



**SUTHERLAND SECONDARY SCHOOL**

# **PROGRAMMING GUIDE 2025/26**





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## PRINCIPAL'S INTRODUCTION

Welcome! We hope this guide will help facilitate meaningful conversations between students and parents/guardians and will support students to make informed decisions about which courses to select for next year and beyond. In the pages that follow, you'll find information about courses, program fees, and descriptions of several unique offerings that may be of interest. Our goal is for each student to determine a program of study that is intellectually engaging and allows post-secondary opportunities while also providing the student with a balanced and realistic course load. If you have questions or need support with this, we encourage your student to schedule a meeting with their Grade Counsellor to discuss programs and pathways.

At the junior grades, the course request process is built around several mandatory core courses with choices of a few elective options. These electives provide students the opportunity to experience courses that will be available to them to explore in greater depth in their senior grades. Starting in Grade 10, when students begin to accrue credits toward graduation, there are important decisions to make in several areas of learning about which pathway is the right one for them. Most notably, a decision must be made about the appropriate mathematics program, as there are several distinct options that impact a student's options for post-secondary programs.

In Grades 11 and 12, students are able to choose the majority of their courses, although they must work within criteria mandated by the Ministry of Education for students hoping to receive a Dogwood Diploma. Students need to think carefully about their goals after graduation and plan accordingly; if students haven't already, this is an excellent time to seek the advice of their Grade Counsellor. Not all learning needs to happen in a Sutherland classroom – there are opportunities to accrue credits toward a Dogwood Diploma through the school's careers and apprenticeship programs. Students following this pathway may earn a first year of credit at a post-secondary institution such as BCIT.

Parents and students may also consider the option of taking a course through North Vancouver Online Learning (OL). If the student is prepared to work independently, be self-motivated, and has strong time management skills, this can provide flexibility. Senior students may request a study block if it will assist them in achieving their academic or extracurricular commitments. In our experience, students do best when they are actively engaged in a full-time program. In many cases, students struggle to remain engaged, and attendance becomes an issue when enrolled in a less than full-time program. It is important to note that study periods must be approved by the grade administrator after a student has consulted with parents and their grade counsellor.

Our timetable for next year will be developed based on student course requests. We create course sections based on the information we receive from students. This process allows us to build a schedule that suits the needs of most of our students, but it does not allow for any significant changes once the timetable is set. Please ensure that you think carefully about the courses you request. As well, we cannot guarantee that every course described in this guide will be offered; the schedule will depend on enrollment and a student may need to take an alternate course to meet their program requirements.

In closing, we hope each of our students has an excellent year and takes the opportunity to choose from the many outstanding courses and programs offered at Sutherland!

The Sutherland Admin Team



# INFORMATION FOR PROGRAMMING

## WELCOME TO SUTHERLAND

Sutherland Secondary School has a tradition of high student achievement and is a safe and friendly school community. We are proud to offer a comprehensive and diverse range of learning opportunities within a semester 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!

## SCHOOL WEBSITE

[SUTHERLAND SECONDARY SCHOOL](#)

## 2025-2026 GRADE SUPPORT

GRADE	COUNSELLOR	EMAIL	ADMIN SUPPORT
8	Samantha Lo	slo@sd44.ca	Shannon Smart
9	Khatija Dhanji	kdhanji@sd44.ca	Cora Pross
10	Samantha Lo	slo@sd44.ca	Mark Barrett
11	Khatija Dhanji	kdhanji@sd44.ca	Shannon Smart
12	Bhashy Pather	bpather@sd44.ca	Cora Pross
Choices	Bhashy Pather	bpather@sd44.ca	Shannon Smart
International	Bhashy Pather	bpather@sd44.ca	Shannon Smart

# CONSIDERATIONS FOR PROGRAMMING

Beginning in January 2025, there will be several opportunities for students and parents/guardians to attend in-person events that will provide additional information regarding both curricular and extra-curricular offerings for Grades 8-12. Please see below for details of these events.

## GENERAL OVERVIEW:

Date:	Event:	Location:
January 15 <sup>th</sup> , 2025, at 6:30pm	NVSD44 Enhanced Programs Night <a href="https://www.sd44.ca">Academies- North Vancouver School District (sd44.ca)</a>	Carson Graham Secondary
February 4 <sup>th</sup> , 2025, at 6:00pm	Parent Course Programming Meeting for current students in Grades 8 and 9 (going into 9 and 10)	Theatre - Sutherland Secondary
February 4 <sup>th</sup> , 2025, at 7:00pm	Parent Course Programming Meeting for current students in Grades 10 and 11 (going into 11 and 12)	Theatre - Sutherland Secondary
February 6 <sup>th</sup> – 20 <sup>th</sup> , 2025, during Tutorial Time	Mandatory Counsellor Programming Presentations to students in Grades 8-11 *Students should please stay tuned for messages from counselling staff with details of meeting dates and times.	Theatre – Sutherland Secondary
February 6 <sup>th</sup> , 2025, at 5:30pm	School Tour and Parent Meeting for Current Grade 7s (going into Grade 8)	Sutherland Cafeteria

For current students, Sutherland counsellors will present course programming sessions between February 6<sup>th</sup> and 20<sup>th</sup>, 2025. During these sessions, students will learn about curricular requirements at each grade level and about courses offered to meet those requirements. **At these sessions, students will receive their Course Request Sheets. Attendance is mandatory.** Students in senior grades (10, 11, and 12) should also check post-secondary entrance requirements and program-specific requirements with their chosen institutions before making their course requests.

If, after attending the course programming sessions, students or guardians/parents still have questions about courses, Sutherland counsellors are available for individual appointments to assist students and families with the course request process.

## REQUESTING COURSES

Again this year, students will request their courses online using MyEdBC, the same system through which students and parents/guardians access Written Learning Updates and Summaries of Learning (report cards). Students will also need to submit their paper Course Request Sheets after they have been completed and signed by a parent/guardian.

**The online MyEd course request window will open after students attend their programming session (between Feb 6<sup>th</sup> and 20<sup>th</sup>) and will close on Friday, February 28, 2025.** Completed Course Request Sheets for current Grade 8s to 11s are also due to Sutherland's Main Office on that day. Sutherland staff will do the best we can to fulfill all the requests made by students for courses; however, all course offerings are subject to sufficient enrollment and class size and composition limits.

For current Grade 7 students, **completed Course Request Sheets are due Friday, March 7<sup>th</sup>, 2025** to their Grade 7 teacher.

### **Please Note:**

- Applications for any Academy or Enhanced Program are dealt with independently from the Sutherland Course Programming process. Please visit [the Academy Webpage](#) on the North Vancouver School District Website for further details, information, and deadlines.
- Grade 7 students who are not currently enrolled in a Sutherland FOS Elementary School (Eastview, Brooksbank, Queensbury, or Ridgeway) and are hoping to attend Sutherland in 2025 can only apply at NVSD Central Registration: 2121 Lonsdale Avenue.

**COURSE REQUEST FORMS FOR RETURNING STUDENTS  
ARE DUE ON FRIDAY, FEBRUARY 28<sup>TH</sup>, 2025.**

### GRADE 8 PROGRAM

The Grade Eight program consists of eight (8) courses:

CORE COURSES	ELECTIVE COURSES
1. English 8	6. French 8
2. Social Studies 8	7. Band 8 <u>OR</u> Arts Rotation (Drama/Art)
3. Mathematics 8	8. Grade 8 Applied Skills + Careers Rotation
4. Science 8	*Optional 9 <sup>th</sup> courses ( <i>held off timetable</i> )
5. Physical & Health Education 8	<ul style="list-style-type: none"><li>• Choir 8</li><li>• Jazz Band 8</li></ul>

### GRADE 9 PROGRAM

The Grade Nine program consists of eight (8) courses:

CORE COURSES	ELECTIVE COURSES
1. English 9	6. French 9 or Spanish 9 (or other elective)
2. Social Studies 9	7. Elective (often Band or Fine Arts)
3. Mathematics 9	8. Elective (often an Applied Skill)
4. Science 9	Optional 9 <sup>th</sup> courses ( <i>held off timetable</i> )
5. Physical & Health Education 9	<ul style="list-style-type: none"><li>• Choir 9 (<i>Outside the timetable as X block</i>)</li><li>• Jazz Band 9</li><li>• Arts Education 9- Musical Theatre</li></ul>

### GRADE 10 PROGRAM

The Grade Ten program consists of eight (8) courses including:

CORE COURSES	ELECTIVE COURSES
1. English 10 ( <i>consists of two 2-credit courses-- Literary Studies 10 and EITHER Composition 10 or New Media 10</i> )	6. Career Life Education 10
2. Social Studies 10 ( <i>choose from options</i> )	7. Elective ( <i>often a Language 10</i> )
3. Mathematics 10 ( <i>choose from options</i> )	8. Elective
4. Science 10	9. Optional 9 <sup>th</sup> courses ( <i>held off timetable</i> )
5. Physical Health and Education 10	<ul style="list-style-type: none"><li>• Concert Band 10</li><li>• Choir 10</li><li>• Jazz Band 10</li><li>• Musical Theatre 10</li></ul>

**GRADE 11 PROGRAM**

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

CORE COURSES	ELECTIVE COURSES
1. English 11 ( <i>choose from options</i> )	6. Elective
2. Social Studies 11/12 ( <i>choose from options</i> )	7. Elective
3. Mathematics 11 ( <i>choose from options</i> )	8. Elective
4. Science 11 ( <i>choose from options</i> )	Optional 9 <sup>th</sup> courses ( <i>held off timetable</i> ) <ul style="list-style-type: none"> <li>• Concert Band 11</li> <li>• Choir 11</li> <li>• Jazz Band 11</li> <li>• Musical Theatre 11</li> <li>• Athletic Leadership 11</li> <li>• Media Design 11 (Yearbook)</li> </ul>
5. Elective	

**GRADE 12 PROGRAM**

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

CORE COURSES	ELECTIVE COURSES
1. English 12	6. Elective
2. Career-Life Connections 12 ( <i>off timetable</i> )	7. Elective
3. Elective	8. Elective
4. Elective	Optional 9 <sup>th</sup> courses ( <i>held off timetable</i> ) <ul style="list-style-type: none"> <li>• Concert Band 12</li> <li>• Choir 12</li> <li>• Jazz Band 12</li> <li>• Musical Theatre 12</li> <li>• Athletic Leadership 12</li> <li>• Media Design 12 (Yearbook)</li> <li>• Entrepreneurship 12 (YELL)</li> </ul>
5. Elective	



## **DOGWOOD DIPLOMA**

While there is a great deal of flexibility in the way students design their schedules in Grades 11 and 12, please keep in mind that there are specific requirements for graduation that must be met. 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 so long as the learning outcomes have been successfully demonstrated and assessed. If you are interested in challenging a course, please see your counsellor by early October.

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

Sutherland offers Advanced Placement exams in a variety of subjects each May. These exams provide students the opportunity to earn university credit before completing high school. These exams are available to any student who wants to engage in a self-study program. Sutherland does not yet offer AP courses, but students are not required to take the associated course to take an AP exam. Registration for AP exams occurs in September and October each year. Please visit the [AP Exams](#) section of the Sutherland website for more information or speak 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.

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

The NVSD offers several additional programs that are designed to assist students in developing an approach to their career pathways and life goals. Applications for any Academy or Enhanced Programs are dealt with independently from Sutherland's Course Programming process. Please visit [the Academy Webpage](#) on the North Vancouver School District website for further details, information, and deadlines.

## NVSD ONLINE LEARNING

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 in-person 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. NVOL also supports both youth and adults who have not yet graduated or require additional courses for post-secondary entrance.

NVOL teachers provide:

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

Successful online students are:

- self-motivated
- self-directed independent learners
- comfortable using a computer independently and have access to technology
- 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.

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

[North Vancouver Online Learning Courses - North Vancouver Online Learning \(sd44.ca\)](#)

# YOUNG ENTREPRENEUR LEADERSHIP LAUNCHPAD (YELL)

ENTREPRENEURSHIP 12 (ENT 12)



YELL is one of the North Vancouver School District's Enhanced Programs, and is held at Sutherland Secondary School. This course is for students interested in business, entrepreneurship, and innovation - or those just interested in learning more about how the world works and how to put their ideas into action! This course is delivered in partnership with YELL Canada, a community charity that partners with schools to enhance classroom learning and to open doors and create opportunities traditionally not available to youth.

In this course, students will hear from over a dozen guest speakers and leaders from the local community, with opportunities to ask the questions they want answered. Teams of students will be matched with a mentor to guide you through the process of coming up with an innovative and world-changing business concept, and will compete with students across the province in a venture competition hosted by YELL. Students will learn how to develop and evaluate a business, build a personal network of business contacts, hone their creative and critical thinking, apply teamwork skills, and put their presentation skills to the test. The applied experience students gain through the project in this course will be extremely valuable as they apply to university and seek out a career path.

