



# Cedar Community Secondary School

## Home of the Spartans

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*Grad Program - Grade 10, 11, 12*

# ***CALENDAR***

# ***2024 - 2025***

**This document is available on our school website.**

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# PROGRAM PLANNING

In this guide, you will find the information you need to design your high school program to meet your future career and education goals. Opportunities are abundant; follow your interests and find your future! Cedar Community Secondary offers a variety of courses that explore Humanities, Science, Math, Technology, Languages, Fine Arts, and Trades. Carefully selecting courses will prepare you for college, university, trades and work place careers.

There are many ways to build a high school program. Check out external credits, trades training opportunities, university enrichment courses, language challenge exams, work experience and apprenticeship options, distance learning opportunities.

## **GRADUATION REQUIREMENTS & POST-SECONDARY ADMISSIONS**

Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

For specific program requirements, you should contact the specific institution you are interested in or search for specific program requirements using the Education Planner's website: <http://www.educationplanner.ca/>

### **Useful Links**

- Education Planner: <https://www.educationplannerbc.ca/>
- BC Ministry of Education : <https://www2.gov.bc.ca/bced>
  - a. BC Ministry of Education Graduation Requirements: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation?keyword=graduation>
- Curriculum Document: <https://curriculum.gov.bc.ca/curriculum/overview>

### **FINANCING YOUR FUTURE**

#### **Scholarships and Bursaries**

It's never too early to think about how you'll pay for your future education. If you plan to continue school beyond Grade 12, you can start earning money from awards and scholarships even before you graduate.

See <http://www2.gov.bc.ca/gov/content/education-training/k-12/support/scholarships> for Ministry Scholarships and Awards.

The District/Authority Scholarships are now \$1250 and the # of awards per school will be determined based on the # of registered grade 12 students @ Sept 30, 2020. The application will be online for students to apply and I encourage you to direct students to the Ministry website for specifics regarding criteria. The focus is on excellence in their chosen area of interest or strength.

The Ministry does offer a secondary school apprenticeship \$1000 scholarships but they are administered by the CTC program. Last year the District received 8 awards... <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/career-programs/apprenticeship-and-trades/youth-work-in-trades>

There are also BC Excellence Scholarships 55 in the province.... <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/scholarships/provincial-scholarships/bc-excellence-scholarships>

#### **Local Scholarships, Bursaries and Awards**

The local community is very supportive of students wishing to pursue a post -secondary education including trades and technical programs. The Nanaimo Ladysmith Schools Foundation selects and distributes the awards for School District #68 students. Applications are available from the school counselling area in early February. Visit <https://www.nlsf.ca/scholarships-bursaries/> for details.

#### **Other Awards**

Many other scholarships and awards are available to graduating students. Excellent websites include:

[www.studentscholarships.org](http://www.studentscholarships.org)

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

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

## **DISTRICT PROGRAMS – CAREER PATHWAYS (CTC)**

A significant labour shortage in British Columbia is projected over the next ten years, just under a million job opportunities are expected. Careers and Technical Center (CTC) programs allow students to learn more about “in demand” jobs, gain work-based training, and/or earn post-secondary training while attending high school.

To learn more about our programs please visit our website or meet with one of our program advisors.

**WEBSITE/REGISTER TODAY:** [www.ctc-careerpaths.ca](http://www.ctc-careerpaths.ca)

### **DUAL CREDIT – YOUTH TRAIN IN TRADES (formerly Dual Credit Trades & Applied Skills or AceIT)**

*This program is open to grade 12 students.*

The Dual Credit Trades and Applied Skills Program is a provincially recognized partnership between Nanaimo Ladysmith Public Schools and post-secondary institutions. Students involved in this program earn both high school and university credits (dual credits) during their studies while completing the first year toward a Red Seal Trade or Certification Program.

Successful applicants are sponsored and do not pay tuition fees. Students **are** required to pay for application fees, activity fees, books and supplies. Since students are classified as high school students they are *not eligible for student loans*. Students normally graduate at the same time as their peers but receive a post-secondary credential, in addition, to their high school diploma.

**Seats are currently offered in the following programs: (Highlighted take place outside Nanaimo)**

*Applied Business Technology for Administrative Assistant | Legal Secretary | Accounting Assistant | Aircraft Maintenance Technician | Automotive Service Technician | Automotive Collision Repair | Automotive Refinishing | Baker | Carpenter | Professional Cook Level 1 and 2 | Iron Worker | Machinist | Electrician | Hairdresser | Heavy Duty Mechanic | Heavy Equipment Operator | Dental Assistant | Education Assistant | Health Care Assistant | Plumbing | Horticulture | Information Technology & Applied Systems | Motorcycle/Marine Technician | Marine Service Technician | Refrigeration Mechanic – HVAC | Welder*

Students are encouraged to consult with their school counsellor or CTC Advisor about this graduation option. Although basic requirements vary from program to program, a passion for the trades training or applied skills program is considered a minimum standard for program. Applications are accepted ongoing until the program(s) is full but waitlist applications may be considered as an alternate. Some applicants must complete a VIU assessment prior to consideration for this program. See website for current program details.

### **YOUTH EXPLORE TRADES SAMPLER (formerly Discovery Trades)**

The Trades Sampler Program(s), are offered at the VIU campus, from, *September - November* and *February - April* provides a hands-on experience in a variety of in-demand trade careers (i.e. welding, carpentry, electrical, motorcycle and marine technician, auto service technician, heavy mechanical trades, etc.) The deadline for applications will be early December, however, waitlist applications may be considered if received after this date.

A Student Transition Plan will be developed between the student and CTC program advisor; this plan will identify graduation requirements and the transition plan from high school to the work place and/or post-secondary training. See our website for more details and deadlines. There may be an all-female cohort offered

### **DUAL CREDIT – ENRICHMENT - VIU**

***Grade 11 students register to attend VIU courses during grade 12.***

The Dual Credit Enrichment program offers VIU classes to youth that are planning on attending a specific post-secondary program after graduation. High school transcripts must show a minimum of three “A’s” and one “B”, final or interim grades, for English 10/11, Math 10/11, Social Studies 10/11, Science 10/11 and/or courses that are pre-requisites or relevant (i.e. music, drama, etc.) If you qualify, do not miss the opportunity to be awarded the highest priority for registration to almost all first year courses.

Information sessions and pre-registration usually opens in early February and closes in March. Approved applicants are selected and contacted in April to register for the VIU classes. Students can enroll in up to two courses per semester and four courses per year. The courses must lead to a specific occupation. The school district sponsors (pays) tuition but students are responsible for all other costs such as the application fee, student fees, student activity fee, materials, textbooks, etc. It is important to discuss this option with a counselor, parent, VIU advisor and CTC advisor. See the website for more details and current deadlines.

### **YOUTH WORK IN TRADES (formerly Secondary School Apprenticeship Program)**

***This program is open to youth ages 14 – 19 years. Employers must provide a registered ITA employer sponsor.***

This program allows youth to get a head start for a career in the trades by earning ITA work based training hours, getting up to 16 high school course credits, and becoming eligible for a \$1000 ITA Award. High school course credits begin when the student is registered with the ITA with an approved ITA employer sponsor and the application package has been approved. The employer sponsor must provide WCB coverage for paid positions.

These courses are completed outside of the regular school schedule, such as evenings, weekends, school breaks and summer. The student will earn 4 credits for completing 120 work hours and required pre-employment related assignments. The students can earn up to 4 courses or 16 credits. The \$1000 ITA Award is intended to assist the apprentice with the purchase of tools, equipment, materials or tuition; the student must report up to 900 work based hours to the ITA before December 31 of the school year that they turn 19 years old. Registration is ongoing.

