

# **NOTRE DAME REGIONAL SECONDARY SCHOOL**



## **HIGH SCHOOL GRADUATION & COURSE PLANNING GUIDE**

**2019-2020**

**The purpose of this guide is to provide students and parents with information to make thoughtful course selections. This process is becoming increasingly complex.**

### **This guide describes**

- **B.C. & ND Graduation requirements - p.2**
- **List of senior courses offered at Notre Dame - p.5**
- **Grade 12 Program Framework - p.5**
- **Course Descriptions – p.9**
- **Scholarships - p.32**
- **Contact information – p.33**

# BRITISH COLUMBIA GRADUATION REQUIREMENTS

Beginning 2019, students are on the **2018 Graduation Program**. Students need a total of **80 CREDITS** to **GRADUATE** based on Grade 10/11/12 courses. There are **REQUIRED** and **ELECTIVE** courses, with a minimum of 16 credits at the Grade 12 level, and 28 elective course credits. 52 credits are required from the following:

<b>REQUIRED 13 COURSES (Ministry) x 4 = 52 CREDITS + 12 Credits from Christian Ed. (ND)</b>			
<b>Courses</b>	<b>Credit</b>	<b>Courses</b>	<b>Credit</b>
Philosophy & Religion (CE) 10-12 (ND Requirement)	12	Science 11 or 12	4
English Language Arts 10	4	a Math 10	4
English Language Arts 11	4	a Math 11 or 12	4
English Language Arts 12	4	Physical and Health Education 10	4
Social Studies 10	4	Career Life Education or Planning 10	4
Social Studies 11 or 12	4	Career Life Connections and Capstone	4
Science 10	4	An Arts Education or Applied Design, Skills and Technologies 10, 11, or 12	4
<b>ELECTIVES 4 COURSES x 4 = 16 CREDITS</b> To fulfill the remaining credit requirements, students must choose a minimum of 4 courses (16 credits). Selection should be based on prerequisite requirements for post- secondary admission, ability and interest. In addition to Language Arts (English) 12, Grade 12's must have at least four GRADE 12 courses. The remainder can be any course in Grade 11 or 12.			

## Provincial Assessment

For **Grads of 2020** there is ONE compulsory provincial graduation assessment

1. Numeracy Assessment (should have been completed in Gr 10 - see Ms. Marghetti if you have not completed this assessment)

For **Grads of 2021** there are TWO compulsory provincial graduation assessments

1. Graduation Numeracy Assessment in grade 10
2. Graduation Literacy Assessment in grade 12

For **Grads of 2022** there are TWO compulsory provincial graduation assessments

1. Graduation Numeracy Assessment in grade 10
2. Graduation Literacy Assessment in grade 10
3. Graduation Literacy Assessment in grade 12

**NEW**

## **Career-Life Connections (CLC) and Capstone - Graduation Requirement (4 credits)**

CLC is comprised of three areas of study:

- Personal Career-Life development
- Connections to Community
- Career-Life Planning

\*\* The CLC course requires substantive experiential learning (30+ hours) that is intended to expand/ deepen student exposure to career-life possibilities. Based on student needs and interest, it can include service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects.

The Capstone process will include a proposal, mentor, research, product, and presentation. The presentation will be the student's personal integrated plan for post-graduation. The goal of this project is to demonstrate reflection on personal learning and achievement (both inside and outside of the school), growth in the core competencies, and development of a post-graduation plan. Final products will be showcased and may include a video, document, performance, construction, etc.

# Courses Offered at Notre Dame Regional Secondary

The following courses are offered for your selection . The number of students that request the course will determine **IF** the class is taught (subject to enrolment) and the number of sections that are needed.

GRADE 11 COURSES		GRADE 12 COURSES	
Required	Philosophy and Religion 11 (CE)	Required	Philosophy and Religion 12 (CE)
	ONE English Language Arts: <ul style="list-style-type: none"> <li>● Literary Studies 11</li> <li>● Composition 11</li> <li>● Creative Writing 11</li> <li>● New Media 11</li> <li>● Spoken Language 11</li> </ul>		English Studies 12 or English First Peoples 12 Career-Life Connections & Capstone
Required Science	<ul style="list-style-type: none"> <li>● Chemistry 11</li> <li>● Earth Sciences 11</li> <li>● Life Sciences 11 (Biology)</li> <li>● Physics 11</li> </ul>	Grade 12 Level Courses	<ul style="list-style-type: none"> <li>● 20th Century World History 12</li> <li>● Active Living 12</li> <li>● Anatomy &amp; Physiology 12 (Biology)</li> <li>● Art Studio 12 (AE)</li> <li>● Calculus 12</li> <li>● Chemistry 12</li> <li>● Choral Music 12(AE)</li> <li>● Composition 12</li> <li>● Creative Writing 12</li> <li>● Digital Media Development 12 (A)</li> <li>● Entrepreneurship 12 (A)</li> <li>● Fitness and Conditioning 12</li> <li>● French 12</li> <li>● Genocide Studies 12</li> <li>● Instrumental Music: Concert Band 12(AE)</li> <li>● Law Studies 12</li> <li>● Literary Studies 12</li> <li>● Math 12 Pre-Calculus</li> <li>● Musical Theatre 12** (Show Choir)</li> <li>● New Media 12</li> <li>● Physical Geography 12</li> <li>● Physics 12</li> <li>● Social Justice 12</li> <li>● Spanish 12</li> <li>● Textiles 12 (A)</li> <li>● Theatre Company 12 (AE)</li> <li>● Theatre Production 12 (AE)</li> <li>● Youth in Trades 11/12 (Apprentice.)</li> </ul>
At least one of:	<ul style="list-style-type: none"> <li>● Foundations of Mathematics 11</li> <li>● Pre-Calculus 11</li> <li>● Workplace Mathematics 11</li> </ul>		
Required Math	<ul style="list-style-type: none"> <li>● French 11</li> <li>● Spanish Introductory 11</li> <li>● Spanish 11</li> </ul>		
At least one of:	<ul style="list-style-type: none"> <li>● Art Studio 11(AE)</li> <li>● Instrumental Music: Concert Band 11(AE)</li> <li>● Choral Music 11(AE) (before school)</li> <li>● Digital Communications 11(A)</li> <li>● Food Studies 11(A)</li> <li>● Marketing and Promotion 11 (A)</li> <li>● Musical Theatre 11** (Show Choir)</li> <li>● Textiles 11 (A)</li> <li>● Theatre Company 11(AE)</li> <li>● Theatre Production 11 (after school) (AE)</li> </ul>		
Language	<ul style="list-style-type: none"> <li>● Active Living 11 (PE)</li> <li>● Explorations in Social Studies 11</li> </ul>		
Choose one Arts Education (AE) or Applied Design Skills and Technology (A)	University Courses		
	<ul style="list-style-type: none"> <li>● English 110 &amp; 120 **</li> <li>● Psychology 100 &amp; 101 **</li> </ul>		

(AE) Arts Education (A) Applied Design, Skills and Technologies

\*\* Application process required

All students must enrol in **8 courses\*** that are offered in the regular timetable (blocks A to H). Courses like Choir, Stagecraft and Jazz Band that are offered outside the timetable may be selected BUT **ONLY in addition to** the first eight.

