

# Hazelton Secondary School Course Catalogue 2024-2025



PO Box 300  
Hazelton, BC, V0J 1Y0  
Phone: (250) 842-5214



Remagine, Reignite,

Reengage, Empower

## ADMINISTRATIVE TEAM

Mrs. Louise Ormerod, Principal  
Ms. Jan Thorburn, Vice-Principal  
Mrs. Taylor Murrell, Vice-Principal

## STUDENT SUPPORT TEAM

Ms. Jody Tetreau, Counsellor  
Ms. Marlis Zurbrugg, Academic Advisor  
Mr. Richard Pesik, Life Skills  
Mrs. Jude Hobenshield, Sr. Learner Support  
Ms. Stephanie Stacey, Life skills/ Learner Support  
Mrs. Stephanie Muldoe, Career Education (NTETC)

## Bell Schedule:

### X Block

8:47-9:32am

### Class 1

9:37-10:46am

### Class 2

10:51-12:00pm

### Lunch

12:00-12:44pm

### Class 3

12:49-1:58pm

### Class 4

2:03-3:12pm



## CERTIFICATE OF GRADUATION: 2018 GRADUATION PROGRAM REQUIREMENTS

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

To graduate, you will require 80 credits total – with a **minimum of 16 at the grade 12 level**, and **28 elective course credits**. 52 credits are required from the following:

- two Career Education courses (**8 credits total**) (replaces Planning 10 and Graduation Transitions)
- Physical and Health Education 10 (**4 credits**)
- Science 10 (**4 credits**), and a Science 11 or 12 (**4 credits**)
- Social Studies 10 (**4 credits**), and a Social Studies 12 (**4 credits**)
- a Math 10 (**4 credits**), and a Math 11 or 12 (**4 credits**)
- a Language Arts 10, 11 & 12 (**12 credits**)
- an Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (**4 credits**)
- Grade 10 Graduation Numeracy Assessment
- Grade 10 Graduation Literacy Assessment

2018 Grad Program in either English or French Immersion:

### ENGLISH PROGRAM

GRADE 8/9 – not on transcripts	GRADE 10	GRADE 11	GRADE 12
Humanities 8/9	2 English Language Arts 10 modules	English Language Arts 11	English Language Arts 12
Mathematics 8/9	Foundations <b>OR</b> Workplace Math 10	Foundations <b>OR</b> Workplace <b>OR</b> Pre-Cal 11	Elective 12
Science 8/9	Science 10	Science 11 or 12 Elective	Elective 12
	Social Studies 10	1 Social Studies 11 or 12	Social Studies 11/12 Elective
Physical and Health Education 8/9	Physical and Health Education 10	Elective 11	Elective 12
Mosaic	Career Life Education 10	Elective	Elective 12
Mosaic	Elective	Elective	Elective 11 or 12
Mosaic	Elective	Elective	Elective 11 or 12
		Career-Life Connections / Capstone Project	

### FRENCH IMMERSION PROGRAM

GRADE 8/9 – not on transcripts	GRADE 10	*GRADE 11	*GRADE 12
Français 8/9	Français 10	Français 11	Français 12
Sciences Humaines 8/9	Sciences Humaines 10	French Immersion Elective 11 or 12 <b>OR</b> Histoire 12	French Immersion Elective 11 or 12 <b>OR</b> Histoire 12
Communications 8/9	Vie et Carrière 10		
English Language Arts 8/9	English Language Arts 10	English Language Arts 11	English Language Arts 12
Mathematics 8/9	Foundations <b>OR</b> Workplace Math 10	Math 11 or 12	Elective 12
Science 8/9	Science 10	Science 11 or 12	Elective 12
Education Physique et Santé 8/9	Education Physique et Santé 10	French Immersion Elective 11 or 12	Elective 12
Mosaic	Elective 11 or 12	Elective 11 or 12	Elective 12
		Elective 11 or 12	Elective 11 or 12
		Career-Life Connections / Capstone Project	

\*A minimum of 4 immersion courses at the 11/12 level required but additional courses are recommended.

## ADULT DOGWOOD PROGRAM

Students who are 18 years of age and have not been able to complete regular Dogwood graduation requirements may wish to pursue the Adult Dogwood. To graduate with an Adult Dogwood, students must complete an English Language Arts 12 course, a Math 11 course, and at least three additional Grade 12 electives. The school district will approve applicants for the Adult Dogwood program.

**Written parental consent and district approval is required for students to be on an Adult Dogwood program.**

## EVERGREEN DIPLOMA (School Completion Certificate)

Due to documented achievement, ability, and individual educational assessments in school, this program is designed for students who will not graduate from the regular British Columbia secondary school program with a Dogwood Certificate. Students on the Evergreen program will have individually designed programs to strengthen their basic skills, work experience, and post-secondary transition options. Some students will also receive instruction in life skills. In addition, students in this program will be integrated into regular courses and classes in which they can be successful, including but not limited to, Physical Education, Home Economics, Technical Education, and Fine Arts courses. Students in the Evergreen program may be integrated into regular core courses such as English and Math, receiving modifications appropriate to their needs, or they may be in modified English and Math classes in a smaller group setting. At the end of the program, which usually lasts three years (if students enter in grade 10), students receive an Evergreen Certificate signifying completion of three years of study in the secondary school.

**Written parental consent and district approval is required for students to be on an Evergreen program.**

## STUDENT SERVICES/LEARNING SUPPORT SERVICES

### Counselling

The counsellor provides a variety of support services for students, including those related to:

- educational goals and programs consistent with the student's career and life goals
- appropriate course and study path selections
- graduation credits
- planning for post-secondary education and scholarship applications
- liaison with the community agencies
- personal skills: self-awareness, responsibility, relationships, communication, decision making, problem solving, conflict resolution.

### Learner Support

Students who experience difficulty in their courses should first seek extra help from their classroom teacher. In addition, they may occasionally seek help from the Learner Support teacher. Referrals for learner support can be made by the student, a teacher, a parent, a counsellor, or an administrator. Students seeking learning assistance must have the classroom teacher's permission to be out of the regular classroom.

