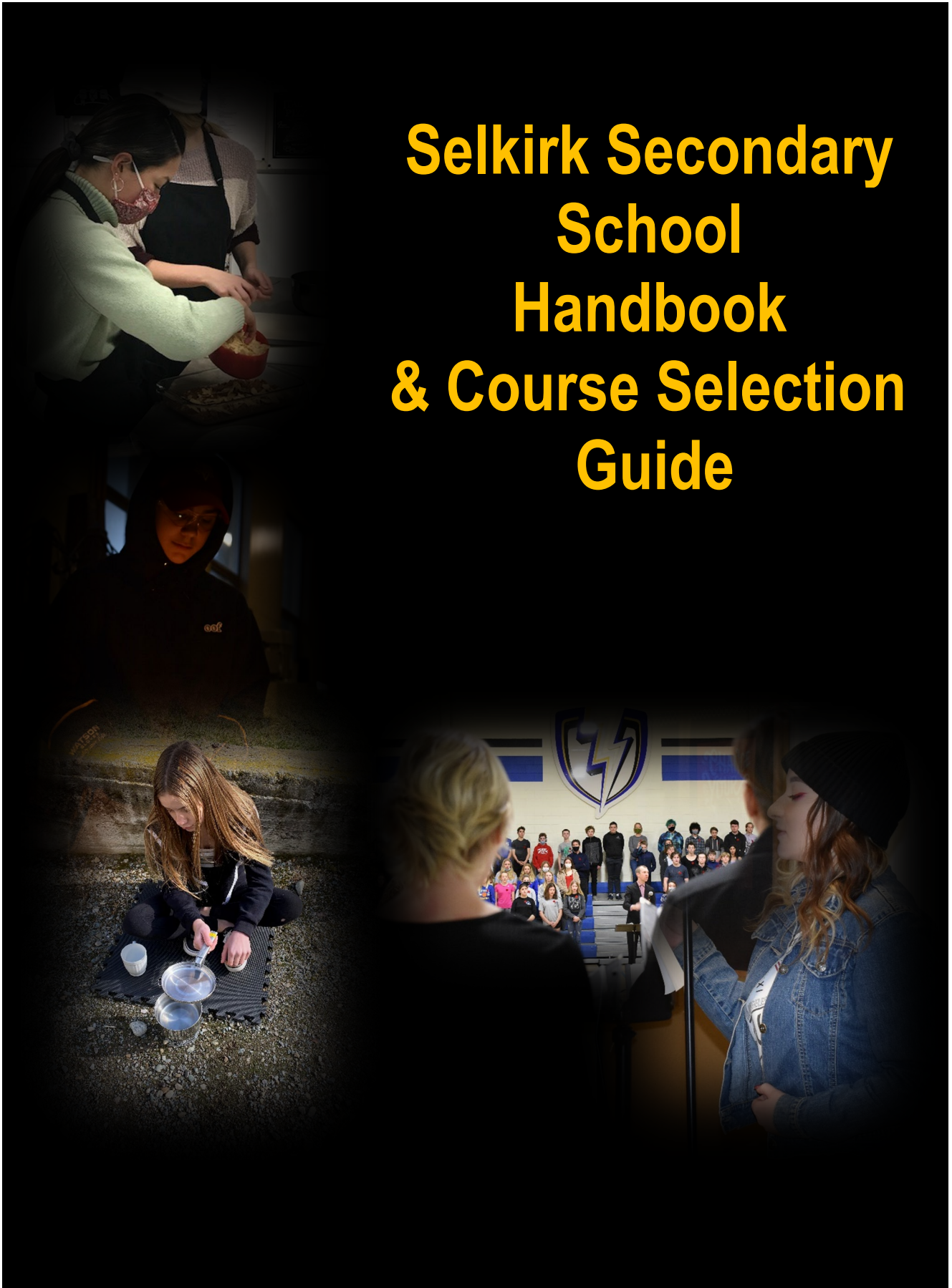


# Selkirk Secondary School Handbook & Course Selection Guide



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## Foreword

This guide is to assist students and their parents in making wise selections when planning courses for the upcoming school year.



The student should carefully study the information supplied on courses and programs and select those which best fit their aims and goals. Before making any selections, two questions should be asked: “Where am I going?” and “What do I need to get there?” At Selkirk, a wealth of career information is available. Whether the student’s goal is direct employment, an apprenticeship, university entrance, technical or other post-secondary entrance, the information required is available upon request from the counselling department.

Students are expected to plan their programs very carefully. It must be emphasized that Selkirk’s timetable is not constructed until course selections are completed by students. These course selections will determine which courses will be offered at Selkirk. Students must realize that they are making a

commitment when they sign up for a course. We will not be able to make program changes in September unless there are exceptional circumstances. Students must also realize that a course they select may not be offered if not enough students choose the course; thus, it is important to carefully select alternates.

## ***BC Graduation Program***

**The BC Graduation Program begins in Grade 10.**

Grade 10-12 courses count for credits toward graduation (see [Grad Requirements Planning](#).)

## ***Dogwood Diploma***

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.

Students require a minimum of **80 credits** to graduate.

Of these 80 credits:

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12
- At least 28 credits must be elective course credits
- 52 credits are required from the following:
  - Career-Life Education (4 credits), and Career-Life Connections (4 credits)
  - Physical and Health Education 10 (4 credits)
  - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
  - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
  - A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
  - A Language Arts 10, 11 and 12 (12 credits total)
  - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

In addition, students must also complete three new graduation assessments and complete an Indigenous Focused Course at the Grade 10, 11 or 12 level):

- The Grade 10 Numeracy Assessment (introduced in 2018)
- The Grade 10 Literacy Assessment (introduced in 2019/20)
- The Grade 12 Literacy Assessment (introduced in 2021/22)

## Career Life Education 10

 [Click here for course description.](#)

- Finding a balance between work and personal life is essential to good physical and mental health
- A network of family, friends, and community members can support and broaden our career awareness and options
- Learning how to learn prepares us to be lifelong learners who can adapt to changing career opportunities
- Effective career planning considers both **internal** and **external** factors
- The global economy affects our personal, social, and economic lives and prospects
- Successful career and education paths require planning, evaluating, and adapting

**Topics will include:** *The focus of Career Education 10 is personal development, career and life planning, and connections to community.*

## Career Life Connections (Capstone Project) 12

Graduation Capstone is a graduation requirement and is worth 4 credits. Students must complete a body of work that examines their academic and career plans for post-high school and create a passion that they will foster post- Selkirk. Students must also demonstrate connection with community and reflect on their skills and strengths and how their aptitudes will aid them as they move forward in their lives. Ultimately, the culminating aspect of the Capstone project is to ensure that students are prepared and focused on life after graduation. Students do not complete the Graduation Capstone Project in a classroom, but rather meet throughout the year with the Grad Capstone teacher for general instruction and then individually for specific questions. In addition, during flexible work time, the students will attend seminars that are geared towards fundamental aspects of adult life, such as, taxation, mental health, lifestyle choices, and financial advice utilizing mentors from the community. Each student's work culminates in a panel presentation where students present to a panel of two to three adults



consisting of an SD6 staff member and a Kimberley community member.