# 2023 GRADUATION PROGRAM PLANNER

Required Courses		Credits
English First Peoples 10		4
English Language Arts 11		4
English First Peoples 12		4
Mathematics 10		4
Mathematics 11 or 12		4
Social Studies 10		4
Social Studies 11 or 12		4
Science 10		4
Science 11 or 12		4
Career Life Education (Typically in grade 10 year)		4
Career Life Connections (Done as two 2-credit courses – 1 in grade 11 and 1 grade 12 year)		4
Physical and Health Education 10		4
Fine Arts or Applied Skill 10, 11 or 12		4
<b>Foundation Total</b>		<b>52</b>
Elective Courses:		Credits
List your courses:		
Min. <b>28</b> Elective Credits Needed		<b>Electives Total:</b>
<b>Check – do you have 16 credits at the Grade 12 level?</b>		
<i>Total of 80(+) Credits Needed to Meet Grad Requirements</i>		<b>Total Credits</b>

- Dogwood Diploma     
  Adult Grad Program     
  School Completion Certificate

# COURSES

## ENGLISH

### ENGLISH LANGUAGE ARTS 10-12

The redesigned curriculum represents an integrated and holistic approach to teaching and learning. In the English Language Arts curriculum, all six of the language arts elements (reading, listening, viewing, writing, speaking, and representing) are connected and used in each course. Each of the courses offered will be an English Language Arts class with a different emphasis. The difference between English First People (EFP) and English Language Arts (ELA) courses is the focus on Aboriginal context and content. The academic demand is equal in both ELA & EFP classes. You can find more information at the following website:

<https://curriculum.gov.bc.ca/curriculum/english-language-arts>

#### English First Peoples 10 (MEFLS-10, MEFWR-10)

Is designed for students who are interested in exploring varied experiences, values, beliefs, and lived realities of First Peoples as shown in various forms of text – including oral storytelling, poetry, prose, song, stand-up comedy, dramatic works, film and other digital narratives. The course focuses on global and social justice issues through an Indigenous lens. Students will examine the social justice opportunities presented by digital media in communicating and exchanging ideas and its impact on individuals and First Peoples communities and cultures. It includes experiential learning, collaboration and group work, guest speakers, and field trips to connect students with local Indigenous individuals and groups. **EFP10 meets the Provincial Ministry Indigenous Graduation Credit Requirement.**

#### ENGLISH LANGUAGE ARTS 11 – Areas of Choice

**Creative Writing 11 (MCTWR-11)** is designed for students who are interested in using writing for self-expression and other various creative purposes. The course provides students with in-depth opportunities to become better writers. Students will collaborate and develop 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 experiment with, reflect on, extend, and refine their writing.

**Composition 11 (MCMPS-11)** is designed for students who have an interest in refining their skills in written communication in a variety of contexts, as they continue to explore, extend, and improve their writing. The course provides opportunities for students, individually and collaboratively to study, create, and write original, authentic pieces for diverse purposes and in diverse forms. Students will work individually and collaboratively to explore and create compositions and essays.

**New Media 11 (MNMD-11)** is designed to reflect the changing role of technology today, and the increasing importance of digital media in communicating and exchanging ideas. Coursework is aimed at providing students with skills vital for success in an increasingly complex digital world, by affording opportunities to demonstrate understanding, and to communicate increasingly sophisticated ideas through a wide variety of digital and print media. Students may focus studies on the influence of the media industry on society and various methods of digital communication. The course provides opportunities for students individually and collaboratively to study, create, and write original, authentic pieces for diverse purposes and in diverse forms. Students will work individually and collaboratively to explore and create. Students will explore narrative, expository, descriptive or persuasive pieces and specific attention will be on thesis development, structure and citations.

#### Spoken Language (MELSL-11)

This course provides opportunities for students to study, create, and use language to produce original pieces in a variety of modes. The course will provide students with opportunities for performance, oral language, professional applications, and/or public speaking. Spoken Language 11 will appeal to students who enjoy public performance, oral storytelling, and/or who want to gain more experience and skill in this area. The course provides opportunities for students individually and collaboratively to study, create, and write original, authentic pieces for diverse purposes and in diverse forms. Students will work individually and collaboratively to explore and create. Students will explore narrative, expository, descriptive or persuasive pieces for the spoken word audience and specific attention will be on thesis development, structure and citations.



## ENGLISH LANGUAGE ARTS 12

### English First Peoples 12 (MENFP-12)

This course uses First Nations content and context to empower students by providing them with persuasive communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively, and reflectively on contemporary Indigenous themes; to construct a sense of personal and cultural identity while recognizing the power of personal voice to move issues forward; and to be respectful of a range of perspectives and worldviews. **English First Peoples 12 meets the English Language Arts Graduation Requirement and the Provincial Ministry Indigenous Graduation Credit Requirement.**

## SOCIAL STUDIES

The main purpose of the Social Studies curriculum is to develop graduates who have the knowledge, skills, and competencies to be active, informed citizens.

Social Studies offers students the opportunities to build understandings and knowledge on topics found in the disciplines of history, geography, political science, and economics, with contributions from other disciplines such as sociology, psychology, and anthropology. The new curriculum places greater emphasis on developing disciplinary thinking skills through six major thinking concepts: significance, evidence, continuity and change, cause and consequence, perspective, and ethical judgment.

Today's easy access to information of uncertain quality and accuracy makes it more important than ever to teach students the skills needed to gather, assess, analyze, and synthesize information and ideas from multiple sources. Once students have gathered and analyzed information, they will use it to solve problems, make decisions, and communicate their ideas effectively.

### Social Studies 10 (MSS-10)

The Grade 10 Social Studies curriculum maintains the same structure and format as the K–9 curriculum. The Grade 10 Social Studies curriculum finishes the historical sequence started in the new Grade 7 curriculum and finishes in the present day, with issues in modern Canadian and world history, geography, civics, and economics. It prepares students to be active, thoughtful citizens as well as having them consider issues they may want to pursue in Grade 11 and 12 Social Studies courses. Following Social Studies 10, all students are required to take a minimum of one Social Studies course at the grade 11 or 12 level.

## 20th Century World History 12 (MWH-12)

This course examines the major events of the 20th Century from 1919 to 1991. Using the themes of geopolitics, economics, ideology, social change, and the role of the individual, the course focuses on the major events of the century including the aftermath of Versailles, the Great Depression, rise of dictators, World War II, the Cold War, end of European empires, and civil rights in the United States and South Africa. Open to both grade 11 and 12 students.

## Contemporary Indigenous Studies 12 (MINST-12)

This course will look at the various experiences of Indigenous peoples in Canada and around the world. It will focus on the impact of colonialism on Indigenous societies. The course content will include the principle that identities, worldviews, and languages of Indigenous peoples are renewed, sustained, and transformed through connection to the land. Students will study the ways that Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being, despite the continuing effects of colonialism. The course will look at the ways that Indigenous peoples continue to advocate and assert rights to self-determination. The course will centre around the communal responsibility that reconciliation requires: that colonial societies work together to foster healing and address injustices of the past. The course has an experiential component and students will meet Indigenous guest speakers, go on field trips, and engage in authentic Indigenous cultural practices. The course is also culturally supported by local Snaw-naw-as Knowledge Keepers. **Meets NEW graduation requirement of 4 credits of Indigenous-focused course work. Open to both grade 11 and 12 students.**

## Human Geography 12 (MHGEO-12)

This course examines the influence people have had on our physical environment as well as its influence on us. Students will analyze data from a variety of sources to better understand our globally connected world. Along the way, you will learn how to interpret how demographic patterns and population distribution are influenced by physical features and natural resources. At the same time as physical features affect our choices as a species, human activities alter landscapes in a variety of ways. Students will examine the implications of our changes to the natural landscape environmentally as well as other geographic factors. You will consider reasoned judgements about controversial choices humans have made, past and present, and determine what responsibility we might have to respond. This course is open to Grade 11 and 12 students.

## Comparative Culture 12 (MCMCL-12)

*Why do people do what they do?* If you are curious about what life is like around the world - this is the class for you! In Comparative Cultures 12 we will explore how unique global cultures are expressed through life celebrations, traditions, language, music, art, food and more. Using a wide range of resources including online research, film, guest speakers, and social media, we will uncover the diverse ways that geography, historical events, religion, education, tourism, and human rights issues have shaped the lives of individuals in different locations. In addition to weekly case study cultures, this inquiry-based course will allow you to study a world culture of your choice and dig into topics that you find interesting!