Students may also be given a support block within their timetable, to work in the Resource room with the support of a teacher. This allows students who may need extra time for core coursework a block of time each day in one semester for additional support.

### ISW Resource Centre/Connections/Study Block

In order to assist students who require support with one or more subjects, provisions are made to provide assistance in the form of a study block in the library. Students are also provided with tutorial support for concept skills acquisition and retention and accommodations support through the Indigenous support workers resource center, EA small groups, or the Connections center, where a student can self-select to go for one-on-one assistance or quiet time.

## ONLINE COURSES AT North Coast Distance Education School (NCDES)

Do you want to take more than 8 courses? Would you like more elective blocks at your school? Do you want to take a course your school does not offer? If you answered yes to any of these questions, then you should consider taking a course NCDES. NCDES is School District 82's online school and offers flexible-pace, continuous-entry courses for all district students. For more information or to register, visit the website at <https://ncdes.ca/>

# Information for Parents and Caregivers

## K-12 Student Reporting

**When you were in school**, were you asked to memorize information and repeat it on a test, only to forget it soon after? We now know learning is not just memorizing – it's being able to use what we know and apply it in real-world settings. Universities, colleges, and employers today care more about how students think than how many facts they can repeat.

## BC's Curriculum

The learning students do today is more complex than ever. British Columbia redesigned the provincial curriculum to respond to the needs of today's learners. The curriculum continues to give your child a strong foundation in reading, writing, and math. But it also teaches your child how to think critically, communicate, solve problems, and use their knowledge in ways that both matter in school and will matter in a rapidly changing future.

The new curriculum has been in place in all grades since 2019, but report cards and the way student learning is communicated haven't really changed for decades. Report cards are now changing to align with the curriculum and to help ensure that every student in the province is set up for success in their learning.



## Classroom assessment



You may remember getting a letter grade or percentage at the end of a chapter in your textbook or after a test, signaling to you that learning had come to an end. Today we know that learning doesn't stop when students hand in an assignment or complete a test.

### We also know that:

- student learning can be communicated in ways other than letter grades
- teacher feedback on student learning can help students continue to learn
- students are more engaged when they have a say in how they show their learning



That's why students will receive marks on a fourpoint scale from Kindergarten to Grade 9. Students in Grades 10-12 will still receive a letter grade and percentage to support their entry into postsecondary education. And reporting for all students will now include self-reflection and goal setting.

## Report Cards

These changes mean that report cards might not look the same as when you were in school. But the information you will now receive will provide a complete picture of what your child can do, where they need to improve, and how you can support their learning. Reporting in this way will ensure that students focus on learning instead of competing for marks



Email

[student\\_reporting@gov.bc.ca](mailto:student_reporting@gov.bc.ca)



Website

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



What is consistent?	What is evolving?
5 reporting events (3 written and 2 informal reports, such as parent/caregiver-teacher conferences)	Inclusion of the graduation status update at grades 10-12 on the end of year report card
Letter grades and percentages at grades 10-12	The consistent use of the Provincial Proficiency Scale by all districts at grades K-9
Written feedback grades K-9	Written feedback at grades K-12
Student self-assessment of Core Competencies grades K-9	Student self-assessment of Core Competencies and goal-setting grades K-12



## The Provincial Proficiency Scale

If your child is in Grades K-9, you won't see letter grades on their report card. Instead, you will see information on where your child is on the Provincial Proficiency Scale. The scale uses the terms "Emerging," "Developing," "Proficient," and "Extending" to describe student learning. The scale maintains high standards for student learning.

Emerging	Developing	Proficient	Extending
Emerging means your child is beginning to understand something in an area of learning. They are still learning but may need more support to move ahead. Emerging doesn't mean your child is unsuccessful in this area.	Developing means your child understands some things in an area of learning but still has other areas to work on. Like Emerging, it doesn't mean your child is unsuccessful in this area.	<b>Proficient is the goal for your child.</b> It's also the goal for all students. When your child is Proficient, it means they fully understand the required learning. But it doesn't mean their learning stops.	Extending is when students show a deeper understanding. It's when your child is able to apply their learning in new and different ways. Extending is not the goal for all students in every area of learning.

For more information:



Email

[student.reporting@gov.bc.ca](mailto:student.reporting@gov.bc.ca)



