

# Brooks Secondary School



2023-2024

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## WELCOME

### PRINCIPAL'S MESSAGE

Welcome to Brooks 2023/2024 Course Handbook! We strive to honour the traditions of the past all the while creating innovations for the future. Our amazing staff works hard to provide challenging academic programs, extensive opportunities for students in the arts, trades, tech, dual credit and athletics, and to continue a strong commitment to excellence. We encourage students to take advantage of these opportunities and we will do everything we can to help students be successful.

Read the course descriptions carefully and be thoughtful in your selections. To assist you with your planning, teachers, school counsellors, our career advisors and administrators are pleased to answer questions and work with you on your educational plan.

Please note that courses can only be offered if there is sufficient enrollment and students who choose courses that are cancelled due to lack of enrollment will be assigned to alternate selections. Please consider your alternates.

We look forward to walking alongside you during your time at Brooks, and are excited to be a part of your experience.

Mrs. Jasmin Marshman

Principal

### COUNSELLORS' MESSAGE

Welcome to course selection for the 2023 – 2024 school year. This handbook provides students and parents/guardians with information about courses and programs available at Brooks Secondary School. The selection of courses is an important part of the process leading to graduation and post-secondary education, training, or work.

The decisions and choices you make here often determine which courses will be offered next year. We must emphasize that when selecting courses, you are indicating a commitment to include the course(s) in your educational plan for next year.

We encourage you to discuss options fully with your parents, teachers, and counsellors to ensure you select the best choices for your academic and personal development. It is also helpful to explore post secondary programs and research their requirements.

For further information, or assistance, please contact a school counsellor at Brooks Secondary (604) 483-3171. Information about course planning and course selection is also available on the Brooks website: [www.sd47.bc.ca/school/brooks](http://www.sd47.bc.ca/school/brooks)

Sincerely,  
Jocelyn Williams & Gerry Brach  
School Counsellors



## SCHOOL BASED POLICIES

### STUDENT SCHEDULES

#### **FULL-TIME STUDENTS**

A full-time course load for Grades 10, 11, and 12 is four 4-credit courses per semester. Grade 8 and 9 students are enrolled in year long-classes for all required courses along with electives that can run for a portion of the year. All students will be programmed full-time unless alternate arrangements have been made by a team of parents, school counsellors and administrators.

#### **STUDY BLOCKS**

Students are expected to be full-time students at Brooks. A Grade 12 student may apply for one study block during the school year. These will be granted at the discretion of administrators and counsellors for students having already accumulated 80 credits prior to the end of Semester 1. Students in Grades 10 and 11 do not qualify for study blocks at Brooks.

#### **SUPPORT BLOCKS**

Support blocks are intended to help students with their learning plan to keep up with their studies. Under special circumstances we can offer up to one per year to full-time Brooks students. Please contact your school counselor to apply for a support block.

#### **PART TIME STUDENTS**

Under special circumstances students can be identified as a “half-time” student. In general, these are two 4-credit courses in a semester. Part-time programs are granted with approval from administration, school counsellors and parents. Part-time students do not qualify for Honour Roll.

#### **ADDITIONAL COURSES**

Students wanting to challenge themselves or enrich their secondary school experience may apply to take additional courses during a semester. Upon successful application, additional courses outside of the regular timetable can be granted upon the approval of administrator through a school counsellor.

#### **COURSE CARRY-OVER**

Some courses at Brooks allow for “continuous learning”. Students may carry-over certain courses at semester end with the discretion of both the teacher and school counsellor or administrator provided students: Have completed more than 50% of the course by semester end and have attendance and work habits that would allow for their successful completion of that course continuation and are willing to adjust their timetable, if necessary, to fit the course.

#### **COURSE CREDIT FROM OTHER SOURCES**

See your school counsellor if you are interested in, or think you qualify for, any of the following:

#### **EQUIVALENCY**

Students who have earned course credits from a secondary school system outside of BC may qualify for equivalency credits based on their documentation.

#### **EXTERNAL CREDITS**

Students can earn credits by completing courses or programs offered outside the BC school system if these courses are recognized and authorized by the Ministry of Education. Some examples include Cadets, NCCP Coaching, Royal Conservatory of Music, ICBC Driver Education, etc.



**CHALLENGE**

Students who have had prior learning in certain subject areas can receive credit for BC courses after a challenge process.

**COURSE ADVANCEMENT**

Course advancement means taking a course in a higher grade level than you are enrolled in. This opportunity is available to all students. If there is a prerequisite course, it must be taken first. If a class has a full enrolment, grade level students will be given preference.

**POST-SECONDARY COURSES**

Students may earn credits for many courses completed at a BC post-secondary institution, such as Vancouver Island University and North Island College. This would include ABE (Adult Basic Education) or university transfer courses.

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## STUDENT SUPPORT SERVICES

### **BROOKS COUNSELLING DEPARTMENT**

Students who require school counselling services can make an appointment by going to the school office. Your school counsellor will be according to your grade level. Your grade counsellor will be responsible for supporting and tracking your academic progress. You may choose any school counsellor you are comfortable with for personal matters. The Student Support Services Program offers a variety of services to assist students with their learning needs.

- Mrs. Jocelyn Williams School Counsellor for Grades 8, 9, 10  
email: [Jocelyn.Williams@sd47.bc.ca](mailto:Jocelyn.Williams@sd47.bc.ca)
- Mr. Gerry Brach School Counsellor for Grades 11, 12  
email: [Gerry.Brach@sd47.bc.ca](mailto:Gerry.Brach@sd47.bc.ca)

Counselling assistance is provided in the following areas:

- Program and course selection
- Academic counselling and problem-solving
- Study skills
- Orientation to the school
- Post-secondary planning
- Career planning
- Personal counselling and decision-making
- Support in crisis
- Referrals to community agencies
- Scholarship/bursaries/awards

Please visit our website for further information about the school counselling department and our services. <http://www.sd47.bc.ca/school/brooks/ProgramsServices/counselling>

### **SCHOLARSHIP, BURSARY, AND AWARD INFORMATION**

Information concerning scholarships is distributed to all Grade 12 students early in the school year. The school counsellors can assist students in the preparation of applications for scholarships. Interested students and parents/guardians can gain further information from the Brooks website.

### **POST SECONDARY REQUIREMENTS**

High school graduation does not guarantee acceptance into a post-secondary institution. Most programs have specific entrance requirements. These requirements and the grade point average needed vary from university to university, from college to college, from program to program and from year to year. It is essential that all students check course requirements for the post – secondary institution program in which they are interested. This information should be part of students' course planning for Grades 10, 11 and 12. Your school counsellor will be a help with finding this information, but the ultimate responsibility is with the student.

### **COURSE CANCELLATION, CONFLICT OR LIMITS ON ENROLLMENT**

A course may be cancelled due to low enrollment. An alternate course indicated on your course selection sheet will be substituted. If you don't provide an alternate, one will be chosen for you. If conflicts arise because of timetabling, an alternate course is substituted. Courses with low enrollments may be combined with levels of the same subject to make a course available. Circumstances may make it necessary to limit enrollment in some classes. Administration reserves the right to adjust student programs should this occur.



## COURSE CHANGES

Course offerings and teacher assignments are based on course selections chosen by students during the course selection process. Course changes are granted on the provision of suitability and course availability. Course changes are strongly discouraged.

## LEARNING HUB & SUPPORT SERVICES DEPARTMENT

- Bryce Biasutti (Case Manager/Student Support Teacher) [bryce.biasutti@sd47.bc.ca](mailto:bryce.biasutti@sd47.bc.ca)
- Katelyn Potesta (Case Manager/Student Support Teacher) [katelyn.potesta@sd47.bc.ca](mailto:katelyn.potesta@sd47.bc.ca)
- Kris Pritchard (Learning Assistance Teacher) [kris.pritchard@sd47.bc.ca](mailto:kris.pritchard@sd47.bc.ca)

## CASE MANAGEMENT OF MINISTRY IDENTIFIED STUDENTS

Specialized services are available for students who are identified and have an IEP (Individualized Education Plan) at Brooks Secondary School. Developing and maintaining the IEP is an integral part of programming for identified students. In addition to preliminary assessment services, consultation services and direct instruction can be available as directed by the IEP and IEP team. Most students can be successfully supported by IEP services within regular school programs. The extent of the integration into mainstream classes is dependent on the needs and capabilities of the student. Support can be provided both in regular classroom and alternative settings. Case managers can consult with families about the following:

- IEP development
- Consultation/Development of student programming and scheduling
- Management of student supports (technology, Education Assistants, adaptations/accommodations/modifications, Teacher consultation, etc.)
- Academic assessments (Level A+B assessments)
- Member of SBT (School Based-Team)

Referrals and coordinating with outside agencies and additional services (listed below)

- Speech, language and hearing, physiotherapy
- Community-based learning activities
- Work experience; career coaching
- Community agency referral and consultation
- Psychoeducational assessments
- Independent living skills

## LEARNING ASSISTANCE

Learning Assistance is available for all students. It is expected that students will receive the major part of their education within a grade, subject, or course. However, when a student has difficulty with a particular unit or curriculum concept, the student can receive additional instruction or support. Learning assistance support focuses on the specific needs and strengths of the individual student. See a Student Support Service Staff member for further information.

## PEER TUTORING

Peer tutoring is a free service for all Brooks students. Students in need of a tutor are matched with a senior academic student. Contact a school counsellor for more details.





## ALTERNATIVE PROGRAMS & DELIVERIES

### **ONLINE LEARNING**

Most classroom-based courses are available through Brooks Online. In the online room, subject area specialist teachers help students with their work, grade their work, and keep them on pace to finish at semester end. Students are timetabled into assigned blocks, the same as a traditional classroom, in which they work independently through the course content. Since success in the online program requires that students work independently, most students doing online course work are in Grades 10 through 12.

### **EXPLORE PROGRAM**

EXPLORE is an individualized program. Entry is by teacher/school counsellor referral and by permission of administration. EXPLORE covers the essential learning outcomes of a course and supports students towards graduation and transition into the world of work.

### **BROOKS OFFSITE PROGRAM (B.O.P.)**

Brooks Offsite Program is SD47's Alternate School program. BOP offers students who are having difficulty in school a viable option to graduate. The program is designed to have a higher teacher to student ratio as well as a more structured setting. The program provides additional academic and personal supports along with access to community service providers. All courses at BOP are provided to students through individualized delivery. Students at BOP range from grades 9 through 12. A referral to BOP needs to be completed via the Brooks Administration.

### **YOUNG MOM'S PROGRAM**

The Young Mom Program is designed to assist pregnant or parenting mothers to continue their education within the school. Curriculum is offered under the guidance of a certified teacher; students may choose to attend regular classes or do courses online. Any pregnant or parenting mom that demonstrates a need for and a commitment to fully participate in the program may register.

### **CONNECT- EDUCATION (C.E.)**

Connect-Ed is a program for individuals between 18-21 years of age who are looking to complete their secondary/high school diploma (BC Dogwood or Adult Dogwood Diploma). Curriculum is delivered in a self-paced format using paper-based or on-line materials. Students have access to one-on-one support for courses as well as for career planning.



# BROOKS GRADE 8 PROGRAM

## GRADE 8

The transition to high school is an exciting one! Grade 7 students attending one of SD47's elementary schools will be automatically registered in the spring to enter Grade 8 at Brooks. Grade 7 students attending other schools are welcome to register at Brooks at any time but need to formally register (either at the School Board Office or Brooks Main Office) as they are not automatically enrolled.

New registration process and forms: <https://www.sd47.bc.ca/about/Pages/registration.aspx>

Grade 8s have a core program of required academics that are taught in a collaborative, cross-curricular project-based model. Students can choose to continue or join music education with options of either Concert Band or Choir. They will also choose French or ayajuthem for their language.

### GRADE 8 ENGLISH PROGRAM

<i>Required:</i>	English Language Arts 8 Physical & Health Education 8 Social Studies 8	Mathematics 8 Science 8 Career Education 8 French 8 or ayajuthem 8
<i>Elective Choices:</i>	Full Electives Rotation Band 8 with ½ Elective Rotation Choir 8 ( <b>outside</b> of the timetable) Jazz Band 8 ( <b>outside</b> of the timetable)	

### GRADE 8 FRENCH IMMERSION PROGRAM

(50% of the student's programming is required in French language instruction.)

<i>Required:</i>	<b>French Language Instruction:</b> Français langue seconde immersion 8 Éducation à la carrière 8 Mathématiques 8, Sciences 8 Sciences Humaines 8	<b>English Language Instruction:</b> English 8 Physical & Health Education 8
<i>Elective Choices:</i>		Full Electives Rotation Band 8 with ½ Elective Rotation Choir 8 ( <b>outside</b> of the timetable) Jazz Band ( <b>outside</b> of the timetable)

It should be noted that the electives rotation is a mandatory, exploratory rotation through a variety of Applied Design, Skills and Technologies (ADST), and Arts Education courses, and is meant to help expose students to many of the electives that they will have the opportunity to select in the Grade 9 year and beyond. Each year may have a different course rotation.

### SPECIAL PROGRAM

Hockey Academy 8



# BROOKS GRADE 9 PROGRAM

## GRADE 9

The Grade 9 year is designed to prepare student for the Graduation Program in BC. For all Grade 9 students the learning is offered with all required courses taken in a year-long format. Learning is personalized and offered by the same group of teachers. The model is cross-curricular in nature and will use project-based and inquiry-based learning throughout the year. Grade 9 students have a core program of required courses but start to have more choice over their electives and language selections. The grade 9 program does not require a second language selection, but two options are available. Students will have choice for their electives. Students should take careful consideration of their alternate choices should a first choice not be available.

### GRADE 9 ENGLISH PROGRAM

*Required:*

English Language Arts 9	Social Studies 9
Science 9	Mathematics 9
Physical & Health Education 9	Career Education 9
Electives	

Choose: (1) Language course or an online course

*Language choices: French 9 or ayajuthem 9*

*Please note that languages are required for some post-secondary programs.*

*Online Choices:*

### GRADE 9 FRENCH IMMERSION PROGRAM

(50% of the student's programming is required in French language instruction.)

*Required:*

<b>French Language Instruction:</b>	<b>English Language Instruction:</b>
Français langue seconde immersion 9	English Language Arts 9
Sciences Humaines 9	Physical & Health Education 9
Sciences 9	Electives
Mathématiques 9	
Éducation à la carrière 9	

**Elective Choices:** *Concert Band 9, Drama 9, Food Studies 9, Information and Communications Technologies 9, Metalwork 9, Textiles 9, Visual Arts 9, and Woodwork 9.*

Chamber Choir 9 and Jazz Band 9 do not count towards electives choices as they happen outside of the timetable in the mornings or afternoons. Students may choose one or both options.

### SPECIAL PROGRAM

Hockey Academy 9



# GRADUATION PROGRAM

## GRADUATION PLANNING

Looking at your ideal high school plan can help your plan for meeting not only basic graduation requirements, but also specific post-secondary program or occupational requirements. Be sure to read and understand the required courses for student’s selected program(s). Many post-secondary institutions have different requirements than the minimum required for graduation.

