

J.N. BURNETT
SECONDARY

PROGRAM
PLANNING GUIDE
2025-2026



MISSION STATEMENT

**At J.N. Burnett
we provide an enriching environment that
respects, values and celebrates diversity, promotes individual growth
and prepares the learner to be a
well-rounded and responsible member
of the larger community.**

J.N. BURNETT SECONDARY SCHOOL

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Phone: 604-668-6478

Website: jnburnett.sd38.bc.ca

Principal: Ms. D. Ten-Pow

Vice Principals:

Mrs. L. Collins

Mr. M. Winograd

Counsellors:

Mrs. A. Grenzberg

Ms. M. Murad

Ms. P. Yip

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PRINCIPAL'S MESSAGE

Dear Parents/Guardians and Students,

J.N. Burnett is a semestered, comprehensive, inclusive secondary school that offers a wide variety of curricular and extra-curricular opportunities for all students. Our dedicated staff is committed to creating a learning environment that encourages students to set goals for themselves and to strive towards individual excellence. We aim to ensure that each student's secondary school experience is inclusive, caring, meaningful and rewarding. Our programs are designed to recognize and support the varied interests, abilities and educational needs of all students. J. N. Burnett is a great place to learn as we also strive to promote a sense of community!

We feel strongly that education is a co-operative endeavour involving both home and school. At Burnett, we encourage and welcome parental involvement as we work together to support the learning of our students. We strongly believe that ongoing communication between parents/guardians and the school is beneficial to all. Parents may call the school throughout the work week or contact teachers directly by email to arrange a parent-teacher conversation beyond the school-wide-scheduled Parent-Teacher Conferences. Also, a weekly bulletin titled Week-at-a-Glance (WAAG) is emailed and posted on our website to keep families up to date on school activities.

Selecting courses to map out future destinations is sometimes a difficult and confusing process to navigate. However, it is important that students take the time to think through choices carefully, and to take advantage of the help that is available from school counsellors. In the intermediate years (8-9) the courses students select should reflect general interests and be seen as exploratory. As students move towards their graduation program (10-12), they will want to set more specific goals and plan accordingly. The counsellors will help students understand which courses are required to graduate, which courses should be taken as prerequisites to the various post-secondary institutions or training programs, and which courses might be most useful to prepare for particular careers.

To all students - the important thing to keep in mind throughout the course planning process is that each of you has strengths as well as areas of interest. Try to recognize your strengths and develop them through the courses you select. Remember that you are designing an important part of your future. Finally, *don't be afraid to ask for help – We are here to assist you!*

Ms. Ten-Pow, Principal

SCHOOL SCHEDULE

Student Course Requests

It is essential that students take the time to select their courses very carefully. Once we receive requests from all students, our timetable is built in May to accommodate their requests. Once the timetable is built, it is difficult to make changes. The following is the procedure used to build the timetable.

1. Students determine their compulsory courses and choose their elective courses using this course-planning guide to assist them. Students submit their course requests to their counsellors.
2. The requests for each course are tallied and that information is used to determine how many blocks to build of each course.
3. If too few students request a particular elective course, then that course cannot be offered. Students are then programmed into their alternate elective choice. It is essential that students provide alternates.
4. The master timetable is then built using the numbers of blocks for each course as determined by student requests.

Please note when selecting courses:

1. Incentive courses are suitable for students who wish to extend their experiences beyond the regular academic level. These Incentive courses may also be taken as a preparatory program for senior level Advanced Placement Programs.
2. Requests for Incentive courses and Learning Services will be screened to ensure appropriate educational choices.
3. Each required course must be passed consecutively to a certain grade level
 - i. Language Arts (English) to the grade 12 level
 - ii. Social Studies 10 and a Social Studies 11 or 12 level course
 - iii. Math and Science to the grade 11 level
 - iv. Physical Education to the grade 10 level

Personal Student Planning Guide to Graduation

Intermediate Program (No Credits Earned)

Graduation Program (Credits Earned)

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Humanities 8	English 9	English 10*	English 11	English 12*
Humanities 8	Social Studies 9	Social Studies 10	Social Studies 12* or ELECTIVE	Social Studies 12* or ELECTIVE
Mathematics 8	Mathematics 9	Mathematics 10	Mathematics 11	ELECTIVE
Science 8	Science 9	Science 10	Science 11 (of your choice)	ELECTIVE
Physical Education 8	Physical Education 9	Physical Education 10	ELECTIVE	ELECTIVE
French 8	ELECTIVE (Fine Arts)	Career Life Education	ELECTIVE	ELECTIVE
Home Economics 8 & Technology Education 8	ELECTIVE (ADST)	ELECTIVE	ELECTIVE	ELECTIVE
ELECTIVE	ELECTIVE (language recommended)	ELECTIVE	ELECTIVE	ELECTIVE
Choose 1 ELECTIVE	Choose 3 ELECTIVES	Choose 2 ELECTIVES	Choose 4 or 5 ELECTIVES	Choose 6 or 7 ELECTIVES

*** To graduate, you must take ONE of the Indigenous-focused courses below: ***

English First Peoples 10

OR

English First Peoples 12

OR

BC First Peoples Social Studies 12

* This also meets the English 10 requirement.

* This also meets the English 12 requirement.

* This also meets the Social Studies 12 requirement.

NOTE:

Grade 9s should be selecting ONE (1) Fine Arts 9 elective and ONE (1) Applied Design, Skills, and Technologies (ADST) 9 elective. ONE (1) language 9 elective is recommended. Burnett offers French, Japanese, Mandarin, and Spanish courses.

Graduation Requirements

Required Courses	Credits
English 10*	4
Mathematics 10	4
Physical Education 10	4
Science 10	4
Social Studies 10	4
English 11	4
Mathematics 11 OR Mathematics 12	4
Science 11 OR Science 12	4
Social Studies 11 OR Social Studies 12*	4
English 12*	4
Fine Arts OR Applied Design, Skill, and Technologies 10, 11, or 12	4
Career Life Education	4
Career Life Connections (includes Capstone project and 30 hours of community volunteering or work experience)	4
SUB-TOTAL	52
Seven (7) Elective Courses	28
TOTAL	80

To graduate, you must also complete the following Provincial Graduation Assessments:

- Graduation Numeracy 10 Assessment - Grade 10
- Graduation Literacy 10 Assessment - Grade 10
- Graduation Literacy 12 Assessment - Grade 12

NOTES:

- Eighty (80) credits (20 courses) is the minimum requirement for graduation
- You need one (1) Indigenous-focused course (listed on previous page) AND all the required courses listed above
- A minimum of 16 credits (4 courses) must be at the Grade 12 level
- Burnett does not offer Social Studies 11, but you can take it during summer school or online
- Although you only need Mathematics 11 or 12, and Science 11 or 12, please note the pre-requisite for Grade 12 level Mathematics and Sciences is the Grade 11 level

Levels 1-2 ELL Program

LEVEL 1s have 3 blocks of ELL regardless of grade

A typical schedule may look like this:

Semester 1	Semester 2
ELL 1A	ELL 1C
ELL 1B	PE 8/9/10 OR Elective 11 or 12
Math 8/9/10/11 OR Elective 12	Elective 8/9/10/11/12
Home Ec./Tech Ed. 8 OR Elective 9/10/11/12	Elective 8/9/10/11/12

LEVEL 2s have 3 blocks of ELL regardless of grade

A typical schedule may look like this:

Semester 1	Semester 2
ELL 2A	ELL 2C
ELL 2B	Math 8/9/10/11 OR Elective 12
PE 8/9/10 OR Elective 11/12	Science 8/9/10 OR Elective 11/12
Home Ec./Tech Ed. 8 OR Elective 9/10/11/12	Elective 8/9/10/11/12

Level 3 ELL Program

LEVEL 3s have 2 blocks of ELL regardless of grade

A typical schedule may look like this:

Semester 1	Semester 2
ELL 3A	ELL 3B
Science 8/9/10/11 OR Elective 12	Math 8/9/10/11 OR Elective 12
PE 8/9/10 OR Elective 11 or 12	French 8 OR Elective 9/10/11/12
Home Ec./Tech Ed. 8 OR Elective 9/10/11/12	Socials 8/9/10/11/12

Level 4 ELL Program

LEVEL 4s have 1 block of ELL regardless of grade

A typical schedule may look like the following by grade:

GRADE 8	
Semester 1	Semester 2
ELL 4	Humanities 8
Science 8	Math 8
PE 8	French 8
Home Ec./Tech Ed. 8	Elective 8

GRADE 9	
Semester 1	Semester 2
ELL 4	English 9
Math 9	Science 9
Social Studies 9	PE 9
Elective 9	Elective 9

Level 4 ELL Program

LEVEL 4s have 1 block of ELL regardless of grade

A typical schedule may look like the following by grade:

GRADE 10	
Semester 1	Semester 2
ELL 4	English 10
Math 10	Science 10
Social Studies 10	PE 10
Career Life Education	Elective 10

GRADE 11	
Semester 1	Semester 2
ELL 4	English 10
Math 11 Elective	Science 11 Elective
Social Studies 11/12 OR Elective 11	Elective 11
Elective 11	Elective 11

GRADE 12	
Semester 1	Semester 2
ELL 4	English 10
Elective 12	Elective 12
Social Studies 11/12 OR Elective 12	Elective 12
Elective 12	Elective 12



Burnett Graduation Checklist

Name: _____ Grade: _____ Status: Local/International Date: _____ Counsellor: _____

Grade 10	Credits	Grade 11	Credits	Grade 12	Credits
English 10	4	English 11	4	English 12	4
Math 10 [FMP or WM]	4	Math 11 [FOM or PREC or WM]	4	Social Studies 11/12 or Elective _____	4
Science 10	4	Science 11 _____	4		
Social Studies 10	4	Social Studies 11/12 or Elective _____	4	Elective _____	4
Physical Education 10	4			Elective _____	4
Career Life Education	4	Elective _____	4	Elective _____	4
Elective _____	4	Elective _____	4	Elective _____	4
Elective _____	4	Elective _____	4	Elective _____	4
_____		_____		_____	
_____		_____		_____	
_____		_____		_____	
TOTAL	/32	TOTAL	/32	TOTAL	/32

A minimum of 80 credits is required to graduate.

- One (1) Fine Arts or Applied Design, Skills and Technologies course in Grade 10, 11, or 12
- One (1) Indigenous-focused course
- Numeracy 10 Assessment
- Literacy 10 Assessment
- Literacy 12 Assessment
- Career Life Connections (Conference days, Capstone project, and 30 hours of community volunteering or work experience) - 4 credits

ENRICHMENT OPPORTUNITIES

INCENTIVE COURSES

Incentive courses provide enrichment opportunities for highly motivated students of above average talent and ability. These courses are more demanding and aim to extend students to their intellectual limits through challenging activities. The courses involve teaching and learning styles which enhance a student's ability to read extensively, think analytically and critically, speak and write fluently, use research resources effectively and work independently.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program (APP) is a program of acceleration and enrichment which allows gifted or motivated students to begin their college or university studies while still in secondary school. Upon successful completion of an Advanced Placement course, with an appropriate level of proficiency on a standardized exam, the student may apply to colleges and universities for advance standing, course credit or both. The AP Program helps students pursue intellectual activities of a challenging nature and develop higher level thinking skills, such as independent study and research, analysis of knowledge, subject enrichment and sociological implications of the various areas of study.

Burnett offers Advanced Placement courses in:

- Calculus 12 AP
- Chemistry 12 AP
- English 12 AP
- Physics 12 AP I and II
- Studio Art 12 AP

As is the case for all courses offered at Burnett, courses can only be run if there is sufficient enrolment.

Students taking these courses may choose to write Advanced Placement examinations in May of each year. With the exception of English 12 AP, Physics 12 AP1 and Art Studio 12 AP, these AP courses require an extra block of time beyond the regular Grade 12 level course in the subject.

Academic demands of the regular program are already quite heavy, and it is desirable for students to broaden their interests as well as gain subject enrichment. We caution students to carefully consider the number of Advanced Placement courses selected. There will be additional cost to students choosing to take Advanced Placement exams.

UNIVERSITY ACCEPTANCE OF ADVANCED PLACEMENT

In Canada, AP is growing rapidly in popularity. UBC, SFU, and UVIC recognize the Advanced Placement Program. Students admitted to these institutions who have completed AP subjects with high academic achievement may receive advanced placement and credit. AP is recognized and well accepted in many eastern Canadian universities as well as all American colleges and universities. It is the student's responsibility to check with their preferred post-secondary institution and determine if they consider AP courses completed at the secondary level for credit.

LEARNING STRATEGIES PROGRAM

The Learning Strategies program seeks to empower students who require services to promote success within their school program. Placement for learning strategies is on a referral basis upon recommendation from teachers, administrators, counsellors, parents/guardians and /or students themselves.

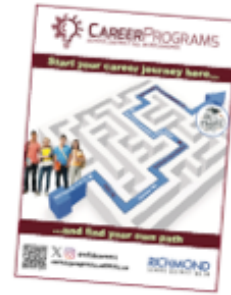
Services provided in a Learning Strategies block seek to unlock student's potential, so will vary according to each student's learning profile. The services offered may include one or more of the following:

- direct help in understanding academic course content
- appropriate accommodations to learning in the form of adaptations or modifications
- strategies for better organization, time-management, goal-setting and study habits
- assistance in strengthening skills in reading, writing, speaking and mathematics
- work experience opportunities and life-skills training
- strategies for improving behaviour and self-regulation

Students with a ministry category are assigned a case manager/resource teacher, who is responsible for writing their Individual Education Plan (IEP) through consultation with parents, classroom teachers, counsellors and administrators, as well as with the outside agencies when necessary. The services offered within the Learning Strategies Program are designed to effectively meet the individual needs of students.


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

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



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

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

<p>View our Brochure:</p> 	<p>Attend an Info Night on Zoom (more to be announced)</p> 
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Check out our MANY Program Offerings Here:

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



Choose from these and MANY MORE!

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

In Partnership with:



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

WORK EXPERIENCE (WEX 12A AND WEX 12B)

What is Work Experience (WEX)?

WEX 12A or 12B are school-sponsored work experience courses that provide students the opportunity to engage in career exploration through community-based work and volunteer programs. Students participate in a variety of work-based activities related to an occupation or career focus area of interest. Each course comprises 90 hours minimum of work/volunteer experience and 10-30 hours in-class learning activities.

Rationale for Work Experience:

Work experience is intended to help prepare students for the transition from secondary school to the world of work or further education and training. The community becomes the classroom where students gain knowledge and experience about the workplace and are provided with a frame of reference to review or revise their career goals. Work experience provides students with an opportunity to apply classroom learning in a context outside of school and to bring back to the classroom new perspectives to further develop their personal career transition plans.

Goals of each Work Experience course include to:

- observe and practice employability skills required in the workplace as well as technical and applied skills related to specific occupations.
- connect classroom learning to the knowledge, skills and attitudes needed in the workplace.
- develop job-readiness skills for specific occupations and/or career areas.
- learn about employment expectations, regulations and practices.

Prior to Starting a Work Placement:

- students must be able to demonstrate job-seeking skills, including resume writing and job interview skills.
- students should be able to demonstrate an understanding of workplace risk reduction and injury prevention.
- the Career Life Education 10 learning outcomes related to job seeking, job keeping, employment standards and workplace safety, must be successfully completed.

