



# SEAQUAM SECONDARY SCHOOL

## COURSE CATALOGUE GUIDE

**2025~2026**

(March 10<sup>th</sup>, 2025)



# WELCOME!

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*Vice-Principal*



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Welcome to this important planning time in the school year. Planning carefully for a successful graduation and maximum post-secondary opportunities is critical.

The purpose of this Course Planning Guide is to provide students and parents with the necessary information to make thoughtful decisions when selecting courses for next year. In secondary schools, the process of course selection becomes increasingly complex each year, as course selection decisions have implications for meeting graduation and post-secondary opportunities.

Careful consideration and planning for your course selection should be done with parents and counsellors to ensure the best possible choices for your courses and graduation requirements. While counsellors are available to guide students through this process, it is the responsibility of students in consultation with parents, to ensure that the appropriate sequence of courses leading to graduation is chosen and completed. This responsibility extends to the selection of appropriate courses in meeting the various entrance requirements for post-secondary institutions.

I encourage you to make the most of your high school experience.

Seaquam Admin Team

## COURSE SELECTION PROCESS

All students will be expected to have entered their course requests into MYED prior to Spring Break. After this process is completed, course changes will only be scheduled based on availability.

The determination of the elective courses to be offered in any given year is based almost entirely on student requests. It is essential that students select their courses carefully, because once the timetable is created, it is extremely difficult, and in some cases impossible, to make course changes. **While students will have opportunities to receive guidance from Counsellors and the Career Advisor in determining which courses best suit individual needs, each program of study is the responsibility of the student and the parent.**

## TIMETABLING

The timetabling of student requests is performed through MYED, which is designed to optimize student requests. Parents and guardians will work with their student(s) online to select course requests. Students will select course requests in MYED BC, which will indicate how many courses are required and will provide all course options for selection. Once the course request input deadline has been reached, students will no longer be able to edit or select course requests.

Please be aware that choosing your “Alternates” is a very important part of the course selection process, as there are no guarantees students will receive their first choice as we build the timetable. Please take the time needed to carefully select all alternate options. Should a student not receive their first choice, they will automatically receive their second or third choice indicated. Student schedules will be published on MYED in September.

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# GRADUATION REQUIREMENTS

Summary of Graduation Requirements: Dogwood Diploma			
	Grade 10	Grade 11	Grade 12
<b>Required: minimum 52 credits</b>			
<b>English Language Arts</b>	Choose two 2-credit courses: Composition 10 Creative Writing 10 Literary Studies 10 New Media 10 Spoken Language 10 English First Peoples Literary Studies 10 & English First Peoples New Media 10 (this is a 4-credit course)	Choose one 4-credit course: Composition 11 Creative Writing 11 Literary Studies 11 New Media 11 Spoken Language 11 English First Peoples 11	Choose one 4-credit course: English Studies 12 English First Peoples 12
<b>Mathematics</b>	Choose one 4-credit course: Foundations of Mathematics & Pre-calculus 10 Workplace Mathematics 10	Choose one 4-credit course: ( <i>Grade 11 or Grade 12</i> ) Foundations of Mathematics 11 Pre-calculus 11 Workplace Mathematics 11	<input type="checkbox"/> Foundations of Math 12 <input type="checkbox"/> Pre-calculus 12 <input type="checkbox"/> Calculus 12
<b>Science</b>	Required 4-credit course: Science 10	Choose one 4-credit course: ( <i>Grade 11 or Grade 12</i> ) Physics 11 Life Sciences 11 Chemistry 11 Earth Sciences 11	<input type="checkbox"/> Physics 12 <input type="checkbox"/> Anatomy & Physiology 12 <input type="checkbox"/> Chemistry 12
<b>Social Studies</b>	Required 4-credit course: Social Studies 10	Choose one 4-credit course: ( <i>Grade 11 or Grade 12</i> ) Explorations in Social History 12 Philosophy 12 Social Justice 12 Law Studies 12	<input type="checkbox"/> 20 <sup>th</sup> Century World <input type="checkbox"/> Political Studies 12 <input type="checkbox"/> Comparative Cultures 12 <input type="checkbox"/> Genocide Studies 12
<b>Arts Education/ ADST</b>	Choose 4 credits at either <i>Grade 10, Grade 11, or Grade 12</i> Arts Education Applied Design, Skills, and Technologies (ADST)		
<b>Career Education</b>	Required 8 credits in Career Education Career-Life Education 10 Career-Life Connections 12 (including 30 hours of work experience or career-life exploration)		
<b>Physical and Health Education (PHE)</b>	Required 4-credit course: Physical and Health Education 10		
<b>Indigenous-focused Grad Requirement</b>	Required 4-credit course: English First Peoples Literary Studies 10 & English First Peoples New Media 10 English First Peoples 12 BC First Peoples 12		

## Summary of Graduation Requirements: Dogwood Diploma

	Grade 10	Grade 11	Grade 12
<b>Electives: minimum 28 credits</b>			
Depending on the school's offerings and student's choice, the number of electives in each grade level will vary. The 28 elective credits in Grades 10-12 can come from the following options: <ul style="list-style-type: none"> <li>• Ministry-developed or Ministry-approved courses</li> <li>• Board/Authority Authorized (BAA) courses</li> <li>• Independent Directed Studies (IDS)</li> <li>• External Credentials</li> <li>• Post-Secondary ("dual") credit</li> </ul>			
<b>Elective Courses</b>	Grade 10: 2-5 electives	Grade 11: 3-5 electives	Grade 12: 6-8 electives*
<b>Total: 80 credits required for graduation</b>			
* at least 16 credits must be at the Grade 12 level, including a required Grade 12 Language Arts course. *at least 4 credits must come from the Indigenous-focused courses			
<b>Graduation Program Assessments</b>			
<b>Required for Graduation</b>	Numeracy 10 Literacy 10		Literacy 12

**Notes:**

- All students in grades 8-11 will take a minimum of eight courses, except in special circumstances and upon Principal's approval for a reduced schedule.
- As per our school policy, only students in Grade 12 are allowed to apply for the Study Block – please see page 2 for more information or contact the Grade Administrator.
- For more information regarding the "Graduation Program Assessments," please refer to page 2 of this Guide.

**BAA Courses – Board Authority Authorized Courses**

These are courses that have been approved or are pending approval by the Delta School Board. These are not Ministry of Education courses. The only difference between BAA courses and Ministry courses is that BAA courses cannot be used to meet the requirements for graduation (Fine Arts or Applied Skills, Math Science, Language Arts requirement or the 4 Grade 12 courses, or the Social Studies requirement. Each BAA courses does count for 4 credits though towards the total credit for graduation.

## Post-Secondary Information and Requirements

The Seaquam Career Centre provides support and up-to-date occupational, scholarship, and educational information to students, particularly those in Grades 11 and 12. Students will find information for post-secondary institutions from across the country, scholarship opportunities and applications and writing support for personal profiles and scholarships.

The Career Post Secondary Advisor is available by appointment only. In general, post-secondary institutions often require applicants to complete specific courses to get into programs. Students are advised to carefully plan for required courses for post-secondary admission. In addition, some post-secondary institutions, such as UBC, are considering the number of courses an applicant has taken, and their participation in extracurricular activities or volunteer work.

**Please refer directly to the website of the post-secondary institution you wish to apply. Students in Grades 11-12 please review these requirements before selecting courses to ensure all entrance requirements are met for the desired post-secondary institution.**

**It is the student's responsibility to research their post-secondary admission.**

**Education Planner BC ([educationplannerbc.ca](http://educationplannerbc.ca)), is the required website for information and applications. The Career and Post Secondary Advisor is a resource for students to navigate these requirements.**

## Graduation Program Assessments

The Provincial Graduation Assessment requirements for all students are as follows:

- Students must complete both the Graduation Numeracy Assessment and two Graduation Literacy Assessments as a requirement for graduation. Students are expected to write the Graduation Numeracy and a Graduation Literacy 10 Assessment. Students are also expected to write a Graduation 12 Literacy Assessment.
- There will be an opportunity for students to re-write the Provincial Graduation Assessments to improve their achievement level. Until graduation, students may write a Provincial Graduation Assessment up to three times: the original attempt and two re-writes.
- The best outcome for each of the Provincial Graduation Assessments will be recorded on the student's transcripts. The assessments will be reported on the following proficiency scale. Please note UBC requires Literacy 12 Assessment result to be at least "3" Proficient to be considered for admission.
- A student's best proficiency level for the Provincial Graduation Assessments will appear on the student's transcript. However, for the Grade 10 Literacy Assessment the student's transcript will only indicate "RM" (requirement met), and not a proficiency level.

	Emerging (1)	Developing (2)	Proficient (3)	Extending (4)
<b>Proficiency</b>	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

## Study Blocks

Seaquam Secondary School offers a rich variety of courses and believes that students should take advantage of the opportunity for a full and comprehensive educational experience. The expectation is that students will be enrolled in a full-time schedule (8 courses). An in-school study block is a privilege reserved for Grade 12 students who have ample credits, a history of good attendance, and a challenging academic course load (5 post-secondary academic approved courses). Most students will have the opportunity for 1 study block on their schedule and can apply for a second study block if they meet certain criteria. Students may study either at home or at school. Students who choose to be at school during a study period are expected not to disturb students or teachers in other classes. During a study period, students are expected to work quietly in the Library, Cafeteria, or some other reasonable study area inside the school for the entire period. Refrain from spending time at lockers, in hallways, or outside on the school grounds. If a student does not make good use of their study block time, this may be rescinded and filled with a course in their timetable.

# GRADE 8-12 COURSES

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## GRADE 8

### **REQUIRED COURSES**

English 8  
Social Studies 8  
Math 8 or  
Math 8: Challenge (teacher permission)  
Science 8  
Physical and Health Education 8  
Modern Languages:  
- French 8  
- Japanese 9 (teacher permission)

### **ELECTIVES**

Explorations 8  
Instrumental Music 8: Concert Band  
Choral Music 8  
Musical Theatre 8: Cast (X Block)

### **STUDENT SUPPORT (COUNSELLOR REFERRAL NEEDED)**

Learning Support 8  
ELL Language Development 8  
ELL Strategies for Learning 8

## GRADE 9

### **REQUIRED COURSES**

English 9  
Social Studies 9  
Science 9  
Math 9  
Math 9: Challenge (teacher permission)  
Math 9: Core (teacher permission)  
Physical and Health Education 9 or  
P&HE 9: Co-Ed Volleyball  
P&HE 9: Co-Ed Basketball (X Block)

### **ELECTIVES – APPLIED DESIGN, SKILLS & TECH**

Entrepreneurship and Marketing 9  
Computer Studies 9  
Culinary Arts 9  
Foods Studies 9  
Textiles 9  
Food Studies & Textiles 9  
Drafting 9  
Introduction to Engineering 9  
Web Development 9  
Art Metal & Jewelry 9  
Metalwork 9  
Woodwork 9  
Electronics 9 combined with  
Robotics 9

### **ELECTIVES - MODERN LANGUAGE**

Languages:  
- French 9  
- French 9: Challenge  
- Japanese 9

### **ELECTIVE – FINE ARTS EDUCATION**

Drama 9  
Theater Production 9: Crew (X Block)  
Musical Theatre 9: Cast (X Block)  
Film and Video Production 9  
Instrumental Music 9: Concert Band  
Instrumental Music 9: Jazz Band (X block)  
Choral Music 9  
Visual Arts: Photo/Art 9  
Media Arts 9

### **STUDENT SUPPORT (COUNSELLOR REFERRAL NEEDED)**

Learning Support 9  
ELL Language Development 9  
ELL Strategies for Learning 9



# GRADE 8-12 COURSES

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## GRADE 10

### **REQUIRED COURSES**

English 10 (Pick One Grouping):

- Literary Studies 10 & New Media 10
- Literary Studies 10 & Creative Writing 10
- Literary Studies 10 & Composition 10
- Composition 10 & Spoken Language 10 (ELL)
- English First Peoples Literary Studies 10 & English First Peoples New Media 10  
(Fulfills Indigenous Graduation Requirement)

Social Studies 10

Math 10 (Pick One):

Foundations of Math & Pre-Calc. 10

Foundations of Math & Pre-Calc. 10: Challenge

Workplace Math 10

Science 10 or

Science 10 Challenge

Physical and Health Education 10

P&HE 10: Co-Ed Volleyball

P&HE 10: Leadership

P&HE 10: Co-Ed Basketball (X Block)

Career Life Education 10

Career Life Education 10 Online

### **ELECTIVES – APPLIED DESIGN, SKILLS & TECH**

Food Studies 10

Graphics 10

Culinary Arts 10

Textiles 10

Computer Studies 10

Technology Explorations 10

Drafting 10

Art Metal & Jewelry 10

Power Technology 10

Metalwork 10

Woodwork 10

Youth Explore Trades Skills 10 (MSTX-0A)

Web Development 10

Media Design 10: Yearbook Design

Drafting for Robotics 10 combined with

Robotics 10 (X Block)

### **ELECTIVES – MODERN LANGUAGE**

French 10

French 10: Challenge

Japanese 10

Introductory Punjabi 11

Introductory Spanish 11

### **ELECTIVE – FINE ARTS EDUCATION**

Drama 10

Theatre Production 10: Crew (X Block)

Musical Theatre 10: Cast (X Block)

Instrumental Music 10: Jazz Band (X Block)

Instrumental Music 10: Wind Ensemble

Choral Music 10

Art 2-D 10

Photography 10

Art Studio 10

Media Arts 10

### **STUDENT SUPPORT**

#### **(COUNSELLOR REFERRAL NEEDED)**

Learning Support 10

ELL Language Development 10

ELL Strategies for Learning 10

ELL Excel 10



# GRADE 8-12 COURSES

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## **GRADE 11**

### **ACADEMIC COURSES**

Literary Studies 11  
Composition 11  
New Media 11  
Creative Writing 11  
English First Peoples Literary Studies 11  
(Fulfills Indigenous Grad Requirement)  
Explorations in Social Studies 11  
History Through Film 11  
Psychology 11  
Pre-Calculus Math 11  
Pre-Calculus Math 11: Challenge  
Foundations of Math 11  
Workplace Math 11  
Life Sciences 11  
Chemistry 11  
Environmental Science 11  
Physics 11  
Library Science 11

### **PHYSICAL HEALTH & EDUCATION**

Active Living 11  
Active Living 11: Leadership  
Active Living 11: Women Only  
Active Living 11: Co-Ed Volleyball  
Active Living 11: Co-Ed Basketball (X Block)  
Strength Training Co-Ed 11  
Fitness and Conditioning 11

### **APPLIED DESIGN, SKILLS & TECH**

Accounting 11  
Computer Programming 11  
Marketing & Promotion 11  
Culinary Arts 11  
Food Studies 11  
Makeup Artistry 11  
Interpersonal and Family Relationships 11  
Baking Arts and Crafts 11  
Textiles 11  
Media Design 11: Yearbook Design  
Automotive Technology 11  
Intro to Autobody Repair and Finish 11  
Drafting 11  
Engineering 11  
Art Metal & Jewelry 11  
Metalwork 11  
Woodwork 11  
Electronics 11 combined with  
Robotics 11 (X Block)

### **CAREER PROGRAMS**

Youth Train in Trades: Auto Technician 11 (all day)  
Youth Train in Trades: Cook Training 11 (all day)  
Youth Work in Trades: 11A & 11B  
Youth Explore Trades Skills 11 (MSTX-1A)

### **MODERN LANGUAGE**

French 11  
Introductory Japanese 11  
Japanese 11  
Introductory Punjabi 11  
Introductory Spanish 11  
Spanish 11

### **FINE ARTS EDUCATION**

Choral Music 11  
Instrumental Music 11: Jazz Band (am X Block)  
Instrumental Music 11: Wind Ensemble  
Theatre Production 11: Crew (X Block)  
Musical Theatre 11: Cast (X Block)  
Film Studies 11  
Film & Television 11  
Art Studio 11  
Art 2-D 11  
Photography 11  
Media Arts 11

### **SPECIALITY COURSES**

**(BY APPLICATION ONLY)**

Peer Tutoring 11

### **STUDENT SUPPORT**

**(COUNSELLOR REFERRAL)**

Learning Support 11  
ELL Language Development 11  
ELL Strategies for Learning 11  
ELL Excel 11

### **INTERNATIONAL BACCALAUREATE (IB)**

**(BY APPLICATION ONLY)**

IB English 11 HL  
IB French 11 SL  
IB Japanese 11 ab initio  
IB Spanish 11 ab initio  
IB History 11 HL  
IB Psychology 11 HL  
IB Biology 11 HL  
IB Chemistry 11 HL  
IB Physics 11 SL  
IB Math 11 SL  
IB Extended Essay 11  
IB Theory of Knowledge 11  
IB Sports, Exercise & Health Sciences 11 SL  
IB Visual Arts 11 HL  
IB Creativity, Action, and Service 11

# GRADE 8-12 COURSES

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## GRADE 12

### **ACADEMIC COURSES**

English Studies 12  
Creative Writing 12  
English First Peoples 12  
(Fulfills Indigenous Graduation Requirement)  
BC First Peoples 12  
(Course fulfills Indigenous Graduation Requirement)  
Criminology 12  
History Through Film 11  
20th Century World History 12  
Genocide Studies 12  
Law Studies 12  
Philosophy 12  
Political Studies 12  
Social Justice 12  
Foundations of Mathematics 12  
Pre-Calculus Math 12  
Pre-Calculus Math 12: Challenge  
Calculus 12  
Anatomy and Physiology 12  
Chemistry 12  
Physics 12

### **PHYSICAL HEALTH & EDUCATION**

Active Living 12  
Active Living 12: Women Only  
Active Living 12: Co-Ed Volleyball  
Active Living 12: Co-Ed Basketball (X Block)  
Strength Training Co-Ed 12  
Fitness and Conditioning 12  
Psychology 12

### **APPLIED DESIGN, SKILLS & TECH**

Economics 12  
Entrepreneurship 12  
Financial Accounting 12  
Computer Programming 12  
Media Design 12: Yearbook Design  
Culinary Arts 12  
Food Studies 12  
Textiles 12  
Arts & Crafts 12  
Child Development & Care 12  
Automotive Technology 12  
Drafting 12  
Auto Tech 12: Engine & Drive Train Engineering 12  
Furniture and Cabinetry 12  
Art Metal & Jewelry 12  
Metalwork 12  
Woodwork 12  
Machining & Welding 12  
Mechatronics 12 combined with  
Robotics 12 (X Block)

### **CAREER PROGRAMS**

Youth Train in Trades: Auto Technician 12 (all day)  
Youth Train in Trades: Cook Training 12 (all day)  
Youth Work in Trades: 12A & 12B  
Youth Explore Trades Skills 12 (MSTX-2A)  
Work Experience 12A & 12B  
Career Life Connections (CLC)

### **MODERN LANGUAGES & FINE ARTS EDUCATION**

Core French 12  
Intro to Punjabi 11  
Japanese 12  
Spanish 12  
Choral Music 12  
Instrumental Music 12: Jazz Band (X Block)  
Instrumental Music 12: Wind Ensemble  
Theater Production 12: Crew (X Block)  
Musical Theatre 12: Cast (X Block)  
Drama 12  
Directing & Script Development 12  
Art Studio 12  
Art 2-D 12  
Film & Television 12  
Photography 12  
Media Arts 12

### **PEER TUTORING (BY APPLICATION ONLY)**

Peer Tutoring 12

### **STUDENT SUPPORT (COUNSELLOR REFERRAL)**

Learning Support 12  
ELL Language Development 12  
ELL Strategies for Learning 12  
ELL Excel 12

### **INTERNATIONAL BACCALAUREATE (IB) (BY APPLICATION ONLY)**

IB English 12 HL  
IB French 12 SL  
IB Spanish 12 ab initio  
IB History 12 HL  
IB Psychology 12 HL  
IB Biology 12 HL  
IB Chemistry 12 HL  
IB Physics 12 SL  
IB Math 12 SL  
IB Extended Essay 12  
IB Theory of Knowledge 12  
IB Sports, Exercise & Health Sciences 12 SL  
IB Visual Arts 12 HL  
IB Creativity, Action, and Service 12

# ADST – Business Education

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Applied Design, Skills & Technologies (ADST) explores the ability to design, make, acquire and apply skills and technologies to real world situations. It builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways. The Business Education Curriculum is designed to prepare students for a future in business by developing skills in areas such as business communication, finance, economics, marketing, and entrepreneurship. The curriculum presents a sequence of business concepts and skill development, responding to students' increasing sophistication and skill level and their awareness of business within the home, school, community, and global marketplace. Business education provides an appropriate balance of perspectives between those of consumer and business employee and employer, and entrepreneur, small business, and large corporation. As an option, students may also enroll in the Work Experience program with a focus on Business and Applied Business.