## Law Studies 12 (MLST-12)

This course presents an overview of the Canadian legal system. Emphasis is on legal rights and responsibilities that allow citizens to reflect critically on their role in society. Topics include the history of law, Canadian Charter of Rights and Freedoms, Criminal law, correctional systems and Youth Criminal Justice. Students will examine current events going on in Canada and the world. Some projects include the wrongfully accused, famous trials, prison systems, not criminally responsible defense, environmental law and a mock trial. Meets academic requirements for some university programs. Open to both grade 11 and 12 students.

## Philosophy 12 (MPHIL-12)

What does it mean to exist? What is beauty? Is there more than one reality? These are some of the “big questions” that will be examined in this course. Through the inquiry-based process students will use the following Big Ideas as a focus;

- Philosophy is a discipline that examines the fundamental nature of knowledge, reality, and existence.
- Philosophy provides tools for investigating meaning and fostering understanding of different ways of thinking.
- Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs.
- While philosophical questions often examine issues with no definitive answers, logic and reasoned arguments can show which answers have more or less value.

Topics of study will include but not limited to;

- **methods of reasoning and argument in philosophy**
- **metaphysical theories about the nature of reality**
- **epistemological theories about knowledge and truth**
- **social and political philosophy theories of morality, ethics, and aesthetics**
- **Plato’s Republic**

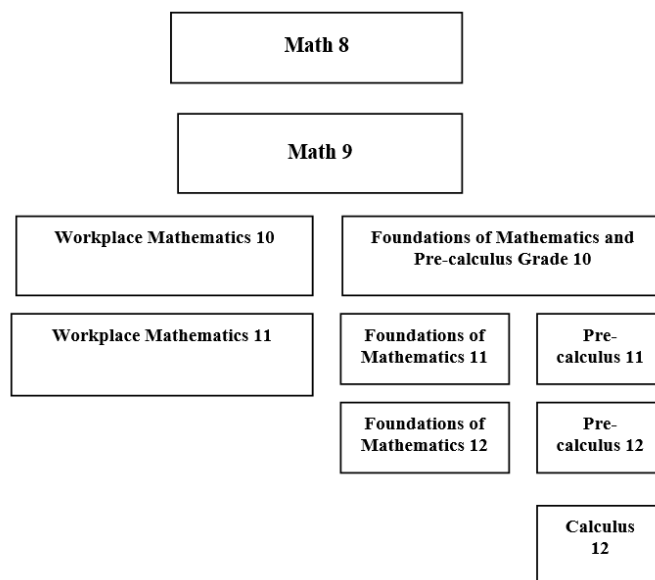
## Social Justice 12 (MSJ-12)

*Be the Change you wish to see in the world!* Explore issues of oppression and injustice in a Canadian and global context. What are your personal and social responsibilities when examining discrimination based on ability, age, ethnicity, religion, gender, sexual orientation, socio-economic status, marital and family status? You will analyze both the causes and consequences of injustice and explore viable solutions by understanding how social change has occurred in the past. Challenge yourself to become an ethical, socially responsible global citizen. This is a case study and research based course. There is no final exam, but a final action project will be required of all students.

## MATHEMATICS

*Note:* Students should research or contact the post-secondary institutions that they are planning on applying to for their specific math entrance requirements.

*Note:* Students are expected to have a scientific calculator to assist them with their calculations. Most courses involving geometry require a ruler, compass and a protractor. Math teachers at Cedar Community Secondary will be using the Desmos application on cellphones and computers.



## DESIGN OF PATHWAYS

Each pathway is designed to provide students with the mathematical understandings, rigor and critical-thinking skills that have been identified for specific post-secondary programs of study and for direct entry into the work force.

## Workplace Mathematics 10 (MWPM-10)

This pathway is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into the majority of trades and for direct entry into the workforce. **Note that this pathway does not meet post-secondary admission requirements**; however, it does meet graduation requirements.

Big Ideas:

1. Proportional comparisons can be made among right triangles, using trigonometry.
2. Understanding operations helps when working with formulae and unit conversions.
3. Many relationships can be modelled and interpreted using graphs.
4. Varying the transversal allows us to notice angle relationships.
5. Analyzing simulations and data allows us to notice trends and relationships

*Upon successfully completing this course, students will enroll in Workplace Math 11.*

## Foundations of Mathematics and Pre-Calculus 10 (MFMP-10)

**Recommendation:** Students should have achieved Proficient in Mathematics 9

This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for post-secondary studies.

Big Ideas:

1. Proportional comparisons can be made among right triangles, using trigonometry.
2. The meaning of each operation, including powers, extends to algebraic expressions.
3. Rate of change is an essential attribute of linear relations, and has meaning in the different representations including equations
4. Operations between polynomial expressions are connected and allow us to make meaning through abstract thinking
5. Analyzing simulations and data allows us to notice trends and relationships.

*Upon successfully completing this course, students will enroll in Foundations Math 11 or Pre-Calculus Math 11.*

## Workplace Mathematics 11 (MWPM-11)

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. **Note that this pathway does not meet post-secondary admission requirements**; however, it

does meet graduation requirements.

Big Ideas:

1. Scale diagrams and rates of change are ways of showing proportional relationship.
2. Mathematics helps us to make informed financial decisions in many situations.
3. Spatial relationships can help us describe and represent our real-world experience.
4. A statistical analysis allows us to notice trends and relationships.

## Foundations of Math 11 (MFOM-11)

**Recommendation:** Students should have passed **Foundations and Pre-Calculus Math 10** with a minimum of 60% before advancing to this course.

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do NOT require the study of theoretical calculus. Students who are planning to pursue post-secondary studies in math, engineering or sciences should take Pre-Calculus 11.

Big Ideas:

1. Proportional comparisons can be made among triangles and angles.
2. Quadratic functions and systems of equations can be represented in many connected ways.
3. Logical reasoning helps us discover and describe mathematical truths and counterexamples.
4. A statistical analysis allows us to notice trends and relationships.

*Upon successfully completing this course, students will enroll in Foundations Math 12*

## Pre-Calculus Mathematics 11 (MPREC-11)

**Recommendation:** Students should have passed Foundation and Pre-Calculus Math 10 with a minimum of 60% before advancing to this course.

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Students who are planning on pursuing post-secondary studies in math, engineering or sciences should take Pre-Calc. 11 and 12, and then Calculus 12.

Big Ideas:

1. Proportional comparisons can be made among triangles and angles on a coordinate plane, using trigonometry.
2. The meaning of each operation, including rational exponents and radicals, extends to algebraic expression.
3. Functions allow us to model contextualized situations, including financial ones.
4. Operations between algebraic expressions equations are connected and allow us to make meaning through abstract thinking.

*Upon successfully completing this course, students may enroll in Pre-Calculus 12 or Foundations 12*

## Foundations of Mathematics 12 (MFOM-12)

A final grade of 60% or higher in Foundations Math 11 is strongly recommended before advancing to this course as topics studied will build on those covered in Foundations Math 11. This course is strongly recommended for students who are planning on pursuing post-secondary studies in the arts or the humanities. Students who are planning on pursuing post-secondary studies in math, engineering or sciences should take Pre-Calc. 11 & 12.

Big Ideas:

1. Combinatorics provides efficient strategies for counting.
2. Understanding the characteristics of a variety of functions helps in modelling data.
3. Logical reasoning helps us pose, organize, and defend arguments.
4. Using spatial relationships, we can create, measure and describe objects in geometry.
5. Stories can be told using mathematical evidence and reasoning.

## Pre-Calculus 12 (MPREC-12)

This course is strongly recommended for students who are planning on pursuing post-secondary studies in math, engineering or sciences. Topics studied in this course will build on those covered in Pre-Calculus 11 and further prepare students for Calculus 12.

Big Ideas:

1. Many functions are related through inverse operations.
2. Analyzing the characteristics of functions allows us to solve equations, and model and understand relations.
3. Transformations of shapes extend to functions in all their representations.
4. Geometrical thinking and visualization can be used to explore conics and functions.

