

# **John Barsby Community School**

## **Home of the Bulldogs**



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**<http://jb.schools.sd68.bc.ca/>**

# ***Course Planning Calendar***

## ***2018 – 2019***

### ***Grade 10 -12***

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## WELCOME TO JOHN BARSBY

*Welcome to John Barsby Community School. Whether you are new to John Barsby, or you are a returning student, we know that a great year filled with wonderful experiences and opportunities awaits you in 2018-19.*

*John Barsby is unique in its sense of community and being part of our school community can give you the support that you need to achieve academically and to explore your own personal development. As a student, part of your responsibility is to plan your next school year by selecting courses and prerequisites for your educational program.*

Our goal is to provide a broad range of courses to meet your needs and interests; however, please keep in mind that all courses are subject to adequate enrollment as well as facility and staff availability. We will do everything we can to meet as many of your course requests as possible; however, we cannot guarantee that every course request will be fulfilled. **It is important that you prioritize your course requests and also select suitable alternatives to give us the greatest possibility to meet your educational goals.**

*We urge you to give serious consideration to your course planning. It is important to read this booklet carefully and discuss the information with your parents/guardians. Many courses are a building block for higher level courses in the same area, giving you the necessary foundations to be successful at the next level of that subject. Take time to seek advice from your teachers, counsellors, and your parents as you make decisions for next year. Build a program for yourself that is challenging and will help you develop the knowledge, skills and attitudes that will give you direction as you move beyond high school. We make every effort to make information available to you and your parents to help you make appropriate choices in course selection. However, **it is the final responsibility of each student and his/her parents/guardians to make the final course and program choices.***

*Best wishes for a successful year.*

Ms. Deborah Marshall, Principal  
Ms. Carol Girard, Vice-Principal  
Mr. Jeff Hasenauer, Vice-Principal

Ms. Natalie Sorensen, Counsellor  
Ms. Haley Kuntz, Counsellor

**Material in this book is correct at the time of printing. Changes by the Ministry of Education, School District 68 and John Barsby Community School may mean that some courses may alter. In any case, course offerings depend on enrolment. Insufficient enrolment may mean that some classes will not be offered. All course prerequisites are recommendations to help students be successful in the course.**

***“Together we meet the challenges of today and tomorrow in an environment where people make the difference.”***

## THE GRADUATION PROGRAM GRADES 10, 11, and 12

The graduation program, grades 10, 11 and 12, is designed to provide all graduates with a broad education that meets provincial standards and equips students with the knowledge and skills they need for the future. It is also designed to provide flexibility. For example, students may choose from a range of language arts, social studies, science, math, applied skills, and/or fine arts courses best suited to their individual needs and interests.

### Graduation Requirements for 2018/2019

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

- Career Life Connections and Capstone Project (8 credits)
- Physical Health and Education 10 (4 credits)
- Science 10 (4 credits), and a Science 11 or 12 (4 credits)
- Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
- A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
- A Language Arts 10, 11 & 12 (12 credits)
- An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits)
- Write a provincial Math skills assessment
- Write a provincial Language Arts exam before graduation. See Ministry web site for more information.

Please see the Ministry web site for additional information: <https://curriculum.gov.bc.ca/graduation-info>

## **STUDENT SERVICES AND SPECIAL PROGRAMS**

### **COUNSELLING**

John Barsby's Counselling Services provide support to students through individual, group or classroom work. Counselling may focus on educational, career or personal concerns and may include consultation with parents, teachers, administration and community agencies. Our Counselling team includes Counsellors, Wellness Centre and Child, Youth and Family Workers. Appointments maybe made in the Counselling Center or by phone at (250) 753-8211.

### **THE LEARNING ZONE**

The Learning Zone (LZ) at JBCS provides a variety of services to students. It is an active, collaborative learning area that is student-orientated and dedicated to promoting and aiding students' development and success in their core academics. (LZ) services include individual and small group skill building instruction, peer tutoring, behaviour support and individualized programs for students with demonstrated learning challenges. Students in need of (LZ) services are usually referred by classroom teachers, counsellors, administrators or parents.