Website

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

# Hazelton Secondary

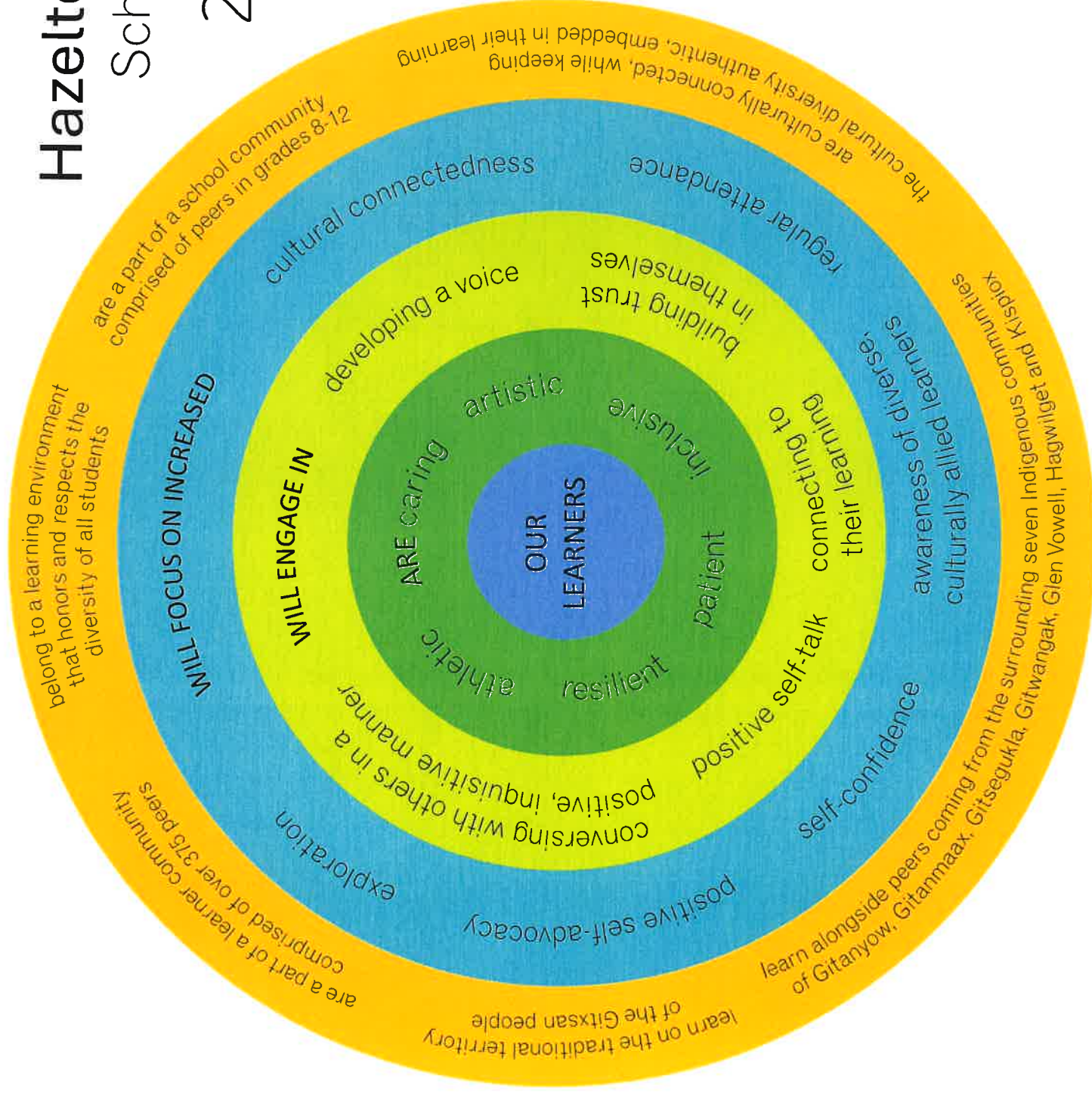
## School Growth Plan

2023-2024

Reimagine,  
Reignite,  
Reengage,  
Empower

### LEARNER GOALS

- ✓ Communicate understanding and learning with clarity.
- ✓ Collaborate with peers, staff, and others to complete a common goal.
- ✓ Self-advocacy.
- ✓ Regular school attendance to enhance the above goals while developing as confident, engaged, academic learners.





# Hazelton Secondary School

## SELF-REFLECTION OF MY CORE COMPETENCIES

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Circle an indicator (1,2,3,4,5, or 6) that best describes you at this time for each COMPETENCY listed below.*

### COMMUNICATION

1. I respond meaningfully to communication from peers and adults.
2. In familiar settings, I communicate with peers and adults.
3. I communicate purposefully, using forms and strategies I have practiced.
4. I communicate clearly and purposefully, using a variety of forms appropriately.
5. I communicate confidently, using forms and strategies that show attention to my audience and purpose.
6. I communicate with intentional impact, in well-constructed forms that are effective in terms of my audience and in relation to my purpose.

### COLLABORATION

1. In familiar situations, I can participate with others.
2. In familiar situations, I cooperate with others for specific purposes.
3. I contribute during group activities with peers and share roles and responsibilities to achieve goals.
4. I can confidently interact and build relationships with other group members to further shared goals.
5. I can facilitate group processes and encourage collective responsibility for our progress.
6. I can connect my group with other groups and broader networks for various purposes.

### CREATIVE THINKING

1. I get ideas when I play.
2. I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials.
3. I can get new ideas in areas in which I have an interest and build my skills to make them work.
4. I can get new ideas or reinterpret others' ideas in novel ways.
5. I can think "outside the box" to get innovative ideas and persevere to develop them.
6. I can develop a body of creative work over time in an area of interest or passion

### CRITICAL THINKING & REFLECTIVE THINKING

1. I can explore.
2. I can use evidence to make simple judgments.
3. I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.
4. I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.
5. I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and

implications; and make judgments. I can examine and adjust my thinking.

6. I can examine evidence from various perspectives to analyze and make well-supported judgments about and interpretations of complex issues.

### PERSONAL AWARENESS AND RESPONSIBILITY

1. I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize my emotions.
2. I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my well-being.
3. I can make choices that help me meet my wants and needs and increase my feelings of well-being. I take responsibility for my actions.
4. I can recognize my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals.
5. I recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements.
6. I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions.

### POSITIVE PERSONAL AND CULTURAL IDENTITY

1. I am aware of myself as different from others.
2. I am aware of different aspects of myself. I can identify people, places, and things that are important to me.
3. I can describe different aspects of my identity.
4. I have pride in who I am. I understand that I am a part of larger communities.
5. I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices and contribute to making me a unique individual.
6. I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity.

### SOCIAL AWARENESS AND RESPONSIBILITY

1. I can be aware of others and my surroundings.
2. In familiar settings, I can interact with others and my surroundings respectfully.
3. I can interact with others and the environment respectfully and thoughtfully.
4. I can take purposeful action to support others and the environment.
5. I can advocate and take action for my communities and the natural world. I expect to make a difference.
6. I can initiate positive, sustainable change for others and the environment.

## Snapshot of POTENTIAL COURSE OFFERINGS

This is the list of potential courses being offered.