*Upon successfully completing this course, students may enroll in Calculus 12.*

## Calculus 12 (MCALC-12)

Description: This course is designed to give students an introduction to first year calculus at the university level. It is highly recommended for students who plan to take a science, engineering or commerce degree at a college or university.

Big Ideas:

1. The concept of a limit is foundational in developing calculus.
2. Differential calculus develops the concept of instantaneous rate of change of one quantity in relation to another.
3. Integral calculus develops the concept of finding the sum of an infinite series.
4. Derivative and integrals have an inverse relationship.

# SCIENCE

## Science 10 (MSC-10)

This course continues to introduce and use the methods and applications of science. Science 10 is designed to provide opportunities for students to develop scientific knowledge, skills, and attitudes that will be relevant in their everyday lives and their future careers. Areas of study include; Sustainability of Ecosystems, Chemical Reactions and Radioactivity, Motion, Energy Transfer in Natural Systems and Plate Tectonics.

## Chemistry 11 (MCH-11)

This is an introductory course for students with a general interest in Chemistry as well as for those who require Chemistry for more advanced study in the Sciences and is recommended for Biology 12. Topics include the study of atoms and molecules, as well as how they are bonded and how bonding can affect their structure and properties. The study of the mole and how it is used in quantitative measurements in chemistry involving solids, liquids and gases. The study of organic chemistry, the wide variety of organic compounds and how they react. This course involves the development of skills in experimentation, including observation, analysis and recording of results in lab reports. Ability in mathematics is essential.

## Chemistry 12 (MCH-12)

Chemistry 12 is a course which provides an in-depth study of reaction rates, equilibrium, solubility, acids and bases, and oxidation-reduction. Success in the course requires ability in problem solving and the handling of numerical calculations, as well as a demonstrated ability to perform, analyze and report on experiments in the various topics. Good math skills are essential.

## Physics 11 (MPH-11)

Physics 11 is an introductory course which covers the Topics of kinematics, free fall with gravity, dynamics, work, energy, momentum, power, circuitry, and relativity.

It is strongly recommended that Pre-Calculus Math 11 be taken prior to or concurrently. Students who have weak Algebra skills may wish to take Physics 11 in their Grade 12 year.

## Physics 12 (MPH-12)

This course is a survey of physics for those students requiring physics for post-secondary studies. The following topics are studied: Vectors, 2D kinematics, dynamics, energy and momentum, static equilibrium, circular motion, electrostatics, and electromagnetism. The course will be easier for those students with a good mathematical sense and a solid foundation in algebra and trigonometry. Students are expected to develop skills in problem solving and in collection, analysis and reporting of experimental results. It is strongly recommended that Pre-Calculus Math 12 be taken concurrently.

## Life Sciences 11 (Biology) (MLFSC-11)

This course presents a representative sample of organisms and introduces students to a variety of laboratory skills and scientific processes. The three main themes in Life Sciences 11 are characteristics of living things, processes of evolution, and taxonomy. Under these themes, the Life Sciences 11 curriculum will specifically cover ideas around evolution, viruses, taxonomy, microbiology (bacteria and protists), mycology, botany, zoology, and ecology. Life Sciences 11 demands that students be prepared to develop a strong understanding of biological terminology as the course progresses. These skills are also extended into Anatomy and Physiology 12, and will prove helpful for first year biology courses in BC post-secondary institutions.

## Anatomy and Physiology 12 (Biology) (MATPH-12)

Anatomy and Physiology 12 focuses on human biology using the three main themes of homeostasis, DNA and Cells, and Organization. Under these themes, the Anatomy and Physiology 12 curriculum is organized into the main sections of: cell compounds and biological molecules, cell structure and membranes, DNA and its role in protein synthesis as well as disorders like cancer, enzymes, digestion, circulation, respiration, the nervous system, the urinary system, and the reproductive system. An ability to work with and understand biological terminology is essential for students to be successful.

## Science For Citizens 11 (MSCCT-11)

We live in a constantly changing world where science, technology and society interact. Through exploration of various topics, students will develop skills for analyzing these interactions in order to become citizens capable of evaluating information and making well-informed decisions. How is technology used to solve crimes? What are possible alternatives to animal testing? Why are computers necessary in today's world? Can we cope with toxic waste? How is transportation impacting our environment? What are alternative energy sources and how feasible are they? Although many of these questions do not have simple solutions, throughout the course students will gain knowledge, skills and develop attitudes that can impact their future as decision-makers. **This course fulfills the Science 11 requirement for graduation, but does not qualify as a science prerequisite for most university programs.**

# PHYSICAL EDUCATION

## GENERAL OBJECTIVES AND PURPOSE

The Cedar Community Secondary Physical Education Program's goal is to promote the student acquisition of knowledge, skills and attitudes necessary for the development of a positive attitude toward health. Students will gain an understanding of the importance and benefits of a healthy

lifestyle. Through participation in a variety of performance-oriented activities (i.e. individual, dual and team games and fitness activities), the student's self-concept and interpersonal skills will be enhanced. The program consists of approximately nine units. Starting in Grade 9, students may be given an opportunity to make some selection of the activities in which they wish to participate. Senior PE courses place an emphasis on leisure-oriented activities, leadership development, and personal fitness evaluation. The development of personal fitness potential is an ongoing component of all levels of Physical Education at Cedar Community Secondary. Students are required to have the basic PE strip consisting of running shoes, shorts or sweat pants, and a T-shirt. It is highly recommended that suitable clothing is available for foul weather and hot days (including water and sunscreen) at all times.

## PHYSICAL EDUCATION: Outdoor Education Grades 10, 11 and 12

**Outdoor Ed 10 – (XHL--10--S)**  
**Outdoor Ed 11 – (MODED11)**  
**Outdoor Ed 12 – (MODED12)**

Outdoor Education is a 4 credit course designed to enable students to develop an understanding and appreciation of the different types of outdoor physical activities. Students will explore how participation in various types of outdoor activities can influence the health and well-being of individuals and the environment. Examples activities could be: local seashore hikes, Lantzville and Lynn Valley hikes, canoeing on Brannen Lake, rock climbing Romper Room, orienteering, and geocaching. Outdoor sports activities could be: Tennis, Ultimate Frisbee, Disk Golf and Flag Football. The course will combine outside time with classroom instruction. There will be instruction in First Aid (certification), Water Safety, and Hiking Preparation. Students considering a Career and/or educational path related to recreation, environmental conservation or other related area would benefit from this curriculum ( Game Warden, Recreation Programmer, Field Biologist) Also, students just wanting to learn more about participating in outdoor activities will find this course enjoyable.

## Physical and Health Ed. 10 (MPHED-10)

In this course students will be given opportunities to:

- engage in **daily participation** of different types of physical activity designed to help develop their physical and personal health and fitness goals
- develop an understanding of the many benefits of physical activity that are essential components of a healthy lifestyle
- develop and maintain positive personal attributes and interpersonal skills as well as positive attitudes towards participation in physical activity

**Students will be required to actively participate in a wide variety of physical activities and to develop and maintain a personal level of physical fitness**

**Materials: PE Strip**

## PHYSICAL EDUCATION 11 (MACLV-11)

### Active Living 11

In the Active Living PE 11 course, there is a greater focus on leisure-oriented activities that may take students off-campus. The course consists of performance-oriented activities (volleyball, basketball and soccer) and leisure oriented activities which may include bowling, tennis, skating, swimming, disk golf and various community runs. Personal development activities may include SOFA – First Aid Course, Active Health and Fitness and school based activities (e.g. officiating and score-keeping). Students may have the opportunity to volunteer their services to the school and community during non-class hours. Evaluation will measure participation and attitude, knowledge and leadership.

