



**BROOKS SECONDARY SCHOOL**  
**2025 - 2026**

# **COURSE**

# **HANDBOOK**



## Table of Contents

WELCOME .....	4
SCHOOL BASED POLICIES .....	5
STUDENT SCHEDULES .....	5
STUDENT SUPPORT SERVICES .....	7
ALTERNATIVE DELIVERIES .....	9
BROOKS GRADE 8 PROGRAM.....	10
BROOKS GRADE 9 PROGRAM.....	11
GRADUATION PROGRAM.....	12
BROOKS GRADE 10 PROGRAM.....	14
BROOKS GRADE 11 PROGRAM.....	15
BROOKS GRADE 12 PROGRAM.....	16
COURSES AVAILABLE ONLINE .....	17
COURSE DESCRIPTIONS BY DEPARTMENT .....	18
APPLIED DESIGN, SKILLS & TECHNOLOGIES: BUSINESS EDUCATION.....	18
APPLIED DESIGN, SKILLS & TECHNOLOGIES: CULINARY ARTS .....	19
APPLIED DESIGN, SKILLS & TECHNOLOGIES: HOME ECONOMICS .....	21
APPLIED DESIGN, SKILLS & TECHNOLOGIES: TECHNOLOGY EDUCATION .....	23
ARTS EDUCATION: DRAMA .....	25
ARTS EDUCATION: MUSIC.....	26
ARTS EDUCATION: VISUAL ARTS.....	28
ENGLISH LANGUAGE ARTS.....	31
ENGLISH LANGUAGE LEARNER .....	33
LANGUAGES .....	34
FRENCH IMMERSION .....	35
PROGRAMME FRANCOPHONE / FRANCOPHONE PROGRAM.....	37
MATHEMATICS.....	42
PHYSICAL & HEALTH EDUCATION .....	45
SCIENCES .....	49
SOCIAL STUDIES .....	51
CAREER EDUCATION .....	54
OTHER ELECTIVES.....	55
SERVICE .....	56



BROOKS PROGRAMS ..... 57  
SPECIALTY PROGRAMS..... 58  
VANCOUVER ISLAND UNIVERSITY (VIU)..... 62  
    ADDITIONAL COURSES AND PROGRAMS..... 62  
NORTH ISLAND COLLEGE COURSES AND PROGRAMS ..... 62  
CAMOSUN COLLEGE COURSES AND PROGRAMS ..... 62



## WELCOME

### PRINCIPAL'S MESSAGE

Welcome to the Brooks' 2025/2026 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, alongside 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 happy to answer questions and work with you on your educational plan.

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

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 2025-2026 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 or academic advisor at Brooks Secondary (604) 483-3171. Information about course planning and course selection is also available on the Brooks website: <https://www.sd47.bc.ca/brooks>

Sincerely,

Elaine Maxwell & Caroline Barcelonne  
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 students are enrolled in year-long classes for all required courses along with electives that can run for a portion of the year. Grade 9 students are enrolled in four courses per semester. All students will be programmed full-time unless alternate arrangements have been made by a team of parents, school counsellors and administrators.

#### **STUDY BLOCKS**

Grade 12 students that are full-time at Brooks 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. Application required.

#### **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 or case managers to apply for a support block. Application required.

#### **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. Application required.

#### **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. Application required.

#### **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, North Island College and Camosun College. This would include ABE (Adult Basic Education) or university transfer courses.



## 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 the alphabet. Your alpha 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. Elaine Maxwell School Counsellor for Grades 8 – 12 (A-K)  
email: [Elaine.Maxwell@sd47.bc.ca](mailto:Elaine.Maxwell@sd47.bc.ca)
- Mrs. Caroline Barcelonne School Counsellor for Grades 8 – 12 (L-Z)  
email: [Caroline.Barcelonne@sd47.bc.ca](mailto:Caroline.Barcelonne@sd47.bc.ca)
- Mrs. Pamela Ellis Academic Advisor for Grades 8 – 12  
email: [Pamela.Ellis@sd47.bc.ca](mailto:Pamela.Ellis@sd47.bc.ca)
- Mrs. Tanya Larkin Careers Pathways Coordinator  
email: [Tanya.Larkin@sd47.bc.ca](mailto:Tanya.Larkin@sd47.bc.ca)

Counselling assistance is provided in the following areas:

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

Please visit our website for further information about the school counselling department and our services.

<https://www.sd47.bc.ca/brooks/page/934/counselling-department>

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

Information concerning scholarships is distributed to all Grade 12 students early in the school year, be sure to regularly check the scholarship bulletin board. The school counsellors and academic advisor 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. The 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. Students and families can find information about BC post secondary programs, career pathways and more on **Education Planner BC's** website. This 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 ENROLMENT**

A course may be cancelled due to low enrolment. 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 enrolments may be combined with levels of the



same subject to make a course available. Circumstances may make it necessary to limit enrolment 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.

### **PEER TUTORING**

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





## ALTERNATIVE DELIVERIES

### **ONLINE LEARNING**

Most classroom-based courses are available through Brooks Online. In the online room, 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. Students can take up to 2 online courses per semester.



# 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 with Brooks online as they are not automatically enrolled.

New registration application: <https://www.sd47.bc.ca/page/53/school-registration>

Grade 8s have a core program of required academics that are taught in a collaborative, cross-curricular project-based model exploring the Black Death, traditional plants and medicines, as well as Japan and tectonics. 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

*Required:* Career Education 8 English 8  
Mathematics 8 Physical & Health Education 8  
Science 8 Social Studies 8  
French 8 or ayajuthem 8

*Elective Choices:* Full Electives Rotation  
Band 8 with ½ Elective Rotation  
Junior Choir 8 (**outside** of the timetable)  
Jazz Band 8 (**outside** of the timetable)

### GRADE 8 FRENCH IMMERSION PROGRAM

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

*Required:* **French Language Instruction:** Français langue seconde immersion 8  
Éducation à la carrière 8  
Mathématiques 8,  
Sciences 8  
Sciences Humaines 8

**English Language Instruction:** English 8  
Physical & Health Education 8

*Elective Choices:* Full Electives Rotation  
Band 8 with ½ Elective Rotation  
Choir 8 (**outside** of the timetable)  
Jazz Band (**outside** 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 their Grade 9 year and beyond. Each year may have a different course rotation.