84% of students who have taken YELL say they make one or more connections with a mentor or leader that they plan on continuing to stay in touch with, and 81% say they are more confident in finding or creating a career that aligns with their purpose and passion. To find out more about YELL and the work they do with schools across BC go to <https://yellcanada.org/>

**Note:** YELL is a full-year course that commences with classes in September one day a week after school from 3:30-6:00PM. This is followed by project work in the Winter and a Venture Challenge in the Spring. There is no fee associated with YELL.

Students that are interested in the YELL program should visit the website and complete the application form by March 7<sup>th</sup>, 2025: [YELL - Career Pathways 44 \(sd44.ca\)](https://sd44.ca)



# COURSE DESCRIPTIONS





# APPLIED DESIGN, SKILLS & TECHNOLOGY

## BUSINESS EDUCATION

### ENTREPRENEURSHIP & MARKETING 9 and 10

This course provides students with a foundation in business studies, upon which they will build a knowledge of major business concepts. In Entrepreneurship & Marketing 9/10, students are introduced to business communication, finance, economics, marketing, business ethics, and entrepreneurship—ideating business concepts in order to define, prototype, create, and share their own business strategies and develop an understanding of successful business operations. While this course is ideal for students interested in pursuing further business education courses at both the secondary and post-secondary levels, it is just as important for those simply wanting to improve their financial literacy skills! Emphasis will be placed on collaborative and project-based learning, including creating and carrying out business plans and selling strategies.

### ACCOUNTING 11

Accounting is the backbone of all business programs and is an excellent springboard to university commerce and business degrees. Accounting is the system used to track and organize personal and business financial activities. In this introductory course, you will learn to analyze and record business transactions and be taught how to produce financial papers such as income statements and balance sheets. Students will explore the accounting cycle, the role of debits and credits, and how to journal source documents and financial transactions. Students will also gain digital financial literacy skills by working with Microsoft Excel and online-based accounting software, Sage 50 Accounting (formerly known as Simply Accounting), and QuickBooks. Business simulations and stock market challenges, and career exploration are also part of the curriculum.

### MARKETING & PROMOTION 11

“Sell, sell, sell and buy, buy, buy!” Our Marketing & Promotion 11 offers students an introduction to the amazing and diverse world of sales, promotion, and marketing. Students will learn the process of introducing goods and services to the marketplace while exploring various marketing concepts and strategies. By the end of the term, students will be able to write marketing plans, create and carry out market research surveys, understand target markets and demographics, design advertisements, develop a brand strategy, consider business ethics and social marketing, and detail current and future trends in marketing including social media. Marketing & Promotion 11 favours collaboration and project-based learning that incorporates creativity and hands-on research.

### FINANCIAL ACCOUNTING 12

This second-level accounting course is intended for the serious business student who is planning to pursue business programs at the post-secondary level or has a significant interest in finance and accounting. Students in Financial Accounting 12 will delve deeper into the accounting cycle and accounting principles, learning to account for inventory and payroll while also researching and applying cash control systems. Other topics include bank reconciliation, adjusting and closing journal entries, and financial ratio analysis in this hands-on, project-based course. MS Excel, Sage 50 Accounting, and QuickBooks will be utilized in accounting simulations and case studies. It is recommended students take Accounting 11 prior to this class.

## **BUSINESS COMPUTER APPLICATIONS 12**

This foundation course in business application systems is designed to develop students' organizational and computing skills in practical areas: word processing, keyboard proficiency, and professional e-mail communication (both as a personal skill and as a foundation for career development), desktop publishing software, spreadsheets, database management, other business communications tools and presentations. By the end of the term, students will be able to confidently produce important documents, developing professional skills and interpersonal abilities that will benefit them throughout high school, into post-secondary education, and in the workplace.

## **E-COMMERCE 12**

E-Commerce 12 focuses on consumer marketing in today's economy with the convergence of traditional, online, and digital retail. To prepare for the competitive marketplace of tomorrow, businesses need to utilize available technology when promoting their products, from datamining and social media to search engine optimization and the influencer community. In this course, students will learn how to analyze current marketplace trends, develop a business plan, and create marketing initiatives through multiple platforms, including e-commerce and machine learning. Students will also be responsible for operating Sutherland's clothing line, from design concepts to managing social media and promotional accounts. To leverage the technology available at Sutherland, this course will be taught in a computer lab. Students will also apply their knowledge and skills in business simulations and case studies, and an emphasis will be on project-based learning and collaboration.

## **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. 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, 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.

## **ENTREPRENEURSHIP 12**

Please see the Young Entrepreneur Leadership Launchpad (YELL) section that is listed with Academy programs.



# FOOD STUDIES AND CULINARY ARTS

## **ADST FOOD STUDIES 9 and 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. ***Supplementary Fee for this course is \$65 for the 2025-26 school year.***

## **FOOD STUDIES 11 and FOOD STUDIES 12**

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; as students progress in their understanding and experience, opportunities for extension will be provided. Students will also 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. ***Supplementary Fee for this course is \$75 for the 2025-26 school year.***

# INFORMATION AND COMMUNICATIONS TECHNOLOGY

## ICT – TECHNOLOGY AND BUSINESS 8

This is a 4-week course that is part of the Applied Design, Skills, and Technology (ADST) Rotation taken by all Grade 8 students at Sutherland. Please see the description under *Grade 8 Applied Design, Skills, and Technology Rotation*.

## ADST: INFORMATION & COMMUNICATIONS TECHNOLOGY 9

Information and Communications Technology 9 (ICT 9) further develops the concepts that were introduced in ICT 8. Students will continue to fine tune their skills in Word and Excel but also look to other word processing methods such as Canva. Students learn the basics of game development as well as HTML/CSS/JavaScript to create websites. This course is project based; this allows students to add their own creative touch and challenge their skillset in the process. ICT 9 is a course for students who want to build their current skills and is also great preparation for senior level technology courses.

## COMPUTER STUDIES 10

Computer Studies 10 starts with an introduction to game development from which students progress to create their own game. That game becomes the focus of a digital media campaign that allows them to learn how to use Adobe Illustrator and the Adobe suite of tools. Once they have created their poster, students design and develop a website to promote their game in the digital universe. Students will also learn programming to analyze data through real world project examples. This course is project based; this allows students to add their own creative touch and challenge their skillset in the process. This is great preparation for senior level technology courses such as Information Technology 11, Computer Programming 11, and Digital Media Development 12

## COMPUTER PROGRAMMING 11

Computer Programming 11 is an introduction to computer science as a tool to solve real-world analytical problems using Python. This course has three main areas of focus: Introduction to Computer Science, Introduction to Programming Using Python, and Introduction to Computational Thinking and Data Science. These topics will help students with no prior exposure to computer science or programming learn to think computationally and write programs to tackle useful problems. This course often runs concurrently with Computer Programming 12.

## COMPUTER PROGRAMMING 12

Computer Programming 12 will expand on the skills learned in Computer Programming 11 and will develop more advanced techniques, such as class structures and debugging strategies. New languages, such as JavaScript, will likely be used to expand the experience set for students. Students will move from creating simple algorithms to creating fully developed programs designed to solve real world problems. This course often runs concurrently with Computer Programming 11.

## DIGITAL COMMUNICATIONS 11

This digital media course is project-based and focuses on developing the knowledge, skills and attitudes students need to respond to digital images and create art using computer technology. The main topics in Digital Communications 11 are digital image creation and filmmaking. In digital image creation, students will learn the basics of digital photography, advanced digital image editing with Adobe Photoshop and the principles of graphic design. With filmmaking, students will learn how to produce a movie from pre-production stages through to post-production editing. Advanced skills in

Adobe Premier Pro and After Effects will be developed. Students who enjoy this course are encouraged to enroll in Digital Media Development 12 in their senior year.

## **DIGITAL MEDIA DEVELOPMENT 12**

Digital Media Development 12 focuses on developing the knowledge, skills and attitudes students need to create meaningful digital images and video productions. Students will further advance their knowledge of the foundations developed in Digital Communications 11. Students will gain extensive knowledge of the Adobe Creative Suite to create and manipulate personally meaningful images, graphic designs and media productions, with an emphasis on graphic design principles and filmmaking. This course is project based, and students will be encouraged to explore and challenge their skill set; advanced projects will be supported. Portfolio development will be encouraged for students interested in careers in digital media and filmmaking. ***Supplementary Fee for this course is \$20 for the 2025-26 school year.***

## **COMPUTER INFORMATION SYSTEMS 11**

This computer science course is designed to further develop the skills of students in the content areas of computer game design, as well as website creation and design. Topics covered will include: digital image creation, 2D and 3D animation, game development, modeling and design, and basic computer programming. This course will use the Adobe Creative Suite as well as game-design platforms. The website design content will cover the principles of design, web graphics, multimedia and animation. This is a project-based course and individuals will be encouraged to challenge their skill set.

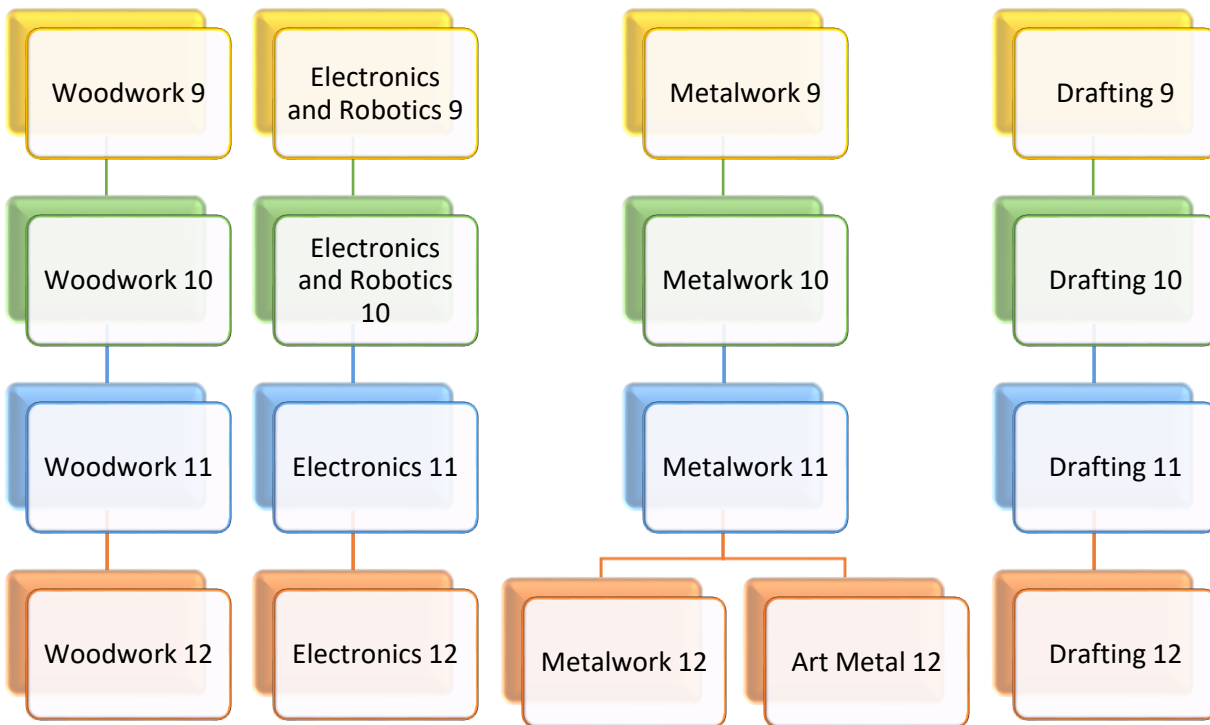
## **COMPUTER INFORMATION SYSTEMS 12**

This computer science course is designed to further develop students' skills in the content areas of Computer Science. The goal of Computer Information Systems is to give students a solid foundation in all industry software programs and to introduce students to the development methods they can use to write high-quality programs in a basic programming language. This course will give students the confidence to learn any software program and a general understanding of computer languages.

## **MEDIA DESIGN 11 and MEDIA DESIGN 12 (YEARBOOK)**

Media Design is an exciting course focused on the creation of Sutherland's yearbook. The Sutherland Yearbook is a chronicle of student life for the year and a key element of the Sutherland 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 Grades 10-12 and takes place off-timetable. Please see Ms. Smyth for more information.

# TECHNOLOGY EDUCATION



Applied Design, Skills, and Technologies curriculum builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways. 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.

## ELECTRONICS 8

This course is a 4-week program that is part of the Applied Design, Skills, and Technology (ADST) Rotation. Please see the description under *Grade 8 Applied Design, Skills, and Technology Rotation*.

## DRAFTING AND DESIGN 8

All Grade 8 students at Sutherland will take this 4-week course, which is part of the Applied Design, Skills, and Technology (ADST) Rotation. Please see the description under *Grade 8 Applied Design, Skills, and Technology Rotation*.

