

Robert Bateman Secondary Course Planning 2026 – 2027

Table of Contents

Introduction

Principal's Message.....	2
Contacts/Registration Procedures/Counselling Centre.....	3
Course Planning/Course Change Policy.....	3
PAC.....	4
Graduation Program	5
Study Block Policy.....	6
Honours and Advanced Placement (AP) Program.....	7

Departments/Courses

English.....	8
Social Studies.....	12
Modern Languages.....	14
Mathematics.....	16
Science.....	19
Physical & Health Education.....	22
Personal Planning.....	24
Psychology.....	24
Applied Skills.....	25
Business.....	25
Home Economics.....	26
Media Design	26
Technology.....	27
Automotive.....	27
Computers.....	28
Woodwork.....	28
Fine Arts.....	29
Dance.....	29
Music.....	29
Theatre.....	31
Visual Art.....	32
Peer Tutoring/Leadership.....	34
Learning Support Programs.....	35
Career Programs.....	36
Work Experience.....	36
Youth Work in Trades.....	36
District Programs.....	36
Life After Graduation.....	37
Post-Secondary Options.....	38



Robert Bateman Secondary

Home of the Timberwolves



Our Motto: “Eye to Eye with Respect”



Principal's Message

Welcome to Robert Bateman Secondary!

This valuable book contains course planning options for 2026-2027. Robert Bateman Secondary is very proud to offer a wide range of courses in a variety of programs.

The choices you make should be done in consultation with your family, counsellors and post-secondary guides. Please take some time to consider these important decisions. Senior students should make themselves aware of requirements for graduation and admission for post-secondary programs. Don't hesitate to contact a counsellor or other school staff if you require any assistance.

Sincerely,
Mrs. Jennifer Koehler
Principal

Contacts and Registration Procedures

Administrators

Principal: Mrs. Jennifer Koehler
Vice-Principal: Ms. Alexandra Klassen (A-K)
Vice-Principal: Mrs. Rebecca Toews (L-Z)

Counsellors

Ms. Danae Hodgins (A-K)
Ms. Jennifer Crockett (L-Z)

Counsellors provide help in a variety of areas including timetabling, personal counselling, advocating for students, post-secondary options, career planning, scholarships and bursaries.

To Register to Attend Robert Bateman Secondary School

Please see our website for registration forms and procedures:

<https://robertbateman.abbyschools.ca/registration-1>

- If you live outside RBSS's catchment area, you must present a Non-Catchment Request form signed by your home school. If you are unsure whether you live within RBSS's catchment, contact Student Records (rita.fussi@abbyschools.ca) or the School Board Office (604-859-4891).
- Contact RBSS to make an appointment to see a Counsellor/Administrator for an admissions interview. When you come for the interview, make sure you bring a copy of your most recent report card, a copy of your birth certificate, proof of address and Non-Catchment Request form (if necessary).
- Once approved, your counsellor will assist you in selecting classes for the school year.

School Start-Up (subject to change)

School begins at 8:15 am on the first Tuesday after Labour Day, typically with the first day being Grade 9 students only. Students' Block A is considered to be their homeroom and can be found on their schedule. Grades 9-12 students proceed directly to their Block A class.

Counselling Centre

Ms. Danae Hodgins
Ms. Jennifer Crockett
Mr. Jeff Dods
Ms. Rita Fussi

Counsellor A – K
Counsellor L – Z
District Career Programs
MyEd/Student Records/Registrations

Course Planning

Course planning for students attending RBSS occurs between February and April. Counsellors meet with classes to explain graduation requirements, post-secondary options and entrance requirements and to inform students about courses offered. Parents are included in this process as students make their selections online via their MyEducation account at <https://www.myeducation.gov.bc.ca/aspen/>. Additional information can be found at <https://robertbateman.abbyschools.ca/registration-1>

Course Change Policy

Students are strongly encouraged to make thoughtful and informed course selections during the spring course registration period. Changes become increasingly difficult and, in many cases, not possible once the semester begins. Students may request course changes only within the first five (5) school days of the semester. Approval of any course change during this period is subject to space, availability and

administrative discretion. After the first five days, no course changes will be permitted except under limited circumstances with permission from the admin/counselling team.

Course changes will be considered **only** for the following reasons:

- **Missing a required course** (e.g., student is not enrolled in a course needed for graduation).
- **Schedule conflicts** that prevent a student from attending required classes.
- **Graduation requirements** that must be corrected to ensure on-time completion.
- **Essential post-secondary prerequisites** required for college, university, or career program eligibility.

Course changes will **not** be approved for the following reasons:

- Preference for a specific teacher
- Desire to be in the same class as friends or peers
- Changes based on workload perception after the semester has begun
- Requests made for convenience rather than academic necessity

This policy is designed to promote fairness, minimize disruption to learning and support students in meeting their academic goals.

Parents/Family

Robert Bateman Secondary's Commitment to Parents

RBSS is committed to working with parents. We encourage communication between parents, staff and learners. A strong school/parent partnership is essential for student success.

Robert Bateman Secondary Welcomes Parent Involvement!

Parents are encouraged to attend **Parent Advisory Council (PAC)** meetings. The PAC enhances communication between parents, children and the school staff. PAC meetings provide parents with an opportunity to learn about what is happening in our school. The PAC plays an important role in assisting in determining educational goals, policies and services provided to the students at RBSS and supports school programs by actively fundraising for equipment and scholarships.

Parent involvement contributes to student achievement! Check our website for PAC details, meetings and updates. All parents are most welcome!

Our Mission - Respect, Responsibility, Results!

At Robert Bateman Secondary, we are responsible for providing opportunities which enable learners to acquire the knowledge, skills and attitudes necessary for achieving personal success, pursuing career goals and contributing to society.

Our Motto - "Eye to Eye with Respect"

Our school motto comes from Robert Bateman, the naturalist, artist and of course, the school's namesake. Mr. Bateman reminds us that relationships should begin and end with respect. The school logo features three wolves from his painting "Clear Night Wolves". The wolves are looking at us eye to eye, and we look back at them with respect.

Our Website: <https://robertbateman.abbyschools.ca/>

Graduation Program

The BC Certificate of Graduation or “Dogwood Diploma” is awarded to students who successfully complete the provincial graduation requirements. Students require a minimum of **80 credits** to graduate.

Of these 80 credits:

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12.
- At least 28 credits must be elective course credits.
- At least 4 credits must have an Indigenous-focus.
- 52 credits are required from the following:

REQUIRED COURSES:	
Subject Area	Minimum Credits
Career Life Education 10	4
Career Life Connections 12 *	4
Physical & Health Education 10	4
Science 10	4
a Science 11 or 12	4
Social Studies 10	4
a Social Studies 11 or 12	4
a Math 10	4
a Math 11 or 12	4
a Language Arts 10	4
a Language Arts 11	4
a Language Arts 12	4
an Arts Education and/or Applied Design, Skills, and Technologies 10, 11 or 12	4
	52 credits
ELECTIVE COURSES:	
Students must earn at least 28 credits	Minimum credits
Additional Grade 10 – 12 credits	28 credits
OVERALL TOTAL:	80 credits

*Career Life Connections and Capstone Presentation – CLC

CLC is a graduation requirement and includes 30 hours of career-life exploration and a **mandatory** Capstone presentation.

Graduation Assessments

According to the Ministry of Education guidelines, all students are required to complete three graduation assessments:

- The Grade 10 Graduation Numeracy Assessment (introduced in 2018)
- The Grade 10 Graduation Literacy Assessment (introduced in 2019)
- The Grade 12 Graduation Literacy Assessment (introduced in 2021)

Ministry Website: <https://curriculum.gov.bc.ca/provincial/assessment>

Post-Secondary Education Entrance Requirements

Current information on post-secondary education options is available in the Counselling Centre, Career Centre or at <https://www.educationplannerbc.ca>. Students are encouraged to check entrance requirements for programs in which they have interest. Please note that entrance requirements differ from institution to institution.

It is the responsibility of each student to ensure that course selection meets all British Columbia graduation requirements and the entrance requirements to post-secondary programs or institutions of choice.

Study Block Policy

It is expected that all students who attend Robert Bateman Secondary will be in full-time attendance, regardless of the number of course credits needed to qualify for graduation. A full course load is considered eight courses, four each semester, in accordance with recent criteria outlined by the Ministry of Education.

Grades 9, 10 & 11

No Study Blocks

Grade 12

Grade 12 students may apply for one study block if they are scheduled to complete 80 credits by the end of Grade 12 and have three accompanying academic courses in one semester.

ALL Study Blocks need to be approved by an administrator or counsellor.

Independent Directed Study (MIDS)

This is a self-directed study outside and/or beyond the scope of class instruction and/or more in-depth, independent studies of a theme, an art form or media. **Students must have permission from the instructor and counselling / administration prior to entry into an IDS course.**

Honours and Advanced Placement (AP) Program

The Honours and AP Programs at Robert Bateman Secondary are designed to enrich the education of students and challenge them to seek knowledge and understanding beyond the parameters of the regular curriculum. Admission to the Honours and AP Program is by teacher/counsellor recommendation. AP courses allow engaged students to begin their college studies while still in secondary school. The AP Program of university-level work offered to secondary students prepares them for AP examination each year in May. With these examinations, students may earn university credit. It is expected that students who choose to take the AP exam will pay the College Board exam fee for each exam. The fee is set by the AP College Board in the fall (this was \$138 per exam for the 2025-26 school year). Honours and AP courses are for students willing to apply their inquisitiveness, ability and resilience. Highly motivated students excel in Honours and AP; however, the program also attracts hard-working students who may not achieve top academic grades. We believe that the following describe the attributes of a Pre-AP/ AP student:

Hard Workers

Students are committed to taking ownership of their learning and persevering despite obstacles and challenges.

Inquirers

Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

Communicators

Students understand and express ideas and information confidently and creatively in various forms of communication. They work effectively and willingly in collaboration with others.

Thinkers

Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, to make reasoned, ethical decisions.

What Options are there for AP at Robert Bateman Secondary?