# BROOKS GRADE 9 PROGRAM

## GRADE 9

The Grade 9 year is designed to prepare students for the Graduation Program in BC. Grade 9 students have a core program of required courses but start to have more choice over their electives. The grade 9 program does not require a second language selection, but two options are available as an elective option. *Please note that languages are required for some post-secondary programs.*

Students should take careful consideration of their alternate choices should a first choice not be available. All grade 9 courses are semestered.

### GRADE 9 ENGLISH PROGRAM

<i>Required:</i>	Career Education 9	English 9
	Mathematics 9	Science 9
	Social Studies 9	Physical & Health Education 9 <i>or</i> Physical & Health Education 9 - Wellness
	Electives	

### GRADE 9 FRENCH IMMERSION PROGRAM

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

<i>Required:</i>	<b>French Language Instruction:</b>	<b>English Language Instruction:</b>
	Français langue seconde immersion 9	English 9
	Sciences Humaines 9	Mathematics 9
	Sciences 9	Physical & Health Education 9 <i>or</i> Physical & Health Education 9 - Wellness
	Éducation à la carrière 9	Electives

### Elective Choices:

ayajuthem 9	Food Studies 9	Metalwork 9	Visual Arts 9
Chamber Choir 9*	French 9	Technology 9	Woodwork 9
Concert Band 9	Jazz Band 9*	Textiles 9	
Drama 9	Media Arts 9	Theatre Company 9	

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



## GRADUATION PROGRAM

### GRADUATION PLANNING

Looking at your ideal high school plan can help you 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. The table below lists the courses that the BC Ministry of Education offers in each area of study. Brooks Secondary School aims to offer a wide variety of these courses each year but are unable to offer all of them. Please refer to the corresponding section of the Course Handbook for the current year to determine which courses are available.

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</b>	Required 4 credit course: <ul style="list-style-type: none"> <li>○ Physical and Health Education 10</li> </ul>		
<b>Indigenous Focused</b>	Required 4 Indigenous-focused credits in Grades 10 – 12. Depending on the school’s offerings and student’s choice, the courses in each Grade level will vary.		
<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)/First Nation Authorized (FNA) courses</li> <li>• Independent Directed Studies (IDS)</li> <li>• External Credentials</li> <li>• Post-Secondary (“dual”) credit</li> </ul>			
Elective Courses	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 First Peoples 10
Science 10	Social Studies 10
Workplace Mathematics 10 <i>or</i> Foundations and Pre-Calculus Mathematics 10	
Physical & Health Education 10 <i>or</i> Physical & Health Education 10 – Wellness <i>or</i> Hockey Academy 10	

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### REQUIRED COURSE OPTIONS CONSEIL SCOLAIRE FRANCOPHONE

Études Litt. & Art. + Nouv. Medias 10	Fondement et Pré-calcul 10
Sciences 10	Sciences Humaines 10

### COURSE OPTIONS CONSEIL SCOLAIRE FRANCOPHONE

Éducation au choix de carrière et de vie 10

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### REQUIRED COURSE OPTIONS FRENCH IMMERSION PROGRAM

Français Langue Seconde - Immersion 10	Sciences Humaines 10
Éducation au Choix de Carrière et de Vie 10	

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### ELECTIVE COURSE OPTIONS FOR ALL GRADE 10 PROGRAMS

ADST	Culinary Arts 10A	Skills X 10
	Culinary Art 10 C	Textiles 10
	Foods Studies 10	Woodwork 10
	Metalwork 10	
AE	Art Studio 10	Instrumental Music 10: Jazz Band
	Choral Music 10: Chamber Choir	Media Arts 10
	Choral Music 10: Vocal Jazz	Photography 10
	Drama 10	Theatre Company 10
	Instrumental Music 10: Concert Band	
ELL	Experience Canada and Community 10	Introduction to English Language and Culture 10
LANG	ayajuthem 10	French 10



## BROOKS GRADE 11 PROGRAM

### REQUIRED COURSE OPTIONS ENGLISH PROGRAM

<b>ENGLISH:</b>	Creative Writing 11	EFP Literary Studies and Writing 11	Literary Studies 11
<b>MATH:</b>	Foundations of Math 11	Pre-Calculus 11	Workplace Mathematics 11
<b>SCIENCE:</b>	Chemistry 11	Environmental Science 11	Life Science 11 (Biology 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

Études Littéraires et Artistiques + Expression Orale 11	Mathématiques Pré-Calcul 11
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### COURSE OPTIONS CONSEIL SCOLAIRE FRANCOPHONE

Histoire et Culture Francophones 11
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### REQUIRED COURSE OPTIONS FRENCH IMMERSION PROGRAM

Langue et Culture de la Francophonie 11	Communication Orale 11
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### ELECTIVE COURSE OPTIONS FOR GRADE 11 PROGRAMS

ADST	Accounting 11*	Culinary Arts 11 C	Metalwork 11
	Computer Programming 11*	Foods Studies 11	Textiles 11
	Culinary Arts 11 A	Interpersonal & Family Relationships 11*	Woodwork 11
AE	Art Studio 11	Graphic Arts 11	Photography 11
	Choral Music 11: Chamber Choir	Instrumental Music: Guitar 11	Studio Arts 2D 11
	Choral Music 11: Vocal Jazz	Instrumental Music 11: Concert Band	Studio Arts 3D 11
	Drama 11	Instrumental Music 11: Jazz Band	Theatre Company 11
ELL	Film and AV Production Studies 11	Media Arts 11	
	English Language Development 11	Canadian Studies 11	
LANG	ayajuthem 11	French 11	
PHE	Active Living 11	Active Living 11 - Girls	Fitness and Conditioning 11
	Hockey Academy 11	Recreation Management 11	Soccer Skills 11
OTHER	Brooks Publishing & Yearbook 11	Environmental & Horticulture 101	Hair Dressing 11
	Psychology 11*	Exploratory	Trade Sampler 11
	Youth Work in Trades 11A	School Service and Leadership 11	
		Youth Work in Trades 11B	

\*Courses only available online.