## How Do I Know What Courses to Choose?

Students have had opportunities to consider what type of career they may wish to pursue in Career Education 8, 9, Career-Life Education (Gr 10) and Career-Life Connections (Gr 11/12). The following websites may enhance those opportunities:

<https://www.postsecondarybc.ca/>    <http://itsajuggle.ca/>  
[www.educationplannerbc.ca](http://www.educationplannerbc.ca)    [www.workbc.ca/BlueprintBuilder](http://www.workbc.ca/BlueprintBuilder)  
[www.jobsetc.gc.ca/eng](http://www.jobsetc.gc.ca/eng)

## Notre Dame Grade 12 Program Framework:

### Required:

- 1- **English Studies 12 or English First Peoples 12. Must enrol at Notre Dame unless you have received previous credit at Summer School. If you take English Language Arts 12 outside of ND, it must be complete before September of your grade 12 year.**
- 2- **Philosophy and Religion (CE) 12**
- 3- **Career-Life Connections and Capstone**

### Choice\*:

- 4- **Grade 12 level course**
- 5- **Grade 12 level course**
- 6- **Elective Choice**
- 7- **Elective Choice**
- 8- **Elective Choice**

**\* These choices are all dependant on admission requirements for the institutions you want to attend, what your area of study will be, and your interests.**

**# 4, 5, 6, 7 should be on the admission lists if you want to attend any College or Universities in other provinces. It is crucial that you check each specific post-secondary website for the most updated entrance requirements.**

**# 8 can be courses at the grade 11 OR 12 level.**

**All Grade 12 students must enrol in 8 courses during our regular timetable with one exception for those who qualify for a Supervised Study Block**

COURSE PLANNER					
✓	GRADE 10	✓	GRADE 11	✓	GRADE 12
	Philosophy and Religion 10		Philosophy and Religion 11		Philosophy and Religion 12
	Literary Studies 10 and one of: Composition 10 Creative Writing 10 New Media 10		choose one of: Composition 11 Creative Writing 11 Literary Studies 11 New Media 11 Spoken Language 11		English Studies 12 or English First Peoples 12
	Social Studies 10		a Social Studies 11 or 12		Career Life Connections and Capstone Project
	a Math 10		a Math 11		Grade 12 Level Course
	a Science 10		a Science 11		Grade 12 Level Course
	Physical and Health Education 10		Elective (French 11)		Elective
	Elective (French 10)		Elective		Elective
	Career Life Education 10 & TWO Electives from Art, Foods, Drama & Textiles OR Band		Elective		Elective

**STUDY BLOCK - Has been implemented to allow students with heavy academic course loads and who are active in extracurricular activities in the school; it is an opportunity to study and do homework.**

**Supervised Study Block Eligibility: *(must meet all 5 requirements)***

- 1) Grade 12 students
- 2) 80% average in Grade 10 and 11
- 3) Two ND extracurricular activities in each Grade 10, 11 and 12
- 4) Academically challenging program leading to University admission
- 5) Permission of the Administration.

## **What if I chose the wrong course; want to change a course; or my timetable is not complete? \*\*\***

When you receive your timetable, it may appear incomplete because of conflicting course times. You will be required to make an alternate course selection.

It is **your** responsibility to ensure that you have the right courses. If you need to make changes you can do so...

1. Before May 1<sup>st</sup> after you have submitted your requests and the number of sections have not been finalized.
2. **During the first three weeks of school**, a request to be transferred to another course will be considered **IF** it isn't already full and if it works with your timetable. You are responsible for all work missed.

**\*\*\* There are no transfers for reasons such as teacher preference, being with friends, etc.**

**Course changes will not be considered after the 3<sup>rd</sup> week of classes** unless there are extreme circumstances and the following criteria have been met. \*\*

- ✓ You have sought extra help from your teacher.
- ✓ You completed all assignments and homework
- ✓ You are a cooperative student in the classroom
- ✓ You do not have the capability, according to the teacher, to succeed in the course.
- ✓ The course does not make you ineligible for graduation.

**\*\* Note:** Not needing the course to graduate or for admission purposes are not acceptable reasons for dropping a course.

## **OTHER OPPORTUNITIES FOR OBTAINING CREDIT TOWARDS GRADUATION**

### **CHALLENGE AND EQUIVALENCY**

Challenging a course is the process of receiving credit for a Ministry-Authorized Courses taught within the school district through an assessment of a student's undocumented prior learning. There may be courses that do not have a viable challenge because they include a great deal of class participation, group discussion, oral learning outcomes, faith foundation or other factors in their learning outcomes.

A student is entitled to challenge a course if he or she...

- Is currently enrolled in the school where the challenge is being requested
- Can give evidence that he or she will succeed in the challenge. The student holds an A average in the prerequisite course for the one being challenged.

- The student work habits, attitude and scholarship in current studies indicate an ability to handle the rigors of an independent study in the area of question.
- The student has developed an ability or skill in an area and has gained the proficiency in a previous institution.

### **Procedure for Challenge:**

Students may be asked to take part in a variety of summative assessments in the course being challenged. These assessments vary according to course and /or department. Please see Ms. Marghetti for more details.

Equivalency is for students who have already complete the learning outcomes of a particular course in a different institution or province. Students who have completed a course must bring in evidence of completion and will be given appropriate course credit. Please bring documentation to Ms. Marghetti in Student Services for verification.

Challenge requests will only be considered in May/ June of the prior academic year.

### **EXTERNAL CREDIT COURSES**

There are a number of courses that offer credit at a high school level in a variety of self-interest areas. They include the following: Driver Training; Sports Coach & Official; Music; Dance; Life Saving; Computer courses; Language Development; Regional, Provincial, or National Team members (each sport varies); Cadets; Scouts; Guides; Duke of Edinburgh Award; Fitness Leader; First Aid....etc. See the BC Ministry website for more information:

<http://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/external-credentials>

If you have taken any specific course outside of school, please check to see if it can be added to your transcript. Some courses have potential to be arts education or applied design, skills and technologies equivalents and will be used in the elective category. Bring the completed course documentation to Ms. Marghetti to be issued the credits.

### **Distance Education and Online Learning**

Students may consider enrolling in courses for either remedial or advancement purposes. Online courses are available on the following website [www.learnnowbc.ca](http://www.learnnowbc.ca). Students may take courses online **BUT** they will still be required to maintain eight courses at Notre Dame.

**Note: Students must inform Ms. Marghetti if they are taking a course outside of Notre Dame and they must provide Ms. Marghetti with proof of their final grade once the course is complete.**



# COURSE DESCRIPTIONS

## BUSINESS EDUCATION

### **E-COMMERCE 12 (formerly Marketing 12)**

#### **ECOM 12**

In today's world, you can purchase goods in person from a retail store or through an online shopping mall and have it delivered to your home. E-Commerce 12 is a course designed to teach students how businesses serve their customers in person and online. Throughout the course, we will take a critical look at how the e-commerce industry emerged in recent times, what types of products and services are out there and in which forms they are being promoted to us.

Students will also apply their learning by promoting, soliciting sponsorship and marketing large school events such as the BC Catholic Girls' Volleyball Tournament and the annual Walk-a-thon. Students will also undertake the project management, market research, and creation of business plans for these events.

