

# **R. C. Palmer Secondary School**



**Program Planner**

**2026 - 2027**

# R.C. Palmer Secondary School

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# PRINCIPAL'S MESSAGE

Welcome to R.C. Palmer Secondary School!



In the weeks to come you will be selecting courses for the next school year. You are planning for your future, so you need to make thoughtful decisions. To help you with this, we prepared this Planning Book providing you with information about course planning for the 2026-2027 school year. It includes descriptions of courses and programs within our school as well as information about the Provincial Graduation Requirements.

The secondary school years are designed to provide opportunities for students to explore and learn about a wide variety of areas. Students are encouraged to choose their courses carefully. Program decisions made in the junior grades can significantly influence course selection in the graduation years (grades 10 to 12) and, in turn, the options for post-secondary learning or training.

The program planning at R.C. Palmer is a collaborative effort. All of our staff is dedicated to help you make appropriate choices and achieve your goals. Your counsellor is the first contact for assistance in program planning, someone who can help you to consider your interests and abilities as you plan for the coming school year. Subject area teachers will be able to give you valuable insight into the different courses that are offered. You need to consult with your parents, guardians, and subject teachers before making the final course selections. Your success in school is dependent on taking courses that are geared to your interests and abilities.

While it is important to think about specific goals, and the courses that support these goals, secondary school is often the last learning environment where you will have an opportunity to explore a variety of interesting courses. Consider taking courses from several different subject areas in order to broaden your understanding of the world.

As you read through this Program Planning guide, plan carefully for a successful and interesting 2026-2027 school year.

Mr. H. Ghaug  
Principal

# PURPOSE OF THE PLANNER

Program Planning at R.C. Palmer begins in January/February for the following school year. Your whole team works together to help you make appropriate choices and achieve your goals.

- Your counsellor can assist in program planning by helping you to factor in your interests and abilities as you plan for the coming school year.
- Our career advisor is available to meet with senior students considering post-secondary options.
- Subject area teachers will be able to give you valuable insight into the different courses that are offered.
- You should discuss your choices with your parents/guardians before making final course selections.

We believe that taking a variety of courses can help expand your personal development and contribute to becoming a well-rounded individual. It is very important to **balance your academic courses with electives**; consider the time it takes to achieve success in the areas that you value the most and plan accordingly.

Some courses must be taken to meet the graduation requirements of the Ministry of Education, while others can be chosen to meet individual interests and goals. This site describes the various programs at R.C. Palmer Secondary and the content of individual courses.

## **Timetabling**

The number of sections of each course is based on the course requests made by students in February. Therefore, we urge you to choose courses and alternatives mindfully, keeping in mind the following factors:

- Elective courses will be offered only if there is sufficient enrolment to create a class. The possibility arises that a student may select a course that cannot be scheduled. In this case, the student will be given an alternate elective suitable for their timetable. **Make sure to provide thoughtful alternate selections when you are course planning.**
- Once the master timetable is built in May, course changes become much more difficult and sometimes impossible; therefore, it is very important that the selection of courses be done with care.
- While students in the Graduation Program (Gr. 10-12) need to plan their courses with potential career and/or post-secondary programs in mind, realistic and achievable goals must guide decision making. Counsellors work primarily to guide students towards a **successful BC graduation**.
- For details on post-secondary options please visit [educationplanner.bc.ca](http://educationplanner.bc.ca) and go directly to the Post-Secondary Institution's website.
- All students are expected to take eight courses with Palmer. Students in grade 12 may apply for a study block and take seven courses if they are on track to graduate.

# SCHOOL INFORMATION

## Mission Statement

The purpose of R.C. Palmer Secondary School is to provide opportunities, which will enable all learners to develop their individual potential, and to acquire the knowledge, skills and attitudes needed to become educated citizens.

An Educated Citizen is one who:

- respects the dignity of self and others
- has a broad knowledge base
- is able to appreciate and to contribute to creative expression
- is able to reason, to think critically, and to communicate
- is able to make decisions through evaluation and analysis of information
- is committed to intellectual, emotional and physical well-being
- is curious, self-motivated, and committed to life-long learning
- is flexible and has skills necessary for the world of work
- understands and practices the rights and responsibilities of an individual within the family, community, Canada and the world.

## Timetable

The timetable is currently organized in two Semesters (September to January and February to June). Students are enrolled in 4 courses during each Semester. Start and end times for the day, as well as important dates for the school year can be found on the website. All information is updated on our school website daily. Please note that the structure of our timetable may change based on health and safety guidelines given by public health.

## Course Load

All students must carry a full schedule of classes – 8 classes per year. Any exceptions to the full load requirement must be approved by your counsellor or the school administration.

## Costs Associated with Courses

Basic supplies required to fulfill learning outcomes in all courses will be provided to students free of charge. Should students wish to use other or additional supplies, these may be purchased directly or through the school on a cost-recovery basis. Students wishing to take home or consume completed project work may do so on a cost-recovery basis. Students will be asked to pay costs in connection with optional field trips.

## Attendance

There is a school expectation that students attend all classes in which they are registered and attend them on time. It is well established that poor or inconsistent attendance is directly related to a lower degree of academic success. In compliance with the Health and Safety requirements, if a student does the Daily Health check and has any symptoms, they are advised to stay home and contact their teacher directly to make up missed work.

## Textbooks

Subject teachers issue textbooks. There is a charge for school texts if they are returned with more than normal wear. Students will be billed for their repair or replacement. There is also a charge for lost textbooks.

# IMPORTANT DATES

<b><u>For Current Grade 7 Students</u></b>	<b><u>For Current Grade 8 – 11 Students</u></b>
February 5 ..... Parent Mtg, 7 pm	February 6-12 ..... Gr 8-11 Program Planning
March 2 -6 ..... Palmer Orientation Tours and Program Planning Feeder and Non Feeder	February 12 ..... Course Selection Forms Due <small>*All courses entered in MyEd by this date</small>
January 16 ..... Gr 7 Course Selection Forms Due	

# STUDENT SERVICES

The goal of Student Services at Palmer is to assist students in being successful in all aspects of their schooling.

**COUNSELLING**

**Counselling Services**

Students are assigned a specific counsellor for the purpose of support and academic guidance but may choose to work with whichever counsellor they prefer. Counsellors will check each student’s records as they progress towards graduation and advise individuals accordingly.

Counselling services include the following:

**Program Planning**

Program planning for the fall begins in the previous spring. Counsellors will work with Grade 8-11 students at Palmer to help students plan programs that suit their needs and interests, as well as their post-secondary plans.

**Educational Support**

- Course planning leading to graduation, post-secondary education and employment.
- Arranging assistance for students experiencing academic difficulties.
- Connecting with other staff in the school to support students together.
- Making referrals to district education programs as needed.
- Providing general post-secondary information.

**Career Planning**

- Assisting students in their search for prerequisite courses and requirements for various occupations.

**Personal Support**

- Counselling involving personal, home, or school problems, and referrals to appropriate agencies.
- Resolution of problems arising from difficulties related to class or school routines and policies.

# STUDENT SERVICES

## **CAREER RESOURCE CENTRE**

Career, scholarship, post-secondary and apprenticeship information is available in the Career Resource Centre. Some of the services that are provided to students and parents/guardians include access to:

- Interactive Career and Post-Secondary computer exploration programs. ie. myBlueprint and Education planner
- Admission guides and information for post-secondary institutions from B.C. and other Canadian provinces
- Post-Secondary entrance exam information. i.e TOEFL, SAT, PSAT, ACT, Duolingo
- Information on Scholarship programs and applications
- Accessing volunteer and leadership experience opportunities.
- Future job and labour market trends
- Student Loan information

Visit the **Palmer Career Centre Information** website at: <https://palmer.sd38.bc.ca/student-information/career-centre-information> and pay particular attention to the *Calendar of Events* on the homepage for further information on current post-secondary, scholarship and career information. Also take note of the *New Information* side tab which contains the most recent updates for students post-secondary planning. Also Ms. Mayer Career Centre: <https://www.facebook.com/people/Ms-Mayer-Career-Centre/100043469723148/>

The Career Information Advisor and Counsellors work closely in providing up to date information to students, teaching staff, and parents. Students may access this service through their counsellor or the Career Information Advisor.

## **LEARNING STRATEGIES**

Learning strategies is a class that provides students the space to explore, identify, and develop individualized strategies with the purpose of increasing academic abilities, organization, self-regulation skills and independence. Students with learning strategies blocks are guided on how to become strong self-advocates and ask for support in their learning. Students require special recommendation to be registered in this course.

### **Creating Opportunities for Reflection and Enrichment Level 1 (CORE)**

In CORE Level 1, students prepare for success in high school by developing their self-regulation, social-emotional, communication, and self-advocacy skills. Students are also supported in their individualized goals in the areas of literacy and numeracy. Students require special recommendation to be registered in this course.

### **Creating Opportunities for Reflection and Enrichment Level 2 (CORE)**

In CORE Level 2, students prepare for life after high school by exploring post-secondary options, self-identity, mental and physical health, and social communication skills. Students are also supported in their individualized goals in the areas of literacy and numeracy. Students require special recommendation to be registered in this course.

# STUDENT SERVICES

## **ACCESS PROGRAM**

The ACCESS program is a learning program where students focus on the development of their independence in the high school context and are working towards an Evergreen Diploma. This is an individualized program, with goals centered around literacy, numeracy, communication, and social

## **RCMP SCHOOL LIAISON PROGRAM**

Palmer Secondary participates in the RCMP School Liaison Program. The purpose of the program is to enhance the working relationship between the police force, school and community. The School Liaison Officer is available as a resource person for staff, students, and parents/guardians and can provide general information regarding police related matters. Contact with the RCMP Liaison Officer can be made through the main office.

## **FOOD SERVICES**

The Palmer School cafeteria, “The Griffery”, is under the direction of Canuel Caterers. Excellent food at reasonable prices is offered to the students.

## **HEALTH SERVICES**

A public health nurse from the Richmond Health Department provides health promotion services. The nurse acts as a resource person to counsellors, staff, parents, and students around all different health issues. To contact the school nurse, a message may be left at the front office.

# SPECIAL SERVICES

## **LIBRARY SERVICES**

The Palmer Library Learning Commons (LLC), located just off the main lounge, is the “the heart of the school.” We have a fully automated catalogue, desktop and laptop computers for students to use to access the Internet, create presentations, and word-process their documents. Classroom teachers regularly book their classes into the facility for general orientations, research projects, reading advisory, and various lessons essential to good research practice. Individual students may visit the library during class time, with a library pass from their subject teachers; students with study blocks often use the LLC for study or leisure. The facility has tables for group work, study carrels, and a comfortable reading lounge. Our growing maker space provides students with access to materials such as a 3D printer and Cricut Maker for creating projects. Laser printers (regular and colour) are available at a minimal cost.

Our holdings include a wide variety of non-fiction and fiction materials. We strive to include books by and about the diverse cultures and communities we serve at Palmer. Fiction choices include easy, light reads for the beginner, right through to challenging, adult prize winners. We have an expanding collection of graphic novels and manga. The LLC is also developing a virtual presence to support research, reading, learning and digital citizenship.

Think about becoming a library monitor, too. We run a healthy program with about 30 monitors earning service hours and valuable work experience. The Library staff is happy to help with your research or leisure reading needs: we welcome you to the Palmer Library Learning Commons – “the heart of the school.”

## **ATHLETICS**

The athletic program at Palmer has a strong and proud tradition. We do our best to offer teams at all levels in as many different sports as possible. We believe that our athletic program does an exceptional job of teaching students about the value of sportsmanship, leadership, discipline and commitment. Possible offerings for 2026-2027 school year *may* include:

<b><u>Fall Season</u></b>	<b><u>Winter Season</u></b>	<b><u>Spring Season</u></b>
Volleyball Soccer	Basketball Table Tennis	Soccer Ultimate Badminton Gr. 8 & Gr. 9 Volleyball

## **CLUBS**

We anticipate a broad range of club opportunities for students in the 2026-2027 school-year. These activities provide students with knowledge, skills and attitudes in a variety of outside-the-classroom opportunities. Example of clubs include:

Breakfast Club Dance Squad ECO Team First Responders Club	Global Network Club Grad Committee Journalism Club Library Monitor Club	Math Club Nutri Kin Rainbow Club Student Council
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# ENGLISH LANGUAGE LEARNING (ELL)

English Language Learning programs at Palmer help students develop fluency and literacy in English and enhance their skills in reading, writing, speaking and listening. As stated in the Richmond School Board's ELL Guidelines, the goals of the ELL program are as follows:

- a) To attain competency in listening, speaking, reading and writing in English.
- b) To assist students with their integration into the regular curriculum.
- c) To assist students in developing an appreciation for the multicultural nature of Canadian society.
- d) To prepare students to contribute successfully to Canadian society.

Students are programmed according to their level of language skills. The Richmond School Board determines ELL levels and school-based tests. Students receive language support according to their ELL level.

## **ELL Program Organization**

The ELL programs for students will depend on their ELL level:

Level 1: Grade 8: 3 blocks of ELL, Math, PHE, Applied Design, Skills & Technology, 2 electives

Level 1: Grade 9-12: 3 blocks of ELL, Math, Science, PHE\*, 3 electives

Level 2: Grade 8: 3 blocks of ELL, Math, Science, PHE, Applied Design, Skills & Technology, 1 elective

Level 2: Grade 9-12: 3 blocks of ELL, Math, Science, PHE\*, 2 electives

Level 3: Grade 8: 2 blocks of ELL, Math, Science, Humanities 8 (2 blocks), Applied Design, Skills & Technology, PHE

Level 3: Grade 9-12: 2 blocks of ELL, Math, Science, Social Studies, PHE\*, 2 electives

Level 4: 1 block of ELL, English, Math, Science, Social Studies, PHE\*, 2 electives

Level 5: Regular program and ELL Pull-out support

\*PHE is required in grades 8, 9 & 10

\*ELL 3, 4 students in Grade 11 take Career Life Education



# ENGLISH LANGUAGE LEARNING (ELL)

## ELL Descriptions

**ELL 1/2 Writing:** The focus of this course is to develop the foundation of writing through learning the structure of sentence and paragraphs as well as learning grammar and building vocabulary. Students will practice writing on a variety of topics for projects and assignments.

**ELL1/2 Reading:** Students will develop beginner's language proficiency in reading, listening, speaking, and writing through reading a variety of texts such as stories, news articles, graphic novels and textbooks.

**ELL1/2 Social Studies & Science:** Students will develop beginner's proficiency in English through studying social studies and science content. Through the study of basic topics, grammar concepts and a focus on vocabulary building, students will develop skills in areas of speaking, listening, reading and writing.

**ELL 3 Writing:** The focus of this course is to improve writing skills. Students will practice academic and creative writing on a variety of topics. This will help to establish a good foundation in English grammar while building vocabulary.

**ELL 3 Reading:** The focus of this course is to improve reading and vocabulary skills. Students will read various texts, fiction and non-fiction, including topics in social studies and English literature and will learn useful reading strategies to help improve reading comprehension.

**ELL 4:** This course is designed to help advanced ELL learners further strengthen their overall English proficiency. Students will have a chance to work on various types of writing on a variety of topics through individual and group projects and assignments including presentations.

**ELL 5:** This course is a non-enrolling support block designed to help students in further refining their overall English language skills. Individualized language support will be provided upon request by the student or at the recommendation of the English teacher.

## ELL Promotion Criteria

The ELL teachers evaluate students on an ongoing basis. At the end of the school year, the ELL Department determines placement based on school and district testing, as well as performance in in-class projects and activities that promote the goals of each respective level.

A positive attitude, perseverance and immersion into English speaking activities contribute to the overall success of the student's language acquisition.



