and as part of the whole class. Reading and writing skills will be practiced daily both for review and for new learning. Spanish will be used extensively for basic instruction and communication in the classroom.

## **SPANISH 11**

An integrative approach to second language learning will be used in this course. The Avancemos program puts the accent on the communicative aspects of the language and on learning through interaction. The primary objective of this course will be to improve Spanish language skills through a variety of activities in the classroom: discussions, dialogues, interviews, skits, presentations, conversations, and projects. Students will have plenty of opportunity to practice their speaking and listening skills in pairs, small groups and as part of the whole class. Reading and writing skills will be practiced daily both for review and for new learning. Spanish will be used extensively for basic instruction and communication in the classroom.

## **SPANISH 12**

In Spanish 12, students will continue to create and narrate stories orally and in writing, respond personally to a variety of texts, engage in conversations, and interact spontaneously in a variety of meaningful, real-life situations. It is hoped that students will express themselves effectively, with fluency and accuracy, orally and in writing to express doubts, wishes, possibilities, needs, emotions, and opinions on a variety of topics. Students will continue to answer questions daily to practice high-frequency verbs and questions. They will respond to creative works such as films, music, Movie Talks, and authentic foods. Students also participate in our individualized reading program where they read Spanish novels of their choice. Reading for pleasure is one of the most effective ways for learners to acquire vocabulary, sentence structure, grammar, and spelling. Stories are an important vehicle for learning about language and culture and they are central to many traditions and cultures. It is important that students recognize First Peoples' perspectives and knowledge, and other ways of knowing in our community and communities in Latin America to gain understanding of Hispanic culture. It is hoped that students will engage in opportunities outside of high school to speak Spanish and identify and explore opportunities to continue language acquisition beyond graduation.

## **LEARNING SERVICES**

### **LEARNING ASSISTANCE CENTER PROGRAM (LAC)**

Students are recommended for this support based on referrals by teachers, counsellors, and/or parents, and with the approval of the School Based Resource Team and Administration. LAC is a full year block outside the regular timetable. The amount and type of support a student receives depends on their learning needs. Support may include receiving help with assignments in LAC during Tutorials, access to a separate setting during classes, support from Learning Services teachers in-class or with small group pull-out instruction, and individual skill-building as it pertains to their learning profile, including numeracy, literacy, and executive functioning skills.

Students in LAC can expect a focus on the following:

- discovering how to be a better learner based on their own individual learning style and learner profile
- building organizational skills such as time management, note-taking, agenda use, goal setting, etc.
- learning and remediating key literacy and numeracy skills
- developing good habits for learning, self-advocacy skills, and as well as building planning and organizational ability

While LAC provides individual work time and flexible time to work on students' other course work and learning goals, students are expected to participate in instruction designed to help them be more successful as learners. LAC classes may involve whole class instruction, group work, one-to-one support, and goal setting and planning. Students in grades 10, 11, and 12 can receive four credits for the successful completion of the course, if they choose to complete a portfolio of work that includes evidence of their individualized learning plans that is collected during their time in LAC.

### **LEARNING SKILLS CENTER PROGRAM (LSC)**

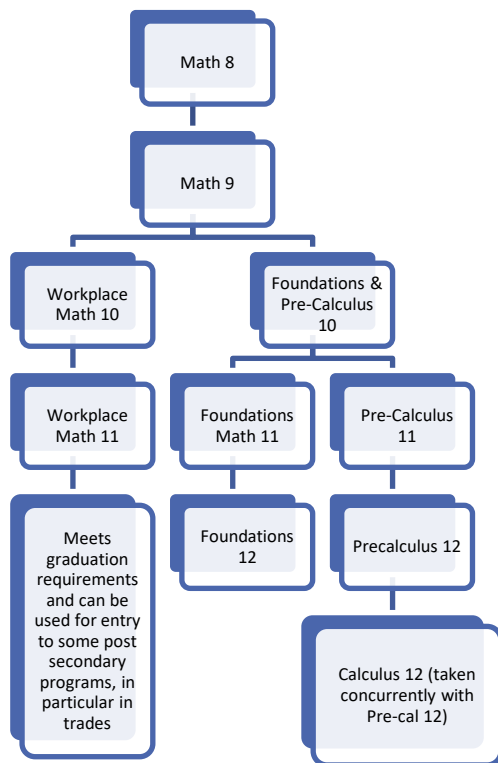
Students are enrolled in the Learning Skills Classroom based on recommendations from teachers, counsellors, parents, and the approval of the School Based Resource Team and Administration. This program intends to provide necessary skills for individual success in academics, independent living, social-emotional and behavioural needs while aligning course work to each student's skill level and ability. Support provided can range from intensive work in an individual or small group setting, supported inclusion in regular classes, and alternate spaces for focus and self-regulation. Students in this program usually have a Ministry Identification and an Individual Education Plan (IEP).

### **CHOICES PROGRAM**

Choices is an in-school support for students who are developing their self-efficacy, resiliency, and emotional regulation. Students are referred to Choices through the School Based Resource Team with Administration approval. Students in Choices receive assistance in recognizing and overcoming challenges that have caused barriers to their learning, all while remaining connected members of their local school community.

Students who are involved in the program may come to the Choices classroom for support in connection with a regularly scheduled class, may work on adapted curriculum in a specific Choices block or simply touch base with the Choices team outside of their regular schedule. The level of support is assigned based on individual student needs. Key to Choices is the partnership with regular classroom teachers, grade counsellors, School District counsellors, Choices staff, Administrators, parents and community partners who collaborate, create and maintain a program of personalized, individual support for students.