## BROOKS GRADE 12 PROGRAM

### REQUIRED COURSE OPTIONS ENGLISH PROGRAM

<b>ENGLISH:</b>	English Studies 12	English Studies 12 & English 115 (VIU Dual Credit)	English First Peoples 12
<b>CAREER:</b>	Career Life Connections 12	Career Life Connections 12 & ECEA 130 (VIU Dual Credit)	

### REQUIRED COURSE OPTIONS CONSEIL SCOLAIRE FRANCOPHONE

Français Langue et Culture 12	Optional: Liens Avec La Vie Personnelle et Professionnelle 12
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### REQUIRED COURSE OPTIONS FRENCH IMMERSION PROGRAM

Français Langue Seconde-Immersion 12
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### ELECTIVE COURSE OPTIONS FOR GRADE 12 PROGRAMS

ADST	Art Metal and Jewelry 12	Entrepreneurship 12*	Metalwork 12
	Child Development & Caregiving 12*	Fashion Industry 12*	Textiles 12
	Culinary Arts 12 A	Food Studies 12	Woodwork 12
	Culinary Art 12 C	Furniture and Cabinetry 12	
AE	Art Studio 12	Instrumental Music 12: Concert Band	Studio Arts 2D 12
	Choral Music 12: Chamber Choir	Instrumental Music 12: Jazz Band	Studio Arts 3D 12
	Choral Music 12: Vocal Jazz	Instrumental Music: Guitar 12	Theatre Company 12
	Drama 12	Media Arts 12	
	Film and AV Production 12	Photography 12	
ENG	Creative Writing 12		
ELL	English Language Development 12		
LANG	ayajuthem 12	French 12	
MATH	Apprenticeship Mathematics 12	Foundations of Mathematics 12	Pre-Calculus 12
PHE	Active Living 12	Active Living 12 – Girls	Fitness and Conditioning 12
	Hockey Academy 12	Outdoor Education 12	Recreation Management 12
	Soccer Skills 12		
SC	Anatomy & Physiology (Biology) 12	Chemistry 12 Physics 12	Environmental Science 12
	BC First Peoples 12	Comparative Cultures 12	Comparative World Religions 12* Philosophy 12*
SS	Contemporary Indigenous Studies 12*	Law Studies 12	
	Physical Geography 12	Social Justice 12*	20th Century World History 12
OTHER	Brooks Publishing & Yearbook 12	Dual Credit Academics/Trades	Early Childhood Education & Care Assistant
	Environmental & Horticulture 101 Exploratory	Hair Dressing 12	School Service and Leadership 12
	Trade Sampler 12	Work Experience 12A/B	Youth Work in Trades 12A/B

\*Courses only available online.





## COURSES AVAILABLE ONLINE

The following courses are available online. Student wanting online courses need to specify this on their course selection sheets or see a member of the counselling team.

### GRADE 10

Career Life Connections 10	English First Peoples 10
Foundations and Pre-Calculus Mathematics 10	French 10
Physical & Health Education 10	Science 10
Social Studies 10	Workplace Mathematics 10

### GRADE 11

Accounting 11*	Chemistry 11
Computer Programming 11*	English First Peoples 11
Explorations in Social Studies 11	Foundations of Math 11
French 11	Interpersonal & Family Relationships 11*
Life Science (Biology) 11	Literary Studies 11
Physics 11	Pre-Calculus 11
Psychology 11*	Science for Citizens 11
Workplace Mathematics 11	

### GRADE 12

Anatomy and Physiology (Biology) 12	Apprenticeship Mathematics 12
BC First Peoples 12	Career Life Connections 12
Chemistry 12	Child Development and Caregiving 12*
Comparative World Religions 12 *	Contemporary Indigenous Studies 12*
English First Peoples 12	English Studies 12
Entrepreneurship 12*	Fashion Industry 12*
Foundations of Mathematics 12	French 12
Law 12	Philosophy 12*
Physical Geography 12	Physics 12
Pre-Calculus 12	Social Justice 12*
20 <sup>th</sup> Century World History	

\*Courses only available online.



## COURSE DESCRIPTIONS BY DEPARTMENT

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

#### **ACCOUNTING 11 (MAC--11)** (online only)

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.

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

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.



## 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.

### **ADST: CULINARY ARTS 10 A- Beginner Fundamentals (MCUL-0A)**

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. Most 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 10 C- Advanced Fundamentals (MCUL-0C)**

Advanced Fundamentals is for the student who has succeeded in beginner fundamentals and is driven to learn and grow further in the professional kitchen. Having gone through initial training, the student will be able to quickly pick up where they left off, and focus on continued knife skills, food prep, and service.

### **ADST: CULINARY ARTS 11 A- Beginner Production (MCUL-1A)**

Beginner Production 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 11 C- Advanced Production (MCUL-1C)**

Advanced Production is for the student who has succeeded in beginner fundamentals and is looking to excel as a young cook. They have a good base knowledge of ingredients, preparation techniques, kitchen culture and systems, and a great work ethic. They are keen to learn more and have begun to help others by sharing their knowledge and experience.

### **ADST: CULINARY ARTS 12 A- Beginner Product Development (MCUL-2A)**

Beginner Product development is primarily about providing students with the fundamental skills and work experience required of Level 1 (entry) cooks in the culinary industry. While beginner product development 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 12 C- Advanced Product Development (MCUL-2C)**

Advanced Product Development is for the student who has raised to the challenge of being a young professional cook in a commercial kitchen. They have excelled in other culinary courses. They have a base knowledge of food safety practices, knife skills, ingredient, and technique knowledge, they work clean and efficiently, and most importantly: they have a genuine passion cooking, serving, and eating food. Students will implement their own menu items into circulation while becoming leaders and mentors for younger students. Top students will have the opportunity to travel and compete in the regional skills competition. Restaurant experience is encouraged.



## 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 only)**

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: INTERPERSONAL AND FAMILY RELATIONSHIPS 11 (MIAFR11) (online only)**

This course is designed to build students' understanding of relationships and families. Throughout this course, students will be introduced to the study of interpersonal relationships, including how they function and change throughout the life cycle. Students will examine how skills and tools can be developed to help build strong, healthy, and effective relationships at all stages of life. Students will work to develop their communication skills and relationship techniques to enhance interpersonal relationships in their own lives.



## **ADST: CHILD DEVELOPMENT AND CAREGIVING 12 (MCDAC12) (online only)**

In this course you will learn about the stages and characteristics of child development and how to care for babies and children in each stage of development. You will examine the role of families and cultural practices in child development, with particular emphasis on the indigenous perspective. You will learn caregiving skills, effective communication, problem-solving skills, and interviewing and observational skills. This is an excellent course for those considering careers involving children (healthcare, teaching, childcare and recreation) or for those who simply enjoy being around children. This course is open to grade 11 students who are interested in this topic.