\* outside of the school day

\*\* by application

\*\*\*usually only available every 2<sup>nd</sup> year, depending on demand

### Arts Education

Film & Television 10/11/12  
Drama 10/11/12  
Theatre Production 10/11/12  
Directing & Scriptwriting 11/12  
Musical 10/11/12 \*\*\*  
Guitar 10/11/12  
Art Studio 10/11/12  
Photography 10/11/12  
Yearbook 12\*  
Digital Communications 11/12

### Career and Personal Planning

Career Life Education 10  
Career Life Connections 12 + Capstone Project  
Peer Tutoring 11 and 12\*\*  
Work Experience 12A & 12B\*\* (register through NTETC)

### Home Economics

Family and Society 10  
Interpersonal and Family Relationships 11  
Child Development and Care 12  
Foods Studies 10/11/12  
Textiles 10/11/12  
Fashion Industry 12

### Languages

Gitxsanimax 10/11/12  
French 10/11/12

### Physical Education

Physical and Health Education 10 (required)  
Active Living 11 and 12  
Fitness and Conditioning 10/11/12  
Outdoor Education 10/11/12

### Social Studies

Social Studies 10  
BC First Peoples 12  
Contemporary Indigenous Studies 12  
Genocide Studies 12  
Physical Geography 12  
Social Justice 12 \*\*\*  
Psychology 12 \*\*\*  
Law Studies 12

### English Language Arts

English First Peoples Writing 10/ EFP Literary Studies 10  
EFP Literary Studies 11  
English First Peoples 12

Electives in English Language Arts as an independent study (by application only):

Creative Writing 12  
Spoken Language 12  
New Media 12  
Literary Studies 12

### Mathematics

Workplace Mathematics 10  
Foundations of Mathematics and Pre-Calculus 10  
Workplace Mathematics 11  
Foundations of Mathematics 11  
Pre-Calculus 11  
Foundations of Mathematics 12\*\*\* by DL  
Pre-Calculus 12\*\*\* by DL

### Science

Science 10  
Life Sciences 11 (formerly Biology 11)  
Chemistry 11  
Environmental Science 11 \*\*\*  
Physics 11  
Science for Citizens 11 \*\*\*  
Anatomy and Physiology 12 (formerly Biology 12)  
Chemistry 12\*\*\* by DL  
Physics 12\*\*\* by DL

### Dual Credit (May be offered through CMC/ NWTEC)

Professional Cook level 1  
Welding  
Carpentry  
Hair Dressing  
Intro to Health  
Health Care Assistant  
Piping  
Fisheries Technician  
Heavy Duty Mechanic  
Electrician



**Technology Education**

Electronics 10/11/12

Robotics 10/11/12

Metalwork 10/11/12

Power Technology 10/ Automotive 11/12

Woodwork 10/11/12

Media Design 10/11/12

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# **Applied Design, Skills and Technology**

**Includes the following: Business and Information Technology, Home Economics, and Technology Education (Drafting, Electronics, Woodworking, and Automotive).**

## **Home Economics**

### **Families and Society 10**

This course will discuss the cultural, societal, and other influences on the definition of “family”, including changes over time, family and relationship dynamics, healthy and unhealthy relationships, roles and responsibilities of family members, challenges faced by families in modern society, etc.

### **Interpersonal and Family Relationships 11**

This course studies the factors involved in healthy relationships, commitment, communication, cultural and societal factors that impact relationships, problem solving, and services available to support families and relationships.

### **Child Development and Caregiving 12**

This course explores pregnancy, health practices related to prenatal care, childbirth, and childcare, child development from birth to age 12, child safety, the role of nutrition and play in healthy child development, the roles of caregivers, cultural influences on child development and child care options.

### **Textiles 10/11/12**

We make cool stuff and learn hands-on skills in this sewing course. Projects include a pillow, a gecko bean bag, PJ pants, a very colourful apron that you design, a travel roll-up, a quilted basket, a zippered mini-pouch, a box bag, a key/fob wristlette, a tech holder, bucket hats... and more. Students will develop and enhance basic skills with hand sewing and machine sewing. You will also learn about fabric selection, patterns, layout, measurement, and project construction techniques. Students will have the opportunity to sew a variety of projects and challenge themselves as their skills develop. This course is for all sewing levels. Beginners are welcome.

### **Fashion Industry 10-12**

Unique clothing and custom design work is a hot new trend in the fashion industry both locally and globally. We wear clothing and accessories every day, so why not make yours unique and fun to wear? Fashion Industry 10 - 12 is a hands-on sewing course which focuses on making small articles of clothing and accessories such as texting gloves, hand warmers, mittens, bucket hats, vests, outdoor gear, fanny packs, bags, and more. In this course students will have the opportunity to identify personal, social, and cultural influences on clothing design and choices. We will also focus on the social, ethical, and environmental impact of our clothing and the fashion industry.

Specific competencies covered in this course include:

- skillful use of machinery, tools, and technology, personal design interests, properties of fibers and fabric, career options in the fashion and sewing industry, upcycling, repurposing, and thrifting to create unique projects which contribute to a circular economy (thus helping to save the planet)

### **Food Studies 10/11/12**

These courses provide students with knowledge of cooking and baking techniques, nutrition, food economics, and food sustainability. Students will make a wide range of recipes and learn about safe food handling and healthy eating. Students cook for themselves, the school, and sometimes for the community, and even participate in some fun competitions like Halloween Treats and Gingerbread House challenge. This course is really built on student interests.

## Technology Education

### **Media Design 10/11/12 (including Drafting)**

Students will learn to use computer based design technologies to design and develop images, videos, sounds, 3D objects, and web pages. They will practice good digital citizenship skills and explore cultural elements relevant to digital technology.

Students can choose to follow an individualized curriculum plan to cater to any post-secondary opportunities or if students demonstrate a specialty with graphic design.

### **Electronics 10/11/12**

Students will learn about Ohm's Law and the basics of electrical theory and circuitry. They will build a basic circuit, learn to use the hand and power tools required, and learn about programming, coding, electricity, and technologies of the future.

### **Robotics 10/11/12**

Students will design, build, program, and operate VEX EDR robots. Students will be introduced to the concept of programming a robot with AI for competition purposes. Students will complete various robotic design and build units in preparation for provincial robotic tournaments.

### **Metalwork 10/11/12**

Students will be introduced to a variety of welding techniques (advanced glass and metal project), lathe and milling machine project (ring), foundry projects (hand) as well as general fabrication processes through a personalized project.