### **ENTREPRENEURSHIP 12**

#### **ENT 12**

Have you thought of a cool gadget that you could invent? How about a delicious new cupcake that you could bake and sell for a profit?

Entrepreneurship 12 is a course designed to take students through the process of creating and implementing their own business venture. While learning the different aspects of business, students will develop their own business plan which they will use to successfully implement their idea into a real venture. Throughout this course students will also examine and develop entrepreneurial skills, study a variety of entrepreneurs and understand what it takes to be a successful entrepreneur.

## CAREER LIFE EDUCATION

### **CAREER LIFE EDUCATION (Gr 10)**

#### **CLE**

This is a required course for graduation. The aim of the course is to enable students to develop the skills they need to set better goals, make informed decisions and take responsibility for their actions throughout life. In Career Life Education 10, students learn how:

- To find a balance between school life and personal life which is essential to good physical and mental health
- To develop a network of family, friends, and community members who can support and broaden career awareness and options

- To prepare for lifelong learning in order to adapt to changing career opportunities
- To consider internal and external factors when career planning
- The global economy affects our personal, social, and economic lives and prospects
- To continually plan, evaluate, and adapt for successful career and education paths

Career Life Education 10 provides relevant and experiential learning opportunities which help students relate learning in school to the demands of the working world. Students begin developing their Graduation Transition Plan/ Capstone Project in this course. Career Life Education 10 can be further enriched by parental support. It is hoped that each student will discuss course content with his/her parents/guardians.

**CAREER LIFE CONNECTIONS (Gr 12)**  
**CLCA/CLC**

This course is required for graduation. CLC is intended to support and guide students continuously in purposeful and ongoing career-life development. In this course students learn how to set personally meaningful goals, recognize and cultivate relevant opportunities and supportive relationships, and continually re-evaluate and revise their plans that they began in CLE 10. Emphasis in CLC is put on becoming self-aware, life-long learners, who understand that one’s interests may develop and change over time. Being aware of one’s own self-identity will support their career-life choices. What will each student’s personal journey look like? Through CLC we will continue to support and guide students towards a better understanding of who they want to be in the world.

**CAPSTONE (Gr 12)**  
**CLCB**

The completion of this project is required for graduation. The Capstone is a learning opportunity for students to reflect and share in personally meaningful ways, their knowledge, competencies, and passion(s). It will integrate personal interests and strengths with preferred future possibilities. It is a representation of the student’s learning journey and provides an opportunity to reflect and synthesize as well as showcase and celebrate.

**CHRISTIAN EDUCATION**

**PHILOSOPHY AND RELIGION (CE) 11**  
**YPHR 11A**

Christian Education 11 is a course developed by the Archdiocese of Vancouver. It deals with Church history: the events in the formation of the Church from Pentecost to the present day.

*Note: All students must pass CE 11 in order to continue at Notre Dame.*

## **PHILOSOPHY AND RELIGION (CE) 12**

### **YPHR 12A**

Christian Education 12 is a course developed by the Archdiocese of Vancouver. Creating a Christian lifestyle is the focus of the class, which gives the students opportunities to learn about who they are and where they are being called. There is an emphasis on St. John's Gospel.

*Note: All students must be passing CE 12 in order to be allowed to attend the Commencement Ceremonies. This is a required course to graduate from Notre Dame.*

## **COMPUTER STUDIES**

### **DIGITAL COMMUNICATIONS 11**

#### **DCOM 11**

In today's technological world, the way we communicate with one another is varied through the many different tools that have emerged in recent times. Students will explore topics in digital communications such as design, career choices, social and moral impacts and through the lens of the Catholic worldview when learning about social media, e-commerce advertising, web news sources, and others. This course will help students to understand their digital footprint, including how to speak and search efficiently and how to always present themselves in the best light. Students will create a digital portfolio of assignments (ie. websites, infographics, promotional materials, videos, blogs, etc.) using industry-standard software (ie. MS Office, Adobe Photoshop, Adobe Illustrator, Adobe Dreamweaver, open-source graphic apps, Apple iMovie, Garage Band, Premiere) in a state-of-the-art computer facility

### **DIGITAL MEDIA DEVELOPMENT 12**

#### **DMD 12**

In today's technological world, the way we consume content is varied through the many different tools that have emerged in recent times.

Students will explore topics in digital media development such as design, advertising and through the Catholic world view when creating multimedia projects that they will learn how to brainstorm, design, and produce content that is collaborated within small and large groups.

Students will create a digital portfolio of assignments (ie. animations, short movies, websites, journalism, promotional materials, videos, blogs, etc.) using industry-standard software (ie. Adobe Photoshop, Adobe Illustrator, Adobe Dreamweaver, open-source graphic apps, Apple iMovie, Garage Band, MS Office, Premiere) in a state-of-the-art computer facility.

## ENGLISH LANGUAGE ARTS

**Please note:** The BC Ministry of Education has released a new curriculum for ELA 10-12. What's fundamental to English Language Arts remains the same; the ability to **comprehend and connect** (reading, listening, viewing), and to **create and communicate** (writing, speaking, representing), will always be important to success. In the coming years, however, as teachers and schools across the province work in their own ways to implement the new curriculum, students should see greater range in the English Language Arts options being offered and experience units within those courses that are organized and presented differently.

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### **ENGLISH LANGUAGE ARTS 10** (2 + 2 credits)

Prerequisite: ELA 9

The question of which specific English Language Arts option(s) to take is a very important one. Those entering Grade 10 are among the first cohorts to see the new curriculum being fully implemented every year of their remaining high school education. Students should not only strive for an accurate understanding of their personal strengths and weaknesses, but also begin to develop an idea of what post-secondary institutions or prospective employers will expect of them -- whatever field they choose to pursue after graduation.

Anticipating the necessity of a strong foundation in textual analysis and interpretive skill, not only for success in ELA 11 and ELA 12 but beyond, the English Department at Notre Dame is offering Literary Studies 10 (2 credits) across the board:

### **LITERARY STUDIES 10** (2 credits)

#### **LTST 10**

The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time: increase their literacy skills through close reading of appropriately challenging texts; enhance their development of the English Language Arts curricular competencies, both expressive and receptive; expand their development as educated global citizens; develop balance and broaden their understanding of themselves and the world; develop higher-level thinking and learning skills.

The English Department also recognizes that individual learners might derive greater value from developing different areas/methods of expression, so for 2019-2020, we are offering students **the choice of ONE of the following** (which they will take in conjunction with Literary Studies as part of "English Language Arts 10"): Composition, Creative Writing, and New Media.

## **COMPOSITION 10** (2 credits)

### **CMPS 10**

Designed to support students in their development of written communication through a critical process of questioning, exploring, and sampling. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. Students will read and study compositions by other writers and consider a variety of styles as models for the development of their writing. The course builds students' writing competencies by introducing them to varied structures, forms, and styles of compositions. Students have opportunities to individually and collaboratively study, create, and write original pieces, exploring audience and purpose. They also develop their craft through processes of drafting, reflecting, and revising. (N.B. This option is likely to be the best fit for most post-secondary requirements. If a student does not take Composition in Gr. 10, but intends to attend university, he/she should take Composition 11 in preparation for further studies.)