*Materials: PE Strip*

## PHYSICAL EDUCATION 12 (MACLV-12)

### Active Living 12

The Coed PE 12 course will provide enjoyable experiences and skill development in fitness, sport and outdoor recreation. More emphasis than in previous grades will be placed on recreational activities, and the development of leadership skills. Some of the activities will take the student off campus. There is an expectation that students will contribute their services during non-class hours to the school and community. Core units include performance-oriented activities (volleyball, basketball, badminton, tennis, and dance). The personal development activities component may include a “self-fitness evaluation” and school based activities (e.g. coaching, officiating, running tournaments). Evaluation will measure participation and attitude, knowledge and leadership.

*Materials: PE Strip*

## Volleyball 9, 10, 11, 12 (MPHED10V, MACLV11V, MACLV-12V)

In these courses students will be given opportunities to:

- Engage in daily participation a range of different types of physical activities designed to help develop their physical and personal health and fitness goals.
- Develop an understanding of the many benefits of physical activity that are essential components of a healthy lifestyle
- Develop and maintain positive personal attributes and interpersonal skills as well as positive attitudes towards participation in physical activity Students will be required to actively participate in a wide variety of physical activities.

*\*You cannot receive credits for an Active Living PE and Volleyball PE of the same grade level.*

## Fitness & Conditioning 11 (MFTCD-11)

This course is designed to give students the opportunity to learn moderate intensity level fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardio respiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviours in fitness, wellness, and movement activity for a lifetime.

## Fitness & Conditioning 12 (MFTCD-12)

This course is designed to give students the opportunity to further their understanding of fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students may plan, develop and benefit from comprehensive weight training and cardio respiratory endurance activities. Students will learn the more advanced techniques of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviours in fitness, wellness, and movement activity for a lifetime.

## Fitness & Conditioning 12B, 12C, & 12D

Fitness & Conditioning 12B/C/D courses run concurrently with Fitness and conditioning and are designed to further improve physical wellbeing and explore the world of leadership in a fitness setting. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will continue to learn the fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Students will also learn about leadership styles in fitness activities and how to help others. Students will get a chance to put both into practice in this course. Each consecutive course will put more emphasis on learning and applying leadership skills while working towards a self-developed plan in Fitness & Conditioning 12D.

## LANGUAGES

### Courses Offered

French 8	French 11*
French 9	French 12*
French 10	
Beginners' Spanish 11	
Spanish 11*	
Beginner's Hulquminum 11	

*\*Please note that completion of a language at the Grade 11 level is an entrance requirement for some post-secondary institutions. All language courses focus on the four areas of language acquisition: reading, speaking, listening and writing. Language courses also strive to foster cultural awareness and appreciation.*

## FRENCH

### French 10 (MFR-10)

This course expands on and further develops the basic listening, speaking, reading and writing skills learned in French 9. Learn more about the culture and increase your communication skills through real-life themes, cultural activities and projects.

### French 11 (MFR-11)

This course further develops communication skills in the areas of listening, speaking, reading and writing. Develop a deeper awareness of the culture and diversity of French speaking countries and regions. Expand your ability to communicate in French through real-life themes, cultural activities and projects.

*French 11 meets the requirements of a Grade 11 language course for universities which have a Grade 11 language requirement for entrance.*

### French 12 (MFR-12)

This course further develops communication skills in the areas of listening, speaking, reading and writing. Develop a deeper awareness of the culture and diversity of French speaking countries and regions. Expand your ability to communicate in French through real-life themes, cultural activities and projects.

\*\*Completion of this course gives a student entering a General Arts Program a language credit at some universities. The student may, therefore, not be required to take a first year university language course to satisfy their university graduation requirements.

## SPANISH

As the second most-spoken language in the world, Spanish is a great way to explore and experience the world! Utilizing a wide variety of themes as our lens into Spanish language and culture, we experience the language with writing, reading, speaking and listening components. Students are encouraged to challenge themselves and celebrate their progress in the language demonstrating their learning through collaborative projects and activities. The Spanish program at Cedar Community Secondary also emphasizes learning the language with the help of music, culture, and of course, food!

### Beginners' Spanish 11 (MBSP-11)

This course combines Spanish 9 & 10 to provide an introduction to Spanish language and culture. It is designed for students who begin their Spanish studies after Grade 9. Students who successfully complete Beginners' Spanish 11 qualify for Spanish 11.

### Spanish 11 (MSP-11)

This course further develops communication skills in the areas of listening, speaking, reading and writing. Develop a deeper awareness of the culture and diversity of Spanish speaking countries. Expand your ability to communicate in Spanish through real-life themes, cultural activities and projects.

*Spanish 11 meets the requirements of a Grade 11 language course for universities which have a Grade 11 language requirement for entrance.*

## HUL'QUMI'NUM

### Beginner Hul'qumi'num (MIHUL-11)

This course provides an introduction to the Hul'qumi'num language via speaking, reading and writing. Historical perspectives associated with the language and culture of the Coast Salish people is an integral part of this course.

## **BUSINESS EDUCATION**

### **Entrepreneurship and Marketing 10 (MADEM-10)**

This course will expose students to a variety of business concepts that encapsulate the realities of today's business marketplace. Developing a fundamental understanding of commerce students will explore topics ranging from the various types of business forms and the implications of political and economic structures in our modern society. In addition, this course will examine the role of marketing and the challenges facing marketers in today's global market place. The course will continue to develop these key concepts and students will be given the opportunity to explore how Entrepreneurship is a vital component in the Canadian and global economy. Upon developing these fundamental concepts students will be required to create and execute a business plan that has them market and sell a product or service within the Wellington School community. Students will also be required to relate the course teaching to current events and explain what implications these events may have on our economy.

### **Accounting 11 (MAC-11)**

In this course, students will learn how accounting helps support businesses in making financial decisions. Students will learn the fundamentals of accounting which are valuable for students who are interested in running their own business or in a career in accounting. Topics include debits and credits, industry best practices, journal entries and preparing financial documents.

### **Marketing and Promotion 11 (MMAP-11)**

This course explores the relationships between consumers and retailers and how these two entities coexist in the complex world of global commerce. Students will develop an awareness of how influential Marketing is in today's society and the impact marketing efforts have on consumer beliefs and demand. The material covered in this course will also reflect the ethical aspects associated with marketing and a comprehensive perspective of the role of marketing in terms of economics in both a closed and open economic structure. In addition, students will examine the cultural implications of marketing in a global economy characterized with many different types of consumers with varying needs and wants. Students will then examine the vast opportunities available to entrepreneurs as a result of global trade agreements and the emergence of e-commerce.

### **Entrepreneurship 12 (MENT-12-S)**

This course is designed specifically for those who are keen to pursue their own business venture, work in a business environment, or plan to register in a post-secondary commerce or business program. This course will teach entrepreneurship from the perspective of a business owner and a customer. Students will learn about different activities involved in planning, pricing, promoting, distributing and selling products. Students will also develop communication, case analysis,

presentation, public speaking, writing and critical thinking skills while learning the fundamentals of local and global marketing. This course is heavy on group and project work.

### **Marketing and Entrepreneurship for Creatives 12 (MENT-12-Y)**

This course explores the social and environmental impact of the art and design market. It is designed for those who have an interest in textiles, DIY, upcycle and craft-based projects. The entrepreneurship aspect of the course includes online and local promotions of a unique product including pricing, sourcing and endorsement. With consideration for a local cultural and global market, students will learn about the responsibilities and potential of self-directed business practices. This course combines research based and hands-on project work which is especially interesting for creative entrepreneurs.

#### Big Ideas

- Consideration of social and environmental impacts.
- Products can be designed through consultation and collaboration
- Tools and technologies can be adapted for specific purposes

## **INFORMATION & COMMUNICATIONS TECHNOLOGIES (ICT)**

### **Computer Studies 10 (MCSTU-10)**

This course is a preparatory course in Information and Communication Technology. The course will cover Basic Computer programming, Digital Imagery and Media Development, Applied Digital Communications, Web Page Publishing, and Multimedia Presentations beyond PowerPoint. While most students can do Facebook and get cheat codes, this course will empower students to outperform their peers in digital presentations and communication. In IT 10, students will also learn the hardware of computers, digital imagery techniques to craft unique graphics. A final project will be developed using multimedia software that will combine text, graphics, and sound in an easy to use mouse-driven format.