## WOODWORK 9 and 10

Unleash your creativity and craftsmanship! In this dynamic course, students will explore the art of woodworking, focusing on safety, skill-building, and creative risk-taking. Safety is a top priority in this course. Students will learn essential safety practices to confidently and responsibly use tools and materials. Students will also have the opportunity to enhance their woodworking skills through hands-on projects and systematic techniques, take bold steps in generating innovative ideas and designs, and use research and development strategies to learn about new materials and procedures. The supplementary fee for this course provides the student with the necessary materials for the initial

hardwood project. All Tech Ed courses are inclusive, and all are welcomed and encouraged to discover their potential!  
***Supplementary Fee for this course is \$90 for the 2025-26 school year.***

### **WOODWORK 11 and 12**

Take your woodworking skills to the next level! This advanced course builds on the foundations established in Woodwork 9/10, with a strong focus on safety and skill enhancement. Students will continue to prioritize safety while using advanced tools and techniques and will further develop their woodworking skills with more complex projects. Students will also have the chance to explore and master advanced processes and techniques and engage in self-directed opportunities to design and create their own projects.

In this course, students will also learn and apply the principles of drafting, joinery, and machine set up and tool maintenance to produce well-crafted projects. Students enrolling in Woodwork 12 should be able to plan, design, and construct sophisticated projects. Students are expected to be mature, use their time efficiently, and work well independently as well as part of a team. ***Supplementary Fee for this course is \$90 for the 2025-26 school year.***

### **METALWORK 9 and 10**

Students in Metalwork 9 and 10 will learn basic hand tools in the workshop and be introduced to a few fundamental machines such as the drill press, lathe, and welder. Safety is a top priority in the metal shop and students will be expected to demonstrate a strong understanding of safety processes before beginning work on any projects. They will then gain the confidence to create metal and jewelry projects and the ability to generate and develop their own unique ideas. Using the various processes learned in the shop, students may create projects like metal sculptures, pendants, rings, earrings, key tags, plaques, bracelets, small stools/chairs, and other small functional pieces. Projects may also incorporate the use of other complimentary materials such as stones and glass. ***Supplementary Fee for this course is \$90 for the 2025-26 school year.***

### **METALWORK 11**

This course builds on the foundation and skills learned in Metalwork 10. Students will revisit fundamental safety skills and processes before beginning on any projects. They will then work to generate ideas, develop designs, explore technologies and materials, and engage with different techniques to work with metal. Initial projects allow the students to review and further develop skills and learn processes that can be used for more advanced work. Design is still the cornerstone for creating unique ideas and projects. ***Supplementary Fee for this course is \$90 for the 2025-26 school year.***

### **METALWORK 12**

This course is intended for students who want to develop their skills and knowledge levels in advanced metalworking. As in more junior courses, students will revisit fundamental safety skills and processes before beginning on any projects. Course work involves students designing, planning, and fabricating projects that are challenging using processes with high standards. Students will have access to flame welding, MIG welding, TIG welding, and stick welding. Plenty of opportunities are provided to explore self-directed projects. ***Supplementary Fee for this course is \$90 for the 2025-26 school year.***

### **ART METAL AND JEWELLERY 12 - NEW FOR 2025-26**

The primary focus of this course is jewelry making. Students will learn how to safely saw, file, texture and solder copper, brass, nickel silver and sterling silver to creating jewelry of their own design. Students will get to design various pieces of jewelry such as: earrings, rings, pendants, bracelets, enameling, beadwork, stained glass, fused glass and lampworking (framework glass). While manufacturing their designs, students will develop their art metal skills and techniques that are

necessary to finish their projects to a high degree of quality. Students will also learn various welding techniques that will allow them to sculpt in metal. Casting, stone setting and increasingly more difficult hand fabrication processes are explored at the senior levels. Students are required to take charge of their project work, develop a personalized plan, set goals for completion, and work with a certain amount of self-direction. ***Supplementary Fee for this course is \$90 for the 2025-26 school year.***

### **ELECTRONICS AND ROBOTICS 9 and 10**

This course will provide opportunities for students to explore and learn about basic electronics and challenge their problem-solving skills. Course content is appropriate to students considering careers in computers, electronics, robotics, electrical trades, engineering, and many other technical fields. Students will learn basic electronic components and their functions, interpret schematic diagrams, produce simple to medium complexity circuits, design and model objects in 3D and make 3D printed enclosures for the circuits. Students will also learn basic household wiring and testing devices to troubleshoot and test circuits. Projects may include flashing LED boards, interactive music players, and simple circuit board games. ***Supplementary Fee for this course is \$75 for the 2025-26 school year.***

### **ELECTRONICS 11 and 12**

This course introduces students to foundational concepts in electronics, including analog circuit design, schematic interpretation, and practical skills like soldering and circuit building. Students will explore both traditional and modern technologies, working with components such as the 555 timer chip and Arduino microcontrollers. Emphasis is placed on hands-on learning through project-based activities, fostering creativity and problem-solving skills while exploring real-world applications. ***Supplementary Fee for this course is \$75 for the 2025-26 school year.***

### **DRAFTING 9 and 10**

This hands-on course introduces students to the world of drafting and design, focusing on its impact on our communities and the significance of intelligent, sustainable design. Students will explore a variety of tools and techniques to develop foundational skills in drafting and design, including AutoCAD 2D for precision technical drawings, Revit for architectural modeling and building design, SketchUp for 3D visualization and conceptualization, and Tinkercad for quick prototyping and creative exploration.

The curriculum emphasizes the design process, encouraging students to engage in critical thinking and problem-solving. Students will work on diverse, real-world projects such as chair design, combining aesthetics, functionality, and ergonomics. Students will also explore the history and future of architecture, addressing modern living and sustainability challenges with “Tiny Home Design,” and will develop skills in creating detailed 3D models. In addition to digital tools, students will practice hand-drawing techniques, reinforcing their understanding of scale, proportion, and technical design. By the end of the course, students will have built a strong foundation in drafting and design, preparing them for further studies and careers in architecture, engineering, or industrial design. ***Supplementary Fee for this course is \$30 for the 2025-26 school year.***

### **DRAFTING 11 and 12**

This course offers students an engaging introduction to the world of design, focusing on the use of industry-standard tools such as AutoCAD, Revit, SketchUp, and Tinkercad. Students will explore the principles of design, considering its impact on communities and emphasizing the importance of intelligent, sustainable design practices. Through a combination of hand-drawing and digital tools, students will develop their critical thinking and problem-solving skills as they engage with the design process. Key projects will include analyzing and creating designs inspired by various architectural styles, investigating influential architects and their contributions to design, creating detailed plans for a functional, aesthetically pleasing one-story home. Students will also engage in advanced architectural modeling, tackling

complex architectural challenges with innovative solutions. By the end of the course, students will gain practical skills in drafting and design, an appreciation for the role of architecture in shaping society, and a solid foundation for further studies or careers in design and engineering. ***Supplementary Fee for this course is \$30 for the 2025-26 school year.***

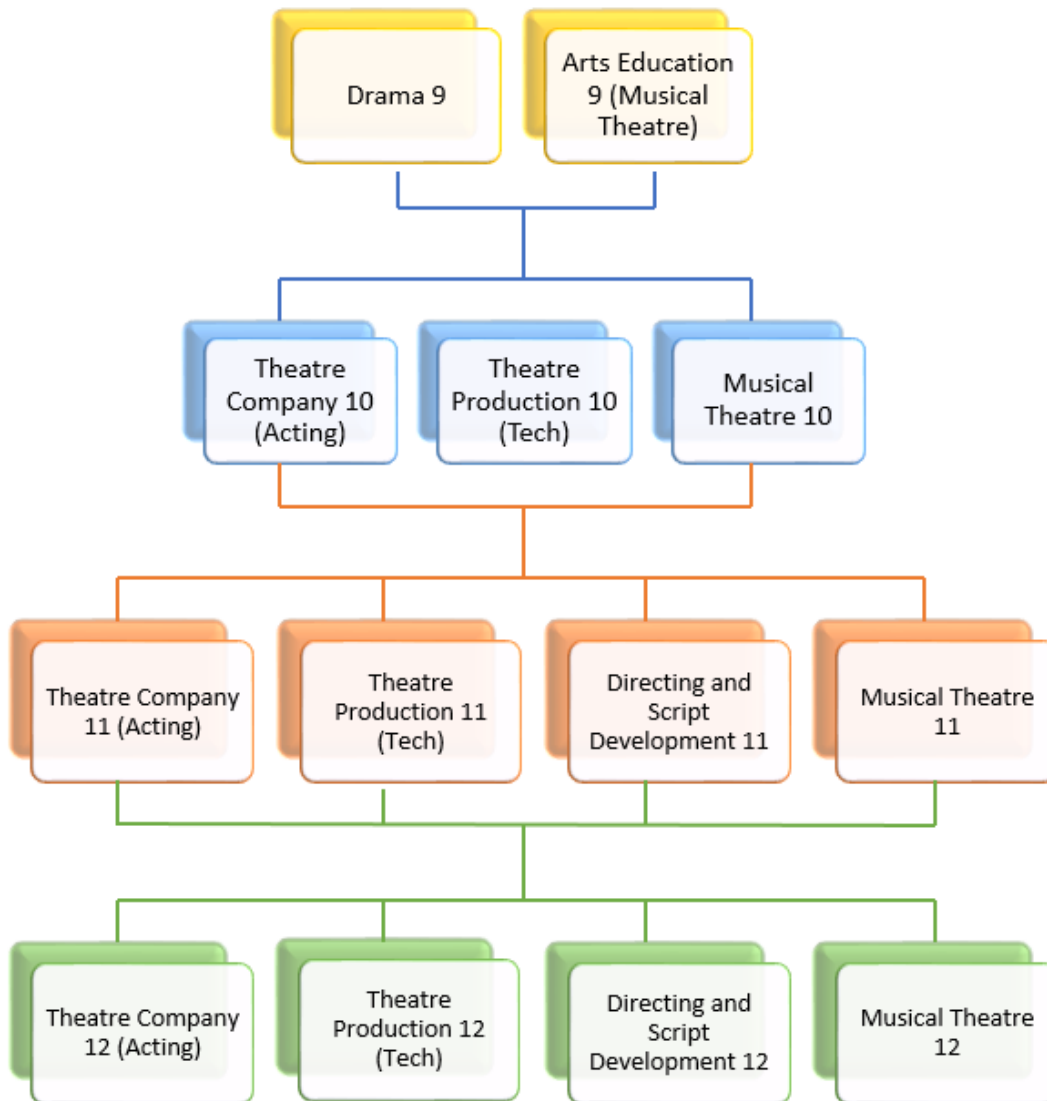
### **ENGINEERING 11 and 12**

In Engineering, students learn that design includes consideration of social and environmental impacts; that personal design interests require the evaluation and refinement of skills; and that tools and technologies can be adapted for specific purposes. Engineering is a design-challenge based course in which students design, draft and fabricate projects to solve problems. Students will work on skills such as: understanding context, ideating, prototyping, testing, making, sharing, and evaluating. Students are expected to come up with project ideas and be motivated to work self-directed. As well as practical skills, students learn transferable life-skills such as problem solving, work ethic, perseverance, and collaboration.



# FINE ARTS

## DRAMA



Theatre Company/Production 10-12 courses are taught together. 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 over 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 and is paired with Visual Art 8 with each course running half of the semester. 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 Sutherland.

## **DRAMA 9**

In this course, students will engage in activities that will enhance their self-esteem, concentration, communication, imagination, creative expression and ability to cooperate with peers. Soap operas, music videos, stage combat, and the Junior Class Production will serve as springboards for increasing students' knowledge of theatre. Some focus will be placed on developing character, utilizing body and voice, scriptwriting and technical theatre. A few students will even have the chance to participate as the production crew for our class play. Note: a few days will be required after school for rehearsals and a performance for the class play. Attendance on those days is mandatory.

## **ARTS EDUCATION 9 (Musical Theatre) - NEW FOR 2025-26**

Sing! Dance! Act! Become a triple threat in this introduction to musical theatre. The goal of the course is to build performance skills as an actor, dancer and singer in the genre of musical theatre, in a collaborative learning environment. They will then have the opportunity to perform in one major musical in the late spring. Students will develop their auditioning, character development, choral and solo singing, and choreography skills. Students are expected to demonstrate enthusiasm for performing, regardless of experience. Previous experience is an asset but not required. This course will run as an additional elective outside of the regular timetable. Students must be able to commit to x-block rehearsals as well as the demanding tech rehearsals, dress rehearsals, and show-night performances.

## **THEATRE COMPANY 10**

This course will run concurrently with the Grade 11 and 12 courses. In this course, students will develop acting skills, techniques, and theatre knowledge. Activities such as monologues, Viewpoints, characterization, filmmaking, scripted scene work and a class production will serve as springboards for increasing students' knowledge of theatre. Although there will be in class projects, the focus of the course is on developing collaborative theatrical productions like the senior class production. 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 nights. Attendance is mandatory at the tech/dress rehearsals and performance dates.