## **CREATIVE WRITING 10** (2 credits)

### **CTWR 10**

Designed for students who have an interest in creative expression through language. The course provides students opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the sampling of writing processes, inviting students to express themselves creatively as they experiment with, reflect on and practice their writing.

## **NEW MEDIA 10** (2 credits)

### **NMD 10**

A program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop a program of study centred on students' interests, needs, and abilities, while at the same time allowing for a range of local delivery methods. New Media 10 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording opportunities to demonstrate understanding and communicate ideas through a variety of digital and print media. New Media 10 explores tasks and texts designed to introduce students to the study of New Media.

**Students should consult with their EN9 teacher if they are not sure what option they should take in Grade 10; it's important that their decision-making process be an informed one.**

Availability of course offerings is limited and dependent on interest. If numbers are not sufficient to run a full section, or if there are scheduling conflicts, students may find themselves with their 2nd choice.

**PLEASE NOTE: Literary Studies 10 and whatever a student chooses as his/her other ELA option are TWO distinct courses, meaning there is a separate final grade for each.** The two ELA courses a student takes in his/her Grade 10 year will be offered one after the other, NOT concurrently; marks for the first will be FINALIZED halfway through the academic year.

In 2020-2021, when they are in Grade 11, students may choose to continue developing skills in the same area, or explore a different option altogether. English Studies 12 or English First Peoples 12, however, is a graduation requirement.

### **ENGLISH LANGUAGE ARTS 11** (4 credits)

Prerequisite: ELA 10

After 2018/2019, “English Language Arts 11” will no longer exist as a formal course. Instead, students have the option of pursuing ONE of the following (*italics indicating text taken verbatim from Ministry of Education documents*):

### **LITERARY STUDIES 11** (4 credits)

#### **LTST 11**

Allows students to delve deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and nonfiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

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

Study all sorts of texts with a critical eye to gain a deeper appreciation of the power of effective language. If you take this option, expect to do a fair amount of reading on a regular basis (though what you read will vary in length/form, genre/subject matter, as well as complexity); to learn how to figure out the construction of texts and unpack their meanings; and to convey your growing understanding in various ways (e.g. written, oral, visual). Enjoy stories and encountering new worlds? Can never remember literary devices, or see the point of them? Want to be a stronger reader? This option might be for you.

## **COMPOSITION 11** (4 credits)

### **CMPS 11**

Designed to support students as they refine, clarify, and adjust their written communication through practice and revision. Students will read and study compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students to, with increasing independence, study, create, and write original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations. They will develop confidence in their abilities as they consolidate their writing craft.

Develop confidence in your ability to write well, no matter what the situation calls for. If you take this option, expect to learn through near-constant cycles of drafting, reflecting, and revising based on feedback; to study exemplars and develop personal strategies for successful communication; and to produce a strong body of written work. In Composition, you will master common forms like the sentence, the paragraph, and the essay; and in doing so, be able to write letters, summaries, articles, persuasive arguments. Don't feel like you have a terribly good imagination? Struggling with synthesis essays now, but bound for college and the dreaded "term paper"? Have your feet firmly planted in the sciences and can't see the relevance of reading another poem? Still don't know what a comma is for? This option might be for you.

## **CREATIVE WRITING 11** (4 credits)

### **CTWR 11**

Designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and strengthen their skills through writing and design processes. Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they reflect on, adjust, and extend their writing skills.

Take a disciplined approach to improving your writing skills and creative expression. If you take this option, expect to learn through near-constant cycles of drafting, reflecting, and revising based on feedback; to study exemplars and experiment with different literary techniques; and to produce a diverse body of written work. In Creative Writing, you will draw on real and imagined experiences in crafting poetry and prose. Never thought you were any good at English, but have

an eye for detail? Like to read, but can't put your own ideas into words? Want to be a writer, and need a good editor/harsh critic? This option might be for you.

## **NEW MEDIA 11** (4 credits)

### **NMD 11**

A program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop an intensive program of study centred on students' interests, needs, and abilities, while at the same time allowing for a range of local delivery methods. New Media 11 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide range of digital and print media.

Examine how "new media" impacts our experience of the world. If you take this option, expect to study in earnest something you might think you already know well; to ask questions and seek answers; to be a "content-creator" as well as a "critical consumer". You'll still read and write and view and listen and talk, but you'll also come to understand what doing so in online contexts means. Have an interest in arts & culture, technology & design, communications, politics, journalism, public relations, psychology, or business...? Really feel there must be more to life than Instagram likes? Imagine yourself working with digital media for a living? This option might be for you.

## **SPOKEN LANGUAGE 11** (4 credits)

### **SPLG 11**

Designed to support students as they refine, clarify, and adjust their spoken communication through practice and revision. The course provides opportunities for students to, with increasing independence, study, create, write, and present original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of spoken language genres for a range of situations. They will develop confidence in their abilities as they consolidate their spoken language skills.

Gain an appreciation for everything that goes into the clear articulation of ideas. If you take this option, expect to watch, listen and learn; to be called upon to read out loud and to speak frequently in various contexts; to engage in processes of drafting, reflecting, and revising in the course of preparing oral remarks. See yourself having to give many presentations and want to be



able to look people in the eye? More comfortable conveying ideas in person than on the page? Like to talk and can listen well? This option might be for you.

\*\* While the course descriptions sound quite different, it's worth noting that the actual curricular competencies listed under each one have considerable overlap. **There is no getting away from reading or writing entirely as these are understood to be ESSENTIAL SKILLS, the successful mastery of which is important beyond English as a subject area.**

## **ENGLISH STUDIES 12** (4 credits)

### **ENST 12** Prerequisite: ELA 11

English Studies 12 builds upon and extends students' previous learning experiences in ELA 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
- think critically and creatively about the uses of language
- explore texts from a variety of courses, in multiple modes, and reflective of diverse worldviews
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that shape identity
- appreciate the importance of self-representation through text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understandings of what it means to be educated Canadian and global citizens

English Studies 12 is challenging, particularly for learners who have weak reading skills and difficulty with literary analysis. Success requires understanding poems and prose selections on an interpretive level, and being able to communicate complex ideas. Students are expected to produce literary paragraphs and multi-paragraph synthesis responses on sight passages, as well as original compositions, that demonstrate a solid grasp of standard English. Written work is assessed according to 6-point provincial scoring guides established by the Ministry of Education. Most post-secondary programs expect students to have a good, if not high, standing in English Studies 12.

If a student's performance in ELA 11 is 65% or less, and current reading ability and anecdotal evidence from previous English teachers indicate the likelihood of significant struggles in English Studies 12, it is imperative that he/she take concrete steps now and throughout the summer months to address known areas of weakness.

**PLEASE NOTE: There is a NEW provincial Literacy Assessment; however, unlike the EN12 provincial examination in the past (worth 40% of a student's overall grade), the Literacy Assessment does not affect your final grade in ELA. The new Grade 12 Literacy Assessment is a graduation requirement and will appear as a separate entry on transcripts.**

## **ENGLISH FIRST PEOPLES 12 (4 credits)**

**ENFP 12** Prerequisite: ELA 11

EFP 12 is a course students may take in addition to English Studies 12 or as an alternative. Like English Studies 12, EFP 12 satisfies the ELA 12 graduation requirement and is an acceptable ELA 12 course for university admission.