### **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: FURNITURE AND CABINETRY 12 (MTFAC12)**

This course expands on all previous skills and knowledge developed during woodworking courses 8-12. Students will construct specific projects designed to enhance their fabrication and design skills and hone their understanding of the manufacture of wooden products. Advanced joinery techniques will be explored. Students will learn about the studio furniture movement, the cabinetmaking and joinery trade, and other areas of special interest. Project work will be teacher guided, student managed, and may culminate in a student design project. Previous study in this area is expected.

### **ADST: COMPUTER PROGRAMMING 11 (MCMPR11) (online only)**

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



### **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.





## 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 9, 10, 11, 12 (MDR—09---TCO) (MDRTC10) (MDRTC11) (MDRTC12)**

Theatre Company is an extensive exploration of the history, roles and operations within a working model of a professional 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.



## 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).

**AE: INSTRUMENTAL MUSIC: GUITAR 11, 12 (MIMG-11) (MIMG-12)**

Guitar 11 and 12 is a beginner course where students will learn the basics of guitar playing as well as basic music theory that includes note and tablature reading along with chord structures and strum patterns. The expectation of this course is to give students the tools to learn songs they want to learn in a fun and relaxing environment through daily practice. We will have mini performances in class to showcase what we have learned and a year end performance. All the student needs is a guitar (school may provide one if needed), a good attitude and a willingness to challenge yourself to learn something new or advance yourself with likeminded musicians.



## 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 (MVA3-11)**

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 (MVA3-12)**

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 (MVA2-11)**

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 (MVA2-12)**

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: TECHNOLOGY 9 (MADGE09)**

This course gives students an overview of what technology has to offer them and skills they need for effective use of technology. Students will explore coding, electronics, and more, while learning the core aspects of essential applications. Special focus will be given to school apps and daily usage and workflows. Students will



also learn to use media as a way to explore what they might be interested in in their future coursework at and beyond Brooks.

#### **AE: MEDIA ARTS 9, 10 (MADMA09) (MVAM–10)**

Media Arts 9 and 10 provides students with an introduction to the world of digital art and design. Students will have the opportunity to have access to the entire Adobe Creative Cloud in a new state of the art Mac lab at Brooks. All students will learn the fundamental principles of art and design through creative mediums such as photography, film making, animation and digital illustration. Students will also learn about the art of communication through podcasting, sound editing and song development. This is a fun, dynamic and experiential learning opportunity for students who love to explore the creative process of digital art!

#### **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 and 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!

**AE: FILM AND AV PRODUCTION STUDIES 11, 12 (MDFT-11) (MDFT-12)**

Students will have the chance to study, create and perform in self-directed film projects. Techniques and equipment will be explored, and students will learn to edit and film. The class will also watch, critique, and analyse significant films as well as study film history. Audio production as well as AV basics may also be included.



## 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.

### **CREATIVE WRITING 11 (MCTWR11)**

This course will explore different forms and genres of creative writing through games, activities, prompts, collaborative writing exercises, and the preparation of personal portfolios. Preparation for the academic rigors of English Studies 12 will be a focus for Grade 11 students. This course is recommended for those who enjoy creative writing and are prepared to write extensively. This is a dual enrolment course. Grade 11 students will receive their ELA 11 credit, and Grade 12 students may take the course as an academic elective. Grade 12 students must have their ELA 11 credit to take this course (or be enrolled in an ELA 11 class concurrently).

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

FFP 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.



## **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.

*Students must complete either English Studies 12 or English First Peoples 12 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 STUDIES 12 (MENST12) & ENGLISH 115 (VIU dual credit)**

This course aims to provide students with both grade 12 English and first year post secondary English - all in one (for FREE)! This will be offered at Brooks, in one of our classrooms, within the timetable (Ex. Double block C&D). It will have a Brooks English teacher and a VIU English professor team teaching for one semester. The first 6 weeks students will immerse themselves in English 12, the following 8 weeks students will focus on English 115. Students will receive 8 credits (English 12 and dual credit – Gr 12 elective credit), plus they will receive a VIU report card and have one of their post secondary first year courses completed, all before graduating – and there is no cost, it is FREE!

## **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).

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

This course will explore different forms and genres of creative writing through games, activities, prompts, collaborative writing exercises, and the preparation of personal portfolios. Preparation for the academic rigors of English Studies 12 will be a focus for Grade 11 students. This course is recommended for those who enjoy creative writing and are prepared to write extensively. This is a dual enrolment course. Grade 11 students will receive their ELA 11 credit, and Grade 12 students may take the course as an academic elective. Grade 12 students must have their ELA 11 credit to take this course (or be enrolled in an ELA 11 class concurrently).





## 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 INTRODUCTION TO ENGLISH LANGUAGE AND CULTURE 10 (YESFLOA)**

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 ENGLISH 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 (YESFLOC)**

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 2 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 ᑭaᑭamun (Tla'amin) people and French. 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.

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

Pre-requisite: French 10 or Introductory French 11. Emphasis is 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 2025-2026, 2027-2028 school years or based on enrolment.

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

ᑭayaᑭuᑲam (ayajuthem) is the language of the ᑭaᑭamun (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.



## 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 Oral Communication; and in Grade 12, French Language Arts. **Split classes may occur.**

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.

### **FRANÇAIS 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 ET SOCIALES 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.