## ENTREPRENEURSHIP & MARKETING 9

**Course Content:** Launching a new business is no easy task, so why do some businesses fail while others succeed? Students will learn to identify risks by understanding consumer behavior and identifying opportunities. There will be an emphasis on developing skills by creating or responding to change in a complex economic climate. By applying the fundamentals of marketing, students will create and market their own products. Students will develop their innovation skills by engaging in creative and critical thinking skills by designing prototypes and drafting business plans.

## ACCOUNTING 11

**Course Content:** Every business from sports teams to corporations need accountants. With increased demand in this career area (44,000 openings this year), why not get the background you need? This course is designed as an introduction to accounting concepts for those seeking entry-level employment skills or personal skills. Students gain insight into financial problems and solutions which have far-reaching benefits for entrepreneurial and professional careers. This is an essential course for business studies.

**Recommendation:** Student should be competent in Foundations of Mathematics and Pre-Calculus 10

## ENTREPRENEURSHIP 12

**Course Content:** Jay-Z, Bill Gates, and local businesses around you all have something in common: they were able to turn personal passions into successful business ventures. You will learn about the characteristics and traits that successful entrepreneurs exhibit and work to develop your own skills. Learn how to identify, evaluate, and act on business opportunities. You will learn to be an innovator and take your entrepreneurial ideas to market using basic business foundations. Focusing on skills, this course will equip you with the skills you need to participate in the business community. Students will have the opportunity to create a business plan and market their product.

## MARKETING & PROMOTION 11

**Course Content:** Marketing & Promotion 11 provides students with opportunities to examine the nature and role of marketing in local and global contexts. They learn how marketing helps businesses determine and meet customer needs, presents a variety of products and services, helps individuals and firms become and remain successful, and operates most effectively when individuals recognize their roles and responsibilities as consumers and producers in the marketplace.

## ECONOMICS 12

**Course Content:** This introductory course is intended to give students a framework of economic theory which they can use to further their studies in Economics or Business-related fields. Topics such as different economic systems, supply and demand, distribution of goods, money and banking, international trade and the role of government are covered. Activities will include research reports and online business games/simulations. Partner and group projects will be required.

## FINANCIAL ACCOUNTING 12

**Course Content:** Students pursuing post-secondary careers in business or financial management will want to take this course. The presentation of advanced accounting concepts will encourage students to develop analytical and decision-making skills essential in the business world.

**Recommendation:** Accounting 11

# ADST – Home Economics & Culinary Arts

Applied Design, Skills & Technologies (ADST) in Home Economics is composed of Foods Studies, Textiles, Family Management, and Hospitality and Tourism. Each course has a practical and theory component.

## FOOD STUDIES 9

**Course Content:** Continue developing your confidence in the kitchen. This course will contain practical information on the preparation of foods to make cooking enjoyable, easy, and successful. Theory and discussions will include information on eating disorders and good nutrition. We will look at easy to prepare foods that range from snacks to breakfast to pasta and desserts. Some examples of recipes are pancakes, mac & cheese, and lava cakes.

## FOOD STUDIES 10

**Course Content:** Students will continue exploring the world of foods and nutrition learning meal planning and advanced baking techniques. This course also focuses on international cookery through main meals, soups, appetizers and desserts including customs and cultures. Popular projects include Festive Holiday Baking and Gingerbread house making. Students will begin to develop more independence and culinary creativity in this course.

## FOOD STUDIES 11

**Course Content:** Students will continue with more advanced food preparation techniques and concepts. Students will make appetizers, beverages, main dishes and desserts. Theory and discussion will look at alternative diets/restrictions, creating healthy menus, planning, budgeting, preparing and presenting meals as well as the global environmental implications of our diets. Popular projects include Cake Wars and macaroni & cheese experiment.

**Recommendation:** Food Studies 9/10 or Culinary Arts 9/10

## FOOD STUDIES 12

**Course Content:** Students will gain more independence within Foods 12 with various opportunities to study aspects of food and nutrition that they find interesting and present their chosen topic to their peers. This will include theory and demonstrations. We will focus on the implications of healthy eating, budgeting and cooking for themselves. Some topics that will be explored are additives, enrichments, GMOs and global food issues, and careers in the food industry. Themes will include special occasions, cultural cuisine, and specialty baking.

**Recommendation:** Food Studies 11 or Culinary Arts 9/10 or Cafeteria Training 11

## FOOD STUDIES & TEXTILES 9

**Course Content:** Continue to develop your skills in the kitchen and in the textiles room. This course will give students an opportunity to further explore both Foods 9 and Textiles 9. In this course students spend equal time cooking and sewing. Students will make introductory projects which could include pajama pants, bags, and quilting projects. In Foods students will have the opportunity to make a variety of breads, breakfasts, pasta dishes, and desserts.

## TEXTILES 9

**Course Content:** This course is an introduction to sewing, fabrics and designs. Students learn to make unique projects that reflect their personality and skills. Basic skills are taught, and then students are encouraged to create their own projects. Some introductory ideas would be pajama pants, sweatpants, quilting, and choice projects.

## TEXTILES 10

**Course Content:** This course offers continued development of each student's skills and interests in sewing and fashion design. Basic skills are taught, and then students have the freedom to make whatever they would like. Sewing machines and sergers are used to make projects such as pajama pants, sweatshirts, quilting, repurposing projects, and choice projects.

## TEXTILES 11

**Course Content:** This course offers continued development of each student's sewing and interests. A more in-depth analysis of patterns is introduced, the first step towards fashion design. This course builds on skills developed in previous courses, with creativity and individualized projects encouraged. Introduction to pattern drafting will be incorporated as well.

**Recommendation:** Textiles 9 or 10

## TEXTILES 12

**Course Content:** This course offers continued development of each student's sewing and interests. A more in-depth analysis of patterns is introduced, the first step towards fashion design. This course builds on skills developed in previous courses, with creativity and individualized projects encouraged.

**Recommendation:** Textiles 9, 10 or 11

## BAKING ARTS & CRAFTS 11

**Course Content:** This course offers students an opportunity to create their own crafts and bake a variety of cookies (drop, bar, rolled, refrigerated, and molded). Students will create projects from the different classifications of crafts (paper, textile, functional, decorative, and fashion) using different elements and materials. Hands-on course giving students an opportunity to bake and create a variety of projects. Create your own bath bombs, holiday ornaments, scrapbook, clay pots and picture frames.

## ARTS & CRAFTS 12

**Course Content:** This course offers continued development of crafting. Students will build on some of the skills and techniques learned in Baking Arts and Crafts 11. This hands-on course gives students an opportunity to explore their creativity using different crafting categories. Some of the projects may include decoupage, lip balms, clay coasters and sharpie mugs.

# ADST – Home Economics & Culinary Arts

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## **INTERPERSONAL & FAMILY RELATIONSHIPS 11**

**Course Content:** This course investigates adult life from teenagers to old age and focuses on aspects of relationships formed throughout life. Students cover topics which include young adulthood, the family, living on your own, marriage or alternative lifestyles, dating, weddings and aging. Students will examine relationships through observations, discovering the factors and components involved in interpersonal relationships and the influences surrounding decision making while in a relationship. Continued emphasis will be on one's values, goals, communication, stress and coping, and problem solving in relationships.

## **CHILD DEVELOPMENT & CARE 12**

**Course Content:** If you are interested in a career involving children, this is the course for you. This course is designed for those students who want to learn about the physical, emotional, cognitive and social development of children. Topics of study will include Pregnancy (healthy practice for conception, and during development), methods of childbirth and delivery, fetus development, children's rights, community services, careers, effective parenting, and the developmental stages from conception through to age twelve. Activities include interacting with elementary school children, infant visits, and adoption of Real Care Babies.

## **MAKEUP ARTISTRY 11**

**Course Content:** This course is designed for students who wish to pursue a career as makeup artists and those who have a passion for makeup. This course teaches students the knowledge and skills of makeup artistry so they can create any look they desire; they will build their self-confidence and be able to feel their best for any occasion. Having this strong foundation will also allow them to create makeup looks for their makeup subjects. With the different streams in makeup artistry, the course will give students the skills to engage in cross-curricular endeavors. Appropriate makeup looks enhance drama productions as well as complete the overall look for fashion shows and special occasions. Flawless makeup application is also essential in achieving quality, professional images in photo shoots. Course fee covers materials students keep and offset some of the costs associated with class makeup kits.

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Culinary Arts is a blend of practical, theoretical and artistic skills that are important in the food service area and transferable to other areas of business. Culinary Arts offers a hands-on introduction to a professional, industrial kitchen. Students produce all food products for the cafeteria. Emphasis is placed on culinary skills, leadership, food safety and teamwork with daily deadlines and customer feedback. Students are also encouraged to participate in culinary competitions that emphasize taste, aesthetics, and creativity.

## **CULINARY ARTS 9/10**

**Course Content:** This course is for students interested in a food preparation program that emphasizes basic knife skills, cooking methods, food safety, teamwork and encourages creativity. Opportunities are available for students to participate in culinary competitions. Students are required to work in all areas of the kitchen from cooking to maintenance and management.

## **CULINARY ARTS 11-12**

**Course Content:** This program builds on basic cooking skills and offers the student opportunities to apply these skills through food prep for the Cafeteria and Teacher Dining Room. Students will be required to participate in all activities, in all areas of the kitchen including food preparation, banquets, dining room, meeting service, preserves, kitchen maintenance and management. Opportunities exist for students to work on first year apprenticeship requirements. Students interested in this part of the program must interview with the Chef, be self-motivated, and able to work independently.



# ADST – Information & Communication Technology

Applied Design, Skills & Technologies (ADST) explores the ability to design, make, acquire and apply skills and technologies to real world situations. It builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways.

## WEB DEVELOPMENT 9

**Course Content:** This course offers students an exciting opportunity to develop their skills around web page development, web 2.0 applications, social media, computer troubleshooting and other internet technologies. Students are instructed in the fundamental concepts of HTML, web page design, coding and blogging, and computer hardware and software problem solving. Developing digital literacy skills will be a focus in all aspects of this course.

## COMPUTER STUDIES 9

**Course Content:** This course serves as an introductory course to Java. In this course you will learn the basic programming concepts such as variables/constants, decision making (if-else statements), loops (for and while), methods and arrays. By the end of this course students can expect to be able to write simple games or programs that can interact with the user as well as paint to the screen.

## COMPUTER STUDIES 10

**Course Content:** Course Content: Computer Studies 10 is a course where students investigate their interest, attitude, and ability to use digital technology and communication tools appropriately to access, manage, integrate, analyze, and evaluate information, construct new knowledge, and create and communicate with others.

## WEB DEVELOPMENT 10

**Course Content:** This course offers students an excellent opportunity to develop more advanced skills in computer, multimedia, and Internet technology. It is a computer-based course suitable for both beginner and advanced ICT students. This course offers students an exciting opportunity to develop their skills in web page development, web 2.1 applications, social media, computer troubleshooting and other internet technologies. Students are instructed in the fundamental concepts of HTML, web page design, coding and blogging, and computer hardware and software problem solving. They will learn to use applications to develop and improve their web design skills and to create websites. Developing their digital literacy skills will be a focus in all aspects of this course.

## COMPUTER PROGRAMMING 11

**Course Content:** This course presents a conceptual and practical introduction to procedural, and object oriented programming, exemplified by the Java programming language. As well as providing grounding in the use of Java, the course will cover general principles of programming in an object-oriented framework. These principles include classes, objects, methods, interfaces, inheritance, and encapsulation. The course should enable students to develop programs that support experimentation, modeling, as well as games. Prior programming experience is not required.

## COMPUTER PROGRAMMING 12

**Course Content:** In this course students will be using their prior understanding of object-oriented programming to create applications using Java (for the Mac or PC) or for more advanced students using Objective-C (for IOS devices). This course will introduce students to the basic phases of software development which include design, implementation and testing. Students will also learn to design and create interfaces to make their applications more useful and user-friendly. Students in grade 12 with no prior programming experience are encouraged to take ICT 11 which will be running concurrently with this course.

**Recommendation:** Computer Programming 11

## MEDIA DESIGN 10: YEARBOOK DESIGN

**Course content:** Media Design 10 is an introductory print media course where students will participate in the creation of the Seaquam Yearbook. Students will learn to use pre-press software and photographic equipment and will develop skills in communication, concept development, page design & layout, photography, file management, and organization.

**Recommendation** Good interpersonal and communication skills and an interest in school life. Interest in graphic design & photography is important.

## MEDIA DESIGN 11: YEARBOOK DESIGN

**Course content:** Media Design 11 is a challenging course that combines aspects of graphic design, media arts, photography, and journalism, where students are fully engaged with the school community. Students in Yearbook Production 11 will gain proficiency with pre-press software and photographic equipment as they engage in a variety of activities including communication, concept development, page design & layout, photography, file management and organization.

**Recommendation** Strong interpersonal and communication skills. Working knowledge of Photoshop, InDesign, and DSLR cameras an asset but not required.

## MEDIA DESIGN 12: YEARBOOK DESIGN

**Course content:** In Media Design 12, students take on leadership roles in the design and production of Seaquam Yearbook. Yearbook Design students are responsible for planning and developing the look, theme and content of the Yearbook, and are responsible for all final proofing and editing. Yearbook Design 12 is run simultaneously with Yearbook Production 10 & 11 during the same period, allowing Yearbook Design students to mentor their younger counterparts. Yearbook Design 12 students are expected to model a focused work ethic and excellence in leadership.

**Recommendation** Yearbook Production 11 or permission of the instructor.

# ADST – Technology Education

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Applied Design, Skills & Technologies (ADST) explores the ability to design, make, acquire and apply skills and technologies to real world situations. It builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways. Technology Education provides an opportunity to apply knowledge in a useful practical manner developing real-world skills. Students may work towards career paths, areas of interest, or to garner skills to be used over a lifetime. Including Tech Ed as part of any course load gives balance and a "hands on" component not found in many courses.

## INTRODUCTION TO ENGINEERING 9

**Course Content:** This course will introduce students to engineering through interesting design challenges as well as practical hands-on projects. This applied science will incorporate problem solving, knowledge of materials, measurement, basic drafting, computer assisted design, tools and construction methods. Examples of design challenges are wooden bridge construction project, Cardboard construction projects, medieval trebuchets, CO<sub>2</sub> powered dragsters, roller coaster design, etc.

## TECHNOLOGY EXPLORATIONS 10

**Course Content:** Technology Explorations 10 (formally known as Engineering) course will develop the student's ability to apply nationally recognized STEM's (Science, Technology, Engineering and Math) skills effectively when designing, prototyping, and building challenging projects. This skill set is an inclusion of, but not limited to electronics or robotics. Students will have the opportunity to learn introductory electronics theory, programming, experimenting with prototypes and electronic circuits, and building practical projects. Projects are designed to demonstrate key principles of design, problem solving, and the environmental impact of real-world technologies and hands on application. Examples of projects may include LED and audio projects, rube Goldberg challenges, structure, and transportation projects. Course acts as a pre-cursor to Senior Engineering

## ENGINEERING 11-12

**Course Content:** Students in senior engineering 11/12 will design, build, and test their ideas using current industry standards. This is a hands-on course where students will apply knowledge of the design process, material science, physics, technical drawing, 3d computer aided design, programming, tools/machinery, and construction methodology to find creative design solutions. Projects chosen each year will emphasize real world applications with a focus on innovation and user-centered design. Topics include designing systems that convert energy into motion, biomimicry, functional inventions, product design, and interactive electronic systems (Sensors, Arduino, etc.). Past projects have included robots, downhill sleds, pinball machines, mini-golf courses, and go-karts. Rapid prototyping with the 3D printer and laser cutter may be used by students as part of their engineering design process. **Recommendation:** Technology Explorations 10

## ELECTRONICS & ROBOTICS 9

**Course Content:** This course introduces students to the world of robotics through fun, hands-on learning using VEX IQ. We'll be building, coding, and testing robots to solve a variety of problems. No experience in engineering or coding is required! Students who enroll in this course will be well prepared to enter our competitive robotics program in grades 10-12.

## ROBOTICS 10 & DRAFTING FOR ROBOTICS 10 ROBOTICS 11 & ELECTRONICS 11 ROBOTICS 12 & MECHATRONICS 12

**Course Content:** Are you ready for the fast-paced, competitive world of VEX robotics? This course teaches students how to use the design process to plan, manufacture, and program functioning robots. It is intended for students who are creative problem solvers, passionate, mature, have excellent teamwork, and who can take initiative. Students will work in teams to build robots that are ready to compete at an international level. When enrolled in robotics, students will be taking two complimentary courses at the same time. In course selection, it will appear as Robotics 10 + Drafting for Robotics 10, Robotics 11 + Electronics 11, and Robotics 12 + Mechatronics 12. Receiving credit for two courses reflects the significant after-school commitment that is expected of all robotics students. If you are unsure if you can make this time commitment, it is recommended that you consider alternative ADST classes.