The course work is available on Selkirk's website (Grad Zone) and contains the following elements:

1. Capstone – Passion Project
2. A Cover Letter
3. A Resume
4. Examination of their Core Competency Development
5. A Panel Presentation / Interview

## ENGLISH LANGUAGE ARTS (Overview)

### *English Language Arts 8*

 [Click here for course description.](#)

### *English Language Arts 9*

### *EFP Literary Studies 10*

### *EFP Writing 10*

(2 Credits Each)

Prerequisite: English Language Arts 9

### *EFP New Media 10*

### *EFP Spoken Language 10*

(2 Credits Each)

Prerequisite: English Language Arts 9

### *Literary Studies 11*

 [Click here for course description.](#)

4 Credit Course

Prerequisite: English Language Arts 10 (2 x 2 Credits)

## [New Media 11](#)

4 Credit Course

Prerequisite: English Language Arts 10 (2 x 2 Credits)

## ***Creative Writing 11***

Prerequisite: English Language Arts 10 (2 x 2 Credits)

## [English First Peoples Literary Studies & Writing 11](#)

4 Credit Course

Prerequisite: English Language Arts 10 (2 x 2 Credits)

## ***English Studies 12***

Prerequisite: English Language Arts 11 (4 Credit)

## ***English 12 – First Peoples***

Prerequisite: English Language Arts 11 (4 Credit)

## [Creative Writing 12](#)

Prerequisite: English Language Arts 10 (2 x 2 Credits)

**(CW does not count for Language Arts 12 Credit)**

Creative Writing 12 is designed for students who are interested in creating a body of work reflective of a sophisticated breadth and depth of skill. The course provides students with opportunities to specialize and publish in real-world contexts. Students engage in the exploration of personal and cultural identities,

memories, and stories, in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes, celebrating successes. Students will refine their ability to write in complex, controlled styles with effectiveness and impact.

The following are possible areas of focus within Creative Writing 12: Fiction and poetry – suggested content includes flash fiction, graffiti, sub-genres (e.g., adventure, children’s literature, comic/graphic, fantasy, fan fiction, historical fiction, horror, sci-fi, dystopian, suspense, thriller, tragedy, romance), drama, script writing, poetry, authenticity versus sentimentality, literary devices, and techniques, various forms, the relationship between form and function.

- Creative non-fiction – suggested content includes columns, features, articles, queries, captions, layout, reporting, interviews, reviews (fashion, movie), advertising, titles, bylines, sample readings.
- Memoir – suggested content includes place-based writing, narrative, film memoir, sample readings.

## ***FINE ARTS 8-12***

### ***Arts Education 8***

Prerequisite: Art Education 7

<https://mrsmccuaigartroom.weebly.com/>

### ***Arts Education 9***

Prerequisite: Art Education 8

<https://mrsmccuaigartroom.weebly.com/>

### ***Visual Arts: Art Studio 10***

Prerequisite: None

<https://mrsmccuaigartroom.weebly.com/>





## **Art Studio 11**

Prerequisite: None

<https://mrsmccuaigartroom.weebly.com/>

## **Art Studio 12**

Prerequisite: Art Studio 11

<https://mrsmccuaigartroom.weebly.com/>

## **Media Arts 10**

Prerequisite: None

<http://mrsmccuaigmediaarts.weebly.com/>

## **Media Arts 11**



Prerequisite: None

<http://mrsmccuaigmediaarts.weebly.com/>

## **Media Arts 12**

Prerequisite: Media Arts 11

<http://mrsmccuaigmediaarts.weebly.com/>

## **Studio Arts 3D 10**

Prerequisite: None

May not be offered every year.



## **Studio Arts 3D 11**

Prerequisite: None

May not be offered every year.

## **Studio Arts 3D 12**

Prerequisite: Studio Arts 3D 11

May not be offered every year.



## **Drama 8**

Prerequisite: Drama 7

## **Drama 9**

Prerequisite: Drama 8

## **Drama 10**

Prerequisite: None

May not be offered every year.

## ***Drama 11***

Prerequisite: None

May not be offered every year.

## ***Drama 12***

Prerequisite: Drama 11

May not be offered every year.

Musical Theatre meets partially outside the timetable, typically Tuesdays after school and Friday first period. There are also three weeks of evening rehearsals leading up to a four-show run of our show in the spring. Auditions and casting happen in the early fall. Musical Theatre does not run every year.

## ***Musical Theatre 10***

Prerequisite: None

May not be offered every year.

## ***Musical Theatre 11***

Prerequisite: None

May not be offered every year.

## ***Musical Theatre 12***

Prerequisite: Musical Theatre 11

May not be offered every year.

# **INSTRUMENTAL MUSIC 8 - 12**

## ***Music (Band / Choir 8 - 9)***

Prerequisite: Grade 7 Band is recommended.

## ***Music: Instrumental Music 10 (Band / Jazz Band)***

Prerequisite: Band 9



## ***Music: Instrumental Music 11 (Band / Jazz Band)***

Prerequisite: Band 10

## ***Music: Instrumental Music 12 (Band / Jazz Band)***

Prerequisite: Band 11

## ***Music: Choral Music / Vocal Jazz 10***

Prerequisite: Choir 9

## ***Music: Choral Music / Vocal Jazz 11***

Prerequisite: Choir 10

## **Music: Choral Music / Vocal Jazz 12**

Prerequisite: Choir 11



## **Instrumental Music – Jazz Band 8 – 12**

**(May be offered as a club rather than a course.)**

Prerequisite: A prior Band course or music experience as well as a recommendation by Mr Heyde

**Objective:** To acquire and improve instrumental jazz music and performance skills.

Topics will include: The course will emphasize jazz articulation and tone, improvisation, and soloing. This course also focusses on listening, ear training, and jazz theory.