### **Power Technology 10/Automotive Technology 11/12**

Students new to auto mechanics will learn about the operating principles of four-stroke engines through the disassembly and reassembly of a lawn mower engine. Experienced students will learn about essential automotive systems such as brakes, suspension, drive train, exhaust, etc., through hands-on experience with available vehicles.

### **Woodwork 10/11/12**

Students will be taught the principles of shop safety and project planning. They will plan, design, and construct projects and learn to safely use the hand tools and power tools necessary for the creation of these projects. They will learn the elements of joinery and some carpentry and be exposed to career opportunities and job expectations in the industry.

Senior students may choose to enroll in *Furniture and Cabinetry 11/12* where they will design and create a project of their choice.

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## Arts Education

### **Art 10/11/12**

Students will explore and create visual art. Students will use a variety of materials, strategies, techniques, and technology. Drawing, painting, pen and ink, printmaking, charcoal, ceramics/pottery, sculpture, computer animation, and newer technology such as 3d digital printers, are a few of the media's we cover. Students have an opportunity to be involved in guest artist projects at the school and be involved in continuing the tradition of improving the culture of our school through art projects around the school. The elements and principles of design and the interconnectedness of the artist, community, history, culture, and society will also be highlighted. This course is for the beginner to the advanced, and even for those who want to develop a portfolio for a show or a future art school.

### **Gitxsan Art & Design 10/11/12**

Northwest Coast Art and Design is a locally developed course that enables students to develop the skills to draw basic designs, paint, enlarge images to scale, and design images of their own. Additionally, they will learn to carve, learn the proper use of knives for carving, and apply designs of their own to their carvings. This course will involve local artists to teach various components.

### **Drama 10/11/12: General and Exploration**

Students will explore the world of theatre: drama games, improvisation, scene work, play creation, role play, mask work, puppetry, and backstage. Students are encouraged and have the opportunity to perform but it is not a requirement of the

course.

**Drama 10/11/12: Theatre Production**

This course focusses on stagecraft and the technical aspects of theatre: lighting, sound, make-up, set design and construction, set painting, properties, costuming, publicity, and management.

**Drama 11/12: Directing and Script Development**

Students will learn the art of script writing for stage or film, and/ or learn the art of directing by working with the Drama Class.

**Film & Television 10/11/12**

This hands-on course in filmmaking focuses on planning, producing, and recording moving images individually and collaboratively. Students will learn through experience, trial and error, feedback and correction, and questions and answers as they explore moving- image elements, principles of film-making, vocabulary, and industry terms. Students will be encouraged to take creative risks in expressing ideas, meaning, and emotions. No prerequisite course or knowledge is needed.

**Music: Guitar 10/11/12**

This course welcomes students of all ability and experience levels, from beginner to advanced. Students will work cooperatively and individually to build skills as guitar players. They will learn to read music in both the traditional notation and the guitar tablature method. Students will develop the skills and confidence to play chords, scales, prescribed music, and music of their own choosing. Practice is crucial to becoming an accomplished musician.

**Photography 10/11/12**

Students will be introduced to a variety of visual arts elements, the principles of design, and image development as they apply to photography. Students will use a variety of materials, strategies, techniques, and technology in the area of digital photography, film, and alternative photography.

**Yearbook 12**

Yearbook 12 Students who participate in the development of the school yearbook for three years (during their Grade 10, 11, and 12 years) can earn credit for their work. They must be involved in the weekly yearbook club meetings, participate in taking photos at school events, learning the design and development process through the online system, and promote yearbook sales.

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## **Career Education/Work Experience**

**Career Life Education 10**

Students can take this course in Grade 10 or Grade 11. It involves setting goals, financial planning, employability skills development, post-graduation opportunities, work experience, workplace etiquette, workplace safety, career planning, etc. The big ideas that guide the course are that career-life choices are made in a recurring cycle of planning, reflecting, adapting, and deciding; career-life decisions are influenced by internal and external factors, including local and global trends; and lifelong learning promotes career opportunities. It also emphasizes relationships and personal and work life balance.

**Career Life Connections + Capstone Project**

Career Life Connections is a continuation of Career Life Education. Goals of Career Life Connections include having students make connections between their school experiences and their plans for life after school and connect with mentors and supports in their communities. A major component of the course is the completion of a Capstone Project. Students have several options for completing the requirements of CLC. They can take it as a regular class in their schedule, take the online course, or meet the requirements of CLC/Capstone through work experience (this must be coordinated through the career counsellor and NTETC).

The Capstone Project is a mandatory project that each grade 12 student must complete in order to graduate. The purpose of the capstone is for students to demonstrate their knowledge, competencies, and passion(s). It is a representation of the student's learning journey and provides an opportunity to reflect, share, showcase, and celebrate. It is a significant project that must involve a mentor and a presentation.



### **Peer Tutoring 11**

Students will have the opportunity to develop strong interpersonal and leadership skills while working in a classroom setting to assist students and the sponsor teacher. The course focusses on the development of leadership skills, communication skills, role model qualities, building rapport, self-confidence, and tutoring skills. This course is open to students in Grade 10, 11 and 12.

### **Peer Tutoring 12**

Students in this course will build on the skills gained in Peer Tutoring 11, and will develop and implement mini teaching lessons in collaboration with the sponsor teacher. There is a final leadership activity project in addition to the weekly assignments and conferences. This course is open to students who have completed Peer Tutoring 11.

### **Work Experience 12A and 12B – If you have a job already this is for you! Contact our Career advisor ASAP for more info!**

Students must consult with school administration and/or the career counsellor regarding work experience credits. Students wanting credit for Work experience 12 must give notice to the school prior to starting work and will be enrolled in the course through NTEC

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## **English Language Arts**

Grade 10 students are required to take two English Language Arts courses worth 2 credits each. At HSS, we require all students take one of the writing courses, plus an additional course of their choice. Courses offered will be based on demand and interest; not all courses can be offered each year.