**Recommendation:** Engineering 8, Engineering 9, Electronics and Robotics 9, Metalwork 9

## DRAFTING 9-10

**Course Content:** Students will be introduced to the exciting world of 2D and 3D design. Whether you have an interest in designing 3D models, jewelry designs, futuristic homes, cars or spacecraft, your ideas are only limited by your imagination. Learn the skills and techniques required to design and shape the world around you with powerful CAD software and computers. Activities could include individual and group projects such as model-building, designing and creating 2D and 3D computer models of a mountain bike, fashion jewelry or even your own unique invention. Evaluation is based primarily on Project Work (approx. 75%) and theory (approx. 25%).



# ADST – Technology Education

## DRAFTING 11

**Course Content:** Students will be introduced to the technical and design skills related to industrial and architectural design. If you are interested in a career in engineering, architecture, or industrial technology you would find this course to be a valuable introduction to these careers. The first half of the year will involve learning how to correctly develop 2D and 3D computer designed models for small design projects. The second half of the course will emphasize design and problem-solving related to home design and construction. Individual and group projects would include designing and creating 2D and 3D computer models. Architectural projects would include a 3D computer-generated model and animated walk-through. Evaluation is based primarily on Project Work (approx. 70%) and theory (approx. 30%).

## DRAFTING 12

**Course Content:** Course is highly recommended for students interested in pursuing studies in architecture, engineering, or industrial design. Students will be introduced to advanced techniques related to the development of 2D and 3D computer designed models for architecture and engineering. Individual and group projects may include designing various mechanical parts for a moon buggy, robotic arm, or unique invention of your own design. Architectural projects would include a complete set of 2D and 3D computer generated plans and 3D walk-through for a futuristic home project. Evaluation is based primarily on project work and portfolio (approx. 70%) and theory (approx. 30%).

## METALWORK 8

**Course Content:** Course will introduce students to working with metal through practical hands-on projects with safety being emphasized at every step. This course will focus on basic metalwork procedures including sheet metal, bench metal and machining. Projects are designed to expose students to measurement, working drawings, ferrous and non-ferrous metals, fastening techniques, hand tools and typical machine shop equipment. Examples of these projects are the picture frame or bookmark, chainmail hacky sack and the bench metal hook.

## METALWORK 9

**Course Content:** Metalwork 9 will introduce students to working with metal through practical hands-on projects with safety being emphasized at every step. This course will focus on basic metalwork procedures including sheet metal, bench metal, machining and casting. Projects are designed to expose students to measurement, working drawings, basic metallurgy, hand tools, machine shop equipment and welding. Examples of these projects are the toolbox, bench metal hook or can opener, balancing man and pewter castings.

## METALWORK 10

**Course Content:** Course builds upon what was learned in Metalwork 9, but with more emphasis on student design opportunities. Metalwork 10 will engage students by working with metal through practical hands-on projects with safety being emphasized at every step. This course will focus on metalwork procedures including sheet metal, bench metal, machining, precision grinding and oxy-acetylene welding. Projects are designed to expose students to precision measurement, drawings, metallurgy, hand tools, machine shop equipment. Examples of these projects are the toolbox or lunchbox, bench metal can opener or drill point gauge, trivet, spy-bolt and welded plate.

## METALWORK 11

**Course Content:** Course builds upon what was learned in Metalwork 9 and 10, but with more emphasis on design standards and precision measurement. Metalwork 11 will engage students by working with metal through practical hands-on projects with safety being emphasized at every step. This course will focus on metalwork procedures including sheet metal, bench metal, machining, welding, heat treatment, forging and foundry applications. Projects are designed to expose students to materials identification, larger machine shop equipment and required charts and tables (i.e. taps and dies, feeds and speeds, heat treatment and tempering, etc.) Examples of these projects are the lunchbox, drill point gauge, scriber, blacksmith keychain and welded stump.

**Recommendation:** Metalwork 9 or 10

## METALWORK 12

**Course Content:** This course builds on the foundations set in Metalwork 11 while developing an increased proficiency in machining and fabrication. Metalwork 12 will engage students by working with metal through practical hands-on projects with safety being emphasized at every step. This course will focus on metalwork procedures including sheet metal, bench metal, machining, heat treatment, forging, foundry applications and the operation and safety of welding equipment. Examples of these projects are the positioning hammer, wrought iron table, cold chisel or center punch, silver ring or aluminum casting, machinist clamp or small c-clamp, etc. Projects are selected to expose students to materials identification and selection and the operation, maintenance and adjustment of larger stationary metal shop equipment. Students should have the ability to work independently and enjoy being challenged as we will look toward career opportunities and developing employability skills.

**Recommendation:** Metalwork 11

# ADST – Technology Education

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## ART METAL & JEWELRY 9-12

**Course Content:** Have you always admired beautiful jewelry? Do you wish you could make your ideas come to life? Learn the art of jewelry-making and let your ideas become a reality. Through hands on activities and projects, students will learn about sketching techniques, design concepts, entrepreneurship, website creation, soldering, brazing, investing, and casting, all while learning how to use tools and machinery in a safe and productive manner. Projects will include lost wax casting of rings or pendants, wax carving of custom jewelry, copper enameling, chainmail bracelets / earrings / necklaces, copper key fobs/luggage tags/ornaments, aluminum cast sculptures, a phoenix project where you can breathe new life into old items such as antique silverware jewelry, and a custom website to showcase and sell your work. This course is designed to give students an opportunity to advance their creativity to another level and investigate various careers dealing with the ideation, production, repair, and sale of jewelry art metal merchandise.

## POWER TECHNOLOGY 10

**Course Content:** This course is the study of the development, production, utilization and transfer of power and energy. This will mainly be achieved by concentrating on the study of small combustion type engines. Students will be introduced to safety, basic hand tools and equipment, torques and tolerances, fasteners and fittings. The historical and future impacts on society and environment will also be discussed. Good work habits and attitudes will be emphasized throughout the course. There will be theoretical lessons and practical skill development throughout the course.

## AUTOMOTIVE TECHNOLOGY 11

**Course Content:** This course is intended to provide students with a general education in the maintenance and operating of the automobile to prepare them for post- secondary, career, or vocational pursuits. Good work habits and responsible attitudes is a requirement for safety within this course. This course will focus on attaining knowledge in areas of safety, proper use of hand tools and equipment, fundamentals of engine operation and simple automotive repair and maintenance in a group setting. Theoretical lessons and practical demonstrations will reinforce course content.

## AUTOMOTIVE TECHNOLOGY 12

**Course Content:** This course builds on the foundations laid in Automotive Technology 11. More advanced theory as well as practical work is undertaken. Good work habits and responsible attitudes is a requirement for safety within this course. This course will consist of instructor assigned practical experiences, activities and theoretical assignments will be part of the course. Areas of study will encompass vehicle diagnostic and assessment, servicing, overhaul, and repair.

**Recommendation:** Automotive Technology 11.

## INTRODUCTION TO BODY REPAIR & FINISH 11

**Course Content:** This BAA course is an introductory course in automotive body repair offered to Grade 11/12 students. Skills and activities that are introduced include: safety, welding, collision assessment, patch panel development and creating, panel and dent repair, surface preparation, painting, auto detailing, automotive skill set checklists, plastics and paint labs. Once the introductory skill sets have been taught, students will have an opportunity to work on smaller projects upon approval by the instructor, or work on a larger designated vehicle project.

**Recommendation:** Power Tech 10 or Mechanics 10

## AUTO TECH 12: ENGINE AND DRIVE TRAIN

**Course Content:** In addition to safety and proper shop practices, the emphasis of this course is on the engine and drive train components such as transmissions, clutches, and final drive assemblies (differentials and axles). The student will be involved in engine rebuilding, transmission operation, removal and installation, clutch replacement and service as well as differential/axle operation and servicing. This course may be taken concurrently with Automotive Technology 11 or 12.

## MACHINING & WELDING 12

**Course Content:** This course builds on the foundations set in Metalwork 10, 11 and 12 and is specifically designed for students planning to continue education in the welding and fabricating area. Students will expand their knowledge and abilities in the theoretical and practical aspects of fabrication relating to advanced welding techniques using SMAW (stick electrode,) GMAW (MIG,) TIG, and plasma arc cutting. This is an extension of Metalwork 11 and 12; it is highly recommended that students enroll in Metalwork at the appropriate grade level and then add Welding and Machining 12 to their course selection.

## YOUTH EXPLORE TRADES SKILLS 10-12

**Course Content:** Students use hands-on learning to acquire skills and knowledge related to **Framing, Plumbing and Electrical**. Students will develop critical thinking, communication & coordination skills; gain awareness of safety practices; learn hand/power tool operation; measure, cut, assemble and join materials; build a platform to construct functional kitchens & bathroom. Through exposure to these core skills to many trades, students can make better informed high school course and career choices. There will be theoretical lessons and practical skill development throughout the course.

## YOUTH TRAIN IN TRADES (YTT) 11-12

### AUTOMOTIVE SERVICE TECHNICIAN

**Course Content:** Provides student with the ability to achieve 1st year Level and AST technical apprenticeship training and qualify to write the ITA exam. This course is a four block 16 credit program where 100% of the content is delivered at Sequam. Students will become registered ITA Apprentices. See District Career Programs Requirements.

# ADST – Technology Education

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## WOODWORK 9

**Course Content:** Woodwork 9 is an introductory course, which involves various aspects of cabinet making. The course begins with the study of the material, and then moves on to designing and constructing a project within specific guidelines. Emphasis is placed on the correct and safe operation of power equipment and hand-tools. The theory portion involves safety, wood technology, basic joinery, machine shop practices, and design, but the majority time will be spent on "hands-on" activities. Activities may include four student-designed projects leading toward small furniture design and manufacture. Costs are associated with projects taken home and materials used.

## WOODWORK 10

**Course Content:** Woodwork 10 serves to review, refine, and further acquired skills from Woodwork 9. Students create their learning experiences through individually designed projects. Emphasis is placed on effective wood design and application as it applies to traditional cabinet-making techniques. The theory involves safety, machine shop practices, and design awareness to a greater extent than covered in the previous course work, but majority of time will be spent on project work. Activities may include student-designed projects such as creative containers, woodturning, and household racks leading toward a major project(s). Students may choose from several furniture/cabinet frameworks, which provide variety and challenge. Costs are associated to projects taken home and materials used.

## WOODWORK 11

**Course Content:** This course is designed to meet both the beginning and advance student needs by applying knowledge through authentic learning activities. Students plan their projects by sketching and refining concept pictorials as they learn about proportions, functionality, and aesthetics. This program has been designed to familiarize and/or upgrade the student's understanding of the correct use and safe operation of power equipment and hand tools. Emphasis is placed on traditional cabinet-making techniques augmented with present production methods. Theory will involve safety, machine shop practices, and design awareness assignments, but majority of time will be spent on project work. Costs are associated with projects taken home and personal tools.

## WOODWORK 12

**Course Content:** As a continuation of Woodwork 11, Woodwork 12 will allow students more time, freedom, and variety in their woodworking endeavors. Students will be required to design, plan, and craft. Our goal is simple: to produce unique pieces within the confines of sound design. Activities may include carpentry work, purchase of tools and their care, field trips to industry, and time spent on individual student-designed projects accompanied with demonstrations on advanced cabinetry and finishing techniques. Since this is the final year, every effort will be given to promote life-skills in either a vocational or a vocational setting. Costs are associated with projects taken home and personal tools. In addition, for those students wishing to further enhance/focus their educational experience, Furniture and Cabinetry 12 can be taken as well as a companion course along with Woodwork 12 as another course credit. See write-up below for further information.

**Recommendation:** Woodwork 11

## FURNITURE & CABINETRY 12

**Course Content:** Students wishing an additional woodworking course at the Grade 12 level to complement Woodwork 12 program are encouraged to enroll in Furniture and Cabinetry 12. This program provides more time to develop, enhance and further improve cabinet-making skills through additional "hands-on" activities. At times, depending upon the activity, projects may overlap from the basic program to the extended program, but please be reminded that each is a separate course meeting a distinct set of objectives. The course will focus on skill development and quality work by balancing group and individual activities. Depending on student focus, project work may include the designing and building of living room/dining room/bedroom suites, roll-top desks, grandfather clocks, wall units, and entertainment units for example. Costs are associated with projects taken home and personal tools.

**Recommendation:** Woodwork 11

# ARTS EDUCATION – Visual Arts

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Visual Arts program offers students an opportunity to explore traditional and contemporary art practices, ranging from drawing and painting, to sculpture and installation, to digital and photo-based art. Students who stay with the program will prepare an art-school quality portfolio.

## **PHOTOART 9 (Photography & Visual Art)**

**Course Content:** Photo Art 9 is a course that combines aspects of both Art & Photography. Projects are primarily photo-based, leading to a variety of creative work, ranging from photographic images to mixed-media art, both analogue and digital. Students will have the opportunity to pursue their individual area(s) of interest. Several assessment strategies are used, with a focus on portfolio assessment.

**Supplies:** Digital cameras are available for student use. Cost of printing photos will be covered by course fees. All other standard art supplies are provided at no cost. Cost of materials for major self-directed projects will be the responsibility of the student.

## **ART STUDIO 10-12**

**Course Content:** Art Studio is at the core of the Visual Arts program. Students engage in creative processes as they explore an exciting range of 2D and 3D materials. Students will develop and refine their individual artistic style as they complete both teacher-led and self-directed projects. Students can expect to work in all media such as drawings and paintings to film, photography & 3D constructions. A variety of assessment strategies are used, with a focus on portfolio assessment.

**Supplies:** Students must supply their own sketchbook. All other standard art supplies are provided at no cost. Cost of materials for major self-directed projects will be the responsibility of the student.

## **ARTS 2-D 10-12**

**Course Content** Art 2D is a studio art course where students explore creative 2D art processes to create work that reflects their individual artistic expression, style, and interests. Projects are both teacher-led and self-directed, ranging from drawing & painting to printmaking and photo-based art. Students enrolled in Art 2D may have an opportunity to work on a Sequam large hallway mural. A variety of assessment strategies are used, with a focus on portfolio assessment.

**Supplies:** Students must supply their own sketchbook. All other standard art supplies are provided at no cost. Cost of materials for major self-directed projects will be the responsibility of the student.

## **PHOTOGRAPHY 10-12**

**Course Content:** Photography is a studio art course where students create photo-based work that reflects their individual artistic expression, style, and interests. Photography students learn the fundamentals of digital photography, photo editing processes, and studio practice, leading to the creation of personally meaningful images.

**Supplies:** Digital cameras are available for student use. Cost of printing photos will be covered by course fees. Cost of materials for major self-directed projects will be responsibility of the student.



# ARTS EDUCATION – Drama & Film

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## FILM & VIDEO PRODUCTION 9

**Course Content:** An introductory course on video production that will teach students the basics of cinematography, storyboarding, video editing, and audio editing. Students will create videos in a variety of genres (trailer, narrative, documentary, public service announcement, music video, promotional video, video essay). Patience, good work ethic, a positive attitude and the ability to persevere through challenges are necessary for success. Location shooting requires maturity, responsible behavior, and commitment. Video production involves thorough planning.

## FILM & TELEVISION 11-12

**Course Content:** This course is designed for those who have taken Film and Video Production 9 and would like to further their learning because they are genuinely passionate about the subject area. The overseeing goal is to foster creativity by having students initiate their own projects. In addition to covering all the basics of video production, students will learn to maximize the power of video as a storytelling medium. Overcoming time, location, and budget constraints will be considered from a collaborative problem-solving perspective. Students will do research on various aspects of the film and television industry and will use advanced post-production software. Opportunities to enter in local and national contests will be provided. Patience, good work ethic, positive attitude, and the ability to persevere through challenges are necessary for success. Location shooting requires maturity, responsible behavior, and commitment. Video production involves thorough planning. This course is intended for Grade 11 or 12 students but can be taken by Grade 10 students as well.

**Recommendation:** Completion of Film and Video Production 9.

## DRAMA 9

**Course Content:** This is a continuation of the Drama 8 course with the primary focus on developing skills of movement, voice, confidence, communication, and cooperation. Assignments usually involve working with a group on either short term or larger projects. Students will be introduced to some scripted work, and basic acting theories and techniques. Students will explore different dramatic forms such as mime, character, improvisation, partner and group scenes, and ensemble work. A positive attitude and willingness to learn about drama is required.

## DRAMA 10

**Course Content:** This course is a transitional course which shifts the focus from developmental drama to the art of acting. It is offered in conjunction with the senior acting classes. The course is intended to broaden the student's theatrical experience as performer, spectator, and critic. The class will deal primarily with scripted material and students may perform projects for audiences outside of the immediate classroom-i.e. Remembrance Day ceremony, or one-act festival plays. Class members may also take part in outings to view amateur and professional play productions. This course is taught in conjunction with the Senior Drama classes. A positive attitude and willingness to learn about drama is required.

## DRAMA 11

**Course Content:** This course is designed for students who are serious about challenging themselves as actors. Dealing extensively with acting theory, technique, and skill development, students are expected to work collaboratively and cooperatively with peers to create scenes and more formal performances. Short term projects will be aimed at developing acting skills. Students will perform several major scenes with costumes and tech and may travel to see amateur and/or professional productions. Written assignments will include some script writing, character analysis, and critical reflections. Evaluation will also include a basic knowledge of theatre production and theatre terminology.

## DRAMA 12

**Course Content:** This course is an extension of the Drama 11 course. In addition to acting skills, the course focuses upon the history of theatre in western civilization and examines major playwrights and periods, and styles of theatre. While not every student will pursue theatre at the college level, this course will benefit those who choose to do so. All students are expected to take part in several smaller theatre performances. Students may travel to view amateur and professional productions. These activities will require work outside of class time. **Recommendation:** Drama 11

## **ARTS EDUCATION – Drama & Film**

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### **THEATRE PRODUCTION 8-12: (CREW)**

**\*Course run as an X-block outside the regular timetable**

**Course Content:** Topics include lighting (manned and computer assisted) sound, set design and construction, stage management, basic electricity, prop management, painting, and many more technical aspects of theatre. Students in this challenging course will gain practical experience in design, building, painting, stage managing, and backstage tasks for Seaquam annual theatre production alongside the cast. Significant time will be required outside of the regular schedule for attendance of plays, field trips, technical rehearsals, and stage crew work. Open to students in grade 8, 9, 10, 11 or 12.

### **FILM STUDIES 11**

**Course Content:** Film Studies is a film and media studies course that concentrates on the critical contexts of film and media history, and the study of different genres of film such as propaganda, film noir, romantic comedies, and Hollywood blockbuster. The goal of this course is to help students understand how the makers of film structure their work to communicate ideas and feelings to an audience and the historical differences in filmmaking between different genres and between different directors. The skill set required to analyze film is very similar to that required to analyze the traditional mediums of novels, plays, poems, etc. Film is both a powerful communication medium and an art form. This course aims to develop student skills, so they become adept in interpreting films.