Honours Courses	AP – Advanced Placement Gr. 12 Courses
English 10, 11	AP English 12
Science 10, Chemistry 11	AP Chemistry 12
Life Sciences 11	AP Biology 12
Socials Studies 10	AP European History 12

For more information: <https://apcentral.collegeboard.org/>

Contact: Ms. Kristi Anderton, AP Coordinator

(604) 864-0220

Email: kristi.anderton@abbyschools.ca

HUMANITIES

English

English Language Arts 9

English Language Arts 9 is designed to allow students to develop a set of practical skills in both language and literature. This course is built around the core competencies of Thinking, Communicating, Collaborating, and Personal/Social Growth. Students will explore text and story to deepen their understanding of identity: their own, others' nearby and people more distantly. We will practice and develop our ability to critically assess what we hear, read, and view as we work toward becoming better educated, ethical and engaged citizens. Transitioning to a focus on secondary skills such as analyzing work, evaluating and interpreting text and ideas, as well as writing to portray a clear intention and position are some skills of focus. Respectful sharing of ideas is a fundamental part of this course, in both written and spoken form. Students will explore, develop and routinely practice creative-writing skills and critical-thinking skills through the meaningful study of novels, short stories, poetry, drama and non-fiction prose. Paragraph, essay and creative writing will be emphasized in English Language Arts 9.

English Literary Studies and Composition 10

English Literary Studies 10 engages with the concept that Literature is everywhere, and it shapes our view of the world around us. This course encourages students to reflect on literature from a variety of cultures & contexts, genres, time periods, authors, and themes. Featured texts may include novels, short stories, poems, plays, songs, films, digital media, and more. Literary Studies allows students to build skills in reading, reflecting, and understanding how language and text shape our lives. English Literary Studies 10 allows students to delve more deeply into literature as they explore specific themes, periods, authors or areas of the world through literary works in a variety of media. This course allows students to develop the mechanics of their written responses through exercises aimed at deepening and developing grade-level literacy skills, including the following: spelling, grammar, punctuation, quotation integration, and critical-thinking and analysis skills. Students will prepare for and write the Ministry of Education's Literacy 10 assessment in order to meet graduation requirements.

English Composition 10 is designed to support students in their development of written communication through a critical process of questioning, exploring and sampling. Composition refers to the art of brainstorming, drafting, proofreading, and editing writing. Paragraph and multi-paragraph writing will be covered in this course, but skills & techniques in reading, reflecting, and critical thinking are also key. In Composition 10, students will engage with a variety of texts, including novels, short stories, poems, songs, films, and more. Students will work individually and collaboratively to explore and create coherent, purposeful compositions. Students will read and study compositions by other writers and consider a variety of styles as models for the development of their writing. Students will prepare for and write the Ministry of Education's Literacy 10 assessment in order to meet graduation requirements.

English Literary Studies and Composition 10 Learning Enriched

This course is designed for ELL and International students.

Please see above (English Literary Studies and Composition 10) for full description. This course covers all the English Literary Studies and Composition 10 curricular competencies. Course entry is subject to English teacher recommendation. Because this class is designed for English Language Learners, the material is heavily scaffolded in such a way that students will be able to access content as well as demonstrate learning outcomes in relevant and meaningful ways. Students will, in the process of

learning content, learn and use strategies and techniques that will help in future studies as well. Small class size will contribute to student success.

ELL Academic Language Acquisition 10 (No English 10 credit)

This course does not meet the English 10 graduation requirement. It is recommended students take ALA 10, followed by English 10 Learning Enriched, which will satisfy the grad requirement.

ELL Language Acquisition 10 is designed for Level 3 English Language Learners. It is not meant for beginning level (Level 1) students. Through this course, students will develop the academic vocabulary and skills needed to be successful in both English 10 and Social Studies 10. There is a focus on the nuances of language found in various forms of text (written, visual and digital) as well as how to fluently incorporate these into communication for various audiences (written, spoken and representations). Included in this course are the elements that make up Canadian Culture (cultural identity and First Peoples culture).

English Literary Studies 11

Literary Studies 11 reinforces and expands upon the curricular competencies explored in Literary Studies and Composition 10. This course allows students to delve more deeply into literature as they explore specific themes, periods, authors or areas of the world through literary works in a variety of media. This course is designed to support students in their development of written communication through a critical process of questioning, exploring and sampling. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions, which may include a research assignment. Students will read and study compositions by other writers and consider a variety of styles as models for the development of their writing. This course allows students to develop the mechanics of their written responses through exercises aimed at deepening and developing grade-level literacy skills, including the following: spelling, grammar, punctuation, quotation integration, and critical-thinking and analysis skills.

English First Peoples 11

English First Peoples 11 is the equivalent to English Studies 11. English First Peoples 11 builds on the reading, writing, comprehension and critical-thinking skills introduced in English 10 and prepares students for English 12 or English First Peoples 12. This course focuses on First Nations literature, authors and artists. This course may include some emotionally challenging references and graphic language and/or events that might be considered sensitive content. The references and language found in course learning resources and materials portray the life experiences of First Nations people and provide a realistic context for this portrayal. Through various literary forms and genres, students will examine how language shapes ideas and influences others from various global First Peoples or Canadian perspectives. Students will leave this course with the ability to respond to text through oral or written form in a personal, creative, reflective or critical manner. This course allows students to develop the mechanics of their written responses through exercises aimed at deepening and developing grade-level literacy skills, including the following: spelling, grammar, punctuation, quotation integration, and critical-thinking and analysis skills.

English Studies 12

English Studies 12 is graduation requirement course. It develops and extends students' previous learning from English Literary Studies and Composition 10 and English Literary Studies 11. Literature for study consists of fiction and non-fiction prose as well as poetry. Students will develop their writing skills as they continue to practice evaluating, assessing and thinking critically about a variety of texts. This course allows students to develop the mechanics of their written responses through

exercises aimed at deepening and developing grade-level literacy skills, including the following: spelling, grammar, punctuation, quotation integration, and critical-thinking and analysis skills. A semester project may be incorporated as part of summative assessments, and a variety of creative, literary and narrative writing will be explored. Students will prepare for and write the Ministry of Education's Literacy 12 assessment in order to meet graduation requirements.

English First Peoples 12

English First Peoples 12 is a university-approved academic English 12 course which is the equivalent to English Studies 12. English First Peoples 12 is an opportunity to focus on authentic Indigenous voices while critically and creatively exploring deeper understandings of a variety of media and texts that reflect the cultures, knowledge, histories, lived experiences, and worldviews of First Peoples. This course will develop students' critical thinking skills to explore, extend, reflect upon, and challenge their thinking with rich discussions and individual study. Students will develop an awareness of how First Peoples stories reflect culture, lived experiences, and worldviews, as well as the influence of land/place and common themes in First Peoples' stories. English First Peoples 12 is an interactive and engaging course with an emphasis on writing, both in expository and creative forms, and on the study of First Nations literature, authors and artists. This course may include some emotionally challenging references, and graphic language and/or events that might be considered sensitive content. The references and language found in course learning resources and materials portray the life experiences of First Nations people and provide a realistic context for this portrayal. As with English Studies 12, there is a strong emphasis on the development of writing skills and the expression and demonstration of critical thinking and learning. Through various literary forms and genres, students will examine how language shapes ideas and influences others from various global, First Peoples or Canadian perspectives. The various literary forms will help students begin to question what they hear, read, view and analyze texts, which will enhance their ability to be educated and engaged citizens. This course allows students to develop the mechanics of their written responses through exercises aimed at deepening and developing grade-level literacy skills, including the following: spelling, grammar, punctuation, quotation integration, and critical-thinking and analysis skills. Students will leave this course with the ability to respond to text through oral or written form in a personal, creative, reflective or critical manner.

Advanced Placement English & Literature (AP) Program

Below is a suggested schedule of courses leading up to AP Literature & Composition 12. Students are highly encouraged to take English 10 Honours and English 11 Honours prior to enrolling in AP Literature & Composition, but it is not required. Please see Mrs. Huff for more information about our Honours courses and the AP English 12 syllabus of study.

Grade 10	Literary Studies and Composition 10 Honours One Semester 4 credits
Grade 11	Literary Studies 11 Honours One Semester 4 credits
Grade 12	AP Literature & Composition 12 and English First Peoples 12 Honours Linear Schedule (every 2 nd day) 8 credits

Note: Students interested in joining the program at any point are encouraged to see Mrs. Huff (W303) regarding course expectations and the scope of the units of study.

English Literary Studies and Composition 10 Honours

In English Literary Studies and Composition 10 Honours, students build on the foundations of English 9, expanding their understanding of the foundations of classic literature. English 10 Honours is intended for students who have a love for English literature and are self-motivated students who have demonstrated exceptional skills in speaking, listening, reading, and writing in the English language. As with English 10, we will explore and create written, oral and visual texts; help develop a lifelong love of reading, writing and learning; and think critically and deeply about different world views. This course, in addition to addressing the curricular components outlined in the English 10 course description, emphasizes developing students' skills in academic writing and requires students to read widely at a sophisticated level. Students will have the opportunity to develop additional background knowledge in literature, which will be beneficial for senior level English Honours courses. In English 10 Honours, there is more emphasis on higher order thinking, including inference, analysis and synthesis. There are also opportunities to explore creative writing and visual expression.

English Literary Studies 11 Honours (4 credits)

This course was developed for students who are enthusiastic and active participants in reading and writing skill development. It is strongly recommended for students who plan to take AP English Literature & Composition 12. Within a supportive community, students work individually and collaboratively to create powerful, purposeful compositions for specific audiences through a variety of written forms and in a variety of contexts. Students will also learn how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source while also critically analyzing the literary strengths and purposes within a variety of texts. Literary Studies 11 Honours allows students to develop and extend literary writing skills, including thematic multi-paragraph essays, synthesis essays and paragraphs, and a variety of creative writing opportunities. English Literary Studies 11 includes the study of classical English poetry, including works from the following periods: Anglo-Saxon, ancient Greece, Medieval, Renaissance, Romantic, Victorian, and Modern, as well as pre- and post WWI.

AP Literature & Composition 12 and English First Peoples 12 Honours (8 credits)

Students who take this course will become prepared for university learning, become proficient at academic writing, express ideas and opinions in sophisticated ways and gain confidence in their ability as readers and writers. Students should have a genuine love of literature and be eager to improve their writing. The program is highly demanding and requires a great deal of reading, writing and discussion. In this program, students will study great works of literature from the 1600's to the present day, will develop skills to be proficient writers in a variety of contexts, and will learn the ways that language is used to communicate. It is the culmination of a broad survey of English literature that began in English 10 Honours. The Honours courses helped students learn to analyze literature, both poetry and prose, in depth. English First Peoples 12 is an opportunity to focus on authentic Indigenous voices while critically and creatively exploring deeper understandings of a variety of media and texts that reflect the cultures, knowledge, histories, lived experiences, and worldviews of First Peoples. This course will develop students' critical thinking skills to explore, extend, reflect upon, and challenge their thinking with rich discussions and individual study. Students will develop an awareness of how First Peoples stories reflect culture, lived experiences, worldviews as well as the influence of land/place and common themes in First Peoples' stories. Students will strengthen their writing, communication, and collaboration skills

and other competencies beyond just studying literature. Students will connect coursework to Reconciliation and the First Peoples Principles of Learning. If students score well on the American College Board examination in early May, most universities will provide credit for an equivalent first year literature course. Since the Advanced Placement examination is in May, the course is linear: it runs the entire school year on alternating days. Students in Advanced Placement Literature & Composition (4 credits) will be automatically enrolled in English First Peoples 12 Honours (4 credits). Students will prepare for and write the Ministry of Education's Literacy 12 assessment in order to meet graduation requirements.