### **COMMUNICATION ORALE 11 (FSPLG11)**

Communication orale 11 is designed to improve students' confidence in their communication skills through practice with an emphasis on oral communication. The course provides students with opportunities to explore French texts as well as to create, draft, write, revise, refine, share, and clarify their own texts for a range of purposes and audiences. 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 Aboriginal 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 ET SOCIALES 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 d'effectuer 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, and 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.*

## **ÉTUDES LITTÉRAIRES ET ARTISTIQUES + NOUVEAUX MÉDIAS 10 (FLANM10–S93)**

Le cours d'Études littéraires et artistiques + nouveaux médias 10 (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, il va de soi que la littératie numérique est une caractéristique essentielle du citoyen engagé et instruit. 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 + nouveaux médias 10 (4 credits) will introduce students to a variety of texts and works from different eras, cultures, styles, and genres. In addition, digital literacy is an essential characteristic of an engaged and educated citizen. 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.*

### **ÉDUCATION AU CHOIX DE CARRIÈRE ET DE VIE 10- (FCLE–10–S93)**

Le cours d'**Éducation au choix de carrière et de vie 10** (4 crédits) vise à développer chez l'apprenant les compétences nécessaires pour devenir un citoyen autonome et épanoui autant dans sa vie personnelle que professionnelle. L'esprit critique qu'il développera, par l'entremise de ce cours, lui fera saisir l'importance de planifier ses sphères de vie pour mener à terme ce qu'il entreprendra. Afin de l'amener à prendre des décisions éclairées, ce cours fera réfléchir l'élève sur son parcours scolaire, ses choix de carrière, ses finances, ses forces et ses difficultés, et sur l'importance d'un équilibre entre les différentes sphères de sa vie.

*Éducation au choix de carrière et de vie 10 (4 credits) aims to develop the skills needed to become an autonomous citizen, fulfilled in both personal and professional life. The critical thinking skills they develop through this course will help them grasp the importance of planning their spheres of life to ensure the success of their endeavors. In order to help students make informed decisions, this course will have them reflect on their educational path, career choices, finances, strengths and difficulties, and the importance of balance between the different spheres of their lives.*

### **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.*

### **HISTOIRE ET CULTURE FRANCOPHONE 11 (FHC-11-S93)**

Le cours d'Histoire et culture francophones 11 (4 crédits) offre une découverte de l'histoire de la francophonie canadienne ainsi que des éléments principaux qui l'ont marquée et construite. L'emphase est mise sur les personnages-clés et les événements qui ont mené au développement d'une identité francophone et d'une culture bilingue bien présente et déterminée au Canada. L'impact des difficultés liées au territoire, à ses conquêtes, et aux conflits qui en ont résulté sur l'évolution culturelle et sociale des groupes francophones est le fil conducteur de ce cours. Il est à noter que ce cours encourage fortement la réflexion personnelle et la pensée critique et historique.

*Histoire et culture francophones 11 (4 credits) introduces students to the history of Canada's French-speaking community and the key elements that have shaped and shaped it. Emphasis is placed on the key figures and events that led to the development of a Francophone identity and a bilingual culture that is both present and determined in Canada. The impact of territorial difficulties, conquests and resulting conflicts on the cultural and social evolution of Francophone groups is the common thread running through this course. It should be noted that this course strongly encourages personal reflection and critical and historical thinking.*

### **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.*

### **LIENS AVEC LA VIE PERSONNELLE ET PROFESSIONNELLE 12 (FCLC-12-S93)**

Le cours de **Liens avec la vie personnelle et professionnelle 12** (4 crédits) demande aux élèves d'identifier et de développer leurs intérêts, leurs passions et leurs objectifs personnels. Les élèves réfléchissent à leurs expériences d'apprentissage et au développement de leurs compétences à l'école et dans la communauté, prennent confiance en leurs contributions, et explorent les rôles et les possibilités dans les contextes personnels, éducatifs et professionnels. Ils développent et appliquent leurs compétences de gestion personnelle nécessaires pour poursuivre qui et comment ils veulent être dans le monde. Cette offre facilite également la création de réseaux communautaires et l'apprentissage par l'expérience à l'intérieur et à l'extérieur de l'école.

***Liens avec la vie personnelle et professionnelle 12 (4 credits)** asks students to identify and develop their personal interests, passions and goals. Students reflect on their learning experiences and skill development at school and in the community, gain confidence in their contributions, and explore roles and opportunities in personal, educational and professional contexts. They develop and apply the personal management skills needed to pursue who and how they want to be in the world. This offering also facilitates community networking and experiential learning inside and outside the school.*



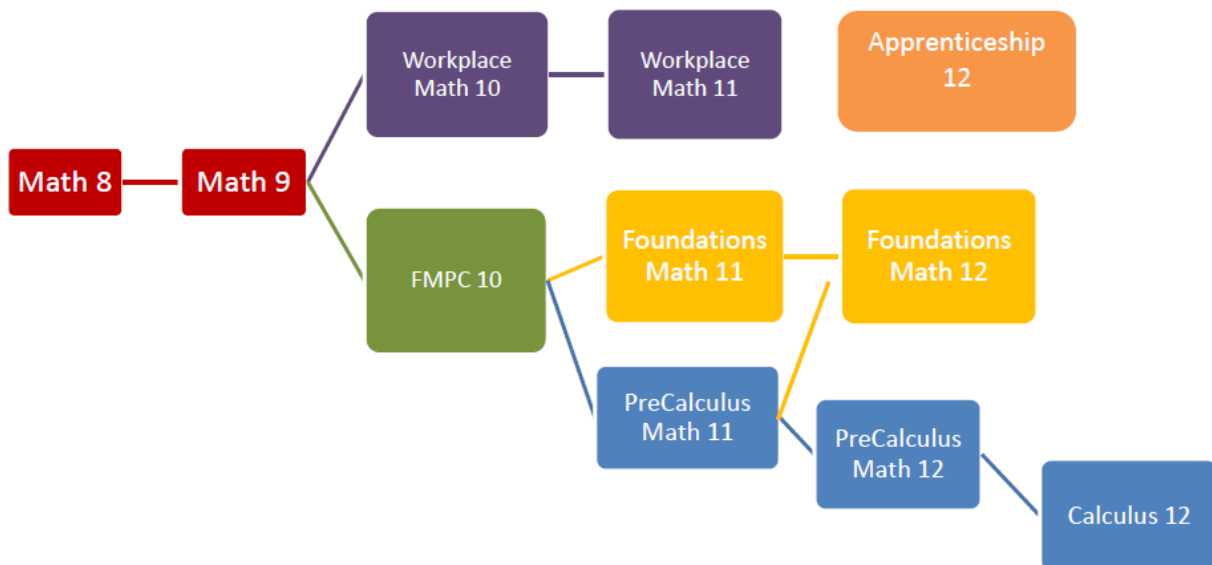
## MATHEMATICS

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.

## **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 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.

## **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.

## **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.

## **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)**

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.

Foundations of Mathematics 11 or Pre-Calculus 11 recommended prerequisite.

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

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.

Foundations of Mathematics and Pre-Calculus 10, 67% or better recommended.