# MATHEMATICS



The basic aim of math programs at Seycove Secondary is to enable students to become numerate citizens whose logic and a variety of mathematical methods to solve problems. We strive to encourage students to recognize the importance of mathematics in their everyday life, to develop confidence in their ability to problem solve, to develop critical thinking skills and to enjoy doing mathematics!

The Provincial Math Curriculum includes three available pathways for students. The three pathways available are: Workplace Mathematics, Foundations of Mathematics, and Pre-Calculus. At the Grade 10 level, a common Foundations of Mathematics and Pre-Calculus course is the starting point for both the Foundations of Mathematics and Pre-Calculus pathways. There are also 3 senior elective math courses. Geometry 12 and Statistics 12 can be taken after completing FPC Math 10. Calculus 12 can be taken with PC Math 12 and is highly recommended for students interested in taking post-secondary studies in a discipline that requires mathematics. When choosing a pathway, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

## MATHEMATICS 8

This mathematics course is designed to develop numeracy skills by combining mathematical knowledge, communication skills, problem solving, connecting ideas, reasoning, mental math, 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. Students who have above-average ability are encouraged to participate in mathematics contests.

## **MATHEMATICS 9**

This mathematics program continues to develop the math concepts and thinking skills from the Grade 8 curriculum. Students will hear and provide explanations, draw to represent their thinking, engage in experiences with concrete materials, visualize, and discuss their thinking with others to create deeper understanding. Students will learn to be investigative thinkers and will build perseverance through solving challenging problems. Students who have above-average ability are encouraged to write Mathematics Contests.

## **WORKPLACE MATHEMATICS 10**

This course fulfills the Math 10 graduation requirement and is designed to provide students with the mathematical understandings and critical thinking skills identified for a variety of post-secondary options such as entry into some trades or entry into a variety of post-secondary programs. Programs at institutions including Capilano University, Kwantlen Polytechnic, BCIT, Douglas College and many others. Topics include: creating, interpreting and critiquing graphs; primary trigonometric ratios; metric and imperial measurement and conversions; surface area and volume; central tendency; experimental probability; financial literacy (gross and net pay).

## **FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10**

This course is designed to provide students with the mathematical understanding and critical thinking skills identified for post-secondary studies in both humanities and the sciences. Topics include: operations on powers with integral exponents; prime factorization; functions and relations (connecting data, graphs, and situations); linear functions (slope and equations of lines); arithmetic sequences; systems of linear equations; multiplication of polynomial expressions; polynomial factoring; primary trigonometric ratios; financial literacy (gross and net pay). Students who have above-average ability are encouraged to participate in the mathematics contests and to consider enrolling in FPC Honours 10.

**WORKPLACE MATHEMATICS 11** This course fulfills the Math 11 graduation requirement and is designed to provide students with the mathematical understandings and critical thinking skills identified for a variety of post-secondary options such as entry into some trades or entry into a variety of post-secondary programs. Institutions with programs include Capilano University, Kwantlen Polytechnic, BCIT, Douglas College and others. Topics include: financial literacy (personal investments, loans, and budgeting); rate of change; how probability and statistics are used in different contexts; interpreting graphs in society; 3D objects (angles, views, and scale diagrams)

## **FOUNDATIONS OF MATHEMATICS 11**

This course is designed to provide students with the mathematical understanding and critical thinking skills identified for post-secondary studies that don't require the knowledge of Calculus. Topics include: forms of mathematical reasoning; angle relationships; graphical analysis of linear inequalities, quadratic functions, systems of equations, optimization; applications of statistics; scale models; & financial literacy (compound interest, investments and loans).

## **PRE-CALCULUS 11**

This course is designed to give students the mathematical understanding and critical thinking skills identified for post-secondary studies that require the study of theoretical calculus. Topics include: real number system; powers with rational exponents; radical operations and equations; polynomial factoring; rational expressions and equations; quadratic functions and equations; linear and quadratic inequalities; trigonometry of non-right triangles and angles in standard position; financial literacy (compound interest, investments, loans).

## **FOUNDATIONS OF MATHEMATICS 12**

This course is designed to provide students with the mathematical understanding and critical thinking skills identified for post-secondary studies that do not require the study of theoretical calculus. Topics include: geometric explorations (constructions, conics, fractals, graphical representations of functions (polynomial, logarithmic, exponential, and sinusoidal), regression analysis, combinatorics, odds, probability, and expected value, financial planning.