Social Studies

Social Studies 9

Students in Social Studies 9 will be introduced to the historical thinking competencies of significance, continuity and change, cause and consequence, evidence, perspective, and ethics. Students will explore these critical thinking concepts through researching, inquiring about, and studying people, events and developments from 1750-1914. Historical and geographical events studied will vary and could include topics such as political revolutions (French Revolution), colonialism, global demographic shifts (urbanization), immigration, nationalism, discrimination (Residential Schools), and the physiographic regions of Canada. The curriculum helps students not only develop the critical thinking skills necessary for their growth as students in an increasingly complex world, but also helps them to understand the "Big Ideas" which act to draw historical content together. These "Big Idea" concepts include: the influence of ideas, influence of the environment, balance of relationships, and the concept of collective identity.

Social Studies 10

Students in Social Studies 10 will continue developing the historical thinking competencies of significance, continuity and change, cause and consequence, evidence, perspective and ethics. Students will explore these critical thinking concepts through researching, inquiring about, and studying people, events, and developments from 1914 to present day in Canada and around the world. Historical and geographical events studied will vary and may include topics such as government and political institutions, Canadian identity and autonomy, domestic/international conflict and cooperation, discriminatory policies, human/environment interaction, and economic development. The new curriculum helps students not only develop the critical thinking skills necessary for their growth as students in an increasingly complex world, but also to understand the "Big Ideas" which act to draw historical content together. These "Big Idea" concepts include: the power of global conflicts, development of political institutions, contrasting worldviews, and the concept of injustice in an inclusive Canada.

20th Century World History 12

20th Century World History examines major world events of the 20th Century. It will focus on major global conflicts including World War I, World War II and the Cold War. Topics will include the rise of authoritarian regimes like the Third Reich, religious and ethnic conflicts and social and cultural developments. This course will focus on the skills to make ethical judgements about history and recognize patterns in history that relate to present day events.

Contemporary Indigenous Studies 12

Contemporary Indigenous Studies 12 explores varied cultures and worldviews of different Indigenous Peoples in Canada and around the world. Students will consider the relationships and inequalities between different Indigenous groups and governments around the world. Other topics considered will include the resilience and survival of indigenous people in the face of colonialism as well as economic development and community partnerships. Using First Peoples Principles of Learning (holistic, experiential, reflective, and relational) students will learn in a variety of ways from a variety of sources and participate in various activities to encourage respectful consideration of various contemporary indigenous issues.

Comparative Cultures 12

This course is an introduction to the study of ancient civilizations, archaeology, and anthropology. Fascinating civilizations of the past will be covered including Mesopotamia, Egypt, Greece, Rome, China, and Japan. The course will also investigate the beliefs of major world religions such as Christianity, Islam, Judaism, and eastern religions. The course contains numerous hands-on activities and examines the portrayal of history through film.

Genocide Studies 12

After World War II, the world was horrified by the Holocaust, pledging "Never again" in response to the atrocities. Documents like the Universal Declaration of Human Rights emphasized the need to prevent such horrors, with many nations committing to uphold human dignity. However, genocide has continued to occur, even in recent history. Genocide Studies 12 challenges students to confront disturbing images and stories, not to desensitize them, but to inform and inspire action. The goal is for students to recognize the wrongs of the past, understand their significance, and become part of a new generation dedicated to ensuring such atrocities never happen again.

Geography 12 (Physical)

This course is for those who love learning about planet Earth. If you enjoy maps, Google Earth and technology, then this is the course for you. We will also travel on a field trip to explore the Outdoors and see what we have been learning in the classroom by hiking in the Squamish or Whistler area. Students will learn about rivers, oceans, deserts, climate, glaciers, resource issues, landslides, earthquakes, volcanoes, pollution and all things planet earth. If you enjoy the outdoors, and learning through technology, this course is for you. Most universities, including UBC, recognize this course as approved for university entrance.

Law Studies 12

This course is designed to allow students to become familiar with both criminal and civil law in the Canadian legal system. It is an introductory course and is taught using a "casebook" method in which students read details of an actual legal case and attempt to answer questions following that case based on research and textbook information.

Philosophy 12

Philosophy is a discipline that examines the fundamental nature of knowledge, reality, and existence. Students who study Philosophy will acquire the tools necessary for investigating meaning and fostering understanding of different ways of thinking. Students will demonstrate how examining questions in philosophy allows them to question their assumptions and better understand their own beliefs.

Students will study a variety of great philosophers from history and will learn how to utilize different worldviews to approach challenges they face today. Philosophers to be studied include, but are not limited to: Marcus Aurelius, Socrates, Plato, Aristotle, Kant, and Locke. Students will also be introduced to philosophical schools of thought, such as Stoicism, Pragmatism, and Existentialism, among others.

Social Justice 12

Social Justice 12 will change the way you see the world. Students will have the opportunity to study the legal, political, ethical, and economic perspectives that inform Canadian concepts of justice and equality by examining issues like race, gender, socio-economic status, sexual orientation, marital and family status, poverty, and privilege. Students will grapple with both local and global issues for the purposes of developing global citizenship practices that promote social justice. Students will develop skills in recognizing injustice, fair-mindedness, embracing diversity, empathy, and taking action.

Advanced Placement History (AP) Program

AP European History may be taken in Grade 11 or 12. A sample course of study is below; while Socials 10 Honours is suggested, it is not required to take AP European History.

Grade 10	Social Studies 10 Honours One Semester 4 credits
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Grade 11 <i>or</i> Grade 12	AP European History 12 Linear schedule (every 2 nd day) 8 credits
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Social Studies 10 Honours

Social Studies 10 Honours uses the ministry curriculum but expands and extends through a variety of enriched activities, projects, and assignments. Entry into this course is by teacher recommendation or good performance in Social Studies 9.

AP European History 12 (8 credits)

This course is designed to be equivalent to a first-year university/college history course. It is for students who are passionate about or interested in history and excited to learn about a wide range of people, events, and issues. The course is a broad survey of the history of Europe that requires students to evaluate social, political, and military historical contexts. AP European History covers the time period of 1450-Present, including the Late Middle Ages, Renaissance, Reformation, Revolutions, World War I, World War II, the Cold War, and contemporary Europe. The course will be enriched in a variety of ways. If students score well on the American College Board examination in early May, most universities will provide credit for an equivalent first year history course. This course is linear; it runs for the entire school year on alternating days. Students will receive credit for AP European History 12 (4 credits) and 20th Century World History 12 (4 credits).

Modern Languages

Students planning post-secondary university training should be aware that a second language 11 course is an entrance requirement at most large Canadian universities (smaller, regional universities do not require it). It is recommended that students have a C+ or better in the prerequisite course.

Students wishing special consideration for individual placement in language courses (French Immersion, Out-of-Province or Heritage Language) must provide a sample of written work and have a brief interview with a language teacher. The teacher will determine the correct course placement. Grade 12 Languages - We are committed to having at least one block of French 12 and Japanese 12 each year if enrollment numbers support it.

Note: The French Department offers the opportunity for European travel every two years that further enhances the students' exposure to language and culture.

French 9

French 9 is a dynamic, energetic course where the French language is not only taught but is used authentically in class. The methods of instruction include songs, games, dialogues, partner work, and videos. The development of confidence and a love of the French language and culture are at the heart of each class. Some of the topics covered in French 9 are travel around the world as well as travel in French speaking countries and their different customs, traditions and festivities. Cultural similarities and differences are highlighted throughout the course. Previous knowledge of French is not necessary.

French 10

Recommend a "Proficient" average or higher in French 9

French 10 continues to develop the 4 skill areas (reading, writing, listening and speaking) as well as continuing to build confidence in using the language. There is a stronger emphasis on grammar and speaking skills in authentic situations. Topics covered this year include creating a travel itinerary in Quebec City and learning about different elements of art. Practical skills involve giving and understanding directions using a city map, ordering a meal and choosing tourist sites and activities to do in a French city. The art unit includes experimenting with and discussing various art techniques and learning about the importance of art appreciation within the French culture. A minimum "Proficient" average in French 9 is highly recommended as listening, speaking and writing activities are built upon the foundational skills learned in that course.

French 11

A minimum "C+" average in French 10 is highly recommended.

French 11 is a more intensive course where the speaking and listening skills that have been acquired previously are refined, while the emphasis shifts to focus more on the development of the students' writing skills and spontaneous interactions and dialogues. Highlights this year include simulating the different aspects of being an international high school student studying abroad in a French speaking country. Topics of learning include different school systems including different subjects offered, schedules/structure of the school day, life outside of school including living with a homestay family. As always, culture remains at the heart of every unit. Students who successfully complete this course will have met the Grade 11 second language requirement for entrance into many universities. A minimum "C+" average in French 10 is highly recommended as listening, speaking and writing activities are built upon the foundational skills learned in French 10.

French 12

A minimum "C+" average in French 11 is highly recommended.

French 12 is a more advanced course intended for students who have expressed an interest in and an aptitude for the study of French. Authentic communication through speaking and writing will continue to be the focus of this course. The goal of this final year is to simulate moving to Paris and all aspects involved from applying for a visa and booking a flight to moving into an apartment and exploring their new city/home. A "C+" average is highly recommended as listening, speaking and writing activities are

built upon the foundational skills learned in French 11. Students enrolled in French 12 will have the opportunity to take the DELF exam; an internationally recognized language proficiency exam that is worth four high credits if successful.

Japanese 9

This is an introductory course to the language and culture of this fascinating country. Students will learn basic speaking and writing skills (hiragana, some Katakana, and a small number of Kanji) in a variety of high-interest activities. There will also be an emphasis on learning about important aspects of Japanese culture including customs, etiquette, animation, cities, etc. Japanese 9, 10 and 11 fulfill the entry requirements to BC universities.