Career Focus Areas for students to select from may include:

1. Business and Applied Business
2. Fine Arts, Design, and Media
3. Fitness and Recreation
4. Health and Human Services
5. Liberal Arts and Humanities
6. Science and Applied Science
7. Tourism, Hospitality, and Foods
8. Trades and Technology

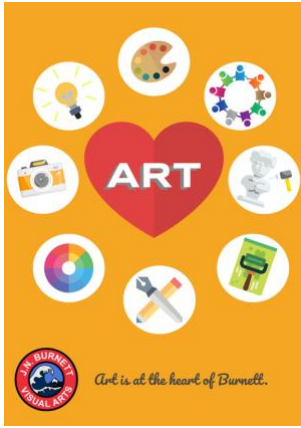
Note:

- These courses are not intended as “instant credits” for students who have a part-time job.
- The time given to work experience may be within the timetable or outside of the timetable. Care will be taken to limit the loss of class time during work placements. After school, weekend, school Professional Development days, and possibly even holidays may be used for work experience.

COURSE DESCRIPTIONS

PLEASE NOTE:

- Course Fees – Basic supplies will be provided to students in order to meet the learning outcomes of all courses. However, should a student choose to use optional materials to enhance a project or wish to participate in optional field trip experiences, a fee will be charged.
- **Students who have already completed and passed a grade appropriate course (ie: at summer school, on-line, etc.) ahead of time are not guaranteed the opportunity to take the next level course at Burnett. Space in courses is limited, and priority must be given to grade appropriate students. For example, a grade 12 student will be given priority to take English 12 over a grade 11 student who takes English 11 at summer school and wishes to proceed to English 12 in their grade 11 year.**



~ART~

The Art Department at J.N. Burnett expresses gratitude to the First Peoples of the territory of the Hul'qumi'num language group, on whose unceded land we teach, connect, and create. Here, creative thinking, imagination, and collaboration flourish. Each year, we enrich our program with new and exciting opportunities for our students. Whether you are a seasoned artist or someone new to art, we invite you to explore the diverse courses and experiences we offer. Everyone is welcome to our creative community!

~ART 8~

ART 8

JN Burnett's Art Department invites you to join our creative community! Explore the wonders of drawing, painting, printmaking, and sculpture in Art 8. Whether you're a seasoned artist or just dipping your toes into the colourful world of art, there's something for everyone in Art 8. Come and join the fun!

~ART STUDIO~

ART STUDIO 9

Designed for students who love exploring all methods of art-making, Art Studio 9 covers painting, drawing, printmaking, and sculpture. If you enjoyed the variety in Art 8, or if you are a new student who is curious about all that art has to offer, this course is for you. Step into the studio and join the fun!

ART STUDIO 10

For individuals passionate about both two and three-dimensional art, Art Studio 10 invites you to draw, paint, print, and sculpt your ideas into existence. Learn about the impactful role art can play in your life and discover the myriad of experiences the arts offer. Join our creative community!

ART STUDIO 11

Curious about the various methods and concepts that art has to offer? Art Studio 11 builds on the skills of continuing artists while introducing newcomers to diverse techniques. Explore artists of the past and present, develop creative problem-solving skills, and let your imagination run wild!

ART STUDIO 12

Tailored for those who enjoy both two and three-dimensional art, Art Studio 12 offers the best of both worlds in one course. Whether you're serious about studying art and design or just want to have fun and develop skills, this course has something for everyone. Let's get creative!

~STUDIO ARTS 2D~

Studio Arts 2D 9

Welcome to an Arts 2D adventure! Get ready to dive into drawing, painting, and collage – the foundation of creative expression. We'll explore different techniques that set the stage for discovering your artistic style. Let's make art together and bring your imagination to life!

Studio Arts 2D 10

Take your artistic journey to the next level in Studio Arts 2D 10. Explore the magic of pen & ink, watercolour, acrylic, and more! It's all about expressing yourself through different mediums and refining your skills. Get ready for an artful exploration that goes beyond the basics.

Studio Arts 2D 11

Calling all artists, experienced or new! Studio Arts 2D 11 is your creative playground. Immerse yourself in designing, drawing, painting, and printmaking. Unleash your creativity, develop your skills, and discover the exciting world of art.

Studio Arts 2D 12

Welcome to Studio Arts 2D 12— your artistic haven! This course offers an immersive experience in design, drawing, painting, and more. Whether you're considering a creative career or just want to have fun, this is your space to shine. Let's explore, create, and celebrate your unique style!

~STUDIO ARTS 3D ~

Studio Arts 3D 9

Welcome to Studio Arts 3D, where we're turning your ideas into 3D creations. Sculpt with clay, wire, plaster, and found objects in a hands-on adventure. This foundational level is all about discovering the magic of 3D art. Get ready to unleash your creativity and bring your imagination to life!

Studio Arts 3D 10

Get ready to explore different sculptural techniques. From clay to papier maché, let's explore, create, and take your 3D art skills to new heights. It's your time to shape incredible creations and express your unique style!

Studio Arts 3D 11

Welcome to Studio Arts 3D 11! Get ready for an adventure in reductive and additive sculpture techniques. We're bringing your two-dimensional drawings to life in three dimensions! Engage in creative problem-solving and refining your sculptural skills. Let's make amazing 3D art together!

Studio Arts 3D 12

Studio Arts 3D 12 course offers an immersive experience in creating impressive three-dimensional works. Whether you're dreaming of a creative career or just want to explore new projects, this is your year to shine. Let's sculpt, create, and celebrate your unique artistic style.

~PHOTOGRAPHY/MEDIA ARTS & GRAPHICS~

PHOTOGRAPHY/MEDIA ARTS & GRAPHICS 10

Ready to take amazing photos or interested in graphic design? This course introduces Photography and Media & Graphic Arts, covering camera techniques, darkroom experimenting, photo computer enhancing, and movie making. Suitable for all skill levels!

PHOTOGRAPHY/MEDIA ARTS & GRAPHICS 11

Designed for both returning Media 10 students and beginners, this course explores photography, graphics, and movie making. Advanced students delve into digital photo imaging and movie making using Photoshop and iMovie, enhancing existing images creatively.

PHOTOGRAPHY/MEDIA ARTS & GRAPHICS 12

Recommended: Photography/Media Arts & Graphics 11, a portfolio, or teacher's permission.

This advanced course is for students seriously considering further study in Media Arts. Students work primarily in a self-directed manner, focusing on portfolio development. Explore career possibilities and current trends in photography, art, and design using Photoshop and Final Cut Pro Programs.

YEARBOOK MEDIA ARTS 10

YEARBOOK MEDIA ARTS 11

YEARBOOK MEDIA ARTS 12

Students develop a yearbook theme and learn to plan and publish the finished product, emphasizing layout and design, graphics, and the use of Josten's Yearbook Avenue, GIMP, and/or Adobe Photoshop. The course includes gathering information, writing copy and captions, understanding photography components, copy editing, and headline techniques. Students are responsible for all aspects of yearbook production.

NOTE: The course will be offered as an off-timetable course, requiring students to meet once or twice a week after school.

~ADVANCED PLACEMENT ART & DESIGN 12~

AP ART & DESIGN 12

This advanced course requires the following recommendations:

- **Permission from the Visual Arts Department.**
- **Students are signed up for a *minimum* of at least one additional Visual Arts 12 course.**
- **Completion of AP Summer Assignments (given in June to prospective students).**

This challenging course aligns with College Board's AP Art & Design program. Focused on portfolio development for Grade 12 students, it readies them for university-level art studies with personalized assessments, creative exploration across diverse mediums, and in-depth inquiry into their artistic practice. Students will create a 15-piece portfolio based on a sustained investigation of an inquiry question of their choice. In addition to 15 pieces, students will need to complete written components throughout the course. AP is ideal for those seeking a creative challenge at a higher academic level.

~ BUSINESS EDUCATION ~

ACCOUNTING 11

Accounting 11 is an introduction to the basic accounting principles – we focus on how these principles work in small service-based businesses. This course will benefit those seeking entry-level employment in accounting, those who want to understand how business operate, and those wishing to further continue to study accounting. Students will be introduced to case-based learning. Students will:

- Analyse changes in a company's worth by recording financial transactions (journal entries and ledger accounts)
- Create/interpret financial statements (Balance Sheet – what a company is worth, Income Statement – how much a company has made).
- Assess financial information, choose an effective way of communicating it, and make recommendations based off their analysis

ACCOUNTING 12

Accounting 12 emphasises practical applications of what you learned in Accounting 11. You may register in this course if you have completed Accounting 11. Most assignments will be completed using Microsoft Excel or another spreadsheet program.

Students will:

- Complete the accounting cycle and grow our understanding of small-business accounting by exploring cash controls, accounting for a merchandise (goods) business, depreciation, and payroll
- Explore small-business accounting software
- Assess the financial strength of a business and make recommendations based on this information
- Design frameworks for comparing options and making decisions

FINANCIAL ACCOUNTING 12

This course is an introduction to financial accounting and its concepts. Completion of Accounting 11 is not a requirement. This course will introduce students to:

- Small-business accounting for a service-based business (accounting)
- Assessing the financial strength of companies (business management, finance)
- Case-based learning and decision making (real-world applications)

ECONOMICS 12

Economics is the study of scarcity. Another way of putting that: we don't have enough stuff in the world to satisfy every person's needs and wants.

By the end of the course:

- Students will be able to assess the effectiveness of different economic systems (ways of deciding what we make, who makes it, and who we make it for)
- Students will analyse how competing social, ethical, and sustainability factors impact our ability to meet global needs
- Students will identify and create solutions for problems that exist in our society, while acknowledging trade-offs, opportunity cost, and competing values

ENTREPRENEURSHIP AND MARKETING 10

Students will have the opportunity to explore building and marketing a business using a design process. This course focuses on identifying entrepreneurial opportunities, developing solutions (product: innovation vs invention), testing whether our product will be used, creating our product, and communicating why our product is a solution (marketing). Students can continue the business they create after our course ends!

MARKETING AND PROMOTION 11

This course focuses on developing knowledge and skills in the context of retail and service marketing. Students will learn about the importance of customer service, analyse the methods used to maintain customer loyalty, examine ways in which product presentation influences buyers, and investigate the critical factors involved in inventory control, including the role of technology. A variety of learning methods will be employed: Group work, Presentations, Research, Guest Speakers, Report Writing, and Running the School Store.

ENTREPRENEURSHIP AND MARKETING 12

This course sees the entrepreneur as an innovator and focuses on the local business community, identification of business opportunities, preparation and evaluation of business plans. It is designed to give students a greater appreciation of *Marketing on an entrepreneurial and global level*. In the process, students will develop fundamental skill sets such as communication, case analysis, presentation, public speaking, business reports, and critical thinking. A variety of learning methods will be employed: Group work, Presentations, Research, Guest Speakers, Report Writing, and Running the School Store.

~ CAREER LIFE EDUCATION 10 AND CAREER LIFE CONNECTIONS ~

CAREER LIFE EDUCATION 10

Career Education is a process that recognizes three major phases of career development—Foundation and Awareness, Exploration, and Experience and Application. The connection between grade levels and phases is one of emphasis—many high school students will still need to focus on awareness or exploration for example. Students will transition through each phase based on their personal development and community context. Career Education helps students discover the bridge between classroom learning and post-graduation life, and is intended to make their learning meaningful and relevant to their next steps after school.

CAREER LIFE CONNECTIONS (Including the Capstone)

Career Life Connections is a 4-credit program required for Grade 12 Graduation. It is intended to assist students in making preparations so they have a successful transition to life after secondary school. As students at Burnett move through Grades 10–12, they will further refine their understanding of the links between personal development and their career decisions. They consider regional and global trends to reflect on career possibilities, refine their understanding of safety requirements associated with occupational areas and related technologies, and further develop and refine their understanding of career possibilities through planning, practice, and application of competencies and knowledge.

Curricular competencies for Career Life Connections and the Capstone Project will be developed through assignments, presentations, and student reflections during Burnett Conference Days through Grades 10 - 12.

~ INFORMATION TECHNOLOGY ~

INFORMATION TECHNOLOGY & KEYBOARDING 9

This is an introductory course in computers and typing. Basic computer skills and keyboarding techniques will be learned and applied in form of business documents such as letters, resumes, reports, spreadsheets, and digital media presentations. Speed and accuracy on the keyboard will also be emphasized. Relationships between technology and social change and strategies to manage and maintain personal learning networks, including content consumption and creation will be emphasized. Students will be exposed to development and collaboration in a cloud-based environment. This course is open to students in grade 9.

COMPUTER STUDIES & KEYBOARDING 10

This is an introductory course in both computer studies and typing for students who have not taken keyboarding. Basic computer skills and keyboarding techniques will be learned and applied in business applications, including word processing, spreadsheets and presentations. As well distinctions between software types, cloud-based and desktop applications will be learned. The evolution of digital technology and the impacts if computers and technology on society, as well as digital literacy and digital citizenship will be examined. Speed and accuracy on the keyboard will also be emphasized. This course is open to Grade 10, 11, and 12 students. If you have previously taken Information Technology & Keyboarding 9, consider continuing your learning through Intro to Computers & Web Development 10.

INTRO TO COMPUTERS & WEB DEVELOPMENT 10

This course is designed to introduce students to the world of computers. Over the semester, the following topics will be examined: History of computers, parts/structure and types of computers, creating graphics on the computer, introduction to MS Office/Google Suite (Word, Excel, PowerPoint), Photoshop (learn to manipulate graphics), creating animation on the computer and introduction to the Internet and creating basic web pages using HTML scripting language. This course is ideal for beginners. Basic understanding of how to use a computer is an asset but not essential. A home computer is not necessary, nor are there any prerequisites.

BUSINESS COMPUTER APPLICATIONS 12

This introductory course provides an overview of practical computer applications relevant in a business environment. Students will use up-to-date office standard technologies to develop business communication, problem-solving and technology application skills. This will come in the form of assignments that deal with word processing, publications, spreadsheets, PowerPoint presentations, and minor web design elements. This course will focus on the use of the following applications: Microsoft Word and Page Design, Microsoft Excel and Business Modelling, Microsoft PowerPoint or Open-source Presentation tools (Prezi), Bonus: Intro Web Design (WordPress, Wix or Weebly) if time is available.

DIGITAL MEDIA DEVELOPMENT 11

This course provides an overview of basic media design principles. The focus of this course will be to give students experience with various technology platforms to develop their own unique personalized story based digital media. This course will focus on the following industry applications/Issues: Adobe Animate, Adobe Photoshop, Open-source Graphic Programs, Apple I-Movie, Garage Band/Audacity, Web Development (Blogs, Coding, Social Media), Action Script and HTML.

DIGITAL MEDIA DEVELOPMENT 12

This course provides an overview of practical computer applications dealing with various forms of digital media. The focus of this course will be to allow students greater familiarity with developing some standard forms of 2D graphics, 3D modelling, video sound and web content. This course will concentrate on the use of the following industry applications/issues: Adobe Animate, Adobe Photoshop, Adobe Illustrator, Adobe Premiere Elements or Pro, Garage Band/Audacity/Open-source sound tools, CSS Layer/Dreamweaver, Blender 3D Modelling (if time is available).