### **MUSICAL THEATRE 8-12: (CAST)**

**\*Course run as an X-block outside the regular timetable**

**Course Content:** This course provides students with the opportunity to mount a full production and perform it in front of an audience, emulating a professional theatre troupe. The focus is on the four steps required to create a theatre/musical production: selecting the company, pre-production, production, and post-production. This course is grounded in the talent and commitment of a wide variety of students, who combine their skills to form a full production team. Students learn about the nature of a Musical Theatre / Theatre Company and the interconnected roles and responsibilities of the people who work in it. They examine the requirements for leadership, teamwork, commitment, theatre etiquette and protocol. Through participation in the rehearsal and performance process, students learn the skills and attitudes necessary to perform within a musical/theatre company, including valuable personal and interpersonal skills that they can apply in broader social and career contexts. Students are expected to show discipline, flexibility and willingness as they face the challenge of working together towards the realization of a live theatre experience. As students work together to perform their roles in the production, they progress towards the high standards set by professional theatre. The life skills students acquire through this course, including communication, teamwork, problem solving, empathy, responsibility and organization, benefit them in all areas of their life and will enhance their employability regardless of their future career choice.

**Auditions for specific roles in the Musical will take place in the fall. This course is open to all grade 8-12 students. This course is offered outside of the regular timetable. Up to four rehearsals per week and conflict-free evening performances are mandatory components of this course.**

## ART EDUCATION – Music

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The goal of the Seaquam Music Department is to develop students' musical skills and appreciation so that music will play a part in their lives no matter what their chosen career. Music students of all levels will participate in rehearsals, concerts, festivals and tours throughout the year. These activities will focus on three areas: musical skills-practical and theoretical, appreciation of music from all ages, cultures and genres, and performance of music. Important as well is the fostering of cooperation and responsibility necessary for every member of an ensemble. **More information is available at <http://www.seaquammusic.com/>.**

### CHORAL MUSIC 8-12

**Course Content:** This course is for all students interested in choral singing. No musical experience is necessary. Students will learn choral singing technique—vocal production, lyric diction, basic music theory and sight singing, and develop knowledge in musical interpretation and style. The group will sing a variety of traditional choral music in a variety of languages, but may also include jazz, folk, and pop. Music students will be evaluated in the areas of performance (singing evaluations, participation in concerts), theory (written tests, listening skills), and personal responsibility (regular practice, attendance at rehearsals, preparation of music).

### INSTRUMENTAL MUSIC 8-9: CONCERT BAND

**Course Content:** This course is for students who have taken band in elementary school, Concert Band 8 or Beginning Band 6/7. Students will continue to develop their musical skills and learn more challenging music. Music students will be evaluated in the areas of performance (playing/singing tests, participation in concerts), theory (written tests, listening skills), and personal responsibility (regular practice, attendance at concert band rehearsals, preparation of music).

**Recommendation:** One year of elementary band (min)/ Band 8.

### INSTRUMENTAL MUSIC 10-12: WIND ENSEMBLE

**Course Content:** The focus at this level is on refining skills learned in Concert Band 8 and 9, developing knowledge and skills in the areas of musical interpretations and style, and performance of difficult music. Students in this course are members of the Wind Ensemble in addition to band class.

Music students will be evaluated in the areas of performance (playing/singing tests, participation in concerts), theory (written tests, listening skills), and personal responsibility (regular practice, attendance at rehearsals, preparation of music).

**Recommendation:** Concert Band 8/9

### INSTRUMENTAL MUSIC 9-12: JAZZ BAND

**Course Content:** This course is for students who wish to play jazz. This course focuses on the basic jazz styles (swing, Latin, ballad, funk) and the development of improvisation. The jazz band is an X-block course which meets specific days which will be determined and announced once the timetable is finalized. It will run in the morning at 7:30 a.m. Music students will be evaluated in the areas of performance (playing/singing tests, participation in concerts), theory (written tests, listening skills), and personal responsibility (regular practice, attendance at rehearsals, preparation of music). **Co-requisite:** Concert Band 8/9 or Wind Ensemble 10/11/12



## ART EDUCATION – Media Arts

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### **MEDIA ARTS 9: DIGITAL & GRAPHIC ARTS**

**Course Content:** This course creates a solid foundation for students to develop skills and knowledge using thematic projects. Using various tools and materials, students will produce both digital and non-digital works. Although opportunities can vary, students can expect some possible projects and skill development to potentially involve the following: Digital image generation using Adobe Photoshop, Illustrator, or InDesign – Comic Art – Principles of design and composition – Animation (2D & Stop-Motion) – Pixel art – Character design – Package design & image transfer printing on various items or textiles – Block & Screen printing. Design, creation, production, and sharing of finished visual products is an important emphasis throughout this course. This course is suitable for all grade 9 students.

### **GRAPHIC ARTS & DESIGN 11-12:**

**Course Content:** This course provides students with opportunities to explore, create, and document thematic projects using both digital and non-digital forms of image or sound generation. Media Arts is a flexible form of expression that uses a variety of disciplines which bridge technology, art, and storytelling. Although opportunities can vary, students can expect some possible projects and skill development to potentially involve the following: Digital image generation using Adobe Photoshop, Illustrator, or InDesign – Principles of design and composition, Animation (2D & Stop-Motion), Pixel art, Character design, Block & Screen printing. This course is suitable for all grade 9 - 12 students.

### **MEDIA ARTS 10-12: COMIC ART & ILLUSTRATION**

**Course Content:** This course utilizes the core elements of Media Arts, this course will focus on both digital & non-digital visual sequential storytelling and design which is commonly recognized as *comic art, graphic novels, book illustration, cartooning, and manga*. Students will have opportunities to develop and practice a variety of skills in both short and long forms of visual storytelling. Additional areas of learning will allow students to review and communicate their understanding of historical or present-day sequential storytelling works. This course meets students at their current level of drawing and writing development, whether advanced or rudimentary, and is suitable for all grade 10 – 12 students.

## SPECIALTY COURSES

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### PEER TUTORING 11-12

**Course Content:** This course is designed to empower students to become effective peer tutors and mentors for their younger peers in grade 8, 9 and 10. The course blends practical classroom experience in mentoring with online coursework delivered through Google Classroom and in person flex sessions. Students will develop the necessary skills to provide academic support, foster a positive learning environment, and enhance the overall school community. Students will acquire effective communication and interpersonal skills to establish positive and supportive relationships with younger students. Emphasis will be placed on understanding the unique needs of younger students and tailoring tutoring strategies accordingly. Techniques for building trust, empathy, and motivation will be explored to create a conducive learning environment. Students will engage in online and in person coursework to deepen their understanding of effective mentoring strategies and communication skills. Assignments, readings, and discussions will be facilitated through Google Classroom and scheduled flex sessions, providing a platform for collaboration and resource sharing among peers. This course aims to foster a collaborative and supportive learning community, equipping students with skills that extend beyond the academic realm, preparing them to become compassionate leaders and mentors in their school environment.

**Recommendation:** Applications can be found on the school website (search peer tutor application) or scan the QR code below. Complete applications must be submitted to Ms. Murrell by March 8<sup>th</sup>, 2024. (email or in person).



Scan for Application

### LIBRARY SCIENCE 11

This practical course provides students who are interested in library or information related careers with an in-depth study of the operation, management, and organization of our school library. Students will acquire and apply all aspects of information literacy skills, which is necessary to critically evaluate both print and non-print resources. Technical skills such as acquisition, processing, and promotion of library materials are also taught. There is an online component with written and multimedia tasks and assignments. Prerequisites for the course: can perform routine library tasks, an interest in technology and books, and an ability to be self-directed. Approval of the teacher-librarian is required for admission into the course. The course is limited to two students per block.

# CAREER EDUCATION OVERVIEW

Career development is one of the three main goals of the education system in British Columbia. A person's career is considered their *journey* through life, and the K-12 Career Education curriculum offers students the opportunity to pursue this in personally meaningful and goal-oriented ways. Students and parents can embrace the options & opportunities through administrators, teachers, career & post-secondary advisors, career facilitators, and counselors, as well as district staff, programs, events and our website. Career Education K-7, 8 & 9 helps youth begin to explore & discover who they are and who they want to be. This continues through to graduation and beyond with 8 credits of Career Education through Career Life Education (CLE) as well as Career Life Connections (CLC) & Capstone. In addition, Delta School District has a variety of excellent Career Programs options including Work Experience programs, Youth apprenticeship & Trades (Train in Trades & Work in Trades), CTC CADD, and Early Childhood Educator as opportunities for students to further enhance their career-life transition. Please visit [www.deltalearns.ca/careers](http://www.deltalearns.ca/careers) for more information.

## CAREER EDUCATION 8-9

**Course Content:** In Career Education 8 and 9, students explore concepts such as identity, leadership, personal planning, and transferable skills. Students begin to explore in greater depth their skills and passions and begin to determine possible routes to their goals. This is done through activities that develop their self-awareness, working with others (collaboration and communication), career knowledge and awareness, and career planning. The required curriculum may include career focused learning within existing subjects, unique activities like Take Our Kids to Work Day in Grade 9, assemblies, student conferences, career fairs, subject based career days, mentorship or other career activities.

## CAREER LIFE EDUCATION 10

**Course Content:** Career Life Education is a course required for graduation. Career Life Education begins the experience & application journey. Content includes self-assessment, goal setting, lifelong learning, grad requirements, financial planning, workplace etiquette, local & global labor market trends, essential career & employability skills, post-graduation opportunities, employment standards, workplace safety, and awareness of work experience opportunities.

## CAREER LIFE CONNECTIONS & CAPSTONE 12

**Course Content:** Career Life Connections & the culmination of a Capstone Project are required courses for graduation. Content will continue to emphasize the three main themes of Personal Career-Life Development, Connections with Community, and Career Life Planning, with the curricular competencies supporting these in a variety of ways. See the curriculum for details. Major outcomes are expected to include a 1) personal plan for post-graduation; 2) a career-life exploration of experiential learning (30 hours or more) which can include service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects; 3) and to design, assemble, and present a capstone project to an audience. This culminating project would demonstrate personal learning and achievement (in and out of school), growth in the core competencies, and a reflection on students' post-graduation plans.

At Seaquam, the Career Life Connections curriculum will be delivered through an online model with opportunities for students to connect with a coordinating teacher, and for the coordinating teacher to connect with students face to face when needed. Students will be signed up for Career Life Connections in their grade 11 year and will be graded/assessed at the end of grade 12.

## WORK EXPERIENCE 12 A&B (CAREER PREPARATION PROGRAM)

**Course Content:** Students gain experience in the career field of their choice through a combination of employability skills training and 90 plus hours of work experience. Starting in grade 11 or 12 they develop their employability skills and are then placed with local employers in unpaid positions that align with their interests, passions, and future career goals. The community becomes the classroom where students gain experience at the workplace and become better prepared to embrace or revise their career goals. Through employer assessment, students receive valuable real-world feedback about their employability skills and technical skills. Registration is required, contact your school career staff or counselor for further details. Additional credit can be earned for Work Experience 12B by continuing for a second 90 hours along with the needed curriculum.

## CAREER PROGRAMS

<https://www.deltasd.bc.ca/programs/career-programs/>

### YOUTH TRAIN IN TRADES

**Course Content:** Youth Train in Trades is an industry training program for grade 11 and 12 students. It is the first year (level 1) of the classroom /shop training which is 20% of becoming a journey person (training on the job is the other 80%). Some programs run for a full semester, others are shorter or every other day at a linear school. Students take dual credit courses that will give them credit towards both secondary graduation and the first level of apprenticeship or industry training. 'Train in Trades' programs are offered as partnerships between school districts and training providers, as well as our own Designated Trainer facilities. Our partners include BCIT, VCC, KPU, and FTI. Upon successful completion they will receive credit for 'level one' of the technical training (in-class) component of an Industry Training Program. That means they will have a significant head start on post-secondary education by the time they graduate from high school - as well as gaining practical and in-demand skills. The district generally pays for the tuition costs with students being responsible for all other costs such as materials, personal safety equipment, textbooks, and learning modules.

**Students must follow an application process including a site visit and have the needed essential skills to be considered for a District Youth Train in Trades program.** Application does not guarantee acceptance to a program as seats are limited and competitive. For more information on what Youth Train in Trades programs are currently offered and help with applying, please contact your school career contacts.

<https://deltalearns.ca/careers/train-in-trades/>

### YOUTH WORK IN TRADES

**Course Content:** Youth Work in Trades offers students aged 15 to school age 19 an opportunity to begin their apprenticeship while still in school. It is the beginning of training on the job which is typically 80% of becoming a journey person (classroom training is the other 20%). Students must be hired (paid) and working under the direction of a Journey Person. As well, their employer must agree to sponsor them with the ITA through Delta District as a Youth Apprentice. Up to four grade 11/12 courses (11a, 11b, 12a, 12b) and a **\$1000 award are possible**. This is a great start or continuation to Youth Train in Trades as well. Work Experience 12 can also be used as a starting point. Advantages of Work in Trades include: **four credits for each 120 hours of paid employment** (up to a maximum of 16 credits for 480 hours), registration with the Industry Training Authority, potential for \$1000 award upon completion, earn hours towards your trade with the ITA, and learn in a 'real world' situation. For a complete list of the 100+ trades and further details, visit [www.itabc.ca](http://www.itabc.ca), especially the 'Youth' area. For more information on how to register as a Youth Work in Trades student, contact your school career contacts.

<https://deltalearns.ca/careers/work-in-trades/>

### CTC-CADD (COMPUTER AIDED DRAFTING & DESIGN)

**Course Content:** CTC (Career Technical Consortium) is with Kwantlen Polytechnic University and offers Grade 11 and 12 students the opportunity to get a head-start to their Drafting Citation program. Upon successful completion of a course, students will receive credit towards graduation as well as the Kwantlen credits towards the diploma. Offered at the Cloverdale campus, students may apply for acceptance in the CADD program. Courses are offered on a part-time basis, two evenings per week (usually Tues/Thurs) in the Spring, Fall, and Summer semester. Three courses are available to accepted senior secondary students and those with Drafting 11/12 can write an Assessment to achieve credit for a further course - CADD 1100. The district will cover the tuition for the first two courses, with the student responsible for the course tuition in the summer. Books and transportation arrangements and costs are the responsibility of the student. <https://deltalearns.ca/careers/cadd/>

### EARLY CHILDHOOD EDUCATION

**Course Content:** Calling all students going into Grade 11 or 12 in September 2023! There is a NEW District program in which you take Early Childhood Education Dual credit courses in partnership with Delta Continuing Education! In these series of classes, you will complete post-secondary courses for an ECE assistant certificate, hear from a variety of people in the field, collaborate with like-minded students and even develop your resume to obtain a job when you complete the program. These courses meet the requirements for obtaining a provincial Early Childhood Educator Assistant Certificate while ensuring that students receive a higher-quality, more thorough foundation in Early Childhood Education theory and practice than just the minimum requirement. Students gain credits towards a Delta Basic ECE Certificate if they wish to pursue further education locally. Delta Continuing Education is approved provincially as a training institution for Early Childhood Education Basic and Post-Basic Certificates and certified by Human Resources & Social Development Canada. <https://deltalearns.ca/careers/ece/>

# ENGLISH LANGUAGE ARTS

English 8

English 9

Lit Studies &  
Composition 10

Lit Studies &  
Creative Writing 10

Lit Studies &  
New Media 10

EFP Lit Studies &  
EFP New Media 10

Upon completing an English 10 course, students select one of the English 11 options. They may also select Creative Writing 12.

Composition 11

Literary Studies 11

New Media 11

Creative Writing 11

EFP Lit Studies &  
New Media 11

Upon completing an English 11 course, all students MUST take English Studies 12 or English First Peoples 12. They may also take Creative Writing

Creative Writing 12

English Studies 12

English First Peoples 12

## ENGLISH 8

**Course Content:** Anchored in the following ‘Big Ideas’, English 8 should appeal to students with a variety of interests and abilities: text is a source of pleasure; exploring texts helps us understand ourselves; people understand text differently; texts are socially and historically constructed; to question what we read contributes to educated citizens; digital citizenship is a virtue. Students will improve reading, writing, oral and study skills. As a tenet of the new curriculum, English 8 promotes an environment where flexibility, diversity and inclusion are key, including, “diversity in family compositions and gender orientation” (Program Considerations from New Curriculum K-12). Superlative Indigenous contributions to Canadian literature and Indigenous ways of knowing will be celebrated. Final assessment is at the discretion of the teacher.

## ENGLISH 9

**Course Content:** Anchored in the following ‘Big Ideas’, English 9 should appeal to students with a variety of interests and abilities: text is a source of pleasure; analysis of texts helps us understand ourselves; people understand text differently; texts are socially and historically constructed; to question what we read contributes to engaged citizens; digital citizenship is a virtue. Students will further develop reading, writing (multi-paragraph writing), oral, analytical and study skills. Grade 9 students will develop practical English skills as well as an appreciation of the various forms of literary expression, and drama, and an increasing appreciation of connotation and figurative understanding. As a tenet of the new curriculum, English 9 promotes an environment where flexibility, diversity and inclusion are key, including, “diversity in family compositions and gender orientation” (Program Considerations from New Curriculum K-12). Indigenous contributions to literature and Indigenous ways of knowing continue to be explored as well as the concept of ‘place’. Final assessment is at the discretion of the teacher.

**Recommendation:** English 8

## COMPOSITION & SPOKEN LANGUAGE 10 (ELL Focus)

This course does not meet the graduation requirement of Language Arts 10 and must be taken in conjunction with one of the other groupings. This course is designed to help students developing their proficiency with the English Language. Specifically, students are working on their ability to retrieve information, recognize meaning, interpret texts, and analyze texts. Reading, writing and spoken language are the primary focuses of this course.



# ENGLISH LANGUAGE ARTS

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## LITERARY STUDIES & NEW MEDIA 10

**Course Content:** This course is comprised of the skills of literary analysis and digital citizenship.

**Literary Studies:** The emphasis is on the improvement of the student's ability to perceive, describe and evaluate ideas on themes from a variety of literary works. The course covers short stories, novels, drama, and poetry. The students will be introduced to Shakespearean drama. Along with descriptive writing, the more formal expository essay writing is emphasized. Speaking, listening, reading, writing, and study skills continue to be emphasized in conjunction with an extension of grammatical elements and usage.

**New Media:** New Media looks at information and communication in a changing world and is focused on our roles and responsibilities as digital citizens. Students will focus on modes of communication that include podcasts, blogs, films and social media. The focus will be on strategies, tools and techniques used in those forms of communication that are similar and different from strictly written forms. Students will also complete projects and assessments using these forms of communication.