**Instrumental Music 10** < [Click for Course Description](#)

**Instrumental Music 11** < [Click for Course Description](#)

**Instrumental Music 12** < [Click for Course Description](#)

## Choral Music – Vocal Jazz 9 – 12

**May be offered as a club rather than a course.)**

Prerequisite: A prior Choir course or choir experience as well as a recommendation by Mr Heyde

**Objective:** To acquire and improve vocal jazz music and performance skills.

Topics will include: The course will emphasize close harmony singing, vocal jazz sound, choral blend, scat singing, microphone technique, and soloing. This course also focusses on listening, ear training, and jazz theory. This group performs regularly. Please note that this group is by audition/invitation only.

**Choral Music 10** < [Click for Course Description](#)

**Choral Music 11** < [Click for Course Description](#)

**Choral Music 12** < [Click for Course Description](#)

## LANGUAGES 8 - 12

### Core French 8

Prerequisite: Core French 7

## Core French 9

Prerequisite: Core French 8

## Core French 10

Prerequisite: French 9

## Intensive French 10

Prerequisite: French 9

**Objective:** To attain a level B 1.1 on the Common European Framework of Reference (CEFR) through various speaking, listening, reading and writing activities. This will take several semesters to attain.



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*Topics will include:*

- Listening and viewing with intent strengthens our understanding and acquisition of French
- Acquiring a language can shape one's perspective, identity, and voice
- Acquiring a language provides us with new opportunities to appreciate and value creative works and cultural diversity
- Expressing oneself and engaging in conversation in French requires courage and risk taking
- Acquiring French opens the door to interacting with the Francophone world
- Acquiring French allows us to explore career, travel, personal growth, and study abroad opportunities

## Core French 11

Prerequisite: Core French 10

## Intensive French 11

Prerequisite: Intensive French 10

**Objective:** To attain a level B 1.1 on the Common European Framework of Reference (CEFR) through various speaking, listening, reading and writing activities. This will take several semesters to attain.

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*Topics will include:*

- Listening and viewing with intent deepens our acquisition of French.
- The communicative context determines how we express ourselves.
- Language and culture are interconnected and intertwined.
- Experiencing the creative works of another culture promotes an understanding of one's own culture.
- Acquiring French provides a unique opportunity to access and interact with the Francophone world.
- Developing proficiency in French opens career, travel, personal growth, and study abroad opportunities.

## **Core French 12**

Prerequisite: Core French 11

## **Intensive French 12**

Prerequisite: Intensive French 11

**Objective:** To attain a level B 1.1 on the Common European Framework of Reference (CEFR) through various speaking, listening, reading and writing activities.

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*Topics will include:*

- Acquiring a language is a lifelong process.
- With increased proficiency in French, we can discuss and justify opinions with nuance and clarity.
- Sharing our feelings, opinions, and beliefs in French contributes to our identity as a French speaker.
- Appreciation of Francophone culture allows us to understand and explore global issues with greater awareness.
- Experiencing the creative works of other cultures helps us develop our appreciation of cultures worldwide.
- Becoming more proficient in French allows us to explore career, travel, personal growth, and study abroad opportunities.

## **Spanish Introductory 11**

Prerequisite: None

May not be offered every year.



# APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 8 - 12

## *Applied Design, Skills, and Technologies 8*

Prerequisite: None

Referred to as Exploration courses and includes subjects such as:

- Computational Thinking
- Digital Literacy
- Computers and Communications Devices
- Drafting
- Food Studies
- Media Arts
- Metalwork
- Power Technology
- Robotics
- Woodworking

## *Applied Design, Skills, and Technologies 9*

Prerequisite: None

Referred to as Exploration courses and includes subjects such as:

- Drafting
- Foods Studies
- Media Arts
- Metalwork
- Power Technology
- Electronics & Robotics
- Woodwork
- Information and Communications Tech

## Drafting 10

Prerequisite: None

**Topics will include:**

1. Drafting Styles and Techniques
2. Manual Drafting
3. Mechanical Drawings (Isometric, Orthographic)
4. Architectural Drawings (Floor plans, Elevations)
5. Exploring Design
6. 3D CADD



## Drafting 11

Prerequisite: Drafting 10

## Drafting 12

Prerequisite: Drafting 11

## Woodwork 10

Prerequisite: None

## Woodwork 11

Prerequisite: Woodwork 10



## **Woodwork 12**

Prerequisite: Woodwork 11

## **Metalwork 10**

Prerequisite: None

## **Metalwork 11**



Prerequisite: None

## **Metalwork 12**

Prerequisite: None

## **Youth Train in Trades 11**

Prerequisite: School Recommendation required. See Mr. McIndoe if you have any questions.

## **Youth Train in Trades 12**

Prerequisite: School Recommendation required. See Mr. McIndoe if you have any questions.

## Skills Exploration (Youth Explore Trades) 10-12 Automotive, Drafting, Construction, Plumbing, Electrical

Prerequisite: None

**Objective:** Youth Explore Trades Skills is an engaging program in which students use hands-on learning to acquire skills and knowledge related to the drafting, construction, plumbing, and electrical industries.

Youth Explore Trades Skills allows students to gain valuable hands-on experience in important trade and manufacturing sectors. Through exposure to core skills common to many trades, Youth Explore Trades Skills students will be able to better make informed high school course and career choice options.



**Note:** The amount of time spent covering each sector (construction, drafting, plumbing, and electrical) can vary from year to year.

**Topics will include:**

1. Core Skills: Safety, tools, materials, and work environment
2. Drafting: 2D and 3D floor plans, scale drawings
3. Construction: Lay out of floors, walls, stairs, rafters, reading floor plans
4. Electrical: Circuit concepts, wiring diagrams, electrical components installation
5. Plumbing: Soldering, installing fixtures, ABS and PEX installation

<https://mytrainingbc.ca/youthexploreskills/>

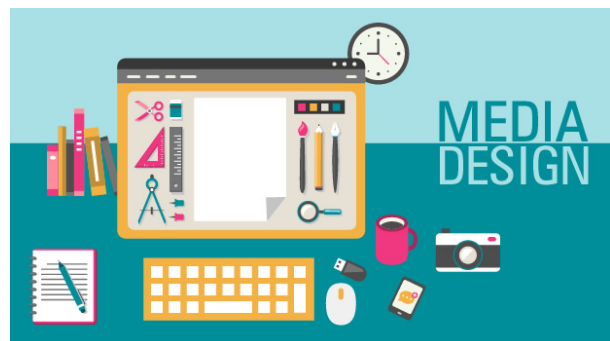
## Media Design 10

Prerequisite: None

May not be offered every year.