### **Digital Communications 11 (MDCOM-11)**

This hands-on computer course focuses on gathering, refining, and presenting information using industry standard software while at the same time adding to students' understanding of the underlying technology. Student will learn more about the operations of local area networks, the Internet, programming languages, and the use of appropriate technology to complete various educational and business tasks. The aim of this course is to provide students with an enjoyable experience learning about technology while acquiring valuable skills that they will use throughout their lives.



- Digital tools to communicate and solicit information
- Impacts of social media in global communications
- Impacts on language use of online of technology
- Issues in digital communication
- Digital communication risks
- Ethics and legalities in digital communication
- Influences of digital marketing in online content creation and curation
- Changes in journalism and reporting
- Persuasive writing for the web
- Critical evaluation of online resources
- Technology to support collaboration and interaction with others

## Computer Information Sys.11 (MCINF-11)

In this course, you will learn how to analyze, design, and develop information systems, e-commerce sites and mobile apps. You will work in desktop, service, internet/intranet and networked environments. This course will also introduce students to all components of a computer internally and externally. If a career in IT is something you are curious about then this course is for you.

- Evolution of computer technology, including hardware, software, networks, and the Internet
- Computer troubleshooting, including the incorporation of digital tools to aid and assist with research and diagnostics
- Computer assembly and disassembly best practices
- Ongoing preventive maintenance, including data security and online/offline backup solutions
- Installation and configuration of operating systems
- Software installations and configurations
- Use of correct terminology to describe the units, rates, and encoding of data communication
- Network planning, setup, and diagnostics
- Key aspects of network protocols and standards
- Laptops and mobile device technology

## Digital Media Development 12 (MDMD-12)

Are you interested in Animated: movies, video games, and TV shows? Pixar, Electronic Arts, Lucas Films, and Dreamworks are a few of the international companies that hire **skilled** Animators to design the concepts, characters, stories and graphics for the global media animation market. Students taking Digital Media 12 will explore the foundations of digital animation: concepts of storytelling, character design and 3D modelling and animation. Professional programs like Adobe Photoshop, Adobe Flash, and Blender will be used in this course • 2D, 3D, audio, and video digital media editing tools, including paid, freeware, open source, and cloud-based solutions

- Principles of 2D graphic design
- Tools and techniques for image manipulation
- Methods and principles of 3D graphic design
- Methods for digital animation
- Methods for 3D modelling

- Digital sound and audio data compression
- Digital animation techniques

## YEARBOOK PUBLISHING 12 Graphic Production (MGRPR-12)

Have you ever wondered what it would be like to see your work published? Would you like to learn about leading industry software packages such as Adobe In-design and Photoshop? The yearbook course is for you. Students will photograph, design, interview, and create great pages that go into the yearbook, for all to see. We use Digital SLR cameras that encourage students to take professional quality pictures. Then, they can manipulate them with our classroom software. The course satisfies both the Applied Skills and Fine Arts requirements for graduation.

## WOOD AND CARPENTRY - ADST

### Woodwork 10 (MWWK-10)

Intended for students who do not wish to wait until Carpentry and Joinery 11 to continue with their exploration in wood working. This course is a continuation of the Grade 9 woodworking course. Students are presented with a much greater variety of project choices, all of which will require the mastery of more advanced woodworking skills.

### Woodwork 11 (MWWK-11)

This course is suited to serious woodworkers, ones that might be interested in a career in the wood industry. Proper machine use and tool procedures will be taught so students can conduct themselves in a safe manner at school or on the jobsite. Joinery, fasteners, adhesives, plan reading and all machine operations appropriate for the required projects is also taught to ensure solid furniture or cabinet production. Finishes appropriate to the project will be chosen and applied so the object will last. Projects may include tables, dressers, chairs, jewelry boxes or chests, lathe turnings, clocks or medicine chests for example. Many students will build projects that are destined to become quality antiques!

*Recommendation: Woodwork 9 or 10*

### Woodwork 12 (MWWK-12)

This course is largely a self-directed experience in which the learning outcomes and projects are a result of negotiation between the teacher and the student. In recognition of the student's accumulated woodworking experience, he or she is encouraged to direct their project building energies towards the construction of items of personal challenge and usefulness. It is expected that larger scale "master piece" type projects will be built by students in this course.

*Recommendation: WW 11*

## Furniture and Cabinetry 12 (MTFAC-12)

Furniture and Cabinetry 12 provides students with the opportunity to advance their skills in woodwork. In this course, students will explore specialized techniques related to furniture and cabinetry construction. Students will work through the design process to create small projects, or one major project, using a variety of woodworking machines and hand-tools. Through this process students will learn how to analyze their designs for life cycle, evaluate and refine their woodworking skills, and adapt tools and technologies for specific purposes.

**Recommendation:** WW 11

## Drafting 10 (MTDRF10)

Designed as a continuation of Drafting 9, this course will improve your skill level in areas of Landscape, Interior Design and Engineering, as well as residential and commercial architecture. Using the latest AutoCAD and Envisioned products, you need only your creative talents. For students new to Drafting, projects and learning will be adapted to meet your needs and interests.

## Drafting 11 (MTDRF11)

Continuing from Grade 10, student projects will reflect a professional standard and focus on detail in their designs and creativity. Using AutoCAD and Envisioned products, the Residential, Commercial and engineering designs will be more sophisticated. New students are welcome, and projects will be adapted to fit interests and expectations.

## Drafting 12 (MTDRF12)

Designed as a continuation of Drafting & Design 11. Students will continue to grow and develop skills in a personally designed project-based environment. You will improve your skills and develop a strong portfolio of projects and achievements. Those new to drafting are welcome, and the course may be adapted to meet your interests.

## AUTOMOTIVE SERVICE TECHNOLOGIES (AST)

These classes are mainly competency-based theory with the focus of mostly hands on shop work. For the hands on part of the course you are expected to work in the shop diagnosing and repairing automotive service problems.

## Power Technology 10 (MTPOW-10)

This course introduces the student to today's technology. Students will gain an awareness of various transportation and power systems. Machines, cordless and hand tools will be used to build the projects in the course. Students will learn through projects involving small engines.

## Electronics and Robotics 10, 11 (MTEAR-10)

This is an introductory engineering course focusing on the Engineering Design Process, robotics, coding and electronics. The main objective of this course is to design and create mechanisms and devices to solve various problem statements. Hand and power tools will be used to manufacture projects using a variety of materials. The course is based around two main projects. First a mechatronic project using a VEX-EDR Platform, then an Arduino based project. Those projects will be manufacturing parts using a 3D printing.

## YOUTH EXPLORE TRADES SAMPLER

**Youth Explore Trades Sampler 12 (MSTX-1A, MSTX-1B)** is designed to provide a hands-on learning experience in multiple trades within one course so students can make informed decisions about their interest in trade's careers. Students will learn skills that apply to the primary building trades such as Carpentry, Electrical, and Plumbing with some Joinery supplements.

### Overview of the course:

Students will work together to frame structures to BC Building Code standards. Then install electrical fixtures such as lights, switches and outlets, and common plumbing amenities like water lines, faucets, and drains.

### Carpentry:

- Trade overview and job-site tasks.
- Framing structures to industry standards.
- Drafting, design, and blueprint reading.
- Common tools and techniques.
- Workplace safety standards.
- Site sectors and areas of specialty.

### Electrical:

- Trade overview and job-site tasks.
- Blueprint reading and electrical layout.
- Electrical safety.
- Basic wiring for lights, switches, and outlets.
- Common electrical tools and techniques.

### Plumbing:

- Trade overview and job-site tasks.
- Blueprint reading and plumbing layout.
- Common plumbing tools and techniques.
- Basic fitting and install of common plumbing fixtures (water lines, sinks, toilets, and drains).