**Recommendation:** English 9

## LITERARY STUDIES & CREATIVE WRITING 10

**Course Content:** This course is comprised of the skills of literary analysis and creative writing.

**Literary Studies:** The emphasis is on the improvement of the student's ability to perceive, describe and evaluate ideas on themes from a variety of literary works. The course covers short stories, novels, drama, and poetry. The students will be introduced to Shakespearean drama. Along with descriptive writing, the more formal expository essay writing is emphasized. Speaking, listening, reading, writing, and study skills continue to be emphasized in conjunction with an extension of grammatical elements and usage.

**Creative Writing:** Creative writing is designed to provide students with the opportunity to develop their skills in composing fiction and a wide variety of compositions such as articles, reviews, editorials, and columns. The emphasis of this course is on writing skills and vocabulary development. The course will offer an introduction to narrative techniques and the major genres. Students can focus on the short story, poetry, drama, or screenplays.

**Recommendation:** English 9

*EFP Literary Studies 10 & EFP New Media 10 fulfills the Indigenous-focused graduation requirement for BC.)*

## LITERARY STUDIES & COMPOSITION 10

**Course Content:** This course is comprised of the skills of literary analysis and writing.

**Literary Studies:** The emphasis is on the improvement of the student's ability to perceive, describe and evaluate ideas on themes from a variety of literary works. The course covers short stories, novels, drama, and poetry. The students will be introduced to Shakespearean drama. Along with descriptive writing, the more formal expository essay writing is emphasized. Speaking, listening, reading, writing, and study skills continue to be emphasized in conjunction with an extension of grammatical elements and usage.

**Composition:** Composition is focused on the study of language, by looking at the features, structures and forms of various nonfiction writing pieces. Students will analyze and explore the Big Ideas that “Language shapes ideas and influences others” and begin to recognize that “Engagement with writing processes can support creativity and enhance clarity of expression”. They will begin to explore the features of language, the elements of style, the writers’ voice, and citation techniques. Students will be expected to complete assessment pieces in forms such as essays, letter writing, non-fiction articles, composition of original texts, and more.

**Recommendation:** English 9

## ENGLISH FIRST PEOPLES LITERARY STUDIES & ENGLISH FIRST PEOPLES NEW MEDIA 10

**Course Content:** This course is comprised of the skills of literary analysis and creative writing.

**EFP Literary Studies:** EFP Literary Studies: This course focuses on an exploration of First Peoples’ voices & the expression of independent, thoughtful judgments. It involves the study of oral storytelling, short stories, film, poetry, novels, essays, etc. It will help students expand & improve literacy skills while acknowledging First Peoples’ worldviews, perspectives, & traditions. Grammar and literary conventions of First Peoples’ literature are taught with emphasis on practical application in formal writing and oral expression.

**EFP New Media:** EFP New Media: This course looks at information & communication in a changing world and is focused on our roles/responsibilities as digital citizens. Students will focus on various modes of communication such as podcasts, blogs, film and social media, but more importantly on how story deepens our own identity. Self-representation through authentic First Peoples voices is a means to foster justice; texts are constructed socially, culturally, geographically & historically. Students will also complete projects and assessments using these forms of communication.

**Recommendation:** English 9

# ENGLISH LANGUAGE ARTS

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## ENGLISH FIRST PEOPLES LITERARY STUDIES & ENGLISH FIRST PEOPLES NEW MEDIA 11

**Course Content:** combined in one course that focuses on an exploration of First Peoples' voices & communication in a changing world, including investigation into our roles/responsibilities as digital citizens. It involves the study of various modes of communication such as oral storytelling, short stories, film, poetry, novels, essays, podcasts, blogs, films, etc. This course helps students expand & improve literacy skills while acknowledging First Peoples' worldviews, perspectives, & traditions. Rooted in the First Peoples Principles of Learning, the course teaches grammar and literary conventions of First Peoples' literature with emphasis on practical application in formal writing and oral expression. Students can expect to study themes such as reconciliation, relationships, and social justice through self-representation in authentic First Peoples voices, as well as self-reflection.

*EFP Literary Studies & EFP New Media fulfills the Indigenous-focused graduation requirement for BC.*

### LITERARY STUDIES 11

**Course Content:** Literary Studies is focused on the development of critical thinking skills through the study of literature. **Students can explore specific themes, periods, authors, and areas of the world through literary works (fiction and non-fiction) in a variety of media.** Students will explore and analyze various texts, such as short stories, **poems**, novels, and dramas. Literary Studies provides students opportunities to **follow their personal passions**, while thinking creatively, critically, and reflectively about language and texts, and strengthening their understanding of themselves and the world. In preparation for English Studies 12, students will complete various assessments such as, essays, creative writing responses, and projects using new media tools and skills.

**Recommendation:** English 10

### NEW MEDIA 11

**Course Content:** New Media is focused on the development of critical thinking skills through the study of both traditional texts and modern media platforms. Students will explore and analyze various modes of communication that may include, but are not limited to, blogs, films, and social media in addition to novels, short stories, and other traditional texts. New Media provides students opportunities to think creatively, critically, and reflectively about language and techniques used in modern communication platforms to strengthen their understanding of themselves and the world. In preparation for English Studies 12, students will complete various assessments such as, essays, creative writing responses, and projects using new media tools and skills.

**Recommendation:** English 10

### COMPOSITION 11

**Course Content:** Composition is focused on the development of critical thinking skills through the study of language. Students will explore and analyze various forms of fiction and non-fiction texts that may include, but are not limited to, articles, letters, and documents in addition to traditional texts. Composition provides students opportunities to think creatively, critically, and reflectively about language and techniques used in written communication to strengthen their understanding of themselves and the world. In preparation for English Studies 12, students will complete various assessments such as, essays, creative writing responses, and projects using new media tools and skills.

**Recommendation:** English 10

### CREATIVE WRITING 11

**Course Content:** Creative Writing 11 is focused on the development of critical thinking skills through the study of creative writing. Students will explore and analyze various modes of written expression and texts that may include, but are not limited to, letters, short stories, poems, songs, articles, reviews, editorials, speeches, and other traditional texts. Creative Writing provides students opportunities to think creatively, critically, and reflectively about language and techniques used in written communication to strengthen their understanding of themselves and the world. In preparation for English Studies 12, students will complete various assessments such as, essays, creative writing responses, and projects using new media tools and skills.

**Recommendation:** English 10



# ENGLISH LANGUAGE ARTS

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## **INTERPERSONAL CREATIVE WRITING 12**

This course is open to both Grade 11 and 12 students. **Course**

**Content:** Creative writing is designed to provide students with the opportunity to develop their skills in composing fiction and a wide variety of compositions such as articles, reviews, editorials, and columns. The course will further the students' abilities to write, format and publish. The course will offer an introduction to narrative techniques and the major genres. Students can focus on short story, poetry, drama, or screenplays.

Students will work in a workshop environment. Knowledge of word processing is advisable but not a prerequisite. Note this course cannot be taken on its own to fulfill the English 12 credit requirement. All students taking this course must be co-registered in English Studies 12 OR English First Peoples 12.

**Recommendation:** English 10, English 11 / Creative Writing 11

## **ENGLISH STUDIES 12**

**Course Content:** This course focuses on an exploration of contemporary literature, and the expression of independent, thoughtful judgments. It involves the study of short stories, drama, poetry, novels, essays, and more. The study involves not only analyzing style, structure, and language, but also attempts to develop competence in evaluating the quality of ideas presented in literature. English grammar is taught with emphasis on practical application in formal writing. (English Studies 12 is equivalent to English First Peoples 12. All students must take this course OR English First Peoples 12 as a graduation requirement. This course does not fulfill the Indigenous-focused graduation requirement for BC schools).

**Recommendation:** English 11

## **ENGLISH FIRST PEOPLES 12**

**Course Content:** This course focuses on an exploration of First Peoples' voices and the expression of independent, thoughtful judgments. It involves the study of oral storytelling, short stories, poetry, novels, essays, and more. English First Peoples 12 is designed to help students expand and improve their literacy skills while acknowledging First Peoples' worldviews, perspectives, and traditions. The study involves not only analyzing style, structure, and language, but also attempts to develop competence in evaluating the ideas presented in literature. English grammar and conventions of First Peoples are taught with emphasis on practical application in formal writing and oral expression. (English First Peoples 12 is equivalent to English Studies 12. All students must take this course OR English Studies 12 as a graduation requirement. Additionally, this course fulfills the Indigenous-focused graduation requirement for BC schools).

**Recommendation:** English 11

## EXPLORATIONS GRADE 8

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Learning isn't just gaining knowledge; we need to develop our ability to think, to become skillful with our hands, and to learn how to see, hear, and create beauty. Recognizing this, Grade 8 students at Seaquam have two spaces in their schedule for elective courses. There are a variety of Arts and Skills courses for you to experience taught by specialist teachers. **Explorations 8** courses are all year long. Depending on the scheduling of the school subjects you may require or choose, it will be a random package of three different courses and will attempt to enroll you in the package of your choice.

**Explorations Grade 8 "Course Bundles" are developed from the first 12 Options below.**

**Each student receives 2 Blocks of Explorations Bundles (3 courses per block).**

**Students in "Concert Band 8 or Choir 8" have 1 Block of Explorations Bundle and 1 Block of Band or Choir all year.**

### ART STUDIO 8

In this course, students will have the opportunity to develop their creativity while they explore new materials and techniques in a fun learning environment. They will be provided with the foundation for understanding how art has shaped (and continues to shape) the world as they complete a variety of 2-D and 3-D projects, ranging from drawing and painting to cartooning and junk sculpture.

### DRAMA 8

Drama 8 introduces the skills that we use to act, to produce theatrical shows and to express ourselves onstage and in everyday life. We'll play theatre games to get to know each other – so that we can work together and take chances, practice our focus and observation skills, build our confidence in speaking and performing on stage and off, and unleash our imaginations. We'll also create scenes and tell stories in many ways, using our voices to speak, our bodies to move and our imaginations to explore what it means to be human. We will explore dramatic forms such as mime, tableau, improvisation, and scripted scenes and in the process, we will have fun working together with partners, in small and larger groups, and as a whole class. We will learn new skills, such as problem solving and speaking with confidence and expression, and we will develop a better understanding of how theatre is made and what motivates people in different situations in life.

### ENGINEERING 8

This course will introduce students to the engineering process through interesting design challenges. Students will enjoy building and racing steamboats from recycled materials as well as looking at aerodynamics and flight with our tumble wing glider project.

### FILM AND VIDEO 8

Film and Video 8 explores the basic skills necessary to tell stories through moving visual images. Students will begin by learning the basics of camera/tripod operation and computer editing. The final project will involve students working in groups to storyboard, film, and edit a short narrative.

### FOODS 8

Grade 8 Foods emphasizes developing life skills with food. This fun course teaches you kitchen safety, measurements, and fundamental cooking principles. We cook and sample basic recipes including muffins, pizza, chocolate river bars, and chicken fried rice.

### INFORMATION TECH 8

This course will introduce students to the basic concepts of computer programming. Students will develop pre-code planning skills and learn to use the interactive Scratch programming language. Example of Scratch projects will include several animations, as well as a maze, pong, racing and other interactive games.

### MARKETING & ENTREPRENEURSHIP 8

Marketing and Entrepreneurship 8 is an introduction to the world of business and business studies. Core skills and attitudes in each of the essential building blocks in the business world are presented. The course focus will center on running a student business.

### MEDIA ARTS 8

Learn the basics of communicating through images and type. Graphics will teach you how to design and produce attractive business cards, and even make your own mousepad, tote bag or t-shirt. This course was formally known as Graphics 8.

# EXPLORATIONS GRADE 8

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## **METAL 8**

Do you have a creative side and like to work with your hands? Do you like taking ideas and bringing them to life with projects that are useful and allow you to express yourself? This is the course for you! Learn how to use hand tools, power tools, and machines to drill, cut, weld, file, and bend metal into works of art. As an Introductory course to metalwork, the valuable life skills that you learn will be an asset for anyone who is interested in exploring the world of technology and trade as a future career.

## **MUSIC 8**

Explore music in a variety of ways, and discover what music is about at Seaquam. Students will develop melodic and performance skills by playing a wind instrument (provided by the school), rhythm skills in a percussion ensemble, and listening skills focusing on the music they listen to.

## **TEXTILES 8**

Textiles 8 introduces students to the creativity and enjoyment of sewing. You will start by making a pin cushion, followed by a pencil case, and messenger bag. Students will gain experience in both hand sewing and machine sewing. The focus is on individuals in this class, and you will be able to explore your interests - from crafts to clothing and fashion design.

## **WOOD 8**

Design and build ideas into reality. Woodwork will help you explore, plan, use tools, and build interesting projects; you can make a wooden pen plaque, key rack, or even create a puzzle. Come experience and discover the joy of learning!

## **CHOIR 8 (Year Long Course)**

As a member of the choir, you can share with others your enthusiasm for making music with the most powerful of instruments - the human voice! Students of all levels of musical experience are welcome in this group. Through performing a variety of music in a large ensemble, students will increase their individual musicianship by improving as a singer, basic music reading, and theory. This group performs at Seaquam and other venues throughout the school year.

## **CONCERT BAND 8 (Year Long Course)**

Concert Band gives students the opportunity to continue with the band experience started in elementary school (one or more years of experience on a wind or percussion instrument). Through performing a variety of music in a large ensemble, students will increase their individual musicianship by improving skills on their instrument, music reading, and theory. This group performs at Seaquam and other venues throughout the school year. If you have any questions about music courses, please do not hesitate to contact the music teacher, Ms. Chan. [mchan@deltaschools.ca](mailto:mchan@deltaschools.ca)

## IB COURSES

Students entering the full IB Diploma Program must select one course from each of groups 1-5. Their sixth course can be chosen from group 6 OR an additional course can be chosen from groups 2-4. Students must select three HL courses and three SL courses; OR alternatively, students can take four HL courses and two SL courses.

Students enrolling in individual IB Diploma Courses may choose from the HL courses offered or any of the Core components (TOK, CAS, EE). IB Diploma Courses may also be completed in Physics SL, Math: Analysis & Approaches SL, and Music SL – although no post-secondary credit may be earned, depending on the institution, for the completion of these courses.

An application for both the full Diploma Program and IB Diploma courses is mandatory. Acceptance into the program must be confirmed prior to selecting courses. All required applications and further information can be found on our website at [www.seaquamib.com](http://www.seaquamib.com)

### GROUP 1 – LANGUAGE A: LITERATURE HL

**Course Content:** Through the study of a wide range of literature, the language A: literature course encourages students to appreciate literature and develop an ability to reflect critically on their reading. Due to the international nature of the IB Program, the literature course involves choosing works from a variety of cultures and languages (in translation). Both oral and written communication is emphasized, allowing students to develop and refine their language abilities. Over the course of a two-year period, as students study a variety of works, an internal assessment component will be completed. This component will consist of an individual oral where the student must be able to demonstrate understanding of concepts studied in the course. This assessment will comprise 20% of the IB mark. The remaining 80% of the IB mark is comprised of external assessment components, including a guided literary analysis, comparative essay, and literary essay (completed in grade 11 year) which will be completed during the exam period in May of the grade 12 year.

### GROUP 2 – FRENCH B SL

**Course Content:** French B is a modern languages option designed for students with some previous learning of French. The focus of this course is on language acquisition and the development of language skills, which is done through the study and use of a variety of written and spoken material. This course should be viewed as a challenging educational experience that offers the student the opportunity to learn an additional language, as well as learn about and appreciate a culture that is different than the student's own culture. Over two years, an internal assessment component will be completed worth 25% of the IB mark. This will be comprised of a 12–15-minute individual oral conversation. The external assessment, worth the remaining 75%, will consist of two papers (written production and reading/oral comprehension) completed in the exam period in May of the grade 12 year.

### GROUP 2 – SPANISH AB INITIO (SL)

**Course Content:** The ab initio language course is for students who have no previous experience of learning Spanish. The focus of the course is acquisition of language for use in everyday social interaction. The course focuses on developing a variety of linguistic skills and an awareness and appreciation of a culture that is different than the student's own culture. Over two years of study, students will complete an internal assessment component

worth 25% of their IB mark. This internal assessment will consist of an individual oral presentation. The external assessment will consist of the two papers, written in the May examination session of the grade 12 year, as well as a written assignment. The external assessment will comprise 75% of the IB mark.

### GROUP 3 – HISTORY HL

**Course Content:** The IB History course will focus on 20<sup>th</sup> Century world history with an emphasis on Europe, and work on developing an understanding of historical and contemporary events and issues. Students will learn to examine various sources, analyze historic events and survey different historical opinions while looking at themes such as the causes, practices and effects of war, the Cold War, the Middle East, and the Soviet Union and Eastern Europe. Over the course of two years, students will complete an internal assessment that is comprised of a historical investigation into a topic of their own choice. This investigation will be worth 20% of their IB grade, with the remaining 80% of the grade coming from the external assessment exams. These exams will consist of three papers that will be written during the IB exam period in May of the grade 12 year.

### GROUP 3 – PSYCHOLOGY HL

**Course Content:** In IB Psychology, the goal is for students to develop a greater understanding of themselves and an appreciation of the diversity of human behavior. Ethical concerns in research will be highlighted, along with an overview of psychological processes in the biological, cognitive, and sociocultural approaches to behavior. Options for study will also include developmental psychology and abnormal psychology. Over the course of two years, students will prepare for and complete an internal assessment component worth 20% of the IB mark. This component will consist of the replication and report of a simple experimental study. The remaining 80% of the IB mark will be comprised of three papers written as part of the external assessment, which will be completed during the IB examination period in May of the grade 12 year.

# IB COURSES

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## GROUP 4

### BIOLOGY HL

**Course Content:** IB Biology focuses on both knowledge and the process of science and involves students learning experimental and investigative skills to collect data and developing the ability to analyze and evaluate scientific data. This course is designed to teach students to explore biology at both the local and international levels and will challenge them to strive to find creative solutions to global issues. The internal assessment for this course involves the completion of 60 lab hours, including ten hours for a group 4 integrated science project. The internal assessment comprises 20% of the IB mark and is completed over the course of the two years of study. The external assessment consists of three papers written during the IB examination period in May of the grade 12 year. This external assessment comprises the remaining 80% of the IB mark.

## GROUP 4

### CHEMISTRY HL/SL

**Course Content:** Chemical principles underpin both the physical environment in which we live and all biological systems. As a result, chemistry is considered a central science. In the IB Chemistry course essential principles of the subject are covered, recognizing that chemistry is often a prerequisite course for many areas of study. The IB Chemistry course combines academic study with the acquisition of practical and investigative skills that will be developed over the course of a two-year study period. In the IB Chemistry course, students will complete sixty hours of documented lab experience, ten of which are devoted to developing and carrying out an individual investigation. These hours form the basis of the Internal Assessment (IA) and are worth 20% of the IB Chemistry mark. The remaining 80% of the mark will be attained through the writing of two papers in the IB exam period in May of the grade 12 year.