The LZ staff can provide students with individualized guidance and support in the following areas:

- One-on-one tutoring
- Academic support
- Assessment services
- Writing Strategies
- Reading Effectively/Comprehension
- Listening and Note-Taking
- Critical Thinking
- Exam-Taking Techniques
- Time Management and Avoiding Procrastination
- Study Skills/Review
- Oral Presentations
- Provincial Exam Preparation
- Distributed Learning

### **LEAP – Learning Essentials Academic Program**

The LEAP program is for students on a modified program who will be on a school-leaving certificate (Evergreen). It is an individualized program that builds upon the strengths of the student with the academics adjusted to the individual student's cognitive level. The academic focus is on functional Mathematics and English skills to prepare the student to be as independent as possible as an adult. The LEAP program also enriches the academics with activities such as cooking, shopping, outdoor games and social skills training

## **SKILLS FOR LIFE PROGRAM**

The Skills for Life Program provides a modified learning experience to meet the unique learning needs of students with moderate intellectual/physical disabilities, autism, social deficits, life challenges and mental disorders. The program is hands-on and contains learning opportunities that support individual learning goals, social interaction (personal development, community experience, communication, and work experience) and independent living. The program is inclusionary and all attempts at appropriate integration are made. Student selection for the program is made in consultation with parents, teachers, and special education staff. Students enrolled in this program will receive a School Completion Certificate.

The Skills for Life program helps to meet the needs of our students by:

- \* giving them opportunities to become contributing members of society by integrating them into the general school population (classes and activities) where appropriate;
- \* teaching them living and life skills appropriate to/for their future adult lives with the goal of greatest level of independence possible;
- \* according these students the same rights and privileges as all other students in the school population/community;
- \* teaching them their rights and responsibilities as contributing citizen;
- \* teaching the students to their highest academic abilities; and
- \* helping these students become aware of and integrate/transition into the local community.

## **SENIOR ALTERNATE PROGRAM**

The Senior Alternate Program provides an academic program for students 15 to 19 years old who have experienced difficulty with the structure of a regular high school setting. Students must meet minimum literacy and numeracy levels to be successful. The alternate program provides individually paced core academic courses for students completing grades 10 to 12. Students working towards a Dogwood Diploma will be required to complete additional courses outside the alternate program.

Student selection is made in consultation with parents and the School Based Team. Applications must be completed prior to acceptance into the program.

## **ABORIGINAL EDUCATIONAL SERVICES**

Aboriginal Education enriches the educational opportunities for all students. Access to Indigenous knowledge pertaining to our First Peoples of Canada is provided by school personnel and is available to the entire student community.

The Constitution of Canada recognizes First Nations, Inuit, and Métis as the Aboriginal Peoples of Canada. Parents and/or students who self-identify as students with Aboriginal ancestry can access specific academic, cultural, and individual development opportunities. Our goal is to promote Aboriginal students' understanding of their heritage, sense of belonging, and the personal belief that they can be successful in BC's public education system.

Several opportunities are offered at John Barsby Community School. These include:

Academic:

- Aboriginal Resource Teacher
- Aboriginal Education Assistants
- Academic Courses with Aboriginal Content: Gr. 8 rotation's Cultural Connections, BC First Nations Studies 12 and English First Peoples 12
- Scholarship and bursaries

Cultural:

- Classroom Activities
- School Activities
- Community Activities
- Extra-curricular support, including summer camps, and job experiences
- Cultural and leadership workshop opportunities throughout the year

## **John Barsby Library Learning Commons**

The John Barsby Library Learning Commons is the one place in the school that everyone goes to during their school years. It is more than a place for signing out books or doing schoolwork; it is a place where students are allowed to be themselves. The Learning Commons can be a quiet space to focus on one's work while at the same time, a space to socialize and connect with students and staff. Mrs. Vosshans and the library staff work hard to make sure the collection is stocked with both great reading books and specialized information books of all genres & topics. The John Barsby Learning Commons has a giant graphic novel collection; suggest a title and Mrs. Vosshans might buy it for the school. The Fiction section is full of teen series to keep readers busy. If you like to read the newspaper, the Times Colonist is delivered daily.