## HOME ECONOMICS

### **Food Studies 10, 11, 12 (MFOOD-10), (MFOOD-11), (MFOOD-12)**

In this class you will have the opportunity to learn new skills in the kitchen that include various cooking methods, menu planning and knife training. We will use our knowledge to create well thought out meals and delicious dishes while honing our kitchen skills. This is a food theory based course with practical applications that will enhance your knowledge of food and how to prepare it. You will work with other students in the foods lab to learn about and create food.

### **Textiles 10 (MTXT-10)**

Want to learn a practical skill that could earn you some money or possibly turn into a satisfying creative outlet, or lifelong hobby? Textiles 10 will provide many opportunities for you to learn and feel confident using a sewing machine, to incorporate your own style into project based learning with an emphasis on your creativity using: hand embroidery, fabric painting, upcycling and other design elements based on your interests and abilities. Construction techniques, fabrics, fashion, and career and educational opportunities will also be explored.

### **Family Studies 10-12 (MFAMS-10, MIAFR-11, MHALE-12)**

Don't let the name fool you; this course is NOT about how to be a "Mom" or how to be a "housewife." Think of this course as Adulting 101. This is equally for all HUMANS. This course covers everything you need to know about being an adult. Topics covered in this course include, but are not limited to: debt (how to avoid it, how to get out of it), loans (car loans, student loans, mortgages), the risks and rewards of credit cards, how to budget, how to shop for better deals, how to plan for your future etc.. If you have taken this course in the past, there will be alternate assignments for bigger projects.

### **Culinary Arts - Cafeteria 10, 11, 12 (MCUL-10), (MCUL-11), (MCUL-12)**

Welcome to the Cedar Spot Café food service. This is a fast paced, hands on practical course that focuses on the skills needed for the cooking trade. In this class you will learn kitchen skills based on the professional standards of serving food to the public, while preparing and serving food products that will be sold in the Cedar Spot Café. Focus in this program is based on learning new cooking skills, working as a team in the kitchen and learning to serve the public. Training will include basic knife skills and cooking methods, WCB standards for working in a kitchen and of course the opportunity to be certified in Food Safe Level One. This is a great class for students who enjoy food and working in a practical environment.

### **Culinary Arts Catering 11-12 (MSTX-1A), (MSTX-2A)**

Welcome to the Cedar Spot Café food service. This is a structured, hands on practical course that focuses on preparing and serving food products that will be sold in the Cedar Spot Café or for special events. In this class you will learn kitchen skills based on the professional standards of serving food to the public, while preparing food products and learning the skills needed for the cooking trade. This class is has a more systematic learning opportunity for students who enjoy food and working in a practical environment.

## VISUAL AND PERFORMING ARTS

### **Studio Art 10 (MVAST-10)**

Art 10 is considered to be the last foundation year of introductory studio courses. It offers instruction in visual art media and the processes involved in creating art. Confidence is increased in the utilization of the elements and principles of design and students can produce imagery that demonstrates the development of their artistic skills, personal interests, and creativity. Projects in drawing, painting, sculpture, graphics and printmaking continue to build skills and expertise.

### **Art Foundations 11/12 (MVAST-11) (MVAST-12)**

Art 11/12 is intended for senior students who may or may not have taken any junior level art courses and would like an art course that covers the basics of art and design while offering art experiences that suit their age and interest level. The visual arts areas of expression are drawing and painting, sculpture and ceramics, graphic arts (collage, poster design) and printmaking (linocuts, silkscreen printing, monoprints, etc.).

### **Studio Art 2D 11/12 – Drawing and Painting (MVAD-11, MVAD-12)**

These courses are intended for those students who wish to focus their studies on two-dimensional art processes and continue to develop their personal means of expression and design. Drawing skills are reviewed and enlarged upon through the use of a variety of wet and dry media (charcoal, conte, pastel, pen and ink, etc.). Painting skills also continue to be developed through the use of a variety of painting media (acrylics, water colour, and collage) and the use of technique. The study of art both past and present support the exploration of style, media and process.

## Studio Art 3D - Sculpture 11/12 (MVAC-11 MVAC-12)

This course is an exploration of sculpture through clay work. It involves using a variety of forming methods, including hollow-ware, altered forms, composite, and sculptural forms. Students will research, develop and use clays and stoneware glazes with an emphasis on aesthetics, quality of form, and artisanship. Students will continue to develop an area of focus, in forming sculpture, and/or glazes. Students who wish to do additional projects or larger scale projects may be required to supplement their material costs.

## Digital Photography 10 (MVAPH-10)

Are you interested in graphic design, photography, photo journalism or publishing? This is the course for you. Get practical experience and build your portfolio by learning a variety of different photography skills. This course is to introduce students to the power of a digital camera, get experience with a DSLR camera and to develop skills with Adobe Photoshop and Adobe IN-Design. Students may also do a unit on black and white film photography

## Photography 11 (MVAPH-11)

This course is a continuation of Digital Photography 10. Students will continue to develop their skills with digital cameras and continue to enhance their photo journalism skills. We will also continue to dive further into Adobe Photoshop and Adobe In-Design. Students will be expected to take photographs for the development of our yearbook and possibly use their skills to design yearbook pages. Students may also do a unit on black and white film photography. Didn't take Digital Photography 10? That is fine, Digital Photography 10 is **not** a prerequisite.

## Photography 12 (MVAPH-12)

In this course, students will be taking on a leadership role within the school. They will be responsible for taking photos for the yearbook (during school time **and** after school hours) and work closely with the yearbook class. They will also be taking photographs for our school newspaper, our TV monitor system and our school website. Students will also dive further into the potential of a DSLR camera, while continuing to develop their Adobe Photoshop and Adobe In-design skills. This course is a must for any student wishing to pursue a career in graphic design, photography or journalism as careers in photography are discussed along with learning about different photographers from around the world. Digital Photography 11 **is** a prerequisite.

## Dance Foundations & Performance 9-12 (MDNC-9, MDCF-10 MDCF-11 MDCF-12)

Dance Foundations & Performance is focused on the elements of dance in the areas of choreographic form and performance structures. Students will explore elements of dance as it relates to the relationships between space, dynamics and time. Styles of dance presented vary from semester to semester, however,

students in the past have explored hip-hop, contemporary, modern stage, jazz, lyrical, tap and Bollywood. A basic understanding of musicality will also be acquired through the course, as students will be exposed to a variety of different music styles and how to create movement within counts. Students will also gain the ability to collaborate with one another to better understand their role as a dancer, choreographer and an audience in a variety of different contexts. This course is a P.E. credit, therefore health-related decisions, such as those related to healthy eating, substance use, and sexual health, will be explored in order to support the achievement of personal healthy-living goals. This course is designed to ensure student success despite their level of dance- no experience in dance is necessary to take this course.

## Drama 10 (MDRM-10)

This course marks the transition between Drama and Acting. Beginning with creative drama, the course explores movement and mime, and then works toward performance of story theatre for elementary audiences. **Students should be aware that some written work is required.**

## Drama 11 (MDRM-11)

This course is an introduction to formal theatre. Because theatre is primarily concerned with communication to an audience, this course will deal with a new discipline in its own right. The theatre course will use the creative skills developed in Drama 8, 9, and 10, and add to them a history of the theatre, plus the technical skills of communication.

Students should be aware that some written work is required.

**Recommendation: Preferably DR 10 or an active interest in acting.**

## Drama 12 (MDRM-12)

The groundwork in Drama 11 will be put to good use in Drama 12. After an introductory unit in Theatre Sports, the course will concentrate on acting styles, including Shakespearean and Restoration. After a short course on audition techniques the course will finish with a production of student scenes.

## MUSIC PROGRAM

### Jazz Band 9, 10, 11, 12 (MMU-09JEA), (MMUJB-10) (MIMJB-11), (MIMJB-12)

Welcome to Jazz Band!!! In this course students will be exposed to performing and listening to a variety of styles of music that fall under the Jazz umbrella; swing, bebop, big band, Latin, Afro-Cuban, rock, ballads and standards to name a few. They will learn the corresponding stylistic features, musical language and symbols that are part of these genres. Students will also learn about harmony, theory and the skills necessary to improvise a melody over a chord progression. They may also choose to learn how to transpose and arrange jazz standards to create new works from an original piece for small ensembles.