Summary of Graduation Requirements: Dogwood Diploma			
	Grade 10	Grade 11	Grade 12
<b>Arts Education/ ADST</b>	Choose 4 credits at either Grade 10, 11 or 12 <ul style="list-style-type: none"> <li>○ Arts Education</li> <li>○ Applied Design, Skills, and Technology (ADST)</li> </ul>		
<b>Career Education</b>	Required 8 credits in Career Education (Grade 10, 11 or 12) <ul style="list-style-type: none"> <li>○ Career-Life Education</li> <li>○ Career-Life Connections (including 30 hours of work experience or career-life exploration)</li> </ul>		
<b>Physical and Health Education (PHE)</b>	Required 4 credit course: <ul style="list-style-type: none"> <li>○ Physical and Health Education 10</li> </ul>		
<b>Electives: minimum 28 credits</b>			
Depending on the school’s offerings and student’s choice, the number of electives in each Grade level will vary. The 28 elective credits in Grades 10 – 12 can come from the following options: <ul style="list-style-type: none"> <li>• Ministry-developed or Ministry-approved courses</li> <li>• Board/Authority Authorized (BAA) courses</li> <li>• Independent Directed Studies (IDS)</li> <li>• External Credentials</li> <li>• Post-Secondary (“dual”) credit</li> </ul>			
<b>Elective Courses</b>	Grade 10: 2–5 electives <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	Grade 11: 3–5 electives <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	Grade 12: 6–8 electives* <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<b>Total: 80 credits required for graduation</b>			
*at least 16 credits must be made at the Grade 12 level, including a required Grade 12 Language Arts course.			
<b>Graduation Program Assessments</b>			
<b>Required for Graduation</b>	<ul style="list-style-type: none"> <li>○ Grade 10 Numeracy</li> <li>○ Grade 10 Literacy</li> </ul>		<ul style="list-style-type: none"> <li>○ Grade 12 Literacy</li> </ul>



Required: minimum 52 credits			
<b>English Language Arts</b>	Choose two 2-credit courses: <ul style="list-style-type: none"> <li>○ Composition 10</li> <li>○ Creative Writing 10</li> <li>○ Literary Studies 10</li> <li>○ New Media 10</li> <li>○ Spoken Language 10</li> <li>○ EFP Writing 10</li> <li>○ EFP New Media 10</li> <li>○ EFP Spoken Language 10</li> </ul>	Choose one 4-credit course: <ul style="list-style-type: none"> <li>○ Composition 11</li> <li>○ Creative Writing 11</li> <li>○ Literary Studies 11</li> <li>○ New Media 11</li> <li>○ Spoken Language 11</li> <li>○ EFP Literary Studies and Writing 11</li> <li>○ EFP Literary Studies and New Media 11</li> <li>○ EFP Literary Studies and Spoken Language 11</li> </ul>	Choose one 4-credit course: <ul style="list-style-type: none"> <li>○ English Studies 12</li> <li>○ English First Peoples 12</li> </ul>
<b>Mathematics</b>	Choose one 4-credit course: <ul style="list-style-type: none"> <li>○ Foundations of Mathematics and Pre-calculus 10</li> <li>○ Workplace Mathematics 10</li> </ul>	Choose one 4-credit course: <ul style="list-style-type: none"> <li>○ Foundations of Mathematics 11</li> <li>○ Pre-calculus 11</li> <li>○ Workplace Mathematics 11</li> <li>○ History of Mathematics 11</li> <li>○ Computer Science 11</li> </ul>	(Grade 11 or 12) <ul style="list-style-type: none"> <li>○ Foundations of Mathematics 12</li> <li>○ Apprenticeship Mathematics 12</li> <li>○ Pre-calculus 12</li> <li>○ Calculus 12</li> <li>○ Geometry 12</li> <li>○ Statistics 12</li> <li>○ Computer Science 12</li> </ul>
<b>Science</b>	Required 4-credit course: <ul style="list-style-type: none"> <li>○ Science 10</li> </ul>	Choose one 4-credit course: <ul style="list-style-type: none"> <li>○ Physics 11</li> <li>○ Life Sciences 11</li> <li>○ Chemistry 11</li> <li>○ Earth Sciences 11</li> <li>○ Science for Citizens 11</li> <li>○ Environmental Science 11</li> </ul>	(Grade 11 or 12) <ul style="list-style-type: none"> <li>○ Physics 12</li> <li>○ Anatomy and Physiology 12</li> <li>○ Chemistry 12</li> <li>○ Geology 12</li> <li>○ Environmental Science 12</li> <li>○ Specialized Science 12</li> </ul>
<b>Social Studies</b>	Required 4-credit course: <ul style="list-style-type: none"> <li>○ Social Studies 10</li> </ul>	Choose one 4-credit course: <ul style="list-style-type: none"> <li>○ Explorations in Social Studies 11</li> <li>○ Francophone History and Culture 11</li> </ul>	(Grade 11 or 12) <ul style="list-style-type: none"> <li>○ B.C. First Peoples 12</li> <li>○ Contemporary Indigenous Studies 12</li> <li>○ Comparative Cultures 12</li> <li>○ Comparative World Religions 12</li> <li>○ Economic Theory 12</li> <li>○ Human Geography 12</li> <li>○ Physical Geography 12</li> <li>○ Urban Studies 12</li> <li>○ 20<sup>th</sup> Century World History</li> <li>○ Asian Studies 12</li> <li>○ Genocide Studies 12</li> <li>○ Political Studies 12</li> <li>○ Law Studies 12</li> <li>○ Philosophy 12</li> <li>○ Social Justice 12</li> </ul>



## BROOKS GRADE 10 PROGRAM

### REQUIRED COURSE OPTIONS ENGLISH PROGRAM

Career Life Education 10	English 10 First Peoples
Science 10	Social Studies 10
Workplace Mathematics 10 or Foundations and Pre-Calculus Mathematics 10	
Physical & Health Education 10 <b>or</b> Physical & Health Education 10 (Personal Growth) <b>or</b> Hockey Academy 10	

### REQUIRED COURSE OPTIONS CONSEIL SCOLAIRE FRANCOPHONE

Français langue première 10	Études Litt. & Art. + Nouv. Medias 10
Sciences 10	Sciences Humaines 10
Fondement et pré-calcul 10	Éducation au choix de carrière et de vie 10

### REQUIRED COURSE OPTIONS FRENCH IMMERSION PROGRAM

Français langue seconde - immersion 10	Sciences Humaines 10
Éducation au choix de carrière et de vie 10	

### ELECTIVE COURSE OPTIONS FOR ALL GRADE 10 PROGRAMS

ADST	Entrepreneurship and Marketing 10	Culinary Arts 10
	Textiles 10	Food Studies 10
	Woodwork 10	Electronics and Robotics 10
	Metalwork 10	
AE	Skills Exploration: Stagecraft 10	Drama 10
	Theatre Company 10	Musical Theatre 10
	Theatre Production 10	Instrumental Music 10: Concert Band
	Instrumental Music 10: Jazz Band	Choral Music 10: Chamber Choir
	Choral Music 10: Vocal Jazz	Art Studio 10
	Media Arts 10	Photography 10
ELL	School and Community Orientation 10	Introduction to English Language and Culture
	Experience Canada and Community 10	
LANG	French 10	ayajuthem 10
	Spanish 10	
OTHER	Hockey Academy 10	Peer Tutoring 10
	Work Experience 12A	



## BROOKS GRADE 11 PROGRAM

### REQUIRED COURSE OPTIONS ENGLISH PROGRAM

<b>MATH:</b>	Pre-Calculus 11	Foundations of Math 11	Workplace Mathematics 11
	Computer Science 11	History of Mathematics 11	
<b>ENGLISH:</b>	Literary Studies 11	EFP Literary Studies and Writing 11	
<b>SCIENCE:</b>	Life Science 11	Chemistry 11	Environmental Science 11
	Physics 11	Science for Citizens 11	
<b>SOCIAL STUDIES:</b>	BC First Peoples 12	Comparative Cultures 12	Comparative World Religions 12
	Contemporary Indigenous Studies 12	Exploration in Socials 11	Law Studies 12
	Philosophy 12	Physical Geography 12	Social Justice 12
	20th Century World History 12		

### REQUIRED COURSE OPTIONS CONSEIL SCOLAIRE FRANCOPHONE

Français langue première 11                      Mathématiques Pré-Calcul 11

### COURSE OPTIONS CONSEIL SCOLAIRE FRANCOPHONE

Sciences et Citoyens                      Histoire et culture francophones

### REQUIRED COURSE OPTIONS FRENCH IMMERSION PROGRAM

Langue et culture de la francophonie 11                      Études du cinéma et de la littérature francophones 11

### ELECTIVE COURSE OPTIONS FOR GRADE 11 PROGRAMS

ADST	Accounting 11	Marketing & Promotion 11	Culinary Arts 11
	Textiles 11	Food Studies 11	Woodwork 11
	Computer Programming 11	Metalwork 11	Tourism 11
	Skills Exploration: Stagecraft 11	Drama 11	Theatre Company 11
AE	Musical Theatre 11	Theatre Production 11	Instrumental Music 11: Concert Band
	Instrumental Music 11: Jazz Band	Choral Music 11: Chamber Choir	Choral Music 11: Vocal Jazz
	Art Studio 11	Studio Arts 3D 11	Studio Arts 2D 11
	Graphic Arts 11	Media Arts 11	Photography 11
ELL	English Language Development 11	Canadian Studies 11	Experience Canada and Community 11
	Core French Introductory 11	French 11	ayajuthem 11
Lang	Spanish Introductory 11	Spanish 11	
	Active Living 11	Fitness and Conditioning 11	Soccer Skills 11
PHE	Recreation Management 11	Hockey Academy 11	
	New Media (Yearbook) 11	Psychology 11	BAA: Community Service 11 (by application)
Other	Peer Tutoring 11	Work Experience 12A	Work Experience 12B



## BROOKS GRADE 12 PROGRAM

### REQUIRED COURSE OPTIONS ENGLISH PROGRAM

**ENGLISH:** English Studies 12                                  English First Peoples 12

**CAREER:** Career Life Connections 12

### REQUIRED COURSE OPTIONS CONSEIL SCOLAIRE FRANCOPHONE

Français langue et culture 12                                  Optional: Liens Vie Personnelle et Professionnelle

### REQUIRED COURSE OPTIONS FRENCH IMMERSION PROGRAM

Français langue seconde-immersion 12

### ELECTIVE COURSE OPTIONS FOR GRADE 12 PROGRAMS

<b>ADST</b>	Accounting 12	Economics 12	Entrepreneurship 12
	E-Commerce 12	Culinary Arts 12	Culinary Art 12C
	Textiles 12	Fashion Industry 12	Food Studies 12
	Woodwork 12	Computer Programming 12	Metalwork 12
	Art Metal and Jewelry 12	Tourism 12	
<b>AE</b>	Skills Exploration: Stagecraft 12	Drama 12	Theatre Company 12
	Musical Theatre 12	Theatre Production 12	Instrumental Music 12: Concert Band
	Instrumental Music 12: Jazz Band	Choral Music 12: Chamber Choir	Choral Music 12: Vocal Jazz
	Art Studio 12	Studio Arts 3D 12	Studio Arts 2D 12
	Media Arts 12	Photography 12	
<b>ENG</b>	Composition 12	Creating Writing 12	Literary Studies 12
	New Media 12	Spoken Language 12	English & Composition 12 University Prep Course
<b>ELL</b>	English Language Development 12	Experience Canada and Community 12	
<b>LANG</b>	French 12	ayajuthem 12	Spanish 12
<b>MATH</b>	Foundations of Mathematics 12	Pre-Calculus 12	Calculus 12
	Apprenticeship Mathematics 12	Computer Science 12	
<b>PHE</b>	Active Living 12	Fitness and Conditioning 12	Soccer Skills 12
	Recreation Management 12	Hockey Academy 12	
<b>SC</b>	Anatomy & Physiology 12	Chemistry 12	Physics 12
	Environmental Science 12		
<b>SS</b>	BC First Peoples 12	Comparative Cultures 12	Law Studies 12
	Philosophy 12	Physical Geography 12	Social Justice 12
	Contemporary Indigenous Studies 12	Comparative World Religions 12	20th Century World History 12
<b>OTHER</b>	Psychology 12	Community Service 12	Peer Tutoring 12
	Work Experience 12A	Work Experience 12B	





## COURSE DESCRIPTIONS BY DEPARTMENT

### APPLIED DESIGN, SKILLS & TECHNOLOGIES: BUSINESS EDUCATION

#### **ACCOUNTING 11 (MAC--11), ACCOUNTING 12 (MACC-12)**

Learn how record and report money revenue earnings in compliance with the accounting principles set by the Canadian Institute of Chartered Accounting. Research the accounting cycle, accounting principles, and the accounting equation plus the relationship between debit and credit entries. Make general journal accounting entries based on source documents and post the entries into the ledger. Use Microsoft Excel to prepare financial document spreadsheets, including chart of accounts, income statements, trial balances and balance sheets. Consider ethics and constraints, such as potential conflicts and legal requirements for recording and reporting expenses. Explore relevant organizations, courses, professional development, and career opportunities, and accounting designations, including CPA. Grade 11 students will earn Accounting 11 credits, Grade 12 students will earn Accounting 12 credits. Students wishing to earn both Accounting 11 & Accounting 12 credits need also to complete multi-step problem solving payroll, inventory, and specialized journal units.

#### **ECONOMICS 12 (MEC--12)**

Study economic factors: needs, wants, demand, supply, scarcity, and availability of resources. Look at production possibilities curves, efficiency, and unemployment. Calculate marginal utility satisfaction for goods and services vs marginal cost, as well as opportunity costs. Learn about economic efficiency, including invisible hand, government price ceilings & floors, consumer and producer surplus, dead-weight loss, taxes, and subsidies. Compute marginal utility, diminishing returns, income and substitution effect, elastic, and inelastic demand. Examine economic indicators such as gross domestic product (GDP) and recognize the importance of imports & exports. Compare perfect competition, monopolistic competition, oligopoly, and monopoly. Prepare for 1st year university Economics courses.

#### **ENTREPRENEURSHIP AND MARKETING 10 (MADEM-10)**

Students will explore entrepreneurship opportunities, characteristics of entrepreneurs and creative ways to add value to an existing idea or product. Students will investigate the ethics of cultural appropriation, the differences between invention and innovation as well as the barriers that diverse groups of entrepreneurs face and factors that can contribute to their success. Students will learn about the life cycle of a product from invention/innovation to the marketplace, ethical marketing strategies, forms of marketing, online marketing concepts, customer needs, wants, and demands.

#### **ENTREPRENEURSHIP 12 (MENT-12)**

Students will learn to recognize entrepreneurial opportunities, look at factors that can promote innovation and entrepreneurial success, and improve an existing product, service, or idea. Set goals, plan, organize and construct physical products that you can share with your family and friends. Use computer software to record inventory, write business letters, and design packaging and visual marketing advertising for your product. Grade 11 and 12 students can take this real-life business course.



## **MARKETING & PROMOTION 11 (MMAP–11)**

Learn the psychology of packaging and advertising products. Make an advertising campaign using advertising psychology, study magazine ad psychology, interview students and study their buying habits, design ads, coupons, and products. Study the influence of corporate sponsorship. Look at the marketing and advertising stages from when a consumer first becomes aware of a product or brand through to when the consumer makes a purchase decision. Study career options in marketing and promotions. Grade 11 & 12 students can take this course.