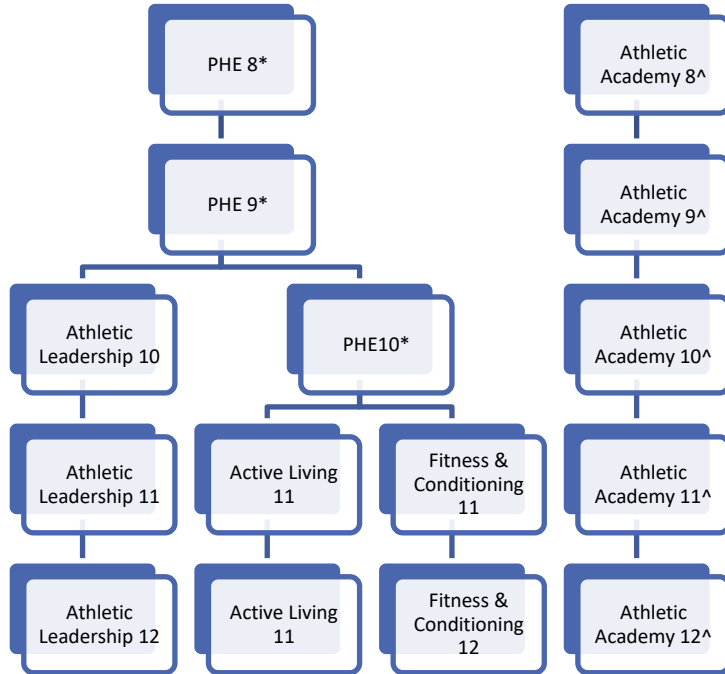
## **PRE-CALCULUS 12**

This course is designed to provide students with the mathematical understanding and critical thinking skills identified for post-secondary studies that require the study of calculus. Topics include: transformations of functions and relations, exponential functions and equations, geometric sequences and series, logarithms (operations, functions, and equations), polynomial functions and equations, rational functions, trigonometry (functions, equations, and identities).

## **CALCULUS 12**

This course will introduce the study of limits, derivatives, calculus applications, and integration. The Mathematics Department strongly recommends students planning to enroll in a first-year calculus course at a college or at a university enroll in Calculus 12. Feedback from the universities and colleges indicates first year students with Calculus 12 perform better in first year Calculus (i.e.: more likely to pass).

# PHYSICAL HEALTH EDUCATION



Physical and Health Education classes emphasize acquiring and developing new skills applied to health and active living concepts. PHE courses help students develop an understanding of physical literacy principles, healthy living concepts, and learn about various physical activities available in our school and community. \*Required for graduation. ^Includes course credit for corresponding PHE 8-12.

## PHYSICAL & HEALTH EDUCATION 8

Students are encouraged to cultivate positive attitudes towards physical fitness and various aspects of healthy living, as they explore mental wellness, sexual health, and healthy relationships. Students will collaborate and participate in units such as basketball, volleyball, soccer, minor games, touch football, striking and fielding games, badminton, and dance to build social and community health. The course fee is utilized to supplement the curriculum by covering the costs associated with inviting in multiple instructors for activities such as yoga, self-defense, and dance. The course fee is also used to provide experiential learning for our junior students in our community and surrounding area. **Supplemental Fee Applies**

## PHYSICAL & HEALTH EDUCATION 9

In Grade 9, students will further their understanding of physical literacy principles, healthy living concepts, and familiarity with various physical activities available in our school and community. More complex rules, routines, and increased personal and social responsibility are emphasized and assessed regularly. Students will continue to cultivate positive attitudes towards physical fitness and various aspects of healthy living, as they explore decision making, communication, healthy relationships and sexuality. The Mental Health Literacy curriculum is taught through a series of activities and guest speaker led workshops throughout the year. Students will collaborate and participate in units such as basketball, volleyball, soccer, minor games,

touch football, striking and fielding games, badminton, and dance to build social and community health. The course fee is utilized to supplement the curriculum by covering the costs associated with inviting in multiple instructors for activities such as yoga, martial arts, and dance. The course fee is also used to provide experiential learning for our junior students in our community and surrounding area. **Supplemental Fee Applies**

### **PHYSICAL & HEALTH EDUCATION 10**

The Physical and Health Education 10 curriculum's objectives are to give students an ongoing awareness of, and appreciation for, the benefits of physical activity. Students will participate in activities that benefit a healthy lifestyle and apply more complex principles of fitness. Leadership competencies continue to be encouraged, and collaboration with all classmates is required. Students will continue to cultivate positive attitudes towards physical fitness and various aspects of healthy living, as they explore decision making, motivation, sexual health and mental health. Students will analyze barriers to physical activity in their continued exploration of social and community health. They will build upon responsibility by increasing their mentorship and acquisition of skills required in emergency situations. Students will continue to collaborate and participate in units such as basketball, volleyball, soccer, minor games, touch football, striking and fielding games, badminton, and dance. The course fee is also used to provide experiential learning for our junior students in our community and surrounding area. **Supplemental Fee Applies**

### **PHYSICAL & HEALTH EDUCATION 11/12 ACTIVE LIVING**

The PHE 11/12 Active Living course emphasizes that physical activity is an important part of overall health and well-being, while helping students find enjoyable recreational activities to help motivate them to participate in regular physical activity. The idea of promoting lifelong participation in physical activities is explored by emphasizing safety and injury prevention. The course fee is used to provide experiential learning for our senior students through activities outside of school. Identifying and accessing the different activities provided in our community and surrounding area is an essential aspect of this course. **Supplemental Fee Applies**