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

- examine texts grounded in a diversity of First Peoples cultures, including local First Nations or Métis communities
- extend their capacity to communicate effectively in a variety of contexts
- think critically and creatively about the uses of language
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that have shaped and continue to shape their own identities
- appreciate the importance of self-representation through authentic First Peoples text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understandings of what it means to be educated Canadian and global citizens.

While the focus in EFP 12 is primarily on First Peoples voices from British Columbia, students also engage with texts that reflect First Peoples perspectives from elsewhere in Canada and throughout the world.

## **LITERARY STUDIES 12** (formerly, ENGLISH LITERATURE 12)

**LTST 12** Prerequisite: ELA 11 with a recommended grade of 80% or higher

Literary Studies 12 allows students to delve more deeply into literature through increasingly complex texts. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and nonfiction) in a variety of media. Giving students the choice of a

range of literary topics allows them to follow their passion and at the same time: increase their literacy skills through close reading of appropriately challenging texts; enhance their development of the English Language Arts curricular competencies, both expressive and receptive; expand their development as educated global citizens; develop balance and broaden their understanding of themselves and the world; further refine higher-level thinking and learning skills. Literary Studies 12 is frequently taught as an overview of English Literature from the Middle Ages through to this century.

## **COMPOSITION 12** (formerly, WRITING 12)

### **CMPS 12**

Prerequisite: ELA 11 with a recommended grade of 80% or higher

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

## **CREATIVE WRITING 12** (formerly, WRITING 12)

### **CTWR 12**

Prerequisite: ELA 11 or permission from the teacher

Creative Writing 12 is designed for students who are interested in creating a body of work reflective of a sophisticated breadth and depth of skill. The course provides students with opportunities to specialize and publish in real-world contexts. Students engage in the exploration of personal and cultural identities, memories, and stories, in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes, celebrating successes. Students will refine their ability to write in complex, controlled styles with effectiveness and impact.

## **NEW MEDIA 12**

### **NMD 12**

Prerequisite: ELA 11 or permission from the teacher

New Media 12 is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop an intensive program of study centred on students' interests, needs, and abilities, while at the same time allowing for a range of local delivery methods. New Media 12 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with

a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media.

At Notre Dame, the primary area of focus of New Media 12 is media and film studies – content and topics may include the globalization of the media industry, influence of media on users' perceptions, documentaries in the age of digital media. Various film techniques and genres will be explored.

## **MATHEMATICS**

### **FOUNDATIONS OF MATH 11**

#### **FOM 11**

Prerequisite: Foundations of Mathematics and Pre-Calculus 10

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary studies in programs that do not require the study of theoretical calculus. Please check websites for more details before selection. Topics include mathematical reasoning, angle relationships, graphical analysis, linear inequalities, quadratic functions, systems of equations, optimization, statistics, scale models and financial literacy.

### **PRE-CALCULUS 11**

#### **PREC 11**

Prerequisite: Foundations of Mathematics and Pre-Calculus 10

This course is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, like Sciences or Engineering. Topics include: real numbers; powers; trigonometry of oblique triangles; quadratic functions and equations; rational expressions and equations; radical operations and equations; financial literacy; linear and quadratic inequalities; polynomial factoring.

### **WORKPLACE MATH 11**

#### **WPM 11**

Prerequisite: Successful completion of a Math 10

This course satisfies graduation requirements. It is also recognized in trades programs. Please check websites for more details before selection.

This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into the majority of trades and for direct entry into the workforce. Topics include financial literacy, rate of change, contexts (probability and statistics), interpreting graphs and 3D objects.

## **PRE-CALCULUS 12**

**PREC 12** Prerequisites: 73% or better in Pre-Calculus 11 is recommended

This elective course focuses on the graphical and algebraic nature of mathematics, and is a prerequisite for future studies in the fields of science, engineering, electronics, computer studies, economics, and business. Topics include: Transformations, Exponents, Logarithms, Geometric Sequence and Series, Polynomial Functions, Rational Functions and Trigonometry.

## **CALCULUS 12**

### **CALC 12**

Prerequisites: Pre-Calculus 12 or Pre-Calculus 12 (concurrently) with permission from instructor (it is challenging to choose the concurrent option).

This course is intended for those students who will need to take a calculus course in university/college. Any student interested in the sciences, engineering, economics, etc. is highly recommended to take this course.

Areas of study include theorems and applications of limits, derivatives, and integrals. Students will study calculus graphically, algebraically, numerically, and verbally. Students should have a solid foundation in algebra and arithmetic.

## **MODERN LANGUAGES**

### **INTRODUCTORY SPANISH 11**

#### **BSP 11**

This course is designed for students who are non-native speakers of Spanish. It introduces writing and speaking, and the Spanish culture. Students must be motivated to learn Spanish and take on a heavy workload. This course condenses Spanish 8-10 in one year.

### **SPANISH 11**

#### **SP 11**

This course is designed for students who write and speak Spanish or who have successfully completed Beginners Spanish 10 or 11. It includes writing and speaking.

### **SPANISH 12**

#### **SP 12**

Prerequisite: Spanish 11

The language of the classroom is primarily Spanish. This course is a continuation of Spanish 11. Evaluation is both written and oral communication.

### **CORE FRENCH 11**

#### **FR 11**

Prerequisite: French 10

This course involves listening to, reading and speaking French; however, focus is placed on written work. Students should be prepared for monthly written assignments. Examples of some of the topics that will be included are - fitness, career plans, travel, sports, relationships, and the arts.

### **FRENCH 11 Honours**

#### **FR 11**

This course is a continuation of the French 9 Honours course. Students will complete grade 10

course requirements and also complete all of the Gr. 11 coursework. Upon successful completion of Fr. 11 Honours, students will then be eligible to take French 12 the following year, thereby completing a grade 12 course before his/her Grade 12 year.

Students new to Notre Dame with an immersion or Francophone background may also be eligible to take this course, after having had an interview and successfully completing a reading/writing assessment.

## **CORE FRENCH 12**

**FR 12** Prerequisite: French 11

The language of the classroom is primarily French. This course is a continuation of French 11. Evaluation is both written and oral communication.

## **ARTS EDUCATION**

### **ART STUDIO 11**

#### **VAST 11**

Students will begin to explore the principles and elements of design in relation to media, theme, and expression. Senior students will explore the creative process through a meaningful engagement of mind and body. The course will focus on an interconnection in visual imagery between the self, community, history, and cultures. Students will extend their painting, drawing, mixed media, and sculpting experiences.

### **ART STUDIO 12**

**VAST 12** Prerequisite: Art 11 or permission of the Art teacher

Art 12 is an open studio course. Students use foundational concepts and skills learned from grade 8-11 to build a portfolio of work. Students will be expected to submit a portfolio of their best 8 works of art by the first week of April. The criterion for the portfolio is designed so that students have an opportunity to enter their work into the Dogwood District Authority Scholarship. Students will then use the remainder of the year to create their final grad art piece.