# ENGLISH LANGUAGE LEARNING (ELL)

ALL STUDENTS MUST HAVE 8 BLOCKS IN THEIR TIMETABLE

## Grade 8

BLOCK	ELL 1	ELL 2	ELL 3	ELL 4	ELL 5
1	ELL 1	ELL 2	ELL 3	Math 8	Math 8
2	ELL 1	ELL 2	ELL 3	Science 8	Science 8
3	Math 8	Math 8	Math 8	Humanities / Socials 8	Humanities / Socials 8
4	Science 8	Science 8	Science 8	Humanities / English 8	Humanities / English 8
5	PHE 8	PHE 8	PHE 8	PHE 8	PHE 8
6	ADST Wheel Tech 8/Home Ec	Applied Design Skills Tech 8/Home Ec	Humanities / Socials 8	Applied Design Skills Tech 8/Home Ec	Applied Design Skills Tech 8/ Home Ec
7	Elective*	Elective*	Humanities / English 8	French 8	French 8
8	Art/Drama/Music elective	Art/Drama/Music elective	FA elective	Elective*	Elective*

## Grade 9

BLOCK	ELL 1	ELL 2	ELL 3	ELL 4	ELL 5
1	ELL 1	ELL 2	ELL 3	Math 9	Math 9
2	ELL 1	ELL 2	ELL 3	Science 9	Science 9
3	Math 9	Math 9	Math 9	Socials 9	Socials 9
4	Science 9	Science 9	Science 9	English 9	English 9
5	PHE 9	PHE 9	Socials 9	PHE 9	PHE 9
6	Elective*	Elective*	PHE 9	Elective*	Elective*
7	Elective*	Elective*	Elective*	Elective*	Elective*
8	Elective*	Elective*	Elective*	Elective*	Elective*

## Grade 10

BLOCK	ELL 1	ELL 2	ELL 3	ELL 4	ELL 5
1	ELL 1	ELL 2	ELL 3	Math 10	Math 10
2	ELL 1	ELL 2	ELL 3	Science 10	Science 10
3	Math 10	Math 10	Math 10	Socials 10	Socials 10
4	Science 10	Science 10	Science 10	An English 10	An English 10
5	PHE 10	PHE 10	Socials 10	PHE 10	PHE 10
6	Elective*	Elective*	PHE 10	Elective*	Elective*
7	Elective*	Elective*	Elective*	Elective*	Elective*
8	Elective*	Elective*	Elective*	Elective*	Elective*

## Grade 11

BLOCK	ELL 1	ELL 2	ELL 3	ELL 4	ELL 5
1	ELL 1	ELL 2	ELL 3	Math 10 or 11	Math 10 or 11
2	ELL 1	ELL 2	ELL 3	Science 10 or 11	Science 10 or 11
3	Math 10 or 11	Math 10 or 11	Math 10 or 11	Socials 10 or 11	Socials 10 or 11
4	Science 10 or 11	Science 10 or 11	Science 10 or 11	Career Education	Career Education
5	Socials 10 or 11	Socials 10 or 11	Socials 10 or 11	An English 10 and/or Literary Studies 11	Literary Studies 11
6	Career Education	Career Education	Career Education	Elective*	Elective*
7	Elective*	Elective*	Elective*	Elective*	Elective*
8	Elective*	Elective*	Elective*	Elective*	Elective*

## Grade 12

BLOCK	ELL 1	ELL 2	ELL 3	ELL 4	ELL 5
1	ELL 1	ELL 2	ELL 3	Math 10 or 11 or 12	English Studies 12 or English First Peoples 12
2	ELL 1	ELL 2	ELL 3	Science 10 or 11	Elective 12
3	Math 10 or 11 or 12	Math 10 or 11 or 12	Math 10 or 11 or 12	Socials 10 or 11 or 12	Elective 12
4	Science 10 or 11 or 12	Science 10 or 11 or 12	Science 10 or 11 or 12	Career Life Connections	Career Life Connections
5	Socials 10 or 11	Socials 10 or 11	Socials 10 or 11	An English 10 and/or Literary Studies 11 and/or English Studies 12 or English First Peoples 12	Elective*
6	Career Life Connections	Career Life Connections	Career Life Connections	Elective*	Elective*
7	Elective*	Elective*	Elective*	Elective*	Elective*
8	Elective*	Elective*	Elective*	Elective*	Elective*

# GRADUATION REQUIREMENTS AND COURSE SELECTION

## Grade 8 & 9 – Intermediate Program

<p><b>GRADE 8</b> Each student in Grade 8 takes the following subjects:</p> <ul style="list-style-type: none"> <li><b>Humanities 8 (En/SS) (2 blocks)</b></li> <li><b>Mathematics 8</b></li> <li><b>Science 8</b></li> <li><b>Physical &amp; Health Education 8</b></li> <li><b>Applied Design, Skills &amp; Technology 8 (Home Ec./Technology Ed.)</b></li> <li><b>French 8</b></li> </ul> <p>In addition each student chooses one elective from the following list:</p> <ul style="list-style-type: none"> <li><b>Art and Drama 8</b></li> <li><b>Music</b></li> </ul>	<p><b>GRADE 9</b> Each student in Grade 9 takes the following subjects:</p> <ul style="list-style-type: none"> <li><b>English Language Arts 9</b></li> <li><b>Mathematics 9</b></li> <li><b>Science 9</b></li> <li><b>Social Studies 9</b></li> <li><b>Physical &amp; Health Education 9</b></li>   <li><b>Plus 3 Electives</b></li> </ul> <p>Students in Grade 9 select elective courses based upon interest and past achievement and should include at least one Arts Education and one Applied Design, Skills and Technology Course.</p>
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## Grades 10, 11 and 12 - Graduation Program

The following is a list of the minimum required courses needed for graduation. Students require 80 credits to graduate (52 credits from required courses plus 28 elective credits). Of these 80 credits, a minimum of 16 credits must be at the Grade 12 level.

<b>REQUIRED COURSES:</b>	<b>52 Credits</b>
An English Language Arts 10	4 credits
Literary Studies 11	4 credits
English Studies 12 or English First Peoples 12	4 credits
Social Studies 10	4 credits
Explorations in Social Studies 11 or a Social Studies 12 course	4 credits
Science 10	4 credits
A Science 11 or 12	4 credits
A Mathematics 10	4 credits
A Mathematics 11 or 12	4 credits
Physical & Health Education 10	4 credits
An Arts Education OR Applied Design, Skills & Technology 10-12	4 credits
Career Life Education	4 credits
Career Life Connections & Capstone	4 credits
<b>PLUS - Elective courses</b>	<b>28 credits</b>
<p>Included in the above courses must be a minimum of <b>16 credits</b> at the <b>Grade 12</b> level including <b>English Studies 12</b>. English First Peoples 12 and BC First Peoples 12 both meet the requirement of a 4 credit Indigenous Focused course for all students graduating in BC.</p> <p>All ministry-authorized and Board/Authority-Approved (BAA) courses count.</p>	

# GRADUATION REQUIREMENTS AND COURSE SELECTION

Under these requirements, the average student program might look something like this:

<b>Grade 10</b>
An English Language Arts 10
Science 10
Social Studies 10
A Mathematics 10
Physical & Health Education 10
An Arts Education OR Applied Design, Skills & Technology Elective 10-12
Elective
Elective

<b>Grade 11</b>
Literary Studies 11
Explorations in Social Studies 11
A Mathematics 11
Career Life Education
A Science 11
Elective
Elective
Elective

<b>Grade 12</b>
English Studies (12) or English First Peoples 12
Elective 12
Elective 12
Elective 12
Elective
Elective
Elective
Elective or Study
Career Life Connections & Capstone
One Indigenous Focused Course

## SELECTING COURSES

Here are the steps that should be followed when selecting courses during program planning:

1. Receive the Program Planning presentation and course selection sheet.  
(Note: Program Planning information is now available on the Palmer website)
2. Read the appropriate sections of the website.
3. Discuss your choice of courses with your parents, teachers, peers and counsellor.
4. Check post-secondary program requirements.
5. An Arts Education 10, 11, or 12 OR an Applied Design, Skills, and Technologies 10, 11, or 12 course is required for graduation.

**\*Arts Education** courses include those in the Art, Music and Drama departments.

**\*Applied Design, Skills, and Technologies** courses offered are in the areas of Business Education, Foods, Textiles, Information Computer Technology and Technology Education.

6. Enter courses into MyEducation BC with your individual username and password.  
\*Students must complete this step!
7. Complete the course request and student information sheet. Also, complete Incentive Program, or other special program applications as required.

### **\*\* PLEASE NOTE WHEN SELECTING COURSES:**

It is very important that students also select **alternative** courses at this time. Some courses may be unavailable due to low enrolment or to a timetabling conflict with another course selected. In this case, students will be automatically assigned to their alternate selection.

# SELECTING COURSES

<b>Grade 8 Program</b>	<b>Grade 9 Program</b>	<b>Grade 10 Program</b>	<b>Grade 11 Program</b>	<b>Grade 12 Program</b>
Humanities 8	English Language Arts 9	English Language Arts 10	Literary Studies 11	English Studies 12 or English First Peoples 12
Humanities 8	Social Studies 9	Social Studies 10	Explorations in Social Studies 11 or a Social Studies 12 course	Elective 12
Math 8	Math 9	A Math 10	A Math 11	Elective 12
Science 8	Science 9	Science 10	A Science 11	Elective 12
Physical and Health Education 8	Physical and Health Education 9	Physical and Health Education 10	Career Life Education	Elective
Applied Design, Skills and Tech 8 (Home Ec/Tech. Ed)	Elective (Arts Education)	Elective (Arts Education OR Applied Design, Skills & Technology)	Elective	Elective
French 8	Elective (Applied Design, Skills & Technology)	Elective	Elective	Elective
Elective (Arts Education)	Elective	Elective	Elective	Elective
<b>Choose 1 Elective</b>	<b>Choose 3 Electives</b>	<b>Choose 3 Electives</b>	<b>Choose 3 Electives</b>	<b>Choose 7 Electives</b>
				*plus Career Life Connections & Capstone and one Indigenous Focused Course

# EXTERNAL CREDITS & EQUIVALENCY

## **EXTERNAL CREDITS & EQUIVALENCY**

External credits are intended to recognize certain credentials at the Grade 10, 11, and 12 levels acquired by students from other educational jurisdictions (i.e. other countries) and from institutions outside the regular school system (i.e. community-based organizations).

### □ **External Credits**

An external course is an organized set of learning activities that is developed or offered outside the regular school system. Students may earn graduation credit for successfully completing an External Course approved by the Ministry of Education. The Ministry has reviewed and declared as creditable certain credentials from institutions that include, but are not limited to:

- Royal, B.C., and Victoria Conservatory of Music
- Open Learning Agency courses
- Driver's Training Education Programs sponsored by ICBC
- Dance programs
- Drama courses
- Language Certificates that acknowledge completion of high school grades in other countries
- Sport Categories (athlete, coach, official)
- Youth Development Programs
- 4-H course
- Industrial and Occupational Programs

### □ **Course Equivalency**

Course equivalency is the process of receiving credit for a Grade 10, 11, or 12 course because documentation shows that the student has achieved the learning outcomes of a course offered within the regular British Columbia school system at an outside institution (i.e. other countries). Equivalency credits are only granted for courses that meet all of the following requirements:

- The student is able to provide documentation that the course has been successfully completed.
- The course(s) matches 80% of the prescribed learning outcomes of a Ministry-Authorized or Board Authority Authorized course taught within the district.
- The course has been taken at another institution or educational jurisdiction outside the regular BC system.

**Please Note: Students interested in applying for External Credits or Course Equivalency should consult their counsellor.**

## **LANGUAGE COURSE CHALLENGE**

Students interested in seeking to challenge a language course must sign up in October in order to write the exam in January. Please see your counsellor for further information.

# SCHOLARSHIP INFORMATION

## **PROVINCIAL SCHOLARSHIPS PROGRAM**

BC Achievement Scholarships recognize broad achievement in courses meeting Graduation Program requirements (both required and elective courses). The Ministry will determine recipients based on students' achievement in Grades 10-12 courses that satisfy graduation program requirements. A cumulative average of marks will be calculated and form the basis for awarding the BC Achievement Scholarship. This average includes required and elective courses from Grades 10, 11, and 12 (52 credits in required courses, 28 credits in elective courses).

All courses must have a percentage score; however, one 4-credit TS or SG indicator among the scores is allowed with the exception of the Language Arts 12 course used for graduation requirements (English Studies 12, Français langue première 12, or English 12 First Peoples) which must have a percentage score, not TS or SG. Ties among students will be broken using the Language Arts 12 score (as noted above).

***\*\*Students do not apply for this scholarship\*\****

## **DISTRICT/AUTHORITY SCHOLARSHIP**

The Ministry of Education provides a number of \$1250 awards to be awarded to Palmer students who show superior achievement in Indigenous Languages and Culture, Arts Education (Visual Arts, Music, Dance, Drama), Applied Design, Skills, and Technologies (Business Education, Technology, Home Economics, Information Communication Technology), Physical Activity, International Languages, Technical and Trades Training, or Community Service. To qualify for these scholarships, students must:

- be a Canadian citizen or permanent resident (landed immigrant) at the time of applying for the scholarship.
- be a BC resident.
- fulfill the BC graduation requirements of either the Graduation Program or the Adult Graduation Program by August 31<sup>st</sup> of a student's graduating year.
- meet the criteria determined by the local Scholarship Committee.
- 

***\*\*students apply for this scholarship as part of the in-school scholarship/bursaries application process\*\****

**Note: A student can receive *both* a BC Achievement Scholarship and a District/Authority Scholarship.**

**For information on the Ministry of Education's Provincial Scholarship Program, please go to the Ministry [website](#).**

# SCHOLARSHIP INFORMATION

## IN-SCHOOL SCHOLARSHIPS AND BURSARIES

Grade 12 students who are enrolled in at least six courses at Palmer may qualify for in-school scholarships and bursaries. Richmond Virtual School or other online courses are NOT included in this count. We are looking to recognize students who have taken **Palmer coursework**.

Applications must be made to the Palmer Scholarship Committee by the due date specified each year, normally at the beginning of April. Currently, the school and district are actively pursuing businesses, organizations and individuals in the community to donate school scholarships. These scholarships are awarded on the basis of pre-set criteria determined by the donors or the Palmer Scholarship Committee.

## OTHER SCHOLARSHIPS AND BURSARIES

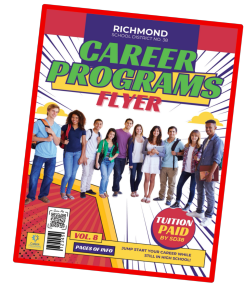
There are many scholarships offered by institutions, industries, unions, businesses and individuals that are available to students regionally, provincially, and nationally. These must be applied for individually. Information regarding these scholarships can be obtained on the Calendar of the Career Centre Information Website: <https://palmer.sd38.bc.ca/student-information/career-centre-information> Deadline dates vary and occur monthly.



# CAREER DEVELOPMENT PROGRAMS



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



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

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

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

View our brochure:



Attend a virtual info session:



[Check out our MANY Program Offerings Here:](#)

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



## Choose from these and MANY MORE!

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

In Partnership with:



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

# RICHMOND VIRTUAL SCHOOL



## Online learning from K–12

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



### RVS Offers:

- Hybrid (in-person and online) Academic & Elective Courses
- Fast-Track Summer Courses
- Dance & Athlete Programs, AP Psychology, Entrepreneurship, Leadership, Cybersecurity, Work Experience, Project Based Learning options and more!