## GROUP 4

### PHYSICS SL

**Course Content:** IB Physics offers students the ongoing opportunity to be enquirers and thinkers and become more knowledgeable and communicative about issues in the science curriculum. Students in physics will be undertaking student-centered inquiries about the world around them that involve both learning and applying the results of past science completed by physicists as well as the actual undertaking of scientific labs. Contributions of physicists from many cultures will be studied as well as the global implications of their work. The internal assessment in the Physics course is worth 20% of the IB mark and is comprised of 30 lab hours in which students are assessed on five well-defined criteria. This assessment is ongoing throughout the course of study. Involvement in a ten-hour group 4 integrated science project makes up the rest of the internal assessment in physics. The remaining 80% of the IB mark is made up via the external assessment component which is comprised of three papers written during the IB exam period in May of the grade 12 year.

## GROUP 5

### MATH: ANALYSIS & APPROACHES SL

**Course Content:** Math SL is a two-year course designed to give students a sound mathematical background for future studies. The focus of the course is on introducing important mathematical concepts and techniques through a study of algebra, functions and equations, circular functions and trigonometry, statistics and probability and calculus. Applications and practical problems will help students develop new skills and understand the importance of mathematics in their everyday lives. Over the two years of this course, students will be expected to complete an internal assessment worth 20% of their marks that involves an individual exploration of an area of math. The final 80% of their IB mark will be comprised of two written papers completed during the exam session in May of the grade 12 year.

## IB COURSES

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### INTERPERSONAL GROUP 6 VISUAL ARTS HL/SL

The IB Visual Arts program encourages students to develop an understanding of the many ways that culture is formed and expressed through art. Over the two-year course, students will be encouraged to explore their own interests and communicate ideas through the creation of compelling and personally meaningful artworks. Students will have opportunities to access local museums and galleries as well as view presentations by visiting artists and educators. The course is designed for students who are seeking enrichment through visual arts, as well as for students planning to pursue studies at the post-secondary level. Assessment for the course is based on three major deliverables: Comparative Study (External Assessment, 20%), Process Portfolio (External Assessment, 40%), and a Final Exhibit (Internal Assessment, 40%).

### THEORY OF KNOWLEDGE (TOK)

**Course Content:** TOK is a core component of the IB Diploma Programme, although it is open to all interested students. Within this course, students will examine how knowledge is gained and will develop their own theories and questions about knowledge issues. Assessments include an exhibition and an essay on a prescribed title that is written in the final year of the TOK class.

### CREATIVITY, ACTIVITY & SERVICE (CAS)

**Course Content:** CAS is another core component of the IB Diploma Programme. Over the course of two years, students record experiences and reflect on Creativity, Activity and Service outcomes. Students must engage in both short-term and long-term goal setting and recording of these aspects of the IB program, and students' progress will be monitored by our CAS coordinators. Physical activity from sports as well as service hours from school clubs and activities can be used in completion of the CAS aspect of The Diploma Programme.

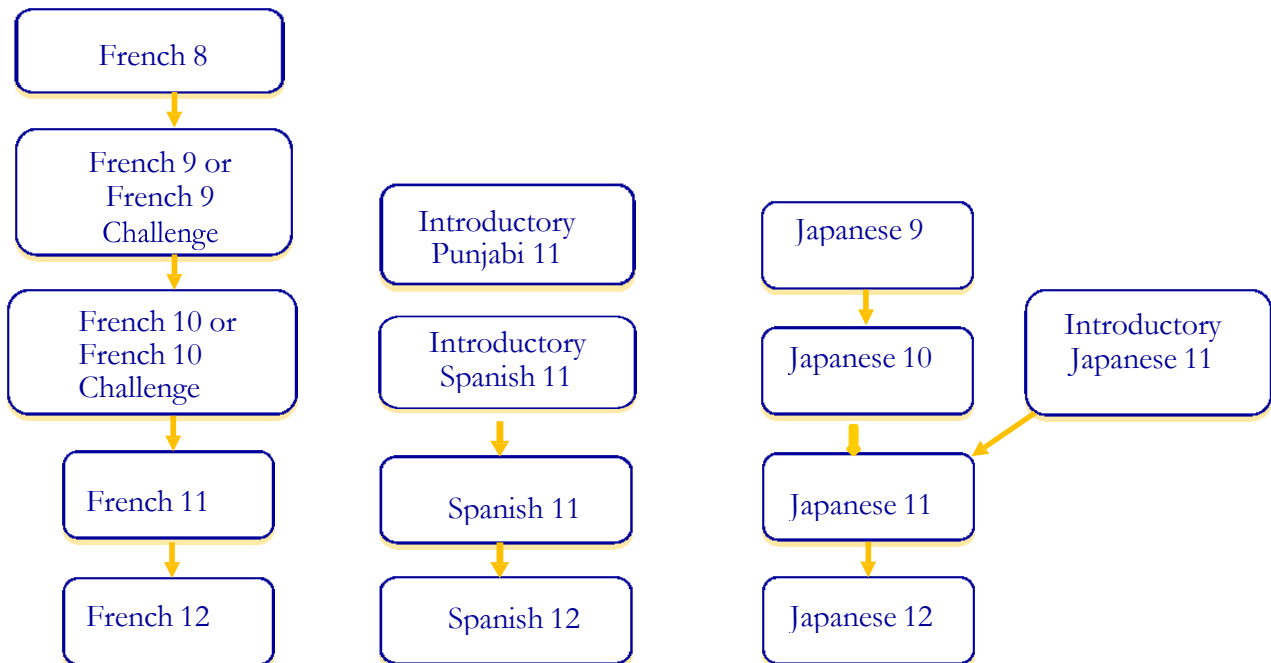
<https://deltalearns.ca/seaquamibcas2015/>

### EXTENDED ESSAY (EE)

**Course Content:** The Extended Essay is the final core component of the IB Diploma Program. It is an in-depth study of a focused topic that promotes high-level research and writing skills, intellectual discovery and creativity. The Extended Essay provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor. The EE is introduced in November of the grade eleven year and completed in November of the grade 12 year. It is assessed against common criteria that students have available to them to use as a guide. Students undertaking the EE will have access to research facilities at Simon Fraser University for a period of one year. Students must demonstrate at least satisfactory effort and ability on the extended essay to be awarded the IB Diploma.



# MODERN LANGUAGES



## CORE FRENCH 8

**Course Content:** The purpose of this introductory course is to enjoy learning a new language while participating in a variety of situations drawn from typical life experiences. These include activities relating to home, family, friends, school and community. Further cultural components include activities and foods associated with various holidays and various cultures. Awareness of the francophone world is expanded to include countries outside of Canada. \*\*Students from immersion programs need to be assessed for placement in Grade 9 Challenge. Those not assessed will be placed in the regular French 9 program.

## CORE FRENCH 9

**Course Content:** This course is a continued learning of the skills begun in Grade 8, with students developing the facility to use their past, present and future tenses. Themes include sports and outdoor adventures, fashion, music and humanitarian issues. Developing the students' proficiency and confidence in speaking and writing is a strong component of this course

**Recommendation:** French 8

## CORE FRENCH 9 CHALLENGE

**Course Content:** The focus of the course and the materials used are as those for French 9. As an enriched course, stronger emphasis is placed on oral proficiency. Students are selected by the French department based on recommendations by their individual teachers. Course is a continued learning of the skills begun in Early or Late Immersion, with students developing the facility to use their past, present and future tenses.

**Recommendation:** French 8 or Early or Late Immersion 7

## CORE FRENCH 10

**Course Content:** Themes include a room makeover, job and career search, Canada's history and culture, childhood memories and film studies. Students will develop greater facility using the present and future tenses and in particular past tenses.

**Recommendation:** French 9

## CORE FRENCH 10 CHALLENGE

**Course Content:** The focus of the course and the materials used are those for French 10. As an enriched course, stronger emphasis is placed on oral proficiency. Students are selected by the French department based on recommendations by their individual teachers.

**Recommendation:** French 9



# LANGUAGES

## CORE FRENCH 11

**Course Content:** This course with its heavy focus on verb tenses and on more demanding structural components allows the students much greater facility in manipulating the French language. This course meets the language 11 requirement for university entrance. **Recommendation:** French 10

## CORE FRENCH 12

**Course Content:** Students will continue to build up their repertoire of useful vocabulary and idiomatic expressions whilst having ample opportunity to express their opinions with a greater degree of spontaneity. This is a year for reinforcement of structures learned in Grade 11 and for ventures into more demanding manipulations of the language (the subjunctive tense). The students will be able to research authentic materials from many sources and will view, listen to, and respond to creative works in the French language.

**Recommendation:** French 11

## JAPANESE 9

**Course Content:** This is a beginner's Japanese language course for students at the junior level that introduces them to the basic written, oral, reading, and listening skills required to learn Japanese. Activities will center around basic communicative situations and will also include an important cultural component. Students will be required to cover a variety of topics related to everyday language situations. They will also learn how to write in Hiragana and Katakana. This course is meant primarily for grade nine students; however, students in grade eight may receive permission to take this course. This course is NOT SUITABLE for native speakers of Japanese.

## JAPANESE 10

**Course Content:** This is the second-year course that follows Japanese 9 and that continues to introduce students to the basic written, speaking, reading, and listening skills required to learn Japanese. Activities will center around basic communicative situations in Japanese and will also include an important cultural component. Students will learn Hiragana and Katakana as well as some Kanji. This course is NOT SUITABLE for native speakers of Japanese.

**Recommendation:** Japanese 9

## INTRODUCTORY JAPANESE 11

**Course Content:** This is a beginner's Japanese language course that introduces the students to the basic written, oral, reading, and listening comprehension skills. Cultural activities will also be included in the course work. Students will cover a required number of topics. They will also learn how to write Hiragana, Katakana, and some Kanji characters. This course is for Gr. 10, 11 or 12 students. This course is NOT SUITABLE for native speakers of Japanese.

## JAPANESE 11

**Course Content:** This course continues with the written, oral, reading, and listening comprehension skills acquired in Beginning Japanese 11. In addition to the development of the students' written and spoken proficiency in the language, the course will include Japanese cultural studies and communicative activities. Students will be expected to use hiragana, katakana and kanji. This course is NOT SUITABLE for native speakers of Japanese.

**Recommendation:** Introductory Japanese 11 or Japanese 10

## JAPANESE 12

**Course Content:** This course is intended to help students learn how to communicate more proficiently in Japanese. It continues with oral and listening comprehension, but there is an emphasis on reading and writing. Students will read from a variety of sources and practice conversations relating to everyday situations. This course is NOT SUITABLE for native speakers of Japanese.

**Recommendation:** Japanese 11

## INTRODUCTORY PUNJABI 11

**Course Content:** This is a beginner level Punjabi course for students who have never studied Punjabi. It is an intensive course, designed to cover essential learning standards in relations to speaking, listening, reading, and writing. It is done in an accelerated time frame in order to prepare students for Punjabi 11. The focus begins with oral skills and progresses increasingly towards reading comprehension and written compositions. Students who already know how to read and write in Punjabi this is not the course for you.

## INTRODUCTORY SPANISH 11

**Course Content:** This is a beginner's Spanish language course that introduces the students to the basic written, oral, reading, and listening comprehension skills, while exposing them to the rich and colorful Hispanic cultures. Spanish is one of the Pacific Rim languages and its knowledge would greatly enhance any trip to Spanish-speaking destinations. All grade 11 and 12 students may take this course.

## SPANISH 11

**Course Content:** This course continues with the written, oral, reading and listening comprehension skills acquired in Introductory Spanish 11. In addition to the development of the student's written and spoken proficiency in the language, the course will include Hispanic cultural studies and communicative activities. This course meets the Language 11 requirement for university entrance.

**Recommendation:** Introductory Spanish 11 or Spanish 9

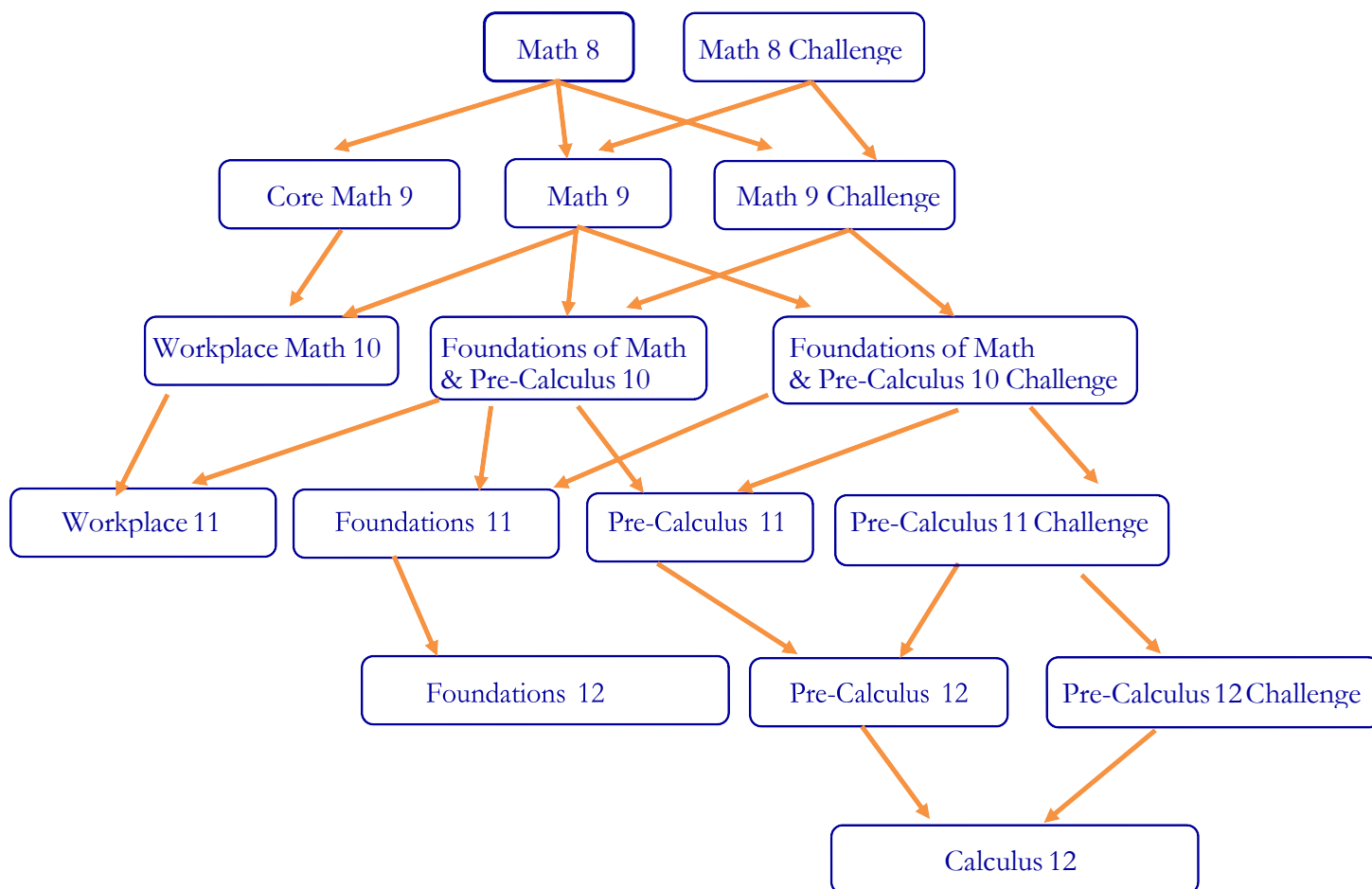
## SPANISH 12

**Course Content:** This course is an advance study of the finer aspects of the Spanish language. It continues with oral and listening comprehension skills with an emphasis on reading and writing. Students will read and understand sight passages, participate in spontaneous conversations and write coherent compositions. The goal is for each person to develop in him/herself, confidence in the ability to communicate in Spanish orally and in writing.

**Recommendation:** Spanish 11

# MATHEMATICS

A look at the charts below will show the interrelationships and sequence of the mathematics program. Students must be sure of post-secondary goals early to choose the correct mathematics stream. Programs at Seaquam are set to meet the needs of all students' abilities and goals.



## University Requirements:

Please check with your counsellor to learn about which course will suit your post-secondary needs. Additionally, please consult with your current Math teacher on which course at the next level will be best for your academic success at Seaquam.

## MATH 8

**Course Content:** Numbers are everywhere and form the basis of mathematics. They appear in different forms and are all related to each other. This course focuses on the operations of and the relationships between integers, decimals, fractions, percent, rates, and ratios. Furthermore, numbers represented as variables can be determined through algebraic expressions and equation solving. Basic probability and statistics will also be introduced.

## MATH 8: CHALLENGE

**Course Content:** Students with a mastery of the fundamental arithmetic operations who are looking to challenge themselves are encouraged to consider this course. Topics are like Mathematics 8, but focus on the enrichment, extension, and exploration of these concepts, with an emphasis on problem solving. Activities include weekly problem-solving activities based upon the national Grade 8 Gauss Math Contest.

# MATHEMATICS

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## MATH 9

**Course Content:** Course builds upon the knowledge and skills acquired from Mathematics 8. It continues to focus on number operations, algebra and problem solving, while introducing new topics such as rational numbers, data analysis, similarity, exponents and polynomials.

**Recommendation:** Mathematics 8

## MATH 9: CHALLENGE

**Course Content:** Course is for students who wish to be challenged in mathematics. The course will focus on algebra, polynomials, geometry, and data analysis, with applications in problem solving. Students will study the regular Mathematics 9 curriculum, but each chapter will have a more demanding challenge component. Time will also be spent in preparation for the national Grade 9 Pascal Math Contest. Selection will be based on teacher recommendation from Mathematics 8 or Mathematics 8 Challenge.

**Recommendation:** Mathematics 8

## MATH 9: CORE

**Course Content:** Course is focused on review and mastery of basic computational skills. Effort is made to relate mathematics to everyday applications in the real world. This course is for students who have difficulty in Mathematics 8 and do not plan to study advanced mathematics. This course leads directly to Workplace Mathematics 10.

**Recommendation:** Mathematics 8 or Mathematics 8 Core

## FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10

**Course Content:** Course is an extension of Mathematics 9. It is based upon the premise that a broad mathematical education is necessary for every student. The course includes algebra, trigonometry, and problem solving.

**Recommendation:** Mathematics 9

## FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10 CHALLENGE

**Course Content:** This course is an extension of Foundation of Mathematics and Pre-Calculus 10 curriculum, and highly recommended for those planning to enter the International Baccalaureate program in grade 11. Algebra, trigonometry, and geometry, with an emphasis on problem solving are studied. Significant time will be spent preparing for the national Math 10 Cayley Math contest held in February. Selection will be based on teacher recommendation from Mathematics 9 or Mathematics 9 Challenge. Minimum of 95% or higher (or “Extending” level under “Performance Standards”) recommended for those who did not take Math Challenge 9.