COMPUTER INFORMATION SYSTEMS 11

This course provides an overview of some of the basic concepts covered in the field of computer information systems. CIS is concerned with the use of various forms of computer related technology to aid and expedite the flow of information/data. The focus of CIS 11 will be to allow students greater familiarity with some of these types of information system technologies. The following applications, issues and concepts will be addressed with each course: Computer Hardware/Software/OS, Internet Systems, Computer Protocols: FTP, TCP/IP, Hands on Computer Assembly, Technical Troubleshooting.

COMPUTER INFORMATION SYSTEMS 12

This course provides an overview of some of the basic concepts covered in the field of computer information systems. CIS is concerned with the use of various forms of computer related technology to aid and expedite the flow of information/data. The focus of CIS 12 will be to allow students greater familiarity with some of these types of information system technologies. The following applications, issues and concepts will be addressed with each course: Impact of Evolving Computer Hardware/Software, Internet Systems, Networking Basics/Topologies/Servers, Troubleshooting Protocol/Security, Hands on Network Assembly.

~DRAMA~

DRAMA 8

This course will get you moving, creating and collaborating! We work hard to create a safe and supportive classroom community and explore our creativity through activities and performances. This is a great place to gain experience and confidence to speak in public and work with others – foundational skills for all of high school! Many acting basics like voice and body control, tableau, character building, mime, and scene creation are explored through games and projects. Students will also have the opportunity to attend professional productions to develop their critical abilities. An engaging and active course!

DRAMA 9

Get out from behind a desk and get moving! Drama 9 continues to build a student's experience and confidence in collaborating with others and presenting on stage. Acting fundamentals like body and voice control, mime, improvisation, character building and stage basics are reviewed and built upon so new students are welcome. Favourite units include Reader's Theatre and "Panto", which we perform for a group of young students from Blair – a true highlight of the year. Students have the opportunity to attend professional productions to develop their critical abilities.

DRAMA 10

Drama 10 furthers the topics covered in Drama 9 though new students are also welcome! The course continues to develop skills in acting, character building, production and scene writing. More advanced work in scene analysis and character portrayal is explored through scripted scenes and plays. We also explore physicality through mime, mask and the fun of stage combat! There is a continued emphasis on individual and group dynamics in all we create, and creativity and risk taking are encouraged. Students have the opportunity to attend professional productions to develop their critical abilities.

DRAMA 11

Acting makes us take a deeper look at ourselves so that we can begin to understand others. This course is designed for students interested in honing their skills as performers through various acting genres and scene work. Focus is given to the importance of treating our bodies and voices as instruments. We will begin to explore production elements such as lighting, sound, set, costume, make up and props. We will create characters from scripted and non-scripted sources. Units of study may include Old Age Character, Mask Work, Commedia Dell'Arte, Stage Combat, Mime, scene study, monologues and the production of an original or published One Act play. We will also explore careers related to acting, including those in film and TV. Students will be encouraged to attend and review professional productions to display their critical abilities. A level of ELL 4 or higher is highly recommended.

DRAMA 12

Acting 12 offers further content and study in acting genres, character creation and scene work (scripted and original). Acting skills such as focus, concentration, confidence, and honesty are further developed, as is class leadership. Acting technique in relation to technical elements will be explored and students will create characters from scripted and non-scripted sources. Units of study may include Mark work, Stage Combat, Mime, Scene study, Monologues, Audition technique, Acting for Film and TV and the production of an original or published One Act play. We will also explore careers related to acting, including those in film and TV. Students will be expected to attend and review professional production to display their critical abilities. A level of ELL 4 or higher is necessary.

THEATRE COMPANY 9/10/11/12

Theatre Company is an exciting course for Drama students who want to perform in a large school play production while gaining course credit! Students will participate in both the technical and creative processes as we create and collaborate on our shows. Classes are held after school two to three times per week as a linear course, with extra hours required around show dates for rehearsal and technical runs. This class requires a lot of commitment, hard work and an audition (around February/March) and it is recommended that students also continue to acquire and refine the performance skills necessary in the Drama Course for their grade level. It is an amazing life experience that creates lasting bonds and memories. Please only consider this course if you have previous Drama experience. (NOTE: Theatre Company is NOT being offered in 2025-2026)

~DANCE~

DANCE TECHNIQUE AND PERFORMANCE 9/ 10/ 11/ 12

Dance is a course that can accommodate beginners to experienced dancers in an exploration of expressive movement and different dance genres. We will explore the elements of dance and explore strengthening, balance, flexibility, rhythm, and confidence development. Students will learn choreography from peers and professionals and those with more experience will be encouraged to share it with the class and develop leadership skills. Interested students can expect an active class that will keep them moving in a range of dance styles.

~ENGLISH~

HUMANITIES 8

Humanities 8 is a yearlong, interdisciplinary course that integrates elements of history, geography, social studies, and literature to provide a holistic understanding of various cultures and civilizations. The course is organized around the content (know), curricular competencies (do) and big ideas (understand). The know, do, understand curricular model frames the course into thematic units of study that will develop and reinforce communication skills in the areas of reading, writing, listening, speaking, viewing, and representing.

HUMANITIES 8 INCENTIVE

Selection Process - Enrollment is limited.

In general, only students who have demonstrated proficiency or extending in previous Language Arts and Social Studies courses should apply. The Humanities screening test consists of both written and oral components; teacher recommendations are also considered.

This full year course contains an integration of the English and Social Studies Curricular Competences that enriches the regular curriculum to elicit higher-level analytical and communication skills. Incentive Humanities involves teaching strategies that enhance students' abilities to read extensively, think analytically and critically, speak and write fluently, research resources effectively and work collaboratively and independently.

Assessment Screening date: Thursday, February 27 at 3:30 pm in the Multi-Purpose Room

ENGLISH 9

Students continue their development in the four areas of listening, speaking, reading and writing. They explore more challenging works of literature, with a focus on a wide variety of prose and poetic forms and genres, and the ever-changing character of the English language. Through both reading and writing, students learn to recognize and produce different patterns of the written language.

ENGLISH 9 INCENTIVE

Enrollment is limited.

This program enriches the regular curriculum and is intended to elicit higher-level skills. Incentive English classes are formed on a year-by-year basis. Students must demonstrate:

- Proficiency and Extending in many aspects of English
- Strong proficiency in communication – written and oral
- A self-directed curiosity in reading and view a variety of texts and perspectives.

ENGLISH CREATIVE WRITING AND NEW MEDIA 10

- **Creative Writing 10** is designed for students who have an interest in creative expression through language. The course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing.
- **New Media 10** is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop a program of study centred on students' interests, needs and abilities, while at the same time allowing for a range of local delivery methods. New Media 10 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording opportunities to demonstrate understanding and communicate ideas through a variety of digital and print media. Compared with New Media 11, New Media 10- emphasizes tasks and texts of less complexity and sophistication.

ENGLISH LITERARY STUDIES AND COMPOSITION 10

- **Literary Studies 10** is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:
 - Increase their literacy skills through close reading of appropriately challenging texts
 - Enhance their development of the English Language Arts curricular competencies, both expressive and receptive
 - Expand their development as educated global citizens
 - Develop balance and broaden their understanding of themselves and the world
 - Develop higher-level thinking and learning skills

Composition 10 is designed for students who have an interest in developing their skills in written communication in a variety of contexts. The course provides students with opportunities to think critically as they explore, extend, and refine their writing. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. They will develop their craft through the process of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The course provides opportunities for diverse learners to be supported in developing and refining their writing abilities.

ENGLISH 10 INCENTIVE

Enrollment is limited.

This program enriches the regular curriculum and is intended to elicit higher-level skills. Incentive English classes are formed on a year-by-year basis. Students must demonstrate

- Proficiency and Extending in many aspects of English (Achievement of an A or High B grade is strongly suggested)
- Strong proficiency in communication – written and oral
- A self-directed curiosity in reading and view a variety of texts and perspectives.
- **Literary Studies 10** is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:
 - increase their literary skills through close reading of appropriately challenging texts
 - enhance their development of the English Language Arts curricular competencies, both expressive and receptive
 - expand their development as educated global citizens
 - develop balance and broaden their understanding of themselves and the world
 - develop higher-level thinking and learning skills
- **Composition 10** is designed for students who have an interest in developing their skills in written communication in a variety of contexts. The course provides students with opportunities to think critically as they explore, extend, and refine their writing. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The course provides opportunities for diverse learners to be supported in developing and refining their writing abilities.

ENGLISH FIRST PEOPLES 10

English First Peoples 10 builds upon and extends students' previous learning experiences in English Language Arts courses. The course is grounded in the First Peoples Principles of Learning and will delve deeply into the First Peoples' oral and written literature. It is designed for all students to think creatively and critically as they continue to explore, extend, and strengthen their own writing, representing, reading, viewing, speaking and listening. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Furthermore, through the study of authentic, Indigenous text students will be able to:

- extend their capacity to communicate effectively in a variety of contexts
- deepen their understanding of themselves and insights into key aspects of Canada's past, present, and future as related to First Peoples
- expand their understanding of what it means to be educated Canadian and global citizens
- refine presentation skills and understand First People oral traditions
- meet the English Language Arts requirement for Grade 10

***English First Peoples Courses** are different from the English 10-12 courses in that they:

- are based entirely on the study of “texts” representing authentic First Peoples’ voices (“texts” refers to oral, audio, visual, cinematic, and digital media works, as well as written works)
- incorporate First Peoples principles of learning in the curriculum content and espouse their application in the teaching of the course (including pedagogical approaches such as direct learning, learning outside of the classroom environment, and incorporating a recursive approach to texts)
- place increased emphasis on the study and command of oral language and on First Peoples’ Oral Traditions
- recognize the value of First Peoples’ worldviews, and the importance of culture in language and communication
- promote teaching the curriculum through a focus on themes, issues, and topics important to First Peoples
- these courses meet the new graduation requirement to have 4 credits in both an Indigenous Focused course, and the English Language Arts requirement for all students graduating in BC after September 2023.

ENGLISH 11 - COMPOSITION

This course is designed to support students as they refine, clarify, and adjust their written communication through practice and revision. The course provides students with opportunities to think critically as they explore, extend, and refine their writing. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The course provides opportunities for diverse learners to be supported in developing and refining their writing abilities.

ENGLISH 11 - SPOKEN LANGUAGE

This course provides opportunities for students individually and collaboratively to study, create, and use language to produce original pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, while preparing for performance and public speaking. Spoken Language 11 will appeal to students who enjoy public performance or oral storytelling or who want to gain more experience and skill in this area.

ENGLISH 11 - CREATIVE WRITING

This course is designed for students who have an interest in developing confidence and refining their writing skills through creative self-expression through language. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they reflect on, extend, and refine their writing.

ENGLISH 11- LITERARY STUDIES

This course allows students to delve deeply into literature and is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

- increase their literary skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens and develop higher-level thinking and learning skills
- develop balance and broaden their understanding of themselves and the world

ENGLISH 11 - INCENTIVE LITERARY STUDIES

Enrollment is limited.

*Strongly recommended for students who plan to take ENG 12AP

This program enriches the regular curriculum and is intended to elicit higher-level skills. Incentive English classes are formed on a year-by-year basis. English 11 Incentive gives the student the opportunity to improve and practice skills that will expose students to the type of activities and expectations required by the AP program. English 11 Incentive lays the groundwork and foundation for success not only in later AP classes but ultimately in college/university course work as well. Students must demonstrate

- Proficiency and Extending in many aspects of English (Achievement of an A or High B grade is strongly suggested)
- Strong proficiency in communication – written and oral
- A self-directed curiosity in reading and view a variety of texts and perspectives.

ENGLISH STUDIES 12

Recommended: English 11

English Studies 12 is designed to support students in their refinement and pursuit of mastery of written communication. Students will read and study exemplary compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, and write original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness. They will develop their craft through processes of drafting, reflecting, and revising to build a body of publishable work that demonstrates breadth, depth, and evidence of sophisticated and specialized writing for a range of situations.

ENGLISH LITERARY STUDIES 12 - ADVANCED PLACEMENT

Enrollment is limited.

Recommended: EN 11 and teacher recommendation/EN 11 Literary Studies is strongly encouraged

Well-motivated students who have made superior achievement in English 11 may take this course in lieu of English Studies 12. This course will cover and extend the concepts developed in the English 12 program and will prepare students for the Advanced Placement Examination. This course is worth 8 credits. Students will get credit for both English Literary Studies 12 and English 12AP.

This course focuses on analysis of works of literature and the development of critical thinking, reading, writing and presentation skills. English Literary Studies 12 allows students to delve more deeply into literature through increasingly complex texts. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world
- further refine higher-level thinking and learning skills

ENGLISH FIRST PEOPLES 12

English First Peoples 12 build upon and extends students' previous learning experiences in English Language Arts courses. This course is grounded in the First Peoples Principles of Learning and will delve deeply into the First Peoples' oral and written literature. It is designed for all students to think creatively and critically as they continue to explore, extend, and strengthen their own writing, representing, reading, viewing, speaking and listening. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Furthermore, through the study of authentic, Indigenous text students will be able to:

- extend their capacity to communicate effectively in a variety of contexts
- deepen their understanding of themselves and insights into key aspects of Canada's past, present, and future as related to first Peoples
- expand their understanding of what it means to be educated Canadian and global citizens
- meet the English Language Arts requirement for Grade 12

***English First Peoples Courses** are different from the English 10-12 courses in that they:

- are based entirely on the study of "texts" representing authentic First Peoples' voices ("texts" refers to oral, audio, visual, cinematic, and digital media works, as well as written works)
- incorporate First Peoples principles of learning in the curriculum content and espouse their application in the teaching of the course (including pedagogical approaches such as direct learning, learning outside of the classroom environment, and incorporating a recursive approach to texts)
- place increased emphasis on the study and command of oral language and on First Peoples' Oral Traditions
- recognize the value of First Peoples' worldviews, and the importance of culture in language and communication
- promote teaching the curriculum through a focus on themes, issues, and topics important to First Peoples
- these courses meet the new graduation requirement to have 4 credits in both an Indigenous Focused course, and the English Language Arts 12 requirement for all students graduating in BC after September 2023.

~ELL~

ELL 1 ENGLISH

This is a beginner's English course that develops basic reading, writing, listening and speaking skills.

ELL 2 ENGLISH

This is an upper beginner's English course that furthers students' reading, writing, listening and speaking skills.

ELL 2 SCIENCE

This introductory Science course introduces level 2 students to lab and safety terminology, along with units on water, air, chemistry and energy. Students must be successful in ELL 2 English and ELL Science in order to be promoted to ELL 3.

ELL 3 ENGLISH AND SOCIALS

This is a linear language course that focuses on developing fluency in English through practical use of the language and a study of the mechanics of basic sentence and paragraph structure. This course has an introductory social studies component that focuses on Canadian government, history, geography, and Indigenous students.

ELL 4 ENGLISH

This course is for ELL students who are fluent in English. It has composition and literature components with a focus on critical thinking.

~HOME ECONOMICS~

All Home Economic courses fit under the Applied Design, Skills, and Technologies curriculum.