**Topics will include:**

1. The Design Process
2. 2D Digital Design (*Illustrator*)
3. 2D Design and Layout (*InDesign*)
4. Photography (*Photoshop*)
5. 3D Modelling (*Meshmixer*)
6. 3D Animation (*3D Studio Max*)
7. Graphic Design (*Vector files*)



8. Video Media Design (*Premiere Pro*)

## **Media Design 11**

Prerequisite: Media Design 10

May not be offered every year.

## **Media Design 12**

Prerequisite: Media Design 11

May not be offered every year.

## **Photography 10/Yearbook 10**

Prerequisite: None



## **Photography 11/Yearbook 11**

Prerequisite: Photography 10

## **Photography 12/Yearbook 12**

Prerequisite: Photography 11

## **Global and Intercultural Studies 12**

Prerequisite: None

**Please note this course does not cover the mandatory**

**Grade 12 Social Studies Credit**

May not be offered every year.

The purpose of GISP is to offer insight into the concept of Interculturalism. In a globalized world, citizenship includes a deeper understanding of cultural values and differences. This course aims to increase sensitivity towards diversity and bridge the divide between cultures beyond recognition.

Students will appreciate cultural differences, and through increased communication they will learn to accept the inherent differences between people from a variety of cultures.

**Interculturalism** refers to support for cross-cultural dialogue and challenging self-segregation tendencies within cultures. It involves moving beyond merely accepting that multiple cultures exist, and instead promotes **dialogue**, **understanding**, and **interaction** between cultures.

Through this course, you will develop your intercultural knowledge and competencies through explorations of your own individual, cultural, community, national, and global identities – as well as those of others. The culmination of GISP will ultimately coincide with an opportunity to broaden understanding through travel and immersion in diverse cultures.

This course is divided into 5 modules:

- A) **Understanding Ourselves** - Cultural understanding and awareness increases an individual's ability to critically analyze and reflect on cultural-identity, self-identity, and how their culture may be viewed by others.
- B) **Understanding the Other** - Cultural values, behaviours and assumptions impact our intercultural interactions.
- C) **Understanding Myself Within the Global Context** - Recognizing the influences and connections to local, provincial, national and global communities.
- D) **Negotiating Intercultural Space** - Culture influences power dynamics and communication behaviours.
- E) **Reflect, Prepare, Act** - There are opportunities to develop your skills and attributes to be a global citizen through intercultural experiences at home and abroad.

## Food Studies 10

Prerequisite: None

## Food Studies 11

Prerequisite: Foods Studies 10

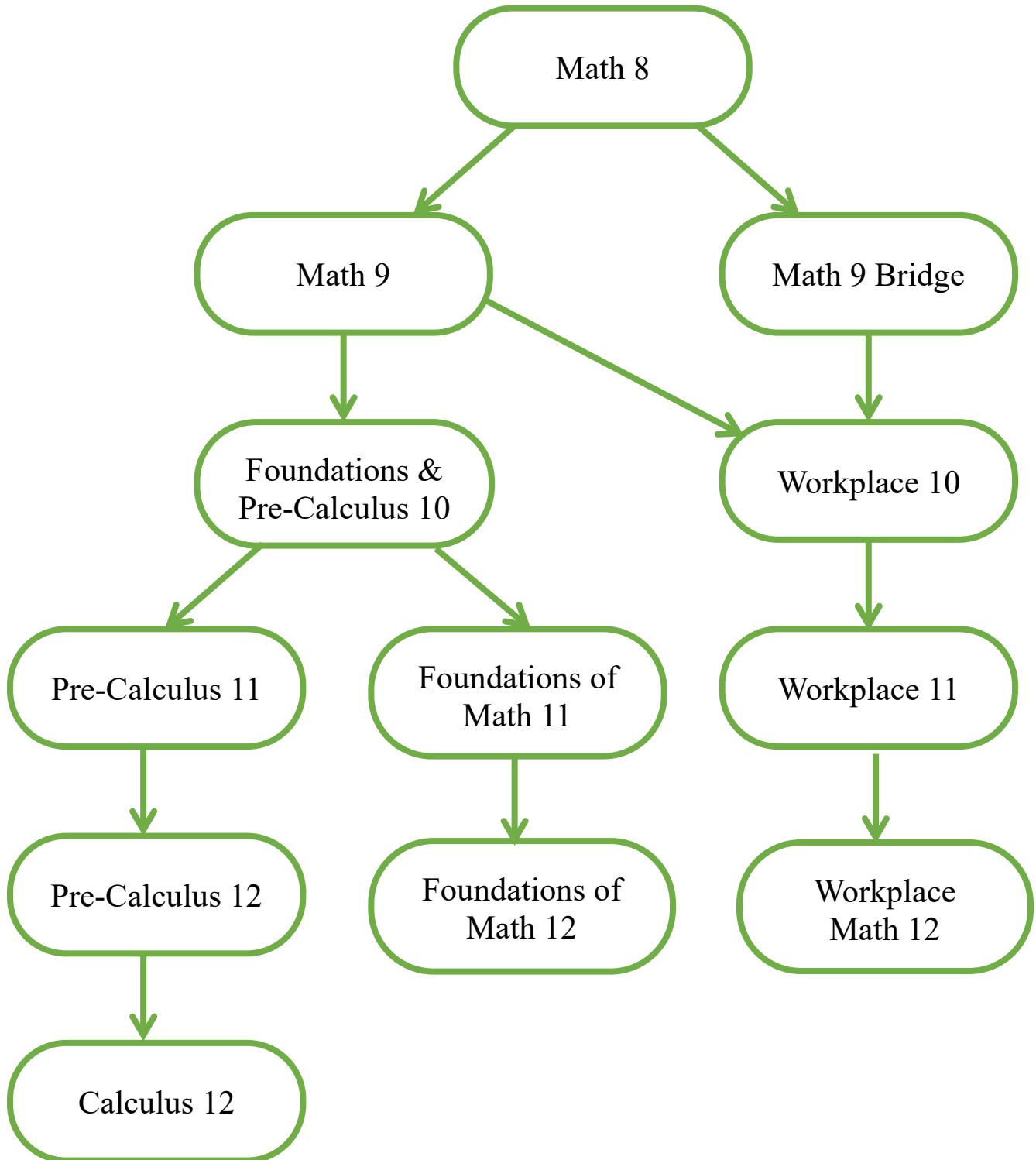
## Food Studies 12

Prerequisite: Foods Studies 11



# MATHEMATICS

## Mathematics Pathways



There will be three pathways available for Mathematics: Workplace Mathematics, Foundations of Mathematics and Pre-Calculus. The following chart shows the course choices for Grades 10-12.