### **CHORAL MUSIC: CONCERT CHOIR 11** **CMCC 11**

*\*THIS COURSE RUNS AFTER SCHOOL\**

There will be concentration on singing - solo and 4-part harmony, history - history project, theory - basic musical notes and signs, composition - writing a song, performance - participating in concerts and shows, critiques - writing reports on concerts.

### **CHORAL MUSIC: CONCERT CHOIR 12** **CMCC 12**

*\*THIS COURSE RUNS AFTER SCHOOL\**

The course is a continuation of the Choral Music 11. There will be increased concentration on singing - solo and 4 part harmony, history - history project, theory - basic musical notes and signs, composition - writing a song - performance - participating in concerts and shows, critiques - writing reports on concerts.

**MUSICAL THEATRE 10**  
**MUTH 10**

*\*THIS COURSE RUNS AFTER SCHOOL\**

Musical Theatre 10 integrates dance, drama and music to provide unique aesthetic experiences through the expression of ideas, meaning, and emotions. The focus of this course will be on developing technical and expressive skills in all three disciplines and using them in a variety of styles and ensemble sizes. Students will perform regularly in group situations. They will be: creating a touring Christmas Show Choir Company; competing in a major international festival; performing in concerts throughout the year; and auditioning for and creating numbers in a Revue Show.

**MUSICAL THEATRE 11**

*\*THIS COURSE RUNS AFTER SCHOOL\**

**MUTH 11** Prerequisite: Musical Theatre 10 or special permission from Teacher  
Musical Theatre 11 is a continuation of Musical Theatre 10. It integrates dance, drama and music to provide unique aesthetic experiences through the expression of ideas, meaning, and emotions. The focus of this course will be on developing technical and expressive skills in all three disciplines and using them in a variety of styles and ensemble sizes. Students will perform regularly in group and solo situations. They will be: creating a touring Christmas Show Choir Company; competing in a major international festival; performing in concerts throughout the year; and auditioning for and creating numbers in a Revue Show.

**MUSICAL THEATRE 12**

*\* THIS CLASS RUNS BEFORE SCHOOL \**

**MUTH 12** Prerequisite: Musical Theatre 11 or special permission from the Teacher  
Musical Theatre 12 is a continuation of Musical Theatre 11. It integrates dance, drama and music to provide unique aesthetic experiences through the expression of ideas, meaning, and emotions. The focus of this course will be on developing technical and expressive skills in all three disciplines and using them in a variety of styles and ensemble sizes. Students will perform regularly in group and solo situations. They will be: creating a touring Christmas Show Choir Company; competing in a major international festival; performing in concerts throughout the year; and auditioning for and creating numbers in a Revue Show.

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

**IMCB 11/ IMCB 12** Prerequisite: Instrumental Music: Concert Band 10

This year long course is designed to aid students in the understanding and appreciation of music, based on rehearsing and performing as a concert band. The focus of this course will be on developing skills through mastery of an instrument, conducting skills, exposure to a wide variety of musical styles through rehearsing and performing the recognized masterworks of the concert band repertoire. Students will perform regularly, participate in adjudicated music festivals, and will make a recording of the repertoire performed during the school year.

## **THEATRE COMPANY 11**

### **DRTC 11**

Theatre Company 11 is an intensive Dramatic Arts Course with an emphasis on performance. In this course students will explore, design and refine a range of productions both as a group and as an individual. The company will combine dramatic elements for stage and screen to create short productions for different audiences and occasions. These will include: Remembrance Day; The Christmas Concert; ND Improv Championships; The MAD Film Festival; and the Final Acting Show.

Evaluation will include: in-class participation; stage fighting & sword fighting; improvisation; in-class performance of a monologue; in-class performance of a dialogue; school performances in the Remembrance Day Service; afternoon and evening public performances at the Christmas production; competing in the ND Improv Championships; filming; directing and editing a 6 minute movie for the MAD Film Festival; attending and critiquing a professional play; and producing, writing, filming, directing, and editing a final movie project.

## **THEATRE COMPANY 12**

### **DRTC 12**

Prerequisite: Theatre Company 11 or special permission of the Dramatic Arts Department Head

Theatre Company 12 is an intensive Dramatic Arts Course with an emphasis on performance. In this course students will explore, design and refine a range of productions both as a group and as an individual. The company will combine dramatic elements for stage and screen to create major productions for different audiences and occasions. These will include: A three scene Remembrance Day Service; A seven scene Christmas Play; Creating characters and scenarios for the ND Improv Championships; Competing in the MAD Film Festival; and Creating a 25 minute Final Acting Show.

Evaluation will include: in-class participation; stage fighting & sword fighting; improvisation; in-class performance of a monologue; in-class performance of a dialogue; school performances in the Remembrance Day Service; afternoon and evening public performances at the Christmas production; competing in the ND Improv Championships; filming; directing and editing a 6 minute movie for the MAD Film Festival; attending and critiquing a professional play; and producing, writing, filming, directing, and editing a final multimedia play.

## **THEATRE PRODUCTION 11 & 12**

*\*THIS COURSE RUNS AFTER SCHOOL\**

### **DRTP 11/ DRTP 12**

This is a course designed to provide students with basic skills and knowledge in all areas of theatrical and film production. All students will be expected to work prior to and during play productions. Students work on production, stage management, set construction and design, lighting, costumes, properties and special effects. This is a challenging course where students gain practical experience and obtain professional work experience, while learning to maintain a cohesive working group. A great deal of commitment is required and there is a selection process to enrol.



## **HOME ECONOMICS**

### **ADST - FOOD STUDIES 11 FOOD 11**

This Senior foods course is for food enthusiasts who are eager to improve their food preparation skills, and who are ready to take on more challenging cooking labs in the kitchen. Emphasis on this course will be placed on preparing exciting and nutritious meals, as well as making good food choices considering cost, nutrition, and plating. The skills gained in this class may be applied to careers in Food Services, Health Care, Hospitality, but above all in everyday life.

### **TEXTILES 11**

#### **TXT 11**

Prerequisite: Textiles 10

This course is a continuation of Clothing and Textiles 10. During this full-year course, a variety of projects allow students to develop sewing techniques. These techniques include sewing a zipper, lining, darts, pleats and hand-stitching. Projects include: a fleece hoodie or cardigan, a skirt & spring dress (females) or zipped jacket (males), a Christmas project, and a project of their choice. Students also explore opportunities and various careers available in the fashion industry. The class will visit fabric stores to purchase fabric for projects and will attend a post-secondary fashion show. Students will be given an opportunity to create an individual Textiles Portfolio.

### **TEXTILES 12**

#### **TXT 12**

Prerequisite: Textiles 11

This course is designed for students with a special aptitude in Textiles and who are independent learners. During this full-year course, students learn challenging skills, such as sewing an invisible zipper and making buttonholes. Projects include: a fully-lined winter coat, a lined cocktail dress (females) or buttoned shirt (males) and a project of their choice. (Male students will have alternate projects). Students explore opportunities and various careers available in the fashion industry. The class will visit fabric stores to purchase fabric for projects and will attend a post-secondary fashion show. All students in Textiles 12 are encouraged to apply for the Dogwood District Scholarship, specializing in Textiles, where they will display their Textiles Portfolio.