Register Today for RVS®



  | [richmondvirtualschool.ca](https://richmondvirtualschool.ca)  
Call 604-668-6371 | Email [rvs@sd38.bc.ca](mailto:rvs@sd38.bc.ca)



**RICHMOND**  
SCHOOL DISTRICT NO. 38



# RICHMONDVIRTUALSCHOOL.CA

## Spring-Summer-Fall 2026

[Projected Course List]

<p style="text-align: center;"><b>SPRING SEMESTER 2</b> <b>JAN.27 – JUN.19, 2026</b> Registration open until Feb.12, 2026</p> <p>20<sup>th</sup> Century World History 12 Accounting 11 BC First Peoples (SS) 12 Calculus 12 Career Life Education 10 (*RVS Online only*) Chemistry 11 Computer Programming 11-12 Cybersecurity 11-12 Economics 12 English 11 (Literary Studies) English Studies 12 English First Peoples 11 (Literary Studies) English First Peoples 12 Entrepreneurship 12 Foundations of Math &amp; Pre-Calculus 10 Foundations of Math 11, 12 French 10, 11, 12 Law 12 Life Science 11 Mandarin 11, 12 PE 10-12 Physical Geography 12 Physics 11, 12 Pre-Calculus 11, 12 Psychology 12 (YPSYC2A) Robotics &amp; Drones 10-12 Science 10 Social Studies 10</p>	<p style="text-align: center;"><b>SUMMER SEMESTER 3</b> <b>JUN.29 – AUG.7, 2026</b> Registration open Feb.17 until Jun.25, 2026</p> <p>Anatomy &amp; Physiology 12 BC First Peoples (SS) 12 CADD and Animation 10-12 Career Life Education 10 Chemistry 11, 12 Computer Programming 11-12 Cybersecurity 11-12 Drafting &amp; Animation 10-12 English 10, 11, 12 English First Peoples 10, 11, 12 Foundations &amp; Pre-Calculus Math 10 Foundations of Math 11, 12 French 10, 11, 12 Life Science 11 Mandarin Intro.11, 11, 12 PHE 10-12 Photography 10-12 Physical Geography 12 Physics 11, 12 Pre-Calculus 11, 12 Robotics &amp; Drones 10-12 Science 10 Social Justice 12 Social Studies 10 Video Game Development 11 Work Experience 12</p>	<p style="text-align: center;"><b>FALL SEMESTER 1</b> <b>SEPT. 2026 – JAN., 2027</b> Registration open Feb.17 until Sept.29, 2026</p> <p>Anatomy &amp; Physiology 12 BC First Peoples (SS) 12 Calculus 12 Career Life Education 10 (*RVS Online Only*) Chemistry 12 Economics 12 English First Peoples 12 English Studies 12 French 11, 12 Foundations &amp; Pre-Calculus Math 10 Foundations of Math 11, 12 Mandarin 12 PE 10-12 Physical Geography 12 Physics 11, 12 Pre-Calculus 11, 12 Psychology 12 (YPSYC2B)</p> <p style="text-align: center;"><b>FALL LINEAR 2026</b> <b>SEP. 8 – JUN. 2027</b> Registration open Feb. 17 until Oct.23, 2026</p> <p>AP Psychology (APSY-12 *Optional AP Exam in May) Career Life Connections 12 (*RVS Online only*) PE 10-12</p>
<p style="text-align: center;"><b>CONTINUOUS ENTRY</b></p> <p>25/26 Registration open until Feb.12, 2026 26/27 Registration open until Feb.12, 2027</p> <p>Career Life Connections 12 (*RVS Online only*) Cybersecurity Co-op 12 PE 10-12</p> <p><b>Please note:</b> these courses are asynchronous and students will begin and complete at different times. Students will be encouraged where possible to be on a semester or linear completion schedule.</p>	<p><b>SCHOOL SPECIFIC OPTIONS</b> <i>Must be enrolled at listed school:</i></p> <p>CLC 12 (all schools) CLE 10 (Cambie, McMath, McNair, RSS) Choir and Jazz Band (Palmer, RSS, McMath) Digital Media &amp; Video Production (Boyd) Engineering 11 (Burnett/Career Programs) Food Studies 11, 12 (MacNeill) Leadership 11, 12 (Boyd, McNair) Outdoor Education 11, 12 (McMath) Peer Tutoring (Boyd, Burnett) Yearbook 10-12 (McNair) Other (<b>as announced by your school</b>)</p>	<p style="text-align: center;"><b>DISTRICT PROGRAMS</b></p> <p><a href="#">Visit the district website for more information</a></p> <div style="text-align: center;">  <p>Blended Learning is a full-time program for students in Kindergarten to grade 7. Students are supported through online class instruction, self-directed learning supported at home, field trips and events at Grauer Elementary.</p>  <p>RAIL is a blended, interdisciplinary program where students complete grades 8 - 9 through project-based learning.</p> </div>
<p style="text-align: center;"><b>DANCE &amp; ATHLETE</b></p> <p>25/26 Registration open until Feb.12, 2026 26/27 Registration open until Feb.12, 2027</p> <p>Dance Choreography 10-12 Dance Company 11, 12 Dance Performance 10-12 Fitness &amp; Conditioning (HP/ADP/Oval) 10-12 PE (HP/Oval) 10-12 Theatre 10-12</p> <p><b>Please visit:</b> <a href="http://rvs.sd38.bc.ca">rvs.sd38.bc.ca</a> for more info. on courses/programs or contact RVS with inquiries Phone: <b>604-668-6371</b> or email: <a href="mailto:rvs@sd38.bc.ca">rvs@sd38.bc.ca</a></p>	<p><b>Meetings:</b> Weekly course meetings take place in central Richmond at R.C. Palmer Secondary. School specific courses take place at the indicated school. Dance &amp; Oval programs have meetings as arranged by the teacher.</p> <p style="text-align: center;"><i>**All courses are subject to enrollment and staffing**</i></p>	<p style="text-align: center;"><b>CLICK HERE:</b></p> <div style="text-align: center; background-color: #2e8b57; color: white; padding: 10px; border-radius: 10px;"> <p><b>Register Today for RVS</b> </p> </div>

# COURSE DESCRIPTIONS - Art

## GRADE 8 – 9 COURSES

### ART: GENERAL 8

#### **No Prerequisite**

This course provides a foundation for a basic understanding of art. Students will learn to produce and respond to works of art in many different art media, including drawing, painting, printmaking, ceramics sculpture and mixed media. Students will be expected to keep a visual journal as a record of their ideas, image development and explorations. This course is paired with Drama 8.

### ART: GENERAL 9

#### **No Prerequisite**

This course provides a foundation for a basic understanding of art. Students will learn to produce and respond to works of art in many different art media, including drawing, painting, printmaking, ceramics sculpture and mixed media. Students will be expected to keep a visual journal as a record of their ideas, image development and explorations.

### ART: YEARBOOK 9

#### **No Prerequisite**

Students are responsible for the production of the Palmer school yearbook. Students will develop valuable skills and knowledge in the areas of digital art and photography, copy writing, page layout, advertising and distribution. The yearbook is produced using a desktop publishing program in cooperation with a Canadian publisher online. If you are a motivated and independent worker with a strong interest in information computer technology and art, then come and learn the “behind the scenes” aspect of publishing.

### ART: PHOTOGRAPHY 9

#### **No Prerequisite**

Photography 9 is a basic course in photography designed to offer experiences with digital photography. This course builds the foundation for visual literacy regarding both form and content of photographic images. Students learn framing and explore various compositional principles through the elements and principles of photography. Students also learn to examine images critically through critiques. Successful completion provides a foundation for further study in advanced photography courses. Evaluation will be based on creating a portfolio of your work and displaying your work around the school. An interdisciplinary art approach will also be explored.

## GRADE 10 - 12 COURSES

### ART: PHOTOGRAPHY Level 1

#### **No Prerequisite**

Photography Level 1 is a basic course in photography designed to offer experiences with digital photography. This course builds the foundation for visual literacy regarding both form and content of photographic images. Students learn framing and explore various compositional principles through the elements and principles of photography. Students also learn to examine images critically through critiques. Successful completion provides a foundation for further study in advanced photography courses. Evaluation will be based on creating a portfolio of your work and displaying your work around the school. An interdisciplinary art approach will also be explored.

This class is open to anyone interested in an introductory class with no experience with photography.

# COURSE DESCRIPTIONS - Art

## **ART: PHOTOGRAPHY Level 2**

**Prerequisite:** Photography Level 1

Photography Level 2 provides students, who already have a basic understanding of photography, with a variety of technical and creative skills. This course is an extension to Photography Level 1. Photography Level 2 focuses on advanced digital photography techniques; exploring studio with still life, portraiture and the principles of lighting. A range of materials, technologies and processes will be used including digital photography and alternative photographic processes. Photography offers unique ways of exploring one's identity and sense of belonging. Evaluation will be based on creating a portfolio of your work and displaying your work around the school. Interdisciplinary art making utilizing photography will also be explored.

## **ART: STUDIO 10**

**No Prerequisite**

This course gives students experience with a wide variety of techniques and processes. This course involves both two-dimensional and three-dimensional art activities. Art STUDIO 10 meets the needs of students taking art for the first time. This course also allows students with previous art experience to continue their art education. Projects completed in this course may form part of a developing student portfolio. Students will be expected to keep a visual journal as a record of their ideas, image development and explorations.

## **ART: STUDIO 11**

**No Prerequisite**

This course gives students experience with a wide variety of techniques and processes. This course involves both two-dimensional and three-dimensional art activities. Art STUDIO 11 meets the needs of students taking art for the first time. This course also allows students with previous art experience to continue their art education. Projects completed in this course may form part of a developing student portfolio for use for future employment or further arts education at the post-secondary level. Students will be expected to keep a visual journal as a record of their ideas, image development and explorations.

## **ART: STUDIO 12**

**No Prerequisite**

This course is a continuation of Art STUDIO 11 and will continue to focus on the development of personal images. This course gives students experience with a wide variety of techniques and processes. This course involves both two-dimensional and three-dimensional art activities. Art STUDIO 12 meets the needs of students taking art for the first time. This course also allows students with previous art experience to continue their art education. Projects completed in this course may form part of a developing student portfolio for use for future employment or further arts education at the post-secondary level. Students will be expected to keep a visual journal as a record of their ideas, image development and explorations.

## **ART: YEARBOOK 10-12**

**No Prerequisite**

Students are responsible for the production of the Palmer school yearbook. Students will develop valuable skills and knowledge in the areas of digital art and photography, copy writing, page layout, advertising and distribution. The yearbook is produced using a desktop publishing program in cooperation with a Canadian publisher online. If you are a motivated and independent worker with a strong interest in information computer technology and art, then come and learn the "behind the scenes" aspect of publishing.

**\*NOTE: Students can take two Art Classes concurrently with teacher recommendation.**

# COURSE DESCRIPTIONS - Art

## GRADE 9 - 12 COURSES

### 3D ART – SCULPTURE AND CERAMICS (Grade 9-12)

#### **No Prerequisite**

This class is a space for us to create three-dimensional artworks. Each project is designed to guide us through learning new materials, developing new concepts, problem solving, and how to construct meaning through our artwork. We will use the elements and principles of design, historical, and cultural contexts to guide our concept development. In this class we can make projects 'our own' through justified customizing. This is a mixed Grade 10-12 class with beginning artists and advanced artists learning through new challenges. Students will be working in clay and other materials such as wire, paper mache, cardboard, plastic, found objects or wood.



# COURSE DESCRIPTIONS – Business Education

## GRADE 8 – 9 COURSES

### BE: KEYBOARDING 9

#### **No Prerequisite**

This course is designed to develop a mastery of the touch-typing method of keyboarding. The techniques and methods of instruction are primarily focused on typing with speed and accuracy. Skills learned in this course can be applied to all manner of school assignments and home and business endeavours.

## GRADE 10 – 12 COURSES

### BE: ENTREPRENEURSHIP AND MARKETING 10

#### **No Prerequisite**

Entrepreneurship and Marketing 10 is an introductory business course that will explore entrepreneurial opportunities. We will look at innovation and the basics of product development. There will be a focus on combining the principles of business development with market awareness. The fundamental principles of marketing will therefore comprise a large part of our focus.

### BE: ACCOUNTING 11

#### **No Prerequisite**

This course is an introduction to basic accounting principles and their application. Students will learn accounting concepts, the use of financial data and presentation and analysis of financial statements. Topics include: balance sheets, income statements, general journal, synoptic journal, ledgers, trial balances, worksheets, and special journals. The course is recommended for those students considering a university business degree or a career in business or finance.

### BE: KEYBOARDING 10/11

#### **No Prerequisite**

This is a locally developed introductory keyboarding course for students who have never completed a keyboarding course. Touch keyboarding skills will be developed using computer word processing software. As well, students will become familiar with formatting, proofreading and editing of various business documents, including personal resumes.

### BE: MARKETING AND PROMOTION 11

#### **No Prerequisite**

This course will introduce students to the basic concepts of retail marketing. Topics to be covered include: targeting marketing, risk assessment, cultural appropriation, corporate sponsorship, market research, distribution, buying, pricing and promotion. This course would benefit students interested in working in a retail environment.

# COURSE DESCRIPTIONS – Business Education

## **BE: ACCOUNTING 12**

**Prerequisite:** Accounting 11

This course will focus on the application of the principles taught in Accounting 11 using advanced procedures. Students will also become proficient with commonly used accounting software packages to analyze and solve accounting problems and to produce accounting reports. Topics to be covered include: payroll, inventory, 5 journal system, accounts receivable, accounts payable and cash control. It is a useful course for students going directly into employment. Students looking to further their study of accounting or those looking to complete a university or college business course are strongly advised to take this course.

## **BE: FINANCIAL ACCOUNTING 12**

**Prerequisite:** Math 11

This course is intended for those students who want to pursue post-secondary studies in accounting, finance or business but who do not have a previous accounting course. Students will be introduced to financial concepts and accounting procedures. An overview of the accounting cycle from journalizing and posting through adjustments and financial statements will give students experience in the use of financial data. Financial Accounting also provides students with hands on experience using standard accounting software. It is also a useful course for students considering going directly into employment.

## **BE: ENTREPRENEURSHIP 12**

**No Prerequisite**

This course is aimed at students who may be interested in starting their own business venture. Topics will include recognizing and analyzing potential market opportunities, as well as researching, generating and evaluating ideas to determine the viability of a business venture. Students will be expected to formulate and implement a business plan over the course of the year.

## **BE: E-COMMERCE 12**

**Prerequisite:** Marketing and Promotion 11

This course is a study of national and international marketing. The focus of the course is on cultural appropriation, best practices, revenue models, e-commerce, cyber-marketing, manufacturing and service industries. Students will have the opportunity to develop an understanding of marketing concepts, operations, and techniques as they apply to domestic and global businesses. The development and evolution of the digital retail environments will be analyzed.

# COURSE DESCRIPTIONS – Career Education

At Palmer, Career Education is a **two-year program** with CLE or CLE-Leadership taken in grade 11 and CLC/Capstone taken in Grade 12.

## **CAREER LIFE EDUCATION (CLE) 11**

### **No Prerequisite**

This is a required course (**4 credits**) for graduation on the 2026 Graduation Program. Elements of the course revolve around three key themes:

- **Personal Development:** planning for the successful completion of secondary school is the first step in a positive transition to work or post-secondary education while establishing a healthy balance between school and other life activities.
- **Connections to Community:** analysis of global trends and economy.
- **Career Life Plan:** encouraging students to explore a wide variety of career and education options through analysis of labour and market trends, workplace safety, work experience opportunities, and identification of essential career and employability skills.

## **CAREER LIFE EDUCATION- LEADERSHIP 11**

### **No Prerequisite/ Acceptance by application**

Good leaders are needed for today and the future. This course is designed for those students who wish to develop and discover leadership values, attitudes, and skills within their classroom and community while completing the required CLE credit where students will focus on a Career Life Plan, Personal Development & Connections to the Community.

This course is open to Grade 11 students who want to help to create a positive school environment through active participation.

Topics include:

- Exploring career & education options
- Transition from secondary to post-secondary/work
- Establishing Healthy Balance between school & life
- Exploring Motivation & what it means to lead
- Goal Setting
- Problem Solving/Decision Making
- Learning to be a Community Leader
- Social Responsibility

Leadership is not a position of popularity, but a position of responsibility and accountability. Students will learn to make decisions that will enhance the entire school community rather than just him/herself. Students taking this course will have the opportunity to participate in a selection of leadership events based in Palmer.