## **E-COMMERCE 12 (MECOM12)**

Design products and services for the product life cycle, including how to introduce a new product and then how promote Internet sales growth with advertising and marketing psychology. Look at creative ways to make product innovations that improve and add value to an existing idea or product so that it can re-introduced to the marketplace. Evaluate e-commerce internet marketing and advertising commercials and strategies from a practical and ethical point of view. Examine emerging marketing career options and opportunities. Students can take this course even if they didn't complete Marketing & Promotion 11.

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## APPLIED DESIGN, SKILLS & TECHNOLOGIES: CULINARY ARTS

The Brooks Culinary Arts program offers students the opportunity to gain hands-on experience in our commercial kitchen. Students will gain a practical and theoretical understanding of the food industry. We focus on quality food preparation including bakery, cold kitchen, meat cookery, stocks, soups, salads, vegetable prep, knife handling, catering, safety/sanitation, operation and maintenance of equipment, and customer service.

Students will have the opportunity to enroll in Culinary Arts at the exploratory level by registering in the MCUL-10 course. Students wishing to continue at the exploratory level may do so by registering in Culinary 11 and 12. Students enrolled in the Culinary Arts are serious, ready, and willing to work in a fast-paced team environment. Many opportunities are available as catering community events are part of our program.

Students choosing the Dual Credit program as their main focus will immerse in a full year of training in Grade 12 and will take their required Ministry courses in the Grade 11 year. Students taking the full program will gain training in the Provincial Level One Professional Cook Training curricula and will earn 240 hours of work experience credit registered with the Industry Training Authority (I.T.A.) Youth Train in Trades Program which is directly transferable into the workplace or apprenticeship training. For more information, please see Mrs. Larkin.

### **ADST: CULINARY ARTS 10 (MCUL-10)**

The objective of this course is to provide students with an introduction to professional cooking in a commercial kitchen. Students will work with a variety of products and will learn how to process them accordingly. They will learn practical skills that can be used at home and in the workplace. The majority of the course content will be based on practical performance and the development of hand to eye skills as well as learning to use time effectively. Achievement of learning outcomes will be demonstrated by the ability to work effectively with all equipment and tools that are used in the teaching kitchen.

### **ADST: CULINARY ARTS 11 (MCUL-11)**

Culinary Arts 11 provides students with fundamental skills in preparing, presenting, and serving food in a working industrial kitchen. Overall, students will: prepare, cook, and serve food in a variety of ways develop appropriate communication, personal management, and teamwork skills act in accordance with food handling regulations and kitchen safety practices.

### **ADST: CULINARY ARTS 12 (MCUL-12)**

Culinary Arts 12 is primarily about providing students with the fundamental skills and work experience required of Level 1 (entry) cooks in the culinary industry. While Culinary Arts 12 will give you ample opportunity to further hone your culinary skills, major emphasis will now be placed on the acquisition of employability skills. In particular, students will develop knowledge and abilities to become effective team members – and leaders.

### **ADST: CULINARY ARTS 12C: Advanced Product Development (MCUL-2C)**

Culinary Arts 12C is for the student who has raised to the challenge of being a young professional cook in a commercial kitchen. They have taken Culinary Arts 10, 11, & 12. As a result of this they have a base knowledge of food safety practices, knife skills, ingredient, and technique knowledge. They can work clean and efficiently, and most importantly: they have a genuine enthusiasm and passion for cooking, serving, and eating food. This fourth culinary option at Brooks Secondary will provide senior culinary students to implement their own menu items into circulation while becoming leaders and mentors for younger students. While off campus restaurant experience is encouraged, it is not mandatory. Prerequisites: Culinary Arts 10, 11, & 12.



## APPLIED DESIGN, SKILLS & TECHNOLOGIES: HOME ECONOMICS

Home Economics focuses on fundamental needs and practical concerns of individuals and families in a changing and challenging world, it integrates knowledge, processes, and practical skills from multiple areas, including food studies, textiles, and family studies, and provides opportunities for creative applications and critical examination from global citizenship perspectives.

### **ADST: TEXTILES 9, 10 (MADT-09) (MTXT-10)**

In these introductory textile courses, students will plan and produce simple textiles items, including garments with knits and woven fabrics. Students will learn a variety of sewing techniques and will apply the elements and principles of design in their choices.

### **ADST: TEXTILES 11, 12 (MTXT-11) (MTXT-12)**

Textiles 11 and 12 focuses on individual clothing or project construction and modifications of existing textiles. Students will learn more advanced techniques for clothing fitting and alterations. We will also explore cultural influences on textiles - both historical and modern. Wardrobe evaluation and fashion sketching/design may be included.

### **ADST: FASHION INDUSTRY 12 (MFIND12) (online)**

This course focuses on the history of fashion, as well as the cultural influences and social and societal factors that influence fashion and trends. Fashion sketching and design will be included. Industry processes such as marketing, merchandising, and brand development may also be included.

### **ADST: FOOD STUDIES 9, 10 (MADFS09) (MFOOD10)**

Students will practice the principles of food preparation as it applies to snacks, baked products, desserts, pasta, vegetarian dishes, and simple meals. Students will examine eating habits, diets, and nutritional issues. The proper handling of food, equipment, and resources will be expected in planning sessions and lab work.

### **ADST: FOOD STUDIES 11, 12 (MFOOD11) (MFOOD12)**

The goal of Food Studies 11 and 12 is to develop various skills from planning menus to presenting attractive meals, and increase their knowledge of the nutritional, social, and economic factors that affect food selection and preparation. Students gain an understanding of the scientific and aesthetic principles of food preparation that lead to desired standards and apply principles by adapting recipes for a variety of individual, group, and family situations in a nutritious cost- and time-effective manner. Students learn to maximize the health benefits of food while planning and preparing meals and explore factors that affect an individual's nutrient requirements at each stage of life. Additionally, students may examine the environmental, cultural, and economic factors that influence food choices while increasing their understanding of the impact of food choices on others, both locally and globally, and they use this knowledge to make responsible food choices.



### **ADST: WOODWORK 9 (MADW-09)**

In this introductory woodwork course students will learn how to use a variety of hand and machine tools to manufacture items with wood. Students will gain a basic understanding of the design process to develop ideas for manufacture and learn to safely operate in a shop environment in order to see their ideas to fruition.

### **ADST: WOODWORK 10 (MWWK-10)**

Take advantage of a large, well equipped woodworking shop to further your creative talent and skills. This course is an introduction to the world of manufacturing with wood products and the skills, technologies and tools required at different stages. Emphasis is on the safe operation of machines and hand tools. Problem solving skills will be enhanced through the design and building of products, culminating in a student-managed project where the core competencies of critical and creative thinking and communication come to the fore.

### **ADST: WOODWORK 11 (MWWK-11)**

Building on the skills, attitudes and competencies learned and practiced in Woodwork 10, the students further enhance their understanding of the steps involved in product design and manufacture with wood as well as the implications at different stages of a product's life cycle. Emphasis will be on the safe use of a variety of hand and machine tools and the skills and techniques necessary to produce well-crafted projects. Project work will be both teacher guided, and student managed, culminating in a project of the student's own choosing.

### **ADST: WOODWORK 12 (MWWK-12)**

This course expands on skills and core competencies developed in Woodwork 11. Students will construct a variety of projects in order to enhance their skills in the design and manufacture of wooden products and will employ more advanced joinery techniques. Project work will be both teacher guided, and student managed, culminating in a project of the student's own choosing.

### **ADST: ELECTRONICS AND ROBOTICS 10 (MTEAR10)**

This course will guide students through the design process. Students will start with circuits and breadboards, and then move to drawing and designing, using hand tools to build, and eventually test with electronic diagnostics. Students will use block-based coding and logic-based programming in order to build and test their robot.

### **ADST: INFORMATION AND COMMUNICATIONS TECHNOLOGIES 9 (MADIT09)**

Students will learn keyboard techniques, about text-based coding, binary representations of various data types. Students will explore drag-and-drop mobile development, programming modular components, development, and collaboration in cloud-based environment. Learn about design and function of networking hardware and topology. Investigate the functions of operating systems, the current and future impacts of evolving technologies, the relationship between technology and social change. Discuss strategies for managing personal digital content.



### **ADST: COMPUTER PROGRAMMING 11, 12 (MCMPR11) (MCMPR12)**

Students will design simple software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. In doing so, they will learn about core structures of Python programming language, such as variables, user-defined functions, Booleans, if/else statements, lists, and “while” loops. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. Some math will be incorporated. Recommended preparation: Foundations & Pre-Calculus Math 10, or Workplace Mathematics 11, or Computer Studies 10

### **ADST: METALWORK 9 (MADM-09)**

Metal is how the modern world is built. Selected projects are used to instruct in a variety of skills and processes with emphasis on safe and proper use of hand tools and equipment. Students are encouraged to take those skills and be creative in the areas of art metal, welding, machining, forge and foundry.

### **ADST: METALWORK 10 (MTMET10)**

Metal is how the modern world is built. Selected projects are used to instruct in a variety of skills and processes with emphasis on safe and proper use of hand tools and equipment. Students are encouraged to take those skills and be creative in the areas of art metal, welding, machining, forge and foundry.

### **ADST: METALWORK 11, 12 (MTMET11) (MTMET12)**

Metalwork 11 and 12 is a metal technology course that includes machine and bench skills. Precision layout and machining are important skills related to many trades, as well as oxyacetylene cutting and gas welding. Arc welding is explored in depth and forge and foundry practices are added for more creative projects. Students gain skills through a series of projects and then design and build their own. **Metal 11 is recommended for anyone seeking dual entry to Dual Credit Welding.**

### **ADST: ART METAL AND JEWELRY 12 (MTAMJ12)**

Art Metal and Jewelry 12 is a metal technology course that includes machine and bench skills. Precision layout and handwork are essential skills in crafting quality jewelry and decorative metal pieces. Soldering and silversmithing are explored in-depth and casting practices are added for more creative projects. Students gain skills through a series of projects and then design and create their own.

### **AE: SKILLS EXPLORATION– STAGECRAFT 10, 11, 12 (MSTX-0A) (MSTX-1A) (MSTX-2A)**

Students in this program will create and build set, furniture, and prop pieces for full-scale stage productions. Skills explored will include set construction and carpentry, some metal and composites fabrication, furniture design and construction. Students will learn important aspects of theatre production while taking part in the “behind-the-scenes” creation of the scenes used by actors in the current year’s production. **Some weekend and evening** responsibilities will occur around the actual performances. No acting required for this class.



## APPLIED DESIGN, SKILLS & TECHNOLOGIES: TOURISM

### **ADST: TOURISM 11 (MTRM–11)**

Learn about International travel to locations such as South America, Europe, Africa, and New Zealand. Examine the do's and don'ts of world travel, including cultural sensitivity and ethics. Study interacting with local and international tourists, guests, and visitors. Look at career opportunities in the travel and hospitality industry.

### **ADST: TOURISM 12 (MTRM–12)**

Learn about International travel to locations such as Mexico, Central America, Asia, and Australia. Examine travel destinations and their features, such as attractions, historically or culturally significant sites, accessibility, accommodation, and sustainability. Look at the latest trends that target different consumers for example, niche tourism and ecotourism. You can take Tourism 12 even if you have not taken Tourism 11.

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## ARTS EDUCATION: DRAMA

### **AE: DRAMA 9 (MDR--09)**

Drama 9 is an introduction to the roles and responsibilities within a Theatre Company as entry level members. Covering the fundamentals of acting, stage craft and technology, students will have the opportunity to apply their knowledge to a school performance or performance within the community. Beginning with creative drama the course explores basic movement and communication skills, team building, researching roles within the company and collaborating on a production working within their chosen position. Students should be aware that some written work is required to document their process. All performers will audition, be cast, and expected to rehearse in **and outside** of class time.

### **AE: DRAMA 10, 11, 12 (MDRM-10) (MDRM-11) (MDRM-12)**

Drama explores a wide range of dramatic works and their impact on culture and society. Students will be expected to explore and demonstrate a repertoire of theatre vocabulary, acting skills, elements of stage design knowledge and lighting technology. Students will have the opportunity to apply their understanding and skills to a school performance or performance within the community. Students should be aware that some written work is required to document their process as part of a working professional portfolio. All performers will audition, and once casted, expected to rehearse both in and outside of class time. This course also provides opportunities backstage to support the end of semester show: roles include stage management, stage craft, costume and makeup, lighting sound technology.

### **AE: THEATRE COMPANY 10, 11, 12 (MDRTC10) (MDRTC11) (MDRTC12)**

Theatre Company 12 is an extensive exploration of the history, roles, and responsibilities within a Theatre Company. Students will be expected to explore and demonstrate a repertoire of theatre vocabulary, acting skills, elements of stage design knowledge and lighting technology. Students will have the opportunity to apply their understanding and skills to a school performance or performance within the community. Students should be aware that some written work is required to document their process as part of a working professional portfolio. All performers will audition, and once casted, expected to rehearse **both in and outside** of class time.

### **AE: MUSICAL THEATRE 10, 11, 12 (MMUTH10) (MMUTH11) (MMUTH12)**

Musical Theatre is a division of dramatic theatre that incorporates singing and dancing to create and communicate emotion in powerful ways. In this course, class time will be divided evenly between vocal and dance aspects of musical theatre. Students will learn foundational elements of ballet, jazz, and contemporary dance, and how to sing while dancing. Depending on the year, if there is a musical production this course is offered partially outside of the regular school timetable, and it will be linear. Attempts will be made to avoid conflict with other out-of-schedule classes, especially music classes. If there is no musical production this class is offered during the school day for a semester. During a musical production, students are required to also enroll in Theatre Company during the regular school timetable, as the classes will be collaborating to create a joint showcase for the school community. If there is no musical production the class will collaborate to create a joint musical revue at the end of the semester





### **AE: THEATRE PRODUCTION 10, 11, 12 (MDRD-10) (MDRTP11) (MDRTP12)**

Students will explore a range of roles required in technical theatre. They will build on their experience and understanding of collaborative project development using imagination, observation, and inquiry. Roles include sound, stage management, costumes, set design, set construction, scenic painting, make-up, publicity, stage crew, house management, and program. Students can expect to adopt the roles and responsibilities required to support a full-scale theatre production. **Some extracurricular commitments to the production are required.**

### **AE: SKILLS EXPLORATION – STAGECRAFT10, 11, 12 (MSTX-0A) (MSTX-1A) (MSTX-2A)**

Students in this program will create and build set, furniture, and prop pieces for full-scale stage productions. Skills explored will include set construction and carpentry, some metal and composites fabrication, furniture design and construction. Students will learn important aspects of theatre production while taking part in the “behind-the-scenes” creation of the scenes used by actors in the current year’s production. **Some weekend and evening responsibilities will occur around the actual performances.** No acting required for this class.

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## ARTS EDUCATION: MUSIC

### **AE: BAND 8 (MMU--08---BAN)**

Concert Band 8 welcomes all students who play or wish to learn how to play a musical instrument. The objective of this course is to have students develop and improve playing skills on concert band instruments. Students will play in a variety of musical styles and perform concerts throughout the year. Regular home practice and attendance at rehearsals and concerts are considered part of this course.