## **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.

## **MUSICAL THEATRE 10 - NEW FOR 2025-26**

Sing! Dance! Act! Become a triple threat in this introduction to musical theatre! Students will develop skills in rehearsing, producing and performing in one major musical in the late spring. Specific techniques of auditioning, characterization, choral and solo singing, and choreography will be topics of focus. Students will learn and practice

singing, dancing and acting skills and are expected to demonstrate enthusiasm for and effort in all three areas, regardless of experience. Previous experience is an asset but not required. This course will act as an additional elective and will run in x-blocks outside of the regular timetable. Students must be able to commit to x-block rehearsals as well as the demanding tech, dress, and show-night performances. Students wishing to advance their technical theatre skills will work in tandem with the performance students in the development of the spring musical. They will assist with set construction, prop making, costume design, lighting operation, sound operation, and stage management. They will experiment with a range of processes and technologies in order to support the performance through the area of theatre production.

### **THEATRE COMPANY 11**

This course will run concurrently with the Grade 10 and 12 courses. This course will further develop and refine acting skills, techniques and theatre knowledge previously acquired in other drama courses and through practical experience. Students are expected to fully participate in such activities as improvisation, voice and movement, monologue performances, viewpoints, scripted scene work, filmmaking, and a class production. Although there will be in class projects, the focus of the course is on developing collaborative theatrical productions like the senior class production. 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.

### **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.

### **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.

### **MUSICAL THEATRE 11/12 - NEW FOR 2025-26**

Musical Theatre 11/12 is an extension of Arts Education 9 & Musical Theatre 10. Students participate in the production and performance of a Broadway musical. Students in Musical Theatre 11/12 will build upon skills and techniques in acting, singing and dancing. Production students will also participate in other musical theatre activities including costume building, prop design, make-up and lighting. Senior Musical Theatre students will take leadership roles;

particularly in choreography and vocal exercises. Previous experience is an asset but not required. This course will act as an additional elective and will run in x-blocks outside of the regular timetable. Students must be able to commit to off-timetable rehearsals as well as the demanding tech, dress, and show-night performances. Students wishing to advance their technical theatre skills will work in tandem with the performance students in the development of the spring musical. They will assist with set construction, prop making, costume design, lighting operation, sound operation, and stage management. They will experiment with a range of processes and technologies to support the performance through the area of theatre production.

## **THEATRE COMPANY 12**

This course will run concurrently with the Grade 10 and 11 courses and is designed for students who have shown exceptional promise and motivation in performance in previous years. It will give the senior student practical experience in the acting environment. Special attention will be paid to styles of acting, movement, characterization, vocal development, film creation and rehearsal, production and performance experience. 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. These students are expected to provide leadership to less experienced members of the class. Although there will be in class projects, the focus of the course is on developing collaborative theatrical productions like the senior class production.

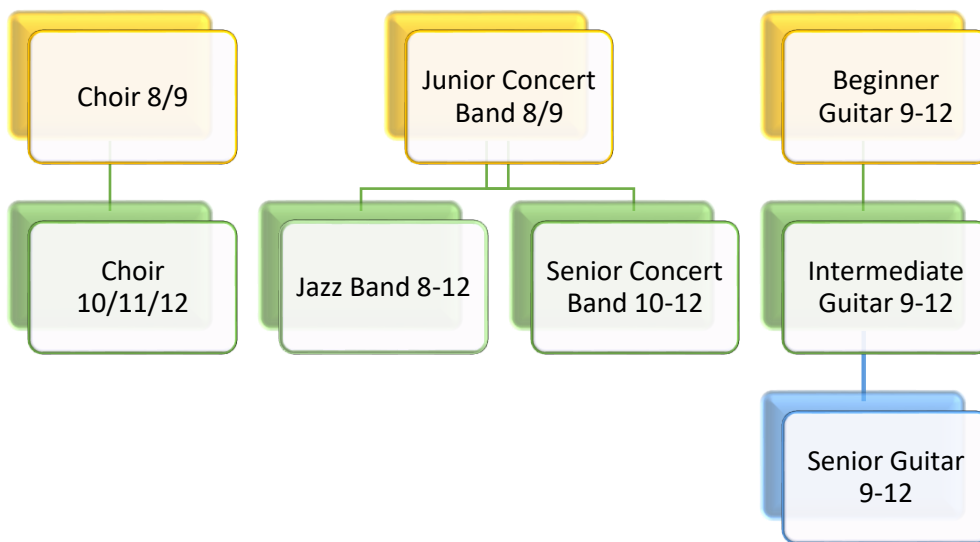
## **THEATRE PRODUCTION 12**

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.

## **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 the experience/knowledge they will have gained is integral to their success in this senior level course.

# MUSIC



## CONCERT BAND 8

New 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 one-semester course inside the timetable. Performances at concerts are a mandatory part of this participation-based course. ***Supplementary Fee for this course is \$20 for the 2025-26 school year.***

## 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-long course inside the timetable. ***Supplementary Fee for this course is \$20 for the 2025-26 school year.***

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

This is a year-long, off-timetable 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. ***Supplementary Fee for this course is \$20 for the 2025-26 school year.***

## INSTRUMENTAL MUSIC 8 - 12: Junior and Senior 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 such as swing, rock, funk, Latin, and popular contemporary arrangements. This course allows students 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.) ***Supplementary Fee for this course is \$20 for the 2025-26 school year.***

Full year Jazz Band is also available to Grade 8s 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.

Here is a Jazz Band recording for perusal: <https://youtu.be/dzlaePcV2qs>

### **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. ***Supplementary Fee for this course is \$20 for the 2025-26 school year.***

### **BEGINNER GUITAR 9-12**

The main objective of this course is to create an enhanced appreciation for music through playing the guitar. Students will also gain a better understanding of many different musical genres including classical, flamenco, blues, jazz, rock, and pop music. In this course, students will learn the basics of playing guitar at a beginning level through studying music notation, chord symbols, and strumming patterns. Students will gain skills with open chords and finger techniques. Skills will be developed through guided practice, peer-modeling, and individual and group work. This course is for students with little to no guitar experience. ***Supplementary Fee for this course is \$20 for the 2025-26 school year.***

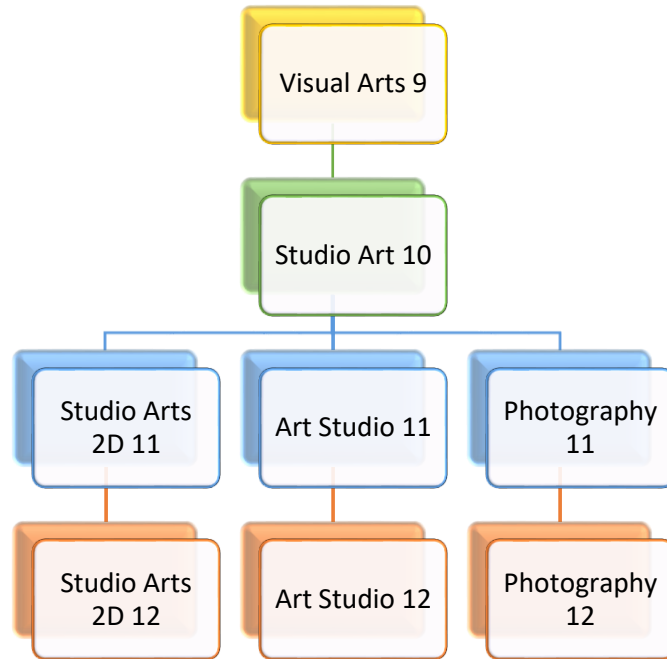
### **INTERMEDIATE GUITAR 9-12**

Intermediate Guitar builds upon concepts taught in Beginner Guitar. This course is designed for students who can navigate around a few basic chords and strumming patterns, and those wishing to expand their guitar technique. Beginner Guitar is not a pre-requisite. Barre chords and finger picking will be covered in addition to music notation, chord symbols, strumming patterns and music theory. Students will also gain a better understanding of many different musical genres including classical, flamenco, blues, jazz, rock, and pop music. Music composition will be an area of exploration throughout the course. Skills will be developed through guided practice, peer-modeling, and individual and group work. ***Supplementary Fee for this course is \$20 for the 2025-26 school year.***

### **SENIOR GUITAR 11/12**

Senior Guitar explores aspects of guitar performance, notation, composition, and technology. This course is designed for experienced guitar students who possess more than the basic skills. Beginner and Intermediate Guitar are not pre-requisites. Students in this course will learn skills in open and barre chords, advanced auxiliary voicings, strumming patterns, finger picking, improvisation, and altered tunings. A variety of repertoire will be studied with an emphasis on music theory and music history. Music composition will be an area of exploration throughout the course. Skills will be developed through guided practice, peer-modeling and individual and group work. ***Supplementary Fee for this course is \$20 for the 2025-26 school year.***

# VISUAL ARTS



## VISUAL ARTS 8

Visual Arts 8 is paired with Drama 8 to comprise the Grade 8 Fine Art Rotation, with each course running for half a semester. 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, 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.

***Supplementary Fee for this course is \$28 for the 2025-26 school year.***

## VISUAL ARTS 9 and 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. ***Supplementary Fee for this course is \$50 for the 2025-26 school year.***

## ART STUDIO 11 and 12

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. ***Supplementary Fee for this course is \$65 for the 2025-26 school year.***

### **STUDIO ARTS 2D 11 and 12**

The Studio Arts 2D course provides 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. ***Supplementary Fee for this course is \$65 for the 2025-26 school year.***

### **PHOTOGRAPHY 11**

Photography 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 photocomposition. 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 Grade 10 and 11 students. Advanced projects will be supported. ***Supplementary Fee for this course is \$45 for the 2025-26 school year.***

### **PHOTOGRAPHY 12**

Photography 12 is a project-based course that expands on the skills students learned in their Grade 11 course. While it is recommended that students take Photography 11 first, it is not a prerequisite. In this class, 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. ***Supplementary Fee for this course is \$45 for the 2025-26 school year.***



# CAREER EDUCATION

## CAREERS 8

Careers 8 is a 4-week course that is part of the Applied Design, Skills, and Technology (ADST) Rotation. Please see the description under *Grade 8 Applied Design, Skills, and Technology Rotation*.

## 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 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.

## CAREER LIFE CONNECTIONS 12

Career Life Connections 12 (CLC 12) is one of two Grade 12 courses required for graduation in British Columbia. This course focuses on supporting students as they transition from high school into adult life, helping students apply career-life management knowledge, skills, and strategies to their personal journey and post-graduation plans. Topics include personal career-life development, reflection strategies, self-advocacy, strategies for sustaining well-being, financial literacy, and rights and regulations in the workplace.

In the coming school year, CLC 12 will be primarily taught off-timetable, but students will have regular required in-person meetings with their teacher. Students will need to access Microsoft Teams to review, complete, and submit assignments for this class.

Throughout CLC 12, students will examine their worldviews, perspectives, and goals while working on their Capstone projects. These projects are individualized and provide students with the opportunity to focus on a topic or cause with which they feel a personal connection. Students will work on these throughout the school year and will present their finished achievements in mid-May. Students will reflect on and report their development of the Core Competencies – Thinking, Communication, and Personal and Social Responsibility – as they approach graduation.

## 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.



Sutherland Secondary School Career Development Programs are:

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

### **INTERNSHIP 12A & 12B (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 must first meet with the Work Experience Facilitator to organize a 100-hour placement that will reflect the individual student's interests and passion. The required completion of 100 hours may include more than one placement. Examples of placements are Science World, the RCMP Youth Academy, The Fashion Exchange, Grouse Mountain, a law office, post-secondary institutions, trades training, research facilities, and many more!

The Internship/Work Experience class is comprised of pre-placement classroom assignments, placement activities at a community worksite, and post-placement assignments. The Internship teacher and Work Experience Facilitator will work with students individually and in small groups to assist students with choosing and obtaining relevant and meaningful placements. For further information contact the Work Experience Facilitator at 604-903-3500 or visit the Career Centre at Sutherland.

Students in Grades 10 to 12 wishing to participate in Work Experience should indicate MWEX-2A (or MWEX-2B if they have already taken 2A) as an elective in their course requests.

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

The Youth Work in Trades program is a career-training program that provides students with the opportunity to begin their apprenticeship training while attending high school. There are over 150 apprenticeship trades in British Columbia. Skilled Trades BC is the provincial organization that oversees apprenticeship training. More information is available on the website <https://skilledtradesbc.ca/>. To qualify, a student must be: 15 years of age or older, working in a paid, part-time position in an apprenticeable trade under the supervision of a qualified worker, and registered with Skilled Trades BC as a Secondary School Apprentice (SSA)

The student will receive 4 credits towards graduation for every 120 hours completed on the job site, to a maximum of 16 credits or 480 hours. Four credits will be given for each of: Secondary School Apprenticeship 11A, 11B, 12A, and 12B. On-the-job hours completed in high school will be applied to the total hours needed to complete an apprenticeship. Apprenticeship hours can be completed in several ways including after school, on weekends, on holidays or, in cases where it can be accommodated within their school timetable, during school time. Most trades require the commitment of either a full day or an afternoon.