### **English First Peoples Writing 10**

EFP Writing 10 is designed for students who are interested in writing for a variety of purposes and contexts. This area of choice provides students with opportunities to become better writers through the exploration of personal and cultural identities, memories, stories, and connections to land/place. Within a supportive community, students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging compositions. This course is grounded in the exploration and application of writing processes, inviting students to express themselves as they experiment with, reflect on, extend, and refine their writing.

### **English First Peoples Literary Studies 10**

Literary Studies 10 is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. EFP Literary Studies 10 is designed for students who are interested in exploring First Peoples' literature in a variety of contexts, genres, and media. These courses allow students to delve more deeply into literature and explore personal and cultural identities as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Students will think collaboratively, critically, and creatively as they deepen their understanding of themselves and the world around them.

### **English First Peoples Literary Studies + New Media 11 or Spoken Language 11 or Writing 11 (depending on teacher)**

This course is a 4-credit course replacing English First Peoples 11 and is designed for students interested in studying First Peoples literature and New Media focusing on the evolving role of technology (digital media) in communicating, exchanging information and ideas, and social advocacy. Students will study oral and written literature in a range of media and with a range of First Peoples themes, authors, and topics. Spoken Language focusing on the oral tradition, and strengthening their oral language skills. Students will study oral and written literature in a range of media and with a range of First Peoples themes, authors, and topics, and will create their own powerful and purposeful oral and written compositions. Writing focuses on developing their writing skills in a variety of contexts. Students will study oral and written literature in a range of media and with a range of First Peoples themes, authors, and topics, and will create their own powerful and purposeful written compositions.

### **English 12 First Peoples**

This course OR English Studies 12 is mandatory for all students. 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, Indigenous and non-Indigenous, 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). They will examine texts grounded in a diversity of First Peoples cultures, including local First Nations or Métis communities to gain insights into the factors that shape identity, to contribute to Reconciliation by building greater understanding of First Peoples' knowledge and perspectives, and to expand their understanding of what it means to be educated Canadian and global situations.

#### **English Language Arts elective courses**

A selection of electives is available to students in addition to the mandatory English Studies 12 or EFP 12. These courses include Literary Studies 12, Creative Writing 12, New Media 12, and Spoken Language 12. These courses will allow students to further specialize their skills in any of these areas. This would be pursued as an independent study by application only

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## **Mathematics**

#### **Workplace Math 10**

Workplace Math 10 course focuses on math topics that can be useful in our daily tasks, such as unit conversion, money and currency, measurement, algebra, geometry, measurement, numbers, statistics, probability and a little bit of trigonometry. The course should be useful for students wanting to pursue careers not strongly related to math. 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 work force. This course can be used as a Math 10 credit for graduation and prepares students for the Workplace Math 11 course.

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

In this course, students have a chance to practice their algebra skills while learning new concepts in measurement, trigonometry, polynomials, roots, powers, relations, functions, linear functions and systems. This course can be used as math 10 credit for graduation, and is required for university admission. This course is recommended if you wish to continue to Pre-Calculus 11 or Foundations of Math 11.

## **Senior Math**

**\*\*PLEASE READ THE QUESTIONS AND ANSWERS LOCATED BELOW AND READ 'MATH PATHWAYS' BELOW BEFORE ENROLLING IN YOUR SENIOR MATH COURSE**

**\*\*Some questions and answers about which Senior Math course to select**

**1. Who should take Foundations of Math 11?**

Students who intend to go into college and university programs such as: Social Sciences, Humanities, Languages, History, Geography, Music, Arts, among others.

**2. Who should take Pre-Calculus 11?**

Students who have already determined that they are pursuing a business math and/or science-based programs in post-secondary. Please note that most of these programs will also require Pre-Calculus 12.

**3. Should I enroll in Pre-Calculus 11 to keep more doors open?**

We have many parents state that their child should take Pre-Calculus 11 as it is a prerequisite for more programs at post-secondary. While this is true, we should also consider the level of achievement that the student may get in Pre-Calculus 11. Many programs require a B or better from Pre-Calculus 11 and if that mark is unrealistic, then a better choice would be Foundations 11 to open more doors in post-secondary.

**4. Which should I take if I am unsure what I want to do after high school?**

Students must choose a pathway, but if you change your mind, you can change pathways. It is important to check the diagram above to understand how this can be done. Even if you graduate on the "wrong" path, you can still change

your path by doing a couple extra courses at the post-secondary institution that you choose.

**5. Mathematically, what is the difference between Foundations of Math 11 and Pre-Calculus 11?**

There is quite a big difference. Pre-Calculus 11 will look at topics needed for the study of theoretical calculus (ex. Trigonometry, Algebra, Transformations). Foundations of Math 11 will look at the mathematics needed for non-calculus based fields of study (ex. Geometry, Relations and Functions, Finance, Statistics and Probability).

**6. Why would a student take Pre-Calculus 12?**

The course is not mandatory, but this course is a key pre-requisite for students entering directly into university with intentions of going into the Faculty of Sciences, Engineering or Commerce. It is very important that a student look at the precise pre-requisites needed for the schools to which they are applying.

**7. Why would a student take Foundations of Math 12?**

Many post-secondary institutions will take the mark from Foundations 12 or Pre-Calc 11 to meet their prerequisite for admission into specific programs.

**8. What Math courses are prerequisites for which programs?**

Each University has different requirements. You need to go to a University's website to see their program requirements.

**9. Can I take either Foundations or Pre-Cal if I really like Math?**

Yes, you can take any senior Math as an elective provided you meet the minimum grade standards.

**What is the workload for each course?**

Course	Difficulty level (compared to Foundations 10)	Student Workload
<b>Workplace 11</b>	A little easier	Expect about 30 minutes a week outside of class
<b>Foundations 11</b>	About the same as Foundations 10	Expect about 20 minutes a day outside of class
<b>Pre-Calculus 11</b>	Quite difficult	Expect about 45 minutes a day outside of class
<b>Foundations 12</b>	Similar to Foundations 11	Expect about 30 minutes a day outside of class
<b>Pre-Calculus 12</b>	A level up from Pre-Calculus 11	Expect about 1 hour a day outside of class

**Workplace Math 11**

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. Topics include algebra, geometry, measurement, number and statistics. It can be used for a Math 11 credit for graduation, but does not generally allow students entry to university.