The teacher-librarian helps students locate materials, use computers, write bibliographies, take and/or organize research notes. Creating student resumes and assistance with scholarship applications, team teaching with staff and working on student literacy goals are all components of the Learning Commons.

In the Learning Commons, students have access to a computer lab, laptop carts, iPads, Chrome Books and other technology that assists in learning and class work. All student textbooks are signed out through the learning commons; this method helps keep students and school inventory organized.

Additionally, students who visit the Learning Commons may play a board game, have a meeting, catch up with friends or immerse themselves in a great book and escape life's everyday challenges. The Learning Commons is open before & after school and at lunch. Check out the JBCS Learning Commons website at: <http://johnbarsbylibrarylearningcommons.weebly.com/>

Many great things are kept within the walls of the library learning commons; it is up to everyone to discover what those great things are. Come visit us!

## **REQUIRED PROGRAMS – GRADUATION REQUIREMENTS**

- **Students graduating in 2019 MUST HAVE one of Planning 10 OR Career Life Education AND Grad Transitions**
- **Students graduating 2020 one of Planning 10 OR Career Life Connections and one of Grad Transitions OR Career Life Connections**
- **Students graduating in 2021 MUST HAVE Career Life Education and Career Life Connections**

**Planning 10 ( Will not be available after June 2018)**

### **Graduation Transition Standards 12**

All students wishing to graduate must complete the requirements of Graduation Transitions.

There are three main components of Graduation Transition:

- Personal Health
- Community connections
- Career & Life

During their grade 12 year, students will be placed with a GT advisor, who will guide them through the final stages of GT. Further information about Graduation Transitions is now available at the school counselling office.

### **Career Life Education**

Students will explore how finding a balance between work and personal life is essential to good physical and mental health. Work to develop a network of family friends, community members that can support and broaden their career awareness and options. Students will learn how to prepare to be life long learners who can adapt to changing career opportunities. Students will study how the global economy affects our personal, social, and economic prospects as well as consider how these factors may effect career and educational plans.

### **Career Life Connections + Capstone**

The final phase of career and life learning and focus on the experiential and applied learning that support students in determining their next steps, post-graduation. Through numerous learning experiences within and outside the classroom, students are expected to develop an integrated post-graduation plan that is connected to a capstone or culminating project, which demonstrates their learning in an area of personal interest. Ideally, the capstone or culminating project will be linked to an area that students are passionate about and anticipate they will be pursuing further education and learning and/or a career in.

## **REQUIRED PROGRAMS - ENGLISH**

The aim of the English Language Arts 10 – 12 curriculum structure is to maximize students' chances of success by allowing them to choose the areas of choice that are most engaging for them and to achieve deeper learning. Because the curriculum has been redesigned to be less prescriptive and more flexible, there are increased opportunities for students to pursue their interests, aspirations, and passions and to benefit from more specialized areas of language arts study.

### **English Language Arts 10**

**Pre-requisite: English 9 or Linear 9**

#### **Composition 10**

Composition 10 builds on the skills acquired in previous courses. It includes reading and viewing for information; assessing and organizing idea and communicating through writing, speaking, and preparing presentations. Students will learn to organize, analyse, communicate and create ideas in classic written forms, digital forms, spoken forms, and projects. Conventions and literary devices are reviewed, and more complex terms, techniques and usages are introduced.

**Composition 10 is a 2 credit course and the foundation to the following English Language choices.**

#### **Creative Writing 10**

In this area of choice, students will examine traditional and new media presentations, and apply their understanding in original, thoughtful and creative work using writing, digital resources and the spoken word. Fiction and non-fiction texts from various cultures, including Indigenous North American texts, will give students opportunities to develop creative and critical thinking skills .

#### **Focused Literary Studies 10**

In this area of choice, students examine traditional and contemporary literary and media texts and genres. Students will use fiction and non-fiction texts from various cultures including Indigenous North American works. The course will give students opportunities to develop critical thinking skills and express their ideas in a variety of ways.

### **English Language Arts 11**

**Pre-requisite: English 10**

English Language Arts 11 helps develop students into educated citizens who use language effectively in a variety of ways for personal, professional and social reasons. Students must take at least one grade 11 course in order to graduate.