Japanese 10

A mark of “Proficient” or higher in Japanese 9 is recommended.

This course is a continuation of studies begun in Japanese 9. The spoken word will continue being emphasized, as well as a more detailed study of the writing systems (increased number of Kanji and mastering katakana). In addition, elements of culture such as traditional sports/arts, popular activities, origami, and calligraphy will be discussed and practiced.

Japanese 11

Recommend Japanese 10 with a minimum “C+” or interview with teacher.

Japanese 11 builds upon the basics learned in Japanese 9 and 10. More sophisticated oral and written language patterns will be introduced. Students should be able to read and write basic Japanese texts with little hesitation. Students will demonstrate reading and listening comprehension, as well as the ability to summarize research on cultural topics. In addition, students are expected to recognize and use in context 47 Kanji (Chinese characters). Japanese 11 fulfills the language requirement for entrance to most Canadian universities.

Japanese 12

Recommend Japanese 11 with a minimum “B” or interview with teacher.

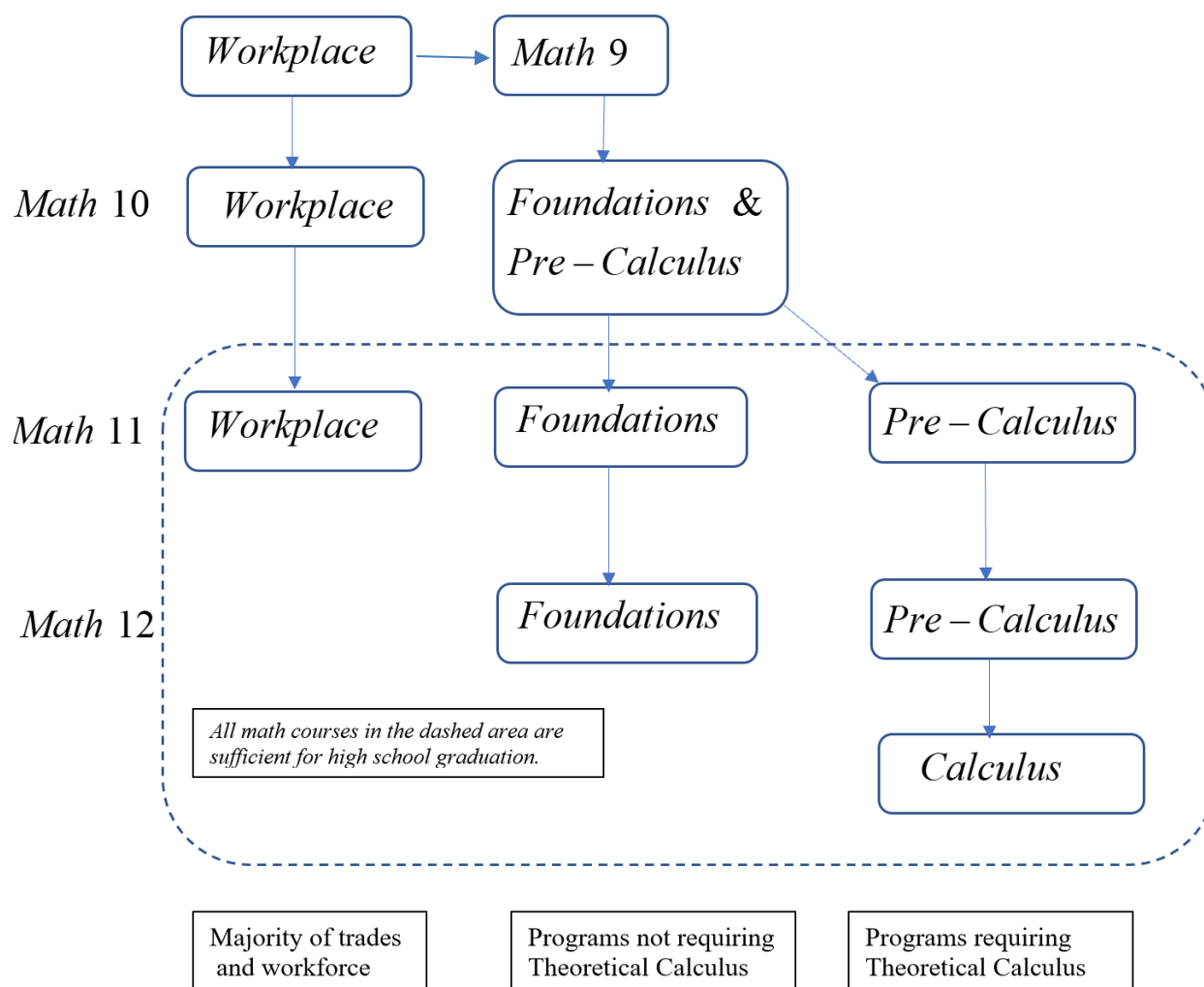
Japanese 12 is a course designed for serious language students and/or students pursuing post-secondary studies. Students will study grammatical structures for daily conversation, an increased number of Japanese characters and acquire specialized vocabulary in greater detail. In addition, students will be able to produce short written compositions, engage in conversations on daily topics and describe personal experiences, incorporating 24 new Kanji (Chinese characters).

Mathematics

There are three pathways by which students can fulfill their graduation requirements in Math. Please see Post-Secondary Acceptance of the Math pathways on the Ministry of Education page: <https://curriculum.gov.bc.ca/curriculum/mathematics>

Choosing a Pathway

When choosing a pathway, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.



Workplace Mathematics 9

Scientific calculators are required.

This course is based on the essential outcomes of Mathematics 8 and 9. This course is designed for students who had significant difficulty in Math 8. **Entry is by teacher recommendation only.** Successful completion of this course will prepare most students for Workplace Math 10.

Mathematics 9

Scientific calculators are required.

This course prepares students for the Grade 10 Foundations & Pre-Calculus option. This is the first level in the post-secondary entrance math program. The emphasis is on formal algebraic processes. Students will need a solid background from Math 8 and good work habits.

Workplace Mathematics 10

Scientific calculators are required.

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into most trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability.

Foundations of Math & Pre-Calculus 10

Scientific calculators are required.

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.

Foundations of Math & Pre-Calculus 10 Honours

Scientific calculators are required.

Department approval will be required for student entry into Honours courses. The Department considers not only a student's achievement in and aptitude for Mathematics, but also interest, attitude and work habits. In Honours classes, students will explore curricular topics in greater depth, write mathematics contests and complete projects related to math. Problem solving will be a major emphasis. Honours is an enrichment program, not acceleration.

Workplace Mathematics 11

Scientific calculators are required.

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into most trades and for direct entry into the work force. Topics include rate of Change, Graphical representations, Surface Area, Volume, Capacity, Trigonometry, Scale Representation, Personal Budgets and Financial Services.

Foundations of Mathematics 11

Prerequisite: Foundations of Math & Pre-Calculus 10

Scientific calculators are required.

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. Topics include Systems of Linear Equations, Trigonometry, Statistics, Quadratics, Geometry and Proportional reasoning.

Pre-Calculus 11

Prerequisite: Foundations of Math & Pre-Calculus 10

Scientific calculators are required.

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.

Foundations of Mathematics 12

Prerequisite: Foundations of Math 11

Scientific calculators are required.

Graphing calculators will be provided for in-class work only. Foundations of Mathematics 12 is designed to provide students with the mathematical understandings and critical-thinking skills identified for postsecondary studies in programs that do not require the study of theoretical calculus.

Pre-Calculus 12

Prerequisite: Pre-Calculus 11

Scientific calculators are required.

Graphing calculators will be provided for-in class work only. Pre-Calculus 12 is essential for students wishing to pursue further education in Mathematics, Science, Engineering, Medicine or Business

Education. This is a fast-paced academic class. We strongly recommend that students considering post-secondary studies in the Sciences, Business or Commerce at a university also enroll in Calculus 12.

Calculus 12

Prerequisite: Pre-Calculus 12 with B or better or teacher permission taking Pre-Calculus 12 concurrently

Scientific calculators are required.

Although it is advisable for students to complete Pre-Calculus 12 before entering the Calculus 12 class, these courses can be taken concurrently by highly motivated students. Calculus 12 would be of interest to students planning further education in such areas as Science, Engineering and Business.

Traditionally, first year university Calculus courses have been extremely challenging, especially to students with little Calculus background. This course will provide students with a basic understanding of limits, derivatives and integrals. Applications and problem solving will be emphasized throughout the course. This course will also provide students with an understanding of the historical development of Calculus and of the people who contributed to this development. Strong Math skills, good work habits and an ability to deal with abstract concepts are essential.

Science

Science 9

The Science 9 course samples curricula from biology, chemistry and physics. Science courses are exploratory and lab-oriented so that students can observe first-hand what happens in the physical world. Students are expected to use the scientific inquiry which uses the skills of questioning and predicting, planning and conducting, processing and analyzing, evaluation and communicating.

Science 10

Science 10 is a challenging course that samples curricula from biology, chemistry, physics and earth sciences. It is expected that students will be able to use the course to determine which upper-level science courses they might want to pursue. Students are expected to use the scientific inquiry which uses the skills of questioning and predicting, planning and conducting, processing and analyzing, evaluation and communicating.

Earth Science 11

This course is designed to give students an overview of Earth Science. The course explores, using a general understanding of other sciences, the processes of planet Earth. Completion of this course will fulfill your minimum science graduation requirements.

Life Sciences 11 (formerly Biology 11)

Highly recommended: C+ in Science 10

Life Sciences 11 is a survey course that studies a variety of topics: scientific method, DNA and protein synthesis, evolution, classification, microbiology and a variety of living organisms. The underlying theme for this course is unity and diversity of life. This course is designed to allow students to further their interests in biology. A committed work ethic is required.

Anatomy & Physiology 12 (formerly Biology 12)

Prerequisite: Life Sciences 11 or teacher permission

Highly recommended: Chemistry 11

Anatomy & Physiology 12 focuses on cellular and human biology. The order of study follows a sequence from simple, biochemical processes, cell structure and function to the organ systems themselves. This course is a suitable prerequisite for post-secondary programs and/or for students who wish to further their interest in biology. A highly committed work ethic is required.

Chemistry 11

Recommended: Overall B standing in Science 10 and Foundations of Math & Pre-Calculus 10

Co-requisite: Foundations of Math 11 or Math Pre-Calculus 11

Chemistry 11 is an introductory course surveying many topics within the broad field of chemistry. Laboratory work is a large component of the course and is used to develop the major concepts of the course. Chemistry 11 has two major focuses: 1) Learning how to solve practical stoichiometry (Math) problems and 2) Learning a variety of general chemistry theory. This course is designed to allow students to further their interests in chemistry and open doors to many possible careers such as engineering, health care, etc. A highly committed work ethic is required.