HOME ECONOMICS 8

Home Economics 8 along with Technology Education 8 are the two modules that make up the Applied Design, Skills, and Technologies 8 course.

Home Economics encourages the acquisition of skills for life-long learning. Students are encouraged to develop social competencies and practical skills related to individual, family, community and global needs. They will learn to complete complex tasks that will require multiple skills, tools, and technologies. A compulsory Grade 8 course allows students many opportunities to develop these skills and competencies through the basic components of Textiles and Foods Studies. This introduction will also allow students to make wiser choices in future course selection.

The course is made up of the following sections:

Food Studies: An introduction to the basic principles of food preparation and food handling skills. Nutrition, social factors that affect food choices, local food systems, and First People food use will also be explored.

Textiles: An introduction in the use of sewing machines, equipment and supplies. Students will learn complex tasks that may require hand and/or machine tools and technologies. They will use their new skills in constructing one or two projects.

FOOD STUDIES 9/10 – COURSE A

(Students will automatically be enrolled in the foods course that matches their grade.)

This course provides an introduction to the principles of food preparation, basic cooking techniques and nutrition. Management of time, energy and resources, smart consumerism, understanding of food safety and aiming for and recognizing quality in food products are all areas of development. Students will apply their knowledge to meal planning and food preparation. Classes will encourage students to make wise food choices to fit in with their cultural backgrounds, lifestyles and nutritional needs.

This course will be offered in **2025-2026**.

FOOD STUDIES 9/10 – COURSE B

(Students will automatically be enrolled in the foods course that matches their grade.)

This course is designed to further explore food preparation principles. Critiquing snacks, analyzing food labels and nutrition are integral parts of the foods course. Various baked goods, appetizers, and nutritious small meals will be prepared allowing the students to experience a wide variety of cooking techniques and methods of food preparation. Classes will encourage students to make wise food choices to fit in with their cultural backgrounds, lifestyles and nutritional needs.

This course will be offered in **2026-2027**.

FOOD STUDIES 11/12 - COURSE A

(Students will automatically be enrolled in the foods course that matches their grade.)

This is an intermediate course designed to broaden the student's experiences in the planning and preparation of food. The course is divided into two main components: baking and meal preparation. A wide variety of baked goods as well as partial and complete meals are prepared so that students gain practise in menu planning and experience a wide variety of methods of food preparation. Nutrition is an integral part of this course. Students will be given the opportunity to plan and select recipes for use in the lab. This course provides practical skills for independent living.

This course will be offered in **2025-2026**.

FOOD STUDIES 11/12 - COURSE B

(Students will automatically be enrolled in the foods course that matches their grade.)

This course is designed for students who want advanced knowledge in the areas of cookery techniques, meal planning, meal preparation and nutrition. The main component of the course is International Foods, as the course will focus on the study of different cultures and their cooking. Labs are more advanced in meal preparation, food costing and presentation. Skills developed will promote competent, independent living and may be used to pursue careers in the Foods industry.

This course will be offered in **2026-2027**.

TEXTILES 9

This is an introductory course for Grade 9 students who have an interest in clothing, fashion trends, and learning how to sew. Students will learn about the design process and will learn that complex tasks may require multiple hand and/or machine tools and technologies. They will use their new skills in creating and designing several projects including sweatpants, sweatshirt and a zipper hoodie. Students will also consider ways to minimize waste and their impact on the environment. All supplies and materials are to be chosen and purchased by the student.

TEXTILES 10

This is a course for Grade 10 students who have an interest in clothing, fashion trends, and developing their sewing skills. Students will learn about the design process and will learn that complex tasks may require multiple hand and/or machine tools and the serger. They will use basic and advanced skills to create and design several sewing projects. Students will also consider ways to minimize waste and their impact on the environment. All supplies and materials are to be chosen and purchased by the student.

TEXTILES 11

Students build on their knowledge about fashion, textiles and sewing techniques to create the latest trends in clothing. Most projects are chosen by students based on their skill level and will focus on further developing their sewing techniques, using and modifying patterns and using different fabrics to make clothing items. Students will also learn about current fashion trends, elements of design, while considering ways to minimize waste and their impact on the environment. All supplies and materials are to be chosen and purchased by the student.

TEXTILES 12

This course further develops the knowledge and techniques learned in previous Textiles classes. Students will learn advanced sewing techniques and work with challenging fabrics. They will apply principals and elements of design, perform pattern adaptations, and construct several clothing items. Projects are chosen by students based on their skill level. Students will also learn about current fashion trends, elements of design, fashion marketing and advertising, while considering ways to minimize waste and their impact on the environment. All supplies and materials are to be chosen and purchased by the student.

FASHION INDUSTRY 12

This course has been developed to support and encourage students to explore the creativity and individuality of basic fashion design concepts. Students will gain skills and knowledge in the fashion industry, while sketching and designing clothing items. They will also apply their knowledge of the elements and principles of design to alter an existing garment or create an original garment. Students will have the opportunity to develop a portfolio that will explore concepts in trends, accessories, design, product development, and marketing. This course is designed to help prepare students who have a passion on want to pursue a career in Fashion Design.

INTERPERSONAL & FAMILY RELATIONSHIPS 11/12 - HUMAN ECOLOGY Course A

(Students will automatically be enrolled in the course that matches their grade.)

Human Ecology Course A is open to grade 11 and 12 students only. The focus of this course is on the well-being of the individual, the family and the community. The student will focus on issues concerning the adolescent and develop a better understanding of one's self and their relationship with others. This course may also include a weekly program visiting Rosewood Manor. Students interested in working with people in careers such as nursing, teaching, child-care should find this course valuable.

This course will be offered in **2026-2027**.

CHILD DEVELOPMENT & CAREGIVING 11/12 - HUMAN ECOLOGY Course B

(Students will automatically be enrolled in the course that matches their grade.)

Human Ecology Course B is open to grade 11 and 12 students only. Students will develop skills and knowledge necessary for effective life management. Students will explore families in society, child development and parenting, and the management of resources. They will be encouraged to use processes of decision-making and problem solving. This course may also include a weekly program working with Blair Elementary. Students interested in human services professions or in issues associated with marriage and parenthood will find this course valuable.

This course will be offered in **2025-2026**.

~MODERN LANGUAGES~

Students with prior knowledge of target language, and who have not studied the language formally before are required to meet with the respective teacher to discuss placement prior to entering the program for the first time.

~FRENCH~

CORE FRENCH 8

The aim of this course is to start French from the beginning. The vocabulary, especially verbs and their conjugations, is the key to give students the ability and confidence to speak in conversation and to write in sentences. The language includes themes that students might use daily: time, weather, school life, likes and dislikes, sports, music, food, shopping and discover cultural aspects of French speaking communities. Completion of this course or its equivalent is a prerequisite to Core French 9.

CORE FRENCH 9

This course is a continuation of Core French 8. It enriches the vocabulary and builds upon grammar and language elements already learned. Verb conjugations are reinforced and tenses include more practice in the present, past and future. The thematic nature of the course is to learn in depths the richness of la Francophonie around the world through. From units about French speaking countries to others about cultural festivals and food, students will explore cultural practices and traditions in various Francophone regions, and their role in identity. They will describe similarities and differences between their own cultural practices and traditions and those of Francophone communities in various regions. Completion of this course provides competence of the foundation skills needed for Core French 10.

CORE FRENCH 10

This course continues the development of vocabulary, grammar, language elements and performance acquisition of French 9. Language usage is successively expanded to include additional past and future tenses. Students' performance and communication tasks are further expanded through thematic units. Through art, creativity, and storytelling, we will explore the importance of story in personal, family, and community identity and recognize that language and culture have been influenced by the interactions of First Peoples and Francophone communities in Canada. The intent of this course is to provide necessary language skills appropriate to French study at a higher level of conversational and writing ability than that of Core French 9. Completion of Core French 10 or its equivalent is prerequisite to Core French 11

CORE FRENCH 11

Recommended: Core French 10 or equivalent.

This course prepares students to become independent language learners. We will be working at the B1 level of the Common European Framework for Languages. All tenses and grammatical aspects relevant to everyday communication will be covered. This course is designed to explore the world of space exploration, future technologies, and the meaning of ideas. We will introduce regional variations in French and identify, explore personal, educational, and professional opportunities requiring proficiency in French.

CORE FRENCH 12

Recommended: Core French 11 or equivalent.

This course is a mirror of the Grade 11 course. We will reinforce each grammar concept introduced in Grade 11 to solidify students' grammatical knowledge and confidence in practicing the target language. On the verge of graduation and their entrance into adulthood, we will explore what it means to be part of a family, a nation, reflect on their own identity and how to navigate between childhood and adulthood through the study of the novel "Le Petit Prince" by Antoine de Saint Exupéry. By the end of this course, students will have a solid base of the target language that can be easily expanded to achieve complete fluency if needed in their adult life.

~JAPANESE~

Japanese 9

This is an introductory course. Students will develop basic listening and speaking skills in the Japanese language while learning how to read and write hiragana and katakana (phonetic scripts). Upon completion of this course, students will be able to use Japanese to introduce themselves and family members, talk about their interests and skills, and describe basic daily routines. Students will be introduced to Japan's holidays, traditional crafts and Japanese pop culture and media.

Japanese 10

Recommended: Japanese 9

This is a course that builds on basic concepts learned in Japanese 9. Students will expand their grammatical knowledge and vocabulary and they will develop their speaking, listening, reading and writing skills in the Japanese language. Upon completion of the course, students will be able to use Japanese to describe characteristics of themselves and others, communicate feelings and emotions, and describe events in their daily lives. Students will learn to read and write katakana in a variety of contexts and learn some kanji (Chinese characters). Students will also further develop their understanding of Japanese culture in relation to their own.

Introductory Japanese 11

This is an intensive introductory course that combines Japanese 9 and Japanese 10. This course is recommended for students who have a keen interest in learning Japanese but have been unable to take Japanese 9 and Japanese 10. Please refer to the course description for Japanese 9 and Japanese 10 regarding the curriculum. Upon completion of this course, students will have the basics necessary to continue with Japanese 11.

Japanese 11

Recommended: Japanese 10 or Introductory Japanese 11

Students in this course are expected to read, comprehend, and respond to a variety of texts in both written and spoken Japanese. They learn how to interact in a variety of communicative situations, such as shopping and eating out. They also learn casual forms of communication as opposed to the formal or polite forms that they have been learning in Japanese 9 and 10. Students write compositions using hiragana, katakana and kanji. Students will be encouraged to further examine the customs, values and other elements of Japanese culture and will be able to analyze similarities and differences between Japanese culture and their own.

Japanese 12

Recommended: Japanese 11

Students in this course are expected to improve their ability to communicate in the Japanese language by actively engaging in purposeful language-learning tasks. They will write longer and more complex compositions using varied sentence patterns, verb forms and kanji. Upon completion of this course, students will be able to exchange detailed information on familiar topics and interests, express goals and intentions, give reasons to support points of view, and adapt language to suit different contexts. Through language acquisition, students will be able to develop their cultural awareness and gain insight into Japanese culture and society.

~MANDARIN~

MANDARIN 9

This is an introductory course that enables students to develop a desire to learn about and an appreciation of the Chinese culture, especially the Chinese language. Students will be introduced to the pinyin romanization for pronouncing the spoken form for daily conversation, some basic structure of written Chinese and a core vocabulary of 200 simplified Chinese characters, drawn from the text. Students will be expected to write simple sentences in simplified Chinese characters and pinyin in the past, present and future tenses.

MANDARIN 10

Recommended: Mandarin 9

This course is a continuation of MAN 9. Students will be expected to develop the ability to understand spoken language and to participate in conversations within the range determined by their linguistic experiences and areas of interest. An additional 200 selected simplified Chinese characters will be taught to help students learn some basic grammatical structure of written Chinese. The cultural components of this course should enable students to develop an understanding of the values, customs and other elements of Chinese culture. Students will be expected to write paragraphs in simplified Chinese characters and pinyin.

INTRODUCTORY MANDARIN 11

This is an introductory course that enables students to develop an appreciation of the Chinese language and culture. Students should be in Grade 10 or higher before attempting to take this course. The pace is fast in order to enable the students to learn the pinyin romanization for pronunciation, the spoken form to carry on simple conversations in daily situations. The students will also learn a core vocabulary of 400 simplified Chinese characters, drawn from the text. The cultural component of this course will help students to develop an understanding of the present-day customs and traditions of Chinese speaking people both in China and outside of China. Students will be expected to write simple sentences in simplified Chinese characters and pinyin in the past, present and future tenses.

MANDARIN 11

Recommended: Mandarin 10/Introductory Mandarin 11

This course enables students to increase their ability to communicate effectively in Mandarin Chinese in order to take advantage of vocational and leisure opportunities. Students will be introduced to more complex dialogues, some grammatical patterns of oral and written Mandarin and an additional 300 simplified Chinese characters for reading and writing. They will be expected to write a simple essay consisting of these paragraphs in simplified Chinese characters and pinyin in the present and past tenses. The cultural component of this course will help students to develop an understanding of the values, customs and other elements of Chinese culture.

MANDARIN 12

Recommended: Mandarin 11

Mandarin 12 enhances students' ability to communicate, free from written and oral errors, within their linguistic experiences and areas of interest. Students will be expected to write an in-depth essay in simplified Chinese characters and pinyin in the past, present and future tenses. Idioms will also be introduced.

~SPANISH~

SPANISH 9

This course is an introduction to Spanish. Emphasis is on vocabulary building, sentence formation, listening abilities, reading and increasing students' confidence in speaking Spanish. In particular, present tense verbs are focused on. The course covers topics such as classroom items and vocabulary, foods and meals, leisure activities, and family and celebrations. The cultural component of this course will enable students to develop a greater understanding of the values, traditions and customs of the Hispanic world. Assessment will take many forms, including projects, journals, dictations, conversations, listening exercises and tests.

SPANISH 10

Recommended: Spanish 9

This course continues to build proficiency in four key areas: speaking ability, sentence formation, listening, and reading. The focus of this grade is on past-tense verbs, with continued reinforcement of the present tense. The course covers topics such as home and chores, shopping, vacations, the community and the media and technology. The examination of Spanish culture is continued with various topics including women in the Hispanic world. Assessment will take many forms, including projects, journals, dictations, conversations, listening exercises and tests.

INTRODUCTORY SPANISH 11

This course is for students in grades 10, 11, and 12 with no previous Spanish course work. This is an accelerated introductory program that covers the Spanish 9 and 10 curriculum in one course. Upon completion students, if they choose, will have the basics necessary to continue with grade 11 Spanish.