The goals of all three pathways are to provide the prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the work force. All three pathways provide students with mathematical understanding and critical-thinking skills. When choosing a pathway, students should consider their interests, both current and future. Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

### ***Mathematics 8***

Prerequisite: Math 7

### ***Mathematics 9***

Prerequisite: Math 8

### ***Workplace Math 10***

Prerequisite: Math 9

### ***Foundations of Mathematics and Pre-Calculus 10***

Prerequisite: Math 9 (Minimum C+/ Recommended B)

### ***Foundations of Mathematics 11***

Prerequisite: Foundations of Math & Pre-Calculus 10

### ***Pre-Calculus 11***

Prerequisite: Foundations of Math & Pre-Calculus 10



## ***Workplace Mathematics 11***

Prerequisite: Workplace Mathematics 10

## ***Apprenticeship Mathematics 12***

Prerequisite: Workplace Mathematics 11

Not offered in Selkirk timetable but may be taken via the Rocky Mountain Distributed Learning School

## ***Foundations of Mathematics 12***

Prerequisite: Foundations of Mathematics 11

## ***Pre-Calculus 12***

Prerequisite: Pre-Calculus 11

## ***Calculus 12***

Prerequisite/Co-requisite: Pre-Calculus 12

## ***PHYSICAL and HEALTH EDUCATION 8 - 12***

## ***Physical and Health Education 8***

Prerequisite: Physical and Health Education 7

## ***Physical and Health Education 9***

Prerequisite: Physical and Health Education 8



## ***Physical and Health Education (PHE) 10***

Grad Requirement

Prerequisite: Physical and Health Education 9

## ***Physical and Health Education (PHE) – Active Living 11***

Prerequisite: Physical and Health Education 10

## ***Physical and Health Education (PHE) – Active Living 12***

Prerequisite: Physical and Health Education 11

## ***Physical and Health Education (PHE) 10***

### ***Fitness and Conditioning (PHE) 11 / 12 – In Motion***

Prerequisite: Physical and Health Education 9

### ***Fitness and Conditioning (PHE) 12 – In Motion***

Prerequisite: Physical and Health Education 11

PHE emerges from two areas of learning, physical education and health education. It is designed to develop the knowledge, skills, and understandings that students need for lifelong physical health and

mental well-being. The PHE curriculum is strongly linked to 4 Core Competencies: Healthy and Active Living, Human Anatomy and Physiology, Principles of Training and Social Responsibility. Students will:

- 
- 
- Understand how personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels.
- Understand how our bodies move and function to ensure they stay safe during exercise.
- Follow proper training guidelines and techniques which can help them to reach their health and fitness goals.
- Make healthy choices to help them reach their health and fitness goals.



---

This course is designed for students in Grade 11/12 who are working at developing an activity base to improve their healthy lifestyle. The focus is to create exposure to a variety of individual healthy lifelong activities.

**Topics will include:**

- Exercise Safety and Etiquette
- Training Principles (SAID, FITT)
- Ways to Train, including Weight Training and Cardiovascular Training
- Effects of Different Types of Training on the Body
  - Resistance Training
  - Cardiovascular Endurance
  - Flexibility
- Anatomy and Physiology
- Energy Systems
- Food Choices and Eating Patterns
- Games

Students will participate in a variety of activities such as:

- Yoga
- Pilates
- Ballet Barre
- Cross-fit
- Spin
- Aqua-fit

## ***Fitness and Conditioning (PHE) 11***

Prerequisite: Physical and Health Education 10

May not be offered every year.

## ***Fitness and Conditioning (PHE) 12***

Prerequisite: Physical and Health Education 11

May not be offered every year.



## SPORT SCHOOL HOCKEY PROGRAM 8 - 12

This is a Fee Based Program.

The cost of the program is \$500 (\$100 per month; September – January)

This 8-credit program's goal is to allow students to pursue their personal hockey goals in an environment focused on developing the complete student athlete. Guiding and assisting students as they acquire the necessary character attributes that afford success in the highly competitive world of hockey will be a primary focus.



Time on the ice will be utilized to enhance individual fundamental skills while introducing elements of team play and strategies. Once the ice is out, students will be immersed in a rigorous, personalized off-ice conditioning program utilizing the latest techniques and equipment to gain strength, agility, speed and power.

It is hoped that, twice throughout the year, students will participate in field trips designed to enhance their motivation and knowledge toward the game of hockey.

As an integral part of the program, students will be involved in leadership activities. In the past, we have been heavily involved in community fundraising and disaster relief projects.

### **In-Class Curriculum**

The following topics will be investigated in an order best suited to assisting students as they progress throughout their hockey season.

- **Goal Setting**

We will start the year focusing on goal setting. It is imperative that all student athletes learn the benefits of proper goal setting and have the opportunity to practice their acquired skills in their daily lives.

- **Tryout Strategies**

With the majority of students involved in tryouts we will also be examining strategies to utilize while involved in these competitive and sometimes stressful opportunities.

- **Nutrition**

We will explore the latest research on proper fueling, allowing the students to be at their best throughout the season.

- **Hockey Fitness during the Season**

Utilizing the classroom and our Monday class in the gym, we will provide the opportunity for students to enhance their hockey-related fitness as the year progresses.



- **Hockey Futures Assignment**

This assignment will be utilized to allow the students to become familiar with the various avenues and routes they can travel through the hockey world and what is required for them to do so. This assignment illustrates how difficult it can be to achieve their goals, but handled the right way, serves as a tremendous motivator.

- **Living Away From Home**

With the success of many students comes the reality of living away from home. This unit is dedicated to teaching the students to deal with such issues as living with billets, completing high school away from home, life on the road and dealing with new freedoms and responsibilities.

- **Alcohol, Drugs and the Party Scene**

Fortunately, good hockey players end up playing on Junior Hockey Teams at very young ages. This creates a unique set of circumstances related to being on a team with players between the ages of sixteen and twenty and the issues that arise. These issues are discussed along with strategies for dealing with the pressures and realities of being on a team with older players.