All English 11 courses will use a variety of media as tools for learning and for expression. Students will use fiction and non-fiction texts from a variety of cultures, including Indigenous North American texts, to develop critical thinking skills. They will learn to create classic written forms, multi-media forms, and projects. Conventions and literary devices are reviewed, and more complex terms, techniques and usages are introduced.

**Areas of Choice- These all meet the requirements above, but each course puts emphasis on particular areas of communication. These courses are always offered, but are not always available.**

### **Career Language Arts 11**

This area of choice is intended to afford opportunities to gain information and to communicate increasingly sophisticated ideas through digital and print media. Students will use fiction and non-fiction to develop critical thinking skills, and will develop and refine their skills in written, digital and oral communication in a variety of contexts including essays. They will produce original authentic pieces for diverse purposes and in diverse forms.

### **Creative Language Arts 11**

In this area of choice, students may explore various themes, genres, periods or areas of the world through literary and other works. They will also explore and apply the processes of creative written, spoken and media communication, as they experiment with, reflect on, extend and refine their ideas.

### **Practical Language Arts 11**

This area of choice continues to develop traditional and digital literacy as an essential component of educated citizenship. Students will develop and polish their reading, viewing, writing, listening and critical thinking skills. They will use traditional, digital, oral, and media presentations as texts and as ways to create and communicate.

### **English Language Arts 12**

**Prerequisite: English 11 or Communications 11**

#### **English First Peoples 12**

English First Peoples 12 helps students to use language in a variety of ways for personal, professional and social purposes. The course offers First Nations content and context to develop strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively and reflexively; to be respectful of a range of perspectives and worldviews; and to create and communicate effectively through selecting appropriate forms of expression from a broad repertoire of skills. Conventions and literary devices are reviewed, and more complex terms, techniques and usages are introduced.

## **English 12**

English 12 helps students to use language in a variety of ways for personal, professional and social purposes. The course offers a flexible selection of content to develop strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively and reflexively; to be respectful of a range of perspectives and worldviews; and to create and communicate effectively through selecting appropriate forms of expression from a broad repertoire of skills. Conventions and literary devices are reviewed, and more complex terms, techniques and usages are introduced.

## **Communications 12**

Communications 12 is intended for those students who are not interested in going on to university. Although it meets high school graduation requirements, it cannot be used for entrance to most post-secondary programs. This course provides students with an opportunity to read, view and listen to a broad range of informational and literary texts, to think critically about them, and to continue developing their repertoire of written, digital, visual and oral communication strategies .