SPANISH 11

Recommended: Spanish 10 or Introductory Spanish 11

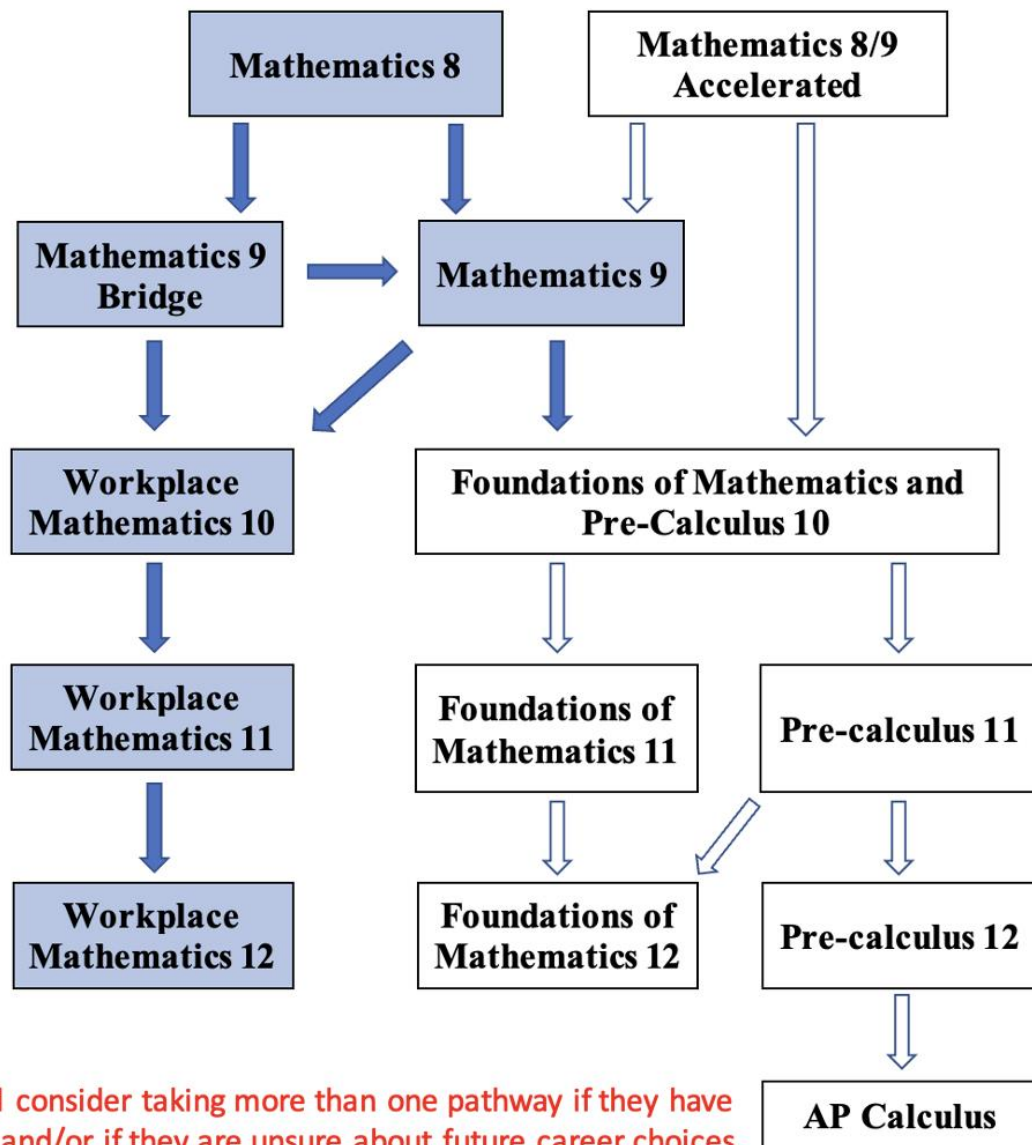
The aim of Spanish 11 is to have students further develop their language skills in each of the four areas: speaking, listening, writing and reading. In addition to the text, supplementary materials such as videos, articles, and audio podcasts are used. Range of topics and themes will be covered including student life, daily routines, running errands in the city, describing childhood and emergencies. Various cultural topics are examined. Assessment will take many forms, including projects, journals, dictations, conversations, listening exercises and tests.

SPANISH 12

Recommended: Spanish 11

This is an advanced course in the study of Spanish language and culture. Students will continue to extend their vocabulary, grammar and writing, listening and spoken skills. It is recommended that students have a minimum 67% grade in Spanish 11, due to this course's advance and accelerated nature. Topics covered will include TV, movies and sporting events in the media, cooking and camping, travel and tourist activities such as booking holidays and hotels, the environment and global issues. Various cultural topics are examined. Assessment will take many forms, including projects, journals, dictations, conversations, listening exercises and tests.

~MATHEMATICS~



*** Students should consider taking more than one pathway if they have an affinity for math and/or if they are unsure about future career choices.

What are the Pathways?

Pre-Calculus Pathway

This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and numbers, measurement, relations and functions, trigonometry, and patterns.

Foundations of Mathematics of Pathway

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include financial mathematics, measurement, geometry, logical reasoning, relations and functions, statistics, and graphical representation and regression analysis.

Workplace Mathematics Pathway

This pathway is designed to provide students with the mathematical understandings and critical thinking skills required for entry into post-secondary studies with a focus on the majority of trades and for direct entry into the workforce. Topics include algebra, finance, geometry, measurement, number, statistics, and probability.

Pathway Goals: When choosing a pathway, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year. Students are encouraged to see the school's Career Information Advisor for details regarding specific schools and their pre-requisites.

Pathway Design: Each pathway is designed to provide students with the mathematical understanding, rigor, and critical thinking skills that have been identified for specific post-secondary programs of study.

~COURSES~

MATHEMATICS 8

Mathematics 8 builds upon students' arithmetic skills with respect to integers, fractions, ratios, and percent. Students will be introduced to new topics such as square and cube roots, the Pythagorean Theorem, surface area and volume, linear equations and relations, and data analysis and probability. *Mathematics 8* emphasizes problem solving and applications in relation to each unit.

MATHEMATICS 8/9 ACCELERATED

This accelerated course is designed for students with exceptional abilities in core elementary math topics, problem solving, and a strong interest and work ethic in mathematics. This course covers the *Mathematics 8* and *Mathematics 9* curricula in one year. It will focus on the same math skills and processes as the regular *Mathematics 8* and *Mathematics 9* courses. Students wishing to be selected for this course must have a confidential course recommendation from their Grade 7 teacher and write the screening assessment test on core math skills and problem solving. Students will be chosen on the basis of their performance on the screening assessment test as well as their teacher's recommendation. Students who are successful in this course will obtain credit for *Mathematics 8* and *Mathematics 9* and proceed to one of the Math 10 courses the following year.

Assessment Screening date: Tuesday, February 25 at 3:15 pm in the Math wing

MATHEMATICS 9

Recommended: Developing or higher in Mathematics 8

This course builds upon some of the topics introduced the previous year such as rational numbers, polynomials, and solving linear equations. New curricular content includes exponents, proportional reasoning involving similarity and scale diagrams, statistics, and basic finance skills. *Mathematics 9* emphasizes on building strong algebra skills in preparation for FPC 10.

MATHEMATICS 9 INCENTIVE

Recommended: Proficient or higher in Mathematics 8 (and by teacher recommendation only)

A student wishing to be selected for this course must demonstrate exceptional ability in math and be recommended by their previous math teacher. This course is designed for students with outstanding mathematical ability who enjoy the challenge of solving more difficult types of problems. While the topics covered in this course are generally the same as those in the standard *Mathematics 9* course, every effort will be made to provide the students with opportunities to improve their higher-order thinking skills.

MATHEMATICS 9 BRIDGE

Recommended: Emerging/Developing in Mathematics 8 (and by teacher recommendation only)

This course is designed for students who struggled in *Mathematics 8*. Historically, students who find *Mathematics 8* challenging, continue to struggle to grasp the concepts in *Mathematics 9* that are crucial to being successful in the Foundations and Precalculus streams. *Mathematics 9 Bridge* will allow your child to improve their foundational math skills, focus on foundational curricular concepts, and build their confidence. The course is not a replacement for *Mathematics 9*, but rather a stepping stone for them to be successful in *Mathematics 9*.

Students who accept the invitation from their *Mathematics 8* teacher to register for *Mathematics 9 Bridge* will have 2 options. Students who intend to enrol in *Foundations and Pre-calculus 10* in grade 10 will be registered by their counsellor for *Mathematics 9 Bridge* in Semester 1 and *Mathematics 9* in Semester 2 in advance. (Please note that the full academic *Mathematics 9* course is not offered in summer school, so it must be taken during the school year.) One benefit of this route is that students will have the opportunity to learn, practice, review, and improve their math skills over the entire grade 9 school year. Upon successful completion of *Mathematics 9* in Semester 2, students may then enrol in *Foundations of Mathematics and Pre-calculus 10* for the following year. Otherwise, upon completion of *Mathematics 9 Bridge*, the student may continue directly to *Workplace 10* the following year.

FOUNDATIONS & PRE-CALCULUS MATHEMATICS 10

Recommended: Developing or higher in Mathematics 9

This course is designed for students who are planning to continue in either the Foundations pathway or the Pre-Calculus pathway in Grade 11. This is a challenging course that builds on the topics covered in *Mathematics 9*, while also introducing new topics in algebra, measurement, and functions. This course will provide the students with mathematical and problem-solving skills necessary to proceed in either Foundations or Pre-Calculus pathways.

PRE-CALCULUS MATHEMATICS 10 INCENTIVE

Recommended: Proficient or higher in Mathematics 8/9 Accelerated or Mathematics 9 (and by teacher recommendation only)

A student wishing to be selected for this course must have excellent work habits. This course is designed for students who demonstrate exceptional ability in math and plan to continue in the Pre-Calculus pathway. This course will provide students with the opportunity to study *Mathematics 10* curriculum topics in greater depth with a major emphasis on problem solving. Topics outside the *Mathematics 10* curriculum will also be introduced to further prepare the student to follow the Pre-Calculus pathway into post-secondary.

WORKPLACE MATHEMATICS 10

Recommended: Emerging/developing in Mathematics 9 or Mathematics Bridge 9

This course is designed for students who struggled in *Mathematics 9* and are planning to enter the trades or directly into the workforce, and plan to take *Workplace Mathematics 11* upon successful completion of this course. While there is a wide range of topics covered in this course such as measurement, geometry, finance, and problem solving, they will be of a practical nature. The *Workplace Mathematics* pathway satisfies provincial graduation requirements. Students who successfully complete *Workplace Mathematics 11* can apply to various post-secondary institutions including technical schools and some universities and colleges.

PRE-CALCULUS 11

Recommended: B or higher in Foundations & Pre-Calculus Mathematics 10

This course is designed for students who are planning to continue their education at a post-secondary institution requiring the study of theoretical calculus. This course will contain topics such as algebra, relations and functions, systems and inequalities, and trigonometry. Students may take this course along with *Foundation of Mathematics 11* for a well-rounded math education preparing them for *Foundations of Mathematics 12* or *Pre-Calculus 12*.

PRE-CALCULUS 11 INCENTIVE

Recommended: Foundations & Pre-Calculus Incentive 10 or Foundations & Pre-Calculus Math 10 (and by teacher recommendation only)

Students wishing to be selected for this course must demonstrate exceptional ability in math and be recommended by their previous math teacher. The enriched format of this course is designed to provide highly motivated students with more challenging material. *Pre-Calculus 11* course work will be covered in a shorter period of time. In addition, students will be introduced to material from the *Pre-Calculus 12* course in preparation for the *Pre-Calculus 12 Incentive* course.

FOUNDATIONS OF MATHEMATICS 11

Recommended: Foundations & Pre-Calculus Mathematics 10

This course is designed to provide mathematical understanding and critical thinking skills identified for post-secondary programs that do not require the study of theoretical calculus. This course will contain topics such as proportional reasoning, systems of linear inequalities, quadratics, statistics, geometry, and logical reasoning. *Foundations of Mathematics 11* is a complementary course to *Pre-Calculus 11*.

WORKPLACE MATHEMATICS 11

Recommended: Foundations & Pre-Calculus Mathematics 10 or Workplace Math 10

This course is designed for students who have passed *Workplace Mathematics 10*. Students taking this course are planning to enter the trades or directly into the workforce. A wide range of topics will be covered in this course such as measurement, geometry, statistics, algebra, and problem solving with a practical nature. The *Workplace Mathematics* pathway satisfies provincial graduation requirements. Students who successfully complete *Workplace Mathematics 11* can apply to various post-secondary institutions including technical schools and some universities and colleges.

PRE-CALCULUS 12

Recommended: C+ or higher in Pre-Calculus 11

This course is designed for those students planning to attend post-secondary university or college in the faculties of Sciences, Engineering, or Commerce. A grade of C+ or higher is recommended in this course for those students interested in enrolling in *AP Calculus*. Topics include conics, transformations, trigonometry, series and sequences, logarithms, and functions and polynomials.

PRE-CALCULUS 12 SEMESTER 1 (for AP)

This course is the same as Pre-calculus 12 (see above) but will be scheduled in Semester 1. It should be selected by grade 12 students intending to take AP Calculus in Semester 2.

FOUNDATIONS OF MATHEMATICS 12

Recommended: C+ or higher in Foundations of Mathematics 11 or completion of Pre-calculus 11

This course is designed for students who have completed *Foundations of Mathematics 11* and would like to improve their math skills before entering a post-secondary institution. Topics include investing and borrowing money, set theory and logic, permutations and combinations, and relations and functions.

AP CALCULUS

Recommended: C+ or higher in Pre-Calculus 12

This course is designed for those students who have successfully completed *Pre-Calculus 12* at Burnett or with teacher recommendation, and are intending to study Calculus at the college or university level. All students intending to take Mathematics, Science, Engineering, or Commerce at the university level should consider this course. Topics include differential calculus, the slope of a curve, integral calculus, and the area under a curve. Advanced credit may be obtained by taking the Advanced Placement exam OR the Universities of BC Challenge exam. If you did not take your *Pre-Calculus 12* course at Burnett, you must have a teacher recommendation to take this course; please see your math teacher for more details.

**Students in grade 11 who have successfully completed Pre-calculus 12 at Burnett should select AP Calculus for Semester 1 in their grade 12 year.*

~MUSIC~

INSTRUMENTAL MUSIC: BEGINNERS' CONCERT BAND 8-12

No previous band experience is necessary. Also, no decision as to the type of instrument is needed at this time. It is a fun course for all. This course is for students who are new to concert band, or who have been away from the program for some time and wish to return. This course is also appropriate for students who wish to try a completely new instrument and need to start their learning at the very beginning. Upon completion of this course, students will usually be able to enroll in Developing concert band. Live performances and small ensembles are required elements of this course. Some students will have developed a skill level for Concert Band – entry to that course from Beginner Band is upon invitation from the teacher.

INSTRUMENTAL MUSIC: DEVELOPING CONCERT BAND 8-12

To participate in Developing Concert Band, completion of Beginner Concert Band, Intermediate level band in elementary school or permission of the teacher is required. This program further extends students' playing and listening skills in a wide variety of musical genres. Both large and small ensemble playing are part of the program. Students are encouraged to consider doubling (learning a second instrument in the same instrument family) for the benefit of a full sounding ensemble. Students usually provide their own instruments. Some students with musical skills who wish to learn a second instrument may have the instrument provided by the school. Home practice and attendance at rehearsals and performances are required elements of the course.

Developing Concert Band is a semester course that runs in timetable for half the year. Students wishing to participate in travel at this musical level must join the school's travelling band club in both semesters.