### **PHYSICAL & HEALTH EDUCATION 11/12 FITNESS AND CONDITIONING**

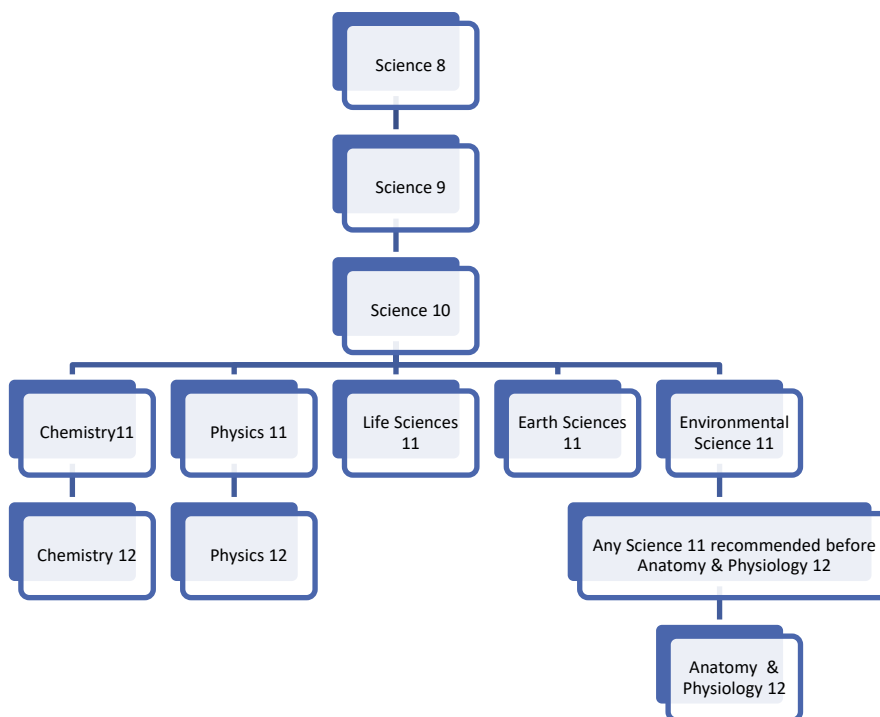
The PHE 11/12 Fitness and Conditioning course focuses on personal fitness and how it can be maintained or enhanced through participating in various activities at different intensity levels. Students learn how their bodies move and function and the impact of different training guidelines and techniques on their ability to reach personal health and fitness goals. Ultimately, students learn that making healthy choices can help them reach their personal health and fitness goals. Students learn how their bodies move and function and the impact of different training guidelines and techniques on their ability to reach personal health and fitness goals. **Supplemental Fee Applies**

### **ATHLETIC LEADERSHIP 10/11/12**

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory in the field of athletics. Students will develop lifelong skills in the areas of self-image, goal setting, time management, public speaking, school and community service, public relations, conflict resolution, and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios as they achieve certification in a variety of practical skills. Grade 10s may be considered for this program with a teacher and grade counsellor recommendation.



# SCIENCES



## SCIENCE 8

Welcome to High School Science! Science 8 is an introduction to the nature and processes of science. In this course, our focus is on biology (cells, microorganisms, and immunity), chemistry (atoms & kinetic molecular theory), physics (electromagnetic radiation and light), and earth science (plate tectonics). We focus on the skills of a scientist such as questioning & predicting, planning & conducting experiments, collecting and analyzing data and information. We use scientific inquiry to investigate questions about the natural world. First Peoples knowledge and a place-based perspective are embedded throughout the course. The skills we build in this course will be used in an independent “science fair” term long project in which students will design and undertake a scientific experiment on a topic of the student’s choice.

## SCIENCE 9

As we continue our journey to develop our skills in the nature and processes of science, Science 9 focuses on biology (cells, DNA & reproduction), chemistry (elements & atomic theory), physics (electricity), and earth science (energy cycles, matter cycles & sustainability). We will extend our use of scientific inquiry and develop our ability to work safely and with skill in a laboratory environment. First Peoples knowledge and a place-based perspective are embedded throughout the course.

## **SCIENCE 10**

In this course, students will extend their skills and understanding of the nature of science and the content from Science 8 and 9. Our focus is on the big ideas of biology (DNA, biotechnology & genetics), chemistry (compounds & reactions), physics (types of energy & transformation), and space science (Big Bang Theory & cosmology). The content at the grade 10 level will help us make informed decisions about science courses at the grade 11 level. Our goals in this course also include scientific reasoning, inquiry, and scientific research. First Peoples knowledge and a place-based perspective are embedded throughout.

## **CHEMISTRY 11**

Chemistry is the central discipline that connects the branches of science, since matter and its reactions affect every aspect of our world. A strong basis in chemistry is useful for all science pathways. Chemistry 11 deals with properties and reactions of materials. Calculations are an important part of the course. Understanding how atoms interact and the applications of chemistry are studied. A main feature of this course is learning laboratory skills. Chemistry 11 is a foundational course for future studies in science, engineering, healthcare, and other career choices. Inquiry Questions • How does the mole help us calculate the amount of material produced in a reaction? • How can we determine if a substance is soluble? • How does organic chemistry impact our daily lives? • How can we accurately test and record scientific results?

## **EARTH SCIENCES 11**

Earth Science 11 is a senior science credit course for those who are interested in the topics of geology, astronomy, and atmospheric science. It's a great course for people interested in careers related to natural resources, transportation, agriculture, manufacturing, tourism and many more. It's also a good option for those who need a senior science credit that involves very little mathematics. Earth Science with Mr. Gross is a course with collaborative daily learning activities, lab experiments, projects, and mind maps as assessments. There will be no tests, quizzes, or exams. Earth Sciences is recognized as a grade 11 science for university entrance.

## **LIFE SCIENCES 11**

In Life Sciences 11, we study the organisms living today and in the past and how they relate to one another. We dig into the interactions and development of microorganisms, plants, animals and fungus. Through lab activities, field experiences and project-based learning, we investigate how different organisms fulfill their life functions, for example, exchanging materials, responding to the environment, and reproduction. We investigate principles such as classification, interactions with other organisms, homeostasis, structure-function, ecosystem analysis, and evolutionary patterns. Life Sciences 11 involves very little math and a whole lot of vocabulary! First Peoples knowledge and a place-based perspective are embedded throughout. This course teaches fundamental concepts needed in future biology courses, in both the high school and post-secondary setting.