## **Beginners Guitar 9, 10, 11, 12 (MMU--09GR1), (MMUGT10-1), (MIMG-11-1), (MIMG-12-1)**

If you have always wanted to learn to play guitar, but never have, this course is for you. In this beginner course, you will learn to play chords, read both Tab and standard notation, different strumming picking patterns, music theory and symbols, and basic fretboard techniques. (Hammer ons, pull offs, etc.) You will play individually, with recordings, and in small ensembles. Styles will include rock, blues, classical, and Celtic. Having your own guitar is preferred, but not required. This is a **beginner course** open to all grade levels.

### **Intro Band 8-12**

**MMU—08--S (INTRO)**

**MMU—09—S (INTRO)**

**MMUCB10--S (INTRO)**

**MIMCB11--S (INTRO)**

**MIMCB12--S (INTRO)**

In this introductory course students will learn basic musical theory (reading music), improvisation and composition, musical listening and appreciation, performance and etiquette, and technique (how to play) for their chosen instrument. They will work as a team and discover their role in creating and sharing music in small and large ensembles. Typical instruments in this wind ensemble are: Trumpet, Trombone, Baritone Horn, Flute, Clarinet and Bass Clarinet, All types of saxophones, bass, and drums and other percussion (ex. Marimba, congas, etc.). Typically, guitars are not part of this ensemble, but accommodations can be made if the student is willing to play a flute part on the guitar. Piano players also often play flute parts.

### **Senior Band 9-12**

**MXBA--09CBS, MMUCB10—S, MIMCB11--S  
MIMCB12--S**

This is an intermediate course. Students who enroll should already have a significant amount of experience or have at least taken the Intro Band course. Students are expected to already know how to read and perform music. Students in this course continue to explore and develop their own technique while performing in the larger ensemble. They take on a more complex array of styles and rhythms and learn the specific techniques, symbols, terms, and musical elements associated with them. Students frequently are asked to listen with intent to various styles and discuss form and elements. Listening and performance styles typically range from Latin, Big Band, Blues, Swing, Pop, Film and TV, Rock, African, Classical and Celtic. Older students may also take on solo projects. Improvisation and composition skills are also key components of this course. Students in this course are expected to take part in public performances and learn more about stage etiquette.

## **CHOIR 9-12 MMU—09—S, MMUCC10—S, MMUCC11—S, MMUCC12—S**

Choir is fast paced and up tempo, usually. It is a vibrant and fun learning experience and also allows for self-expression. Nearly any of your favorite tunes can be arranged for choral performance. In Choir students will learn to read and perform music in a variety of styles, including but not limited to pop, rock, swing, African, Latin, other world music, and classical. They will learn individual and ensemble technical voice skills. Ex. Belting, scat, vibrato, intonation, balance, and blend, a capella harmonies, and performing with mics and instruments. Pre-recorded parts will allow students at home practice without the ensemble in order to be ready for group rehearsal time. **No vocal experience is necessary. You will be trained.** Teamwork is a key ingredient to a choir's success.

## **SPECIALIZED PROGRAMS**

### **Peer Tutoring 10/11/12**

**Grade 10 - (YIPS-0A), Grade 11 - (YIPS-1A)**

**Grade 12 - (YIPS-2A)**

This course is an option for very responsible students who model exemplary student behaviour interested in the opportunity to help fellow students and to develop their own interpersonal skills. After a short orientation/training session with the peer tutoring teacher, students will be placed in an appropriate setting to assist a teacher. Students will be involved in the tutoring of individual students or groups. Students are graded by their sponsor teacher, and on weekly journals and assignments. Diverse placements are available to the peer tutor ranging from electives (e.g. computer studies, PE, drama), academic courses (e.g. Science, French, Math), to special settings such as Skills for Life and the L.A. Centre. Students considering this course need to have a proven record of reliability and good work habits.

### **SOCIAL EMOTIONAL LEARNING 11 (YIPS-1B—S)**

Social-emotional learning focuses on self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. It promotes an understanding of ones' emotions and learning how to have control over them. It leads to gaining an understanding of the emotions of others and provides perspective to others' feelings. Communication and knowing how to respectfully express your views while understanding others' views is a vital tool. Students will gain valuable skills in communicating effectively as well as building and maintaining relationships. Students will also practice invaluable skills to slow down and be present, use mindful techniques and create their own toolbox of skills that work for them.

## Psychology 12 (YPSYC-0A)

This introductory overview of psychology covers topics such as contemporary approaches to psychology, the nature-nurture debate, human development, theories of personality, learning and thought processes, memory storage and retrieval, emotions, motivation, conflict, adjustment mechanisms, and psychological disorders. Students will conduct a social experiment of choice. Open to both grade 11 and 12 students.

## CAREERS

### Leadership 10-12 (YCPA-0A, YCPA-1A, XAT-12LSS)

Leadership supports Cedar Secondary by providing a positive school environment through fun events and advocacy. The aim for the course is to provide opportunities to plan events such as fundraisers, school-wide challenges/activities, awareness campaigns, and to explore ways to help the community in and out of school. Students will explore leadership in a variety of ways such as teamwork, delegation, reliability, planning, reflecting, and goal setting. Students will learn skills such as problem solving, conflict resolution, time management, and communication. You will get out of this course what you put into it.

### Work Experience – Grade 10, 11, and 12 MWEX-2A

This course can be completed outside of the regular school schedule, such as evenings, weekends, school breaks and summer.

The work experience program helps students prepare for the transition from secondary school to the work place. Students get the opportunity to observe and gain employability, technical and applied skills relating to specific occupations or industries. Through worksite experiences, students have the opportunity to observe and practice generic employability skills required in the workplace, as well as technical and applied skills relating to specific occupations or industries. Work experience can be in paid or non-paid placement. Hours begin AFTER the registration package has been approved. If the student is employed, the employer sponsor must provide WCB coverage. The Ministry of Education covers WCB for non-paid employees.

### Career Life Education (Grade 10) (MCLE-10)

Career Life Education 10 is a 4 credit course designed to enable students to develop the skills they need to become self-directed individuals who make thoughtful decisions, set goals, and take responsibility for pursuing their goals throughout life. Students will think critically about health issues and decision making, develop financial literacy skills, and plan the actions required to

pursue future goals. They will explore their post-secondary schooling and career options. This course is a graduation requirement and is the pre-requisite for graduation requirement courses of Career Life Connections and the Capstone Project.

### Career Life Connections (Grade 12) (MCLC-12) (2 credits) (Grade 11) (MCLCA-12) (2 credits)

For most people, career-life planning will not be a matter of making one major decision and living with it for a lifetime. Educated citizens in today's ever-changing world are open to multiple possibilities for the future and are flexible and able to adapt to emerging opportunities that fit their overarching values and aspirations.

The CLE and CLC curricula are designed to help students learn how to effectively manage their life journey toward several possible preferred futures. Through purposeful career-life development, students learn to recognize their evolving interests and strengths, refine their learning goals, and apply this self-knowledge to exploration of post-graduation possibilities in diverse education, work-related, and personal life contexts. In this way, students are able to advance toward who and how they want to be in the world.

The CLE and CLC learning standards reflect a thorough preparation for students, including:

- Experiential learning and community networking
- Exploration of multiple career-life roles and personal life/work balance
- Flexible planning for preferred post-graduation possibilities
- Reflection on their learning experiences in school and out of school
- Self-assessment of Core Competency development, including methods of organizing and maintaining authentic career-life evidence
- Incorporation of inclusive practices and First Peoples perspectives/worldviews
- Ideas for deeper learning and open-ended discussions

### THE CAPSTONE PROJECT

The capstone project is an opportunity for students to reflect, to share and celebrate in personally meaningful ways. The Capstone is a requirement for Career-Life Connections and for graduation. The purpose of the capstone is for students to demonstrate in a culminating project the knowledge, competencies, and passion(s) that they can offer the world, as they 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.