**Foundations of Math 11**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in humanities (non-science based programs). This course can be used as Math 11 credit for graduation. Certain university undergraduate programs will not accept this course as an entrance requirement, or will require that you complete the Foundations Math 12 course. Please check with your university or college for requirements for your program of choice.

**Pre-Calculus 11**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs such as science and medicine (and engineering). Topics include algebra, number, relations and functions and trigonometry. It is a challenging course that requires regular at home study.

**Pre-Calculus 12 by DL only**

This is a senior academic math course that is designed for students who will be continuing their education in university to pursue careers in Science, Math, or Business. The course is centered on functional relations between variables including Transformations, Radicals, Polynomial, Logarithmic, and Rational functions. As well as an in-depth study of Trigonometric



functions and identities, and an introduction to Permutations. This course requires a strong commitment to home study.

## Physical and Health Education

### Physical and Health Education 10

This mandatory course incorporates a range of physical activities, sports, exercise, and healthy living components. It addresses the importance of fitness, healthy nutrition, healthy sexual decision making, the consequences of bullying and discrimination, protecting oneself from harmful situations, emergency preparedness, and other areas vital to living a healthy life.

### Active Living 11/12

Students will study the role of nutrition and its role in health and performance, making healthy life decisions, and the benefits of physical activity for mental and physical well-being. They will study safety and injury prevention and management, and participate in a variety of physical and recreational activities.

### Fitness and Conditioning 10/11/12

Students will study anatomy (skeleton and muscular systems), learn ways to train, monitor, and improve the muscular and cardiovascular systems, participate in a range of physical activities, design training programs, and understand the influence of nutrition and supplements on physical performance.

### Outdoor Education 10/11/12

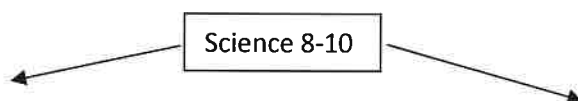
Students will participate in a range of outdoor activities for healthy living. They will learn safety, outdoor preparedness, emergency communication, environmental awareness and stewardship, teamwork and conflict management, first aid, and First Peoples practices related to traditional knowledge and the local environment.

## Science

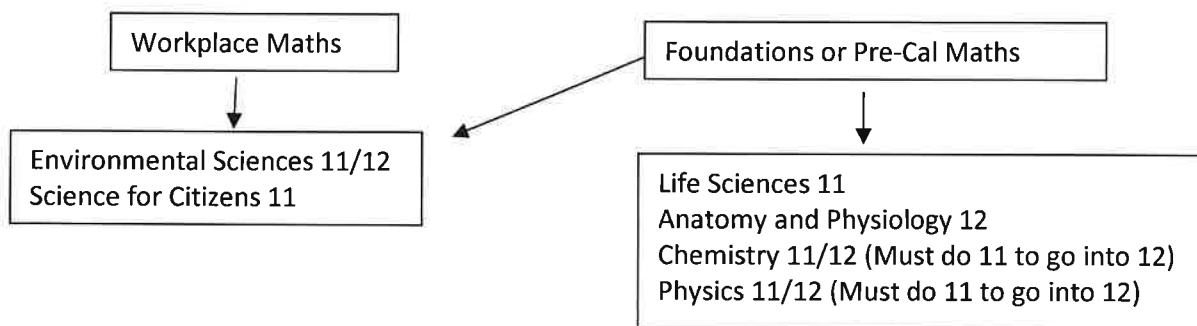
### Science 10

Science 10 is a general science course that covers topics on biology, genetics, physics, chemistry, the formation of the universe, and First Peoples' perspectives on these subjects. This course is required for graduation.

### Science Pathways



It has been our experience that students who successfully complete Foundations and Principles of Math 10 with a 73% or higher are more successful in the more academic sciences. This is a suggestion to ensure student success.



### Life Sciences 11 (formerly Biology 11)

This course is an overview of living things. The plant and animal kingdoms are studied in the context of their position in evolution and their relationships to all organisms. The progression of life-forms from the viruses, which are simple bundles of genetic material to the complexity of multicellular organisms is investigated, this, with an eye on the mechanisms of these

changes, and their role in our system of classifying the living world.

**Anatomy and Physiology 12 (formerly Biology 12)**

This is a senior academic science course that is designed for students who have an interest in health sciences. The first third of the course focuses on cell biology and biochemistry - an investigation into life at the molecular level to determine how the cell is able to perform its life functions. The remaining two thirds of the course are dedicated to human biology. Here, the molecules of life are followed within the context of the various systems of the human body. Organ systems, genetics, disease, and healthy lifestyles are all elements of the course.

**Chemistry 11**

Chemistry 11 is a general chemistry course where the focus is the application of chemistry and chemical principles as they apply to everyday life. There is a significant math component to chemistry, and it is recommended that students have completed Foundations and Pre-Calculus 10.

**Chemistry 12 by DL only**

Chemistry 12 is a more specialized course focusing on a few fundamental principles of advanced chemistry. This course is usually taken by students who want to pursue specific university programs, which require Chemistry 12 (many science degrees, including health sciences such as nursing) as a pre-requisite. A strong foundation in math is encouraged for those wishing to take this course, as well as a commitment to extensive home study.

**Environmental Science 11/12**

Students will study the ecosystems that surround us, and look at the impacts that humans have on their environment. We will research global and local issues. We will consider fish and all aspects of their habitat, the watershed that sustains us, and the plants and animals in our forests. Students will spend much of this course outside interacting with the land and ecosystems.