## **PHYSICAL AND HEALTH EDUCATION**

### **ACTIVE LIVING 11/12 (formerly Physical Education)**

#### **ACLV 11/12**

This course is designed for students who are interested in a general physical education course. Focus is on self-directed student activity, getting students active in the activities they enjoy, and exposure to activities they may not have been exposed to otherwise. The goal for this course is the development of knowledge and skills necessary to incorporate physical activity into regular routines and leisure pursuits to live an active and healthy lifestyle. Students who are self-motivated and have a special interest in all areas of physical activity should select this course. Participation, leadership, and cooperation will be a large component of this course.

## **FITNESS AND CONDITIONING 12**

### **FTCD 12**

Prerequisite: PE 11 or permission of the course teacher

This course is designed for students who are more serious about improving their physical fitness through activities like strength training or more intensive cardio. This course is somewhat more specialized than Active Living 12 and would likely require access to specific equipment and facilities. This course will cover all aspects of fitness knowledge and personal training needed to become a level one certified trainer. Topics include: human anatomy, exercise physiology, exercise theory and principles, health/fitness assessments, weight training, and nutrition. This is not strictly a workout course! A great deal of time is spent in classroom study but regular workout sessions are part of the exercise theory.

## **SCIENCE**

**If a student does not meet the recommended mark(s) in the following courses, admission to course(s) will require an application process and is at the discretion of the Science Department plus their current teachers' recommendations.**

## **LIFE SCIENCES 11 (formerly BIOLOGY 11)**

### **LFSC 11**

This course gives a broad overview of the world of living things and how such an incredible number of organisms can be organized and classified. The course also studies the theories of adaptation, ecology, and evolution. We look at viruses, single-celled organisms, fungi, plants, and invertebrate animals. Lab work is a major component. There is a significant amount of content and new vocabulary.

## **CHEMISTRY 11**

### **CH 11**

A minimum grade of 67% is recommended in both Foundations and Pre-Calculus 10 and Science 10.

Chemistry 11 is a demanding Science 11 course, requiring skills in memorization, reasoning and mathematics. Many general topics are investigated — the periodic table, chemical reactions, atomic theory, solutions, bonding, and organic chemistry. Since there is no textbook, students must have very organized notes. It is also strongly recommended that Math 11 be taken concurrently with Chemistry 11. Students should be well motivated and have a strong background in Science 10.

## **EARTH SCIENCE 11**

### **ESC 11**

This course introduces Earth and Space Science. The course focuses on the study of- astronomy, rocks and minerals, fossils, volcanoes and earthquakes, weathering, erosion and physical oceanography. It is excellent preparation for students considering taking Geography 12.

## **PHYSICS 11**

### **PH 11**

A minimum grade of 70% is recommended in both Foundations and Pre-Calculus 10 and Science 10. This course requires a solid mathematical background.

Physics 11 involves problem-solving, algebra, graphing and lab work. Topics include wave motion, optics, kinematics, dynamics, energy, relativity, and nuclear physics. Students compete in our annual Physics Balsa Bridge Building Contest (current record: 273.55kg).

## **ANATOMY AND PHYSIOLOGY 12 (formerly BIOLOGY 12)**

### **ATPH 12**

Biology 11 and/or Chemistry 11 are strongly recommended with a minimum grade of 67%.

Biology 12 is designed for students interested in studying life and health sciences. The course of study includes molecular level biology (carbohydrates, lipids, proteins and nucleic acids), biochemistry and cell biology. In addition, all major human body systems (anatomy and physiology) are covered. Course work consists of quizzes, tests, lab work, designing and completing a unique experiment and writing a scientific paper.

## **CHEMISTRY 12**

### **CH 12**

Chemistry 11 and Pre-Calculus 11 are strongly recommended with a minimum of grade of 67%.

Chemistry 12 involves more application of theory and there is significantly more math involved in Chemistry 12 than Chemistry 11. In addition there is extensive laboratory work that accompanies the theory learned in the class. There are fewer topics than Chemistry 11 but they are considerably more complex as we dive deep into each unit. Topics include reaction kinetics, chemical equilibrium, solubility, acids and bases, and oxidation-reduction. Homework is assigned every class and grading is based on assignments, labs and tests, including comprehensive exams in December and in June.

## **PHYSICS 12**

### **PH 12**

It is recommended that Pre-Calculus 12 be taken before or concurrently with Physics 12. Students should have a mathematics grade of at least 73% and Physics 11 grade of at least 70%.

Topics include vector kinematics, dynamics, vector dynamics, work, energy, power, momentum, equilibrium, circular motion, gravitation, electrostatics and electromagnetism. Students compete in our annual Physics Balsa Bridge Building Contest (current record 273.55 kg). Scholarship bonus work is assigned through the class newsletter. Grading is based on performance in homework, quizzes, lab reports (including the Bridge Building Contest), tests. Comprehensive exams in December and June account for approximately 30% of the year's grade.

## **SOCIAL STUDIES**

### **EXPLORATIONS IN SOCIAL STUDIES 11 (formerly Socials 11)**

#### **EPSS 11**

This is a course that introduces learners to global issues and challenging concepts including Politics, Genocide Studies, Economics and several Geographies.. It focuses on the impact of our changing climate on the physical and human geography of our planet, conflicts of the 21st century that have evolved out of the 20th century and the issues of human rights, justice and the role of the United Nations now and into the future.

### **GENOCIDE STUDIES 12**

#### **GENO 12**

This course will focus on the origins and development of the term 'genocide' and the economic, political, social and cultural conditions of genocide. Students will study the characteristics, stages and strategies to commit genocide by focusing on acts of mass violence and atrocities in different global regions. An analysis of the uses of technology to promote and carry out genocide will also be covered. Students will learn about the recognition and responses to genocide including the controversies regarding denial and attempts to minimize the scope of genocides globally. Students will examine the evidence use to demonstrate the scale and nature of genocide and how this is influenced and impacted by international law.

### **20TH CENTURY WORLD HISTORY 12**

#### **WH 12**

This course provides a forum for students to study the forces, events, personalities and institutions that have shaped the 20th century. Students will have the opportunity to apply critical thinking and problem-solving skills to a study of the 20th century. Some of the major themes include the Impact of Nationalism and Imperialism, the Role of the Individual in History, the Nature of Conflict and Conflict Resolution, and the Growth of Internationalism in the 20th Century.

### **LAW STUDIES 12**

#### **LST 12**

This course concentrates on basic Canadian criminal and civil law. Whenever possible an in-depth study of criminology will occur, culminating in a practical session where criminal trials are held in the classroom. Other units explore the law of torts, contracts and family law. Efforts are made to have court officials and lawyers visit the class.

### **PHYSICAL GEOGRAPHY 12**

#### **P GEO 12**

A fun and exciting course designed for students who want to learn more about the world around them. Learn how hurricanes are born, where tornadoes are most frequent, how volcanoes are made and what causes earthquakes. Examine how man and cows have created environmental problems like global warming, acid rain, and ozone depletion. Be a "brilliant genius" and learn how to tell the weather and discover how mountains are created.