**Applications are available in the office and are due by 3pm on February 12, 2026.**

***Late Applications will NOT be considered.***

# COURSE DESCRIPTIONS – Career Education

## **LEADERSHIP 12**

### **No Prerequisite/ Acceptance by application**

Leadership 12 is designed to provide highly motivated students with an opportunity to enhance their leadership and organizational skills while working in partnership with the Athletics Program and working on independent projects and fundraising initiatives. Students will explore leadership skills and strategies in a collaborative setting and they will be given practical opportunities to develop, apply and enhance these skills. Students will have the opportunity to act as coordinators of a number of events and activities that occur in our school. This will require students to have a high degree of self-motivation as a great deal of the course work will be in self-directed activities. Volunteer hours in the school will be required. Field trips will be planned and coordinated to provide class participants with opportunities to experience new, varied and exciting leisure activities.

Leadership 12 is an excellent program for individuals who are looking for a fun challenge and who want to get involved in the school life at Palmer. If you are looking for an exciting course that will transform your high school experience, in addition to helping you with extra experiences that employers and post-secondary schools look for, then fill out this application today!

Candidate selection will be based on the following criteria (not in any particular order):

1. Self-motivation
2. Reliability
3. Willingness to accept responsibility
5. Overall academic standing
6. Volunteer history
7. General behavior and attitude
8. Teacher recommendation/Administrative approval

**Applications are available in the office and are due by 3pm on February 12, 2026.**

***Late Applications will NOT be considered.***

## **CAREER LIFE CONNECTIONS AND CAPSTONE (CLC and Capstone) 12**

### **No Prerequisite**

This is a required course for graduation (4 credits). Students will receive a percentage and a letter grade on their official transcript for CLC and Capstone. This course is a non-enrolling class; work will be done mostly online through Moodle. Students will continue to explore a variety of learning outcomes that are directly relevant to their future personal wellness, living arrangements, financial planning and career pathways. CLC will invite students to consider the impact of their personal and career choices on themselves and others. All students will prepare and present a **Capstone Project** where students will reflect on a personal passion or interest, and share how they have grown and learned in the core competencies and as a global citizen.

# COURSE DESCRIPTIONS – English

## GRADE 8 - 9 COURSES

### EN: HUMANITIES 8

**Prerequisite:** Grade 7

This combined studies course focuses on the development of basic knowledge and application of skills in both the English and Social Studies curricula. Humanities 8 allows students to develop their Communication, Thinking, and Personal and Social core competencies. The influence of language and text to understand ourselves and make connections to others and the world is explored. The role of contacts, conflicts, and environment are analyzed to determine significant cultural, social, and political changes during the time period of the 7th century to the 1750's. These big ideas are further developed through an examination of the Middle Ages and the Renaissance. Geography knowledge and skills previously acquired in Grade 7 are reinforced and expanded. In literature, emphasis is placed on reading comprehension, writing skills and student inquiry. Reading selections will include novels, short stories, poems, non-fiction, and historical texts to emphasize universal themes in the content area.

### EN: ENGLISH LANGUAGE ARTS 9

**Prerequisite:** Humanities 8 / English 8

This course builds upon the foundation laid in Humanities 8 with a continued emphasis on Communication, Thinking, and Personal and Social core competencies. Students will continue to develop content and curricular competencies as outlined by the Ministry of Education. Students will work toward becoming competent and effective users and creators of a wide variety of texts in diverse contexts, including digital texts. Through purposeful communication, learners can develop competencies in listening to understand; communicating effectively; presenting information and ideas with confidence and fluency; and understanding the connections between language and culture. Students will respond both personally and critically to a variety of literature, including novels, short stories, drama, poetry, and non-fiction.





# COURSE DESCRIPTIONS – English

## **EN: ENGLISH STUDIES 12**

**Prerequisite:** Literary Studies 11 or Incentive Literary Studies 11

The required English Studies 12 course builds on and extends students' previous learning experiences in ELA and EFP 10 and 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. Students will think critically and creatively about the uses of language while exploring texts from a variety of sources, in multiple modes, and that reflect diverse worldviews. Students are expected to contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples and appreciate the importance of self-representation through text. Ultimately, students will deepen their understanding of themselves and others in a changing world as they gain insight into the diverse factors that shape identity.

## **EN: ENGLISH FIRST PEOPLES 12**

**Prerequisite:** Literary Studies 11 or Incentive Literary Studies 11

English First Peoples 12 builds upon and extends students' previous learning experiences in ELA courses. The course is grounded in the First Peoples Principles of Learning and will delve deeply into the First Peoples' oral and written literature. It is designed for all students to think critically and creatively as they continue to 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. Furthermore, through the study of authentic Indigenous text students will be able to:

- *extend their capacity to communicate effectively in a variety of contexts*
- *deepen their understanding of themselves and insights into key aspects of Canada's past, present, and future as related to First Peoples*
- *expand their understanding of what it means to be educated Canadian and global citizens*

This course meets the new graduation requirement to have 4 credits in both an Indigenous Focused course, and the English Language Arts 12 requirement for all students graduating in B.C after September 2023.

## **GRADE 12 ENGLISH ELECTIVES**

### **EN: CREATIVE WRITING 12**

**Prerequisite:** Literary Studies 11 or Incentive Literary Studies 11

This course 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.

# COURSE DESCRIPTIONS – Home Economics

## **HE: APPLIED DESIGN, SKILLS AND TECHNOLOGY 8 (HOME ECONOMICS/TECHNOLOGY EDUCATION 8)**

ADST 8 is a hands-on rotation where you'll sample both Tech Ed and Home Ec. In Tech Ed, you'll try woodworking and metalwork. In Textiles, you'll do hand and machine sewing. In Food Studies, you'll prepare food and learn about nutrition. Throughout every activity, you'll learn how to work safely—from simple skills like measuring and marking to using complex machinery—while using the design process to plan, make, test, and improve. Expect quick wins, creative projects, and the confidence to choose your Grade 9 electives.

## **HE: TEXTILES 9-12**

Textiles 9–12 is your space to design, make, and level up your skills. In this combined class, grading matches your grade level, but projects match your skill. Total beginner? You'll start with simple wins and build confidence. Sewed in Grade 8 or beyond? Jump into pieces like T-shirts, pajama pants, or other projects that challenge you.

It's a self-directed, choose-your-own-project vibe. Most students are working on different things at different paces, which means you get to follow your interests—fashion, upcycling, accessories, costumes, you name it. You'll be assessed on the design process—plan it, make it, test it, improve it—not just the final product.

Curious about where Textiles can take you? This course is a great springboard into fashion, costuming, product design, project management, material science, merchandising, and marketing. If you're in Grades 11–12, it's also a perfect way to build a strong portfolio for post-secondary programs or job applications. If you like creativity, independence, and making real things you can wear or use, this class is for you.

## **HE: FOOD STUDIES 9/10**

Food Studies 9/10 is a design-focused elective where you'll collaborate to solve real-world food challenges. You'll work independently and in teams to build practical kitchen skills and design food products like your own cookies, meal plans, or marketing campaigns, while exploring how international culture, history, and trends shape what we eat. The course blends hands-on cooking, the design process, critical thinking, and food science. Content rotates each year, so don't worry if you've taken it before—the material changes and new opportunities await.

## **HE: FOOD STUDIES 11/12**

Food Studies 11–12 is a design-focused, advanced elective where you'll tackle more complex projects that demand sharper critical thinking and stronger project management. Although prior experience in foods or Food Studies 9–10 is helpful, no prerequisites are required. You'll plan, design, and execute with greater autonomy, building a portfolio that could lead to careers as a chef, food creator, product developer, nutritionist, health professional, or marketer. It's also a great way to deepen your involvement in the school community and demonstrate leadership, with teamwork and club connections woven in. Content rotates each year, so if you've taken it before, you'll encounter new projects and perspectives.

# COURSE DESCRIPTIONS – Home Economics

## **HE: FAMILY AND SOCIETY 10**

What does ‘family’ really mean in today’s world? In this course, we’ll explore the many ways families function within social, cultural, and economic contexts. From family structures and relationship dynamics to housing, technology, and cultural norms, students will discover how migration, media, and economic shifts influence family life today. Through collaborative projects, discussions, and inquiry-based activities, you’ll tackle real-world questions: What challenges do families face? What supports make a difference? This course invites students to think critically about the role of families in society and their own place within these systems. This elective supports post-secondary learning in Family Studies, Social Justice, Psychology, and Sociology, and careers in education, social work, community outreach, and human services.

## **HE: INTERPERSONAL AND FAMILY RELATIONSHIPS 11**

Relationships matter, and this course will explore practical tools for students to navigate them with confidence. Students will dive into communication, boundaries, decision-making, and conflict resolution across all kinds of relationships: family, friends, romantic, and professional. Through role-play, case studies, and collaborative projects, students will build empathy, self-awareness, and strategies for managing interpersonal dynamics. We’ll also examine how media, culture, and personal values shape expectations and choices in relationships. This elective supports post-secondary learning in Psychology, Social Justice, and Family Studies, and careers in education, counselling, health care, and community services.

## **HE: CHILD DEVELOPMENT AND CAREGIVING 12**

Modeling the dynamics of a classroom family we will create a learning environment for deeper understanding about preparing for parenthood and raising a child. Guided by reading and discussion; drawing on their personal and family experience; students will explore theories and stages of child development, parenting styles as well as cultural, local and global influences. Projects such as realCare baby simulation, hands-on exploring topics of play and nutrition, and guest talks make this course practical, and fun. This elective supports post-secondary learning in Family Studies, Psychology, and Sociology, and careers in social work, child welfare, nursing, and education.

## **HE: HOUSING AND LIVING ENVIRONMENTS 12**

Do you have an eye for design and style, and a passion for creating? This locally developed studio-based course uses real life scenarios such as designing a bedroom, kitchen, games room, or other living space by exploring building, architectural and interior design methods. Sketching, manual drafting, digital applications with 3D projects as tools for communicating and refining your ideas, along with feedback and on-line guest presentations. If you are considering an arts or design career, develop your portfolio for interior design and architectural fields programs.

Housing and Living Environments 12 is a design-process, project-based course about where and how people live. You’ll analyze housing needs and trends, compare renting vs. owning, plan budgets, evaluate the sustainability of building materials and furnishings, and create livable space plans that balance cost, accessibility, culture, and lifestyle. Projects connect to real life and community (think: tenant rights, local housing options, tiny homes, aging-in-place, disaster readiness), with links to careers in interior design, architecture, urban planning, real estate, construction management, and sustainability.

# SPECIAL PROGRAMS

## RC Palmer Incentive Program

Palmer's Incentive Program is a cross-grade, cross-curricular program designed to challenge motivated students to reach their full potential and help them prepare for university or college. Students in the Incentive Program take an accelerated and/or enriched core curriculum in English, Social Studies, Mathematics and Science, along with elective courses from the rest of the Palmer school offerings.

Besides the strong academic focus, a wide variety of supplementary interests are embraced, including opportunities for leadership and team building, outdoor education, and community service - all intended to advance the physical, mental, and social development of the students. Through these components of the program, Incentive students are encouraged to develop a variety of positive character traits such as: self-reliance and self-discipline; perseverance and determination; initiative and creativity; social responsibility and leadership; the strive for excellence; the spirit of adventure; and fitness of body and mind.

## Accelerated Courses & Overall Scope of the Program

In Mathematics and Science, the curriculum is accelerated such that students will complete Mathematics 8, 9 and 10 and Science 8, 9 and 10 in two years (during Grades 8 and 9) rather than the usual three years, thus giving students the opportunity to advance one year ahead in their Math and Science studies. Students that aspire to take Advanced Placement (AP) courses can then spread their senior course load across an extra year to lighten the workload and/or complete more available courses. Please refer to the section on Advanced Placement later in this booklet for more details about AP courses.

In all Incentive courses, students explore subjects and topics in more depth and with more rigor than they would in a regular class. In addition, students are provided with opportunities to develop their abilities in critical and creative thinking skills, project work, group presentations, and independent research and study in areas of special interest. Improvement in these areas will help students with a broaden their personal profile and provide a strong foundation to flourish in their post-secondary education and beyond.

Please see the Incentive website ([www.PalmerIncentive.com](http://www.PalmerIncentive.com)) for a comprehensive guide to Incentive course progression.



# INCENTIVE PROGRAMS

The complete scope of the core courses in the Incentive Program is shown in the following table.

Subject Area	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>English</b>	Incentive Humanities 8	Incentive English Language Arts 9	Incentive English Language Arts Composition & Literary Studies 10	Incentive Literary Studies 11	English Studies 12
<b>Social Studies</b>	Incentive Humanities 8	Incentive Socials 9	Incentive Social Studies 10	Incentive Social Studies 11	Electives (eg. Law Studies 12, 20 <sup>th</sup> Century World History, etc.)
<b>Mathematics</b>	Math 8 (Semester 1) Incentive Math 9 (Sem2)	Incentive Math 10 (Foundations & Precalculus)	Precalculus Math 11 (Enriched option)	Pre-Calculus Math 12	AP Calculus 12
<b>Science</b>	Incentive Science 8	Science 9 and Science 10	Science 11 Elective(s)	Science 11 or 12 Elective(s)	AP Science 12 Electives

In all Incentive courses, students explore subjects and topics in more depth and with more rigor than they would in a regular class. In addition, students are provided with opportunities to develop and improve on their creative as well as critical thinking skills, both of which are equally important in the development of a well-rounded individual. In summary, the goal of the Incentive Program is to provide opportunities for motivated and aspiring students to broaden their personal profile and wish to continue their academic excellence in their post-secondary education and beyond.

# SPECIAL PROGRAMS

## • Program Expectations

To remain in the Incentive Program, the student is required to exhibit good citizenship, maintain an Achievement standing of “B” or Proficient or above, and demonstrate excellent work habits in all courses. As well, students are required to participate in the extra-curricular activities of the Incentive Program including camps and retreats. Incentive students are also encouraged and expected to immerse themselves in some of the many extra-curricular opportunities available at the school. These include clubs and activities or various sports teams. Many of these clubs and activities take part in various local, regional, provincial and even international competitions to stimulate the strive for excellence. The Incentive Program expects students within the program to take an active role in their own learning as well as in the life of the program and the school.

## • Camps and Fieldtrips

One of the cornerstones of Palmer’s Incentive Program is the camps and fieldtrips planned throughout the year. First in the year is Camp Squamish (required for Incentive Grades 8-10), usually occurring over three days during in the fall, as well as the Grade 8 trip to Camp Strathcona in the spring. Please see the website for information regarding costs as these are subject to change. Other trips or camps may also arise from time to time, all of which are intended to broaden and enrich the overall learning experience for our students.

## • Incentive – Application Process

Students apply for Grade 8 admission to the Incentive Program via the program’s website ([www.palmerincentive.com](http://www.palmerincentive.com)). Included in the application process are a Mathematics Entrance Exam and an English writing assessment, an interview, and a Grade 7 teacher reference. Acceptance is based on the student's demonstrated ability, motivation, task commitment, and parent and teacher recommendations.

Students can apply for entry to the Incentive Program in Grades 9, 10, and 11, if openings are available. Interested students should see the Incentive Program Coordinator or visit the website ([www.palmerincentive.com](http://www.palmerincentive.com)) for more information.



# **COURSE DESCRIPTIONS – Information Computer Technology**

## **GRADE 9-10 COURSES**

### **INFORMATION AND COMMUNICATIONS TECHNOLOGY – COMPUTER STUDY 9/10**

Computer Studies 9/10 introduces students to the foundations of modern computing. The course aims to develop digital literacy, problem-solving skills, and an understanding of how technology shapes everyday life. It usually includes both theory and hands-on activities.

### **INFORMATION AND COMMUNICATIONS TECHNOLOGY – WEB DEVELOPMENT 10**

In Web Design 10, students will be introduced to the foundation of Web Design management, and become familiar with the basic tools of web design, including the format and concepts.