## **PHYSICS 11**

Physics 11 is an excellent opportunity to learn how to describe the most fundamental concepts of our universe! Strong knowledge of physics is required for careers in technology, electronics, engineering, medicine, aerospace, academic sciences, and the list goes on... Learning physics will also give you great problem-solving skills, which will translate to any challenge of life! Algebra will often be used as a skill for learning in the course, so if you strongly dislike math, Physics 11 might not be a great choice for you. A C+ in science 10 is recommended.

## **ENVIRONMENTAL SCIENCE 11**

Environmental Science 11 focuses on how human actions affect the quality of water and its ability to sustain life. The course will explore changes in the global climate system, sustainable land use and how to live sustainably. Sustainability is essential to meet the needs of a growing population, and it supports the well-being of self, community and Earth. The course will focus on questioning, discovering, problem-solving, and communicating through project-based learning. First Peoples knowledge and a place-based perspective are embedded throughout.

## **ANATOMY AND PHYSIOLOGY 12**

This course is a content heavy, fast-paced course that looks at the function of human body systems in maintaining homeostasis as well as the underlying biochemical mechanisms involved. We cover a wide variety of topics related to cell and human biology within the context of human health and consider how the anatomical structure of biological systems supports physiological functions. We will also work to increase our overall scientific literacy, develop an understanding of the social, cultural, economic, and historical influences on public health, and develop evidence-based strategies for recognizing pseudoscience and misleading health claims. This course will consist of a variety of class discussion, case studies, lab activities, and research projects that all work to increase your understanding of the biological systems that support human life and health.

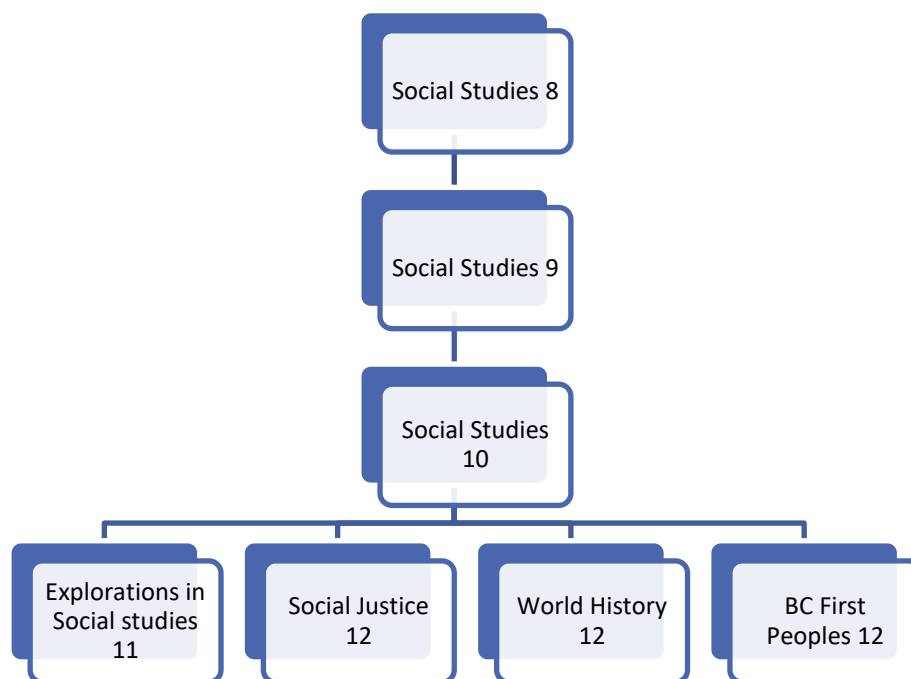
## **CHEMISTRY 12**

Welcome to the “why” of chemistry! Chemistry 12 is a foundational course for future studies in science, engineering, healthcare, and other career choices. Chemistry 12 builds on the information learned in Chemistry 11. This is a math-based course and thus a student needs to be able to work with scientific notation in calculations. Their calculator must be able to perform log-based mathematics. Topics studied include reaction rates, equilibrium, strength of acids and bases, and reduction-oxidation reactions. Inquiry Questions • How can one increase or reduce the speed of a chemical reaction? • How much solute can a system at equilibrium contain? • How is pH calculated? How can this knowledge be used to design household and domestic systems? • How is metal refined? • Why are many batteries lithium based?

## **PHYSICS 12**

Physics 12 is a wonderful course that builds on the Physics 11 knowledge of the most fundamental concepts of our universe. Strong knowledge of physics is required for careers in technology, electronics, engineering, medicine, aerospace, academic sciences, and the list goes on... Learning physics will also give you great problem-solving skills, which will translate to any challenge of life! Algebra and trigonometry will often be used as skills for learning in the course, so if you strongly dislike math, Physics 12 might not be a great choice for you. A grade of 70% or better in Physics 11 is recommended.

## SOCIAL STUDIES



### SOCIAL STUDIES 8

This course reinforces the idea that distinctive cultures develop in response to a variety of factors and that contact between peoples can result in significant political, social and cultural change. Topics covered may include the development of the early civilizations of China, India, Japan, and/or Africa, world religions, the Middle Ages, the Renaissance and Reformation, the Age of Exploration, the early colonization of North America, and the impact of colonization on the First Nations peoples of Canada. The basic assumption underlying all Social Studies courses is that history and geography will be taught in an integrative manner, and meaningful connections will be made to current events.