If the student completes a minimum of 480 hours while in high school, attains a C+ average in their Grade 12 year, and is still in an apprenticeship 6 months after graduation, they are eligible to apply to the Ministry of Education for the Secondary School Apprenticeship Scholarship valued at \$1,000 to help cover the cost of technical training after graduation. Additional information on apprenticeships can be found on the Skilled Trades BC website: <https://skilledtradesbc.ca/>

## **YOUTH TRAIN IN TRADES**

Youth Train in Trades is an industry-training program for high school students. Through an Accelerated Credit Enrolment in Industry Training (ACE IT) program, students can take courses that will give them credit towards both high school graduation and completion of an apprenticeship or Industry Training Program, also referred to as dual credit. Youth Train in Trades programs are developed and offered as partnerships between school districts and post-secondary institutions, and classes are often taught by a college instructor or a trades certified high school teacher using college or industry developed curriculum. Local employers also get involved in the development of Youth Train in Trades programs, and students who complete these programs typically have very good success in finding employment.

Students who successfully complete a Youth Train in Trades program will receive credit for at least level one of the technical training (in-class) components of the Industry Training Program. Through work experience placements, students receive credit for the on-the-job component of their training as well. That means students engaged in this program can achieve a significant head start on their post-secondary education by the time they finish high school as well as gaining practical and in-demand skills.

Enrolment in the Youth Train in Trades program is free; however, students may be required to cover the cost for tools or other items specific to working in a specific industry. Some of the Youth Train in Trades partnerships and programs Sutherland students have been part of include:

### **Vancouver Community College**

- Auto Service Technician
- Auto Body Repair
- Auto Paint and Refinish

### **Vancouver School District**

- Hairdressing

### **BCIT**

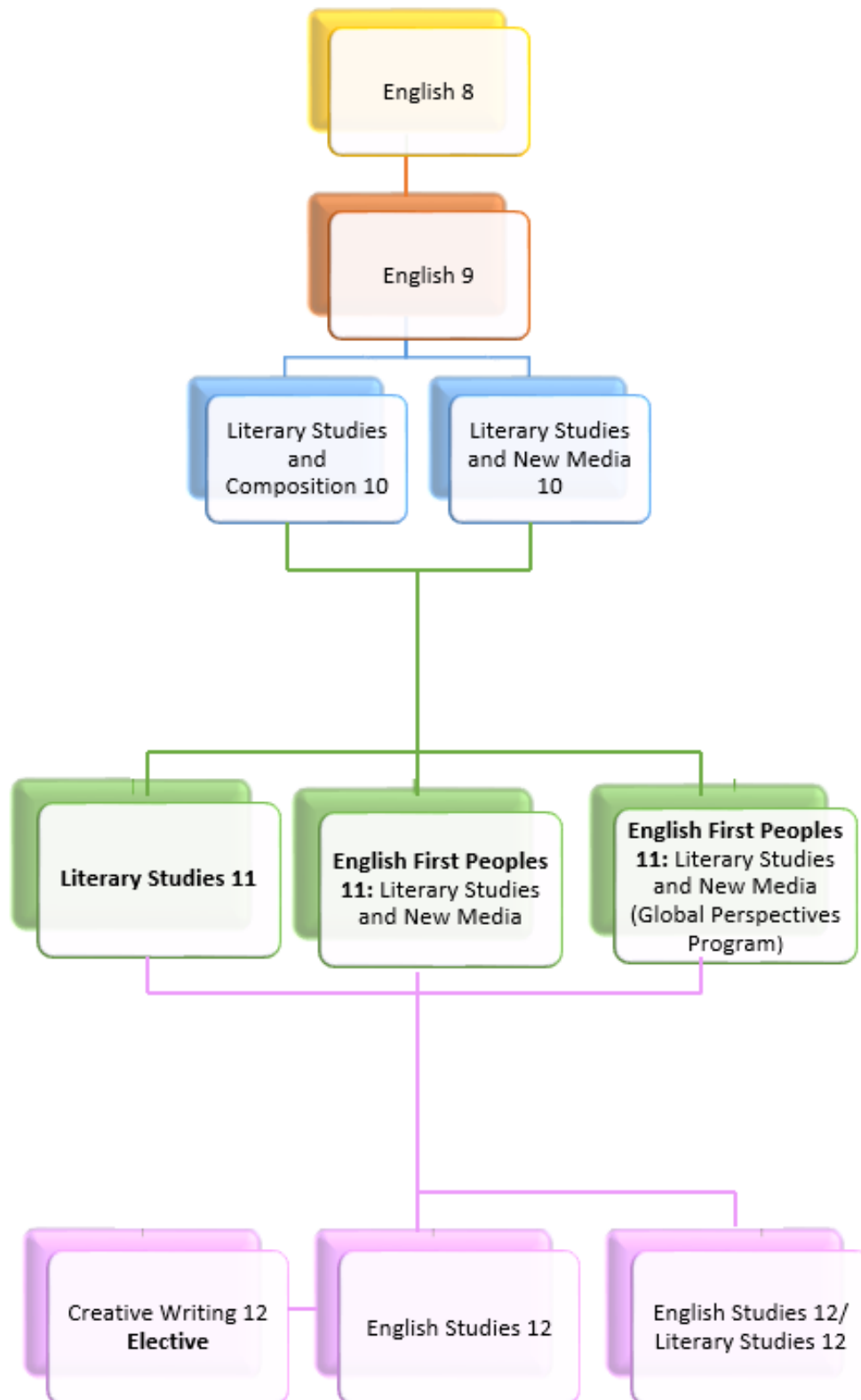
- Metal Fabrication
- Discover Trades Program
- Electrical (Construction)

### **West Vancouver School District**

- Carpentry



# ENGLISH LANGUAGE ARTS



## **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 required 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. When choosing Composition 10, please also request Literary Studies 10 as a companion course, as they are taught concurrently.

## **NEW MEDIA 10**

New Media 10 allows students to critically analyze a variety of media, which in addition to written texts, may include films and graphic novels. Students will use diverse digital and print formats to collaborate and communicate their understanding within and beyond the classroom. Developing various writing skills will continue to be a significant focus area of the course. When choosing New Media 10, please also request Literary Studies 10 as a companion course, as they are taught concurrently.

## **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 FIRST PEOPLES 11 - LITERARY STUDIES AND NEW MEDIA**

EFP 11 Literary Studies and New Media combines the study of First Peoples Literature with an examination of the changing role of technology today and the increasing importance of digital media in communicating and exchanging ideas. In addition to print and oral texts, this course will use a variety of forms of digital media to explore, analyze and respond to issues and themes relevant to identity, language, story, and digital citizenship. Students will work to recognize and appreciate how different structures and features of texts enhance and shape meaning, as well as to consider the social, cultural, geographic, and historical influences at play when a text - oral, written, digital, or visual - is constructed. 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. While students who took New Media 10 or with an interest in texts by First Peoples authors may be interested in delving deeper within this strand, this course is open to all. **This course fulfils the Indigenous-Focused Grad Requirement.**

### **ENGLISH STUDIES 12**

This is the required course for BC graduation; students must either take English Studies 12 or English First Peoples 12 to fulfil their Language Arts 12 requirement. In English 12, we 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 STUDIES 12 & LITERARY STUDIES 12**

This course was formerly known as Literature 12. If you enjoy English, this is twice the fun. English Studies 12 / Literary Studies 12 takes you from 1000 A.D., with Beowulf through to the Twentieth Century with a cultural and historical perspective on the greatest works of English literature. The course begins in September, fulfilling the requirements of English 12, but we immediately start working through some of the finest works in the Western Canon, ending in June. Explore the greats: sure, you've heard of Shakespeare, but what about Chaucer, Milton, Keats, Dickinson, T.S. Eliot, and Brontë? Learn about our history and our culture through literature. Discover how truly connected you are with bygone eras and people. You will live a much more enriched existence as a side benefit. Note that this is a full-year course starting in September and ending in June. Students receive credit for both English 12 (4 credits) and Literature 12 (4 credits).

### **CREATIVE WRITING 12**

This is a class for students who love to write and is intended to be taken in addition to English 12. The course is designed to develop students' writing abilities as they explore a range of writing styles (narrative, descriptive, and expository) for a variety of genres (one-act plays, stories, poems, essays, and more). With each writing exercise, students will explore different strategies for pre-writing, drafting, and revising to find those that work for them. Frequent opportunities to reflect on and respond critically to their own and their peers' writing, and one-on-one teacher conferencing are also key course features. If you are a writer, this is the place to be; you are guaranteed to become more dexterous with your words, no matter what challenges you face in the future! This class works as a writing community; maturity is required. Both Grade 11 and 12 students are welcome.



# ENGLISH LANGUAGE LEARNERS (ELL)

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 Sutherland 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 Sutherland, 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.

## **STUDIES IN BRITISH COLUMBIA CULTURE 10**

This course develops the student's ability to analyze and think deeply about the nature of human societies and our relationship to the environment and one another. The course will provide students with the reading, writing and oral skills necessary for active citizenship. It 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 and is meant to be taken before moving into Social Studies 10.

## **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 either before or while also engaged in grade-level English language classes.

## **ELL SEMINAR**

This course is designed for ELL students who no longer require full-time direct service. It runs concurrently with Language Strategies and/or BC Culture 10. This class helps the ELL Case Manager meet with all ELL students regularly to monitor progress in English Language development, and support students new to the school. This is a non-credit course with no assigned percentage.



# GRADE 8 APPLIED DESIGN, SKILLS & TECHNOLOGY ROTATION (ADST)

In Grade 8, students experience unique learning opportunities in Sutherland’s Grade 8 Elective Rotation. The structure of these rotations depends on the number of students and the school-wide timetable. The ADST Rotation will be taken by all students either in Semester 1 or Semester 2 and will include four weeks each of Electronics 8, Drafting and Design 8, ICT – Technology and Business 8, and Careers 8. The Grade 8 Elective Rotation provides a breadth of opportunities for Grade 8 students to sample and see what subjects they might like to engage with further in the future.

## CAREERS 8

Careers 8 is a 4-week course that is part of the Applied Design, Skills, and Technology (ADST) Rotation. This course explores the career education curriculum through the overarching theme of “How We Are Connected.” Rather than focusing on identifying a specific career at this stage, the course encourages students to explore possibilities by reflecting on their strengths, interests, values, and learning preferences. It helps them understand how these traits can meaningfully contribute to the communities in which they work, live, and play. Lessons may include surveys, workshops, guest speakers, student presentations, problem-solving activities, teamwork games, and design competitions. These activities aim to build students' confidence as they begin to recognize the competencies and networks they will need to develop on their journey toward future career possibilities.

## DRAFTING AND DESIGN 8

In this course, students explore foundational concepts in design, focusing on the principles that guide effective visual and functional creation. Through hands-on projects, students learn to apply these principles in a variety of mediums and formats, including 3D printing, orthographic and perspective drawing, and model building (e.g., paper rockets). Students are encouraged to think creatively and critically, and to iterate their designs based on feedback and testing. This course helps students build confidence in practical skills, creativity, and critical thinking, preparing them for further studies in design and technology.

## ICT - TECHNOLOGY AND BUSINESS 8

This course offers a sample of the technology tools that are 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 personalized creative input. Additionally, students engage in discussions around online privacy and learn helpful online research tips. This course is a great introduction to Information & Communications Technology or Business Education courses that students can explore in Grades 9-12.

## ELECTRONICS 8

Discover the joy of electronics and circuitry! This introductory course will allow students to explore the exciting world of electronics, where they can design, build, and bring their ideas to life. The curriculum taps into students' natural curiosity and creativity, encouraging them to explore and innovate. Students will have opportunities to watch demonstrations, learn about various tools and materials, and complete hands-on projects. **Supplementary Fee for this course is \$30 for the 2025-26 school year.**



# LANGUAGES

## 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 required course at Sutherland. There are no prerequisites required to participate in this course; students can join with no previous experience in 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 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. Students begin applying French in simulated, practical situations to consolidate their skills for life.

## **SPANISH 9**

In Spanish 9, students will begin to recognize the relationships between Spanish letter patterns and pronunciations, derive meaning from a variety of texts, participate in short conversations, and create, write, tell, and read stories. Students will experience creative works such as songs, videos, films, Movie Talks, and even food. Students will learn about Hispanic culture from around the world. Students will 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 cultural traditions, including First Nations' and Pre-Columbian cultures. Students will also recognize, discuss, and compare First Peoples' perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Hispanic culture.

## **SPANISH 10**

In Spanish 10, students will use a growing number of strategies to derive and negotiate meaning, continue to create and narrate stories, and engage in short conversations to express themselves with growing fluency. Students will work in past, present, and future time frames to express themselves in writing and speaking. Students will respond to music, movie talks and videos, and have the chance to try traditional 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 cultural traditions, including First Nations' cultures. Students will continue to recognize how First Peoples' perspectives and knowledge create identities in communities and students will continue to explore how cultural identity is expressed through creative works in Spanish.