Chemistry 12

Prerequisite: Chemistry 11

Recommend: B in Chemistry 11 and Foundations of Math 11 or Pre-Calc 11 or a Math 12

Chemistry 12 is a great course and will require you to think critically and solve problems. It gives an adequate introduction to all major topics required in both pure sciences as well as the technical areas of chemistry. Emphasis will be on application of concepts. The course content of Chemistry 12 includes:

- | | |
|----------------------|------------------------|
| 1. Reaction Kinetics | 4. Acid/Base Reactions |
| 2. Equilibrium | 5. Electrochemistry |
| 3. Solubility | |

This course is designed to prepare students for future studies in the sciences and possible careers in engineering, pharmacology, medicine, physiotherapy, etc.

Physics 11

Recommended: Minimum "B" in Foundations of Math & Pre-Calculus 10

Physics 11 is a math-based science course that focuses on the principles and application of theories observed in everyday physical phenomena. It is expected students have good algebra, graphing and trigonometry skills. Course outcomes include Kinematics (in one dimension and two dimensions), Dynamics (basic forces, Newton's Laws and the inclined plane), Energy (Mechanical & Thermal), as well as a basic introduction to Waves (Doppler Effect for sound) and Optics (geometric construction of rays through mirrors and lens).

Physics 12

Prerequisite: Physics 11 or teacher permission

Recommend: Minimum overall "B" standing in Physics 11 and Pre-Calc 11

Physics 12 extends the basic concepts of Physics 11 to Motion in two dimensions including projectile motion, momentum & collisions in two dimensions and classical relativity, Forces, Energy, Circular Motion & Gravitation, Statics (equilibrium and torque), and a basic introduction to Electrostatics and Electromagnetism. This course concentrates on problem solving and the application of mathematics in analyzing and describing physical situations. It is expected that students have excellent algebra skills.

Advanced Placement Science (AP) Program

The following courses are suggested for students interested in the AP Program:

Grade 10	Science 10 Honours One Semester 4 credits	
Grade 11	Life Sciences 11 Honours One Semester 4 credits	Chemistry 11 Honours One Semester 4 credits
Grade 12	AP Biology 12 Linear Schedule (every 2 nd day) 4 credits Biology 12 – 4 credits (Curriculum is covered concurrently)	AP Chemistry 12 Linear Schedule (every 2 nd day) 4 credits Chemistry 12 – 4 credits (Curriculum is covered concurrently)

Science 10 Honours

This course is a continuation of Science 9 Honours. The course is designed to prepare students for senior science AP courses. Science 10 Honours will cover the regular Science 10 curriculum, while developing a deeper understanding of biology, chemistry and physics.

Life Sciences 11 Honours

Prerequisite – teacher recommendation

Life Sciences 11 Honours includes selected topics such as the cell cycle, heredity from AP Biology 12, as well as gene expression and natural selection from Life Sciences 11. Topics are covered in greater depth than in a regular course and are designed to prepare students for AP Biology 12 and post-secondary.

AP Biology 12 (8 credits)

Prerequisite – Life Sciences 11 Honours or teacher permission

This course is designed to be equivalent to a first-year university or college biology course. Topics will include the chemistry of life, cell structure and function, cellular energetics and cell communication. Interwoven throughout the course are four recurring biological themes (evolution, energetics, information storage and transmission and system interactions) which provide a unifying framework for the study of biology.

Those who choose to write the AP exam and earn an acceptable score may apply for credit and/or advanced placement at many post-secondary institutions. The course is linear, meaning it runs the entire school year every other day.

Chemistry 11 Honours

Recommended: Overall B standing in Science 10 & Foundations of Math & Pre-Calculus 10

Co-requisite: Foundations of Math 11 or Pre-Calculus 11

Chemistry 11 Honours is geared toward motivated students with interests in chemical and physical sciences as well as any of the biological sciences. This rigorous course is extremely useful in preparing you for university degrees in chemistry, biology, geoscience, health science, etc. It covers the Chemistry 11 topics (atomic theory, chemical bonding, solutions, and types of reactions) in greater depth and includes additional topics (gases and thermodynamics). This course is designed to allow students to further their interests in chemistry and open doors to many future careers.

AP Chemistry 12 (8 credits)

Prerequisite – Chemistry 11 Honours or Chemistry 11 with teacher permission

AP Chemistry 12 is for highly motivated students who have a committed work ethic who can read and process information independently. This course is extremely useful for preparation of the rigors of university. During the course, all the Chemistry 12 concepts (Reaction Kinetics, Equilibrium, Solubility, Acid-Base Theory, Electrochemistry) will be covered in more depth. Students who successfully complete the AP Chemistry program will also receive credit for Chemistry 12.

Those who choose to write the AP exam and earn an acceptable score may apply for credit and/or advanced placement at many post-secondary institutions. The course is linear, meaning it runs the entire school year every other day.

Physical & Health Education

Physical & Health Education 9

Physical & Health Education 9 allows students to acquire the skills, knowledge and attitudes that will enable them to enhance their quality of life through active living.

Participation is mandatory. Students with medical problems must provide a doctor's note.

Physical & Health Education 10

Physical & Health Education 10 allows students to acquire the skills, knowledge and attitudes that will enable them to enhance their quality of life through active living.

Participation is mandatory. Students with medical problems must provide a doctor's note.

Physical & Health Education 10 Honours

Permission of the PE Department Head/Athletic Director is required.

This course is an introduction to the basic principles and methods of athletic training in addition to regular PE 10 curriculum. Students will learn basic movements in the weight room as well as developing their speed, agility and endurance. This course is ideal for students who wish to improve their athletic performance. Preference will be given to those students who play, or wish to play, school sports. Prerequisite to Sports Performance 11.

Physical & Health Education 9 & 10 Superfit

Superfit 9 & 10 will provide students with the opportunity to improve their health and fitness through exercise and knowledge of healthy living. Students of all fitness levels are welcome.

Active Living 11/12

Active Living 11/12 allows students to acquire the skills, knowledge and attitudes that will enable them to enhance their quality of life through active living.

Fitness & Conditioning 11

This course focuses on student improvement of strength with an emphasis on lifting weights and training principles. This course is ideal for the student who wishes to improve his/her athletic performance.

Fitness & Conditioning 12

This course is best taken as a follow-up to Fitness & Conditioning 11. This course focuses on student improvement in strength with an emphasis on lifting weights and training principles. Students will

work toward the development of their own fitness programs. This course is ideal for the student who wishes to improve his/her athletic performance.

Fitness & Conditioning Superfit 11/12

Fitness & Conditioning Superfit 11/12 will provide students with the opportunity to improve their health and fitness through exercise and knowledge of healthy living and nutrition. Students of all fitness levels are welcome.

Golf Academy

The Robert Bateman Secondary Golf Academy is a skills-based academy designed for students with a keen interest in golf. It combines daily, physical training with a rigorous academic program. The Golf Academy specializes in high-performance training and elite skill development of the athletes during school hours while providing the best coaching, training and facilities available. Students will work closely with golf training professionals both on the golf course and in the gym. The Golf Academy is open to athletes of all abilities; however, we recommend one year of playing experience. Members of the Golf Academy must become a junior member at Ledgeview Golf and Country Club. Students will receive full credit for the on-and-off course training (PE 9, 10, 11, 12 as well as Strength & Conditioning 9, 10, 11, 12). The cost of the program is \$2,800. For more information, see

<https://robertbateman.abbyschools.ca/> or contact Mr. Clarke Wismer.

Outdoor Education 11

Outdoor Education is open to Grades 11 and 12 students. This course is designed to get you engaged in the world outside! The course focuses on a series of adventurous field trips. Students will learn while still having fun as they hike, bike, snow tube, snowshoe, kayak, climb and backpack from the Pacific Coast of British Columbia to the mountains of the Canadian Rockies. The year-end adventure is the highlight for most students as we go on a multi-day backpacking or kayaking trip to a location such as Mt. Robson or the WCT. During the course, you will learn about the following: outdoor recreation skills, wilderness survival skills, environmental stewardship, leadership and teambuilding. Costs for the course vary depending on your field trip selections. Base package is approximately \$500 and includes 9 field trips. The multi-day backpacking trip/kayaking trip is an additional cost of approximately \$700.00 but can change depending on circumstances. Please see Mr. Heath in Room E305 for more information or follow us on Instagram at “rbssoutdoors” to see photos of our adventures!

PE Basketball – Gr 9/10/11/12 - (extended day - mornings or evenings)

These courses are designed for sport-specific skill development and are open to both boys and girls of all grade levels. See coaches for more information.

PE Rugby – Gr 9/10/11/12 - (extended day - afternoons)

These courses are designed for sport-specific skill development and are open to both boys and girls of all grade levels. See coaches for more information.

PE Football – Gr 9/10/11/12

This course is offered to those students who wish to receive PE credit while improving in the areas of sport performance, football skills and knowledge, general health and fitness. Students will spend their time in the weight room, on the track, on the field and in the gym. This class is open to all students, but it is recommended that students have at least some football experience.

PE Hockey – Gr 9/10/11/12

PE Hockey 9-12 will give students the opportunity to improve their health and fitness and achieve Physical Education course credit through on-ice hockey instruction. Students will get approximately 40 one-hour ice hockey practices at various Abbotsford arenas. Students must provide their own transportation to the arena on Monday and Friday mornings and be ready to skate from 8:00 - 9:00 am. RBSS will provide transportation back to school at 9:15 am in time for Period 2. The remaining classes will be gym-based at RBSS. All participants must have full hockey gear to participate. The class is open to both male and female students of all hockey skill level. We do require that all participants have some hockey experience and full equipment. Contact coaches regarding fees.

Personal Planning

Career Education 9

Career Education 9 is mandatory for all Grade 9 students. This course will show on Grade 9 timetables as outside of the ordinary day but will not need to be attended during out-of school hours. Students will complete course requirements during class hours throughout the year by participating in group activities and tasks led by senior Connect/Leadership students.

Career Life Education 10

Career Life Education 10 is a required course for all Grade 10 students. Students will learn Personal Development: self-assessment for career research, goalsetting, lifelong learning, graduation requirements, personal financial planning and workplace etiquette. In addition, students will learn Connections to Community: global trends and economy. Finally, students will develop a Career Life Plan: essential career skills, employability skills, post-graduation opportunities, employment standards, labour and market trends, workplace safety and work experience opportunities.