INSTRUMENTAL MUSIC: CONCERT BAND 8-12

Entry into Concert band is either by successfully participating in Developing Band or by teacher permission (some grade 8 and 9 students may be permitted entry into Concert Band with teacher permission). This music course builds on the Developing band program. Students are expected to have had previous experience on their band instruments and will be expected to develop an advanced level of competence. Home practice and attendance at all rehearsals and numerous performances are required in this course. This group is also likely to travel overnight for performance.

NOTE: Concert Band is a linear course that is run off timetable Wednesdays after school and Fridays before school

INSTRUMENTAL MUSIC: SENIOR JAZZ BAND (USUALLY GRADE 10-12)

Students must have ADVANCED skills on one of the following instruments: flute, saxophone, trumpet, trombone, piano, guitar, bass or drums. Other instruments may be included upon discussion with the teacher. Students will be exploring jazz idioms and will be expected to learn to read advanced rhythms and techniques in several styles. There is also a strong theory component in the course. The jazz ensemble is involved in many performances throughout the year and at least one music festival.

Students are required to be enrolled in DEVELOPING OR CONCERT BAND to enrol in SENIOR jazz studies. (please take note of this course co-requisite)

NOTE: Jazz is a linear course that is run off timetable with a schedule determined by the students and the teacher.

INSTRUMENTAL MUSIC: JUNIOR JAZZ BAND 8-12

Students must have reasonable skills on one of the following instruments: flute, saxophone, trumpet, trombone, piano, guitar, bass or drums. Other instruments may be included upon discussion with the teacher. Students will be introduced to the jazz idiom and will be expected to learn to read jazz style rhythms and techniques in several styles. There is also a theory component in the course. The junior jazz ensemble may be involved in performances throughout the year and may attend a music festival.

Students are required to be enrolled in any level of Concert Band or guitar to enrol in jazz studies. (please take note of this course co-requisite)

NOTE: Junior Jazz is a linear course that is run off timetable with a schedule determined by the students and the teacher.

CHORAL MUSIC 8 - 12: MIXED VOICE VOCAL ENSEMBLE

Previous music training is not essential, as skills including singing, breath control and note reading will be developed and reviewed. Students of all ability levels will be together in one class. Many styles of music will be sung, including popular, classical/folk, rock, Broadway and jazz. There is an emphasis on singing in small groups, as well as singing within the large ensemble. Students are expected to attend all rehearsals and concerts. Additionally, students with instrumental skills (piano, guitar, and sometimes other band instruments) will be called upon to share their skills by accompanying the singers at different times during the course.

CONTEMPORARY WORLD MUSIC

****THIS COURSE IS ONLY OPEN TO STUDENTS IN GRADES 10 –12***

Do you play an instrument but cannot fit linear concert band into your schedule? Are you a vocalist hoping to join an existing band? Do you play a string instrument, and you are seeking other string players to create a chamber group? Are you a composer of music and need performers to showcase your work? If you answered yes to any of these questions, Contemporary World Music is for you. This class will be specifically geared towards creating small performance groups that learn how to perform, record and share their music with live audiences. Additionally, topics such as publicity, concert organization, venue sourcing and SOCAN regulations will be studied. Students in the course must provide their own instrument and must be prepared to perform multiple times during the course.

INSTRUMENTAL MUSIC 8- 12: BEGINNER GUITAR

NOTE: THIS COURSE CAN ONLY BE TAKEN ONCE during high school

This introductory guitar course can be taken once while at Burnett by students with little or no experience on guitar. Course content includes tuning the guitar, basic chords, note reading, tablature reading and strumming techniques. Upon successful completion of the basic guitar book learned during class instruction, students are expected to pursue a desired style such as jazz, folk, blues, rock or classical. In addition to class instruction, students' progress at their own rate on their self-selected independent studies and will be encouraged to develop self-discipline and self-motivation in class. Students will regularly perform for each other within the class and are expected to perform at the Semester end concert. Students are expected to provide their own guitar (very few are available from the school).

~PHYSICAL EDUCATION~

PHYSICAL AND HEALTH EDUCATION 8

PHYSICAL AND HEALTH EDUCATION 9

PHYSICAL AND HEALTH EDUCATION 10

The physical education program will review and refine the basic movement skills developed through the elementary physical education program. This course will expose students to broad and diversified physical activities. The emphasis on the development of recreationally oriented activities and lifetime sports increases from Grade 8 to 12. The course content is divided into four major activity categories that were selected to provide a balance between the more traditional approach to physical education and the emerging emphasis on leisure-oriented physical activities. These four activity categories are: games, individual and dual activities, dance and alternative environment activities. The aim of the Burnett Physical Education program is to provide students with the awareness, knowledge, understanding, attitudes, abilities and skills required to consciously maintain physical health and well-being throughout life. All students will also participate in daily and weekly fitness challenges and assessments.

PE 10 INCENTIVE

This leadership course is designed for students with a special interest in the areas of sport, outdoor activities and recreation. The course has been designed to incorporate a wider variety of sport skills as well as a higher level of leadership and participation than that expected in the regular P.E. program. Students must apply for this course, and candidates will be selected based on their PE performance in Grade 9, leadership skills, attitude and behaviours. This course is enriched with optional field trips that have associated costs. The field trip costs in 2022-2023 were approximately \$85 and students purchased a personalized class hoodie for \$30. The class organizes and hosts the Grade 7 Breaker Classic in Semester 2, and the Terry Fox Run in Semester 1.

POWERFIT 10 - FITNESS AND CONDITIONING

POWERFIT 11 - FITNESS AND CONDITIONING

POWERFIT 12 - FITNESS AND CONDITIONING

This fitness-based course focuses on achieving personal fitness goals in a fun and comfortable atmosphere. Individuals will develop the knowledge and the skills necessary to be their own personal trainer. The program emphasizes cardio activities and weight training. The program may involve student-directed learning requiring students to apply their previous learned knowledge and skills while creating their own personal fitness program. This course is enriched with optional field trips/guest instructors that have associated costs. Students will enrol in their grade appropriate course. The field trip costs in 2023-2024 were approximately \$20.

GIRLFIT 10 – FITNESS AND CONDITIONING

GIRLFIT 11– FITNESS AND CONDITIONING

GIRLFIT 12 – FITNESS AND CONDITIONING

This fitness-based course will cater exclusively to helping girls achieve individual fitness goals in a fun, comfortable environment. Specific training designed for girls will provide the knowledge, skills and attitudes which can lead to a healthy lifestyle both at school and after graduation. Fitness activities will include yoga, boot camps, aerobics, pilates, circuit training and walk-run programs. The program may emphasize student-directed learning requiring students to apply their previous learned knowledge and skills while creating their own personal fitness program. Girls learn to design female-specific fitness and nutrition plans that will be followed during class. This course is enriched with optional field trips/guest instructors that have associated costs. The field trip costs in 2023-2024 were approximately \$40.

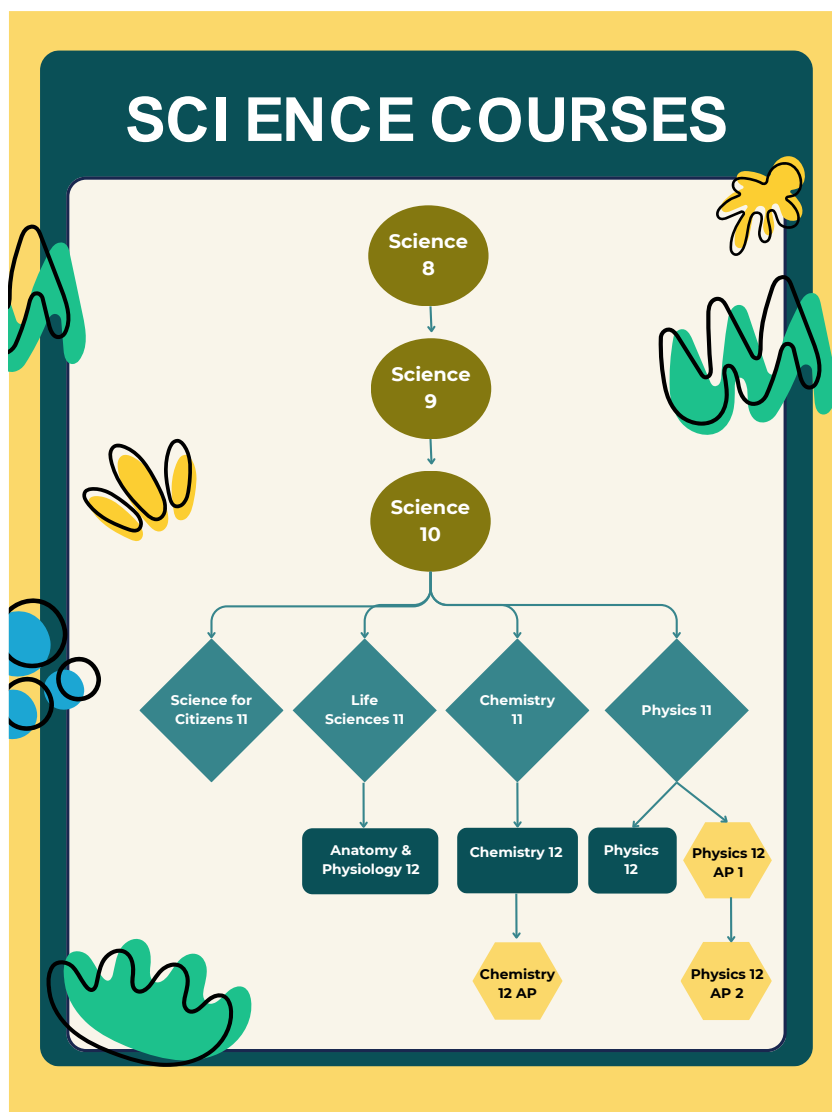
ACTIVE LIVING 11

Active Living 11 is designed to enrich the development of PE 8-10. This course will emphasize participation to encourage a life-long commitment to daily physical activity. Activities will come from categories such as: games, individual and dual activities, fitness and outdoor activities. A strong emphasis will be placed on participation and effort. Students will have opportunities to enrich the course through optional field trips that have associated costs. The field trip costs in 2024-2025 were approximately \$150.

ACTIVE LIVING 12

Active Living 12 is an extension of the principles developed in Active Living 11. Activities will be chosen from: individual and dual sports, minor games, outdoor activities and fitness. This course is enriched with optional field trips that have associated costs. The field trip costs in 2024-2025 were approximately \$150.

~SCIENCE~



SCIENCE 8

The emphasis in Science 8 is on the development of students' scientific skills, processes, knowledge, thinking abilities and a positive attitude towards the various fields in science. Students learn science through a variety of activities and in many instances, through examining science as it applies to everyday life. Topics covered include: science skills and processes, life science (cells and immune system), physical science (atomic theory and properties of light), and earth and space science (geology).

SCIENCE 9

The emphasis in Science 9 is on the development of students' scientific attitudes, skills, processes, knowledge and thinking abilities and a positive attitude towards the various fields in science. Students learn science through a variety of activities and in many instances, through examining science as it applies to everyday life. Topics covered include: processes and skills of science, life science (reproduction), physical science (atoms, elements, compounds, and characteristics of electricity), earth and space science (cycles of matter).

SCIENCE 10

The emphasis in Science 10 is on the continued development of students' scientific skills, processes, knowledge, thinking abilities and a positive attitude towards the various fields in science. Students learn science through a variety of activities and, in many instances, through examining science as it applies to everyday life. Topics covered include: science skills and processes, life science (genetics), physical science (chemical reactions and energy transformation) and earth and space science (formation of the universe).

SCIENCE FOR CITIZENS 11

Recommended: Science 10

Science for Citizens is a Science course that requires less mathematical preparation than many of the other science courses, but nevertheless requires a strong commitment from the student. The three big ideas are:

1. Science informs our decisions and impacts our daily lives.
2. Science has everyday uses and safety implications in the workplace
3. Science helps explain how natural changes and human choices affect global systems.

Students who successfully complete this course can apply to various post-secondary institutions including technical schools and some universities and colleges. Students should ensure that they will meet the requirements of any post-secondary programs they are considering.

LIFE SCIENCES 11 (Previously BIOLOGY 11)

Recommended: Science 10 (C recommended)

Life Sciences 11 is an introductory course in biology designed to give students an appreciation for the diversity and interconnectedness of the living world. The three big ideas are:

1. Characteristics of Living Things – All living things have common characteristics.
2. Process of Evolution – Living things evolve over time.
3. Taxonomy – Organisms are grouped on the basis of identifiable similarities. We will examine the characteristics of the six kingdoms of life (Archaea, Bacteria, Protista, Plantae, Fungi and Animalia.)

We will do various hands-on experiments and activities to develop and practice new skills and techniques. Students may choose alternatives to dissection labs.

ANATOMY AND PHYSIOLOGY 12 (Previously BIOLOGY 12)

Recommended: Life Sciences 11 (C+ recommended) or Chemistry 11 (C+ recommended) or Physics 11 (C+ recommended).

Anatomy and Physiology 12 is an academic course for students who are planning to continue their education in a post-secondary institution. The course is demanding, and requires a strong background in Biology and Chemistry. The three big ideas are:

1. Homeostasis – The body strives to maintain homeostasis.
2. DNA and Cells – All living things are made of cells, which contain DNA and cell structures that allow cells to survive and reproduce. We will examine the cell, how things enter and exit the cell, DNA and how DNA helps control protein synthesis.
3. Organization – Organ systems have complex interrelationships to maintain homeostasis. We will examine the anatomy and physiology of the digestive, nervous, circulatory, respiratory, excretory and reproductive body systems.

We will do various hands-on experiments and activities to develop and practice new skills and techniques. Students may choose alternatives to dissection labs.

CHEMISTRY 11

Recommended: Science 10 (C+ recommended) and Foundations and Pre-Calculus of Math 10 (C+ recommended).

A scientific calculator is required.

Chemistry is the science that deals with the properties and reactions of matter. Chemistry 11 emphasizes laboratory experimentation and the analysis of data to verify scientific principles introduced in class. Skills you will need: You must be able to balance chemical reactions and write formulas for ionic and covalent compounds. Core topics: organic chemistry, atomic structure, periodic trends, covalent bonding and forces of attraction, chemical reactions, moles, stoichiometry and solutions.

CHEMISTRY 12

Recommended: Chemistry 11 (C+ recommended) and Pre-Calculus 11 (C+ recommended).

Chemistry 12 requires a thorough understanding of the concepts of Chemistry 11 to investigate the different aspects of chemical reactions. Core topics covered include the rates of chemical reactions; the equilibrium involved with chemical reactions; acid-base reactions; oxidation-reduction chemistry; and solubility of ionic substances. Laboratory work will include qualitative and quantitative analysis to supplement the concepts introduced in lecture presentations.

ADVANCED PLACEMENT CHEMISTRY 12

Admission to APChem 12 will be by teacher permission.

Chemistry 12 and Math 12 should be taken concurrently with CH 12 AP.

Chemistry 12 Advanced Placement is an academic course for highly motivated students who are planning to continue their education in Science/Pre-Med and Engineering Programs at a post-secondary institute. This course gives students a chance to preview university chemistry topics so they will be in a better position to succeed in first year chemistry. The Advanced Placement Chemistry 12 course is designed to be the equivalent of a university/college introductory Chemistry course usually taken by Science majors during their first year. Successful completion of this course will prepare students to write The College Board Advanced Placement examination in Chemistry if they choose, students may earn first semester university credits upon successful completion of exam. Note: Students may choose **not** to write the AP Chemistry Exam.