### SOCIAL STUDIES 9

This course builds on the concepts introduced in Grades 7 and 8. Social Studies 9 continues the development of historical thinking competencies through content and themes emerging from 1750 to 1919. Although specific content may vary, there are five big ideas that guide the social studies processes in grade 9. The first being, how emerging ideas and ideologies profoundly influence societies and events. This may include various revolutions over time, or the introduction of machinery and urbanization through the industrial revolution specifically. Another big idea is how disparities in power alter the balance of relationships between individuals and societies. This idea, along with consideration of collective identity and stories of the past, may cover topics like Canadian Confederation and World War I. The inclusion of the physical environment and the nature of political and economic change, is another focus of the year. Case studies to implement these big ideas may be broad, but an important focus of the year is on the development of Canada, other nation states, and the impact of colonialism on Indigenous peoples.

## **SOCIAL STUDIES 10**

Social Studies 10 furthers the study of contemporary Canada introduced in Grade 9. The focus at the Grade 10 level is government, politics and recent Canadian history. In addition, students will examine Canada's relations with the rest of the world. The transition to a global perspective will be made through an investigation of such major concerns as population growth, the distribution of resources, and the impact of industrialization and technology on modern society. Geographic knowledge and skills previously acquired are reinforced and expanded. The discussion of current events is considered integral to this course.

## **EXPLORATIONS IN SOCIAL STUDIES 11 PLP**

This course provides students with a diverse sampling of some of the senior social studies electives. Units of study may include an introduction to Comparative Cultures, BC First Peoples, Genocide studies, and Philosophy. Through collaborative and discussion-based activities, as well as video projects and films, students will understand that value systems and belief systems shape the structures of power and authority within a culture and determine common perceptions of “truth”. To understand this “Big Idea”, students will tackle traditional definitions of civilization, analyze claims of genocide denial, evaluate the lasting impacts of colonialism in Canada, and assess the nature of truth and reality. It is strongly recommended that students take this course prior to other senior social studies electives to round their understanding of historical and global issues, as well as to gain a firm footing in the Social Studies curricular competencies such as inquiry, interpreting research data, analyzing primary sources, and composing persuasive essays based on historical evidence.

## **SOCIAL JUSTICE 12**

The course moves students through three stages of social engagement: 1. initially, awareness of social justice issues is developed as students begin to explore social justice from various perspectives. 2. Next, students analyze social justice issues to gain a more thorough understanding of them. 3. Finally, students pick specific issues to focus on and develop their own personal action plan for making change in an area they feel passionate about.

The aim of Social Justice 12 is to raise students’ awareness of social injustices, to enable them to analyze situations from a social justice perspective and to provide them with knowledge, skills, and an ethical framework to advocate for a socially just world. A progressive, democratic country values diversity and inclusion. It also fosters caring and fair communities. Social Justice 12 promotes the pursuit of social justice as an important responsibility for all and encourages students to develop the commitment and ability to work toward a more just society. This course includes an emphasis on action, providing opportunities for students to examine models of social change and implement strategies to address social injustice. A successful Social Justice 12 course will provide opportunities for students to examine their own beliefs and values, as well as the origins of those beliefs. In addition, it will allow them to support or challenge their beliefs and values through reflection, discussion, and critical analysis. Students will develop an innate sense of justice, which will motivate them to think and act ethically and empowering them to realize their capacity to effect positive change in the world.

Overarching Inquiry Questions: What are the responsibilities of the individual in regard to issues of social justice? What are the causes and consequences of prejudice and how does an individual’s response to it reveal his/her morals, ethics, and values? When should an individual take a stand against what he/she believes to be an injustice? What are the most effective ways to do this?

## **20th CENTURY WORLD HISTORY 12**

This course is designed to make students aware of the great developments which took place during the 20th Century and how they have profoundly affected our civilization and way of life. Using world events from 1919 to the present, students will examine the impacts of nationalism, imperialism, internationalism, and various political systems on people and places. Further topics of study will include the struggle for human rights, the process of decolonization, and the connection between technological innovation and its effects on the world.

## LAW STUDIES 12

Are you interested in how the Criminal Justice system works in Canada? Do you know what the elements of a crime are? Are you aware of your legal rights as a Canadian citizen? Do you find current events interesting? Do you like to discuss controversial issues? If you find these questions interesting, then Law 12 is for you. This course is an introduction to the Canadian Legal System in Canada. You will learn all about how and why laws are created, your rights as a citizen and how the Criminal and Civil Law work in Canada. Some highlights of the course include guest speakers, a trip to the Provincial Courts, and a mock trial. The Law Studies 12 course is designed to provide students with a basic introduction to the Canadian legal system. Students will examine how laws can maintain the status quo and be a force for change. Students will learn how to debate in a structured format while providing evidenced supports for their arguments and perspectives. Criminal law and civil tort law will be the conduit in which students will identify and discuss issues of equality, justice and individual rights. Understanding how laws are interpreted over time and how societal change can lead to evolutions in legal perspectives will be an overarching theme of the course.