### **AE: CONCERT BAND 9 (MMU--09---BAN)**

Concert Band 9 welcomes all students who play or wish to learn how to play a musical instrument. Students will develop and improve playing skills on concert band instruments while studying music in a variety of styles. Playing skills as well as knowledge of music theory and history will be emphasized. Regular home practice and attendance at rehearsals and concerts are considered part of this course.

### **AE: INSTRUMENTAL MUSIC 10: CONCERT BAND (MMUCB10)**

Recommended prerequisite – Band 9 or by permission of the instructor. Stress is on fundamental skills which will prepare students for performance at the senior levels, but still many aesthetic moments are reached through rehearsals and public performances. Activities will include public concerts, festivals, and rehearsals outside of class time. Concerts are a necessary part of a good band program and are a requirement of this course. A spring trip is usually one of our activities and it is expected that students will participate. Solo and ensemble playing will also be explored outside of class time. If a student cannot travel because of the expense (or some other reason), the student's grade will not be affected.

### **AE: INSTRUMENTAL MUSIC 11: CONCERT BAND (MIMCB11)**

Recommended prerequisite – Band 10 or by permission of instructor. In Concert Band 11 students extend their practical and theoretical knowledge of music and perform a wide variety of music. The band gives many performances during the year at festivals, concerts, school assemblies and public ceremonies. A number of trips and activities take place during the year. Students are expected to participate in these, and the extra rehearsals needed to prepare for these activities. High standards and expectations are called for in this group.

### **AE: INSTRUMENTAL MUSIC 12: CONCERT BAND (MIMCB12)**

Concert Band 12 is for students who wish to perfect and advance their abilities in both the practical and theoretical knowledge of music. Students are encouraged to meet high standards and to extend their ability to the maximum. The band gives many performances during the year at festivals, concerts, school assemblies and public ceremonies. In Concert Band 12 students are expected to set a good example to other students through their participation, contributions, and dedication to the total band's development. Out-of-town trips may involve expenses which must be met by students. If a student cannot travel because of the expense (or some other reason), the student's grade will not be affected.



### **AE: INSTRUMENTAL MUSIC 8, 9: JAZZ BAND (MMU--8---JZB; MMU--9---JZB)**

Jazz Band 8 and 9 are courses which are taken as additional courses **outside** of the normal school timetable. These courses have a co-requisite that is Concert Band 8 and 9. Students must enroll in Concert Band in order to be enrolled in Jazz Band. This group is a performance class and will perform several times per year at concerts and school assemblies. Students will be expected to perform in all concerts unless at least two weeks' notice is given to the group. Improvisation and jazz style will be studied, and a wide variety of jazz music will be performed. Jazz Band 8 and 9 is open to any student who is enrolled in Concert Band 8 and 9 or by discretion of the director.

### **AE: INSTRUMENTAL MUSIC 10, 11, 12: JAZZ BAND (MMUJB10) (MIMJB11) (MIMJB12)**

Jazz Band 10, 11 and 12 are courses which are taken as additional courses **outside** of the normal school timetable. Auditions may be necessary for students who play saxophone, cornet/trumpet, trombone, bass, guitar, and drums. This group is a performance class and will perform several times per year at concerts and school assemblies. Students will be expected to perform in all concerts unless at least two weeks' notice is given to the group. Improvisation and jazz style will be studied, and a wide variety of jazz music will be performed.

### **AE: CHOIR 8 (MMU--08---CHO)**

No prior experience nor the ability to read music required. Students will learn the techniques for effective vocal production, as well as elements, principles, vocabulary, symbols, and theory of music. This class surveys and studies choral literature across a variety of styles and genres including classical choral works, folk songs, pop, jazz, and musical theatre. The use of music as a tool to express meaning, intent, and emotion will also be explored. Students will have the opportunity to perform both within the school and in the community. Attendance at rehearsals and concerts are considered part of this course.

### **AE: CHORAL MUSIC: CHAMBER CHOIR 9, 10, 11, 12 (MMU--09---CHR) (MMUCH10) (MMUCH11) (MMUCH12)**

By audition only. Chamber Choir, which takes place **outside** the timetable, is a select ensemble of students wishing an even more demanding experience in performance of classical and contemporary choral literature. Students will experience more extensive training in vocal technique, repertoire, theory, and keyboard skills. Students wishing to participate in this ensemble should be highly motivated, dedicated and have a basic understanding in theory and keyboard.

### **AE: CHORAL MUSIC 10, 11, 12: VOCAL JAZZ (MMUVJ10) (MCMJV11) (MCMJV12)**

Admission by audition only. Vocal Jazz 10, 11, and 12 takes place **outside** the timetable. This group is a performance class and will perform several times per year at concerts, assemblies, festivals, and tours both inside and outside Powell River. Improvisation and jazz style will be studied, and a wide variety of jazz music (wing, rock, and Latin jazz) will be performed. Students will learn to sing using a hand-held microphone and sound system. The ensemble will be augmented by a rhythm section (piano, bass, and drums).



## ARTS EDUCATION: VISUAL ARTS

### **AE: VISUAL ARTS 9, ART STUDIO 10 (MVA--09) (MVA10)**

Create, design, advance your skills. Arts 9 and 10 provides students with opportunities to work in a variety of materials and techniques. The course is designed for those who wish to improve their skills in the areas of drawing, painting, graphics, 3-Dimensional work, and ceramics.

### **AE: ART STUDIO 11 (MVA11)**

For the beginner as well as the advanced, this generalist course provides dynamic exposure across the entire visual art discipline. Each month provides a new opportunity to work with different mediums of drawing, painting, ceramics, and graphics. If you enjoy art, this course will provide you with a good starting point.

### **AE: ART STUDIO 12 (MVA12)**

Portfolio preparation and presentation: Art Studio 12 is designed to meet the needs of students who wish to either continue their education in art at the post secondary level, or to continue their artistic interests into the future. Independent assignments allow students the freedom to focus on their own area of interest.

### **AE: STUDIO ARTS 3D 11 (MVA--11)**

If you just like to build 3D objects with clay, this course is for you. Create both functional and sculptural clay work. Hand building, sculpture slab construction, mold making, pottery wheel and glazing are highlighted.

### **AE: STUDIO ARTS 3D 12 (MVA--12)**

This advanced course emphasizes the construction of large sculptural or functional forms. Self-directed assignments give students the freedom to build within their own areas of interest.

### **AE: STUDIO ARTS 2D 11 (MVA--11)**

If you just like to draw and paint, this course is for you. Experience and experimentation will be applied through a wide range of medium including acrylic, watercolour, charcoal pencils, graphite, pastel, and airbrush. Studio and outdoor subjects will be used.

### **AE: STUDIO ARTS 2D 12 (MVA--12)**

Students will be encouraged to work within their area of interest. Focus on their own individualized style to create large scale drawings and paintings through the use of a variety of mixed media.

### **AE: GRAPHIC ARTS 11 (MVA11)**

If you like commercial design (art for advertising and packaging), drawing, layout, and lettering, airbrushing and t-shirt printing, this course is for you. Students will study the elements and principles of design and incorporate these into a series of prints using a variety of printmaking techniques. Projects are designed to give students hands-on experience to develop specific, worthwhile skills.



### **AE: MEDIA ARTS 10 (MVAM–10)**

Media Arts 10 is an introductory digital media arts program which provides a foundation for students to understand the elements and principles of design by creating fun, dynamic and exciting projects in the ADOBE CREATIVE CLOUD. Students will be introduced to the basics of Photoshop and Illustrator. Photography, motion graphics, video and sound recording will be introduced in this initial offering from our media program. Media Arts 10 will incorporate elements of health and wellness through nature based experiential learning, growth mindset and empathy in action. This is intended to be a fun, exciting and dynamic learning experience for students to explore their own creative style!

### **AE: MEDIA ARTS 11 (MVAMT11)**

Media Arts 11 builds on the fundamental aesthetics needed to create good design. The creative process is taught through philosophical frameworks, art theory and through a more advanced approach to the ADOBE CREATIVE CLOUD. Students will become skilled at using Photoshop, Illustrator, Premiere, After Effects and Logic Pro. Photography, motion graphics, video, animation, and sound recording will be taught extensively in this class. The media arts program will incorporate elements of health and wellness through nature based experiential learning, growth mindset and empathy in action. This is intended to be a fun, exciting and dynamic creative learning experience for students to develop their own subjective style!

### **AE: MEDIA ARTS 12 (MVAMT12)**

Media Arts 12 is designed to be an empowering experiential learning process for the student through creating awesome artwork in the ADOBE CREATIVE CLOUD, daily philosophical group discussions and developing cross-curricular collaborative projects within our Brooks community. The media arts program will incorporate elements of health and wellness through nature based experiential learning, growth mindset and empathy in action. All students will build on their introductory understanding of aesthetics, in pursuit of their own creative passion projects, which will promote a deeper understanding of flow, personal autonomy and mastery!

### **AE: PHOTOGRAPHY 10 (MVAPH10)**

Photography 10 is an introductory course which provides students with a basic understanding about the art of painting with light! Students will gain a foundation on how to develop and create a strong composition, develop basic lighting techniques and how to effectively use camera technology. Students will learn about the joy of the creative process, how to develop imagery in Photoshop and how to effectively print copies of their work. Students will also learn how to curate a personalized website which showcases their photographic portfolio. The Photography program will incorporate elements of health and wellness through nature based experiential learning, growth mindset and empathy in action. This is intended to be a fun, exciting and dynamic learning experience for students to explore their own creative style!

### **AE: PHOTOGRAPHY 11, 12 (MVAPH11) (MVAPH12)**

Photography 11/12 is an advanced photo-based learning experience for students to actively engage in the art of capturing a moment. All students will become fluent in learning how to successfully use the (M) manual settings on Canon, Nikon, and Sony cameras. Students will learn more advanced lighting techniques with controlled indoor lighting and natural lighting outside. All students will become very skilled at using both Photoshop and Lightroom through ADOBE CREATIVE CLOUD. The Photography program will incorporate elements of health and wellness through nature based experiential learning, growth mindset and empathy in action. This is intended to be a fun, exciting and dynamic creative learning experience for students to develop their own subjective style!



## ENGLISH LANGUAGE ARTS

### **ENGLISH 8 (MEN--08)**

The learning outcomes are designed to develop reading, writing and communication skills, an appreciation of global cultures, language, and the students' own culture. Fiction and non-fiction resources will be utilized. Students will write using a variety of writing forms; emphasis will be placed on the writing process. Students will revise their own work and peer edit the work of others. By working in small groups, class discussions, presenting speeches, skits and shared projects, students will develop their skills in effective oral communication and active and courteous listening.

### **ENGLISH 9 (MEN--09)**

Students acquire and demonstrate skills in reading, writing, speaking, listening, viewing, and representing. Focus on writing is directed towards expository writing. The study of Literature and Media Literacy is introduced at this level. Activities include group and individual presentations, oral and written assignments, and using the writing process.

*Students will be enrolled in the following English 10 course to meet the grade 10 English requirement and the Indigenous-focused coursework requirement.*

### **ENGLISH FIRST PEOPLES 10 (MEFLS10) (MEFWR10)**

English First Peoples' 10 is based on the study of texts representing authentic First Peoples' voices. Students are expected to demonstrate understanding of sophisticated texts of recognized literary merit and complete challenging writing assignments to BC curriculum standards. This course includes aspects of writing composition, literature, spoken language and new media. It includes a focus on the joy of reading a variety of materials, including story and informational text and on the First Peoples content, worldviews, and Principals of Learning.

### **LITERARY STUDIES 11 (MLTST11)**

This course will include elements of literature, composition, creative writing, media, and spoken language for content and delivery. Students will delve deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Students will read and reflect on and respond to a range of literary topics and genres with a variety of writing styles.

### **EFP LITERARY STUDIES AND WRITING 11 (MEFLS11)**

EFP 11 is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication. Students delve into First Peoples oral and written literature to explore various themes, authors, and topics. They will think critically and creatively as they explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Through the study of literature and the processes of reflecting on and refining their writing, students: extend their capacity to communicate effectively, deepen their understanding of themselves and the world and what it means to be educated Canadian and global citizens.



*Students must complete either English Studies 12 or English First Peoples 12 or English 12 Language and Composition Advanced Placement Preparation Course to meet their graduation requirements. In addition, students may choose to enroll in one or more of the listed English academic electives at the grade 12 level.*

### **ENGLISH STUDIES 12 (MENST12)**

This course builds on and extends students' previous learning experiences in English 10 and English 11 courses. It is designed for all students and provides them with opportunities to: refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals; think critically and creatively about the uses of language; explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews; deepen their understanding of themselves and others in a changing world; gain insight into the diverse factors that shape identity; appreciate the importance of self-representation through text; contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples; and expand their understanding of what it means to be educated Canadian and global citizens.

### **ENGLISH FIRST PEOPLES 12 (MENFP12)**

English First Peoples 12 builds upon and extends students' previous learning experiences in English 10 and English 11 courses. The course is grounded in the First Peoples Principles of Learning. It is designed for all students who are interested in delving deeply into First Peoples texts in a range of media. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text, including oral story, poetry, song, performance, film, and prose. A key feature of the course is its focus on authentic First Peoples voices (i.e., historical, or contemporary texts created by or with First Peoples).

### **ENGLISH AND COMPOSITION 12 – UNIVERSITY PREP COURSE (MCMPS12-A)**

This course provides a prime opportunity to sharpen writing skills, enhance reading sophistication, and broaden knowledge via the study of challenging literature. Students can enjoy high-level classroom discussions and learn from stimulating assignments. Composition 12 aims to prepare students for university and college, more specifically, this course serves as an excellent springboard for post-secondary studies in the humanities and will serve those who go on to major in the sciences. In this course students have the option of registering for the AP challenge exam in May (\$125 fee) and earn equivalency credits for a first-year university English course, so it would be dual credit. The English 12 AP challenge exam in May is not a requirement of the course, students can simply register for Composition 12 to immerse themselves in rich literature – no exam required.

### **COMPOSITION 12 (MCMPS12)**

Composition 12 is designed to support students in their refinement and pursuit of mastery of written communication. The course focuses on narrative, expository, descriptive, persuasive, and opinion pieces, with attention to areas such as thesis development, structure, transitions, hooks and leads, persuasion, argumentation, and the study of a wide range of sample works. Students will read and study exemplary compositions and write original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness.

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### **CREATIVE WRITING 12 (MCTWR12)**

This course is designed for students who are interested in creating a body of creative work. The course provides students with opportunities to specialize and publish in real-world contexts. Students engage in the exploration of personal and cultural identities, memories, and stories, in a wide range of genres. Students will collaborate and develop their skills through writing and design processes, celebrating successes. Students will refine their ability to write in complex, controlled styles with effectiveness and impact.

### **LITERARY STUDIES 12 (MLTST12)**

This course 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.

### **NEW MEDIA (Yearbook) 11, 12 (MNMD-11) (MNMD-12)**

This course covers the same content as other new media courses but is focused on applying this learning to projects in the school community, such as the school yearbook or a school newspaper. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media. Students will also work on the organizational skills needed to bring a large media project to publication.

### **SPOKEN LANGUAGE 12 (MSPLG12)**

This course is designed to support students in the refinement of spoken language forms. The course provides opportunities for students to study, create, write, and present original and authentic pieces for a range of purposes and audiences using real-world applications. They will develop a body of publishable and/or performance-based work that demonstrates breadth, depth, and evidence of sophisticated and specialized spoken language pieces for a range of situations.