Career Life Connections 12

CLC 12 is a graduation requirement. Topics covered in the course are:

- Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting and deciding.
- Career-life decisions influence and are influenced by internal and external factors, including local and global trends.
- Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.
- A sense of purpose and career life balance/support well-being.
- Lifelong learning and active citizenship foster career life opportunities for people and communities.

CLC 12 includes 30 hours of career-life exploration and a **mandatory Capstone presentation**.

Psychology

Psychology 11

Psychology 11 is designed to introduce students to the study of behaviour and mental processes in humans and animals. Students are exposed to the psychological facts, principles and phenomena associated with the major fields within psychology. The course will highlight the history of psychology, methods psychologists use in their science, the principles of learning, the relationship between the body and behaviour as well as other areas where psychology impacts our daily lives. Psychology 11

emphasizes terminology, labs, experiments, discussions and research. Evaluation is based on chapter quizzes, unit tests, assignments and projects.

Psychology 12

Psychology 12 is the scientific study of human behaviour and mental activity. Topics will include memory, intelligence, motivation, personality, abnormal behavior, therapeutic intervention and social psychology. Psychology 12 will relate psychological theories to daily life and use current, real-life case studies. The course contains numerous hands-on activities and projects and examines the portrayal of psychology through film and the world around us.

APPLIED SKILLS

Business

Business Leadership 10/11/12 – Artistry Café

This course is open to Grade 9 students.

Want to gain real-world business skills? This hands-on course puts you in charge of running the *Artistry Café*, our school's coffee shop. Learn to manage inventory, track sales, handle money and market products in a real business setting.

Key skills you'll develop:

- Retail & Customer Service – Work shifts and serve customers.
- Marketing & Promotions – Create ads and product displays.
- Financial & Inventory Management – Track sales, expenses and stock.
- Product Design – Use Canva Pro to design and produce school spirit merchandise.

This ADST course is perfect for building your resume and gaining hands-on experience in business, marketing and retail. Plus, you'll create and take home your own custom mug or tumbler."

Business Leadership 10/11/12 – The Stump

This course is open to Grade 9 students.

Want to gain real-world business skills? This hands-on course puts you in charge of running *The Stump*, our school's convenience store. Learn to manage inventory, track sales, handle money and market products in a real business setting.

Key skills you'll develop:

- Retail & Customer Service – Work shifts and serve customers.
- Marketing & Promotions – Create ads and product displays.
- Financial & Inventory Management – Track sales, expenses, and stock.
- Product Design – Use Canva Pro to design and produce school spirit merchandise.

This ADST course is perfect for building your resume and gaining hands-on experience in business, marketing and retail. Plus, you'll create and take home your own custom screen-printed clothing.

Economics 12

This course is open to Grades 11 and 12 students.

Money makes the world go round—but how does it actually work? This course explores the history and future of money, from barter systems to blockchain technology, while connecting economic theories to real-world events. Economics is the study of how individuals, businesses and governments make decisions in a world of limited resources. You'll learn key theories, analyze the current economy and develop critical thinking skills that provide a strong foundation for business, finance and post-

secondary economics. Whether you're planning for the future or just want to understand how the economy affects your life, this course will help you think like an economist.

Home Economics

Food Studies 10

This course is open to Grades 9 and 10 students.

Food Studies 10 is a beginner level course usually taken in Grade 9 or 10. Students learn the basics of food safety that chefs and employees use in kitchens at work every day. Grow from making cupcakes and cookies to cheesecake and chili. Food Studies 10 is about demonstrating a growth in ability and learning about ingredients, tools, aboriginal traditions and how to research and find recipes on your own.

Food Studies 11

Food Studies 11 builds on the skills you have learned in Food Studies 10. Therefore, it is highly recommended that you have completed Food Studies 10 before proceeding to Food Studies 11.

Students are expected to know/demonstrate the following at the conclusion of the course:

- Apply safety procedures when working in the food lab.
- Be able to critically evaluate how social, ethical, economic and sustainability considerations impact food products, techniques and equipment.
- Discuss the issues that are involved with food security, including the causes and impacts of food recalls.
- Explain the roles that our Canadian government and food companies play in food labelling.
- Critically examine the ethics of cultural appropriation and the impact it has on specific groups of people.
- Analyze how food is being promoted and the marketing strategies used.
- Meal and recipe design.

Food Studies 12

Food Studies 12 builds on the skills learned and demonstrated in Food Studies 11. Therefore, it is highly recommended that you have taken the previous course. In Food Studies 12, the content will include, but not be limited to the following:

- Design complex meals.
- Explore food justice in the local and global community.
- Analyze the legislation, regulations and agencies that influence our food safety and production of food.
- Look at perspectives in indigenous food sovereignty.
- Examine the ethics of cultural appropriation.
- Explore nutrition and health claims and how they change over time.
- Research future career options in food service and production.
- Examine the nature and development of food philosophies.

Media Design

Film & Television 11/12

The students will view a variety of films, both independent and Hollywood offerings. They will critically view the films with an historical, social, and/or political lens, comparing and contrasting how well the film depicts the truth of the events. The students will be introduced to a wide variety of directorial styles throughout the course and be informed of the opportunities in the local area to become involved in the film and TV industry of BC. In addition to studying Film and TV, the students will use the information learned to create their own work. There will be independent units for Drama, Comedy, Action, and Special Effects, and the students will create short works demonstrating their understanding of the key concepts. Each student will also create a Final Project which incorporates each of the learned concepts from the semester. Students will have many opportunities to create their own scenes and apply their learned knowledge in a Short Film Final Project as a demonstration of their learning.

Yearbook 9/10/11/12 (extended day)

Students must have teacher permission.

This course is intended for students interested in creating Robert Bateman Secondary's yearbook. Students attend school events as photographers and learn how to edit their photos and design and create page layouts that work together within the theme of the book.

Technology

Automotive & Metalwork 9

Due to the shop design at RBSS, we are in a unique situation where we can do automotive and metalwork at the same time. This creates a different space where students can pursue their interests in either discipline or start fabricating metal parts for cars. We cover basic automotive and machining theories as well as how to apply them. Units of study include welding, fabricating, design, sketching and introduction to drafting, basic four-stroke theory and an introduction into the mechanical operation of a car. This class is open to anyone in Grade 9 regardless of skill level.

Automotive & Metalwork 10

Automotive & Metalwork 10 builds upon the course material in Automotive and Metalwork 9, but focuses on more cross-disciplinary projects, focusing more on fabricating of automotive parts through the application of the theory taught in class. The course content includes brakes, suspension, engines, transmissions, etc. More emphasis will be placed on proper technique, precision, proper use of machinery, more advanced machine skills and precise sketching and drawings that include measurements. Open to anyone in Grade 10 regardless of your skill level.

Automotive & Metalwork 11

Automotive & Metalwork 11 builds upon the material taught in Grade 10 and continues to focus on cross disciplinary projects, focusing more on larger, more complex projects that use previous learning and demonstrate an understanding of new theory. Areas of study include preventative maintenance, vehicle control (steering & brakes), transmissions, engine analysis and engine repair. More advanced machining is taught with a higher expectation for precision, aesthetics, and demonstrating proper technique. Open to anyone in Grade 11 regardless of your skill level.

Automotive & Metalwork 12

Automotive & Metalwork 12 builds upon the material taught in Grade 11 and continues to focus on cross disciplinary projects, focusing on large, more complex, in-depth projects that demonstrate your learning in automotive and metalwork. Focus is also placed on doing what's necessary to prepare the

student for post-secondary. If the student can demonstrate the ability and commitment, they are also able to do more self-directed projects with both the teacher's permission and guidance. The course will also cover more advanced automotive theory including suspension design and setup, basic race-car theory, planning and building, advanced machining, welding and fabricating. Open to anyone in Grade 12 regardless of your skill level.

Computer Graphics and Animation 9/10/11/12

Computer Graphics & Animation is all about the digital world. Students can choose to learn 2D and 3D animation, graphics, game and level design, website development and 3D Printing. Using the Design Cycle framework, students are free to develop their own learning goals based on what interests them most. This course is especially helpful for students interested in careers in video games, film and other forms of digital entertainment. This is a Design Lab course.

Computer Programming 11/12

Computer Programming is all about the code. This is one of the most employable fields in the new digital world, and students can get started now. By engaging in coding through a Design Cycle lens, students can choose what Platforms (Unity, Unreal Engine, etc.) or Languages (C++, Python, Java, etc.) they want to learn and dive in. This course will appeal to students who are serious about working with software. This is a Design Lab course.

Computer Information Systems 11/12

Computer Information Systems is an opportunity to learn about the hardware and software that runs our digital world. Using the Design Cycle framework, students are free to explore everything from building a PC, to troubleshooting networks, to installing servers and VM applications. This is a Design Lab course.

Woodwork 9

In Woodwork 9, students begin with units on measurement, drawing, and machine tool safety. As the course progresses, project difficulty increases and students are given greater choice and design opportunities. Students will be introduced to the CNC Router and Laser and are encouraged to become critical thinkers and solve problems.

Woodwork 10

In Woodwork 10, students focus on learning safe work habits in an industrial environment, using both hand and machine tools. The principal focus is on joinery and design, but units in Carpentry, Electrical, and Plumbing give the students an opportunity to explore different career paths.

Woodwork 11 & 12

In Woodwork 11 & 12, students can expect to build two or three projects; they begin with a small skill building project and progress to larger design and build projects. Students choose the secondary projects, which can include a variety of furniture pieces, musical instruments, signs, and other practical objects. Basic and advanced training is available on both the CNC Router and laser.

FINE ARTS

Dance

Beginner/Intermediate Dance 9/10/11/12

This class is for students who have never danced before and/or students who are interested in developing their ability to dance!

In this class, we will work on the foundations of dance, learn new steps and learn choreography. You will experience a variety of dance styles including jazz, contemporary and hip hop. Students will also participate in the semester-end show!

Intermediate/Advanced Dance 9/10/11/12

This is a class for dancers with significant experience in dance (recommended 4+ years minimum experience). You will develop your technique and skills in a variety of styles, focusing primarily on jazz and contemporary. Students should be able to complete a variety of turns and jumps. Students must be able to pick up choreography quickly.

Students who have experience in other areas, like gymnastics or cheer, may also find this level suitable for them! Students who have choreography experience or are interested in gaining experience will be given opportunities throughout the semester to work on their choreography skills. You will also participate in the semester-end show!