PHYSICS 11

Recommended: Science 10 (C+ recommended) and Foundations and Pre-Calculus of Math 10 (C+ recommended)

This course the equivalent to an introductory algebra and trigonometry-based physics course and allows students to develop an understanding of the nature and scope of the physical world through inquiry and problem-solving. The major topics covered include - classical Newtonian mechanics, mechanical and thermal energy, electric circuits, waves. Laboratory work will include qualitative and quantitative analysis to supplement concepts introduced in lectures. Together with other senior science courses, the main goal of Physics 11 is to generate interest in sciences as well as provide the necessary background needed for future learning.

PHYSICS 12

Recommended: Physics 11 (C+ recommended)

This algebra and trigonometry-based physics course is an extension of Physics 11, taking its topics to greater depth and more detailed study of physics concepts and ideas. Through inquiry-based laboratory work and discussions, students will develop analytical, experimental and problem-solving skills and techniques. The major concepts of this course include classical Newtonian mechanics, circular motion, gravitation, momentum, energy, electrostatics, and electromagnetism. Together with other science courses, such as Biology and Chemistry, this course will enable students to gain an appreciation for sciences and to provide the necessary background knowledge and competence required to continue on in post-secondary studies.

ADVANCED PLACEMENT PHYSICS 1

Recommended: Physics 11 (C+ recommended)

The course is the equivalent to a **first-semester** university course in algebra and trigonometry-based physics that will give students a distinct advantage in post-secondary Science, Pre-medical and Engineering programs. It is a dual credit course gives students two marks (Physics 12 and AP Physics 1) AND eight credits (four credits for Physics 12, four credits for AP Physics 1) and possible university credits for 100-level Physics. This advanced placement course enables students to develop deep understanding of the content and to focus on applying their knowledge through inquiry-based laboratory work and discussions. The following topics are covered: Newtonian mechanics, momentum, energy, rotational motion, and oscillations. The course is aligned with the College Board guidelines for AP Physics 1 with inclusion of the content of Physics 12 specified by British Columbia Ministry of Education.

Note: students may choose **not** to write AP Physics 1 Exam.

ADVANCED PLACEMENT PHYSICS 2

Prerequisite: Physics 12 (C+ recommended) or AP Physics 1 ((C+ recommended)

The course is the equivalent to a **second-semester** university course in algebra and trigonometry-based physics that will give students a distinct advantage in post-secondary Science, Pre-medical and Engineering programs. This advanced placement course enables students to develop critical thinking skills and to focus on applying their knowledge through inquiry-based learning. The laboratory portion of the course includes experiments designed to supplement the theory covered in class. The following topics are covered: fluid mechanics, thermodynamics, electrodynamics, electromagnetism, optics, quantum, atomic and nuclear physics. This course gives students four credits for AP Physics 2, possible university credits for 100-level Physics or entry to second year university courses. Students are encouraged to check with post-secondary institutions, the AP website, school counsellors and carrier advisor for more information.

Note: Students may choose **not** to write the AP Physics 2 Exam.

~SOCIAL STUDIES~

SOCIAL STUDIES 8 is offered as a double block with English 8. For a description of this course, please refer to "Humanities 8" in the English section.

SOCIAL STUDIES 9

Social Studies 9 is concerned with the study of 19th century Canadian history to the turn of the century. Students will study the history of how revolutions in Europe and North America have influenced political and economic development in Canada. The development of democratic concepts and the impact of industrialization on society will also be examined in the context of 18th and 19th century Europe. The history section of the course examines political changes leading to Confederation and explores the development of the Canadian West to 1914. Canada's economic activities and our relationships with the United States and the Pacific Rim will be examined in the second part of the course. British Columbia's major industries will also be studied

SOCIAL STUDIES 9 INCENTIVE

The course will involve teaching and learning styles which enhance a student's abilities to read extensively, think critically, speak and write fluently, use research resources effectively and work independently. Course work will adhere to the curriculum, but the program will be enriched for the students selected to the incentive class.

SOCIAL STUDIES 10

Social Studies 10 is concerned with the study of 20th century Canadian history, economy and governance. In the history section, students will study Canada in the 20th century, covering such topics as World War I, the Depression, and World War II. In addition, students will learn about the Canadian Federal, Provincial and Municipal governments, First Peoples governance and different political ideologies.

SOCIAL STUDIES 10 INCENTIVE

The course will involve teaching and learning styles which enhance a student's abilities to read extensively, think critically, speak and write fluently, use research resources effectively and work independently. Course work will adhere to the curriculum, but the program will be enriched for the students selected to the incentive class.

ASIAN STUDIES 12

Asian Studies 12 is a course that offers students the opportunity to understand and analyze some of the complex issues facing today's Asia (from Taiwan to Turkey). This is a region which has 60% of the world's population and three (China, India and Japan) of the largest four economies in the world. In Asian Studies 12, students will examine the links between Asia's recent history and culture with some of the present day political, economic, social/cultural, and environmental issues. Students will have the choice to specialize in one country or region of Asia to demonstrate their learning. Assessment of student learning will include group work, individual projects, and presentations. This course can be taken in either grade 11 or 12.

BC FIRST PEOPLES SOCIAL STUDIES 12

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

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

GEOGRAPHY 12: PHYSICAL

Physical Geography focuses on the impact of natural processes on landscape and human settlement, addresses issues surrounding environmental sustainability and explores the connection between nations and the global environment. These big themes will be explored through learning about tectonics, earth's history, earthquakes, volcanoes, continental drift, and forces of denudation. It is also an investigative study of climates, landforms, vegetation and their effects on humans. The course uses geographic inquiry processes and geographic literacy skills to ask questions; gather, interpret and analyze data and ideas from a variety of sources. This course can be taken in either grade 11 or 12.

LAW STUDIES 12

This course is designed to give the student an understanding of how law affects daily life. This course is of interest to students considering varied areas of study (Arts, Business, Sciences, Engineering) as it provides a basis for how the law impacts these aspects of our society or for those wanting general knowledge of what their rights and obligations are within Canada (eg. Discrimination in the workplace, suing someone in Small Claims Court, contracts).

Topics addressed include:

- Foundations of the legal system
- Indigenous Law
- Human Rights and Constitutional Law
- Criminal Justice System
- Civil and Tort Law
- Family, Marriage, Estate Law
- Contract Law
- Property Law

This course may include:

- Visits to the Courts in downtown Vancouver, mock trials, guest speakers such as judges, lawyers, police officers, parolees and parole officers. This course can be taken in either grade 11 or 12.

SOCIAL JUSTICE 12

The aim of Social Justice 12 is to raise students' awareness of social injustice, to enable them to analyse situations from a social justice perspective, and to provide them with knowledge, skills, and ethical framework to advocate for a socially just world. This course can be taken in either grade 11 or 12.

Topics addressed include:

- Social injustice based on specific characteristics (e.g. age, ethnicity, religion, sex, sexual orientation)
- The causes and consequences of social injustice
- The provisions of human right legislation
- Role of government and public policy in promoting or failing to promote social justice
- Social justice related to globalization
- Role models (individuals who fought for justice).

TWENTIETH CENTURY WORLD HISTORY 12

The aim of Twentieth Century World History examines the major historical events of the twentieth century. The course gives students a range of experiences and opportunities to develop skills needed for further study in history and related disciplines. Twentieth Century World History requires students to conduct historical inquiries, think through cause-effect relationships and reach sound historical interpretations. Themes such as social change, technological progress and the spread of mass ideology will be used to develop a historical perspective on the century. As there is a considerable reading load in this course and as students are frequently expected to participate orally, fluency in English is essential. This course can be taken in either grade 11 or 12

~ SPECIALTY PROGRAMS ~

LEADERSHIP 11

LEADERSHIP 12

This is a locally developed course intended to assist students in developing leadership skills and strategies and will include a variety of related topics. Students will have opportunities to test skills learned in the classroom in some "real life" situations. The course will be based on a great deal of classroom interaction and a cooperative learning environment. Students will also develop some topics and projects of interest to them. This course may be open to Grades 9 and 10 students by teacher permission.

NOTE: This course may be offered as a course in the regular timetable, or as a linear course (September – June) outside of the timetable.

PSYCHOLOGY 12

Why do we do what we do? Psychology is the study of human behaviour. In our class, we will:

- Explore human development, learning, memory, emotions, stress, trauma, wellness, sleep, alternate states of consciousness, psychological disorders, personality, bias, motivation, therapy, and mental health
- Conduct social experiments to further our understanding of behaviour
- Participate in self-directed inquiry projects to better understand ourselves and the world around us
- Share our learning about Mental Health with the Burnett Community

HUMAN KINETICS 11/12

Human Kinetics 11/12 is an exciting and innovative course for students interested in medicine, nursing, dentistry, health and wellness, or sports related occupations such as physiotherapy. The main components of Human Kinetics 11/12 include an introduction to Human Anatomy and Physiology, Injury Prevention and Rehabilitation, Nutrition, Exercise Management, Contemporary Issues in Health, and First Aid and C.P.R. This course will include lots of practical experiences, as well as many guest speakers.

This course may be taken by grades 11 and 12 students.

NOTE: This is a locally developed elective course and **does not** fulfil the science requirement for secondary school graduation. Post-Secondary institutions do not recognize this course as a science requirement, but rather as an elective course.

PEER TUTORING 11

PEER TUTORING 12

This course will appeal to students with an interest in and an aptitude for a particular subject area, combined with an interest in helping others. Students will be placed in a classroom according to their specific interests, in conjunction with the needs of teachers. In addition to practical classroom experience in a tutoring role, students will be required to complete some reflective assignments regarding classroom life, the learning process, and communicating with others.

NOTE: Peer Tutors will meet as a group on a bi-weekly basis with the program sponsor as the course progresses.

RECREATIONAL LEADERSHIP 10, 11 & 12

This course is by teacher permission

This course is designed to provide students with an opportunity to enhance their leadership and organizational skills while working within the school/community. Students will explore leadership skills and strategies in a collaborative setting where they will be given practical opportunities to explore, develop, apply and enhance these skills. Students will be eligible to gain certification in one or more areas of coaching, officiating and athletic training which will prepare them to potentially assume roles as sport coaches, sport officials and athletic trainers for school/community teams and/or events. As well, students will be encouraged to participate in and act as one or more of the following: tournaments coordinators, intramural coordinators, sport official coordinators and/or team managers.

Students interested in enrolling in this course will be required to complete 110 hours of the Recreational Leadership course activities within and outside the school timetable. As well, they will be encouraged to be self-directed, self-motivated and show personal responsibility in all of their actions.

NOTE: The linear course will be offered outside the timetable (Meetings will occur every second day at lunchtime or afterschool).

WORK EXPERIENCE

Students may choose a work experience placement from a wide variety of occupational fields based on their career goals. To receive course credit, students must complete at least 90 hours of on-the-job work experience. Students must also be under the supervision of a teacher in addition to an employer who has agreed to work with the school in providing a realistic work experience. WEX 12A includes the required workplace safety training a student must complete prior to the actual work experience placement.

Work Experience hours also enable students to fulfil Graduation requirements for 30 hours of work or volunteer experience.

~TECHNOLOGY EDUCATION~

TECHNOLOGY EDUCATION 8

This is a compulsory Grade 8 half semester course. Students will have a chance to work on fun projects in the wood, metal, electronics and/or computer/CADD rooms to develop hands-on motor skills, problem solving skills and teamwork skills. This course is designed to assist students in choosing future technology education courses.

~WOODWORK~

Introduction to Manufacturing - WOODWORK 9 (ADST 9)

This is the introductory course to woodworking that will build on the skills and knowledge gained in Technology Education 8 (ADST 8). This is a full semester course that will start with hand tools and transition to power tools. Safe use of all tools and equipment is stressed. Areas covered will include but are not limited to: project design, the milling process, wood joinery, different types of wood finish, and wood theory. All projects can be taken home and enjoyed for a long time.

Introduction to Manufacturing - WOODWORKING 10 LEVEL 1

Open to students in Grades 10 to 11

The primary focus of this course is the continued development of safe hand tools and machine use. Throughout the course, students will work on a series of projects beginning with hand tool operations and progressing to machine operations. Areas covered will include but are not limited to: project design, the milling process, wood joinery, different types of wood finish, and wood theory. All projects can be taken home and enjoyed for a long time.

Introduction to Manufacturing - WOODWORKING 11 LEVEL 2

Open to students in Grades 10 to 12

Recommended: Woodwork 9 or Woodwork 10 Level 1

Course content will focus on individual problem-solving procedures to complete a series of projects that will build on the skill from previous courses including Drafting/Art/Math. Areas covered will include but are not limited to: project design, the milling process, wood joinery, different types of wood finish, and wood theory. All projects can be taken home and enjoyed for a long time.

Introduction to Manufacturing - WOODWORKING 12 LEVEL 3

Open to students in Grades 11 & 12

Recommended: Woodwork 11 Level 2

This is an advanced woodwork course where students will work on self-directed projects using the design and build process developed in previous woodworking classes. All projects can be taken home and enjoyed for a long time.

~METALWORK~

Introduction to Manufacturing - METALWORK 9 (ADST 9)

This is the introductory course to metalwork that will build on the skills and knowledge gained in Technology Education 8 (ADST 8). This is a full semester course that will transition skills from hand tools to power tools. Safe use of tools and machinery will be stressed. Material exploration will happen through the construction of a variety of metal projects.

Introduction to Manufacturing - METALWORK 10 LEVEL 1

Open to students in Grades 10 to 12

The primary goal is to introduce students to metalworking techniques by introducing both hand and machine tools. Projects will include safety, different types of welding, metal lathe, and possibly foundry work. There may be a project material cost or a requirement to obtain your own material depending on the project chosen. Students will have the opportunity to personalize their projects.

Introduction to Manufacturing - METALWORK 11 LEVEL 2

Open to students in Grades 11 to 12

Recommended: Metalwork 10 Level 1

This course is designed for those students in Grade 10 - 12 who have passed Metalwork Level 1 course and wish to continue in this area of study. Areas of study include lathe work, welding, and possibly foundry or casting. Part of the course is spent on self-directed study according to the student's interest. The result will be a student designed project. Project costs vary based on material chosen and may need to be cover by the student.

Introduction to Manufacturing - METALWORK 12 LEVEL 3

Open to students in Grades 11 to 12

Recommended: Metalwork 11 Level II

This is an advanced course in metalwork where students will work on self-directed projects perfecting the skills needed to work in the industry.

Introduction to Manufacturing - METALWORK 12 – MACHINING AND WELDING

This is an advanced course in metalwork where students will work on self-directed projects focusing on machining and welding. CNC machining is also introduced in this class which includes CADD/CAM programming and CNC machine operating. Completion of CADD Drafting classes would be beneficial but not required.

~ROBOTICS/ELECTRONICS~

ROBOTICS/ELECTRONICS 9 (ADST 9)

This is the introductory course to electronics and robotics that will build on the skills and knowledge gained in Technology Education 8 (ADST 8). This is a full semester course with a balance of theory and practical projects. This course is highly recommended for those who have an interest in engineering or mechatronics. This course is also helpful for students that wish to participate in the FIRST Robotics Club.