## ENGLISH LANGUAGE LEARNER

**Graduation Requirements:** A limited number of courses in the Graduation Program may be credited through equivalency to ensure the international credibility of the BC Dogwood Diploma. International students who enter a British Columbia school after Grade 10 may be able to meet personal goals including graduation. However, international students who enter a British Columbia school at the beginning of Grade 12 may find it difficult to meet requirements of a Dogwood Diploma.

**English Language Learning Courses and Academic Placement:** English Language Learning courses meet the goal of preparing students for rigorous academic courses in English. International students are enrolled in appropriate ELL courses in their first semester. Continued ELL is based on language development and personal goals and is by recommendation of the ELL teacher. Students taking English 10, 11 or 12 are recommended to register in ELL 10, 11 or 12 in the same semester for additional support and instruction. Placement in academic courses is dependent on English language skills, testing and prior learning. Assessment is arranged through the ELL teacher.

### **BAA SCHOOL AND COMMUNITY ORIENTATION 10 (YESFL0A: 2 credits)**

### **BAA INTRODUCTION TO ENGLISH LANGUAGE AND CULTURE (YESFLOB: 2 credits)**

These courses are combined to introduce ELL students to the English language skills of reading, writing, speaking, and listening and addresses specific needs of ELL students regarding language and culture upon arrival at Brooks.

### **BAA ENGLISH LANGUAGE DEVELOPMENT 11 (YESFL1B)**

This 4-credit course extends the use of reading, writing, speaking, and listening skills using more complex language and meets the specific needs of ESL students regarding language, culture, and confidence. This course will begin to prepare English language learners for academic courses including English 10, 11, and 12.

### **BAA LANGUAGE DEVELOPMENT 12 (YESFL2A)**

This 4-credit grade 12 course focuses on refining the reading, writing, speaking, and listening strategies needed to communicate at a more complex level of English and achieve success in the Canadian school environment. This course is often taken in conjunction with academic English courses.

### **BAA CANADIAN STUDIES 11 (YESFL1A)**

This 4-credit course teaches students about Canadian geography, history, government, law, culture, customs, and current events while practicing ELL specific language and preparing students for future studies in Social Studies. Students will gain necessary background about Canada.

### **BAA EXPERIENCE CANADA AND COMMUNITY 10, 11, 12 (YESFL0C)**

This 4-credit experiential course will take advantage of learning, language, and cultural opportunities in and around Brooks and Powell River. Students will participate in field trips, volunteer experiences, cross-cultural and cross-curricular activities while building background knowledge of Canada and gaining confidence in the use of English.



## LANGUAGES

The Languages Department at Brooks offers 3 options for students, all of which are accepted as a second language for admission to SFU, UVIC and other post-secondary institutions. Students can choose from ᑭayaᑭuᑲam (ayajuthem), the language of the ᑭaᑭamin (Tla'amin) people, French, and Spanish. Reading, writing, listening, speaking, and interacting are essential competencies and are the foundation of language acquisition. In all language classes, there is a focus on grammar, culture, context and language-learning strategies.

### **FRENCH 8 (MFR--08)**

French 8 is an introductory communicative course designed to familiarize students with basic reading, writing, listening, and speaking skills. Students develop their language skills through a variety of oral activities, written assignments, role-plays, and games.

### **FRENCH 9 (MFR--09)**

French 9 is a course designed to provide students with communication skills and vocabulary necessary to survive in a variety of situations within a French environment. Students will continue to develop their reading, writing, speaking, and listening skills. Themes include fashion, music, film, and travel developed through oral activities, written assignments, skits, role-plays, and games.

### **FRENCH 10 (MFR--10)**

Pre-requisite: French 9. This advanced course continues the “Discovery French” program which focuses on the communicative approach to language acquisition. Speaking, listening, writing, reading, and grammar skills continue to be emphasized. Activities in class include a variety of individual and group activities that emphasize oral and written expression.

### **CORE FRENCH INTRODUCTORY 11 (MFRI--11)**

Due to the academic intensity of Introductory French 11, students should be in grade 10, 11 or 12 while taking this course. This course is a first time French course so those who did not take French 9 are advised to take Introductory French 11.

Introductory French 11 is a fast-paced academic introduction to Core French offered to those students who have not had the opportunity or the time to study French. Students who take this course will be expected to work diligently, maturely, and independently to achieve the learning outcomes.

### **FRENCH 11 (MFR--11)**

Pre-requisite: French 10 or Introductory French 11. Emphasis on the development of more sophisticated written expression, stronger listening skills and a higher level of reading comprehension. This includes expanded grammar patterns and conversation practice as well as an introduction to the study of literature. French 11 satisfies the Language 11 requirement for certain university programs.

### **FRENCH 12 (MFR--12)**

Pre-requisite: French 11. French 12 is a continuation and culmination of all previous French instruction. It is especially intensive and challenging as the main focus of instruction will be on advanced listening, linguistic, reading and writing competencies. Please note: this course runs every second year and will be offered at Brooks during **2023-2024**, 2025-2026 school years or based on enrolment.



## **AYAJUTHEM 8, 9, 10, 11, 12 (MAYAJ08) (MAYAJ09) (MAYAJ10) (MAYAJ11) (MAYAJ12)**

ʔayaʔuθəm (ayajuthem) is the language of the ʔaʔamɪn (Tla'amin) people. The course covers both the spoken and the newly developed linguistic style of writing. There is also a cultural and historical component to the course. Students will have the opportunity to participate in hands-on activities: weaving, beading, cooking, Indigenous plants, and medicine. ayajuthem 11 and 12 are accepted as a second language for admission to SFU, Uvic and other post-secondary institutions. The course is offered for Grades 8-12. Everyone is welcome to join regardless of skill level or background.

### **SPANISH 10 (MSP--10)**

Pre-requisite: Spanish 9. Spanish 10 is an academic, primarily Direct Method Program (mostly taught in Spanish) focusing on aural and oral proficiency as one of its main goals. Reading comprehension and writing skills are developed and Spanish structural understanding is achieved through the “Destinos” audio-visual series.

### **SPANISH INTRODUCTORY 11 (MBSP--11)**

Due to the academic intensity of Spanish Introductory 11, students should be in grade 10, 11 or 12 while taking this course. This course is a first time Spanish course so those who did not take Spanish 9 are advised to take Spanish Introductory 11.

Spanish Introductory 11 is a fast-paced academic introduction to Spanish offered to those students who have not had the opportunity or the time to study Spanish. Students who take this course will be expected to work diligently, maturely, and independently to achieve the learning outcomes. This course is primarily a Direct Method Program (mostly taught in Spanish) focusing on aural, oral, and written proficiency as its main goal.

### **SPANISH 11 (MSP--11)**

Pre-requisite: Spanish 10 or Spanish Introductory 11. Spanish 11 is an academic Direct Method Program (Spanish only—no English). The focus is on aural, oral, and written proficiency. Reading comprehension and writing skills are developed to a higher degree, and “Destinos” is utilized to increase aural and cultural awareness and is also the basis for most of the paragraph and essay writing in the course.

### **SPANISH 12 (MSP--12)**

Pre-requisite: Spanish 11. Spanish 12 is a Direct Method Program (Spanish only—no English) which offers a thematic approach to contemporary Spanish and Spanish-American Literature. Students will focus on reading comprehension and writing skills, refining every aspect of their Spanish foundation.



## FRENCH IMMERSION

The French Immersion program is designed to equip students with the competencies, knowledge, and strategies needed to effectively and confidently communicate and interact in French. Students forge their identity as Francophiles and integrate French into their personal, academic, and work life. Coursework is completed entirely in French. The French Immersion courses at Brooks in Grades 8 and 9 are French Language Arts, Math, Science, Social Studies, and Careers; in Grade 10, French Language Arts, Socials Studies, and CLE; in Grade 11, Language and Culture, and Film and Literary Studies; and in Grade 12, French Language Arts.

Successful graduates of the full program at the end of Grade 12 receive a Bilingual Graduation Certificate in addition to the provincial "Dogwood" certificate.

Criteria for admission: Completion of an elementary French language or French Immersion program (or its equivalent if transferring from another district, province, or country).

Note: Throughout high school, French Immersion students are limited to fewer elective choices due to prescribed immersion courses.

### **FRANCAIS LANGUE SECONDE – IMMERSION 10 (FFRAL10)**

FRAL 10 is designed to explore a wide variety of themes, authors, and genres through the study of Francophone and First Peoples text, stories, and media. The course focuses on three main literary genres: the short story, poetry, and the novel. The course provides enrichment of grammatical structures, vocabulary and editing skills. Students continue to build their personal, cultural, and linguistic identity as French speakers, and refine their ability to communicate effectively in a variety of contexts. This course is taught in French and requires students to read, speak, and write entirely in French.

### **ÉDUCATION AU CHOIX DE CARRIÈRE ET DE VIE (FCLE–10)**

Éducation au choix de carrière et de vie 10 is the same course as Career-Life Education 10 but is taught in French and requires students to read, speak, and write entirely in French.

Éducation au choix de carrière et de vie 10 supports students in becoming successful, educated citizens by helping them learn how to effectively manage their life journey toward preferred future possibilities. It focuses on gaining a clear understanding of career-life development knowledge, skills, and strategies for life's journey into adulthood, and includes the exploration of career-life possibilities for adult life, such as roles, opportunities, and community resources, examination of ways to publicly represent ourselves both face-to-face and in digital environments, the practising of inclusive and respectful interactions for various community and work-related contexts, connecting and engaging with supportive community members, and researching post-graduation options and planning resources, such as labour market trends, budgeting tools, and workplace safety guidelines.

### **SCIENCES HUMAINES 10 (FSCH–10)**

Sciences Humaines 10 is the same course as Social Studies 10 but is taught in French and requires students to read, speak, and write entirely in French.

Sciences Humaines 10 examines how Canada's identity developed through conflict and co-operation. It is a wide-ranging course that spans the 20th century, including both World Wars and other conflicts. This course encourages students to examine Canadian history from different perspectives and reflect on Canadian identities: Who are Canadians? How has our identity changed from the beginning of the 20th century to today? What do we want Canada to be, and how will we get there?



## **LANGUE ET CULTURE DE LA FRANCOPHONIE 11 (FLCF–11)**

Langue et culture de la francophonie 11 (FRAL 11) is designed to improve students' written and spoken French and to lead them to reflect on how language, society, and culture influence their personal perceptions and values. Culture plays an important role in learning, offering students the opportunity to explore and better understand the realities of their own culture and the cultures of the French-speaking world. In addition to gaining a deeper understanding of grammatical structures, starting with theory, and progressing to intensive practice, students will put into practice their language competencies while exploring and deepening their understanding of various Francophone areas. Vocabulary is enriched through the study of themes of everyday life such as describing people, hobbies, and pastimes, etc. Spoken French is enhanced through oral presentations, debates, games, and role-playing. This course is taught in French and requires students to read, speak, and write entirely in French.

## **ÉTUDES DU CINÉMA ET DE LA LITTÉRATURE FRANCOPHONES 11 (FLTST11)**

Études du cinéma de la littérature francophones 11 is designed to encourage students to discover, explore, analyze, and interpret literary and cinematographic works of the French-speaking world. By studying a variety of cinematographic works and literary texts from different eras, cultures, styles, and genres, students will acquire knowledge of Francophone culture, which will contribute to the development of their identity. Links are made between historical and modern perspectives, comparing social values over time. The course focuses on film and three main literary genres: the short story, the play, and the novel. Students are required to read, analyze, and support their arguments in round-table class discussions and debates. There are also regular written analytical assignments. Home readings are essential for success in this course. This course is taught in French and requires students to read, speak, and write entirely in French.

## **FRANÇAIS LANGUE SECONDE-IMMERSION 12 (FFRAL12)**

FRAL 12 will enable students to gain an overview of the various factors that shape their bilingual identity. Students practice and refine their French language skills. They continue to increase their vocabulary and mastery of correct grammar. They hone their literary skills through the study of French poetry and/or a novel. They explore different types and genres of texts, from various sources, that reflect Francophone and First Peoples perspectives. They use creative thinking to analyze, discuss, and debate current events and a variety of historical, social, political, and philosophical themes. They are offered many opportunities to deepen their knowledge of themselves and others in a changing world. This course is taught in French and requires students to read, speak, and write entirely in French.



## PROGRAMME FRANCOPHONE / FRANCOPHONE PROGRAM

The Francophone Program at Brooks offers students the opportunity to continue their education and the development of thinking and communication skills in French as a first language in selected courses offered by the Conseil Scolaire Francophone (SD93). Interested families/students must meet the CSF eligibility criteria (SD93). Please visit <https://www.csf.bc.ca/csf/admission/> or contact the Côte du Soleil administration with any questions regarding this matter.

Le programme francophone de Brooks offre aux élèves la possibilité de poursuivre leurs études et le développement de compétences de réflexion, de communication et personnelle et sociale en français langue première dans certains cours offerts par le Conseil Scolaire Francophone (SD93). Les élèves qui complètent le programme à la fin de leur 12e année reçoivent le « Cornouiller », diplôme francophone de langue première en Colombie-Britannique, en plus du diplôme secondaire provincial "Dogwood".

L'incorporation des principes d'apprentissage des peuples autochtones dans le curriculum permet de créer, en salle de cours, des cultures basées sur les concepts de communauté, d'apprentissage collaboratif et de confiance. Ces principes et le contenu des peuples autochtones ne sont pas des ajouts ou des unités distinctes, mais sont entrelacés dans le tissu même du curriculum.

Critères d'admission : Les familles/élèves intéressés doivent répondre aux critères d'admissibilité du CSF (SD93). Veuillez visiter <https://www.csf.bc.ca/csf/admission/> ou contacter la direction de l'école Côte du Soleil pour toutes questions relatives à ce sujet.

Remarque : Tout au long de leur cursus scolaire, les élèves du programme francophone ont moins de choix de cours à option en raison des cours prescrits pour l'obtention du Cornouiller.

Les élèves du programme francophone suivent les cours suivants en français avec le Conseil Scolaire Francophone (SD93).

*The Francophone Program at Brooks offers students the opportunity to continue their education and the development of thinking and communication skills in French as a first language in selected courses offered by the Conseil Scolaire Francophone (SD93). Students who complete the program at the end of Grade 12 receive the "Cornouiller", a French first language diploma in British Columbia, in addition to the provincial high school diploma "Dogwood".*

*Incorporating Indigenous peoples' learning principles into the curriculum creates classroom cultures based on the concepts of community, collaborative learning, and trust. These principles and the Indigenous Peoples' content are not add-ons or separate units but are interwoven into the fabric of the curriculum.*

*Admission Criteria: Interested families/students must meet the CSF eligibility criteria (SD93). Please visit <https://www.csf.bc.ca/csf/admission/> or contact the Côte du Soleil administration with any questions regarding this matter.*

*Note: Throughout their school career, students in the Francophone program have fewer electives to choose from due to the prescribed courses for the Cornouiller.*

*Students in the Francophone program take the following courses in French with the Conseil Scolaire Francophone (SD93).*



## **MATHÉMATIQUES – FONDEMENTS ET PRÉ-CALCUL 10 (FFMPF10---S93)**

Le cours de Mathématiques – Fondements et pré-calcul 10 (4 crédits) est conçu pour fournir aux élèves la compréhension et les compétences mathématiques identifiées pour l'entrée dans des programmes postsecondaires qui peuvent ou non exiger l'étude du calcul théorique. Le contenu du programme comprend les puissances, la factorisation des nombres premiers, les fonctions, les relations et systèmes linéaires, la trigonométrie, les polynômes et les connaissances financières. Les compétences du programme (raisonnement, résolution de problèmes, communication, connexion et réflexion) sont expérimentées à travers le contenu de ce cours.