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

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.

Pre-Calculus 11, 67% or better recommended.

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

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.

Pre-Calculus 12, 75% or better recommended.



## 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, 9 (MPHE-08) (MPHE-09)**

The aim of Physical & Health Education 8 and 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 9: WELLNESS (MPHE-09---WEL)**

This course aims to introduce students to a variety of fitness activities that promote lifelong active living, healthy lifestyles, and overall well-being. The program focuses on engaging students in activities that can be enjoyed both now and, in the future, fostering lifelong values, encouraging active participation, and ensuring fun through a mix of individual and group activities. The curriculum emphasizes the importance of integrating fitness into daily life and encourages students to discover activities they enjoy and can continue throughout their lives. Additionally, students will learn about the benefits of physical activity, healthy living practices, and community health. They will be introduced to various fitness tools and technology, including apps and videos, to help them maintain an active lifestyle. Students are expected to actively engage in daily fitness activities and learning opportunities to the best of their ability.

Wellness 9 serves as a stepping stone to Wellness 10, preparing students for more advanced fitness activities and concepts in the following year.

### **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: WELLNESS (MPHED10---WEL)**

This course is designed to introduce students to a diverse range of fitness activities that promote active living, a healthy lifestyle, community health, and overall well-being. The program's goal is to explore various fitness options and engage students in activities that can be enjoyed both outside of school and in the future, fostering lifelong values, encouraging active participation, and ensuring fun through a mix of individual and group activities. They will have opportunities to participate in recreational activities such as rock climbing, skating, kickboxing, yoga, disc golf, hiking, and local walks. Additionally, students will be introduced to new, non-traditional games like Tchoukball, Angleball, Pickleball, Crossnet, Bocce, and Spikeball. The curriculum also incorporates modern fitness tools and technology, including apps and videos, to help students integrate fitness into their daily lives. Students will receive first-aid training, including AED certification. Students are expected to actively engage in daily fitness activities and learning opportunities to the best of their ability.



### **PHYSICAL & HEALTH EDUCATION 10: HOCKEY ACADEMY (MPHE10---HKY)**

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.

### **PHYSICAL & HEALTH EDUCATION 11: ACTIVE LIVING CO-ED (MACLV11), GIRLS (MACLV11-GRL)**

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: 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.

### **BAA HOCKEY ACADEMY 11 (YLRA-1A)**

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.

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

(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 RECREATION MANAGEMENT 11 (YLRA-1B)**

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

### **PHYSICAL & HEALTH EDUCATION 12: ACTIVE LIVING CO-ED (MACLV12), GIRLS (MACLV12-GRL)**

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 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 HOCKEY ACADEMY 12 (YLRA-2A)**

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.

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

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 evolution of soccer in modern society.

### **BAA RECREATION MANAGEMENT 12 (YLRA-2B)**

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

### **OUTDOOR EDUCATION PROGRAM (MODED12), (MACLV12-OUT)**

This program is designed to provide students with an immersive and experiential learning experience in the great outdoors. The course combines classroom instruction with hands-on activities and adventure-based learning to foster personal growth, environmental awareness, and leadership skills. Students will explore the



qathet region, including its forests, lakes, rivers, and coastline. Through various outdoor activities, students will develop essential outdoor skills, teamwork, problem solving, and a deeper appreciation for the environment. Students will have this program for two blocks back-to-back in their schedule. The nature of these activities requires a high level of maturity and cooperation.





## 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).

### **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. Recommended prerequisite: Foundations & Pre-Calculus Mathematics 10 (60%+)

### **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.

### **LIFE SCIENCES (BIOLOGY) 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.

### **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%+)



### **SCIENCE FOR CITIZENS (GENERAL SCIENCE) 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.

### **ANATOMY AND PHYSIOLOGY (BIOLOGY) 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 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%.

### **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.

### **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.



## 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)**

Social Studies 10 explores concepts and content from World War I history to the present day, focusing on a Canadian perspective. Students will continue to develop historical thinking skills, including significance, evidence, continuity and change, cause and consequence, perspective-taking, and ethical judgment, to examine the following “Big Ideas”:

- Local, national, and global conflicts can have lasting effects on the contemporary world.
- The development of political organizations is influenced by economic, social, ideological, and geographical factors.
- Political decision-making and societal change are shaped by interactions between individuals, groups, and institutions.
- Developments in Canadian society can be viewed in various ways depending on an individual's worldview or perspective.

*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 focuses on the diverse identities and worldviews of Indigenous peoples, emphasizing the interconnectedness of family relationships, language, culture, and the land. The course explores factors that sustain and challenge these identities and worldviews, including an understanding of colonial impacts and the resilience and survival of Indigenous peoples.

Students will gain insights into the processes and issues involved in developing community partnerships and economic opportunities. Additionally, the course examines responses to inequities in the relationships between Indigenous peoples and governments in Canada and globally. Students will also develop an understanding of the Truth and Reconciliation process in Canada and around the world.

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

Comparative Cultures takes you on a journey through time to gain a deeper understanding of the world we live in. Throughout this course, students will be challenged to critically examine the foundations, patterns, and legacies of key cultures and civilizations that shape our own. By studying the origins of human history and the



development of civilizations, we will make connections between the past and the present while also exploring contemporary issues.

We will examine how cultures have evolved over time, focusing on elements of culture and cultural expression, interactions and exchanges between cultures and the natural environment, as well as systems of power, authority, and governance. Additionally, we will explore the role of value and belief systems in the development of culture.

Students will use historical perspectives along with geographical, archaeological, and anthropological evidence to examine the evolution of culture over time and place. The course offers a range of choices for students to pursue their interests through research and inquiry projects.

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

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 (MINST12---ONL) (online only)**

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 explores different areas of humanities that may pique interest in further study in a specific senior course. In Explorations in Social Studies, we explore the following areas of study: structure of Canadian government (levels of government, elections and how laws are created). The Canadian legal system (history of law, difference between criminal and civil law with some real case studies). Post-World War II Canada (our developing foreign policy on the world stage and social changes within our borders), and geography (population trends and impacts on the environment).

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

Law Studies 12 is an engaging senior humanities class that explores the foundation, structure, and key principles of the Canadian legal system. The central question of the course is, “How does the law affect you as a Canadian citizen?” The goal is to help you become a legally literate citizen—someone who is more likely to be active, informed, and productive, better equipped to participate effectively in a democratic society, and able to recognize what conduct is regulated by law.