Dance Choreography 11/12

Prerequisite: Teacher permission

This is a class for students who have significant experience in dance and would like to develop their choreography skills. Choreography students are leaders in the class and play a large part in developing the storyline and choreography for the dance show.

Music

All band students should be prepared to supply their own instruments as the school has only a limited number of specialized instruments.

Concert Band 9 (in timetable)

This course only runs if there is sufficient enrollment. The decision will be made in May/June and communicated to parents at Clayburn Middle School.

The main emphasis of this course is to provide students with the opportunity to improve technical skills and musical abilities. A variety of different musical styles will be performed. Students will gain a general understanding of music in band. This is a performance course. This is a linear course that is paired with English 9. If there are not enough students enrolled, Concert Band 9 will be combined with Concert Band 10/11/12.

Concert Band 10/11/12 (extended day)

The main emphasis of this course is to provide students with the opportunity to improve technical skills and musical abilities. A variety of different musical styles will be performed. Students will gain a general understanding of music in band. This is a performance course.

Concert Choir 9/10/11/12 (extended day)

This course is offered to any student who has an interest in singing in a group. No music background is required. The emphasis will be on the enjoyment and understanding of music through singing a wide variety of styles of music. This is a performance-based course.

Digital Music Production 9/10/11/12 (in timetable)

Digital Music Production is an introductory course designed to teach students how to compose and arrange music using a variety of computer-based music composition software, including but not limited to BandLab and FL studio. Students will learn the basics of composing and arranging such as making beats, song structure, music theory, music history, bass lines, melody and mixing and mastering. Students will also learn to create music in styles such as Hip-hop, Trap and EDM in addition to other styles of music. No previous musical knowledge required. Students should be self-motivated, open to taking creative risks and be willing to experiment with new musical ideas and concepts. Wired headphones or earbuds are required for this course. **Previous students who have taken this course have used it to launch their career into the music production industry. Space is very limited in this course.**

Drumline - 9/10/11/12 (extended day)

This course is run in conjunction with a feeder program from Clayburn Middle School.

Drumline is a year-long course that gives students the opportunity to explore this high-intensity style of percussion. Course participants should have at least 2 years of experience playing percussion. As an alternative, **students who have a strong music background with a different instrument (with strong music reading skills) may also be accepted.** All are welcome to come and try it! Students are encouraged to also enroll in Drumline to help grow the program. Talk to Mr. Kenis or Mr. Long for more information.

Guitar 9/10/11/12

No musical experience necessary! Guitars will be provided by the school!

This course is designed to provide beginner guitar skills that will enable students to learn a variety of finger picking and strumming techniques. This class will teach guitar notation, chords and music theory related to beginning guitar. Students will learn a variety of different guitar music and songs and will be provided with a guitar. A refundable damage deposit is taken at the beginning of the course.

Jazz Band 9/10/11/12 (extended day)

All Jazz Band students must also be currently enrolled in Concert Band 9/10/11/12.

The emphasis of this course will be on developing personal and group skills in jazz performance. Additional time will be spent on jazz improvisation, jazz phrasing and jazz history. This is a performance course.

Students enrolled in Jazz Band will be automatically cross enrolled in Vocal Jazz. The curricular requirements for Vocal Jazz will be met during Jazz Band rehearsals.

Vocal Jazz 9/10/11/12 (extended day)

Vocal Jazz 9-12 is an engaging and comprehensive course designed for students interested in exploring the art of jazz singing. Students will learn essential vocal techniques, improvisation, and jazz music

theory while developing their ability to perform both classic and contemporary jazz music. The course emphasizes group performance, with students participating in small ensemble work and developing skills in harmonization, phrasing, and vocal expression. Performance opportunities, including school concerts and possibly community events, will help students gain confidence and experience as jazz vocalists. The course encourages creativity and self-expression.

Theatre

In all performance classes, attendance at extracurricular rehearsals and performances is mandatory.

Drama 9

Drama 9 deals specifically with concentration, body and sense awareness, imagination and character development. Drama students are asked to present ideas in a fun and open manner, utilizing any number of drama skills taught to them, remain in character when appropriate and show concern for the wellbeing of fellow students. Many of the following drama/theatre topics may be covered: areas of the stage, mime, clowning, theatre sports, games and playmaking. Students will have an opportunity to experience live theatre and will be expected to perform before a live audience as actors. In all performance classes, attendance at extracurricular rehearsals and performances is mandatory.

Drama 10

This fast-paced course focuses on the integration of individual drama skills into theatrical projects. Students are encouraged to perform as often as possible. Marks are awarded on commitment, involvement, performance and class projects. Some of the highlights include: an introduction to Shakespeare, dance, soap operas and puppetry. Attendance is mandatory; make-ups are impossible as most projects are ensemble work.

Drama 11

This course is for the student who is interested in performance and has some experience. The course deals with various drama skills, adding the components of performance in a more integral way. Teamwork is still an essential part of the course, as students criticize each other's work, and are offered opportunities to improve upon their efforts. Performance as an actor before a live audience will be a requirement of this course. Any of the following topics may be covered: acting techniques/accents, scene work for theatre and film, theatre critique, playwriting, Reader's Theatre, Shakespeare, movement, monologues, play building to performance, theatre history and one-acts. The students will have an opportunity to view live theatre. Attendance is mandatory. Make-ups are impossible as most projects are ensemble and memory work.

Drama 12

Prerequisite: Recommend Drama 11

This course is for the student who wishes to do some serious work in acting. It reinforces the skills emphasized in Drama 11 and goes further in content and expectations of the student. This course is not just for students who wish to pursue acting as a career, but also for those who wish to be comfortable in front of a group of people. The development of confidence and self-awareness will still be a focus, and students will continue to work as team members for many class projects. Performance as an actor before a live audience will be a requirement of this course. Many of the following topics may be covered: acting techniques, scene work (including Shakespeare), theatre critique, playwriting, monologues, play building to performance, collectives, movement, make-up theatre history and audition

and resume. Naturally, the students will have an opportunity to view live theatre. Attendance is crucial. Make-ups are impossible as most projects are ensemble work.

Directing & Script Development 11/12

Students must have instructor's permission prior to entry into the course.

Serious students will learn the skills needed to do all the backstage work of the theatre. This will include, but not be limited to, theatre terminology, roles of the theatre, stage lighting, theatre safety, sound systems, sound effects, property construction, costumes, makeup, set design, set construction, scriptwriting and directing for film and theatre. These skills will be applied to performances that will take place at both RBSS Theatre and other venues. It is MANDATORY that a designated number of hours be completed after regular school hours.

Theatre Production 9/10/11/12 (extended day)

All grades are welcome! No experience necessary! Looking for actors as well as tech crew for production. We will start with basic theatre terms, warm-ups, readings, auditions, rehearsal, tech building and finally, public performance and striking the set. Join and play an important part in our Robert Bateman Secondary shows! *"The whole world is a stage" – William Shakespeare*

Visual Arts

The Visual Arts department offers a multi-disciplinary approach to expanding technical skills and helps students build well-rounded portfolios for submission to post-secondary art programs. Students will be provided with most of the basic equipment and supplies (paper, clay, paints) needed for these projects at no cost. Students will require personal supplies for visual arts courses so that they can complete homework when away from class. A list of required supplies will be emailed before classes start, as well as handed out on the first day.

Art 9

A survey course where students will be introduced to skills in 2D and 3D mediums including drawing, painting, print making, ceramics and new media explorations. Elements and principles are introduced, with focus on colour theory and value in several projects. Students will learn about influential artists and their styles, explore social, cultural and historical contexts in art and complete daily sketch work. Students registering for this course are required to bring their own sketchbook and drawing materials. A list will be emailed home.

Art Studio 10

An intermediate course where students will build on their previous knowledge of elements and principles of art in 2D and 3D mediums to create drawing, painting, print making, ceramics and new media explorations. Students will learn composition and design strategies, artists and art movements, and will aspire to identify their personal style as artists through creative freedom within certain projects. Students registering for this course are required to bring their own sketchbook and drawing materials. A list will be emailed home.

Art Studio 11

This intermediate course allows students to further expand on the knowledge gained in previous Art courses. Due to this, it is highly recommended students have Art 9 or 10 before taking this class. Students will utilize their skills in projects that can be used to build a portfolio for future applications to

post-secondary arts programs. Studies will include, but are not limited to, graphite rendering, colour theory, advanced brushwork, scaling, ceramics work and other sculptural techniques. Students registering for this course are required to bring their own sketchbook and drawing materials. A list will be emailed home.

Art Studio 12

This is an advanced course where students specialize in mastering 2D and 3D art techniques. Students without previous Art classes should speak with the instructor and counselors to ensure they will be successful in this class. Students will leave the course with pieces to add to their portfolio for post-secondary acceptance. Students will be encouraged to explore the work of historical and contemporary artists to develop a well-rounded understanding of the qualities of a professional piece. Studies will include, but are not limited to, graphite rendering, colour theory, advanced brushwork, scaling. As a culminating project, students will hone their personal style in the creation of a large scale, self-directed final piece on a given theme. Students registering for this course are required to bring their own sketchbook and drawing materials. A list will be emailed home.

Art Activism 9/10/11/12

Prerequisite: Art 9 or teacher permission

This is not a technique class, so students are expected to have some foundational art skills (Art 9 or Art 10) in order to register. Art activists do more than create art that is visually appealing; rather, they strive to change the world around them for the better through their artwork, promoting awareness and making a difference. In this course, students will take a stand for a social issue that is relevant to our community and work to facilitate change through art. Each year, we will investigate a local or global issue and create large scale artworks to auction with the goal of fundraising for the chosen cause. As a culminating project, students will hone their personal style in the creation of a large scale, self-directed final piece that will be shown in a year-end exhibition. Students registering in this course are required to bring their own sketchbook and drawing materials. A list will be emailed home.

Digital Visual Arts 10

This course is open to both Grades 9 & 10

In the first term, students will learn how to create, design and publish their own digital artwork at the advanced level primarily using Adobe Photoshop CS. Techniques studied will include retouching and enhancing photos, combining images, using filters and special effects. Students will also analyze the content and structure of digital images and how images are used in communication. Using Adobe Photoshop, students will create digital artwork and promotional images (such as advertisements and movie posters).

In the second term, students will create their own film and broadcasting productions using iMovie HD, iStop Motion and Final Cut Express. Students learn the fundamentals of video production while working with cameras, film equipment and editing software. Techniques studied include camera angles, time and space, editing and composition.