## **SPANISH 11**

In Spanish 11, students will recognize how choices of words affect meaning, they will locate and explore a variety of authentic texts in Spanish, continue to express themselves and their opinions, narrate stories in a variety of tenses orally and in writing, and respond personally to a variety of works. Students will continue to answer questions asked to them daily to practice high-frequency questions and verbs. Students will respond to creative works such as videos, music, and Movie Talks, and have the chance to try authentic recipes. They will also participate in our individualized reading program where they read Spanish 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. It is hoped that students will recognize connections between language and culture and begin to engage in experiences with Spanish-speaking people and communities.

## **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 SUPPORT

### LEARNING ASSISTANCE CENTER PROGRAM (LAC)

Students are recommended for this support based on referrals by teachers, counsellors, and/or parents, and require the approval of the School Based Resource Team and Administration to be enrolled. The amount and type of support a student receives depends on their learning needs. To provide an inclusive environment for all students, LAC is generally provided off-timetable for the entire year in an “X Block.” This allows students who benefit from additional support to enroll in a full timetable, including all Grade 8 courses, while still benefiting from individualized support throughout both semesters. Support may include receiving help with assignments in LAC during tutorials, help from Learning Services teachers in-class or with small group pull-out instruction, and individual skill-building as it pertains to a student’s 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
- practicing organizational skills such as time management, note-taking, agenda use, goal setting, etc.
- learning and remediating key literacy and numeracy skills
- developing good work habits, self-advocacy skills, and as well as building planning and organizational ability

While LAC is often a place where students work on assignments for other courses, they are also 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 it is deemed appropriate that they are enrolled in an on-timetable block of Learning Support. While families/students may request this support, it is up to the discretion of the School Based Resource Team and Administration whether they are granted an enrolling block of LAC. Please speak with your child’s case manager or grade counsellor if you are interested in requesting in-timetable support.

### 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 behaviour 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).

**Note:** To provide an inclusive environment for all students, LAC and LSC are provided off-timetable for the entire year in an “X Block.” This allows students who benefit from additional support to take a full timetable, including all Grade 8 courses, while still benefiting from individualized support throughout both semesters.

## **CHOICES PROGRAM**

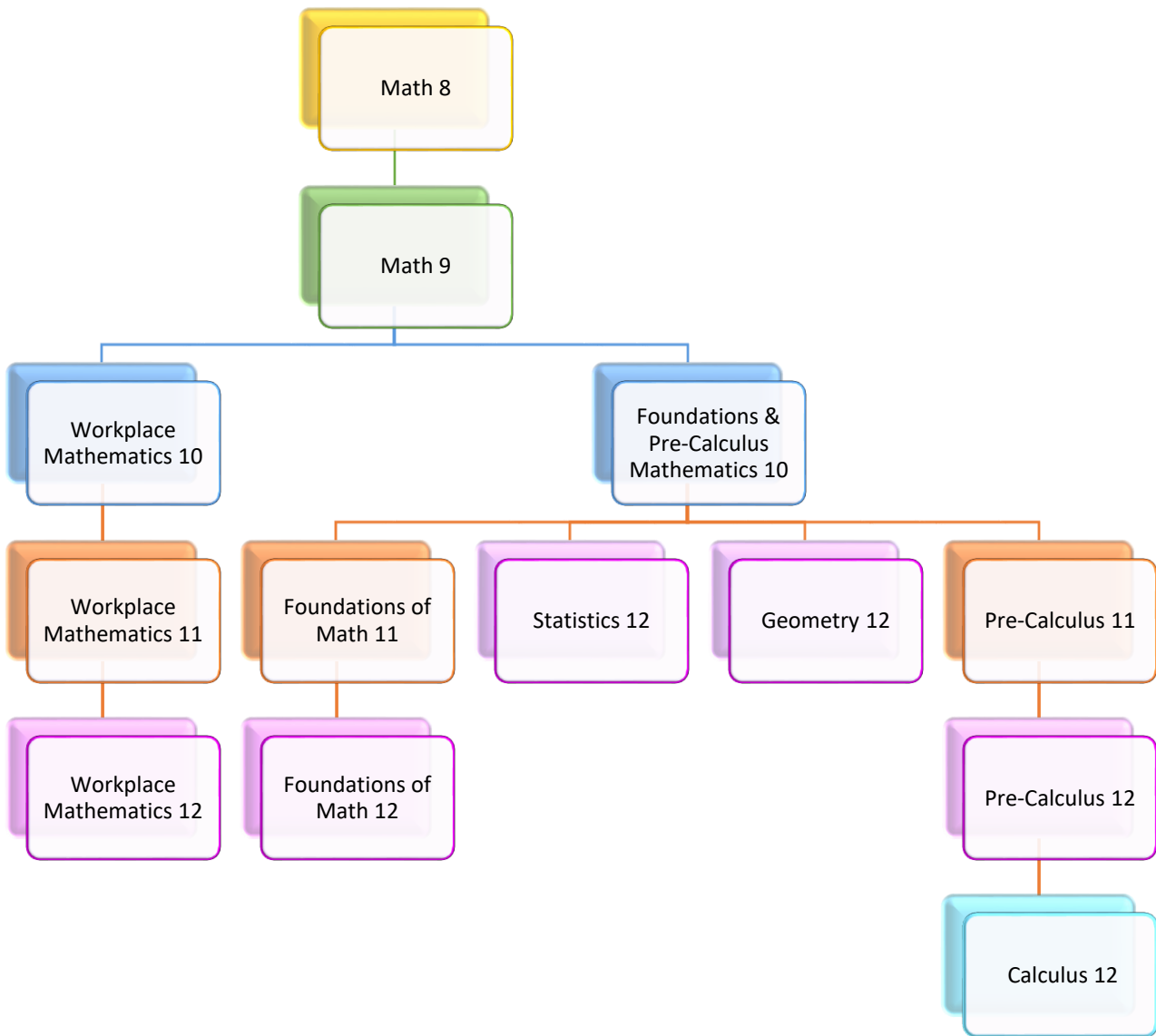
Choices is an in-school support for students who are developing their self-efficacy, resiliency, and emotional regulation. Students are referred to Choices through the School Based Resource Team with Administration approval. Students in Choices receive assistance in recognizing and overcoming challenges 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.

**Note:** To provide an inclusive environment for all students, Choices is provided off-timetable for the entire year in an “X Block.” This allows students who benefit from additional support to take a full timetable, including all Grade 8 courses, while still benefiting from individualized support throughout both semesters.



# MATHEMATICS



The basic aim of math programs at Sutherland Secondary School is to enable students to become numerate citizens who use 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 FMPC 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. Institutions with programs include Capilano University, Kwantlen Polytechnic, BCIT, Douglas College and 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 Foundations Math & Pre-Calculus 10 Enriched.

## **FOUNDATIONS MATH & PRE-CALCULUS 10 ENRICHED**

The topics covered in this course are the same as in Foundations of Mathematics and Pre-Calculus 10. Students will be exposed to the topics at a higher level of difficulty and provided with a variety of enrichment activities. Foundations of Mathematics and Pre-Calculus 10E students will write the same unit tests and final exam as students enrolled in the Foundations of Mathematics and Pre-Calculus 10. We encourage students in this course to participate in Mathematics contests.

## **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).

## **STATISTICS 12**

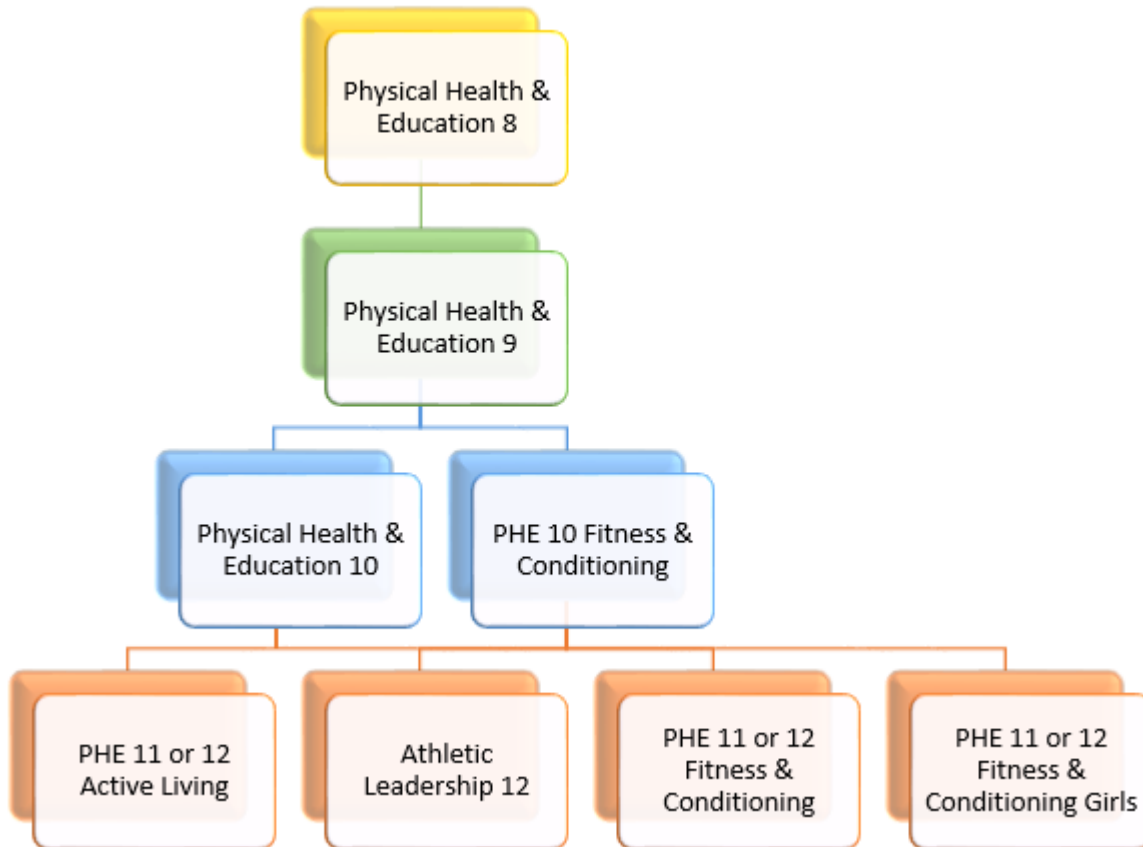
This course will introduce the study of statistics. Topics include: role of statistical thinking in research and the scientific method; observational and experimental studies; common graphical representations of variation; use of summary statistics to describe variation; association between two variables; probability models for variation; intuition and appreciation of inferential concepts, such as confidence intervals and hypothesis tests; use of software and technology to enhance statistical ideas; communication of statistical findings. Statistics 12 is offered alternate years to Geometry 12 and is offered in the odd years (2025, 2027...).

## **GEOMETRY 12**

This course will introduce the study of geometry. Topics include: geometric constructions, parallel and perpendicular lines (circles as tools in constructions, perpendicular bisector), circle geometry, constructing tangents, transformations of 2D shapes (isometries, non-isometric transformations), non-Euclidean geometries. Geometry 12 is offered alternate years to Statistics 12 and is offered the even years (2024, 2026...).



# PHYSICAL HEALTH AND EDUCATION



## PHYSICAL & HEALTH EDUCATION 8

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. 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. **Supplementary Fee for this course is \$20 for the 2025-26 school year.**

## 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 in a three-day conference format. 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. ***Supplementary Fee for this course is \$20 for the 2025-26 school year.***

### **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 utilized to supplement the curriculum by covering the costs associated with inviting in multiple instructors for activities such as yoga, martial arts, archery tag, and dance. The course fee is also used to provide experiential learning for our junior students in our community and surrounding area. ***Supplementary Fee for this course is \$35 for the 2025-26 school year.***

### **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. This course focuses more on games & sport. 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. ***Supplementary Fee for this course is \$95 for the 2025-26 school year.***

### **PHYSICAL & HEALTH EDUCATION 10/11/12 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. This course is taught in our school Fitness Centre. Students in Grade 10 taking this course will get credit for PHE 10, which is a graduation requirement in British Columbia. This counts as an elective course in Grades 11 and 12. ***Supplementary Fee for this course is \$35 for the 2025-26 school year.***

### **PHYSICAL & HEALTH EDUCATION 10/11/12 – FEMALE IDENTIFYING FITNESS & CONDITIONING**

This course is designed to empower female identifying students to enhance their quality of life through personal fitness and active living. Focusing on students in grades 10 to 12, the program offers a supportive, inclusive environment where students engage in a diverse range of physical activities and exercises aimed at improving their overall well-being. With

an emphasis on safe and effective movement, the course will teach students to understand and optimize their body's functional capabilities.