This “issues-based” course delves into current legal and social problems related to criminal, civil, and human rights, private wrongs, conflict resolution, and family law. The course culminates in a mock trial where all students participate in various roles.



### **PHILOSOPHY 12 (MPHIL12) (online only)**

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)**

Physical Geography 12 is an engaging course in physical and environmental studies that explores questions like whether the events in natural disaster movies such as “San Andreas” or “The Perfect Storm” could really happen. In this course, we examine the potential hazards and damages caused by earthquakes and volcanoes to human populations. We also study severe weather to understand why hurricanes and tornadoes cause so much damage to buildings and people’s lives.

We’ll explore why avalanches are so dangerous and how this and other forms of “mass wasting” impact where we live and what we do. Additionally, we look at rivers, oceans, glaciers, deserts, and the impact human beings have on the earth. As we study these natural events, we will make connections to how we can manage our future on the planet, examining steps we can take to live more sustainably.

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

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)**

20<sup>th</sup> Century World History 12 examines the major events of the 20<sup>th</sup> century, focusing on the years between 1919 and 1991, with an emphasis on the West and its relation to world affairs. Topics that may be explored include the world following World War 1, the Russian Revolution, the establishment of fascist states in Italy and Germany, the Great Depression, World War II, and the Cold War. The course may also investigate aspects of Chinese, Indian, South African, and Middle Eastern history. This course is ideal for students with a keen interest in history.



## CAREER EDUCATION

### **CAREERS EDUCATION 9 (MCE--09)**

In Career Education 9, students explore concepts such as identity, leadership, personal planning, and transferable skills. Students begin to explore in greater depth their skills and passions and begin to determine possible routes to their goals. This is done through activities that develop their self-awareness, working with others (collaboration and communication), career knowledge and awareness, and career planning. Students will use a technology lens as part of their exploration.

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

This course is a graduation requirement and presents 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.

### **CAREER LIFE CONNECTIONS + CAPSTONE (MCLC-12-ECE) & EARLY CHILDHOOD EDUCATION ASSISTANT**

This course builds on the learning from Career Life Education and will focus on career pathways in the healthcare sector, specifically Early Childhood Education and Care. Students will earn 8 high school credits, 4 CLC credits which are required for grad, and 4 dual credits for the ECEA130 course. Student will be immersed in ECE assistant training while also focusing on competencies and activities that 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, and approaches to showcasing one's learning journey. Upon completing students will have their ECE Assistance credentialing.



## OTHER ELECTIVES

### **BAA BROOKS PUBLISHING AND YEARBOOK 11, 12 (YCCT-1A) (YCCT-2A)**

This course is focused on applying learning to projects in the school community, such as the school yearbook or a school newspaper. It is designed to teach students a variety of publishing elements including writing and editing, media and graphic design, photography, journalism, and digital citizenship through collaborative and independent projects. Using oral, written, visual and digital texts and mediums students are expected to individually and collaboratively develop the organizational skills needed to bring both personal work and a large media project to publication. Coursework is aimed at providing students with a balanced set of communication and digital skills while providing a valuable service for their school.

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

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.*



## SERVICE

### **BAA SCHOOL SERVICE AND LEADERSHIP 11, 12 (YCPA-1A) (YCPA-2A)**

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 helper, peer tutoring or English Language Learning.

Applications to be completed by student and teacher.





## 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 Skilled Trades BC while completing BC graduation requirements. Students opting 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 their other courses. There are two grade 11 (4 credit) courses for YWT, and two grade 12 (4 credit) courses for YWT. Students can complete these courses year-round and outside of the Brooks timetable. Please see Mrs. Larkin for more information.

### **WORK EXPERIENCE 12A, 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 COURSE (GR 10)**

The goal of the course is to introduce students to the safety, knowledge and skills involved in the work of tradespeople. Students will learn about a variety of trades, and the specific skills they will need to transition into the world of work; or transition into the Trades Sampler Program; or transition into one of our district trades programs. This course will incorporate industry awareness and training while still supporting students with requirements for graduation. This course is available to Gr 10 students at Brooks as elective credits.

### **TRADES SAMPLER PROGRAM - TRADITIONAL (GR 11, 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 full days for one semester at Brooks. The program will focus primarily on welding, and carpentry with time also spent learning about automotive, plumbing and electrical trades. Students will have shadow days and guest speakers on and off campus and visit the carpentry and automotive programs at VIU. Please see Mrs. Larkin for an application package.

### **ENVIRONMENTAL AND HORTICULTURE 101 EXPLORATORY (GR 11, 12 PROGRAM)**

The goals of the program are to introduce students to sustainability initiatives, local horticulture initiatives, and make connections to programming and opportunities through VIU and the community. Students will have this exploratory for two blocks back-to-back in their schedule and will receive three course credits:

- Environmental Science 11
- Life Science 11
- Career life Connections 12



## 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.

### **gije – GUIDED INDIGENEOUS JOURNEY to EXCELLENCE**

gije 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.

### **EARLY CHILDHOOD EDUCATION AND CARE ASSISTANT (ECE 130 Principles and Practices of Wellness) (ECEL-2A)**

Principles and Practices of Wellness (ECE 130) will be offered during a semester at Brooks and will be paired with Career Life Connections 12. A certified VIU instructor will work with a Brooks staff member to offer an essential Early Childhood Education and Care course. This course is the first step towards any career that focuses on working with children. With ECEa 130 you can work at childcare facility and run the day-to-day operations. Course description is as follows: an introduction to the principles and practices of health, safety, effective care routines, and nutrition that promote the wellness of young children. Topics include health promotion, appropriate ways of responding to common childhood conditions and child abuse, and the formation of effective partnerships with families as it pertains to wellness. Students will receive 4 credits – Gr 12 elective dual credits, and a VIU report card.