- **Off-Ice Conditioning**

During the months of April, May and June, students will be immersed in a strenuous and competitive environment, where they will be afforded the opportunity to enhance their personal hockey fitness. Pre-and post-testing will be utilized to measure success. Activities will be varied with the goal of building athletic skills in other areas that can transfer to hockey.

## OUTDOOR EDUCATION PATHWAYS 8 - 12

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Note: Students may enroll in any course with no previous outdoor experience.</b>				
Outdoor Explorations 8	Outdoor Explorations 9	Outdoor Education 11 (4 credits)	Outdoor Education 11 (4 credits)	Outdoor Education 12 (4 credits)
		Outdoor Education 11 & Career & Life Education 10 (8 credits)	Outdoor Education 11 & Outdoor Leadership 11/12 (8 credits)	Outdoor Education 12 & Outdoor Leadership 11/12 (8 credits)

### Outdoor Education 8 / 9

**Prerequisite: None**

**Objective:** The goal, of this seven-to-nine-week elective course is to introduce you to a variety of outdoor skills, recreation activities, local conservation projects, local community projects through many experience-based activities, in-class projects, and field trips.

**Expect to be active and outside 80% of the time.** In this course students are expected to work towards demonstrating basic outdoor pursuits skills as well as developing personal, social and environmental responsibility skills; problem solving skills and teamwork skills. <https://curriculum.gov.bc.ca/curriculum/adst/9>



## Outdoor Education 11

Prerequisite: None

 [Click here for course description.](#)

## **Outdoor Education 11 and Career & Life Education (8 Credit)**

### Prerequisite: None

**Objective:** This is a **double block** course configuration (8 credits) that combines Outdoor Education 11 (4 credits) with Career and Life Education 10 (4 credits).

**Outdoor Education 11** (4 credits) introduces various wilderness skills, and develops leadership, group and personal responsibility skills. **Approximately 80% of class time will be spent outdoors taking part in various activities and on trip so attendance is important.** Good work habits will be encouraged through a weekly logbook journal. Students have the option to take part in three multi-day trips as well as several full day trips. Some activities require extra, minimal fees to cover facility, equipment and guiding costs.



**Career and Life Education** (4 credits) is a required course for graduation and focuses on helping students identify and develop their career interests, career path, career and employability skills and injury prevention guidelines, and offers students an opportunity to take part in volunteer work experience and community mentorship programs.

**Note: Students may enroll in this course with no previous outdoor experience.** For students with previous Outdoor Education credits, this course will build upon prior knowledge and leadership skills. Fees are charged to cover optional activities



### ***Students will acquire:***

- Fitness - 6 hours or outdoor pursuits/week
- Experience up to 5 wilderness-based trips, 2 multi-day trips
- Make community and career connections
- Development of personal organizational and group work skills
- Choice of certifications: Avalanche Safety Training Level 1; Canoe Tripping Level 1 – Flat Water; OFA Level 1 1<sup>st</sup> Aid

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[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/physical-health-education/en\\_physical-health-education\\_11\\_outdoor-education\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/physical-health-education/en_physical-health-education_11_outdoor-education_elab.pdf)



## Outdoor Education 12

Prerequisite: None



## Outdoor Education 11 / 12 & Outdoor Leadership 11/12 (8 Credit)

Prerequisite: None

**Objective:** This is a **double block** course configuration (8 credits) that combines Outdoor Education 12 (4 credits) in Outdoor Leadership 11/12 (4 credits).

**Approximately 80% of class time will be spent outdoors taking part in various activities and on trips so attendance is important.** Outdoor Skills, Field Skills, Stewardship, and Service Learning are learning opportunities and experience provided during this course. Students can take part in three multi-day trips and several full-day trips. Some activities require extra, minimal, fees to cover facility, equipment and guiding costs.

**Students will acquire:**

- Fitness - 6 hours or outdoor pursuits/week
- Experience 3 wilderness-based trips, multi-day trips (participate in a minimum of 2 trips)
- Choice of certifications to use towards future employment (1<sup>st</sup> Aid, Avalanche Safety Training Level 1, S-100 (Forest Fire Suppression), Canoe Tripping Level 1 – Flat Water)
- Field research experience, community and career connections

- Development of Team, Leadership and Personal Organizational Skills

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**Topics will include:**

Wilderness Skills and Experience

- Preparation (taking an active role in leading by example and demonstrating previously learned skills)
- Leadership
- Risk Assessment
- Group management Skills and Techniques
- Wilderness Travel & Trips (hiking, rock climbing, canoeing, snowshoeing, cross country skiing - dependent on weather, facilities, availability, and the group)
- Outdoor Gear (sizing, care, maintenance)
- Camping Skills continued (cooking, shelter building, fire building)
- Wildlife Awareness
- Leave no trace ethics



Projects

- Leadership or Skill Development Project
- Community Project – TBA

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/physical-health-education/en\\_physical-health-education\\_12\\_outdoor-education\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/physical-health-education/en_physical-health-education_12_outdoor-education_elab.pdf)

# SCIENCE 8 - 12

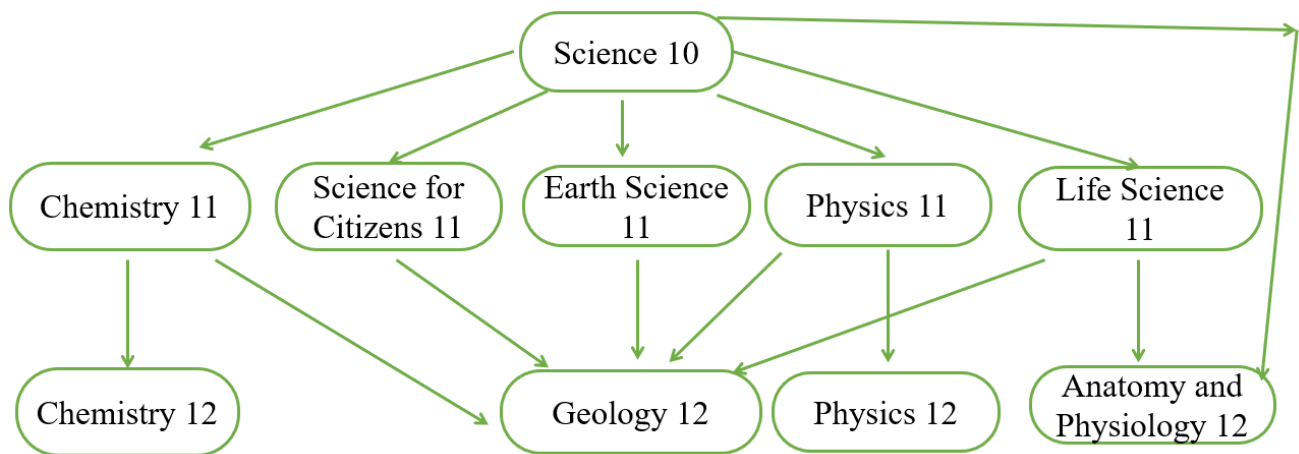
## Science 8

Prerequisite: Science 7

## Science 9

Prerequisite: Science 8

### SCIENCE FLOW CHART



## Science 10

Prerequisite: Science 9

## Science for Citizens 11

Prerequisite: Science 10

## ***Earth Sciences 11***

Prerequisite: Science 10

May not be offered every year.