*Mathématiques – Fondements et pré-calcul 10 (4 credits) is designed to provide students with the mathematical understanding and skills identified for entry into post-secondary programs that may or may not require the study of theoretical calculus. Program content includes powers, prime number factoring, functions, linear relations and systems, trigonometry, polynomials, and financial literacy. Program skills (reasoning, problem solving, communication, connection, and reflection) are experienced through the content of this course.*

## **SCIENCES 10 (FSCF-10---S93)**

Le cours de Sciences 10 (4 crédits) vise à fournir des expériences qui développent des attitudes positives chez les élèves vis-à-vis des sciences. Les unités d'étude sont organisées autour des domaines suivants : L'évolution des écosystèmes, les réactions chimiques, la radioactivité, le mouvement, les transferts d'énergie dans les systèmes naturels et la tectonique des plaques. La sécurité en laboratoire continuera d'être une préoccupation majeure. Les activités peuvent inclure des projets de recherche, des présentations d'élèves, des démonstrations, des travaux individuels et collectifs ainsi que des travaux pratiques en laboratoire.

*Sciences 10 (4 credits) maintains the focus on providing experiences that develop positive student attitudes toward Science. Units of study are organized around the following areas: Changing Ecosystems, Chemical Reactions, Radioactivity, Motion, Energy Transfers in Natural Systems and Plate Tectonics. Lab safety will continue to be a major focus. Activities may include research projects, student presentations, demonstrations, individual and group work plus hands-on lab work.*

## **SCIENCES HUMAINES 10 (FSCH-10---S93)**

Le cours Sciences Humaines 10 (4 crédits) porte sur l'évolution du Canada de 1815 à aujourd'hui et sur le développement de l'identité canadienne en tant que pays français et anglais. Les sujets couverts sont la société, la culture, le gouvernement, ainsi que l'économie et la technologie. Le cours permet aux élèves de faire des recherches basées sur des sources primaires et secondaires et d'évaluer et de défendre leurs positions. Ce cours de quatre crédits est obligatoire pour l'obtention du diplôme d'études secondaires.

*Sciences Humaines 10 (4 credits) focuses on the evolution of Canada from 1815 to the present and the development of Canadian identity as a French and English country. Topics covered include society, culture, government, economics, and technology. The course allows students to conduct research based on primary and secondary sources and to evaluate and defend their positions. This four-credit course is required for high school graduation.*



## **MATHÉMATIQUES PRÉ-CALCUL 11 (FPREC11---S93)**

Le cours Mathématiques pré-calcul 11 (4 crédits) est conçu pour fournir aux élèves la compréhension et les compétences mathématiques identifiées pour l'entrée dans des programmes postsecondaires qui peuvent ou non exiger l'étude du calcul théorique. Le contenu de ce cours permettra à l'élève d'élaborer des stratégies de réflexion, d'analyse, de modélisation, d'investigation ainsi que de faire des liens entre différents concepts mathématiques abordés. Dans ce cours, l'élève développera sa compréhension des relations quadratiques, des polynômes et du raisonnement proportionnel. Par des exemples de concepts théoriques et pratiques, l'élève sera amené à développer son raisonnement mathématique par investigation et par modélisation. La pensée créatrice et la curiosité demeurent des éléments essentiels de ce cours de mathématique.

*Mathématiques pré-calcul 11 (4 credits) is designed to provide students with the mathematical understanding and skills identified for entry into post-secondary programs that may or may not require the study of theoretical calculus. The content of this course will enable students to develop strategies for thinking, analyzing, modeling, investigating, as well as making connections between different mathematical concepts discussed. In this course, students will develop an understanding of quadratic relationships, polynomials, and proportional reasoning. Through examples of theoretical and practical concepts, students will develop their mathematical reasoning through investigation and modeling. Creative thinking and curiosity remain essential elements of this course.*

## **ÉTUDES LITTÉRAIRES ET ARTISTIQUES + EXPRESSION ORALE 11 (FELSL11---S93)**

Le cours d'Études littéraires et artistiques + expression orale (4 crédits) permettra à l'élève de découvrir une variété de textes et d'œuvres issus d'époques, de cultures, de styles et de genres différents. De plus, ce cours vise à développer les techniques de la communication orale afin d'améliorer la confiance en soi de l'élève. Dans ce cours, l'élève développera ses capacités d'analyse, d'interprétation et d'évaluation afin de mieux apprécier les qualités formelles et esthétiques d'une œuvre. Par l'étude d'une variété d'auteurs et d'artistes, l'élève acquerra une culture générale qui contribuera au développement de son identité francophone. De plus, ces études ouvriront ses horizons de citoyen du monde. Ce programme encourage à la fois le développement d'une identité francophone et celui de la sensibilité interculturelle de chaque élève. En parlant et en vivant en français, l'élève développe un sens d'appartenance à la communauté francophone de la Colombie-Britannique.

*Études littéraires et artistiques + expression orale (4 credits) will provide students with the opportunity to explore a variety of texts and works from different eras, cultures, styles, and genres. In addition, this course is designed to develop oral communication skills in order to improve the student's self-confidence. In this course, students will develop their analytical, interpretive, and evaluative skills to better appreciate the formal and aesthetic qualities of a work. Students will study a variety of authors and artists, acquiring a general culture that will contribute to the development of their francophone identity. In addition, these studies will open their horizons as citizens of the world. This program encourages both the development of a Francophone identity and the development of intercultural sensitivity in each student. By speaking and living in French, students develop a sense of belonging to the francophone community of British Columbia.*





## FRANÇAIS LANGUE ET CULTURE 12 (FFCT-12---S93)

Le cours Français langue et culture 12 (4 crédits) permettra à l'élève de découvrir une variété de textes et d'œuvres issus d'époques, de cultures, de styles et de genres différents. De plus, ce cours vise à développer les techniques de la communication orale afin d'améliorer la confiance en soi de l'élève. Dans ce cours, l'élève développera ses capacités d'analyse, d'interprétation et d'évaluation afin de mieux apprécier les qualités formelles et esthétiques d'une œuvre. Par l'étude d'une variété d'auteurs et d'artistes, l'élève acquerra une culture générale qui contribuera au développement de son identité francophone. De plus, ces études ouvriront ses horizons de citoyen du monde. Ce programme encourage à la fois le développement d'une identité francophone et celui de la sensibilité interculturelle de chaque élève. En parlant et en vivant en français, l'élève développe un sens d'appartenance à la communauté francophone de la Colombie-Britannique.

*Français langue et culture 12 (4 credits) is designed to provide students with the opportunity to learn about the history and culture of French communities and to explore a variety of texts and works from different periods, cultures, styles, and genres. Students will learn about the history of the world and its cultures and will develop their knowledge of the world's cultures and traditions. In this course, students will develop their analytical, interpretive, and evaluative skills to better appreciate the formal and aesthetic qualities of a work. Students will study a variety of authors and artists, acquiring a general culture that will contribute to the development of their francophone identity. In addition, these studies will open their horizons as citizens of the world. This program encourages both the development of a Francophone identity and the development of intercultural sensitivity in each student. By speaking and living in French, students develop a sense of belonging to the francophone community of British Columbia.*



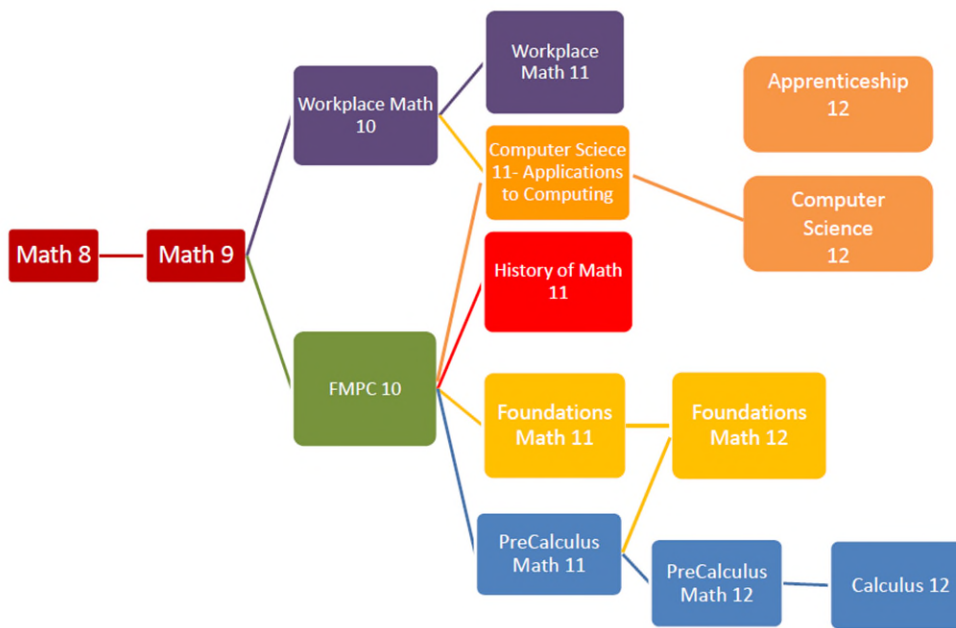
## MATHEMATICS

All mathematics courses at Brooks will include the ongoing development of the following curricular competencies through activities, assignments, and assessments: Reasoning and analyzing, Understanding and Solving, Communicating and Representing, Connecting and Reflecting.

“Which math course is best suited to my child?”

While there is no rule about which math course is right for each student, the decision can be made more easily by thinking about your child’s future education and career plans. If your child enjoys working on projects and hands-on activities or intends to pursue a trade or technical job, then the Apprenticeship and Workplace pathway might be the right choice. If your child is planning further study in the Arts or Humanities, the Foundations of Math pathway is likely the right choice. Students interested in math and sciences in post-secondary should take the Pre-Calculus pathway. There is also nothing to preclude a student from taking more than one path. Your child’s education choices after high school depend, in part, on the courses they take in high school. To make an informed decision about which course is best suited for your child, you both need to find out as much as you can about each pathway. You can do this by talking to your child’s math teacher or a school counsellor.

### MATH PATHWAYS:



“What happens if we change our mind about the pathway decision that we made before the start of this year?”

The pathways were designed to give students different skills, attitudes, and knowledge for different career and post-secondary paths. They were not designed specifically to allow for lateral movement between the pathways. For example, this means that a student who took only Workplace Mathematics 10 would likely not have the skills needed in either Foundations 11 or Pre-Calculus 11. If, after high school, your child changes career paths and realizes that they need Pre-Calculus 11 or 12 instead of the Foundations courses taken, colleges and universities will offer these or equivalent courses for upgrading. Your child should choose the courses that best fit their current math interest and best fit their current post-secondary direction.



## **MATH 8 (MMA--08)**

This first mathematics course in high school provides students with opportunities to build further upon the big ideas that were introduced in elementary school; particularly the different forms and relationships of number; that numeracy can be used to recognize patterns, communicate ideas, and solve problems; that patterns can be used to see relationships and develop generalizations; that geometry and measurement can be used to make meaning of the world; that mathematics can be applied to inquiry questions and used to communicate information and data; and that data can be used to draw conclusions and make predictions about the world. Students will reason and analyze, understand and solve, communicate and represent, and connect and reflect these ideas through the course content which includes percentages, perfect squares and cubes, square roots, the Pythagorean Theorem, rates and proportions, fractions and their operations, algebraic expressions and equations, surface area and volume, 3D objects, theoretical probability, and financial literacy.

## **MATH 9 (MMA--09)**

Math 9 continues to develop students' skills in communicating and reasoning mathematically, becoming mathematically literate, problem solving and real-life applications. Topics of study include data analysis, rational numbers, polynomials, linear relations and solving linear equations, scale, similarity, financial literacy, square roots, powers, and Exponent Laws.

## **WORKPLACE MATHEMATICS 10 (MWPM--10)**

This course is designed to provide students with foundational math skills needed to problem solve: to read a problem, choose from a variety of appropriate strategies, apply a strategy to solve the problem, and then reflect on the efficiency and accuracy of the strategy to explain the answer. Topics include graphs, conversions, surface area and volume, trigonometry, central tendency, experimental probability, and financial literacy.

## **FOUNDATIONS AND PRE-CALCULUS MATHEMATICS 10 (MFMP--10)**

This pathway is designed to provide students with mathematical understanding and critical-thinking skills identified for post-secondary studies. Topics include operations on powers with integral exponents, relationships among data and graphs, linear relations including slope, equations of lines and solving systems, multiplication and factoring of polynomial expressions, primary trigonometric ratios, financial literacy, and gross and net pay.

## **WORKPLACE MATHEMATICS 11 (MWPM--11)**

This course is designed to provide students with math skills needed to critically evaluate information presented to them as well as prepare them for trades. Topics include financial literacy, rates of change, probability and statistics, 3-D objects and interpreting graphs.

## **COMPUTER SCIENCE 11 (MMASC11)**

Computer Science 11 explores the applications of mathematics to the world of computing, and vice versa. Students will develop flexible thinking to analyze and create algorithms, model with mathematics in situational contexts, and think creatively and with curiosity and wonder when exploring problems. Topics include computational thinking, problem-solving, mathematical logic, and pair programming, in addition to elementary Python programming skills. Recommended preparation: Workplace Mathematics 10



### **FOUNDATIONS OF MATHEMATICS 11 (MFOM–11)**

Foundations of Mathematics and Pre-Calculus 10 recommended prerequisite. This course 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 like Economics, Geography, Arts or Humanities. Topics include financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics, probability, and data analysis. Graphing technology is required and is available on-loan in the classroom.

### **FOUNDATIONS OF MATHEMATICS 12 (MFOM–12)**

Foundations of Mathematics 11 or Pre-Calculus 11 recommended prerequisite. This course is designed to provide students with the next step in mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus like Economics, Geography, Arts or Humanities. Topics include extending financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics, probability, and data analysis. Graphing technology is required and is available on-loan in the classroom.

### **PRE-CALCULUS 11 (MPREC11)**

Foundations of Mathematics and Pre-Calculus 10, 67% or better recommended. The Pre-Calculus pathway satisfies the mathematics requirement for graduation and is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that do require the study of theoretical calculus like Sciences, Engineering, Nursing or Medicine. Topics include rational expressions, trigonometry, transformation of functions, systems of equations and radical expressions. Graphing technology is required and is available on-loan in the classroom.

### **HISTORY OF MATHEMATICS 11 (MHOM–11)**

This course covers the main areas that relate to how mathematics has developed over many centuries and continues to evolve. Mathematics is a global language used to understand the world. Societal needs across cultures have influenced the development of mathematics. Tools and technology are catalysts for mathematical development. Notable mathematicians in history nurtured a sense of play and curiosity that led to the development of many areas in mathematics.