# CAREERS PROGRAMS

EXPERIENTIAL LEARNING IN HIGH SCHOOL



SCAN ME TO LEARN MORE OR VISIT: [SD47.BC.CA/BROOKS](https://sd47.bc.ca/brooks)

- 1. TRADES TRAINING AND APPRENTICESHIP**

  - Start your career with apprenticeship training while in high school.
  - Post-Secondary Opportunities include: carpentry, automotive, welding, professional cook, and more. All other trades are an option through NIC in Campbell River or VIU in Nanaimo.
  - Sponsorship: U-19 as of July 1st for the start of the new school year and must be a non grad.
- 2. DUAL CREDIT ACADEMIC**

  - Dual Credit courses and programs allow students to take a course / program within a career path of interest while in grade 12, tuition sponsored. This allows students to jump start their certificate or diploma with support from their school.
  - Sponsorship: U-19 as of July 1st for the start of the new school year and must be a non grad. Will sponsor 4 courses, or 8 months of a certificate or program, direct entry to a career.
- 3. CAREER PREP PROGRAMS**

  - We offer career prep programs that allow students to explore and gain valuable certifications and knowledge of in demand careers:
    - Hairdressing: part time career prep open to Gr 10-12 students at OV Campus
    - Coast Mountain Academy: full time sem 2 open to Gr 12 students interested in outdoor and ecological learning
    - qathet Film Program: full time sem 2 open to Gr 12 students interested in TV, film and media productions.
- 4. TRADES SAMPLER**

  - A program that will run full time for one semester, and is open to Gr 11/12 students that are interested in learning more about trades.
  - The goal is to bring awareness to carpentry, plumbing, electrical, welding and small engines through hands on learning and explorations, both in the classroom and community.
  - Program runs off campus, transportation provided.
- 5. SKILLS X**

  - A part time program for one semester, open to grade 10 students interested in learning about trades, safety, tools, and pathways.
  - Students receive a Skills X Gr 10 elective course credit and Career Life Education 10 credit.
  - Applications available through the counselling suite at Brooks or through the main office at Brooks - please see Mrs. Larkin
- 6. NEXT STEPS:**

  - Applications are available through the main office or in the counselling suite at Brooks Secondary School.
  - Seem Mrs. Larkin [Tanya.Larkin@sd47.bc.ca](mailto:Tanya.Larkin@sd47.bc.ca) for all information.
  - Dual Credit - apply well in advance!
  - Some of our SD47 programs run off campus, transportation is provided. Dual credit post sec programs and courses may run virtually, off campus and transportation may not be provided.

CHECK OUT CAREERS CORNER FOR MORE INFO AND INTERVIEWS WITH CURRENT STUDENTS:



SCHOOL DISTRICT 47 IN PARTNERSHIP WITH:



SKILLEDTRADESBC



## **DUAL CREDIT COURSES AND PROGRAMS – BROOKS**

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

Brooks Secondary has a partnership with VIU, North Island College and Camosun 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 prior to entry, 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. Please note, all first-year courses are an option, so long as we can reserve a seat in advance! Students can take up to two dual credit courses or be sponsored for up to 8 months in a program.

Please note that students seeking learning supports at a post secondary institution (PSI) will need to contact the college or universities Centre For Accessible Learning well in advance of their course or program start dates. Our Career Pathways Coordinator can assist with initiating this process.

As well, all students starting a dual credit sponsored course or program will need to ensure they have completed EdPlannerBC registration, completed Student Transcript Services, completed a full application package through gathet SD, and submitted their \$200 deposit. A deposit is now required by June 30<sup>th</sup> for the up-and-coming school years dual credit PSI courses and programs. The deposit will be refunded upon completion of the course or program. Please also note that dual credit sponsorship means students tuition is sponsored, students are responsible for additional learning materials, which includes but is not limited to: textbooks, personal protective equipment, grad fees, and other union or learning costs affiliated with that PSI.

## **DUAL CREDIT TRADE PROGRAMS**

### **AUTOMOTIVE SERVICE TECHNICIAN**

This is a 10 Month VIU Level 1 Foundations Program and includes the latest training in the automotive trade and components in parts, service writer, inboard/outboard and outboard industries. Students in this program will work on theory each morning in a VIU classroom, after the morning break students will then immerse themselves in practical learning and work on customers vehicles. This program weaves theory, practical skills and customer service into one. All students must maintain a 70% GPA to successfully complete this program.

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

This is a 30 Week VIU Level 1 Foundations Program. This program prepares students for apprenticeships in the carpentry trade with a focus on sustainable building practices. Students in this program will be immersed in theory for a portion of each day at VIU in the Carpentry classroom, afternoons will provide students with the opportunity to learn valuable practical skills in the VIU Carpentry shop. Approximately 16 weeks of the program are spent off campus building a home, this is the real world experience students need to be successful in their final exam, and when transitioning into the world of work.

### **CULINARY ARTS**

Camosun Level 1 Certificate Program. Train for a career in professional cooking by having an apprenticeship in a restaurant. Students will then get started with e-prentice through Camosun to earn the theory component towards level one certification.



## **HAIRDRESSING (Career Prep Program)**

This is an ongoing Gr 11-12 electives-based program (Career Prep Program) that combines a first-class instructional salon with a highly trained instructor, to create the perfect setting for excellence in career education. Our qathet Hairdressing program will get you started towards your level 1, with the opportunity to start apprenticing and then challenging the level 1 exam. This program will run full time Tues-Friday, with Mondays off for academic learning through our flex room.

Gr 11: Hairdressing 11A, 11B, 11C and 11D, students will work on theory and work in the salon refining their skills.

Gr 12: Hairdressing 12A, 12B, 12C and 12D, students will work on theory and work in the salon refining their skills.

## **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.



## DUAL CREDIT COURSES AND PROGRAMS

### VANCOUVER ISLAND UNIVERSITY (VIU)

#### ADDITIONAL COURSES AND PROGRAMS

VIU works in a partnership with qathet School District 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. qSD7 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.

**Students may register for up to two first year courses and be sponsored – tuition paid.**

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
- LPN Bridging Program
- Registered Nurse Bridging Program

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

### NORTH ISLAND COLLEGE COURSES AND PROGRAMS

NIC works closely with the qathet School District to offer a variety of courses and programs to all non-graduated students, this includes up to two 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)

### CAMOSUN COLLEGE COURSES AND PROGRAMS

Camosun College is a new partner with the qathet School District, and we are working to support students with courses in the areas of business, science and health. If there are courses of interest to you through Camosun, please see Mrs. Larkin in the counselling suite, or email for more information [Tanya.Larkin@sd47.bc.ca](mailto:Tanya.Larkin@sd47.bc.ca)







**BROOKS SECONDARY SCHOOL**  
Home of the Thunderbirds