ROBOTICS/ELECTRONICS 10 (ADST 10)

Open to students in Grades 10 & 11

This course is an introduction to electronics and robotics. Projects could include small combat robots, programmable robotic arms, and other possibilities. Programming based projects are also available using the Arduino and/or Raspberry Pi. This is an ever-changing field of study, so the course is in continuous development. This course is also helpful for students that wish to participate in the FIRST Robotics Club.

ROBOTICS/ELECTRONICS 11 (ADST 11)

Open to students in Grades 11 to 12

Recommended: Robotics/Electronics 10

This course will build on the foundation of the grade 10 course. Projects could include small combat robots, programmable robotic arms, and other possibilities. Industrial automation will be added to this course to be able to create a fully robotic manufacturing environment. This is an ever-changing field of study, so this course is in continuous development. This course is also helpful for students that wish to participate in the FIRST Robotics Club.

ROBOTICS/ELECTRONICS 12 (ADST 12)

Open to students in Grades 11 to 12

Recommended: Robotics/Electronics 11

This course will continue the "system's approach to electronic/robotic design". Micro-controllers and coding will be explored with the end goal of controlling a student designed robot system. Building and coding mini drones OR automation using PCL may also be explored in the course. This is an ever-changing field of study, so this course is in continuous development. This course is also helpful for students that wish to participate in the FIRST Robotics Club.

~ENGINEERING DRAFTING AND DESIGN~

ENGINEERING DRAFTING & DESIGN LEVEL 1

Open to students in Grades 9 to 12

The course content will prepare students with the basic skills used by engineers, architects, and construction workers. The course consists of sketching, orthographic drawing techniques, problem-solving projects, and the use of AutoCAD and Inventor. Students will also be taught the basic computer techniques used in a large engineering office. 3D printers will also be utilised to print models and prototypes.

ENGINEERING DRAFTING & DESIGN LEVEL 2

Open to students in Grades 10 to 12

Recommended: Engineering Drafting and Design Level 1

Students will be taught Architectural and Mechanical Design principles and techniques through hands on projects using programs such as AutoCAD, and Inventor.

The Drafting and Design Architectural unit will consist of designing and modelling their own house from the ground up. They will start by choosing a lot from a subdivision site plan, design a house and build a scale model or 3D model.

The Drafting and Design Mechanical Unit will consist of designing a 3D model with Autodesk and prototyping devices to solve modern problems. The students will choose a relevant object to design, problem solve, prototype their solution, evaluate the prototype and create working drawings on Inventor or AutoCAD. 3D printers will also be utilised to print models and prototypes.

ENGINEERING DRAFTING AND DESIGN LEVEL 3

Open to students in Grades 10 to 12

Recommended: Engineering Drafting and Design Level 2

This course will be a continuation of Architectural or Mechanical design. Students will be able to further their abilities by exploring other areas of Architecture or Mechanical Design. Architectural students may want to explore interior design, complete construction drawings or 3D models. Mechanical students may want to become more proficient with 3D design software such as Inventor, AutoCAD or focus more on the design aspect and 3D printing.

ENGINEERING DRAFTING AND DESIGN LEVEL 4

Open to students in Grades 10 to 12

This is an advanced course in Drafting and Design where student's work on individually directed projects. A process of design will be followed to ensure success.

~ANIMATION/VIDEO EDITING TECHNOLOGY~

ANIMATION/VIDEO EDITING TECHNOLOGY LEVEL 1

Open to students in Grades 9 to 12

Animation/Video Editing Level 1 is offered as an opportunity for students to explore the exploding field of computer-generated animation along with basic video editing. Students will start by creating short, animated videos. Animation techniques such as materials editing, animation and video production will be explored using programs such as 3D Studio Max, MudBox, Adobe Animate, and Adobe Premiere.

ANIMATION/VIDEO EDITING TECHNOLOGY LEVEL 2

Open to students in Grades 10 to 12

Recommended: Animation/Video Editing Level 1.

This is a continuation of Animation/Video Editing Level 1. In this course students will use 3D Studio Max, MudBox, Adobe Animate, and Adobe Premiere. Students will create longer, more complex scenes, along with adding greater detail. Students will be encouraged to focus on their strengths whether it be character animation, modelling of objects or production of sequences.

ANIMATION/VIDEO EDITING TECHNOLOGY LEVEL 3

Open to students in Grades 10 to 12

Recommended: Animation/Video Editing Level 2.

At this level students will focus on their strengths. Projects will focus on a production system. The students will plan and complete projects of their own choice. They may work as individuals or in production groups to create scenes and animations.

ANIMATION/VIDEO EDITING TECHNOLOGY LEVEL 4

Open to students in Grades 10 to 12

This is an advanced course in Animation and Video Editing where students work on individually directed projects following a process of design.

~MACHINING AND ENGINEERING CO-OP~

MACHINING AND ENGINEERING CO-OP (MEC)

Open to students in Grades 10 to 12

Recommended: Math 10, Language Arts 10, other ADST courses

This is a program based at Burnett. Open to all District grade 11 & 12 students. Classes will be held at J N Burnett as a 4-block cohort and will include the following courses: Engineering 11, Skilled Trades Exploration (STX11), Work Experience 12A (WEX12A for 12 credits). An optional 4 credit external Work Force Training Certificate (WFT) course will be available through Northwest Skills Institute. The Engineering 11 & STX11 will be hosted by RVS but based in person at Burnett.

The focus of this program is an introduction to Manufacturing and Engineering in Richmond. The course content will start with workplace safety, metal manufacturing, both manual and CNC with the Desktop Mills and CNC router. Engineering, design and build, projects will include bridges and water works. This will be a hands-on course with a balance of theory and projects. Employability skills, like how to write a resume, how to find a job, workplace communication will also be covered. A large part of this program is manufacturing career exploration and will include an unpaid 100-hour Work Experience with a local manufacturer.

Applications are processed at Burnett, but more information is available thru the Career Program Office:
<https://careerprograms.sd38.bc.ca>

SCHOLARSHIPS

Detailed information concerning scholarships, bursaries, student loans and other forms of financial aid is available at the Counselling/Career Centre. There are four categories of scholarships available to grade 12 students.

1. Grade 12 BC Achievement Scholarships:

The BC Achievement Scholarship is a \$1250 scholarship that recognizes the top 8000 graduates in the province.

The Ministry will determine recipients based on students' achievement in Grades 10, 11, and 12 courses that satisfy graduation program requirements (including elective courses). Grad Transitions will not be included. A cumulative average percentage will be calculated and form the basis for awarding the BC Achievement Scholarship.

Recipients must meet basic eligibility requirements, in addition to attaining a "B" (73% or above) or better average in their Language Arts 12 course. Recipients may not have more than one Transfer Standing (TS) or Standing Granted (SG) indicator among course marks used for the calculation of winners.

A student can receive only one BC Achievement Scholarship in their lifetime. Students DO NOT apply for this scholarship. Recipients are determined by the Ministry of Education

2. District Authority Scholarships (Non-Academic areas):

A number of \$1250.00 scholarships may be awarded to Burnett students who show outstanding achievement in Home Economics, Technology Education, Business Education or Visual and Performing Arts, International Languages, and Physical Activity.

To qualify for these scholarships, students must meet the basic eligibility requirements of the Ministry and meet the criteria determined by the School's Scholarship Committee which requires a student to demonstrate superior achievement in the non- academic areas.

3. Valedictory Scholarships and Bursaries:

Applications must be made to the Burnett Scholarship Committee by April of a student's grade 12 year. These scholarships and bursaries are donated by the school, local businesses, organizations and individuals in the community. Recipients are chosen by the committee in part by academic success, community and school services, excellence in athletics, performing arts, individual subjects and other criteria required by the donor group. Award winners are announced at the Valedictory Ceremony in June.

4. Other Scholarships:

There are many scholarships available to students that are offered by institutions, industries, governments, unions, businesses, service groups, community sports organizations and individuals. Many post-secondary institutions have entrance scholarship programs. Scholarships in this category must be applied for by the individual. Information, in some cases, can be obtained through the Career Resource Centre.

EQUIVALENCY

Equivalency automatically grants provincial credit for certification which is provided by some external body (e.g. Royal Conservatory of Music). Students who have certification contained within the provincial list of equivalencies receive course credit automatically without going through the challenge process. The equivalency list includes various programs at certain levels that are attained through:

- Royal Conservatory of Music
- Victoria Conservatory of Music
- Western Board of Music
- Open Learning Courses
- External Language Assessment
- Sport, Athletics, Coaches, and Officials Programs
- Life Saving
- First Aid
- Computer Certification
- Cadet Courses
- 4-H C Programs
- Driver Education

CHALLENGE EXAM PROCEDURES

The purpose of Challenge is to acknowledge learning outcomes which students have done in other settings and which correspond to the learning outcomes in the provincial curriculum. A successful Challenge results in a student receiving credit for the appropriate content and a mark, which is recorded on the student's graduation transcript.

Challenge consists of registration, evaluation, and examination. There is a cost to register for the exam and this is refunded when the student writes the exam. Students may challenge a course only once. At this point, registration takes place in October and the exams are taken in late January or early February.

The following Grade 11 and 12 language courses may be challenged for credit:

French 11	French 12
German 11	German 12
Japanese 11	Japanese 12
Korean 11	Korean 12
Mandarin 11 (Traditional or Simplified)	Mandarin 12 (Traditional or Simplified)
Punjabi 11	Punjabi 12
Spanish 11	Spanish 12

NOTE: While a challenged course will satisfy a second language requirement for university, it MAY NOT be used as one of the four courses needed for admission at some post-secondary institutions
For more information, please contact your school counsellor.

CAREER & COUNSELLING CENTRE WEBSITE

<https://jnburnett.sd38.bc.ca/student-life/reference-letter-applications>

<https://jnburnett.sd38.bc.ca/student-life/career-centre-information>

The above Career & Counselling Centre websites are applicable to Grade 10, 11 and 12 students. It provides them with information on career and post-secondary options such as career fairs, program information sessions, entrance tests, campus tours, scholarships, and exchange programs. The website also provides information on post-secondary application, employment, and volunteering opportunities.

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



Online learning from K-12

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



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- Programs for K-12
- Fast-Track Summer Courses
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RICHMOND
SCHOOL DISTRICT NO. 38



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Spring-Summer-Fall 2025/26
[Projected Course List]

<p>SPRING SEMESTER 2025 FEB. – JUN. 20, 2025 Registration open until Feb. 13, 2025</p> <p>Accounting 11 ADST: Makerspace, Robotics & Drones 10-12 African & Black Canadian Studies 12 BC First Peoples (SS) 12 Calculus 12 Career Life Education 10 (*RVS Online only*) Chemistry 11 Computer Programming 11-12 Cybersecurity 11-12 English 11 (Literary Studies) English Studies 12 English First Peoples 11 English First Peoples 12 Entrepreneurship 12 Foundations of Math & Pre-Calculus 10 Foundations of Math 11, 12 French 10, 11 Law 12 Life Science 11 Mandarin Intro. 11, 11, 12 PE 10-12 Physical Geography 12 Physics 11, 12 Pre-Calculus 11, 12 Psychology 12 (YPSYC2A) Science 10</p>	<p>FAST TRACK SUMMER 2025 JUN.30 – AUG. 7 Registration open Feb.18 until Jun. 26, 2025</p> <p>ADST: Makerspace, Robotics & Drones 10-12 Anatomy & Physiology 12 BC First Peoples (SS) 12 Career Life Education 10 Chemistry 11, 12 Computer Programming 11-12 Cybersecurity 11-12 Digital Photography 10-12 Drafting and Animation 10-12 Drumming 10-12 English 10, 11, 12 English First Peoples 10, 11, 12 Foundations & Pre-Calculus Math 10 Foundations of Math 11 French 10, 11, 12 Life Science 11 Mandarin Intro. 11, 11, 12 PE 10-12 Physical Geography 12 Physics 11, 12 Pre-Calculus 11, 12 Science 10 Social Studies 10 Work Experience 12</p>	<p>FALL SEMESTER 2025 SEP. 8 – JAN. 2026 Registration open until Sept. 26, 2025</p> <p>Anatomy & Physiology 12 BC First Peoples (SS) 12 Calculus 12 Career Life Education 10 (*RVS Online Only*) Chemistry 12 Economics 12 English First Peoples 12 English Studies 12 French 11, 12 Foundations & Pre-Calculus Math 10 Foundations of Math 11, 12 Mandarin 11, 12 PE 10-12 Physical Geography 12 Physics 11, 12 Pre-Calculus 11, 12 Psychology 12 (YPSYC2B)</p> <p>FALL LINEAR 2025 SEP. 8 – JUN. 2026 Registration open until Oct. 24, 2025</p> <p>AP Psychology (APSY-12) *optional AP Exam in May Career Life Connections 12 Cybersecurity Co-op 12 Foundations of Math 11, 12 PE 10-12</p>
<p>CONTINUOUS ENTRY 24/25 Registration open until Feb. 13, 2025</p> <p>Career Life Connections 12 Cybersecurity Co-op 12 Foundations of Math 11 Foundations of Math 12 PE 10-12</p> <p>Please note: these courses are asynchronous and students will begin and complete at different times. Students will be encouraged where possible to be on a semester or linear completion schedule.</p>	<p>SCHOOL SPECIFIC OPTIONS <i>Must be enrolled at listed school:</i> CLE 10 (Cambie, McMath, McNair, RSS) Choir and Jazz Band (Palmer, RSS, McMath) Digital Media & Video Production (Boyd) Engineering 11 (Burnett/Career Programs) Food Studies 11, 12 (MacNeill) Leadership 11, 12 (Boyd, McNair) Outdoor Education 11, 12 (McMath) Peer Tutoring (Boyd) Yearbook 10-12 (McNair) Other (as announced by your school)</p> <p>Meetings: Weekly course meetings take place in central Richmond at R.C. Palmer Secondary. School specific courses take place at the indicated school. Dance & Oval programs have meetings as arranged by the teacher.</p> <p>Bold Courses: new course offering <i>All courses are subject to enrollment and staffing</i></p>	<p>RVS PROGRAMS See our website for application information</p> <p>BL Blended Learning is a full-time program for students in Kindergarten to grade 7. Students are supported through online class instruction, self-directed learning supported at home, field trips and class activities at Grauer Elementary.</p> <p>RAIL RAIL is a blended, interdisciplinary program where students complete grades 8 - 10 through project-based learning.</p> <p>SKY NO LIMITS SKY is a blended, personalized learning program for grade 11 - 12 students with personalized inquiry, community connections and outdoor adventure.</p>
<p>DANCE & ATHLETE 24/25 Registration open until Feb. 13, 2025</p> <p>Dance Choreography 10-12 Dance Company 11, 12 Dance Performance 10-12 Fitness & Conditioning (HP/ADP/Oval) 10-12 PE (HP/Oval) 10-12 Theatre 10-12</p> <p>Please visit: rvs.sd38.bc.ca for more info. on the Dance & Athlete programs or contact RVS with any inquiries: rvs@sd38.bc.ca</p>	<p>CLICK HERE: Register Today for RVS®</p>	