### **PRE-CALCULUS 12 (MPREC12)**

Pre-Calculus 11, 67% or better recommended. This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus like Sciences or Engineering. Topics include algebra, graphing, trigonometry, relations, and functions. Graphing technology is required and is available on-loan in the classroom.

### **CALCULUS 12 (MCALC12)**

Pre-Calculus 12, 75% or better recommended. This course, which takes students beyond the topics of Pre-Calculus 12, should be taken by students planning on studying Sciences, Engineering, or Business at the post-secondary level. Topics include limits, differentiation, integration, history, and applications. Please note: this course runs every second year in class or based on enrolment. It is also offered online each year.



## **APPRENTICESHIP MATHEMATICS 12 (MAPPR12)**

This course is designed to provide students with the mathematical skills for entry into the majority of trades programs. Topics include measuring, triangles, 2D and 3D objects, and financial literacy.

## **COMPUTER SCIENCE 12 (MMASC12)**

Computer Science 12 is an advanced course that builds on students' skills in computer programming, computational thinking, problem-solving, and mathematics. Students will explore more advanced programming structures ("for" loops, dictionaries, objects), and their applications to game-building, artificial intelligence, and society. Recommended preparation: Computer Science 11 or Computer Programming 11/12.

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## PHYSICAL & HEALTH EDUCATION

Physical Education is unique in that it is the only curricular area of the secondary school program that addresses both the social and physical development of students. Conscientious attendance and approved PE strip will be required as active participation plays a major role in physical education.

### **PHYSICAL & HEALTH EDUCATION 8 (MPHE–08) PHYSICAL & HEALTH EDUCATION 9 (MPHE–09)**

The aim of Physical & Health Education 8/9 is to enable all students to enhance their quality of life through active living. Students will apply efficient movement skills to a variety of activities and begin to apply activity specific skills towards a strategic advantage in many games and sports. Students will be expected to arrive at class prepared to actively participate each day.

### **PHYSICAL & HEALTH EDUCATION 10 (MPHED10)**

The aim of the Physical & Health Education 10 curriculum is to enable all students to enhance their quality of life through active living. Through participation in and exposure to a wide variety of activities, students will further develop a healthy lifestyle. Students will also apply efficient movement skills to a variety of activities and begin to apply activity-specific skills towards a strategies advantage in many games and sports. PHE 10 or its equivalent is a graduation requirement.

### **PHYSICAL & HEALTH EDUCATION 10: PERSONAL GROWTH (MPHED10---PG) “FIND YOUR FIT!”**

Personal Growth & Fitness is designed to give students an alternative to PHE 10 in a non-traditional way. The goal of this course is to expose students to a variety of fitness options that they can use outside of school and in the future and to instill lifelong fitness values, be active and have fun while engaging in exercise, both individually and in small groups! Students will engage in a wide variety of physical activities presented on a more individual basis. Students will participate in an array of “new” games like Crossnet, Angleball, Tchoukball, Pickleball etc. as well as in outdoor activities and will be provided with a variety of fitness-based activities too. Students will explore fitness apps and will be exposed to other technology-based exercises and workouts and will also gain tools to create their own individual workouts. Time will be spent exploring active living and personal and social responsibility components. They will be presented with opportunities to engage in self-exploration, self-evaluation, and personal growth. Students will also explore other recreational activities in the community including yoga, disc golf, rock climbing and more. Students will receive first-aid training and will also learn to use a variety of different fitness tools and equipment in our fitness room. Students will be expected to participate to the best of their abilities.

### **PHYSICAL & HEALTH EDUCATION 11: ACTIVE LIVING (MACLV11)**

This course fully explores the skills and strategies involved in a wide variety of indoor and outdoor pursuits. However, the program goes beyond the typical participation-based sports and begins to introduce individual and leisure-based activities. Participation in these activities is a mandatory part of PE 11. Students are expected to complete 10 hours of volunteer service throughout the course and will be expected to take a leadership role through a variety of opportunities.



## **PHYSICAL & HEALTH EDUCATION 12: ACTIVE LIVING (MACLV12)**

The main focus of PE 12 is to provide students with a wide variety of recreational and physically active experiences. The intent is to teach the knowledge, the physical and social skills that students need to move on to an active, healthy lifestyle. Students will participate in a wide variety of traditional activities, as well as leisure-based activities outside of the regular classroom. Participation in these activities is a mandatory part of PE 12. Students are expected to complete 10 hours of volunteer service throughout the course and will also be expected to take a leadership role through a variety of opportunities.

## **PHYSICAL & HEALTH EDUCATION: FITNESS and CONDITIONING 11 (MFTCD11)**

(Also open to Grade 10's)

This course is designed to give students the opportunity to develop their individualized fitness plans with an emphasis on aerobic fitness. Students will be exposed to a variety of training methods. Instruction will be provided in several topics including the principles of training, goal setting, sports nutrition, injury prevention and exercise physiology. This course has a heavy emphasis on active participation.

## **PHYSICAL & HEALTH EDUCATION: FITNESS and CONDITIONING 12 (MFTCD12)**

This course is designed to allow students to continue to address their personal fitness through the development and implementation of individualized fitness plans. Students will engage in a variety of group and individual activities. Students will also be given the opportunity to become involved in school district and community projects addressing the importance of physical fitness.

## **BAA SOCCER SKILLS 11 (YHRA-1A---SOC)**

(Also open to Grade 10's)

This course is designed to provide physical education with a strong emphasis on soccer. Students will fully explore the skills and strategies involved in soccer. Students will be given the opportunity to develop their individual talents through drill and game experiences. Students will also be given officiating and coaching instruction which will give students the opportunity to add to their graduation portfolios as they achieve certifications. Students will also be provided with leadership opportunities working with elementary school teams and classes.

## **BAA SOCCER SKILLS 12 (YHRA-2A---SOC)**

This course is intended for students who have successfully completed Soccer Skills 11 and wish to continue their individual development and understanding of the game. Heavy emphasis on skill development and team play will continue. Grade 12 students will be enhancing their leadership skills and learning the history and continuing involvement of soccer in modern society.

## **BAA RECREATION MANAGEMENT 11 (YCPA-1B-RCM)**

Recommended prerequisite - PE 10 - Permission by instructor through application and an interview.

This course allows students to become involved in the organization and management of recreational programs. Students will assist the teacher in a junior physical education class with warm-ups, drills, individual instruction, refereeing, and help with intramural and extracurricular activities. A major portion of the course will be spent in the administration of facilities and equipment.



## **BAA RECREATION MANAGEMENT 12 (YCPA-2B-RCM)**

Recommended prerequisite - Permission by instructor through application and an interview.

This course is intended for those who wish to continue beyond BA Recreation Management 11. Students will have the opportunity to do in-depth study on individual projects and assist the teacher in a junior physical education class with warm-ups, drills, individual instruction and refereeing. They will also be expected to organize, supervise and manage intramural and extracurricular activities. A major portion of the course will be spent in the administration of facilities and equipment.

## **HOCKEY ACADEMY 8, 9: (MPHE-08---HKY) (MPHE-09---HKY)**

In Grade 8 and 9, students will experience a combined athletic program comprised of hockey academy and PHE 8/9 curriculum. Ice hockey will consist of ice sessions with an emphasis on skill development, and off-ice will be comprised of a variety of dryland training techniques as well as cardio, strength, and conditioning too. Students will develop and build on their skillset with professional PRMHA instructors. These sessions will include on and off-ice training with a focus on understanding all aspects of the game, while building knowledge, individual skills, and strategies for further development as well as team concepts. When students are not in session at the rink, they will be expected to join their Physical Health Education class at Brooks Secondary, where they will participate in a variety of games, fitness activities and theory. In this program students will earn the required credits for PHE 8/9.

## **BAA HOCKEY ACADEMY 10: (YLRA-0A)**

For the grade 10 hockey program students will experience a combined athletic program comprised of hockey academy, fitness and conditioning, dryland as well as they will play competitive floor hockey, floorball, and outdoor ball hockey when they are not in session at the rink. They will have video sessions, some theory and learn some individual training techniques and tools (via their PHE instructor and other trained professionals). These development sessions will be delivered by experienced and professional Hockey Canada coaches. Sessions will include on and off ice training with a focus on understanding all aspects of the game, while building knowledge, skills, and individual and team strategies for further development. Students in this program still need to take a Physical & Health Education 10 course.

## **BAA HOCKEY ACADEMY 11, 12: (YLRA-1A/2A)**

For the grade 11 and 12 hockey program students will experience a combined athletic program comprised of hockey academy, fitness and conditioning, dryland as well as they will complete some cardio via floorball, floor hockey and ball hockey. When students are not in session at the rink they will be expected to be in session at school with their PHE instructor. Students will gain experience in the weight room, learning training techniques, pregame and recovery tools. Students will also receive some history of the sport, as well as healthy living theory. Sessions will be run by experienced Hockey Canada coaches and by their PHE professional instructor with a focus on enhancing hockey skills, game fundamentals, leadership skills, and discipline.





## SCIENCES

### SCIENCE 8 (MSC--08)

The aim of Science 8 is to build understanding of science in the context of daily life. Science 8 addresses a wide variety of outcomes across 4 main topics including: Chemistry (Particle Model and Atomic Theory), Biology (Cells and Microorganisms), Physics (Optics) and Earth Science (Theory of Plate Tectonics).

### SCIENCE 9 (MSC--09)

Science 9 covers the study of the cell and cell reproduction (Biology), electron arrangement in atoms and the compounds they form (Chemistry), electric current (Physics), and how both matter and energy flow through the interconnected spheres of the Earth (Earth Science).

### SCIENCE 10 (MSC--10)

This course continues to build scientific literacy and skills, preparing the young citizens of today for the world of tomorrow. There are four main topics covered: genetics (Biology), chemical reactions (Chemistry), energy transformations (Physics) and the formation of the universe (Earth/Space Science).

### LIFE SCIENCES 11 (MLFSC11)

Life Science 11 focuses on the following big ideas: life is a result of interactions at the molecular and cellular levels, evolution occurs at the population level, and organisms are grouped based on common characteristics. The course surveys life from the different domains and kingdoms from the cellular level and through increasing complexity to multicellular life. Participation in lab exercises will include microscope use and invertebrate dissections.

### ANATOMY AND PHYSIOLOGY 12 (MATPH12)

Anatomy and Physiology 12 is a challenging course that focuses on human biology. The first half of Anatomy and Physiology 12 looks at biological molecules, cell biology, DNA and protein, synthesis, and other cell processes. The second half of the course focuses on the anatomy and physiology of human body systems (digestive, circulatory, respiratory, nervous, excretory, and reproductive) and the integration of these systems to maintain homeostasis. This course includes a number of labs and culminates in a fetal pig dissection. Life Sciences 11 or Chemistry 11 is highly recommended prior to taking Anatomy and Physiology 12. Recommended prerequisite: Life Sciences 11 (60% or better).

### CHEMISTRY 11 (MCH--11)

Everything is made up of atoms. This course explores the impact of atoms and molecules as the building block of all matter. It looks at Organic chemistry and its implications (and Nomenclature) for society. This course introduces the quantitative nature of chemistry through the Mole, chemical reactions and Stoichiometry as well as looking at Solubility and its importance. A good foundation in Math is very helpful for this course and a good working knowledge of the chemistry covered in Science 10 is critical.

### CHEMISTRY 12 (MCH--12)

Chemistry 12 builds from the foundation of kinetics and rates of reaction to an introduction of dynamic equilibrium, solubility equilibrium and acid or base strength in equilibrium, wrapping up with oxidation and reduction and real-life applications of this vital component of chemistry. A good grasp of the quantitative work done in Chemistry 11 is extremely helpful for this course. Recommended prerequisites – Chemistry 11 with 60%.



### **PHYSICS 11 (MPH--11)**

Physics 11 is an introductory course that investigates the physical relationships, of motion, forces, energy, and waves. This course is required for students advancing into science or engineering careers and for many technical schools. Recommended prerequisite: Foundations & Pre-Calculus Mathematics 10 (60%+)

### **PHYSICS 12 (MPH--12)**

This course is intended to provide students with a grounding in the discipline of physics, as the students who take it might subsequently engage in further study of the subject. Physics 12 is a detailed and rigorous course. It includes a more mathematical analysis of the topics studied in Physics 11: measurement of motion, fields, linear and circular motion, and momentum. Recommended prerequisite: Foundations of Mathematics 11 or Pre-Calculus Mathematics 11 (60%+)

Please note: this course runs every second year in class or based on enrolment. It is also offered online each year.

### **SCIENCE FOR CITIZENS 11 (MSCCT11)**

This course is an exploration of how scientific processes and knowledge inform our daily decisions, how the process of science and technology can impact various places of employment and how as humans develop scientific understanding it allows them to respond and adapt at a local and global level. The areas of study will vary from teacher to teacher, but may cover: Sustainability topics, Extreme weather events and climate change; Health and Nutrition, Safety in the home and at the workplace, Agriculture and Forensics.

### **ENVIRONMENTAL SCIENCE 11 (MEVSC11)**

Environmental Science 11 recognizes the complex roles and relationships contributing to diversity in ecosystems. These ecosystems are changing, and the course looks at the processes that are natural versus the affect of humans and their role in stewardship. This is a class with a large participation component through field trips, discussions, journals, and activities. Environment Science will appeal and relate to all students.

### **ENVIRONMENTAL SCIENCE 12 (MEVSC12)**

Environmental Science 12 focuses on the role of human activities with regards to environmental conditions at a global scale. Case scenarios, films, and field trips will be some of the modes to address quality of water, climate system, land use, and cultures as the key areas of focus in the course.



## SOCIAL STUDIES

### **SOCIALS 8 (MSS--08)**

This course includes the study of History from the 7<sup>th</sup> Century to 1750. Some topics covered include but not limited to: The Middle Ages in Europe, Feudal Japan, and the Renaissance and exploration. Students will show their learning in a variety of ways including orally, in writing, and through cross-curricular projects.

### **SOCIAL STUDIES 9 (MSS--09)**

Covering the time period of approximately 1750 to the 1900s, this course focuses mainly on imperialism and colonialism, revolutions and the building of modern nation-states. Topics that are commonly covered, are Indigenous People in Canada, Confederation, Industrial Revolution, French Revolution, Trans-Atlantic Slave Trade, and Geography. The focus of this course is analyzing the large global shifts that occurred throughout the 1800's and how that has shaped our modern world.

### **SOCIAL STUDIES 10 (MSS--10)**

This course examines how Canada's identity developed through conflict and co-operation and how Canada developed as a respected "middle power".

*Students can take a SS11 or SS12 course to satisfy their graduation credits. Please see the GRADUATION PROGRAM for more details.*

### **BC FIRST PEOPLES 12 (MBCFP12)**

First Peoples Studies include: land and relationships, contact, colonialism and resistance, cultural expressions, and leadership and self-determination relating to BC First Peoples.

### **COMPARATIVE CULTURES 12 (MCMCL12)**

Comparative Cultures examines Ancient civilizations. Students will explore various cultures focusing on the G.R.A.P.E.S (Geography, Religion, Achievements, Political systems, Economy, and Societal structure). This course asks students to show their learning in a variety of ways, but we focus heavy on project-based learning.