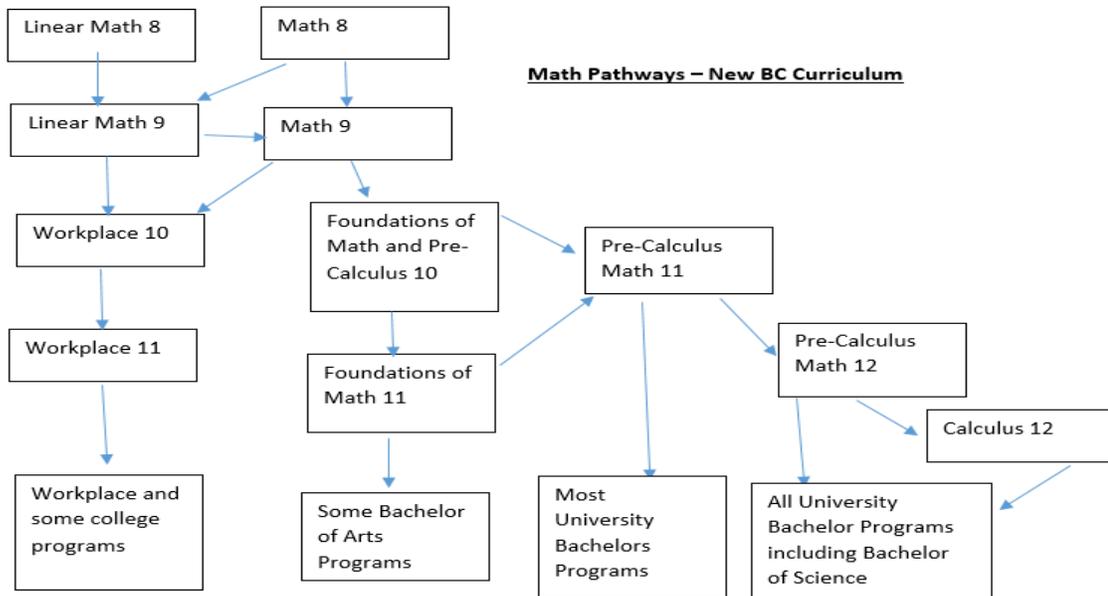
## **English Language Learners**

ELL is to support students whose first language is not English. The purpose is to provide opportunities to learn oral and written English so they can participate in the regular school program. There are multiple opportunities for students to adapt to and function more successfully in the culture of the school and community. The program is based on collaborative efforts between assessment results and teachers which will help design and plan an appropriate placement within the school program.

# REQUIRED PROGRAMS - MATHEMATICS

## Math Course Structure

### MATHEMATICS:



## Program Descriptions

The math courses have been designed to accommodate the varied learning needs of students. Students should select their math courses carefully. Teachers will make recommendations to students, parents, counselors, and administration regarding the appropriate course selection.

Requirements for graduation require students to complete a grade 11 mathematics course. The course may be Apprenticeship and Workplace Mathematics 11, Foundations of Mathematics 11 or Pre-Calculus 11. Many university programs require Pre-calculus 11, Foundations of Mathematics 12 or Pre-calculus 12.

Please check with the University you plan to attend for admission requirements. If you are unsure of what math course to take, ask your academic advisor.

## **Workplace Math 10:**

**Prerequisite: Mathematics 9 or Linear 9**

### Big Ideas:

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

Students will require a scientific calculator for this course.

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

**Prerequisite: 60% or higher in Mathematics 9**

### Big Ideas:

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

Students will require a scientific calculator for this course.

## **Workplace Math**

**Prerequisite: Foundations of Math and Pre-Calculus 10 or Workplace Math 10**

### Big Ideas:

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

Students will require a scientific calculator for this course.

## **Pre-Calculus 11**

**Prerequisite: 60% or higher in Foundations of Math and Pre-Calculus 10**

### Big Ideas:

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

Students require a graphing calculator for this course.

## **Pre-Calculus 12**

**Prerequisite: 60% or higher in Pre-Calculus 11**

### Big Ideas:

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

Students will require a graphing calculator for this course.

## **Calculus 12**

**Prerequisite: 60% or higher in Pre-Calculus 12**

### Big Ideas:

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

Students will require a scientific calculator for this course.

## **REQUIRED PROGRAMS – PHYSICAL AND HEALTH EDUCATION**

### **Physical and Health Education (PHE) 10.**

**Prerequisite: PHE 9**

This course includes daily physical activity, physical literacy, and personal health and performance goals. PHE 10 builds on skills acquired in PHE 9 in varied games and other activities. Additionally, students will explore topics of social, community health, and mental well-being. Students will have the opportunity to receive certification in CPR in one year of this course. PHE 10 is a coed course.

### **PHE: Performance and Leadership 10**

**Prerequisite: Teacher recommendation**

This course include daily physical activity, physical literacy, and personal health and performance goals. Additionally, this specialty course introduces and develops the leadership and athletic skills of students who are interested in acquiring technical, nutritional, coaching and management experiences in sport. This course is open to any student who is seeking to contribute in a positive way to sport within the community and who is seeking opportunities to set and achieve personal goals for themselves.

Students are to select Performance for semester 1 followed by Leadership for semester 2.  
For more information about this course please see Mr. Stevenson.

### **Performance and Leadership 11/12**

**Prerequisite: Teacher recommendation**

This specialty course challenges the leadership and athletic skills of students who are interested in acquiring technical, nutritional, coaching and management experiences in sport. This course is open to any student who is seeking to contribute in a positive way to sport within the community and who is seeking opportunities to set and achieve personal goals for themselves.

Students are to select Performance for semester 1 followed by Leadership for semester 2.  
For more information about this course, please see Mr. Stevenson.