## BC FIRST PEOPLES 12

B.C. First Peoples 12 is a course that examines how Indigenous people have shaped the past and future of British Columbia and Canada. BC's First Nations are a highly visible and important part of the contemporary fabric of our province; B.C. First Peoples 12 will offer you the background and context needed to understand our world today. Through the lens of anthropology, topics will include pre-history, traditional life ways, worldviews, languages, the processes and repercussions of colonialism, assertions of rights, and cultural appropriation. BC First Peoples 12 celebrates the diversity and complexity of cultures that have demonstrated remarkable resiliency and that continue to resist and challenge Canada's colonial history.

# Psychology

## PSYCHOLOGY 12

Psychology 12 is a course designed to provide students with an understanding of human behaviour, sense of self and basic concepts in modern Psychology. Students will learn to critically think about human behaviour and communicate their ideas about the main complexities of that behaviour. The primary aim of Psychology 12 is to understand human behavior and the reasons behind our actions and inactions.

### Goals:

- To develop an understanding and a passion of the main aspects of Psychology
- To develop the knowledge and skills required to apply psychological concepts, skills and theories
- To gain an understanding of how identity develops

### Overarching Inquiry Questions:

- How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?
- How does psychology support the well-being of the self, the family, the community and the environment?
- How does history, beliefs, values, personality, and ethics influence a person's behaviours?

### Aboriginal Worldviews and Perspectives:

#### Declaration of First Peoples Principles of Learning

- Psychology requires exploration of self and other's identity
- Learning involves recognizing that some knowledge is personal and only shared with permission and/or in certain situations

- Learning about Psychology ultimately supports the well-being of the self, the family, the community and the environment
- Learning about Psychology involves recognizing the consequences of one's actions

#### Declaration of Aboriginal Worldviews and Perspectives

- Connectedness and Relationship
- Emphasis on Identity
- Community Involvement: Process and Protocols
- The Power of Story

#### **AP Psychology**

Advanced Placement (AP) Psychology is a first year university-level course offered to students in grades 11 or 12. The course helps prepare students for university level courses while still in high school. Additionally, students can sign up to take the optional AP exam in May to potentially score 4 or 5 and receive course credit for a university level first year course (consult academic advisor at prospective university). Many Canadian and U.S. universities accept AP courses for academic entrance, as do many international schools too. AP courses on transcripts can help a student stand out. Students should be academically focused in order to keep up with the rigorous pace. Both the teacher and the students have access to university level resources. Students must be prepared to do homework on a regular basis and attend additional classes outside of the timetable as well as tutorial times.

#### **AP Psychology Course Content:**

AP Psychology follows the same course curriculum as a 100-level university Psychology course. There are 14 units in the AP Psychology 12 course. Sample course units are:

- **Psychological Science Practices**
- **Biological Bases of Behaviour**
- **Cognition/Perception/Intelligence**
- **Development/Learning**
- **Social Psychology/Personality**
- **Mental & Physical Health**

AP Students will have access to AP resources and practice quizzes and responses to help prepare for the AP exam in May 2026. **Supplemental Fee Applies for Exam Fee**

***Please note that Psychology does not fulfill the Grade 11/12 Social Studies graduation requirement. It would count as an elective credit and has many applications to a broad range of post-secondary programs.***

## STUDENT SERVICES

The school counsellors, aided by the counselling records clerk, provide a wide range of services to students. These services include:

- Program Planning
- Help with academic difficulties
- Timetable concerns
- Career education
- Post-secondary planning
- Scholarship/bursary information
- Information on alternate programs (e.g. Summer Learning, Online Learning, etc.)
- Referral to community counseling support to individuals or families.

To consult a counsellor about any of these items including personal, family, or social concerns, please make an appointment via email or through Teams message.

## LIBRARY LEARNING COMMONS

The focus of Seycove's Library Learning Commons is to encourage the development of independent life-long learners with the ability to adapt in an information and communication rich society. The library program assumes the responsibility of ensuring that students and teachers are effective users of ideas and information by providing:

- a library that functions efficiently as the information center of the school, both physically and virtually, in support of inquiry research and the core competencies
- intellectual access to a wide array of up-to-date information in both print and non-print formats
- physical access to information in an open, flexibly scheduled library
- leadership, instruction and consulting assistance in promoting the value and joy of reading and the appreciation of literature
- leadership, instruction and consulting assistance in the use of information and communication technology by providing in-service to teachers and instruction to students
- learning experiences that encourage students to become discriminating researchers and skilled creators of information by providing individual and group instruction
- resources and activities that contribute to life-long learning through active involvement in curriculum initiatives and individual school programs
- resources and learning activities that support the First People's Principles of Learning