## ***Life Sciences 11***

Prerequisite: Science 10

## ***Chemistry 11***

Prerequisite: Science 10

Foundations of Math & Pre-Calculus 10 (Min C+)

OR Workplace Math 10 (Min B)



## ***Physics 11***

Prerequisite: Science 10

Foundations of Math and Pre-Calculus 10 (Min C+, Recommended B)

OR Workplace Math 11 (Min B, Recommended A)

## ***Anatomy & Physiology 12***

Prerequisite: Science 10

## ***Chemistry 12***

Prerequisite: Chemistry 11



## **Geology 12**

Prerequisite: Science 10 / Any Science 11

May not be offered every year.

## **Physics 12**

Prerequisite: Physics 11



## **SOCIAL STUDIES**

### **Social Studies 8**

Prerequisite: None

### **Social Studies 9**

Prerequisite: Social Studies 8

### **Social Studies 10**

Prerequisite: Social Studies 9

### **BC First Peoples 12**

Prerequisite: Social Studies 10

## ***Comparative World Religions 12***

Prerequisite: Social Studies 10  
**May not be offered every year.**

## ***Physical Geography 12***

Prerequisite: Social Studies 10

**This course includes several field trips and links to local community projects, initiatives and organizations focusing on different aspects of our local Physical and Human Geography. About 30% of our time is outside exploring the world around us.** The primary goal of Geographic Education is to give students the knowledge, skills, and competencies to be active, informed citizens who are able to think critically, understand and explain the perspectives of our world and others, make judgments, and communicate ideas effectively. Field Skills, Citizen Science, Stewardship, Geo-Inquiry Projects and Service Learning are learning opportunities and experience provided during this course.



## ***Social Justice 12***

Prerequisite: Social Studies 10

## ***20<sup>th</sup> Century World History 12***

Prerequisite: Social Studies 10

## ***Law Studies 12***

Prerequisite: Social Studies 10

## SPECIAL INTEREST COURSES

### *Teacher Assistant 11 / 12*

Prerequisite: Application form Required. Can be picked up at the office.

The Teacher Assistant course allows senior students to take a leadership role within a junior classroom (gr. 8/9) and learn about what it takes to teach a class by helping the teacher. Teacher Assistants may be responsible for helping with attendance, equipment, photocopying, and individual tutoring in class. They may even can help lead lessons. Students are only considered for this course if they have shown strong work habits in the course they are looking to help out in.

*Students indicating interest in this course will be contacted in June for further information.*

### *Academic Support Block (Library Learning Commons)*

Prerequisite: Must have 3 academic courses at the time of a Support Block

Students in Grades 11 and 12 may apply for an Academic Support Block if they have 3 academic courses in the same semester. The intent of an Academic Support Block is to allow students with a heavy course load additional support and time to work on their course work.

For accessing an Academic Support Block, the courses listed below will be deemed as eligible academic courses. Also, to ensure these blocks are used effectively, when considering a student for an Academic support block, a student's work habit history will be considered. Each student will be required to fill out a Student Learning Plan explaining their rationale for accessing this block and how it fits with their graduation plan and future goals. Please see Counselor or Teacher Librarian if you are interested in an Academic Support Block and to find out which courses meet the criteria of being "academic" and thus allowing a student to take one of these blocks.

**Note:** *Students who meet the criteria for an Academic Support Block may take only one of these blocks in a school year. Academic support blocks are NOT a spare. Students are expected to be present during every block; attendance will be taken every day; a comment only will appear on report cards. There is no letter grade given for a support block and there are no credits earned.*

## Leadership 10 - 12

Prerequisite: None

**Objective:** This course will focus on theoretical and practical applications of human relations. Studying past and present leaders, with a focus on character development and leadership styles, students will gain a deep understanding of the traits displayed by outstanding leaders as well as the traits they possess themselves as leaders. The course is designed for students to work in areas of digital photography, writing, editing, page layout, advertising and/or distribution. Students will learn to be accountable, part of team, work with others, solve problems creatively and manage time to meet deadlines. Students will develop managerial skills; taking responsibility of editor, photography editor, layout and design editor or copy editor.

Some students in Leadership will be involved in the creation of our Yearbook. Students involved in Yearbook will create short and long-term goals and target the individual and group work initiatives suitable for today's job market.

*Students are expected to do the following:*

- Consider the impact of personal choices on themselves and others
- Recognize the need for meeting preparation
- Recognize the influence of their communication skills
- Consider the need for developing leadership skills and styles
- Appreciate the importance of embracing the core competencies in leadership endeavors
- Use school events to create meaning and culture with the school environment



## Independent Directed Studies 11 / 12 (Library Learning Commons)

Prerequisite: Application Form Required. Can be picked up in the office.

Independent Directed Studies involves a student spending a minimum of 100 hours exploring an area of personal interest, furthering his/her knowledge and skills in that area and developing a project that includes a final presentation. Students may take up to 8 credits (two courses) of Independent Directed Studies in their grade 11 & 12 years. Students who take IDS will work under the direction of a teacher



who will serve as their case manager, helping to guide the student and provide assessment of his/her project. A student may be a good candidate for IDS if they have an interest not covered by any courses offered at Selkirk or want to spend more time studying a specific area. Components of an independent study program include:

- Identifying and developing a focus
- Developing skills in creative and critical thinking
- Using problem solving and decision-making strategies
- Learning research skills
- Developing project management strategies
- Keeping learning logs
- Evaluating the process and product
- Sharing the product with an intended audience from beyond the classroom
- Keeping a portfolio of results

Independent studies help the student move forward from being teacher-directed to student-directed. With teacher support and coaching the student learns how to decide on a focus, how to develop a plan of action and follow it through, and how to monitor the process. Students take part in developing evaluation criteria and begin working with the teacher as a partner. Independent study topics may include many areas a student is passionate in and would like to explore further. However, to be considered for an Independent Directed Studies Project, a student must be committed to the project, be a solid independent learner, and be approved by administration, the school counselor, and/or the teacher in charge of Independent Directed Studies. An application form is required with details around the project and how it will be enough work to make up 4 credits (a regular 4 credit course equals 100 hours of class time). Students may work individually or in a small team of up to three on the Independent Directed Studies project. Please contact the school if you have any questions about this.