**Recommendation:** Math 9 Challenge or Math 9

## WORKPLACE MATH 10

**Course Content:** Course prepares students for math in the workplace and focuses on real-world applications of mathematics. The course focuses on helping students build skills around four main ideas: proportional reasoning; measurement of 3-dimensional objects; number sense and flexibility with numbers; and representing and analyzing data.

**Recommendation:** Mathematics 9 or Mathematics 9 Core

## PRE-CALCULUS MATH 11

**Course Content:** Course continues the exploration of functions, trigonometry, and problem solving through algebraic and/or graphical means. Pre-Calculus 11 is accepted by all post-secondary institutions as entrance requirement for most faculties. It is required for students planning on entering the Faculties of Science, Applied Science, Business, and certain Social Science majors such as Psychology, Geography, and Economics. Most institutions also require Pre-Calculus 11 for entrance into Nursing. Check with your counselor to ensure this course will meet your post-secondary entrance requirements. **Recommendation:** Foundations Math 10 70% or Pre-Calculus 10

## PRE-CALCULUS MATH 11 CHALLENGE

**Course Content:** This course builds upon the topics covered in Pre-Calculus 11 and explores each topic in more depth. Topics in this course include functions, trigonometry, and graphing. A major focus of the course will be problem solving and contests, as significant time will be spent preparing students for the national Fermat math contest. This course is highly recommended for students who enjoy being challenged, and prepares students planning on entering Faculties of Science, Applied Science, and Business.

\*Course may be cancelled if registration is low

**Recommendation:** Foundations and Pre-Calculus 10

# MATHEMATICS

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## FOUNDATIONS OF MATH 11

**Course Content:** Course expands on some of the topics studied in Foundations and Pre-Calculus Math 10. This Pathway is designed to provide students with the mathematical understandings and critical-thinking skills required for entry into liberal arts and humanities programs at the post-secondary level. Course topics include measurement, geometry, trigonometry, logic and reasoning, statistics, relations, and functions. This course is not accepted as an entry requirement for every post-secondary program. Please check with your counselor to ensure it meets your post-secondary entrance requirements.

**Recommendation:** Foundations and Pre-Calculus 10. It is not recommended that students come directly from Workplace Math 10 to this course.

## WORKPLACE MATH 11

**Course Content:** This option is designed to provide mathematical understanding and critical-thinking skills identified for entry into many trades and for direct entry into the workforce. Topics include understanding and applying rate of change, personal investments, loans, budgeting, how probability and statistics are used in different contexts, interpreting graphs, and working with 3D objects. It does not meet the requirements for university entrance but may meet some college entrance requirements. Attendance is critical, as a large portion of the final grade comes from in class assignments and homework.

**Recommendation:** Workplace 10 or Foundations and Pre-Calculus 10.

## PRE-CALCULUS 12

**Course Content:** This is a course for students who have achieved a standing of “C+” or better in Pre-Calculus 11. It focuses on the graphical and algebraic nature of mathematics and is a prerequisite for future studies in the fields of science, engineering, electronics, computer studies, economics, and business. Topics covered include trigonometry, logarithms and exponents, and transformations of various functions.

**Recommendation:** Student should be competent in Pre-Calculus Math 11

## PRE-CALCULUS 12 CHALLENGE

**Course Content:** Pre-Calculus 12 Challenge is for students who wish to study mathematics and sciences at the university level. Topics include quadratic relations, trigonometry, exponents, logarithms, sequences and series, polynomials, probability and statistics. The course also includes problem solving in preparation for various math contests.

\*This course may be cancelled if registration is low

## FOUNDATIONS OF MATHEMATICS 12:

**Course Content:** The focus of the Foundations of Mathematics

12 pathway is designed to enable students to develop their mathematical knowledge, skills and attitudes in the context of their lives and possible careers. Foundations of Math is the pathway designed for students planning to go to university in the humanities. Topics include finance, combinatorics and probability, and both exponential and sinusoidal functions. The Foundations pathway begins in grade 11.

**Recommendation:** Student should be competent in Foundations of Math 11

## CALCULUS 12

**Course Content:** Calculus 12 is intended for students with a high standing in Pre-Calculus 11 that are planning to pursue post-secondary studies in economics and commerce, engineering, or natural sciences. The focus of the course is to analyze functions and introduce differential and integral calculus. This course can be taken concurrently with Pre-Calculus 12. Please note that Calculus 12 will NOT prepare students to write the UBC/SFU Calculus Challenge Exam nor the AP Calculus AB/BC Exams. Classroom lessons and discussions will be reinforced with weekly assignments.

**Recommendation:** B or better in Pre-Calculus Math 11.

# PHYSICAL AND HEALTH EDUCATION

Our Physical Education programs are designed to increase and maintain student activity levels through several individual, dual and team activities in a safe and inclusive environment. Our goal is to provide students with the skills, knowledge, attitudes, and confidence to maintain active and healthy lifestyles both in and out of school.

## PHYSICAL & HEALTH EDUCATION 8

**Course Content:** This course will introduce students to a wide variety of topics related to healthy living and support them in learning more about themselves, others, and the community in which they live. Through physical activity experiences, students will build upon and develop their physical literacy levels, reflect on their personal preferences and motivating factors to participating in physical activity, and learn how various physical activities contribute to their health and well-being. Lastly, students will be introduced to various health-related topics and will explore their influences on health and well-being. Examples could include, but are not limited to, nutritional patterns and choices, stress levels, healthy relationships, self-esteem and identity.

## PHYSICAL & HEALTH EDUCATION 9

**Course Content:** This course will build upon the learning experiences from PHE 8 and will enable students to continue to develop and enhance their physical literacy levels, explore new ways that physical activities can support the health and well-being of themselves, others, and their community, and explore a range of factors that influence personal health decisions while considering the potential influences of themselves and others.

**Recommendation:** Physical Education 8

## PHYSICAL & HEALTH EDUCATION 10

**Course Content:** This course combines the learning experiences from PHE 8 and PHE 9, to help enable students to continue developing and enhancing their physical literacy levels through a variety of physical activity opportunities and experiences at school and in the community. Students will also deepen their knowledge and understanding of health and well-being through experiences in pursuing personal SMART goals, exploring personal and social factors and their influences on health-related decisions, and learning about various health-based resources and services in the community and how to access them.

**Recommendation:** Physical Education 9

## PHYSICAL & HEALTH EDUCATION 10: LEADERSHIP

**Course Content:** Courses are designed with an emphasis on introducing students to a variety of activities. Participation in fitness activities as well as team and individual sports stresses active health, fitness, skill, fair play, and knowledge of the game. Activities such as hockey, ultimate, soccer, rugby, handball, golf, tennis, and peer teaching. Classes are divided into units with an emphasis on active health, fitness and leadership. Students will also take a leadership role within the school planning, organizing, and running intramurals, tournaments, and sporting events. Students should be self-motivated with a desire to take on a leadership role within the school.

**Criteria for selection:** Students will be required to complete an application and will be selected by the Physical Education Department. Unsuccessful candidates are welcome to speak with their PHE teacher.

## PHYSICAL & HEALTH EDUCATION 10: CO-ED STRENGTH TRAINING

**Course Content:** Building on the knowledge, skills, concepts and activities of PHE 9, this course continues to provide opportunities for students in the areas of physical literacy, healthy and active living, mental well-being and social health through a strength and conditioning focus. Junior Strength Training is for Grade 10 students looking to improve their athletic and physical performance through strength training. The course is an introductory version to the senior level course where students will be introduced to several different weightlifting techniques and take part in workout programs that have been developed for everyone. Students will be educated on safe lifting techniques, weight room etiquette, knowledge around muscle building as well as the benefits of different styles of training. This is a great opportunity for individuals looking to take their physical performance safely and seriously to help in their athletic pursuits. **Recommendation:** Physical Education 9

## PHYSICAL & HEALTH EDUCATION 10: ACTIVE LIVING 11-12:

### FIT FOR LIFE – (Women Only)

**Course Content:** This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and utilize personal physical fitness plans and will acquire the knowledge and skills required to plan, organize, and implement recreational events. This course will be organized on a women's only basis with the emphasis on creating a positive and supportive atmosphere. Women's only will include trips to local fitness facilities as well as guest Zumba and self-defense instructors.

**Recommendation:** PE 10 and demonstration of a responsible and mature attitude and a satisfactory work habit in the previous year.

## ACTIVE LIVING 11

**Course Content:** This course is designed to offer students choice of both individual and team activities working towards a continued pursuit of developing and maintaining an active healthy lifestyle. Students are introduced to a Sport Education Model that increases student involvement and ownership over their learning. Active Living 11 will include a unit in first aid as well as range of field trip opportunities.

**Recommendation:** Physical Education 10



# PHYSICAL AND HEALTH EDUCATION

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## **ACTIVE LIVING 11-12: LEADERSHIP**

**Course Content:** This course is designed to offer students choice of both individual and team activities working towards a continued pursuit of developing and maintaining an active healthy lifestyle. Students will also take a leadership role within the school planning, organizing, and running intramurals, tournaments, and sporting events. Students should be self-motivated with a desire to take on a leadership role within the school. Students should be in good standing with the school community.

**Recommendation:** Students will be required to complete an application and will be selected by the Physical Education Department. Unsuccessful candidates are welcome to speak with their PHE teacher.

## **ACTIVE LIVING 12**

**Course Content:** This course is designed to offer students choice of both individual and team activities working towards a continued pursuit of developing and maintaining an active healthy lifestyle now and in the future. Students are introduced to a Sport Education Model that increases student involvement and ownership over their learning. PE 12 will include a unit in athletic injuries and community programs as well as range of field trip opportunities.

**Recommendation:** A PE 11 course

## **PHYSICAL & HEALTH EDUCATION 9-10**

### **ACTIVE LIVING 11-12:**

#### **CO-ED VOLLEYBALL**

**Course Content:** This unique program replaces a student's regular Physical and Health Education (PHE.) course and offers 100 plus hours of instruction combining on-court and physical training. This course is not designed for the recreational volleyball player, it is an intensive skill-based course. The program consists of a volleyball curriculum as set out by Seaquam Volleyball Coaches and in compliance with the BC Ministry of Education's Outcomes for Physical Education. Students earn their grade-equivalent P.E. credit upon successful completion of the program. Students will have the opportunity to complete their Level I Referees Certification. Guest coaches will be scheduled throughout the year so that athletes receive a wide range of coaching. **Course Fee: \$200**

## **PHYSICAL & HEALTH EDUCATION 9-10**

### **ACTIVE LIVING 11-12:**

#### **CO-ED BASKETBALL (X Block)**

**Course Content:** This unique program replaces a student's regular Physical and Health Education (PHE.) course and offers 100 plus hours of instruction combining on-court and physical training. The program consists of a basketball curriculum as set out by Seaquam Basketball Coaches and in compliance with the BC Ministry of Education's Outcomes for Physical Education. Students earn their grade equivalent. P.E. credit upon successful completion of the program. Guest coaches will be scheduled throughout the year so that athletes receive a wide range of coaching techniques. For more information, please email Mr. Doug Mackenzie ([dmackenzie@deltaschools.ca](mailto:dmackenzie@deltaschools.ca))

**Course Fee:** \$100 or \$200 with BADEN basketball

## **STRENGTH TRAINING CO-ED 11-12**

**Course Content:** This course will be comprised of personal fitness activities with an emphasis on weight training. Students will be introduced to anatomy, training principles, technique and methods for a weight-training program. Students will have the opportunity to develop and maintain a fitness plan that meets students' individual goals. This course will be offered during the regular timetable.

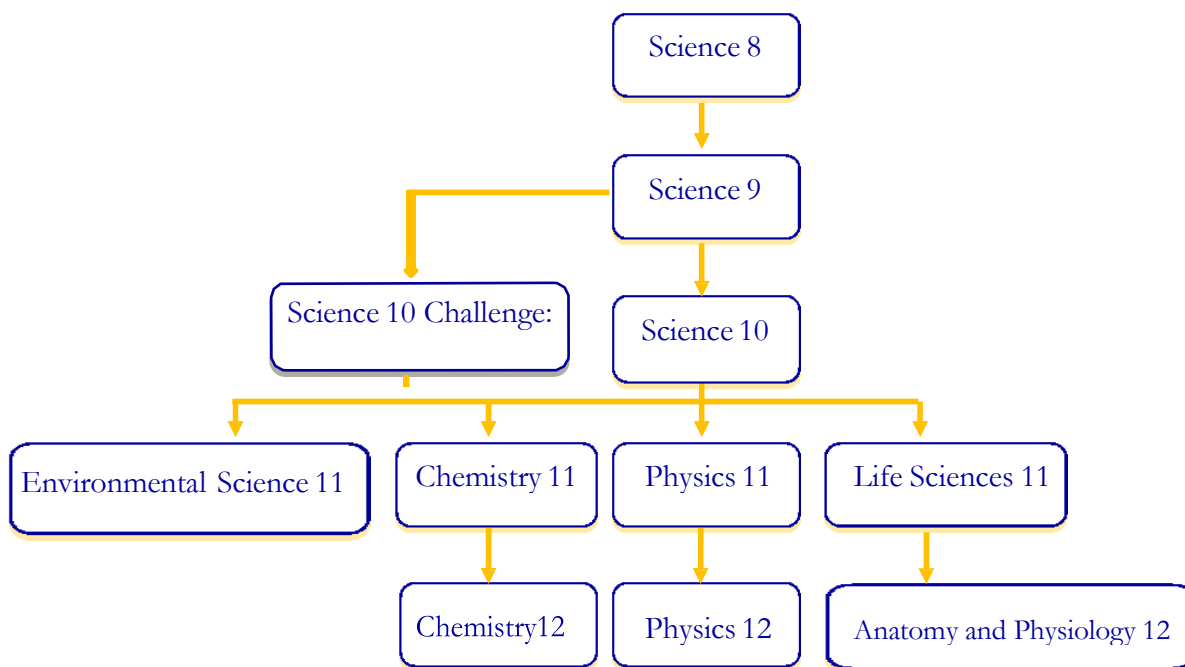
**Recommendation:** PE 10 and demonstration of a responsible and mature attitude and a satisfactory work habit in the previous year.

## **FITNESS & CONDITIONING 11-12**

**Course Content:** Fitness and Conditioning 11/12 is a course designed to expose students to a diverse range of training regimens. In addition to conventional strength and cardiovascular training methods, students will participate in a variety of aerobic and anaerobic exercises. Interval training, plyometrics, speed training, circuits, yoga, spin, Cross-Fit and muscular endurance exercises. Students will learn about different training methods, anatomy, and how to build a proper training plan.

# SCIENCE

Science 8, 9 and 10 are required courses as they are general programs encompassing all areas of Science: Biology, Chemistry, Physics, and Earth Science. Grade 11 and 12 students will study specific areas of Science. Students should have a clear knowledge of their post-secondary goals and interests early to select the appropriate choices in senior grades.



## SCIENCE 8

**Course Content:** Biology: Characteristics of Life, Cell Theory and Types of Cells, Photosynthesis and Cellular Respiration, The Immune System, Vaccination and Antibiotics, Epidemics and Pandemics. Chemistry: Kinetic Molecular Theory, Atomic Theory and Models. Physics: Electromagnetic Radiation, Light. Earth Science: Plate Tectonics, Major Geological Events, Layers in the Earth. Students will experience a progressive approach to learning science which will include lectures, labs (group work), demonstrations, discussions, and problem solving.

## SCIENCE 9

**Course Content:** Course Content: Life Science: Asexual Reproduction, Sexual Reproduction, Mitosis and Meiosis. Physical Science: Elements, Compounds, and the Periodic Table. Electrical Circuits, Voltage, Current, and Resistance. Earth Science: Abiotic Factors, Biotic Factors and Ecosystems. First Peoples knowledge of interconnectedness and sustainability. Students will experience a progressive approach to learning science which will include lectures, labs, demonstrations, discussions and problem solving. A regular program of home study is expected.

**Recommendation:** Science 8

## SCIENCE 10

**Course Content:** Life Science: Genetics, Inheritance, Mutations and Selections. Physical Science: Chemical Reactions, Chemical Processes, Energy Changes, Conservation of Mass, Potential Energy, Kinetic Energy, Energy Transformations and Nuclear Reactions. Astronomy: Formation of the Universe. First Peoples Perspectives on Energy. Students will experience a progressive approach to learning science which will include lectures, labs, demonstrations, discussions and problem solving. A regular program of home study is expected.

**Recommendation:** Science 9

## SCIENCE 10: CHALLENGE

**Course Content:** This is a fast-paced course designed for intellectually curious post-secondary bound students who love to explore new ideas, design experiments, and develop their scientific aptitude. Students will study the regular Science 10 curriculum with some concepts being studied in greater depth and breadth. Science 10 Challenge also focuses on the development of laboratory skills and scientific communication. Students will earn marks parallel with regular curriculum classes.

**Recommendation:** For students looking to be challenged in science or interested in continuing into the IB program. 80% or above in Math 9 and Science 9.

# SCIENCE

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## ENVIRONMENTAL SCIENCES 11

**Course Content:** Environmental Science 11 is a course about the environment we live in and human interaction with it. The course will first focus on topics related to natural ecosystems then explore the reasons, mechanisms, and consequences of human impact on the environment. A blend of lectures, class discussions, field and laboratory investigations, and current event analysis will be used to further understanding of the world around us.

**Recommendation:** Science 10 or Science 10 Challenge

## CHEMISTRY 11

**Course Content:** This is an introductory course which covers the development of the basic principles governing the behavior of matter. It provides a sound foundation for students wishing to continue the study of chemistry as well as establishing a technical background for further studies in other sciences. Students will experience a progressive approach to learning chemistry which will include lectures, labs (group work), demonstrations, discussions, and problem solving.

**Recommendation:** Science 10 or Science 10 Challenge. Students should have completed or be enrolled in Pre-Calculus 11

## LIFE SCIENCES 11

**Course Content:** This is an introductory course which examines the diversity of life. Evolutionary and ecological classifications are also discussed. Groups studied include viruses, monerans, plants and animals. Students will experience a progressive approach to learning biology which will include lectures, labs, demonstrations, discussions, and problem solving.

**Recommendation:** Science 10 or Science 10 Challenge

## PHYSICS 11

**Course Content:** Physics 11 is an introductory course dealing mainly with objects in motion, the forces which cause changes in motion, and the energies associated with these situations. Topics include kinematics, **vector** kinematics, Newton's Laws, types of forces, **vector** forces, energy, momentum, circuits and waves. This is not a course for students who are having difficulty with algebra. Students will experience a process-oriented approach to learning physics which will include short lectures, labs (group work), demonstrations, discussions, and problem solving.