**Physics 11**

Physics is the study of matter and energy, and of their interactions in relation to everyday life. The major subtopics are: Skills, Methods, and the Nature of Physics, Kinematics, Forces, Newton's Laws, Momentum, Energy, Wave Motion and Geometrical Optics, Special Relativity: Nuclear Fission and Fusion. **It is required that students taking Physics 11 also pass Pre-calculus 11 or Foundations 11 with a 70% or higher grade.**

**Physics 12 by DL only**

Physics 12 is the study of classical mechanics and electromagnetism and is designed to help students develop analytical and problem-solving skills. Students will have the opportunity to apply the principles and concepts of physics to practical situations. This course is only offered if there is enough demand; students requiring it for post-secondary plans in the electrical field may need to take it online through distance learning. **(Prerequisite is Physics 11 – You cannot take this course without it)**

**Science for Citizens 11 (formerly Science & Technology)**

This course emphasizes personal and public health practices, personal safety, workplace safety, the impacts of technology on the workplace, practical applications of science, scientific innovations that have benefited society, and the opportunity for certifications such as WHMIS and First Aid.

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## Languages

**French 10/ 11/ 12**

Students will increase their oral and written French language, and includes instruction in grammar, vocabulary, and literature Studies. Students will continue to develop their oral and written French language skills, and includes instruction in more advanced grammar, vocabulary, and literature studies.

**Gitxsanimax 10/ 11/ 12**

Students will increase their Gitxsan language skills and will receive instruction in speaking as well as grammar and vocabulary development. Additionally, they will study and experience the vibrant Gitxsan culture. Students will continue to develop their Gitxsan language skills and will receive instruction in speaking as well as grammar and vocabulary development. Additionally,

they will study and experience the vibrant Gitxsan culture.

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## Service Courses

### **Digital Communication 11/12**

In this course, a student will work independently with a teacher and explore three big ideas: The design cycle is an ongoing reflective process. Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills. And how design and content can influence the lives of others.

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## Social Studies

### **Social Studies 10**

Social Studies 10 covers history from 1919 – Present, including institutions of the Canadian political system, First Nations governance, the concept of identity in Canada, truth and reconciliation, economic development, and Canada's role on the international stage.

### **BC First Peoples 12**

The purpose of this course is to increase awareness and understanding of the diversity of First Peoples in BC, their traditional lands, governance, the legacies of colonialism and resistance to it, government policies that impact First Peoples, the role of the oral tradition, the governance systems of traditional and contemporary First Peoples, the role of the media, and the impact of historical exchanges of ideas, practices, and materials among local First Peoples and non-indigenous peoples.

### **Contemporary Indigenous Studies 12**

Students will learn about the various identities and worldviews of Indigenous peoples around the world, and the importance of family, language, relationships, and the land. They will study the impact of colonialism and the resilience, resistance, and survival of people impacted by colonialism. Restoring balance through truth, healing, and reconciliation, responding to inequities that Indigenous people experience, and supporting community development and opportunity are all key elements of this course.

### **Genocide Studies 12**

Students in this course will study definitions of genocide, including economic, political, social, and cultural. They will study characteristics and stages of genocide, examine mass atrocities around the world, including strategies and technologies used, responses to genocide, and prevention of it.

### **Physical Geography 12**

Students will study natural systems such as the atmosphere, hydrosphere, biosphere, and anthroposphere. Plate tectonics, natural disasters, the sun-earth interactions and effects on climate, weather systems, and natural resources are all elements of this course.

### **Law Studies 12**

Students will study Canadian Law in a variety of areas: criminal, family, civil, and will develop an understanding of their rights and responsibilities as citizens. Law Studies 12 fosters skills and attitudes that enhance students' abilities to address legal, social, and ethical issues, and reflect critically on the role of law in society. The Canadian Constitution, Canadian Charter of Human Rights, Canada's correctional system, and Canadian legislation concerning First Peoples are all elements of this course.

### **Psychology 12**

Psychology is a course designed to provide students with an understanding of human behaviour and basic concepts in modern psychology including scientific method. This course covers the five major psychological domains: methods, neuroscience, cognitive, social, and developmental in order to achieve a general overview of this subject area. The big ideas guiding the course are use the scientific method as it applies to psychology, understand research methods and understand how these are applicable in their daily lives. The exploration of social sciences deepens our understanding of diverse, complex ideas about identity, others, and the world.

Note – this course counts as an elective but does not count as a mandatory social studies credit.



### **Social Justice 12**

This course will cover the study of the definitions, frameworks, and issues of social justice in Canada and globally. Processes, methods, and approaches to promoting social justice will be explored, with the understanding that social justice initiatives can transform individual lives, systems, and societies.

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## **External Credits**

Students who have completed various studies outside the public school system may receive graduation credits for the achievements. See your counsellor to discuss details of this opportunity. Graduation credit may be given for certificate achievement in the areas of Post-Secondary Courses, Advanced Placement, International Baccalaureate Courses, Dance, Drama, Drivers Education, Speech, Music, Sports, Industry and Occupations, and Youth Development. Specific certification levels are required to be eligible for graduation credits for external courses.

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## **Graduation Assessments**

Provincial exams will no longer be administered after the 2018-19 school year. All students will need to write the new Graduation Numeracy Assessment in Grade 10. (Students can rewrite it up to two more times if they wish.) The Graduation Literacy Assessment will need to be written in Grade 10 AND Grade 12. HSS provides a minimum of 3 exam sitting times per year.

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## **Grades 8 and 9**

Grades 8 and 9 timetables are very structured. They all take their Humanities (Social Studies and English curriculum combined) and Math and Science classes in the mornings, all year long. In the afternoons, they will alternate between their PE class and their second language class (Gitksanimx or French) every second day all year long. They will also take a variety of between 6-8 mini-elective courses throughout the year, called Mosaics. These mini-courses provide them with a sampling of courses they will be able to choose as electives when they are in Grades 10-12.

Please note that for the coming academic school year we will be restructuring our Grade 8 and 9 Math classes to address some of the challenges our students are currently experiencing as they are getting ready for senior high school. To address these challenges, we will be offering three math classes for each of Grades 8 and 9.