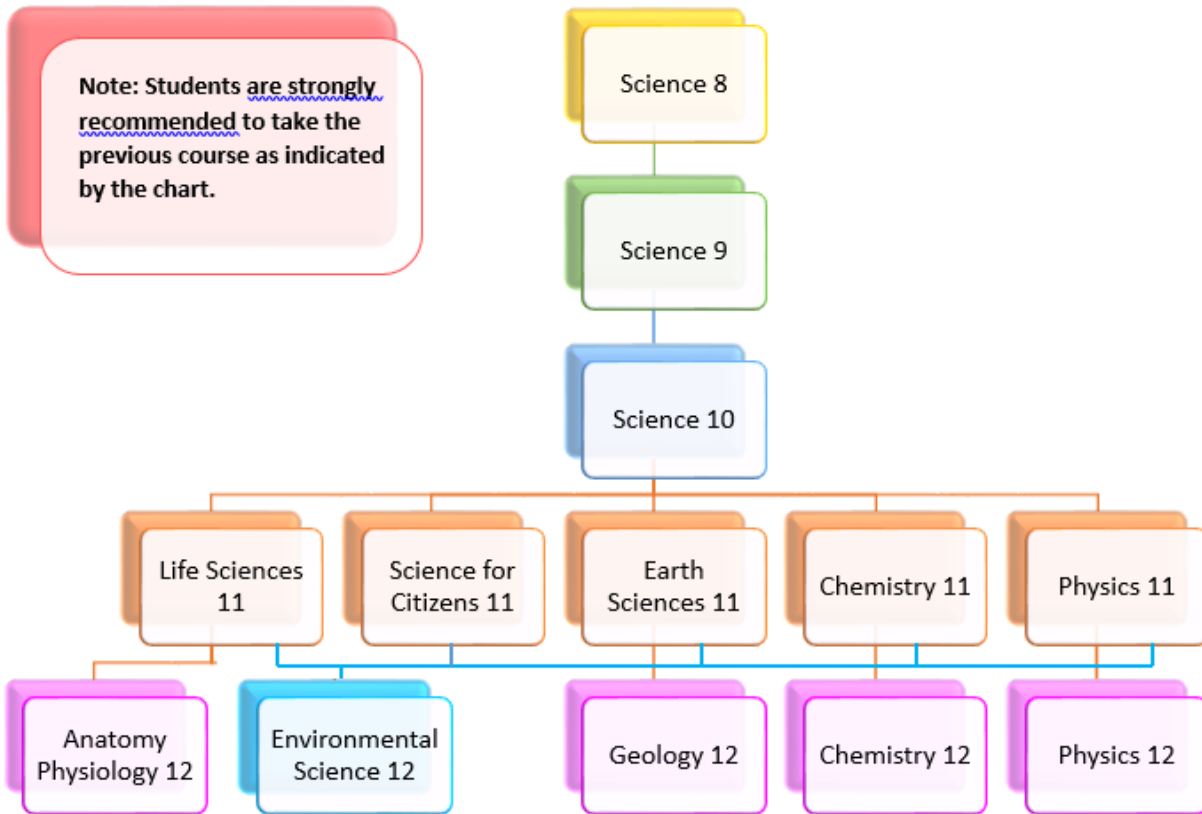
Beyond promoting and teaching about physical activity, the course includes discussions on a range of health and wellness topics that impact young females today. By exploring subjects such as nutrition, body positivity, mental health, and self-care, students will gain insights into achieving holistic health. The goal of this course is to equip students with knowledge and healthy practices that can support them in becoming the best version of themselves. ***Supplementary Fee for this course is \$35 for the 2025-26 school year.***

### **ATHLETIC LEADERSHIP 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. Throughout the semester, there will be some expectation of students that they are available outside of timetable to engage in leadership opportunities with teams, clubs, or with elementary-aged students at nearby schools. If you have any questions about this course, please contact Ms. Shidian or Mr. Madill.



# SCIENCE



## 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 and research 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 focuses on five big ideas (atoms and molecules, organic chemistry, The mole, chemical reactions and solubility) and Curricular Competency Development. Lab investigations illustrate our core concepts, mathematics demonstrates chemical relationships and students will establish some new lab techniques and skills. First Peoples knowledge and a place-based perspective are embedded throughout. It is recommended that students have a comfortable background in math and science and a C+ average in Science 10 to enter this course. *Hebden Chemistry 11 workbook will be provided to students to use as they would use a textbook, or they may choose to purchase it if they want to write in it and keep it at cost of approximately \$22.00.*

## **EARTH SCIENCES 11**

Earth Sciences 11 examines the physical world we live in. The five big ideas in Earth Sciences focus on plate tectonics, geology of earth, our interaction with the atmosphere and climate, water, and formation of the solar system. In our geology units, we explore rocks and minerals, the processes that shape our planet, and the geological history of Earth. In our space units, we investigate the mysteries of space and developments in space exploration. This course involves field work, lab activities, and projects. Its content is more descriptive than mathematical, making it a great choice for students whose math skills are still developing. First Peoples knowledge and a place-based perspective are embedded throughout. 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**

The course has been intended as a direct replacement of two previous courses: Applications of Physics 11 and Physics 11. It has been developed around four big ideas (motion, forces, energy, mechanical waves) and curricular competency development. It serves as the basis for deeper study of topics at the Grade 12 level and for many post-secondary courses in science, engineering and kinesiology. An introduction to scalars and vectors, skill development in lab inquiry, error analysis and critical thinking are emphasized. Topics such as projectile motion, Newton's laws of motion, behaviour of waves and thermal equilibrium are included. Electrical circuits have been reintroduced, but optics, nuclear physics and

special relativity have been removed. First Peoples Knowledge is to be integrated throughout the course. A suggested C+ in Science 10 is recommended.

### **SCIENCE FOR CITIZENS 11**

This course is designed with a practical lens toward science knowledge and safety and looks at everyday uses of science and technology, from a hands-on point of view. The big ideas of this course look at science from the home/personal, local/workplace and from a global view. Some of the following topics will be covered: household chemistry, forensics, health, environment, computer use, building, outer space and transportation. Assessment focuses heavily on class activities and investigations; there are very few traditional tests in Science for Citizens 11. First Peoples knowledge and a place-based perspective are embedded throughout. Note: This course is a Ministry-approved course and can be used towards graduation. However, this course is not an acceptable Science 11 credit for UBC and SFU admissions.

### **ANATOMY AND PHYSIOLOGY 12**

Anatomy and Physiology focuses on three big ideas: homeostasis (balance of systems in the human body), DNA, and human organ systems. This course explores the most important subjects of all: you (and how your body functions and responds). Included is an intensive anatomical dissection and experiential inquiry of human physiology, including heart rate and biochemical reactions. In addition, Anatomy and Physiology 12 integrates health & wellness into our study of human body systems. First Peoples knowledge and a place-based perspective are embedded throughout. Chemistry 11 is recommended prior to taking Anatomy and Physiology 12. *Optional: Biology 12 Study Guide: At cost (approximately \$25.00)*

### **CHEMISTRY 12**

Welcome to the “why” of chemistry! Chemistry 12 delves deeper into the central principles governing chemical interactions. More challenging, more theoretical and more intriguing than Chemistry 11 – topics include the big ideas (Reaction Kinetics, Equilibrium, Saturated Solutions, Acid/Base Chemistry and Oxidation/Reduction Reactions) and Curricular Competency Development. This course is a requirement for several university programs. First Peoples knowledge and a place-based perspective are embedded throughout. It is strongly recommended that students have at least a C+ grade in chemistry, a strong math background and enjoy laboratory work. *Hebden Chemistry 12 workbook will be provided to students to use like a textbook, or they may choose to purchase it if they want to write in it and keep it at cost of approximately \$22.00*

### **ENVIRONMENTAL SCIENCE 12**

Environmental Science 12 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.

### **GEOLOGY 12**

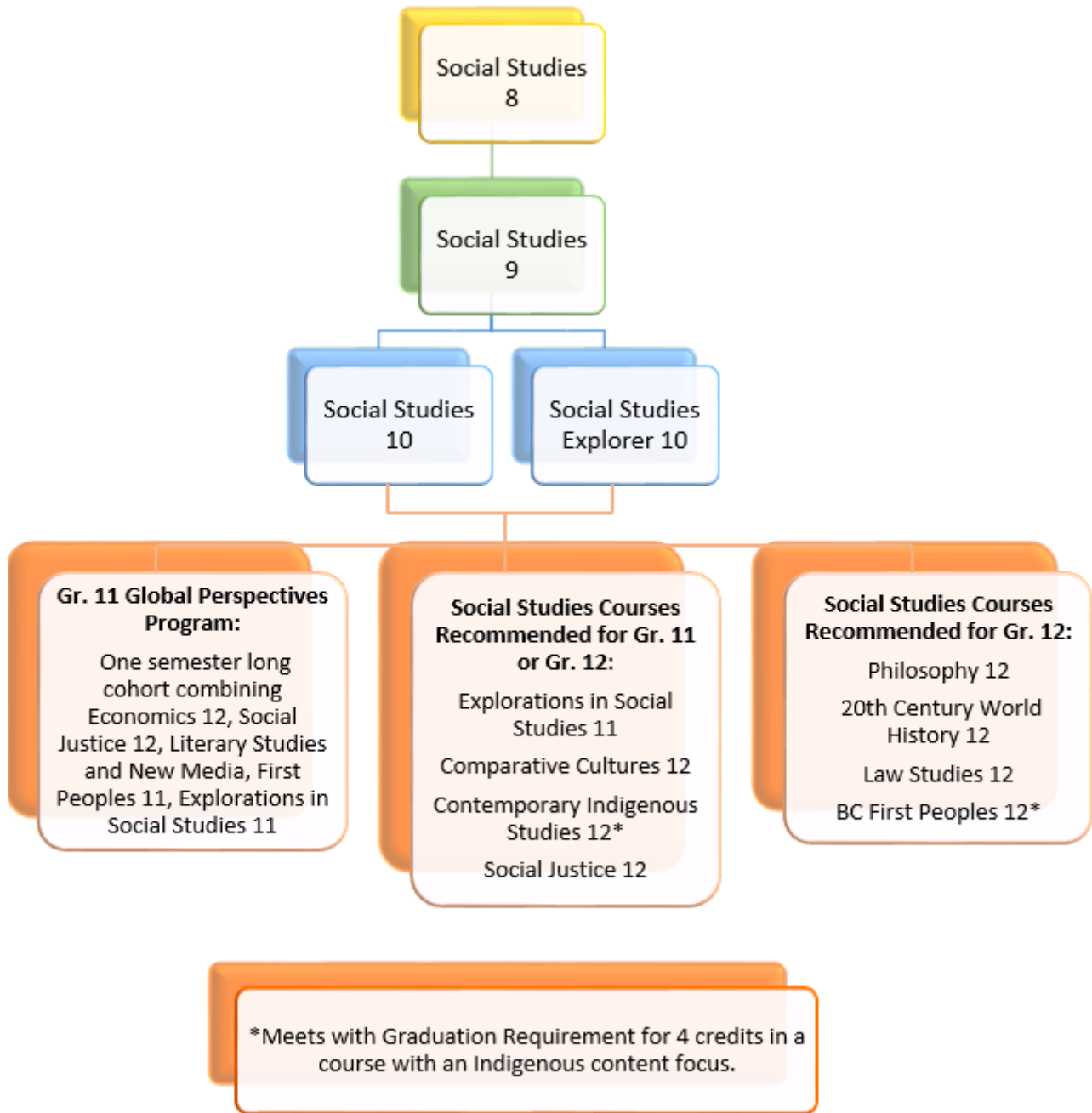
Rock out to Geology 12! Geology 12 uses hands-on guided inquiry and scientific reasoning to explore the big ideas of earth materials, plate tectonics, surface and internal processes), geologic history, and physical geology (deformation and mapping). In addition, students will explore and interpret ancient environments through the study of fossils, rocks, and other geological processes. Particular attention will be given to British Columbia’s local geology. First Peoples knowledge and a place-based perspective are embedded throughout.

## **PHYSICS 12**

The course has been developed around four big ideas (motion measurements; forces in linear and circular motions; forces and energy within fields; momentum conservation), and curricular competency development. Students build upon their knowledge and skills developed in Physics 11, including those in lab inquiry, error analysis and critical thinking, with emphasis also placed on the two-dimensional vector nature of motion, momentum and statics. Several new topics are introduced (circular motion, relative motion, special relativity), along with an inquiry into the nature of forces and fields in gravity, electricity and magnetism. A suggested C+ in Physics 11 is recommended.



# SOCIAL STUDIES



## SOCIAL STUDIES 8

This course emphasizes 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 Indigenous 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. Students will examine how societies are affected by emerging ideas and ideologies, the physical environment, and the disparity in power among different groups. Topics covered may include the English Revolution, the American Revolution, the French Revolution, Napoleon, and various topics in Canadian History from approximately 1812 to the WWI era. Geographic knowledge will continue to be integrated with the study of history. The discussion of current events is integral to this course.

## **SOCIAL STUDIES 10**

Grade 10 Social Studies 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.