## SUPPLEMENTAL FEES

Student Activity Fee Grades 9- 12			\$ 36.60	
Student Activity Fee Grades 8 (Includes an Agenda Book)			\$ 47.05	
Graduation Activity Fee			\$ 57.50	
DEPT	COURSE CODE	COURSE NAME	FEE	
ART/DRAMA	MVA-08	ART 08	\$ 5.25	
	MVA-09 / MVA-10	ART STUDIO 9/10	\$ 36.75	
	MVAST11	ART FOUNDATIONS 11	\$ 36.75	
	MVAST12	ART FOUNDATIONS 12	\$ 36.75	
	MVAC-10	CERAMICS & SCULPTURE 10	\$ 42.00	
	MVAD10/11/12	DRAWING AND PAINTING 10/11/12	\$ 42.00	
	MVAPH10/11/12	PHOTOGRAPHY 10/11/12	\$ 63.00	
	MDRTP10-12	THEATRE PRODUCTION 10-12	\$ 31.35	
	MDRM 9 - 12	DRAMA 9-12	\$ 31.35	
	MVAPH11/12	MEDIA ARTS 11/12	\$ 63.00	
	DIGITAL MEDIA	MDFT11	FILM/TV 11	\$ 31.35
MDFT12		FILM/TV12	\$ 31.35	
H EC	MADFS08	FOODS STUDIES 8 (ROTATION)	\$ 21.00	
	MADFS09	FOODS STUDIES 9	\$ 57.75	
	MFOOD10	FOODS STUDIES 10	\$ 57.75	
	MFOOD11	FOODS STUDIES 11	\$ 63.00	
	MFOOD12	FOODS STUDIES 12	\$ 63.00	
	MADT-08	TEXTILES 08 (ROTATION)	\$ 10.50	
	MADT-09	TEXTILES 9	\$ 42.00	
	MTXT10	TEXTILES 10	\$ 42.00	
	MTXT11	TEXTILE STUDIES 11	\$ 42.00	
	MTXT12	TEXTILES STUDIES 12	\$ 42.00	
	MUSIC	MMU-08-CC	CHORAL MUSIC 8	\$ 42.00
		MMU-09-CC	CHORAL MUSIC 9	\$ 42.00
MMUCC10		CHORAL MUSIC 10	\$ 42.00	
MCMCC11		CONCERT CHOIR 11	\$ 42.00	
MCMCC12		CONCERT CHOIR 12	\$ 42.00	
MMU-08-JV		VOCAL JAZZ 8	\$ 31.50	
MMU-09-JV		VOCAL JAZZ 9	\$ 31.50	
MMUVJ10		VOCAL JAZZ 10	\$ 31.50	
MCMJV11		VOCAL JAZZ11	\$ 31.50	
MCMJV12		VOCAL JAZZ12	\$ 31.50	
MMU-09-CB		INSTRUMENTAL MUSIC 8	\$ 42.00	
MMU-09-CB		INSTRUMENTAL MUSIC 9	\$ 42.00	
MMUCB10		INSTRUMENTAL MUSIC 10	\$ 42.00	
MIMCB11		CONCERT BAND 11	\$ 42.00	
MIMCB12		CONCERT BAND 12	\$ 42.00	
MMU-08-JB		JAZZ BAND 8	\$ 31.50	
MMU-09-JB		JAZZ BAND 9	\$ 31.50	
MMUJB10		JAZZ BAND 10	\$ 31.50	
MIMJB11		JAZZ BAND 11	\$ 31.50	
MIMJB12		JAZZ BAND 12	\$ 31.50	
MMUCH10		CHAMBER CHOIR 10	\$ 31.50	
MMUCH11		CHAMBER CHOIR 11	\$ 31.50	
MMUCH12		CHAMBER CHOIR 12	\$ 31.50	
INSTRUMENTAL MUSIC		CONCERT BAND INSTRUMENT USER FEE	\$ 157.50	
PLP		MADDL08PLP	ADST - DIGITAL LITERACY PLP	\$ 5.25
		MADIT09PLP	ADST - INFORMATION AND COMMUNICATIONS TECH 9 PLP	\$ 5.25
		MDCOM11PLP (GR 10)	DIGITAL COMMUNICATIONS 11 PLP	\$ 5.25
AP	APSY-12	AP PSYCHOLOGY 12 (EXAM FEE)	\$ 200.00	
PHYS ED	MPHE-08	PHYSICAL AND HEALTH EDUCATION 8	\$ 21.00	
	MPHE-09	PHYSICAL AND HEALTH EDUCATION 9	\$ 21.00	
	MPHE-10	PHYSICAL AND HEALTH EDUCATION 10	\$ 21.00	
	MACLV-11/12	ACTIVE LIVING 11/12 COMMUNITY & SCHOOL RECREATION	\$ 40.00	
TECH	MADW-08	WOODWORKING 08 (ROTATION)	\$ 10.50	
	MADW-09	WOODWORK 9	\$ 75.00	
	MVWK 10/11/12	WOODWORK 10/11/12	\$ 75.00	
	MADGE08ENG	ENGINEERING 8 (ROTATION)	\$ 10.50	
	MADGE09ENG	ENGINEERING 9	\$ 68.00	
	MENR-11	BA ENGINEERING 11	\$ 68.00	
	MENR-12	BA ENGINEERING 12	\$ 68.00	
	ACADEMIES	BASKETBALL	BASKETBALL ACADEMY - COMPETITIVE STREAM	\$ 1,500.00
BASKETBALL		BASKETBALL ACADEMY - ACADEMY STREAM	\$ 1,400.00	
ROWING		ROWING ACADEMY - DEEP COVE ROWING CLUB	\$ 1,985.00	



## **GRADE 7S**

Current Gr.7s hand forms to their Gr.7 teacher by Monday, March 3rd, 2025

## **CURRENT GR. 8 TO 11s**

Students in Grades 8-11 must select their courses for next year in MyEdBC. The Course Request window is open February 10, 2025. Log into your MyEdBC account and request your courses for next year. Completed and signed Course Request forms must be returned to the Main Office by Monday, March 3rd, 2025 (after request entry is done in MyEd at home).

## **A NOTE TO PARENTS & GUARDIANS**

Although we make every effort to keep parents informed and will call when situations arise which require attention, we also encourage parents to contact counsellors and teachers whenever they have concerns about a student's progress. Staff emails are listed on the school's website under the Staff Info top tab