### **COMPARATIVE WORLD RELIGIONS 12 (online) (MWRL-12)**

Comparative World Religions 12 is guided by a set of big ideas and a competency-based approach to understanding belief systems across the world and throughout human history. Students will learn to understand concepts then use their understanding to address real-world issues. The core of the course is for a student to become an independent learner by sifting through abstract and complicated subjects, and ultimately develop a sophisticated understanding of these concepts. Students will want to keep in mind that this course is comparative in nature (hence the title). For this reason, it is organized thematically rather than by religion. These themes include Religion & Mythology, Religious Practice & Beliefs, Art & Architecture, and Religion Today.



### **CONTEMPORARY INDIGENOUS STUDIES 12 (online) (MINST12)**

This course examines the varied identities of people from around the world. Students will explore the resilience and survival of indigenous peoples in the face of colonialism, historical and modern systemic racism. Power structures will be examined closely while learning about these cultural big ideas. Students will also build strengths in the core competencies. The four curricular areas include: Land, Language & Identity, Reclamation of Indigeneity, Self-Determination & Advocacy, and Reconciliation & Healing.

### **EXPLORATIONS IN SOCIALS 11 (MEPSS11)**

Explorations in Social Studies 11 is a flexible course that allows teachers to combine at least 3 of the different content learning standards and big ideas in a variety of ways. This allows teachers to create a wide variety of different courses to meet different student needs and interests.

### **LAW STUDIES 12 (MLST--12)**

This course explores criminal and civil law, human rights, policing and corrections, and the mock trial – a fun final performance project.

### **PHILOSOPHY 12 (MPHIL12)**

Philosophy 12 allows for a very open exploration of the big questions in philosophy. The major topics are theories of knowledge and truth, political philosophy, and theories of morality and ethics.

### **PHYSICAL GEOGRAPHY 12 (MPGEO12)**

This course is organized around air (atmosphere), water (hydrosphere), soil (lithosphere), vegetation, and man (biosphere). Within these areas discussion will include resource use and sustainability. Field work activities are possible.

### **SOCIAL JUSTICE 12 (MSJ--12)**

This is an exciting elective course that focuses on a wide variety of social justice issues. Initially, awareness of social justice issues is developed as students begin to explore Social Justice issues from various perspectives. Students analyze SJ issues to gain a more thorough understanding of them. Finally, students pick specific issues to focus on and develop their own personal action plans for making change in an area they feel passionate about. In this way, they progress from awareness to analysis and action on a social justice topic of their choice. The course is an excellent opportunity for students to become agents of change regarding relevant social justice issues that affect their lives and communities.

### **20th CENTURY WORLD HISTORY 12 (MWH--12)**

The major focus of the course is political history in the 20th century, such as the World Wars and Cold War. Students will practice and reinforce the communication of knowledge and ideas through discussion, creative research assignments, debates, and activities.

### **BAA PSYCHOLOGY 11A (YPSYC11A)**

Psychology is derived from the Greek definition meaning the “study of breath, spirit and soul.” This course is designed to introduce students to the exciting world of perception, emotion, personality, and social interaction through the discipline of psychology. Students will gain a strong understanding of social responsibility, choice of perception, learned optimism, emotional intelligence, and authentic creativity through the subjective self. *This course will not satisfy the Social Studies 11/12 credit required for graduation.*



## BAA PSYCHOLOGY 12 (YPSYC12A)

Psychology 12 is designed to teach students the key components needed to create, develop, and sustain authentic happiness. An introduction to Cognitive Psychology, Developmental Psychology, Neuropsychology and Social Psychology will be investigated throughout the course. The central focus of Psychology 12 is intended for all students to learn the fundamentals of Positive Psychology. Students will be taught how to teach themselves Growth Mindset, Learned Optimism, Empathy, Mindfulness, Health and Wellness. Psychology strives to help students develop academic excellence, personal wellness, and community change to prepare them for a life of leadership and contribution. Learning is delivered in a meaningful, relevant way by connecting student passion with real world problems through project-based work. *This course will not satisfy the Social Studies 11/12 credit required for graduation.*

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## CAREER EDUCATION

### **CAREER LIFE EDUCATION 10 (MCLE-10)**

This course is a graduation requirement and presents the students with an opportunity to reflect on their skills and interests, exploration of career options, development of education plan. There is a large focus on personal development through self-assessment and community connections, and Career Life Connections and the Capstone Project will be introduced.

### **CAREER LIFE CONNECTIONS + CAPSTONE (MCLC-12)**

This course builds on the learning in Career-Life Education and focuses on applying career-life management knowledge, skills, and strategies to the student's own personal life journey and planning for post-graduation. There is development in the following areas: personal career-life development, connections with community and career-life explorations beyond the classroom and future planning. There will be a customized focus on competencies and activities may examine the educated citizen; reflection strategies, mentorship and opportunities, self-advocacy to communicate strengths, values and interests, factors that shape identity and career-life choices, personal strategies to sustain well-being, leadership and collaboration skills, self-assessment to achieve personal goals, methods for organizing and maintaining authentic evidence, post-graduation planning in personal, education, and work life contexts, approaches to showcasing one's learning journey; and the Capstone Project. The capstone project will be completed in the same semester as the CLC 12 class.

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## SERVICE

### **COMMUNITY SERVICE: {dis}ABILITY STUDIES (YCPA--1A-CMS)**

Interested in working with individuals with special needs? Want to gain a new perspective and break down barriers? This course is for students interested in a wide range of fields from education to counselling to health care. Students will be expected to show initiative and leadership, participate, and interact with students in a Special Education classroom. Students will have classroom duties, responsibilities, and assignments as well as the opportunity to create self-directed projects.

Applications to be completed by student and teacher.

### **BAA COMMUNITY SERVICE 11: INTERNATIONAL PERSPECTIVES (YCPA--1A-CMS)**

The International Perspectives Community Service course is for students interested in gaining cultural experiences and awareness while working as an ELL teacher assistant. Students will be expected to provide Canadian perspectives, to show initiative, leadership, and participation, and to interact with students within a multicultural classroom. Students will have regular classroom duties, responsibilities and assignments as well as have the opportunity to create self-directed projects.

Applications to be completed by student and teacher.

### **BAA COMMUNITY SERVICES 11 AND 12 (YCPA--1A-CMS, YCPA--2A-CMS)**

Open to students in Grade 11 and 12 with permission of the instructor.

Community Services 11 and 12 are locally developed credit courses that allow an independent and motivated student to gain experience as an assistant in a demonstrated area of interest. The student would work under the direct supervision of a teacher and have a specified set of tasks to perform. Area in which community service students are possible: Art, Cooks Training, Counselling, Daycare, Drama/Theatre, Foods, Library, Textiles, Elementary schools, Brooks classroom help or peer tutoring.

Applications to be completed by student and teacher.

### **PEER TUTORING 10, 11 and 12 (YIPS10A) (YIPS11A) (YIPS12A)**

The course is designed to give students an opportunity to help other students while exploring and developing their skills in leadership, communication, and collaboration. Students through direct instruction and independent study deepen their understanding of the learning process and of themselves. Students will investigate personal and social responsibility as they build connections with their peers.



## BROOKS PROGRAMS

At Brooks Secondary we offer opportunities for students to take a wide variety of courses and programs. There are many ways we try to meet the diverse needs of students. For more information contact a Brooks counsellor or administration.

### **YOUTH WORK IN TRADES (MWRK-1A) (MWRK-1B) (MWRK-2A) (MWRK-2B)**

The Youth Work in Trades Apprenticeship program is designed to allow grade 10 – 12 students to become registered Apprentices with the Industry Training Authority (ITA) while completing BC graduation requirements. The students selected to participate in this program must be motivated and have an aptitude in the selected trade, as well as being able to maintain passing grades in the selected course of studies. There are two grade 11 (4 credit) courses for YWT, and two grade 12 (4 credit) courses for YWT. If a student works up to 900 hours in their selected trade by December, the year they turn 19, they are eligible for a \$1000 scholarship. Please see Mrs. Larkin for more information.

### **WORK EXPERIENCE 12A AND 12B (MWEX-2A) (MWEX-2B)**

The Work Experience courses are designed to allow grade 10 – 12 students to immerse themselves in paid or unpaid work so they can earn up to two (4 credit courses each) grade 12 elective credits towards graduation. Students must be 15 years of age or older to register for WEX courses. Please see the counselling suite or Mrs. Larkin for more information on how to register and what is required.

### **SKILLS X PROGRAM (CONSTRUCTION 101 AND MORE)**

The goals of the program are to introduce students to the safety, knowledge and skills involved in the work of tradespeople. Students will work as a part-time cohort from September – January to build the skills they will need to transition into the Trades Sampler Program, or to enter one of our district trades programs, or to work efficiently and safely in industry. This program will incorporate industry awareness and training while still supporting students with requirements for graduation. Please see Mrs. Larkin for more information.

### **TRADES SAMPLER PROGRAM (GR 10-12)**

The goals of the program are to introduce students to the knowledge and skills involved in the work of tradespeople; to help them to determine if a career in the trades is a good fit, and if so, which trades are of interest; and to make them aware of potential employment and educational opportunities in our local community, and beyond. Our program runs for a full semester February – June and will include a work placement component in June. The program will focus primarily on welding and carpentry, with shadow days and WEX opportunities in automotive. The program will also incorporate elements and minor experiences in electrical, plumbing, forming and more. The program will partner with VIU trades programs, the SD47 trades programs, and with community businesses/industry. Please see Mrs. Larkin for an application package.





## SPECIALTY PROGRAMS

Brooks Secondary is pleased to offer a variety of specialty cohort programs, please see Mrs. Larkin ([tanya.larkin@sd47.bc.ca](mailto:tanya.larkin@sd47.bc.ca)) for more information or an application.

### **POWELL RIVER DIGITAL FILM PROGRAM**

This hands-on program runs from February through June and focuses on cutting edge HD production workflow. Graduates from this program may have guaranteed admission to Emily Carr Institute of Art + Design. Students in the program will earn 20 Grade 12 elective credits towards graduation.

### **COAST MOUNTAIN ACADEMY (CMA)**

Coast Mountain Academy (CMA) is 20 credit integrated outdoor education program offered at the grade 12 level. The program runs February through June and focuses on leadership development through citizenship and outdoor adventure. This program also offers students a unique opportunity learn skills and earn certifications which prepare them for immediate employment opportunities at the Outdoor Learning Center as well as opening the doors to further studies. Courses may include Outdoor Leadership Studies, Outdoor Education, Tourism, Art Studio, Community Service and CLC (if needed).

### **TRADITIONAL SKILL BUILDER**

The Traditional Skill Builder is a land-based, experiential, and culturally immersive program that honours Indigenous knowledge and ways of being and doing to provide students with a safe, holistic, and identity affirming education while offering credits towards their graduation. This is achieved through engaging and relevant learning opportunities. The course provides a strengths-based approach with exposure to broad experiences while creating space for individual student gifts, interests, and mastery as a way to build students sense of belonging, identity, and success. Application required.

### **THE LEADERSHIP ECOLOGY ADVENTURE PROGRAM (LEAP)**

The Leadership Ecology Adventure Program (LEAP) provides grade 9 – 12 students from across BC a summer outdoor immersion. This 4-credit course in Leadership Studies offers participants a sampling of outdoor activities while developing their leadership skills and gaining knowledge of both environmental issues and local ecology. LEAP is a dynamic and experiential 9 day offering that runs in early July at the Outdoor Learning Center.

### **DUAL CREDIT COURSES – BROOKS**

Brooks students have the opportunity to earn dual credits with Post-Secondary Institutions through several different trades and academic programs. The trades include Welding, Carpentry, Hairdressing, Automotive, and Culinary Arts. As for academic programs there are a variety of options available, please see Mrs. Larkin to review all of your options.

Brooks Secondary has a partnership with our local VIU campus and North Island College that allows a high school student to take a college/university course, for credit, while in Grade 12. Courses are offered at our local VIU campus and/or virtually to allow for flexibility with schedules and learning platforms. Students do not receive an extra study block for doing dual credit courses. If students are intending on taking a dual credit course(s) they will need to ensure they meet the pre-requisites in Semester 1, primarily being English 12 with a C/C+ mark. Please indicate this on course selection form by marking the “Dual Credit” box on the course selection form.



## DUAL CREDIT TRADE PROGRAMS

### **AUTOMOTIVE SERVICE TECHNICIAN**

10 Month VIU Level 1 Certificate Program. Includes the latest training in the automotive trade and components in parts, service writer, inboard/outboard and outboard industries.

### **CARPENTRY: SUSTAINABLE BUILDING PRACTICES**

30 Week VIU Level 1 Certificate Program. Prepares students for apprenticeships in the carpentry trade with a focus on sustainable building practices.

### **CULINARY ARTS**

11 Month VIU Level 1/2 Certificate Program. Train for a career in professional cooking. Students set up and operate a restaurant and cafeteria in addition to catering experiences and prepping and servicing special events.

### **HAIRDRESSING**

This is an ongoing Gr 10-12 electives-based program that combines a first-class instructional salon with highly trained instructors, to create the perfect setting for excellence in career education. Cosmetology holds a multitude of rewarding career options for creative people.

Gr 10: Hairdressing 10A and 10B, this is a half day elective-based program for one semester.

Gr 11: Hairdressing 11A, 11B, 11C and 11D, this is a half day full year electives-based program. Students will work on theory and work in the salon refining their skills.

Gr 12: Hairdressing 12A, 12B, 12C and 12D, this is a half day full year electives-based program. Students will work on theory and work in the salon refining their skills. At the end of their Gr 12-year students will challenge their exam for their level 1 certification. In order to challenge the exam for level 1 certification all courses need to be completed.

### **WELDING LEVEL C**

10 Month SD47 Level C Certificate Program. Graduates of this program have found employment in shipyards, fabrication shops and construction industries. The program is taught in a modular format with practical and related knowledge modules.



## VANCOUVER ISLAND UNIVERSITY (VIU)

### ADDITIONAL COURSES AND PROGRAMS

VIU works in a partnership with Brooks Secondary and SD47 to offer a variety of course and programs to non-graduated students. Please use the VIU search engine to review courses being offered at all their campuses. SD47 and VIU will work collaboratively to try and support all your course needs. Please be aware that course start dates vary and there may be pre-requisites.

VIU Powell River Courses and Programs: <https://pr.viu.ca/programs-courses>

VIU Timetable and search engine: <https://isapp.viu.ca/srs/timetable.htm>

Local campus programs include but are not limited to:

- Early Childhood Education and Care
- Educational Assistant and Community Support
- Health Care Assistant

\*For more information or to register please contact Mrs. Larkin [tanya.larkin@sd47.bc.ca](mailto:tanya.larkin@sd47.bc.ca)

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## NORTH ISLAND COLLEGE COURSES AND PROGRAMS

NIC works closely with Brooks Secondary and SD47 in order to offer a variety of courses and programs to all non-graduated students, this includes up to four courses, or up to an 8-month program. North Island College offers a variety of online courses. Please check in with Mrs. Larkin or the counselling suite to get a full list of dual credit courses. As well, please review some of the course and programs listed on the NIC website.

Dual Credit Courses: <https://www.nic.bc.ca/student-services/admissions/dual-credit/>

NIC website: <https://www.nic.bc.ca/courses/>

\*For more information or to register please contact Mrs. Larkin [tanya.larkin@sd47.bc.ca](mailto:tanya.larkin@sd47.bc.ca)

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## BROOKS SECONDARY SCHOOL

Home of the Thunderbirds