## **SOCIAL STUDIES EXPLORER 10**

The Explorer Program is an outdoor education program that strives to develop student skills, intellect and personal growth through relevant environmental and experiential learning. The goal of the program is to foster respectful, responsible environmental citizens who understand the historical roots of Canada and have an appreciation for various outdoor pursuits. Through the combination of social studies and outdoor education curricula, students will be challenged to debate, lead and problem solve. Students will participate in field trips, community service and overnight camping trips. This program includes two classes taken concurrently in either first or second semester: Social Studies 10 and Outdoor Education 11. To create room in their timetables, Explorer students will complete either PHE 10 or CLE 10 as an online course. Explorer students will also participate in a 30-hour Work Experience Placement with the option of taking Work Experience 10 for course credit with the completion of additional hours.

All Grade 9 students are welcome to apply to the program to take in their Grade 10 years. Successful applicants will have completed an application questionnaire and a student essay, and will have submitted both to Mr. Abreu by the course selection deadline. Students must have displayed a positive record of social interaction and academic performance to be eligible. See Mr. Abreu in D201 for registration form or forms can be found here <https://rb.gy/p7jk94>. Space is limited and eligible students will be entered into a lottery for placement.

Participants in the Explorer program take part in a variety of outdoor challenges that include, but are not limited to, paddle boarding, sailing, fencing, back country camping, cross country skiing and the Grouse Mountain ropes course. These activities have a cost associated with the venue, the guides, and transportation costs. Part of the Explorer fee also goes to maintaining and purchasing shared use camping equipment (tents, stoves, sleeping pads, backpacks, water filtration systems and sleeping bags) and other consumables (propane, water filtration tablets, first aid equipment). A detailed budget will be presented to students and guardians of successful applicants at the first parent meeting.

***Supplementary Fee will be assessed for optional-but-recommended field trips (approx. \$600-700).***

## **EXPLORATIONS IN SOCIAL STUDIES 11**

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.

## GLOBAL PERSPECTIVES PROGRAM



The Global Perspectives Program (GPP) is a cohort-based curriculum of studies that has been designed to help students understand and thrive in a new economic reality. This program is open to all current Grade 10 students for application. The program encourages exploration of global interconnection by fostering critical thinking skills and developing leadership skills for a sustainable future.

Grade 11 students enrolled in the program will explore a global perspective through experiential learning of local and international issues. Students will participate in a wide variety of experiences, ranging from visits to local social enterprises, economic think tanks, and corporations, along with a few overnight field trips. Students will also have the opportunity to volunteer with local organizations, take part in a Model UN conference, and assist with the Sutherland School Market Garden.

Students electing to participate in the Global Perspectives Program will be enrolled in the following four courses during one semester of their Grade 11 year:

- Explorations in Social Studies 11
- English First Peoples 11 - Literary Studies and New Media
- Economics 12
- Social Justice 12

Admission is by application. Criteria includes completion of an application questionnaire, a short student essay, and a positive record of social interaction and academic performance. Please note that space is limited, and eligible students may be entered into a lottery for placement. ***Supplementary Fee will be assessed for optional-but-recommended field trips (approx. \$850-900). This program also satisfies the Indigenous-Focused Graduation Requirement.***

## 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.

## BC FIRST PEOPLES 12

This course examines the place and roles of Indigenous people in shaping the past and future of British Columbia and Canada, how contact and colonialism continues to affect the lives of BC First Peoples, and the ways in which colonialism has been resisted and challenged. Using critical thinking, creative insight, and their current knowledge, students will be provided with opportunities to collaborate, investigate, problem-solve, communicate, discover and increase their understanding of the history and culture of BC First Peoples through conversation, story, and experience.

Topics included in the course: the vital role of oral tradition as well as an ongoing connection to the land; traditional territories and ways of life; the diversity, richness and resiliency of BC First Peoples revealed through cultural expressions; the political, social and economic impact of contact and colonialism; and the ways in which BC First Peoples have challenge and resisted ongoing colonialism through self-governance, leadership, and self-determination. This course is available to students in Grades 11 and 12 and meets the graduation requirement for a senior social studies course. ***This course satisfies the Indigenous-Focused Graduation Requirement.***

### **CONTEMPORARY INDIGENOUS STUDIES 12**

This course will explore some of the dominating and controversial themes in the last two centuries as they pertain to Indigenous people. Students will learn about the “resilience and survival of Indigenous peoples in the face of colonialism” across the globe. The course will bring to light language revitalization programs and their significance for various Canadian Indigenous groups. The class will explore pre and post contact stories including but not limited to the Māori people of New Zealand, Northern Territory Australian Aboriginals, and Kanaka Maoli people of Hawaii. Students will learn how the worldviews, and languages of Indigenous people are renewed, sustained, and transformed through their connection to the land. Contemporary issues will be discussed from multiple perspectives as they pertain to shared resource management. Current legislation and social justice cases will be used to cultivate senior level social studies skills. ***This course satisfies the Indigenous-Focused Graduation Requirement.***

### **COMPARATIVE CULTURES 12**

In Comparative Cultures 12, students will interpret cultural expressions from antiquity to the present to develop a basic understanding of peoples around the world. Students will explore domains of human innovation in art, science, mythology, language, government, and popular culture. By examining the course of human history through environmental and social interactions, values and belief systems, and political economies, students will gain an understanding of societies around the world and their collective contributions to humankind. Comparative Cultures 12 will equip students with cultural context, skills, and knowledge as they step into a complex world to consider international study, travel, and employment opportunities as young adults.

### **LAW STUDIES 12**

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. By the end of the course students will be able to apply their understanding of law in a student-led mock trial and will be expected to complete an inquiry project on an area of law that interests them.

### **PHILOSOPHY 12**

Philosophy means “love of wisdom”. Philosophers love wisdom precisely because they do not possess it. Philosophy therefore begins with an acknowledgement of ignorance, which is the starting point for wonder, wonder at the enduring questions regarding the fundamental nature of knowledge, reality, and existence. Philosophy 12 is an introduction to the tradition and practices of philosophy that began in ancient Athens 2400 years ago. While introducing students to some of the theories of different philosophers, this course will emphasize the notion of philosophy as an activity. Through focused conversation, debate, reading, and reflective and argumentative writing, students will become more critical,

rigorous, and self-aware thinkers. In so doing, they will acquire skills of inquiry, expression, and reflection relevant to every aspect of their future studies and lives.

### **PSYCHOLOGY 12**

Psychology 12 is a course about human nature. Students will try to unravel some of the mysteries of why people behave, think, and feel as they do. Course content includes anatomy and functions of the human brain, psychological theories, adolescent development, personality, abnormal psychology, and mental wellness. Students will be encouraged to further their critical thinking skills in the evaluation of psychological theories and issues. Class collaboration and the development of research skills play a large role in student success in this course. Please note that this course does not fulfill the Grade 11/12 Social Studies graduation requirement, as it is a locally developed academic elective course. This course is open to both Grade 11 and 12 students. Students may choose to take the optional AP exam at the end of the course for university course credit.

### **SOCIAL JUSTICE 12**

Traditionally, power and wealth in societies has been in the hands of the few. Much social justice work has been done to establish a baseline of human rights, so that historically disadvantaged demographics have access to the same rights and freedoms enjoyed by groups of privilege. Despite this, there are still significant social inequalities between the sexes, racial groups, and the rich and poor. In addition, global markets and globalization continue to widen the gap between the “have” and “have not” countries. For these reasons and more, studying social justice and exploring opportunities to promote social change has never been more important. This course will look at the causes and consequences of oppression and social injustice, both in Canada and globally. With documentaries, debates and action research projects, this course seeks to engage and challenge students to become ethical and socially responsible, global citizens.



# STUDENT SERVICES

## COUNSELLING

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.

## CAREER RESOURCE CENTRE

The Career Centre is a resource for students interested in career planning and work experience opportunities. The Career Centre is centrally located in C103 across from the Counselling Office. The Centre 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 Centre commonly supports students in career exploration, finding volunteer opportunities, setting up work experience placements as well as supporting students in Grade 10 Socials Explorers, Career Life Education, Career Life Connections, Work Experience 12A and 12B, and ITA Youth programs. The Work Experience Facilitator assists students in these programs in setting up work experience placements and career explorations, including "Mini Med" and other simulated career opportunities. The Careers Facilitator maintains a Careers Bulletin Board outside the careers office as well as an Instagram Account where various volunteer, career exploration, and hands on opportunities are posted. The Careers Centre also provides pre-employment preparation and the necessary documents for work experience and volunteer placements.



## LIBRARY LEARNING COMMONS

The focus of Sutherland's Library Learning Commons program 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
- resources and learning activities that support the First People's Principles of Learning
- leadership, instruction and consulting assistance in promoting the value and joy of reading and the appreciation of literature
- in-service to teachers and instruction to students on the use of information and communication technology
- 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



## COURSE FEES

DEPT	COURSE CODE	COURSE NAME	FEE
<b>ADST</b>	MADFS09	Food Studies 9	\$65.00
	MFOOD10	Food Studies 10	\$65.00
	MFOOD11	Food Studies 11	\$75.00
	MFOOD12	Food Studies 12	\$75.00
	MADW-09	Metalwork 9	\$90.00
	MTMET10	Metalwork 10	\$90.00
	MTMET11	Metalwork 11	\$90.00
	MTMET12	Metalwork 12	\$90.00
	MTAMJ12	Art Metal 12	\$90.00
	MADGE08	Electronics 8	\$30.00
	MADER09	Electronics and Robotics 9	\$75.00
	MTEAR10	Electronics and Robotics 10	\$75.00
	MTELE11	Electronics 11	\$75.00
	MTELE12	Electronics 12	\$75.00
	MADW-09	Woodwork 9	\$90.00
	MWWK-10	Woodwork 10	\$90.00
	MWWK-11	Woodwork 11	\$90.00
	MWWK-12	Woodwork 12	\$90.00
	MADD-09	Drafting 9	\$30.00
	MTDRF10	Drafting 10	\$30.00
	MTDRF11	Drafting 11	\$30.00
	MTDRF12	Drafting 12	\$30.00
	MDMD-12	Digital Media Development 12	\$20.00
<b>Visual Arts</b>	MVA--08EXP	Visual Arts 8	\$28.00
	MVA--09	Visual Arts 9	\$50.00
	MVAST10	Visual Arts: Art Studio 10	\$50.00
	MVAST11	Art Studio 11	\$65.00
	MVAST12	Art Studio 12	\$65.00
	MVAD-11	Studio Arts 2D 11	\$65.00
	MVAD-12	Studio Arts 2D 12	\$65.00
	MVAPH11	Photography 11	\$45.00
	MVAPH12	Photography 12	\$45.00
<b>Music</b>	MMU--08-CC	Music 8: Concert Choir	\$20.00
	MMU--09-CC	Music 9: Concert Choir	\$20.00
	MMUCC10	Choral Music 10: Concert Choir	\$20.00
	MCMCC11	Choral Music 11: Concert Choir	\$20.00
	MCMCC12	Choral Music 12: Concert Choir	\$20.00



## COURSE FEES

	MMU--09-VJ	Music 9: Vocal Jazz	\$20.00
	MMUVJ10	Choral Music 10: Vocal Jazz	\$20.00
	MCMJV11	Choral Music 11: Vocal Jazz	\$20.00
	MCMJV12	Choral Music 12: Vocal Jazz	\$20.00
	MMU--08-CB	Music 8: Concert Band	\$20.00
	MMU--09-CB	Music 9: Concert Band	\$20.00
	MMUCB10	Instrumental Music 10: Concert Band	\$20.00
	MIMCB11	Instrumental Music 11: Concert Band	\$20.00
	MIMCB12	Instrumental Music 12: Concert Band	\$20.00
	MMU--08-JB	Music 8: Jazz Band	\$20.00
	MMU--09-JB	Music 9: Jazz Band	\$20.00
	MMUJB10	Instrumental Music 10: Jazz Band	\$20.00
	MIMJB11	Instrumental Music 11: Jazz Band	\$20.00
	MIMJB12	Instrumental Music 12: Jazz Band	\$20.00
	MIMG10-12	Instrumental Music 9-12: Guitar	\$20.00
<b>PHE</b>	MPHE-08	Physical Health and Education 8	\$20.00
	MPHE-09	Physical Health and Education 9	\$20.00
	MPHED10	Physical Health and Education 10	\$35.00
	MACLV11	Active Living 11	\$95.00
	MACLV12	Active Living 12	\$95.00
	MFTCD11	Fitness and Conditioning 11	\$35.00
	MFTCD12	Fitness and Conditioning 12	\$35.00



# COURSE REQUEST FORMS DUE DATES

## GRADE 7s

Grade 7s will receive their Course Selection Forms when Sutherland staff visit elementary schools for programming talks in the last week of February, 2025. Course selection forms for Grade 8 are due back to students' classroom teachers by March 7, 2025.

## CURRENT STUDENTS IN GR. 8 TO 11

Current students in Grades 8-11 must select their courses online through MyEdBC between Feb. 6 and Feb. 28, 2025. Course Selection Forms will be distributed when counsellors meet with students, which will happen between Feb. 6 and 20. These forms must be returned to the Main Office by Feb. 28, 2025, after they are signed by a parent/guardian.

## 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