**Recommendation:** Science 10 and Foundations of Math and Pre-Calculus. Students should be enrolled in Pre-Calculus 11.

## ANATOMY & PHYSIOLOGY 12

**Course Content:** Anatomy and Physiology 12 covers the topics of homeostasis, DNA and Cells and human body systems. Delivery of course content will include lectures, discussions and demonstrations. Anatomy and Physiology 12 is a challenging academic course; regular attendance and home study is expected. This course is intended for students planning to pursue Biology or Sciences at the post-secondary level. Students will demonstrate their understanding of content through a variety of assessment techniques including short assignments, projects, laboratory experiments, group work, quizzes, and tests.

**Recommendation:** Life Sciences 11 and/or Chemistry 11.

## CHEMISTRY 12

**Course Content:** Chemistry 12 is a university preparation course emphasizing student discovery along with the discussion of principles in the classroom. This course is recommended for those students wishing to continue their study of chemistry and related courses at the post-secondary level. Main Topics: Reaction Rates, Chemical Equilibrium, Solubility, Acids & Bases, Redox Reactions. Students will experience a progressive approach to learning chemistry which will include lectures, labs (groupwork), demonstrations, discussions and problem solving.

**Recommendation:** Chemistry 11.

Students should be competent in Pre-Calculus 11.

## PHYSICS 12

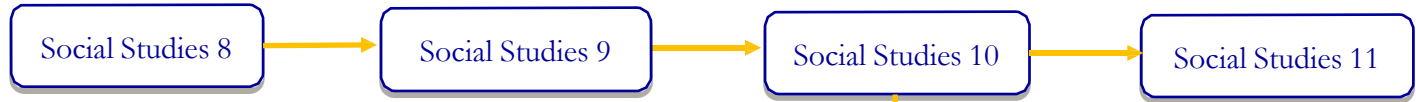
**Course Content:** Physics 12 is a course designed to prepare students for continuing their education in a science or technology field at a university, college, or technical school. Those students considering careers in engineering, medicine, computer science, oceanography, biophysics, environmental science, etc. should select Physics 12 as an elective. Main topics of study include projectile motion, equilibrium, momentum, circular motion (planetary), electrostatics, and electromagnetism. Students will experience a process-oriented approach to learning physics which will include short lectures, labs (group work), demonstrations, discussions, and problem solving.

**Recommendation:** Students should be competent in both Physics 11 and Pre-Calculus 11.

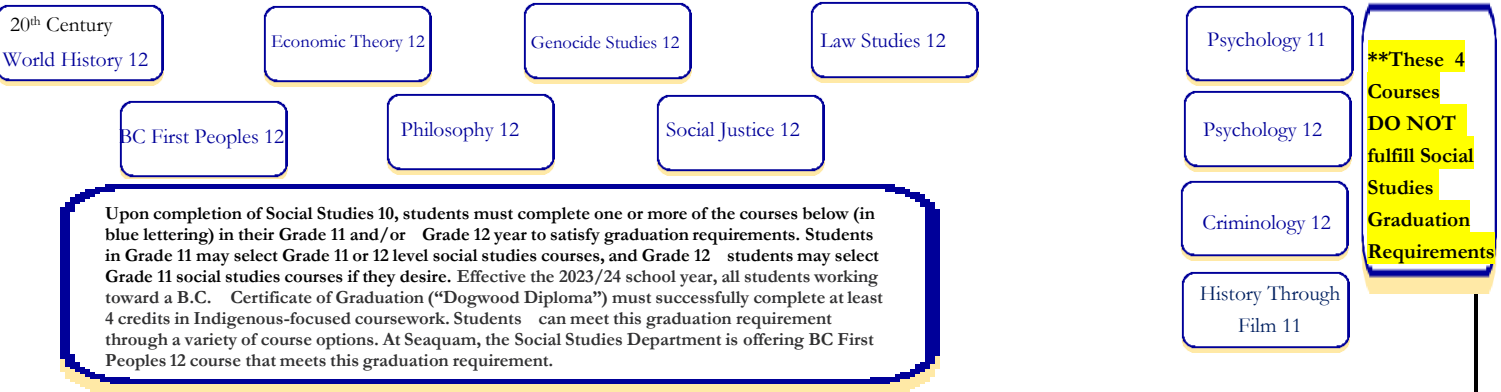
# SOCIAL STUDIES

The Social Studies curriculum begins with a general social studies program and leads to the following senior courses:

Explorations in Social Studies 11, 20<sup>th</sup> Century World History 12, Genocide Studies 12, Law Studies 12, Philosophy 12, Social Justice 12, Economics 12, BC First Peoples 12, and Psychology 11 and 12.



Students can take the following Grade 12 courses after successfully completing either Social Studies 10 or Social Studies 11:



## SOCIAL STUDIES 8

**Course Content:** Social Studies 8 involves 'big ideas' about power, ideas, and change. Students completing this course will be able to recognize how the ideas and stories of societies from 7th Century to 1750 left a mark on cultures and landscapes and will be able to see how these same patterns are present in their own world. Students will be successful in this course when they can demonstrate their capacity to think critically, interpret evidence, assess and defend positions and conduct inquiry related to course topics. To do this, students will practice skills and processes, such as decoding a variety of sources from the past and present to generate and answer questions.

## SOCIAL STUDIES 9

**Course Content:** Social Studies 9 has students investigate 'big ideas' about how Canada and the world from 1750 to 1919 have been influenced by changing perspectives, the environment, power, and identity. Students will be successful in this course when they can demonstrate their capacity to think critically, interpret evidence, assess and defend positions, and conduct inquiry related to course topics. Students completing Social Studies 9 will be able to tell more inclusive stories about Canada and countries around the world and have a sense of their own place in Canada and the world's past, present and future.

**Recommendation:** Social Studies 8

## SOCIAL STUDIES 10

**Course Content:** Social Studies 10 has students investigate Canada's development in the 20th Century through the 'big ideas' around conflict, political institutions, differing worldviews, and injustice. Students will be successful in this course when they can demonstrate their capacity to think critically, interpret evidence, assess and defend positions, and conduct inquiry related to course topics. Students completing Social Studies 10 will be able to make connections between past people, events, and ideas and how these have influenced Canada's present-day circumstances.

**Recommendation:** Social Studies 9

## EXPLORATIONS IN SOCIAL STUDIES 11

**Course Content:** Explorations in Social Studies 11 has students investigate various topics within the field of social studies. The intent is to expand on previous years' content and skills to explore additional topics in possible areas such as history, law and politics, geography, social justice, and others. Topics investigated will vary and will be decided by each class's assigned teacher. Students will be successful in this course when they can demonstrate their capacity to think critically, interpret evidence, assess and defend positions, and conduct inquiry related to course topics. Some examples of investigations include exploring the power of behavior and choice in history, case studies on different social issues, and humankind's relationship with the environment across time.

**Recommendation:** Social Studies 10

# **SOCIAL STUDIES**

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

**Course Content:** This course provides students with an opportunity to explore the events, issues, people, and places that defined the 20th Century around the globe. Major topics of study include 20th century dictatorships (Hitler, Stalin, Mao, Castro, etc.), global conflicts from a global perspective (WWI, WWII, the Cold War, etc.), revolutions (Russia, China, Cuba, Iran, etc.), and human rights issues around the world (United States, South Africa). Students will be encouraged to make connections about how events of the 20th century can help us respond to 21st century problems.

**Recommendation:** Social Studies 10

## **GENOCIDE STUDIES 12**

**Course Content:** This is a course in which students learn about various cultural and physical genocides around the world to determine how genocide can be prevented in the future. Major topics include the causes of genocide, responses to genocide, resistance to genocide and methods of remembering. This is a class for students interested in a cross-curricular look at history as we bring in ideas from psychology, sociology, political science, economics, literature, film etc. to help understand genocide.

**Recommendation:** Social Studies 10

## **BC FIRST PEOPLES 12**

**Course Content:** This course provides students with an opportunity to explore the various worldviews, languages, and cultural expressions of First Peoples in British Columbia. Explorations include examining the impact of contact and colonialism, contemporary challenges of colonial resistance, self-governance, leadership and self-determination. Students will be successful in this course when they can demonstrate their capacity to think critically, interpret evidence through Indigenous principles of learning, assess and defend positions, and conduct inquiry related to course topics. This course fulfills the Indigenous-focused coursework graduation requirement.

**Recommendation:** Social Studies 10

## **SOCIAL JUSTICE 12**

**Course Content:** This course aims to raise awareness of various areas of injustice in society through case examples and themes, allowing students to develop critical thinking skills that lead to nuanced personal viewpoints on several justice issues such as gender, racism, globalization, poverty, LGBTQ2I+, mental & physical abilities and more.

**Recommendation:** Social Studies 10

## **LAW STUDIES 12**

**Course Content:** This course provides students with a general look at topics such as the history and development of Canadian law, criminal and civil law, constitutional law and rights, contract law, family law, etc. It is not meant to “make lawyers” of students, but to give an introductory overview of the Canadian legal system that will help students understand how the law affects their daily lives and the society around us. Students will be successful in this course when they can demonstrate their capacity to think critically, interpret evidence, assess and defend positions, and conduct inquiry related to course topics.

**Recommendation:** Social Studies 10

## **PHILOSOPHY 12**

**Course Content** This course provides students with a foundation for understanding various philosophical theories used to approach many of the deep questions about our lives, such as ideas about the nature of reality, who we are as beings, what is right and wrong in justice, and even whether we can be sure of what we know to be true. Students will be successful in this course when they can demonstrate their capacity to think critically, interpret evidence, assess and defend positions, and conduct inquiry related to course topics.

**Recommendation:** Social Studies 10

## **ECONOMIC THEORY 12**

**Course Content** This course provides students with a working understanding of economic theories and practices to help study both historic and contemporary situations. This includes economic theories, such as capitalism, mercantilism, neo-liberalism, and Marxism ideas, and how these have been used towards positively improving trade and markets, along with the lives of people. This course will also provide students with opportunities to look closely at economic behaviors, trends, and the ways individuals, societies and governments make economic decisions. Students will be successful in this course when they can demonstrate their capacity to think critically, interpret evidence, assess and defend positions, and conduct inquiry related to course topics.

**Recommendation:** Social Studies 10



# **SOCIAL STUDIES**

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## **PSYCHOLOGY 11**

**Course Content** This course is designed to provide students with an understanding of the science of psychology. The course will introduce the history of psychology and research methods, developmental psychology, sensation, and perception, learning and cognition, social psychology, and abnormal psychology. Activities will include experiments, reading and writing assignments, presentations, class discussions, interactive tutorials, active learning experiences and debates.

**Recommendation:** Social Studies 10

\*\*Does not fulfill Social Studies Graduation Requirement

## **PSYCHOLOGY 12**

**Course Content** This course is designed to provide students an opportunity to further their understanding of the science of psychology. This course will cover developmental psychology, psychodynamics, behaviorism, forensic psychology, memory, therapy and emotions. Activities will include reading and writing assignments, presentations, class discussions, experiments, and debates.

**Recommendation:** Psychology 11 is preferred

\*\*Does not fulfill Social Studies Graduation Requirement

## **CRIMINOLOGY 12**

**Course Content** Course is an introductory course on the study of crime, criminals, and the penal system. The topics include: the causes of crime, biological, social and psychological theories of crime, the roles of police, the treatment of criminals and organized crime. Assignments are designed to analyze current events, details of specific crimes and criminals and the application of legal defenses. Research, writing, critical thinking skills and the application of various theories are developed through a variety of assignments.

**Recommendation:** Social Studies 10

\*\*Does not fulfill Social Studies Graduation Requirement

## **HISTORY THROUGH FILM 11**

**Course Content** This course is intended to be both a supplementary course to 20th Century World History, as well as an introduction to the events of the 20th century for those with a passion for film and history of the era. Paralleling the topics in 20th Century World History, students will investigate events and ideas through a variety of media, including novels, historical documents, and most notably film and television. Through this course students will gain an understanding of the events that shaped the 20th century, as well as involve themselves in the critical analysis of films for their cultural bias and interpretation of historical events. Students will be required to participate in a variety of activities to develop their knowledge and awareness of the events as well as display growing media literacy. The course is open to both grade 11 and 12 students. It is not mandatory for students to be in 20th Century World History to take this course.

\*\*Does not fulfill Social Studies Graduation Requirement

## STUDENT SERVICES

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Student Services are those specialized programs designed to help students be successful. We have a wide variety of programs at Seaquam to meet the learning needs of students. If you feel you would benefit from one of these programs, please contact your counsellor.

### LEARNING SUPPORT GRADES 8-12

**Update from previous years:** The Learning Support Team (LST) model at Seaquam is shifting to provide more services in academic classes as we are committed to being an inclusive school. Most of our students experience success within a regular classroom setting using differentiated learning strategies. The LST staff works with classroom teachers to identify, plan, teach, and assess students with varying learning needs; this model will allow the team to support more students who require help to meet course requirements and/or the goals of their Individual Education Plan (IEP) or Learning Plan. Some students may continue to receive regularly **scheduled** (blocked) support, on the advice of LST staff and the School-Based Team (SBT), but many will be supported through **outreach**.

LST or Strategies will not be a course chosen during the course selection process. Referrals can be made by either a counsellor, teacher, or administrator and then presented to SBT for ratification. Students currently enrolled in Strategies will be advised about the level of support (**scheduled** or **outreach**) offered for the next year.

**Requirements for students receiving learning support:** Recommendation from LST teacher and/or School Based Team.

### ENGLISH LANGUAGE DEVELOPMENT (ELL) 8-12: LEVELS 1-3

This course has been developed for students with little exposure to the English Language. The course focuses on vocabulary development, the accompanying grammar structures, speaking and listening skills, as well as reading strategies and writing mechanics.

### ELL STRATEGIES FOR LEARNING 8-12

This course is designed to provide instruction in effective self-regulation and strategic learning for students whose primary language is not English. ELL and International Students will work independently and get academic support primarily with their English Language based courses such as Career Life Education, English and Social Studies classes. Emphasis will be placed on maintaining organizational and study skills and developing English language proficiency. This class can be taken as a second ELL course.

### ELL EXCEL 10-12 (ELL Focus)

This course does not meet the graduation requirement of English and **must be taken alongside an English class**. This course is designed to help students who are developing their proficiency with the English Language. Specifically, students are working on their ability to retrieve information, recognize meaning, interpret texts, and analyze texts. Reading and writing are the primary focuses of this course.

# CAREER PROGRAMS

*Experiential Learning in High School*



Two ways to start an apprenticeship career



Experience in an occupation of interest  
*Including Junior Fire*



CADD (Drafting) & Early Childhood Education

**MORE Student Opportunities:**

- Site Tours
- Field Trips
- Delta Hiring Fair
- District Youth Work
- and others that arise!

[deltalearns.ca/careers/](http://deltalearns.ca/careers/)



Delta School District  
*Inspired Learning*



High School

## Work Experience

4 or 8 Graduation Credits  
(1 or 2 high school elective credits)

1. Identify a career focus or goal. Example: carpenter, doctor, accountant, social worker, artist, travel agent...)
2. Select ONE focus areas that best relates to your career plans.



Business & Applied Business	Fine Arts, Design and Media
Fitness and Recreation	Health and Human Services
Liberal Arts and Humanities	Science and Applied Science
Tourism, Hospitality and Foods	Trades and Technology



# Apprenticeship Programs for High School Students



## Working in a Trade

Hired as an Apprentice

- Hired as an apprentice
- Obtain high school courses (up to 4 courses total)
- This can be for any red seal trade. The supervisor must be a certified journeyman



## Training in a Trade

Post Secondary Schooling

- If accepted, the school district will pay the tuition
- Applications due before spring break
- For students going into grades 11 or 12 the following school year



# Student Apprenticeship Options

Electrician (BCIT @ NDSS Secondary)	Auto Service Technician (Seaquam)
Professional Cook (Seaquam)	Millwright (KPU Cloverdale)
Welder (KPU Cloverdale)	Baking & Pastry Arts (VCC Downtown)
Carpenter (KPU/Frank Hurt)	Motorcycle & Power Equip. Tech (BCIT - Willingdon)
Plumber (KPU Cloverdale)	Metal Fabricator (BCIT - Willingdon)
Auto Refinishing Prep (VCC - Broadway)	Commercial Painter (FTI - Surrey)

Prerequisites & more info found at [www.deltalearns.ca/careers/](http://www.deltalearns.ca/careers/)



BRITISH COLUMBIA  
INSTITUTE OF TECHNOLOGY



KWANTLEN  
POLYTECHNIC  
UNIVERSITY



Franchising Trades  
Institute of BC



ARTISTS  
IN SCHOOLS



Delta  
School & District  
Inspired Learning





In Partnership with:

# Aquatic Leadership



- Grade 11/12 students in September
- Apply before February 28
- Bronze Cross, Bronze Medallion, Swim and Life Saving Instructor, Standard First Aid and Active Living 11/12
- Swim at a Swimmer 6 or better
- Wednesdays 6:30am – 8:30am AND Thursdays 6:00am – 7:45am from September to June

More info and prerequisites can be found on the career website!



Post Secondary

# CADD – Drafting

- If accepted the school district will pay the tuition!
- Students complete one course per semester.
- Apply before spring break.

More info and prerequisites can be found on the career website!



In Partnership with:







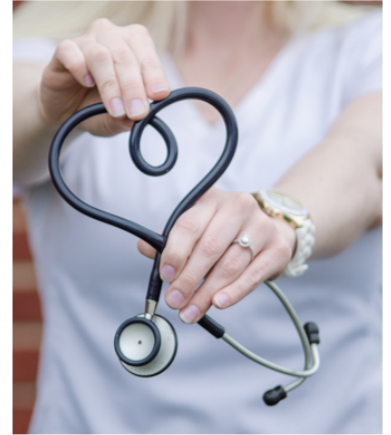
Post Secondary

## Biomedical & Health Science

- If accepted the school district will pay the tuition.
- Students complete one course per semester.
- Apply before February 28
  - Nurse or Psych Nurse
  - Biomedical Scientist or Biotechnologist
  - Public health officer or medical manager
  - Other career in these fields

More info and prerequisites can be found on the career website!

In Partnership with:



## Early Childhood Education - Dual Credit

If successful in completing all the summer courses, the student is eligible to apply as a CERTIFIED ECE ASSISTANT

- Summer (July) - 4 week duration
- Apply before spring break.
- More info and prerequisites can be found on the career website!





# Junior Firefighting Camp

Calling all Grade 11 & 12 students – applications due in November

- Students must be 16 or older to apply, have good attendance, be registered in a Delta school and have a genuine interest in firefighting, volunteering and community service.
- More info and prerequisites can be found on the career website!

**In Partnership with**



**Delta School District**  
*Inspired Learning*



## The School Team

Each school has these folks to help the students



### Career Programs Facilitator

Oversees work experience, train in trades, work in trades & other programs. They help students in the programs.



### Career & Post Secondary Advisor

They help with post secondary requirements AND scholarships!

# DELTA DISTRICT VISION