## **GRADE 11-12 COURSES**

### **DIGITAL LITERACY FOR AN AI ENABLED WORLD 11**

This course extends BC's Digital Literacy Framework into AI-enabled contexts, developing students' competencies across all six framework characteristics while building essential AI literacy skills. Students master essential AI technical skills (e.g. prompt engineering, lateral verification, ethical reasoning, and human-AI collaboration) through practical application within BC's proven digital literacy structure. The course integrates international perspectives from UNESCO and OECD frameworks while maintaining BC's emphasis on digital citizenship, creativity, critical thinking, and community responsibility. Through hands-on projects and collaborative problem-solving students develop sophisticated capabilities for navigating, evaluating, and contributing to AI-enhanced learning and work environments.

### **INFORMATION AND COMMUNICATIONS TECHNOLOGY - COMPUTER INFORMATION SYSTEMS 11**

**Prerequisite:** Grade 11 and 12 students only

This is an introductory course in computers. The emphasis of the course is computer literacy and effective use of the computer. This is an Internet interactive course. The Internet will be used extensively for research in each segment of the course. Major themes include computer design process, computer impact and consequences on society, design life cycle: Prototyping, Testing, and Making, appropriate use of technology including digital citizenship, etiquette, and literacy. All lab work will be done on Macintosh computers, but most software used in this course is cross platform, and the course is designed to be interactive with your computer at home.

### **INFORMATION AND COMMUNICATIONS TECHNOLOGY - COMPUTER INFORMATION SYSTEMS 12**

**Prerequisite:** Grade 11 and 12 students only

This course expands on the material covered in Computer Information Systems 11. Computer Information Systems 12 is an Internet interactive course, and will further look into design for the life cycle including social and environmental impacts. The course will look into personal design choices through self-exploration, collaboration and evaluation. Some artifacts that will be created include personalized online portfolio, operation manuals, documentation, and etc. Digital risks will be explored as well as hardware and software trouble shooting techniques. Students will also look into network management including security, imaging, backup, and remote access. All lab work will be done on Macintosh computers, but all software used in this course is cross platform.

# COURSE DESCRIPTIONS – Information Computer Technology

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY - COMPUTER PROGRAMMING 11**

**Prerequisite:** Grade 11 and 12 students only

This course is an introductory course in computer programming. The focus of this course is using scripting languages to understand the basics of coding. Objectives of the course include design, understanding premises and constraints, social, ethical and sustainability considerations, collaboration, documentation, error testing and debugging, and sharing intellectual property. The languages that will be used include JavaScript and Python. Students will learn to write stand-alone commands as well as short scripts. We will be using IDEs including Eclipse and Xcode. All lab work will be done on Macintosh computers.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY - COMPUTER PROGRAMMING 12**

**Prerequisite:** Grade 11 and 12 students only

This course expands on the programming concepts covered in Computer Programming 11. The course will focus on object-oriented programming concepts while exploring Java and C#. From designing components to using complex algorithms, the course will use Eclipse and online compilers to develop programs. Eclipse is an open source, cross-platform IDE, allowing students to work in the lab or at home. Students will also evaluate impacts, including unintended negative consequences, of choices made about technology use. Course content will include many of the topics required by students wishing to challenge the U.B.C. first year programming course. All lab work will be done on Macintosh computers, but all software used, except Xcode, is cross platform.



# COURSE DESCRIPTIONS – Mathematics

The Mathematics Department offers the following Ministry-approved mathematics courses in accordance with the Ministry of Education's course requirements for producing numerate citizens. More information can be found at <https://curriculum.gov.bc.ca/curriculum/mathematics>

## **GRADE 8 - 9 COURSES**

### **MA: MATHEMATICS 8**

**Prerequisite:** Grade 7

This course introduces students to many mathematical concepts and combines mathematical knowledge with curricular competencies in problem solving, reflection, and communication skills to help students develop multiple approaches to mathematics. The core curriculum consists of number operations, algebra, logic, measurement, geometric constructions, probability and statistics, as well as financial literacy. Ministry of Education requirements for this course can be found at:

<https://curriculum.gov.bc.ca/curriculum/mathematics/8>

### **MA: MATHEMATICS 9**

**Prerequisite:** Mathematics 8

This mathematics program continues to develop the math concepts and thinking skills from Mathematics 8. The core curriculum consists of number operations, algebra, logic, measurement, geometric constructions, probability and statistics, as well as financial literacy. Ministry of Education requirements for this course can be found at:

<https://curriculum.gov.bc.ca/curriculum/mathematics/9>

### **MA: WORKPLACE MATHEMATICS 9**

**Admission:** Recommendation of Math 8 Teacher and School Based Team

This course is intended for students who had difficulty achieving a passing mark in Mathematics 8. Emphasis is placed upon strengthening student skills in preparation for subsequent math courses leading to graduation. Normally, only portions of the Mathematics 9 curriculum will be studied, with the actual amount dependent upon student achievement during the course. In general, after completing Workplace Math 9, students will proceed to Workplace Mathematics 10. Should a student demonstrate sufficient mastery of basic skills, teachers may recommend that a student proceed to Math 9.

# COURSE DESCRIPTIONS – Mathematics

## GRADE 10-12 COURSES

### **MA: WORKPLACE MATHEMATICS 10**

**Recommended:** Workplace Math 9 OR Math 9 with recommendation of Math 9 Teacher

This course is designed to provide students with the mathematical understandings and critical thinking skills needed for entry into the majority of trades and for direct entry into the work force. The core curriculum consists of computational fluency, geometry, measurement, data and graph analysis, probability, trigonometry, and financial literacy. Ministry of Education requirements for this course can be found at:

<https://curriculum.gov.bc.ca/curriculum/mathematics/10/courses>

Students with a credit for Workplace Mathematics 10 are eligible to take Workplace Mathematics 11.

### **MA: MATHEMATICS 10 FOUNDATIONS OF MATHEMATICS AND PRE-CALCULUS**

**Prerequisite:** Mathematics 9

This course combines mathematical knowledge with curricular competencies in problem solving, reflection, and communication skills to help students develop multiple approaches to mathematics. The core curriculum consists of number operations, algebra, arithmetic sequences, linear functions, trigonometry, data analysis, and financial literacy. Ministry of Education requirements for this course can be found at:

<https://curriculum.gov.bc.ca/curriculum/mathematics/10/courses>

Students with a credit for Foundations of Mathematics and Pre-Calculus 10 are eligible to take Foundations of Mathematics 11 or Pre-Calculus 11.

### **MA: WORKPLACE MATHEMATICS 11**

**Recommended:** Workplace Mathematics 10

This course is designed to provide students with the mathematical understandings and critical thinking skills needed for entry into the majority of trades and for direct entry into the work force. The core curriculum consists of computational fluency, 3-D objects, rates of change, graph analysis, probability, statistics, and financial literacy, and will continue to focus on the mathematical processes learned in previous mathematics courses. Ministry of Education requirements for this course can be found at:

<https://curriculum.gov.bc.ca/curriculum/mathematics/11/courses>

Students with a credit for Workplace Mathematics 11 are eligible to take Apprenticeship Mathematics 12.

\*Students and parents are encouraged to research the admission requirements for post-secondary programs since they vary from institution to institution and from year to year.

# COURSE DESCRIPTIONS – Mathematics

## **MA: MATHEMATICS 11 FOUNDATIONS**

**Prerequisite:** Mathematics 10 Foundations and Pre-calculus 10

This course is designed to provide students with the mathematical understandings and critical thinking skills needed for post-secondary studies in the arts. Students and parents are encouraged to research the admission requirements for post-secondary programs since they vary from institution to institution and from year to year. The core curriculum consists of mathematical reasoning, angle relationships, graph analysis, applications of statistics, scale models, as well as financial literacy, and will continue to focus on the mathematical processes learned in previous mathematics courses. Detailed outcomes can be found at: <https://curriculum.gov.bc.ca/curriculum/mathematics/11/courses>

Students with a credit for Foundations of Mathematics 11 are eligible to take Foundations of Mathematics 12.

## **MA: MATHEMATICS 11 PRE-CALCULUS**

**Prerequisite:** Mathematics 10 Foundations and Pre-calculus 10

This course is designed to provide students with the mathematical understandings and critical thinking skills needed for post-secondary studies in the sciences. Students and parents are encouraged to research the admission requirements for post-secondary programs since they vary from institution to institution and from year to year. The core curriculum consists of algebra, functions, financial literacy, and trigonometry, and will continue to focus on the mathematical processes learned in previous mathematics courses. Detailed outcomes can be found at:

<https://curriculum.gov.bc.ca/curriculum/mathematics/11/courses>

Students with a credit for Pre-Calculus 11 are eligible to take Pre-Calculus 12

## **MA: MATHEMATICS 11 ENRICHED (PRE-CALCULUS)**

**Prerequisite:** Mathematics 10 Foundations and Pre-calculus 10 or Incentive Mathematics 9/10

**Recommended:** “A” in Foundations of Mathematics and Pre-calculus 10 or Incentive Mathematics 9/10

This course is designed for highly motivated students who have demonstrated strong mathematical ability. All the topics of Pre-calculus 11 will be covered in a more enriched and accelerated level than in the regular Pre-calculus 11 course. Students taking this course are expected to participate in various math competitions.

## **MA: WORKPLACE MATHEMATICS 12**

**Recommended:** Workplace Math 11

This course is designed to provide students with the mathematical understandings and critical thinking skills needed for entry into the majority of trades and for direct entry into the work force. The core curriculum consists of measurement, geometry, algebra, workplace mathematics, and financial literacy, and will continue to focus on the mathematical processes learned in previous math courses as well as to foster new skills. Detailed outcomes can be found at:

<https://curriculum.gov.bc.ca/curriculum/mathematics/12/courses>

\*Students and parents are encouraged to research the admission requirements for post-secondary programs since they vary from institution to institution and from year to year.



# COURSE DESCRIPTIONS – Modern Languages

## GRADE 8 - 9 COURSES

### LANG: FRENCH 8

#### **No Prerequisite**

This course builds on the work and skills developed in Grades 5- 7, and focuses on French language fundamentals and communication skills. Students will participate in a variety of activities, such as everyday conversations, role-plays, and skits. This course stresses oral comprehension skills, collaboration, and a willingness to participate in class activities. Students will learn the fundamentals of French grammar, and apply their knowledge in producing written work and creative projects.

### LANG: FRENCH 9

#### **Prerequisite:** French 8

Grade 9 students will be participating in the Core French program during the semester. This course is aimed at providing students with the authentic ability to speak, listen, read and write in the French language. To do that, they will be studying a lot of grammar and vocabulary. Students will be able to communicate authentically and work on their pronunciation. They will do so answering many oral questions on different topics, role playing, learning songs and reading aloud. Students will be expected to read and understand a variety of texts and be able to respond to the text with their thoughts. Students will be expected to create a variety of texts and use tools and proper language structures in their writing. Throughout the semester a variety of assessment tools will be used to gather information about students' achievement, to develop a valid and reliable picture of what a student knows and is able to do. The assessment tools will include the four language skills: reading, writing, speaking, and listening. Our units will be selected from the following topics: likes and dislikes, preferences, interests and hobbies. Students will benefit from modern materials and resources created by prestigious language websites and companies.

### LANG: JAPANESE 9

#### **No Prerequisite**

This introductory course is open to anyone in grades 9 or 10. The course covers the four major aspects of language learning (reading, writing, listening, and speaking), with an emphasis on fun. At the end, students should be able to communicate simple ideas at home, school, and around town. This course's cultural component features extensive use of recent media, such as anime, film, manga and movies.

### LANG: SPANISH 9

#### **No Prerequisite**

This beginners' course is an introduction to the Spanish language, and we will explore how languages allow us to view our own identities and cultures from different perspectives. We will also share stories and views through Indigenous and Hispanic works in order to learn and appreciate what it means to live in a culturally diverse classroom and world! There is a focus on foundational grammar and vocabulary in this course, such as present and past tenses and basic syntax. For reference and materials, we use a combination of the Realidades textbook, online sources and original materials.

# COURSE DESCRIPTIONS – Modern Languages

## GRADE 10 - 12 COURSES

### LANG: CORE FRENCH 10

**Prerequisite:** French 9

This course places an equal emphasis on speaking and written production skills. Students will explore grammar tenses and verbs in more depth, with a focus on building proficiency of the past, present and future tenses. In-class French speaking activities will inspire students through immersive learning and develop confidence in expressing oneself in French. Presentations and projects will provide a practical level of French as communication with opportunities to explore creative ways to demonstrate learning, such as through theatre, script-writing, and music-related projects.

### LANG: CORE FRENCH 11

**Prerequisite:** Core French 10

Grade 11 students will be participating in the Core French program during the semester. This course is aimed at providing students with the authentic ability to speak, listen, read, and write in the French language. To do that, they will be studying a lot of grammar and vocabulary. Students will be able to communicate authentically and work on their pronunciation. They will do so answering many oral questions on multiple topics, role playing, learning songs and reading aloud. Students will be expected to read and understand a variety of texts and be able to respond to the text with their thoughts. Students will be expected to create a variety of texts and use tools and proper language structures in their writing. Throughout the semester, a variety of assessment tools will be used to gather information about students' achievement, to develop a valid and reliable picture of what a student knows and is able to do. The assessment tools will include the four language skills: reading, writing, speaking, and listening. The units we will be studying will be selected from the following topics: Le Monde et les Voyages (The World and Travel), La Santé et le Bien-être (Health and Wellbeing) and Mon Identité/Ma Famille ( My Identity/My Family). Students will benefit from modern materials and resources created by prestigious language websites and companies.

### LANG: CORE FRENCH 12

**Prerequisite:** Core French 11

This advanced language course emphasizes a comprehensive understanding of spoken French, grammar, and vocabulary. At this level, reading and writing skills are applied in-depth through a variety of projects which interconnects skills developed throughout high school, such as making an advertisement, cultural and identity exploration, writing letters, and pursuing personal passions. The advanced grammar content will assist students in constructing written work that is focused on critical thinking and self-reflection. Speaking activities will help students build fluency in the French language to express themselves in various educational and real-life settings.

## COURSE DESCRIPTIONS – Modern Languages

### **LANG: JAPANESE 10**

**Prerequisite:** Japanese 9

Building on last year's course, students deepen their knowledge of Japanese language components, such as katakana and some (minimal) kanji. Again, all four major aspects (reading, writing, listening, and speaking) return, with care given to exploring what is interesting and enjoyable about Japan and its culture. Media once again plays a significant role in learning.

### **LANG: JAPANESE INTRODUCTORY 11**

**No Prerequisite**

This is an intensive course that combines both Japanese 9 and Japanese 10. It is intended for grade 11 or 12 students who are undertaking the study of Japanese for the first time. Students will learn to read and write both the hiragana and katakana phonetic scripts and a limited number of kanji. Emphasis will also be placed on the development of oral/aural skills. Japanese culture will be introduced with the aid of videos, field trips, projects and hands-on activities.

### **LANG: JAPANESE 11**

**Prerequisite:** Japanese 10 or Japanese Introductory 11

This course counts toward university requirements, with regard to second language courses. Once more, fun is emphasized, while we explore all language aspects to a greater depth, and with more complexity. Culture, in particular, gains a greater significance this time.

### **LANG: JAPANESE 12**

**Prerequisite:** Japanese 11

This course enables students to develop more complex conversations within their linguistic experiences and areas of interest. Students will learn to read and write approximately 100 more Kanji. Additional study will continue on various cultural topics.

# COURSE DESCRIPTIONS – Modern Languages

## LANG: SPANISH 10

**Prerequisite:** Spanish 9 or teacher permission

This course is a continuation of Spanish 9. In this course, students will continue to recognize relationships between Spanish letter patterns, pronunciation and meaning, practice various strategies to produce oral and written language, and develop your knowledge of increasingly complex vocabulary, sentence structures and expressions. We will also analyze regional and cultural practices of, and engage in experiences with, a diverse range of Hispanic peoples and communities. There is a focus on developing a variety of skills such as speaking, listening, writing and reading with the foundational grammar and vocabulary introduced in Spanish 9. For reference and materials, we use a combination of the Realidades textbook, online sources and original materials.