**To apply:**

- Determine an area you would like to pursue
- Fill out the application form
- Talk to the Teacher Librarian who will be one of your case managers and get him/her to sign your form. If there is another teacher that will be involved in helping support you with your IDS, get him/her to sign the form as well
- Hand in your form to the Teacher Librarian, an Administrator or Mr. Pew
- Applications will be reviewed by the administration to determine if you have been approved for an IDS block in your timetable to pursue 4 credits in your area of interest.

# Psychology 12

Prerequisite: Social Studies 10 and ELA 10

Please note this does not count for the Senior Social Studies mandatory credit.

**Description:**

Psychology 12 is an introductory and exploratory course that touches on several different realms of Psychology including personality, abnormal behaviour, memory, consciousness, and human development. Students are required to adopt a reflective attitude as they inquire “How can we step outside ourselves to look objectively at how we live, think, feel, and act?” Students will be able to demonstrate an understanding of major theories, perspectives, and research methods in psychology, use a psychological perspective to describe how diverse factors influence and shape human mental processes and behaviour, and to explain patterns of socialization.

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**Topics will include:**

1. Consciousness: Hypnosis, Mindfulness, Dreaming, Meditation, Psychoactive Drugs
2. Brain and Behaviour: The Nervous System, Brain Research, Hemispheres/Cerebral Cortex, Subcortex
3. Human Development: Heredity and Environment, Emotional/Social Development, Language and Cognition
4. Sensation and Perception: Processes, Vision, Nonvisual Senses, Perception, Objectivity
5. Conditioning and Learning: Associative and Cognitive Learning, Classical, Operant, Reinforcement and Punishment
6. Memory: systems, measuring memory, forgetting, exceptional memory
7. Cognition and Intelligence: Modes of thought, Problem Solving, Creativity, Intelligence
8. Motivation and Emotion
9. Human Sexuality: Sex and Gender, Sex Drive, Response, Attitudes, Problems
10. Personality: Trait Theories, Psychodynamic and Humanistic Theories, Behavioural/Social Learning
11. Health Psychology: Stressors, Coping, Stress and Health
12. Psychological Disorders: Definitions, Disorders, Mood, Anxiety, Personality
13. Therapies: Treatments, Humanistic, Psychodynamic, Cognitive, Behaviour, Medical
14. Social Psychology: Influences, Behaviour, Prosocial, Antisocial
15. Applied Psychology: Industrial/Organizational, Environmental, Law, Education, Sports

# ARE YOU CONSIDERING A CAREER IN TRADES?

There are two routes senior secondary students can pursue while in high school, if interested in a trade:

## 1. Youth Work in Trades

<http://youth.itabc.ca/programs/work/>

### GET ON-THE-JOB TRAINING AS A YOUTH APPRENTICE

Get ahead on the work-based training of a trade apprenticeship while you're still in high school. Not only will you take home a pay cheque, but you'll also earn up to 16 credits towards your high school diploma, log 480 training hours toward your trade credential and maybe even earn a \$1,000 award. Youth Train in Trades and Youth Work in Trades programs can be taken in any order and there are no prerequisites.

## 2. Youth Train in Trades (formerly ACE-IT)

<http://youth.itabc.ca/programs/train/>

### GET A HEAD START ON YOUR TECHNICAL TRADES TRAINING

Attend a trades training class at a local high school, a partner post-secondary institution or an ITA-certified training facility. You'll learn from skilled instructors and earn credits that count towards your high school diploma and Level 1 of your technical trades training. Youth Train in Trades and Youth Work in Trades programs can be taken in any order and there are no prerequisites.



## Youth Train in Trades

### COLLEGE OF THE ROCKIES 2022-2023 Trades Technical Training Schedule

**For the trades and programs, please see the schedule of start and completion dates on the College of the Rockies website:**

<https://cotr.bc.ca/programs/trades-training-schedule/>

All dates are subject to change; please contact College of the Rockies for more information.

If you are interested in pursuing either the Youth Train in Trades or Youth Work in Trades Program, please indicate that at the top of your course selection sheet.

# DUAL CREDIT FOR CHILD YOUTH AND FAMILY STUDIES

Dual Credit Pathway for Early Childhood Education, Education Assistant and Human Service Worker Programs

In response to high labour market demand for Early Childhood Educators, Education Assistants and Human Service Workers, College of the Rockies is offering a dual credit option for high school students which upon completion will provide them with:

- 16 high school credits toward graduation
- An educational qualification for work in an entry level position as an Early Childhood Education Assistant
- 3 post-secondary credits toward a certificate in one of the following three programs:
  - [Early Childhood Education \(ECE\)](#)
  - [Education Assistant \(EA\)](#)
  - [Human Service Worker \(HSWR\)](#)

This dual credit program will be delivered in a cohort model for the final semester of high school and will include the following four courses:

- [CYFS 101 \(3\) Interpersonal Communications](#)
- [CYFS 102 \(3\) Observing and Recording](#)
- [CYFS 116 \(4\) Lifespan Development](#)
- [HLTH 104 \(3\) Introduction to Personal Health and Wellbeing](#)

Early Childhood Education	Education Assistant	Human Service Worker
CYFS 101	CYFS 101	CYFS 101
CYFS 102	CYFS 102	CYFS 102
CYFS 116*	CYFS 116*	CYFS 116*
HLTH 104	HLTH 104	HLTH 104

\* All students who successfully complete CYFS 116 are eligible to apply for a license to work as an Early Childhood Education Assistant. [ECE Assistant application info](#)

This dual credit program will be available to start February 2022 for 16 weeks and will be delivered in a hybrid model of in-class and synchronous online delivery to allow students the ability to participate in-person at Cranbrook campus or online from other communities within the Kootenay region. Registration is open to grade 12 high school students in School Districts 5, 6 and 8. Students will have 12 hours per week of direct instruction from a College faculty member and will be expected to complete assignments, readings and group work in addition to scheduled class time. As the class size will be a maximum of 24 students.