## **SOCIAL JUSTICE 12**

### **SJ 12**

Social Justice is a ministry-approved course that focuses on past and ongoing Social Justice Issues in our community and the wider world. Students will read articles, watch videos, have discussions and create presentations on topics such as poverty, human trafficking and corporate greed. The class will also visit and assist at a number of community organizations including a local soup kitchen. Students who enroll in this class should be prepared to engage in service hours beyond those required for CE.

### **\* LIMITED ENROLLMENT \***

## **YOUTH WORK IN TRADES 11/12 - FOR STUDENTS IN GRADE 12**

Youth Work in Trades Program, provides skill development through practical, hands-on work experience. Students enrolled go to work and attend high school at the same time, earning 16 credits towards graduation. A minimum of 480 hours are needed to complete the course requirements, which are counted towards your apprenticeship certification. There are no prerequisites to enter this program. Prospective students have found an employer who is willing to employ them and pay them as an apprentice – at least until their high school graduation. Students who are thinking of working in the fields outlined in the BC and Red Seal Trades Programs have an opportunity to take part in the Youth Work in Trades Program at ND. Visit the Industry Training Authority (ITA) website: [www.itabc.ca](http://www.itabc.ca) for a list of current trades offered in the Youth Work in Trades program. If you have any questions, please contact Mr. Pepe.

## **FIRST YEAR UNIVERSITY COURSES: RUNNING START**

Running Start is a joint program offered by Corpus Christi College that enables students to gain university credit, while still in high school. This is a dual credit program, meaning students will gain high school credit towards graduation, as well as university credit towards their post-secondary degree.

Running Start students benefit from a gradual transition to university, through early exposure to the challenges and rewards of university-level academic work and through interaction with university-level instructors.

\* Note: Students pay university course fees.

**Note:** Students must be enrolled in 8 courses while attending Notre Dame. Therefore English 120 must follow English 110 and Psychology 101 must follow Psychology 100.

### **ENGLISH 110**

#### **PSIAG 12C**

Prerequisite: English 12 with 80%

This is a first-year, first-semester course that integrates critical reading, thinking, and composition. Students learn how to apply principles of rhetoric, analysis, and academic writing in oral and written responses to selected readings. Through a progression of increasingly challenging assignments, students develop their discursive skills through expository writing and academic argument.

### **ENGLISH 120**

#### **PSIAG 12D**

Prerequisite: English 110

This is a first-year, second-semester course, which introduces students to the major literary genres: prose fiction, poetry, and drama. Through a study of selected texts, students learn and practise the fundamentals of university-level literary study and the skills to think and write critically about literature. The course is designed to prepare students for more specialized courses in English at the second-year level

### **PSYCHOLOGY 100**

#### **PSIAG 12A**

Psychology is the scientific study of human behaviour. This course is designed to promote critical thinking skills and to introduce students to several key areas that make up the field of Psychology, including, but not limited to, social, cognitive, developmental, and biological psychology. Students will gain an understanding of: 1) how psychologists think, 2) what psychology really is, 3) the basic areas with which psychology deals, and 4) the way psychology is relevant in one's own life.

### **PSYCHOLOGY 101**

#### **PSIAG 12B**

An introduction to psychological theories and research methods related to motivation, emotion, intelligence, personality, human development, stress, social psychology, psychopathology and therapy.

# RESOURCES: HOW DO YOU PICK THE RIGHT COURSES FOR YOU?

## 2 GREAT RESOURCES AT YOUR FINGERTIPS

### POST SECONDARY BC

<https://www.postsecondarybc.ca/>

### EDUCATION PLANNER

<http://www.educationplannerbc.ca>

Excellent resources that allows you to compare post-secondary programs in BC. Both sites help learners make well-informed decisions about their education and career options.

British Columbia Colleges/ Universities/ Institutes offer four main types of Programs.

- 1) First and second Year University Courses (University Transfer)
- 2) Career and Vocational Programs that may lead to degrees or diplomas.
- 3) University Degrees
- 4) Trades

There are many educational institutions that offer a variety of programs. Sites like those above and like [www.SchoolFinder.com](http://www.SchoolFinder.com) help students, parents and counsellors explore schools across Canada and around the world. Compare program prerequisites and costs.

Transition from ND may be less stressful by going to College or a small University first

- Tuition is often less than most Universities
- Transportation is often cheaper and more convenient
- Reduced class size
- The professors are hired primarily to teach not to research
- Easier to gain admission with no time lost on transfer

## USA - Colleges and Universities

University and Colleges may have unique admission requirements so please check the websites before selecting your courses. All students planning to attend a College or University in the **United States** are often required to take Standardized Aptitude Tests (i.e., **SAT, ACT**) before being admitted. For SAT's and PSAT's, please check <https://collegereadiness.collegeboard.org/sat> for details, dates and registration.

To ensure eligibility to play sports for NCAA schools, please see Clearinghouse rules. More information is available at [www.ncaa.org](http://www.ncaa.org)

## **SCHOLARSHIPS AND BURSARIES**

Many scholarship, bursaries, awards and grants are available to help finance post-secondary education. Always check websites of institutions that you plan to attend, associations with clubs, unions, or organizations that you or your parents may be members of. Also consider:

- ✓ Entrance Scholarship
- ✓ Major Entrance Scholarship
- ✓ Affiliation Scholarship & Bursaries
- ✓ Passport to Education
- ✓ Entrance Bursary
- ✓ General Bursary
- ✓ External Awards
- ✓ Government Loans

There are also a number of scholarships that may be available to you not just based on academics. They may include involvement in extracurricular activities and community service. Many require letters of reference and/or essays on a variety of topics. There are many websites that you can register on to receive information and notification of these opportunities. Explore opportunities on the following sites:

[www.scholarshipscanada.com](http://www.scholarshipscanada.com)

[www.yconic.com](http://www.yconic.com)

[www.collegeboard.com](http://www.collegeboard.com)

[www.fastweb.com](http://www.fastweb.com)

[www.scholartree.ca](http://www.scholartree.ca)

After you have conducted your research and you have further questions, please feel free to contact me at [rmarghetti@ndrs.org](mailto:rmarghetti@ndrs.org).



# Notre Dame Regional Secondary Student Services

## GOALS OF STUDENT SERVICES:

- To provide academic, social and personal counselling to our students
- To make available to students and their families the tools they need to succeed

## CONTACT INFORMATION

Director of Student Services:

Guidance and Counselling

Ms. Marghetti [rmarghetti@ndrs.org](mailto:rmarghetti@ndrs.org)  
604-255-5454 Ex. 2242

Student Resource

Ms. Citton [lcitton@ndrs.org](mailto:lcitton@ndrs.org)  
604-255-5454 Ex. 2206

Grade Level Coordinator (GLC) 12

Mr. Campbell [ccampbell@ndrs.org](mailto:ccampbell@ndrs.org)

Grade Level Coordinator (GLC) 11

Mr. Pepe [bpepe@ndrs.org](mailto:bpepe@ndrs.org)

Grade Level Coordinator (GLC) 10

Ms. Filipovic [afilipovic@ndrs.org](mailto:afilipovic@ndrs.org)

**REMIND ALERTS:** Up-to-date information on programs, open houses, scholarship opportunities etc. will continue to be made available through my remind alerts. Please make sure you sign up!