## LANG: SPANISH INTRODUCTORY 11

### **No Prerequisite**

This course is accepted as a second language university requirement.

This beginners' course is an introduction to the Spanish language, and we will explore how languages allow us to view our own identities and cultures from different perspectives. We will also share stories and views through Indigenous and Hispanic works in order to learn and appreciate what it means to live in a culturally diverse classroom and world! There is a focus on foundational grammar and vocabulary in this course, such as present and past tenses and basic syntax. For reference and materials, we use a combination of the Realidades textbook, online sources and original materials.

## LANG: SPANISH 11

**Prerequisite:** Spanish 10 or teacher's permission

This course is accepted as a second language university requirement.

Students will be introduced to more advanced grammar concepts and structures, along with new topic-specific vocabulary to accurately and concisely communicate their ideas through writing and speaking. We will also journey through diverse topics about Latin American and Indigenous cultures to develop your understanding and appreciation of cultures worldwide. The focus will be developing fluency in using different tenses (present, present progressive, preterite, imperfect and futuro) in writing and speaking. For reference and materials, we use a combination of the Realidades textbook, online sources and original materials.

## LANG: SPANISH 12

**Prerequisite:** Spanish 11

This is an advanced course in the study of Spanish language and culture. Students will continue to explore advanced grammar concepts and structures, along with new topic-specific vocabulary to accurately and concisely communicate their ideas through writing and speaking. We will also journey through diverse topics about Latin American and Indigenous cultures to develop your understanding and appreciation of cultures worldwide. The focus will be improving and encouraging confidence in fluency by using different tenses (present, present progressive, preterite, imperfect and futuro) and skills in writing, speaking and comprehension. For reference and materials, we use a combination of the Realidades textbook, online sources and original materials.



# COURSE DESCRIPTIONS – Music



## **GRADE 8 MUSIC COURSES**

### **INSTRUMENTAL MUSIC: BAND 8**

**Prerequisite:** No Prerequisite. Elementary Band experience is an asset but not required.

Students will develop a deeper appreciation of music, learning foundational skills on a wind band instrument. This include but not limited to playing posture, technique, breath support, and ensemble skills on how to collaborate within the ensemble. Students will develop creative expressions while performing a variety of music styles, from traditional band music to modern compositions. Regular home practicing and attendance at performances are an integral part of course work. Students will also develop and practice self-efficacy skills, social awareness, and leadership abilities through making music in an ensemble. Based on the teacher's discretion, students may participate at school performances, adjudicated festivals, and local performance trips.

## **GRADE 9/10 MUSIC COURSES**

### **INSTRUMENTAL MUSIC: INTERMEDIATE BAND 9/10**

**Prerequisite:** No prerequisite. Elementary Band experience or 2 years of instrumental band experience is preferred.

This course is open to all Grade 9 or 10 students who want to learn or continue to develop instrumental and musician skills within a band ensemble. Students will also develop ensemble teamwork skills, social responsibility and self-efficacy skills, all while advancing on instrumental abilities. Course curriculum also includes technique building, music literacy, critical listening, and self-reflection after performance. Students will perform music across various genres from traditional concert marches to movie themed popular music. This is a performance-based course and a team-based ensemble. Regular home practicing and attendance at performances are necessary for success in this course. Based on the teacher's discretion, students may have the opportunities to perform outside of school, including adjudicated performances in local, provincial, and national festivals. Please check with Ms. Chan for any uncertainties.

### **CHORAL MUSIC: CONCERT CHOIR 9/10**

**No Prerequisite.**

Students will be introduced to healthy singing techniques, vocal projection, ear-training, performance etiquette and develop skills to understand music notation. Various musical styles will be explored across genres and styles from the Renaissance to modern pop music. This is a performance-based course. Regular attendance to rehearsals, active and engaged participation are an integral part of course work. Based on teacher's digression, students may have the opportunity to perform outside of school, including but not limited to community events, festivals, adjudicated performances, and choir trips.

# COURSE DESCRIPTIONS – Music

## **INSTRUMENTAL MUSIC: GUITAR 9/10**

### **No Prerequisite.**

This course is open to students with no previous guitar or musical skills. The course focuses on developing foundational guitar and musical skills. Through exercise training and songs, students will learn proper guitar playing technique; playing tunes with single-notes, chords; using strumming and fingerpicking techniques; touch on various guitar scales (e.g. pentatonic, blues, major scales); un-code and understand basic music notation. Students will also develop musical skills, such as a sense of rhythm, ear-training, sense of groove, song analysis, chord patterns and progressions, and potentially can lead to composition. Students will have opportunities to perform in-class, work independently as well as collaborating with peers in small group settings. Guitars are provided at the school. Some students prefer to have their own guitars for home practicing.

## **INSTRUMENTAL MUSIC: INTERMEDIATE BAND 9/10**

**Prerequisite:** No prerequisite. 2 years of instrumental band experience is recommended.

This course is for students with previous band experience who wishes to advance in their musical skills in an ensemble. There will be continued development in musicianship, instrumental skills, ensemble listening, advancing technique and musicality. Course curriculum also includes technique building, music literacy, critical listening, and self-reflection after performance. Students will perform music across various genres from traditional concert marches to movie themed popular music. This is a performance-based course that requires regular home practicing. Attendance to all performances is required and a big part of the course work. Based on the teacher's discretion, students may perform at school concerts, outside of school, participate at adjudicated festival performances in local, provincial, and national festivals.

## **INSTRUMENTAL MUSIC: JAZZ BAND 9/10**

**Prerequisite:** Concert Band 8/9 or proficiency on a band instrument is required.

This course is for students who have minimum 3 years of band ensemble experience and excellent proficiency on performing on their instrument. Students will be studying jazz style, developing jazz language, and the ability to 'play-by-ear', as well as potential solo opportunities. As this is a high performing ensemble, regular practice and engaged participation are crucial parts of the course work. Students may have the opportunity to perform outside of school, including adjudicated performances in local, provincial, and national festivals.



## **GRADE 11/12 COURSES**

### **INSTRUMENTAL MUSIC: GUITAR 11/12**

#### **No Prerequisite.**

This course is open to students with no previous guitar or musical skills. The course focuses on developing foundational guitar and musical skills. Through exercise training and songs, students will learn proper guitar playing technique; playing tunes with single-notes, chords; using strumming and fingerpicking techniques; touch on various guitar scales (e.g. pentatonic, blues, major scales); un-code and understand basic music notation. Students will also develop musical skills, such as a sense of rhythm, ear-training, sense of groove, song analysis, chord patterns and progressions, and potentially can lead to composition. Students will have opportunities to perform in-class, work independently as well as collaborating with peers in small group settings. Guitars are provided at the school. Some students prefer to have their own guitars for home practicing.

# COURSE DESCRIPTIONS – Music

## **CHORAL MUSIC: CONCERT CHOIR 11/ 12**

**No Prerequisite** – Previous singing or instrumental experience is preferred but not required. Students will be introduced to healthy singing techniques, vocal projection, ear-training, performance etiquette, and develop proficiency to uncode music notation. Various musical styles will be explored across genres and styles from the Renaissance to modern pop music. This is a performance-based course. Regular attendance to rehearsals and performances, active and engaged participation are an integral part of course learning. Based on teacher's digression, students may perform at school events, outside of the school community, adjudicated performances, festivals and trips.

## **INSTRUMENTAL MUSIC: BEGINNER BAND 11/12**

**No prerequisite.**

This course is for students with minimal or no previous band experience. This is for students who wish to learn a wind band instrument and be part of the ensemble learning. Students will be introduced to instrumental and musicianship skills, learning ways to collaborate with others while performing on an instrument. Students will perform music across various genres from traditional band music to modern day music arrangements. This is a performance-based course that requires regular home practicing. Attendance to all performances is required and a big part of the course work.

## **INSTRUMENTAL MUSIC: SENIOR CONCERT BAND 11/12**

**Prerequisite:** Intermediate Band 9/10 or a minimum of 4 years of instrumental band experience is required. This course is for students who have a strong foundation of instrumental proficiency on performing a wind band instrument. This is for those who wish to refine their instrumental and musicianship professionalism. There will be continued advancement in technique, ear-training, ensemble skills, as well as creating artistic meaning through music expressions. This is a performance-based course, regular attendance, home practice and are basic expectations and crucial parts of course work. Based on the teacher's discretion, students may perform outside of school community, participation at festivals, adjudicated performances in local, provincial, and national-wide festivals.

## **INSTRUMENTAL MUSIC: SENIOR JAZZ BAND 11/12**

**Prerequisite:** Proficiency in band instrument and a minimum of 3 years of instrumental band experience. The Senior Jazz Band is for committed musicians who have minimum 4 years of experience playing on their instruments and are ready to challenges in performances! While students continue to develop a stronger understanding on time, rhythm, jazz language and improvisation skills, students given the opportunity to lead one another in the ensemble. As Jazz Band is a high performing ensemble, regular practice and engaged participation are an integral part of course work. Students in this group are likely perform and partake in jazz workshops, festivals, and go on trips depending on the group composition.



# COURSE DESCRIPTIONS – Physical Education

## GRADE 8 COURSE

### **PHE: PHYSICAL AND HEALTH EDUCATION 8**

#### **No prerequisite**

This course addresses the concepts of physical literacy, healthy and active living, social and community health, and mental well-being. An introduction to team and individual pursuits will be undertaken, with an emphasis on active participation and personal and social responsibility. Students will also learn about the core components of fitness, as well as strategies to pursue healthy living goals. Healthy Living sessions will address the short and long term consequence of health decisions, and will examine strategies related to mental well-being through a variety of topics.

## GRADE 9/10 COURSES

### **PHE: PHYSICAL AND HEALTH EDUCATION 9**

#### **Prerequisite:** Physical and Health Education 8

This course builds upon the learning standards and “Big Ideas” of PHE 8. Team sports and individual pursuits will be addressed at a higher level than in the grade 8 course, and new sports and activities will be introduced. Again, the additional concepts of healthy and active living, social and community health, and mental well-being will be explored through the extension of previous topics, and the introduction of new ones. Areas of evaluation include active participation, skill acquisition, fitness assessments, and classroom based evaluation.

### **PHE: PHYSICAL AND HEALTH EDUCATION 10**

#### **Prerequisite:** Physical and Health Education 9

In addition to team and individual pursuits, students will continue to explore and refine their understanding of the “Big Ideas” of PHE, as well as refine and enhance learning within the curricular competencies. Additional topics in areas such as mental health, nutrition and CPR will be undertaken. As with PHE 8 and 9, students are expected to demonstrate active participation, and continue to be ambassadors of Palmer P.R.I.D.E

### **PHE: PHYSICAL AND HEALTH EDUCATION BASKETBALL 9**

#### **Prerequisite:** Physical and Health Education 8, and a successful application.

PHE 9 Basketball covers the 9 PHE curriculum from a basketball perspective with emphasis on the main fundamental motor skills required for basketball. The course is designed for the serious basketball player with a desire to learn about the game from a number of different perspectives. The course will isolate the important physical attributes for the sport and students will embark upon a program to improve these qualities. Students will learn about the rules of the game and may volunteer at home basketball games as referees and minor bench officials. Core curriculum topics such as mental health and personal wellness will still be covered in this course.

Please note that there is an application as part of the course request process. Preference will be given to those with prior basketball playing experience at the school and/or club level, in addition to demonstrating a positive and respectful approach to the sport. A strong work ethic in regards to individual skill development, inclusive team play, and physical fitness are also key components of the application process.

# COURSE DESCRIPTIONS – Physical Education

## **PHE: PHYSICAL AND HEALTH EDUCATION BASKETBALL 10**

**Prerequisite:** Physical and Health Education 9, and a successful application.

PHE 10 Basketball covers the 10 PHE curriculum from a basketball perspective with emphasis on the main fundamental motor skills required for basketball. The course is designed for the serious fan of basketball with a desire to learn about the game from a number of different perspectives. The course will isolate the important physical attributes for the sport and students will embark upon a program to improve these qualities. Students will learn about the rules of the game and may volunteer at home basketball games as referees and minor bench officials. Core curriculum topics such as mental health and personal wellness will still be covered in this course.

Please note that there is an application as part of the course request process. Preference will be given to those with prior basketball playing experience at the school and/or club level, in addition to demonstrating a positive and respectful approach to the sport. A strong work ethic in regards to individual skill development, inclusive team play, and physical fitness are also key components of the application process.

## **GRADE 11/12 COURSES**

### **PHE: ACTIVE LIVING 11**

**Prerequisite:** Physical and Health Education 10

This course is an extension of PHE 10 with greater emphasis on activities that would encourage life time involvement of health and fitness. Student success is based upon active involvement and participation. In addition, Active Living 11 is designed to challenge the student's knowledge of sporting activities and the physiological components involved in participating at a higher level. Students will be given the opportunity to participate in a number of chosen parent/student/guardian funded enrichment activities throughout the year. Options may include: bowling, sumo wrestling, rock climbing, go-carting, self- defense and snowing shoeing. The cost of these enrichment activities will be approximately \$150. This fee will be required at the beginning of the course and can be paid through CashOnline.

### **PHE: PERSONAL FITNESS 11**

**Prerequisite:** Physical and Health Education 10

This course will provide students the opportunity to design and implement individual programs for personal fitness or sport specific conditioning. The course will be based out of the Weight Room, but will utilize additional facilities and equipment throughout the year. Strength training techniques will be examined in detail, as well as health and nutrition issues. Students will be expected to work independently towards achieving personal goals. If you require more information, please contact Mr. Strachan.

### **PHE: PHYSICAL AND HEALTH EDUCATION BASKETBALL 11/12**

**Prerequisite:** Physical and Health Education 10 and a strong aptitude for Basketball

PHE 11/12 Basketball covers the 11 and/or 12 PHE curriculum from a basketball perspective with emphasis on the main fundamental motor skills required for basketball. The course is designed for the serious fan of basketball with a desire to learn about the game from a number of different perspectives. The course will isolate the important physical attributes for the sport and students will embark upon a conditioning program to improve these qualities. Students will learn about the rules of the game and will volunteer at home basketball games as referees and minor bench officials. Students will also learn practical application of the care and prevention of common injuries associated with basketball and will assess and discuss common basketball issues through the use of video.

# COURSE DESCRIPTIONS – Physical Education

## **PHE: FIT FOR LIFE HEALTH EDUCATION (11/12)**

This course is designed with a focus on female health and fitness. It will include physical activity, health education, and field trips to community leisure facilities. Our goal is to create an environment that promotes and empowers females to pursue physical activity through active participation in fitness classes, various games and activities, and dance. Potential activities include team and individual games, yoga, Pilates, weight training, cycling, water aerobics, rock climbing, golf, bowling, and hiking, as well as classroom lessons on topics such as nutrition, stress management, female health, and current trends in health and fitness. The cost of activities and field trips will be approximately \$150.

## **PHE: ACTIVE LIVING 12**

**Prerequisite:** Active Living 11

This course builds upon Active Living 11 and further emphasizes lifetime activities, specialized academic study in sports and athletics, the development of healthy living and its application to daily life.

Specifically, Active Living 12 will continue to give students opportunities to participate in a number of parent/student/guardian funded enrichment activities, throughout the school year. The cost of these enrichment activities will be approximately \$150. This fee will be required at the beginning of the course and can be paid through CashOnline. Active involvement and participation are mandatory.

## **PHE: PERSONAL FITNESS 12**

**Prerequisite:** Personal Fitness 11

This course is an extension of the concepts covered in Personal Fitness 11. As with PF 11, students are required to function independently toward realizing their fitness goals. Students will work with a higher skill set and expectation level than in Personal Fitness 11. In addition, the course will provide an excellent foundation for those wishing to pursue a career or job options in the fitness industry, as well as strong basis for the life-long pursuit of fitness and healthy living.