Over the course of the semester, students will create a portfolio of their digital work. Student portfolios will be showcased on an online web portfolio.

Photography 10

This course gives students an introduction to photography and having a camera in their hands. The focus will be on learning how to find inspiration from a variety of prompts and sharing those for different audiences. Basic techniques such as adjusting shutter speed and aperture will enable students to begin expanding their photographic skills beyond "Point and Shoot". Students will be introduced to

the variety of genres for photography and how these can lead to opportunities in various industries. No prior experience or equipment is required.

Photography 11

This course gives students a chance to be creative and learn a wide variety of photographic skills. Focusing on digital work, we explore and create images in a range of styles and learn how to compose and edit outstanding images. Advanced techniques such as long exposures, panoramas and different lighting set-ups enable students to practice taking impactful images, as well as becoming adept at marketable and valuable techniques such as portrait work and landscape photography. No prior experience or equipment is required.

Photography 12

This course builds on the foundation learned in Photography 11 and encourages students to learn more advanced in camera and editing techniques. Students will be expected to engage in a final project that closely examines a specific genre, style or technique and present a portfolio of work that shows their progress. Photography 11 is a recommended prerequisite for this course.

PEER TUTORING & LEADERSHIP

Applications and teacher approval are required for all the courses in this section!

Mentorship 11/12 (Wolf Pack Connect – extended day)

Prerequisite: Teacher Permission and must be cross enrolled in Student Leadership, which requires teacher permission

Wolf Pack Connect is a high school transition program designed to help Grade 9's transition from middle school to high school. As positive role models, Connect leaders are mentors and student leaders who guide new students to discover what it takes to be successful during the transition to high school and help facilitate success. This course is offered alongside Student Leadership 11/12. Connect leaders plan fun activities and help Grade 9 students complete Careers 9 skills and goals. This is a great opportunity to make a positive impact on Bateman's newest students.

Peer Tutoring 11 & 12

The Peer Tutoring program is designed to teach tutors the necessary skills to support students in younger grades with all aspects of their learning, while at the same time, being a valuable assistant to the teacher. Students considering the Peer Tutoring program should be able to work independently and proactively, take and give direction, be consistent with school attendance and have positive work/study habits. This course can be taken in either Grade 11 or 12. Students also can earn credits as an Applied Skills Assistant, Fine Arts Assistant, and in Community Service Leadership. Please speak to a counsellor if this is something that is of interest to you.

PE Leadership (Intramurals) 10/11/12

Prerequisite: Teacher Permission

The PE Leadership program is a big part of our school's culture. Those enrolled in this class plan, organize and execute lunchtime activities in the gymnasium, giving many of our students something to do and a safe place to go during their lunch hours.

Student Leadership 9/10 (Wolf Pack Lead)

Prerequisite: Teacher Permission for Student Leadership 10

This course offers students the opportunity to impact their community and build school culture. They will learn various leadership theories and skills and will put them to practice through planning and running school events and fundraisers. This class is interactive and collaborative, therefore students must be willing to work with new people and engage with others in meaningful ways. There will be a focus on responsibility, accountability, and proactivity. Students are expected to model leadership characteristics both in class, in the school, and in the community. Student leaders will be asked to attend the overnight Bateman Leadership Retreat for further enrichment and to increase the positive culture of our program.

Student Leadership 11/12 (Wolf Pack Lead)

Prerequisite: Teacher Permission

This course offers students the opportunity to impact their community and build school culture. They will learn various leadership theories and skills and will put them to practice through planning and running school events and fundraisers. Senior leaders will have the opportunity to mentor Grade 9 and Grade 10 student leaders at Bateman. Students are expected to model leadership characteristics both in class, in the school, and in the community. Student leaders will be asked to attend the overnight Bateman Leadership Retreat for further enrichment and to increase the positive culture of our program. All students are welcome; however, consistent attendance and participation are required.

*In Student Leadership 11/12, students are automatically cross enrolled in Mentorship 11/12. In Student Leadership 12, students also complete Career Life Connection 12.

LEARNING SUPPORT SERVICES

Students do not select the following programs/courses but are “placed into them” by teachers and departments and district staff.

English Language Learning (ELL)

ELL is designed for Level 1 and 2 English Language Learners. This course couples reading, writing and viewing with speaking and listening to focus on fundamental vocabulary and grammar acquisition so students begin with a strong base in the “rules” of English. Elements of local culture and school life are also taught to ensure all students understand their new surroundings and feel welcome in their new homes and country. This is a support block and is not for credit.

Learning Support

Learning Support at the secondary level is intended to support students with learning difficulties ranging from mild to severe so that they may achieve success in core academic subjects. Referrals can be made by either a counsellor, teacher or administrator and then presented to the School-Based Team for ratification. Placements range from a few weeks to several terms.

Work Study/Experience Program

Students with mild intellectual disabilities are supported in the regular classroom and in the Work Study class. This program emphasizes skills necessary for successful independent living. These include

functional academics, work and community behaviour and vocational training. Placement is done through the school screening team, and an Individualized Education Program (IEP) is developed for each student.

Resource Room

Students in the Resource Room must meet ministry criteria and are referred by a district screening committee. Students are encouraged to develop life skills, communication, leisure and social skills at their individual level of need. Students are integrated in varying degrees within the school population. In their senior years, students will increase their work skills and community access skills while being increasingly integrated into various community work sites and activities.

CAREER PROGRAMS

Work Experience 12

The Work Experience Program is a cooperative education program between a school and the business community. Its purpose is to integrate classroom theory with practical experiences in the work environment. It also adds valuable non-academic high school credits to a student's resumé.

Work Experience 12 is a 4-credit elective course for Grade 12 students interested in exploring the world of work. Work experiences are designed to investigate various occupations. Students must complete 90 hours of paid work in the community to complete this course. Students must complete the registration package prior to enrollment in the Work Experience Program. See Mr. Macphail for more information.

Youth Work in Trades (16 credits)

Would you like to work a semester in the trades and get paid while learning a trade? Youth Work in Trades is a trades training program designed for students interested in getting a head start for a career in the trades. Students earn a semester of credits, wages and a possible \$1,000 scholarship. Students may complete the hours fulltime or halftime for a semester, or during summers, holidays or evenings. A total of 480 paid hours is required at a skilled trades employment setting to earn all 16 credits. In the past, RBSS students have completed YWIT in plumbing, electrical, construction, drywall, auto mechanics, motorcycle mechanics, heavy-duty mechanics, hairdressing, horticulture, dairy technician, masonry and welding. There are over 100 certified trades that are available to RBSS students. Students must complete the registration package prior to enrollment. For more information on the YWIT training program, see Mr. Dods in the Career Centre or email him at jeff.dods@abbyschools.ca

Browse the following for more information:

Discovering occupations: <https://www.workbc.ca/training-education/trades-training/about-apprenticeship.aspx>

Industry Training Authority: <https://www.itabc.ca/discover-apprenticeship-programs/search-programs>

District Career Programs

Architectural Drafting

Automotive Service Technician

Aviation Ground School

Carpentry
Early Childhood Education
Electrician
Hairstylist
Heavy Equipment Operator
Horticulture
Palo Alto Cybersecurity
Professional Cook
Regional Programs
Welder Foundation

Work Placements

Junior Police Academy
Secondary Fire Academy
Teen Grief Peer Support Training Programs
Work Study

For more information, visit careers.abbyschools.ca or email jeff.dods@abbyschools.ca

LIFE AFTER GRADUATION...

Take time to carefully read this section for valuable information which may help you as you plan your life after graduation.

What's Next?

There are dozens of resources available to help you plan your future. This section looks at a few key references and resources. There is also financial information to help you decide how you will pay for your post-secondary education.

Do you want to find out more about the post-secondary programs available to you in BC? Check out the following website: <https://www.educationplannerbc.ca/>

Career & Education Planning Website

The Ministry of Education has developed a one-stop website to help you research your options. This site has information about the career planning process, as well as practical help for things like finding a training program that matches your interests, creating a résumé and applying for a scholarship. There is also a whole section on alternatives to post-secondary education. Each topic area on the site includes background information and links to external websites so you can do more research. You can check out the site at <https://educationplannerbc.ca/>

Helping you Plan: The Career Planner

The Career Planner provides students and parents with a comprehensive overview of the wide range of options for post-secondary education, training and careers in British Columbia. It is designed to help you with your career-building process, as it gives tips on education and career planning as well as suggestions about how to make job searches more effective. It also has contact information and links to

all BC public post-secondary education institutions, as well as a detailed listing of industry training and apprenticeship opportunities.

You can download the Career Planner from <https://educationplannerbc.ca/>

Student Aid BC

Student Aid BC was created to help eligible students with the costs of post-secondary studies at colleges, universities, institutes and private training institutions. It is a needs-based program that supplements funds available to students through work, savings, assets, family resources and income. A basic principle of BCSAP is that the primary responsibility for funding post-secondary education rests with students and their immediate families.

Special Assistance for Students with Permanent Disabilities

Grants are available for students with permanent disabilities who need education-related services or equipment to attend a post-secondary institution. Browse the following for more information:

<https://studentaidbc.ca/explore/grants-scholarships/assistance-program-students-permanent-disabilities>

Post-Secondary Options

Students have many options following secondary school graduation.

University

Have both “open door” and “competitive” admission opportunities. Admission requirements vary depending on the program applied for. An example of “open door” is admission to General Studies where students require no special courses other than secondary school graduation. Other programs, however, may require specific courses and achievements to meet admission requirements.

University colleges

Offer a range of options such as university degrees, university transfer, trade and technical programs, GED, upgrade, continuing education, one-year certificates and two-year diplomas.

Trade and Technical Schools

Admission is competitive and students must have specific courses to meet admission requirements. Often, a certain achievement in courses is also required. Some programs have Math and English entrance exams for entry. Programs may offer Bachelor’s/Master’s degrees, diplomas and certificates.

Admission Requirements

Note: Always go to the source! Check with the individual institution regarding admission requirements. Universities/colleges all have somewhat different admission requirements. ESL students should check language requirements.

UFV

Admissions: <http://www.ufv.ca/ar/admissions.htm>

Calendar: <http://www.ufv.ca/calendar/>

UBC Vancouver & Okanagan

Application: <http://you.ubc.ca>

Calendar: <http://students.ubc.ca/calendar/>

SFU

Admission: <https://www.sfu.ca/students/admission/programs>

Calendar: <http://students.sfu.ca/calendar/>

UVIC

Admission: <https://www.uvic.ca/undergraduate/programs>

Calendar: <http://web.uvic.ca/calendar/>