# COURSE DESCRIPTIONS – Science

## GRADE 8 – 9 COURSES

### **SC: SCIENCE 8**

**Prerequisite:** Grade 7

Within the framework of the Communication, Thinking and Personal Social Core Competencies, Science 8 includes hands-on lab activities, inquiry projects, collaborative assignments and class work. This course also promotes positive attitudes toward science and an understanding of the importance of science in today's complex world. The Big Ideas include the understanding that: Life processes are performed at the cellular level, the behaviour of matter can be explained by the kinetic molecular theory and Atomic Theory, the Theory of Plate Tectonics is the unifying theory that explains Earth's geological processes and energy can be transferred as both a particle and a wave.

### **SC: SCIENCE 9**

**Prerequisite:** Science 8

Within the framework of the Communication, Thinking and Personal Social Core Competencies, Science 9 includes hands-on lab activities, inquiry projects, collaborative assignments and class work. This course also promotes positive attitudes toward science and an understanding of the importance of science in today's complex world. During the year students will investigate Cell Division and the propagation of life, the Electron arrangement of atoms impacts their chemical nature and the Formation of Compounds, Electricity and electric current is the flow of electric charge and Interactions between the biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them. This course involves laboratory experiments, demonstrations, and other activities.

## GRADE 10 - 12 COURSES

### **SC: SCIENCE 10**

**Prerequisite:** Science 9

This course continues the development of scientific skills, knowledge and thinking abilities previously explored in Science 8 and 9. Laboratory activities emphasize the scientific approach to problem solving and the importance of scientific observations and interpretation. Big ideas specifically include: Genes as the foundation for the diversity of living things, energy is conserved and its transformation can affect living things and the environment, chemical processes require energy change as atoms are rearranged; and the formation of the universe can be explained by the big bang theory. The ultimate goal of the course is to help develop individuals who are aware, informed and concerned about the physical world.

### **SC: LIFE SCIENCES 11**

**Prerequisite:** Science 10

This is an introductory course intended to explore basic biological principles and study the varying complexities of living organisms. Students will study a range of organisms to understand the unique adaptations and abilities they have evolved. In addition, there will be an emphasis on using the scientific process and critical thinking skills for labs and class work. Laboratory work, including a variety of animal and plant dissections, will be an integral part of this course.

Topics include:

- Methods and principles of Biology
- Cell Biology: Cellular Structure and Processes
- Genetics, Evolution, and Taxonomy: The Diversity of Life
- Microbiology: Viruses, Bacteria, Protists
- Mycology: Fungus and their variants
- Botany: From Seaweed to Swordferns, From Spruce to Sunflowers
- Zoology: From Sponges to Seastars, From Fish to Foxes
- Ecology: The Interconnectedness of Life

# COURSE DESCRIPTIONS – Science

## **SC: LIFE SCIENCES 11 ENRICHED**

**Prerequisite:** Science 10

**Recommended:** B or better in Science 10

This is an accelerated and enriched course intended to explore basic biological principles and study the varying complexities of living organisms. The course will cover all the content from Life Science 11 with additional material intended to help students prepare for Anatomy & Physiology 12 and AP Biology 12. There will be an emphasis on using the scientific process and critical thinking skills for labs and class work. Laboratory work, including animal and plant dissection, will be an integral part of this course.

Topics include:

- All content listed under Life Science 11
- Phylogeny and classification
- Ecology and population genetics
- Genetics and Hardy-Weinberg Equilibrium
- Photosynthesis
- Animal Behaviours and interactions

## **SC: CHEMISTRY 11**

**Prerequisite:** Science 10 and Math 10

**Recommended:** C+ or better in both Science 10 and Math 10

This is an introductory course, which emphasizes laboratory technical skills, observation of experimental phenomena, problem solving and analysis of data to verify scientific principles. Topics include: description of matter, classification of matter, periodic table, atomic theory, naming compounds, mole concept, stoichiometry, aqueous ionic reactions, and organic chemistry. Many options such as nuclear chemistry, gases, biochemistry, environmental and industrial chemistry will be offered. A scientific calculator will be necessary as this course involves mathematical problem-solving.

## **SC: PHYSICS 11**

**Prerequisite:** Science 10 and Math 10

**Recommended:** C+ or better in both Science 10 and Math 10, and Math 11 taken concurrently

This course is a survey of some of the important topics in Physics. The areas of study will include the study of motion and forces, DC circuits, energy, wave motion applied to either sound or light and Einstein's theory of special relativity. The course is intended to introduce students to the ideas and discipline of Physics. Students will take part in classroom discussions, experiments, classroom demonstrations, and student projects. The emphasis of the course will be the use of principles of Physics to describe the world and to utilize these principles in problem solving. Curricular competencies such as work ethic, critical thinking, science communication and problem solving are promoted through the content of the course. A scientific calculator is required.

## **SC: SCIENCE FOR CITIZENS 11**

**Prerequisite:** Science 10 or by permission/placement.

**NOTE:** This course fulfills the basic science graduation requirement for students not planning on attending university.

The big ideas in this course cover: 1) scientific processes and knowledge that inform our decisions and impact our lives, 2) scientific knowledge that can be used to develop procedures, techniques and technologies related to employment, and 3) how scientific understanding enables humans to respond and adapt to changes locally and globally. Skills for questioning, predicting, planning, processing and analyzing data, and evaluating form the core competencies for this course.

# COURSE DESCRIPTIONS – Science

## **SC: ANATOMY & PHYSIOLOGY 12**

**Recommended:** C+ standing or better in Life Sciences 11 and Chemistry 11

This course explores the functions and organization of the human body and is intended for those students with a keen interest in the life sciences and/or those students wishing to pursue biological studies at the post-secondary level. Prior knowledge of the basic principles of chemistry and biology acquired from Science 10, Life Sciences 11, and Chemistry 11 will definitely benefit students in the biochemistry and cell biology topics as the course weaves these concepts together to further understand how the body functions. Topics include:

- Biochemistry: The Chemistry of Biological Molecules in Living Organisms.
- Cell Structures and Function.
- Cell Processes: Metabolism, Biochemical Reactions, Enzymes, Cell Transport.
- DNA, Protein Synthesis, Gene Regulation and Mutation, Cancer.
- Human Organ Systems: Structure, Function and Interconnectedness of Digestion, Respiration, Circulation, Excretion, Nervous, Endocrine, and Reproduction.

## **SC: ANATOMY & PHYSIOLOGY 12 ENRICHED**

**Recommended:** B standing or better in Life Sciences 11 and Chemistry 11

This course explores the functions and organization of the human body and is intended for those students with a keen interest in the life sciences and/or those students wishing to pursue biological studies at the post-secondary level. This course is recommended as a prerequisite for or taken concurrently with AP Biology 12 to adequately prepare students for the AP exam. Prior knowledge of the basic principles of chemistry and biology acquired from Science 10, Life Sciences 11, and Chemistry 11 will be of benefit students in the biochemistry and cell biology topics as the course weaves these concepts together to further understand how the body functions.

Topics include:

- All the content listed under Anatomy & Physiology 12
- Control of enzymatic reactions
- Gene expression and control
- Additional content related to human body systems

## **SC: ADVANCED PLACEMENT BIOLOGY 12**

**Prerequisite:** B or better in Life Sciences 11 or Life Sciences 11 Enriched, B or better in Anatomy & Physiology 12 or Anatomy & Physiology 12 Enriched **OR** taking Anatomy & Physiology 12 or Enriched concurrently.

**Recommended:** B or better in Chemistry 11

AP Biology 12 is designed to be the equivalent of first year university level biology and is therefore more challenging than Biology 12. The content of AP Biology can be successfully completed only if students have completed Life Science 11 and Anatomy & Physiology 12 previously, or if they are taking Anatomy & Physiology 12 concurrently with AP Biology 12. Life Science 11 Enriched and Anatomy & Physiology 12 Enriched are strongly recommended to build a better foundation for AP Biology 12. An important component of the AP Biology course is extended laboratory work. There are mandatory laboratory experiments that must be completed by all students, as these labs are examinable on the AP Biology exam. Success in the AP Exam also provides students with post-secondary credit for the equivalent courses. To qualify for first year university chemistry credit, students must obtain school credit and a minimum score of 4 (four) on the Advanced Placement College Board Biology Examination written in early May. All institutions may not give this credit though local universities such as UBC and SFU do.

Topics include:

- Ecology, phylogeny, and evolution
- Gene expression and control
- DNA and genomics
- Cellular respiration and photosynthesis
- Statistical analysis
- Additional content related to human body systems

# COURSE DESCRIPTIONS – Science

## **SC: CHEMISTRY 12**

**Prerequisite:** Chemistry 11

**Recommended:** C+ or better in Chemistry 11 and Math 11

This course requires a solid foundation of the principles of Chemistry 11 to study at an advanced and demanding level the topics of: kinetics, chemical equilibrium, solubility, acids and bases, and electrochemistry. Substantial laboratory work will be required and involve quantitative and qualitative analysis. Emphasis will be placed on problem solving, conceptual understanding and critical thinking.

## **SC: ADVANCED PLACEMENT CHEMISTRY 12**

**Prerequisite:** Chemistry 11

**Recommended:** B or better in Chemistry 11

This course is designed to be the equivalent of the general chemistry course usually taken during the first year of university or college. This course may enable some students to undertake second year work in chemistry or to register in courses in other fields where chemistry is a prerequisite. For other students, the Advanced Placement Chemistry course may fulfill the laboratory science requirement. Topics to be covered include: Structure of Matter, Organic Chemistry, States of Matter, Descriptive Chemistry, Reactions, and Laboratory.

To qualify for first year university chemistry credit, students must obtain school credit and a minimum score of 4 (four) on the Advanced Placement College Board of Chemistry Examination written in early May. All institutions may not give this credit. UBC and SFU do.

**Note:** This course is offered in combination with Chemistry 12. Students must have completed Chemistry 12 or take it concurrently with AP Chemistry.

## **SC: PHYSICS 12**

**Prerequisite:** Physics 11 and Math 11

**Recommended:** C+ or better in Physics 11 and Math 11, and Math 12 taken concurrently

This course is intended for students continuing their study of the discipline. Thus the treatment of the topics is mathematically more rigorous than Physics 11. The topics studied in this course include two dimensional motion and forces, energy, circular motion, and electricity and magnetism. Students will get the opportunity (for example, lab design) to develop inquiry and critical thinking skills. With hands on activities and group work, students will develop communication skills and social responsibility. Work ethic, critical thinking, science communication and problem solving are promoted through the content of the course. A scientific calculator is required.

## **SC: ADVANCED PLACEMENT PHYSICS 1**

**Prerequisite:** Physics 11 and Pre-Cal 11

**Recommended:** Physics 12 and Pre-Cal 12

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque, and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

## COURSE DESCRIPTIONS – Science

**SC: ADVANCED PLACEMENT PSYCHOLOGY** – See A1

**Prerequisite:** There are no prerequisites for AP Psychology except for the general application to all AP Courses.

**Recommended:** Minimum Grade 10 age with B or higher in Sciences, Socials, and/or English.

The AP Psychology course introduces students to the systematic and scientific study of human behaviour and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

More information is available from the AP College Board Website:  
[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/2265.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2265.html)

**Note: This course will be offered off the regular timetable (in conjunction with RVS).**

**Weekly meeting times to be determined.**

# COURSE DESCRIPTIONS – Social Studies

## **GRADE 8 – 9 COURSES**

### **SS: HUMANITIES 8**

**Prerequisite:** Grade 7

This combined studies course focuses on the development of basic knowledge and application of skills in both the English and Social Studies curricula. Humanities 8 allows students to develop their Communication, Thinking, and Personal and Social core competencies. The influence of language and text to understand ourselves and make connections to others and the world is explored. The role of contacts, conflicts, and environment are analyzed to determine significant cultural, social, and political changes during the time period of the 7th century to the 1750's. These big ideas are further developed through an examination of the Middle Ages and the Renaissance. Geography knowledge and skills previously acquired in Grade 7 are reinforced and expanded. In literature, emphasis is placed on reading comprehension and student inquiry. Reading selections will include novels, short stories, poems, non-fiction, and historical texts to emphasize universal themes in the content area.

### **SS: SOCIAL STUDIES 9**

**Prerequisite:** Humanities 8

This course will cover major issues in Western Civilization from the 17th - 19th centuries focusing on Pre-Confederation Canada and the political, social, economic, and technological revolutions. The continuing effects of imperialism and colonialism on indigenous peoples will be shown together with global demographic shifts. Issues of nationalism and conflict in the development of modern nation-states are studied. Geography will include physiographic features of Canada and geological processes.

## **GRADE 10 – 12 COURSES**

### **SS: SOCIAL STUDIES 10**

**Prerequisite:** Social Studies 9

The new Grade 10 Social Studies Curriculum will build on the same competencies first introduced in Social Studies 9 and Humanities 8. Students will develop their inquiry processes and skills to interpret, analyze and communicate their findings and decisions. Course content will include the development and function of our political institutions, political and economic ideologies, our changing identity and autonomy, conflicts and discriminatory policies as well as Canada's economic development and our role in the global economy. Emphasis will also be placed on First Peoples governance, and, truth and reconciliation.



### **SS: EXPLORATIONS IN SOCIAL STUDIES 11**

**Prerequisite:** Social Studies 10

This course is designed to provide flexibility for teachers and students while ensuring that the rigorous provincial curriculum standards are met. This is a survey course designed to peak student interest in locally relevant content. A sampling of topics to be selected from will include social, cultural, or technological innovations and developments in the 20th century, colonialism and contemporary issues for indigenous people in Canada and around the world, natural resource use and local, regional, national, or global development, rights of individuals in Canada, comparative cultures and religions, and issues within modern media.



# COURSE DESCRIPTIONS – Specialty Courses

## **INDEPENDENT DIRECTED STUDIES (IDS) 11 or 12**

**Prerequisite:** Successful application required

***What is an Independent Directed Studies course and how does it fit with high school***

***graduation?*** Independent Directed Studies courses enable students to initiate their own learning and receive credits towards graduation. These courses are intended to:

- expand course options for students
- allow students to pursue studies or projects in greater depth and further develop their passion

An IDS course can be an extension of one or more learning outcomes already identified in an existing Grade 11 or 12 course anywhere in BC. The course must be rigorous, well thought-out and co-developed through a consultative process. The standards for IDS courses are designed to maintain a high level of quality in the work undertaken. Students are expected to attend class time and work independently. After the submission of applications, successful applicants will work with their IDS teacher to identify and develop the IDS course learning process and outcomes.

***What are the potential benefits of participating in an IDS course?***

- become a self-directed, independent learner
- develop collaboration and networking skills
- reach beyond conventional course boundaries
- develop skills that will prepare you for post-secondary success
- develop critical thinking and problem-solving skills
- work with others with similar interests on a local or global basis
- opportunity to work with recognized community leaders
- add a *unique* dimension to your educational and/or post-secondary application portfolio

***How can I register for an IDS course?***

***\*\*An information session will be offered in January prior to course selection with more information.***

1. Students (and/or pods) identify a focus area of interest/work with the IDS teacher and/or mentor to develop an IDS course outline including: learning outcomes, a facilitation and monitoring process, a process for evaluation and assessment, criteria for successful completion, and timeframes.
2. Submit an IDS Application Form before the course selections. (Approval of the application is required.)
3. Students should also identify a mentor (preferably a community member but he/she can also be a parent or teacher) that is willing to support them through the learning process.
4. Students must be able to work independently and meet deadlines.

***How are credits assigned?***

An IDS course is a four credit course, students are expected to put in 120 hours of work to obtain these credits. Successful completion of an IDS course includes clear documentation of work, criteria achieved, and a final presentation where applicable.

# COURSE DESCRIPTIONS – Specialty Courses

## **PALMER PEER TUTORING 11/12 (YIPS-2A)**

### **No Prerequisite.**

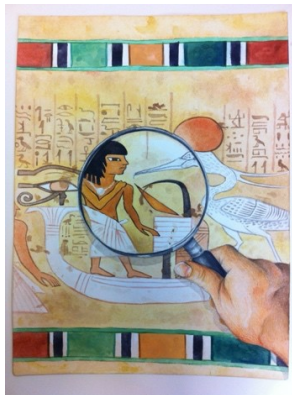
This course offers students the opportunity to assist others in their schools and communities. The primary component of peer tutoring involves helping other students in classroom settings under the guidance of a supervising teacher. However, the class will also meet in person at times during the semester when you are working as a Peer Tutor. Tutors will develop skills in communication, interpersonal relations, leadership, teamwork, and adapting to different learning styles. Peer tutoring provides valuable experience in a leadership role while also enhancing the tutor's study skills, general knowledge, and academic expertise. If you are in grade 11/12 and are interested in Peer Tutoring, please complete an application form that is available in the office. The PT form is to be completed and returned to the office by **February 12th, 2026**.

The following criteria is used for selection:

- One Peer Tutor Block per Gr. 11/12 Student
- Excellent Management and Organizational Skills
- Excellent Record of Attendance
- Demonstrates Initiative
- Excellent Record of Punctuality
- Positive Relationship with PT Teacher Sponsor
- Knowledge of Subject Area
- Able to Work with Limited Supervision
- Respect for Confidentiality
- Reliable, Responsible, Confident, Mature Student
- Works Extremely Well with Peers & Younger Students

## **STUDY BLOCK (Grade 12s Only)**

Grade 12 students are entitled to sign up for a study block so long as it does not affect their graduation. The intent of the study block is to provide students with time during the school day to work towards completion of classroom assignments. Study blocks may be revoked for misuse. Students must complete a consent form signed by parents or guardians.



# COURSE DESCRIPTIONS – Technology Education

## GRADE 8 COURSE

### TE: APPLIED DESIGN, SKILLS AND TECHNOLOGY 8 - HOME ECONOMICS / TECHNOLOGY EDUCATION

#### **No Prerequisite**

This course includes content for both Technology Education and Home Economics. It serves two major purposes. Firstly, as an exploratory course, it gives the students an introduction to the Home Economics and Technology Education shops where they will learn the safe operation of both hand and power machinery. Focus is on experimentation and the development of simple skills (measuring, marking, cutting) and the familiarity of the Tech Ed shops and Home Economics environments. Problem solving, creativity, and fine motor skills are developed. Secondly, it introduces the student to various areas of Technology Education and Home Economics so that the student may make informed choices of electives in subsequent years.

## METALWORK COURSES – GRADE 9-12

### TE: METALWORK Grade 9 / Level 1

#### **No Prerequisite**

This is a hands-on project-based course that introduces students to the concepts of engineering and provides an understanding of technology topics. Students will learn to employ the engineering design process to research, design, and build their projects. They will be encouraged to bring forward their design ideas, prototype and execute their own projects. Students will learn how to work in teams, solve real-world problems and manage projects. Skills that will be explored are construction and design, metal fabrication, and various metal joining processes.

### TE: METALWORK Grade 10 - Level 2

**Prerequisite:** Metalwork level 2 preferred

**Course Credit:** Grade 10/11/12

This is a hands-on project-based course that builds on the skills and learning that students did in level 1. Students continue to explore the concepts of engineering and technology as it relates to metal. Students will learn to employ the engineering design process to research, design, and build their projects. They will be encouraged to bring forward their design ideas, prototype and execute their own projects. Students will learn how to work in teams, solve real-world problems and manage projects. Skills that will be explored are construction and design, metal fabrication, and various metal joining processes.

### TE: METALWORK - LEVEL 3

**Prerequisite:** Metalwork level 2 preferred

**Course Credit:** Grade 11/12

This course builds on the skills and fundamentals learned in Metalwork Level 2. This course immerses students in experiences where they learn the technical skills needed for a wide range of careers related to engineering & metal fabrication. Students will learn to problem solve and manage a project while utilizing the engineering design process. Students will continue, through exploration, to design their own projects. They will be encouraged to examine the physical world and the technologies it contains.

# COURSE DESCRIPTIONS – Technology Education

## **TE: METALWORK LEVEL 4**

**Prerequisite:** Metalwork Level 3

**Course Credit:** Grade 12

This advanced course is for highly self-motivated students who would like to further develop their skills in Technology in order to pursue a career in a related field. This course is customized with individual projects and content is keyed to specific technical knowledge to match career interests and abilities of the students. Learning experience includes: review of past theories and hand tool practices, aspects of good design, advanced joining process, hand tool and machine safety, finishing procedures, machine tool maintenance & Metal shop leadership.

**Project work:** May include rebuilding an outboard motor, if the student made a boat in *Youth Explore Metalwork Trade Skills* &/or approved projects of the students' design.



## **WOODWORK COURSES – GRADE 9-12**

### **TE: WOODWORK Grade 9 / Level 1**

This course is an introduction to basic cabinet making with emphasis on procedures and safety practices. It employs power tools such as the planer, drill press, table saw, and compound miter saw as well as power hand tools such as the router, drill, and sanders. Three projects are made during the year: a small project using the scroll saw, a cutting board and a table.

### **TE: Youth Explore Residential Trades Skills Grade 10, 11 & 12 (An Industry Training Authority sponsored & Ministry of Education course)**

**No Prerequisite**

**Recommended:** Completion of Metalwork, Woodwork or Drafting Grade 9

**Course Credit:** Students will receive a Grade 12 Credit towards graduation.

Youth Explore Trades Skills is an engaging program in which **grades 10-12** students use hands-on learning to acquire skills and knowledge related to a variety of workplace sectors. In this course, students will take three modules, exploring three areas: **Carpenter, Electrician, and Plumber**. The fourth "Core" module covers employability skills, safe use of tools /materials, workplace culture and careers in the trades. This program is a partnership between the Ministry of Education and Industry Training Authority, and gives students 100 hours of practical experience. By taking this course, students will be in a position to better make informed future career choice options. Project work may include a garden shed sized structure with electrical & plumbing. Great skills for being handy around the home.

### **TE: WOODWORK LEVEL 3**

**Prerequisite:** Youth Explore Residential Trades Skills

**Course Credit:** Grade 11

This is an advanced course in cabinet making in which students are encouraged to build upon the skills they learned in their past two years of woodworking by designing and constructing their own designs. Learning experiences include: a review of past theories and hand tool practices, aspects of good design, advanced joinery details, design processes, hand tool and machine safety, finishing procedures and machine tool maintenance. A set project will be completed to update students on joinery techniques. As well, a major plan of the students own choosing will be drawn up, costed out and constructed.

# COURSE DESCRIPTIONS – Technology Education

## **TE: WOODWORK LEVEL 4**

**Prerequisite:** Woodwork Level 3

**Course Credit:** Grade 12

This is an advanced course in cabinet making in which students are encouraged to build upon the skills they learned in their past three years of woodwork by designing and constructing their own project. Learning experiences include: a review of past theories and hand tool practices, aspects of good design, advanced joinery details, design processes, hand tool and machine safety, finishing procedures, machine tool maintenance & Wood Shop leadership. A set project will be completed to update students on joinery techniques. As well, a major plan of the students own choosing will be drawn up, costed out and constructed.

## **DRAFTING COURSES – GRADE 9-12**

### **TE: DRAFTING AND DESIGN GRADE 9 or LEVEL 1**

**No Prerequisite** – Students in Grade 10, 11 or 12 take Level 1

**Course Credit:** Students in Grade 9 receive a Grade 9 Credit; Students in Grade 10, 11 or 12 receive a Grade 10 Credit

This hands-on course is an introduction to computer-aided drafting, 3D modeling, animation, that provides students the opportunity to explore the world of applied graphics. Students will learn and practice a variety of techniques and styles exploring the diverse capabilities of the computer as required in the industry. This course is strongly recommended for all students interested in the trades, technology, engineering, architecture, graphic design, industrial design, and interior design. The course is divided into different areas of study where the students will create projects such as: architectural floor plans, 3D animations, and design based engineering models. Programs used in this course may include: AutoCAD, Inventor, Sketch Up, 3D Studio Max, Maya, Adobe Photoshop and Adobe Premiere.

### **TE: DRAFTING AND DESIGN LEVEL 2**

**Prerequisite:** Drafting and Design Grade 9 Level 1

**Course Credit:** Grade 11

This course builds on the skills and fundamentals learned in Drafting and Design Grade 9 or Level 1. This hands-on course provides the opportunity to further discover and use the diverse capabilities of the computer in applied graphics. For a portion of the school year, students will be given the option of a more in-depth coverage of any aspect(s) of computer-aided design that most interests them. Programs used in this course include a wide range of industry standard software.



# COURSE DESCRIPTIONS – Technology Education

## **TE: DRAFTING AND DESIGN LEVEL 3**

**Prerequisite:** Drafting and Design Level 2

**Course Credit:** Students will receive a Grade 12 Credit towards graduation.

This course allows the self-motivated student the opportunity to further investigate the specific areas of engineering, architecture or mechanical design. The focus of this course can be on the design and manufacturing process as used in industry with specific 3D printed practical projects in mechanical engineering, civil/structural engineering and/or architecture with optional choices in interior design and landscape architecture. As this course deals with real-world technical projects, students will be introduced to industry standards to better prepare them for future study in post-secondary institutes. An emphasis will be placed on career alternatives in the areas of engineering and architecture and/or visual arts, and abilities required for post-secondary education. Students will continue developing skills in programs that are used within industry.

## **TE: DRAFTING AND DESIGN LEVEL 4**

**Prerequisite:** Drafting and Design Level 3

**Course Credit:** Grade 12

This course is a continuation of Computer Assisted Design for the student who is highly self-motivated and wishes to learn as much as possible in order to pursue a career in a related field. Students have the opportunity to choose their own projects in the area(s) that most interest them with an emphasis on career preparation and investigation. This project-based course offers intensive study in programs used in industry.



# COURSE DESCRIPTIONS – Theatre

## GRADE 8 - 9 COURSES

### **TH: DRAMA 8**

#### **No Prerequisite**

This course is an introduction to Drama. Students will explore the foundational skills of collaborating and devising with peers to create performances. Students will learn the basics of theatre, including voice, movement, blocking, scene structure, and storytelling. Students will develop their acting skills as well as their imaginations. No previous experience is necessary. This course is paired with Art 8 as part of the elective rotation.



### **TH: DRAMA 9**

#### **No Prerequisite**

This course is open to students with no drama background as well as to those who have taken Drama 8. Drama 9 offers many creative challenges and dives deeper into storytelling, characterization, and choreography, through units such as stage combat, dance, radio plays, readers theatre, and music videos. Students will develop their acting skills as well as skills essential for devising, collaboration, and group work.

## GRADE 10 - 12 COURSES

### **TH: DRAMA 10**

#### **No Prerequisite**

**Recommended:** Drama 9

This course is an extension of Drama 9 and focuses on continuing to develop vocabulary, theatrical conventions and styles through performance skills. In Drama 10 students continue skill application around storytelling, characterization, and choreography. Students will engage in the theatre process further through units such as stage combat, musical theatre, voice overs, and silent film.

### **TH: DRAMA 11**

#### **No Prerequisite**

**Recommended:** Drama 9 and/or 10

This course is an extension of Drama 10 and focuses on refining performance skills as well as introducing production skills. In Drama 11 the focus shifts from mostly group devising to individual skill building. Students will work through units such as monologues, Shakespeare, clowning, and technical scenes. All students in Drama 11 will participate in the school-wide Haunted House production.

### **TH: DRAMA 12**

#### **No Prerequisite**

**Recommended:** Drama 11

This course is an extension of Drama 11 and focuses on refining performance skills as well as introducing production skills. In Drama 12 the focus continues to shift from mostly group devising to individual skill building. Students will work through units such as scripted scenes, Greek Theatre, Commedia Dell'Arte, and technical scenes. All students in Drama 12 will participate in the school-wide Haunted House production.

# COURSE DESCRIPTIONS – Theatre

## **TH: DIRECTING & SCRIPTWRITING 12 (NOT OFFERED FOR 2025/2026)**

### **Prerequisite: Drama 11**

Instructor approval is required for enrollment.

This course focuses on a collaborative process that includes senior students leading junior students through warm-ups and activities, in addition to script-work and directing. The first half of the course is dedicated to script analysis and script writing, the other half focuses on directing theory and practice. In order to complete this course, students must successfully write a 10-minute play and direct and stage a 10-minute play (either their own or someone else's). Students should note that this is a very demanding course. Self-discipline is essential. Extra-curricular work is required.

## **TH: THEATRE COMPANY 10-12**

### **No Prerequisite**

Course enrolment requires admission by audition.

This course is intended for theatre students who excel in Palmer's Drama classes and are enthusiastic in developing their work further through script analysis, characterization, and performance. Through an after-school rehearsal process, students are able to apply practical skills to the spring theatre production. This course is off timetable and coincides with Theatre Production. This course is not meant to replace Drama 10, Drama 11, or Drama 12. It is strongly recommended that students take both Theatre Company and Drama simultaneously. Students enrolled in Theatre Company are required to attend all scheduled rehearsals, technical runs, and performances, which occur outside of regular school hours.

## **TH: THEATRE PRODUCTION 10-12**

### **No Prerequisite**

Students will learn the basics of lighting, sound, set construction, prop making, and costume design, and have an opportunity to build skills in an area of interest. Everything that goes on backstage will be covered, with students producing the final mainstage production in the spring. This course is an excellent way to get involved in the performing arts outside of acting. This course is off timetable and coincides with Theatre Company. Students enrolled in Theatre Production are required to attend all scheduled meetings, technical runs, and performances, which occur outside of regular school hours.

## **TH: FILM STUDIES 11-12**

### **No Prerequisite**

This course introduces students to the creative and technical foundations of filmmaking while building critical viewing skills. Units emphasize both film appreciation and hands-on production, with students exploring cinematic techniques, story structure, and visual communication. Students will analyze a range of films to understand how directors use image, sound, and narrative to shape audience experience. By the end of the course, students will have produced their own film projects and developed a deeper understanding of film as an art form and a powerful tool for storytelling.



**Graduation Requirements Checklist – Worksheet**

*(Please refer to Page 9 to 12 in the Program Planning Guide for further graduation information).*

**Required Courses**

**(52 Credits)**

- 1. An English Language Arts 10 (4 credits)..... [ ]
- 2. Socials 10 (4 credits)..... [ ]
- 3. Science 10 (4 credits)..... [ ]
- 4. A Math 10 (4 credits)..... [ ]
- 5. Physical and Health Education 10 (4 credits)..... [ ]
- 6. Literary Studies 11 (4 credits)..... [ ]
- 7. A Science 11 (4 credits)..... [ ]
- 8. Explorations in Social Studies 11 OR a Socials 12 (4 credits)..... [ ]
- 9. A Math 11 (4 credits)..... [ ]
- 10. An English 12 (4 credits)..... [ ]
- 11. Arts Education or Applied Design, Skills & Technology 10, 11 or 12 (4 credits)..... [ ]
- 12. Career Life Education (4 credits)..... [ ]
- 13. Career Life Connections/Capstone (4 credits)..... [ ]

**Elective Courses**

**(12 Credits)**

- 1. Grade 12 course (4 credits)..... [ ]
- 2. Grade 12 course (4 credits)..... [ ]
- 3. Grade 12 course (4 credits)..... [ ]

One grade 12 elective must be either English First Peoples 12 or BC First Peoples 12 to meet the requirement for all students to have an Indigenous focused course.

**(16 Credits)**

- 4. Grade 10, 11 or 12 course (4 credits)..... [ ]
- 5. Grade 10, 11 or 12 course (4 credits)..... [ ]
- 6. Grade 10, 11 or 12 course (4 credits)..... [ ]
- 7. Grade 10, 11 or 12 course (4 credits)..... [ ]