## REQUIRED PROGRAMS - SCIENCE

Each science course offers opportunities for students to further develop six curricular competencies. These competencies are listed below just once but do apply to all the science courses:

### ***Curricular Competencies:***

1. Questioning and Predicting
2. Planning and Conducting
3. Processing and Analyzing Data and Information
4. Evaluating
5. Applying and Innovating
6. Communicating

### **Science 10**                      **Prerequisites: Science 9 (or Science 9 Linear with teacher's recommendation)**

The Science 10 course content is organized around four Big Ideas, listed below, with opportunities provided to develop the six Curricular Competencies identified above:

#### **BIG IDEAS:**

1. Genes are the foundation for the diversity of living things.
2. Chemical processes require energy change as atoms are rearranged.
3. Energy is conserved and its transformation can affect living things and the environment.
4. The formation of the universe can be explained by the big bang theory.

### **Life Sciences 11** (replaces the former Biology 11 course)

**Prerequisites: Science 10**

This course is organized around the three Big Ideas listed below with opportunities to develop the 6 Curricular Competencies previously identified:

#### **Big Ideas:**

1. Characteristics of Living Things  
Cell structure, cell types, cell specialization, asexual and sexual reproduction, cellular respiration, photosynthesis, virus structure, viral cycles, and effects of viruses on organisms.
2. Process of Evolution  
Role of DNA, agents of evolutionary change, theories and models of evolution, speciation, trends in complexity, artificial selection, and genetic modifications.
3. Taxonomy  
Principles of classification, phylogenic tree, cladogram, dichotomous key, First peoples understandings of body plans and use of local plants, binomial nomenclature, and the three domain/six kingdom system.

Student participation in dissections is expected. Attendance in a lab-based academic course is crucial to student success, as many scheduled activities cannot be offered at other times.

## Chemistry 11

**Prerequisites: Science 10**

This course is organized around the four Big Ideas (and one option) listed below with opportunities to develop the 6 Curricular Competencies previously identified:

Big Ideas:

1. **Atoms and Molecules:**  
Classification of matter, model of the atom, subatomic structures, quantum mechanical model, electron configuration, Lewis structures, Periodic Table of Elements (periodicity, trends, physical and chemical properties, and chemical bonding).
2. **The Mole:**  
Significance and use of the mole unit, Avogadro's hypothesis, and an introduction to stoichiometry.
3. **Chemical Reactions:**  
Physical and chemical changes, product formation, balancing formula equations, predicting products, change in enthalpy, significant figures and stoichiometric calculations, and practical applications (including local examples).
4. **Solution Chemistry:**  
Solubility, dissociation of ions, polarity of water, predicting precipitates, stoichiometry calculations, analysis techniques, and environmental impacts of non-metal oxide solutions.
5. **Organic Chemistry (optional):**  
Features and common applications, bonds/forces, names, structures and geometry of simple organic compounds, common functional groups, and organic synthesis.

Student participation in lab exercises is mandatory. Attendance in a lab-based academic course is crucial to student success as scheduled lab activities cannot be offered at other times. This is a valuable prerequisite for nursing programs.

## Physics 11

**Prerequisites: Science 10 and Foundations & Pre-Calculus Math 10 minimum C+ standing**

This course is organized around the seven Big Ideas listed below with opportunities to develop the 6 Curricular Competencies previously identified:

Big Ideas:

1. 1-Dimensional Kinematics:  
Vector and scalar quantities, uniform motion, accelerated motion, projectile motion, and relationships between variables.
2. 1-Dimensional Dynamics:  
Nature of forces (gravitational, spring, normal, tension, frictional), Newton's laws of motion, relationships between variables, and First Peoples knowledge.
3. 1-Dimensional:  
Momentum, impulse, law of conservation of momentum, and relationships between variables.
4. Energy:  
Potential, kinetic, thermal, law of conservation of energy, work, power, efficiency, and the relationships between variables.
5. Electric Circuits:  
Ohm's law, Kirchoff's law, power and efficiency, and the relationships between variables.

In addition, two modules chosen from these four:

Waves and Optics  
Quantum Theory  
Special Relativity  
Nuclear Physics

Student participation in lab activities is mandatory. Attendance in a lab-based academic course is crucial to student success, as many scheduled activities cannot be offered at other times. Ability in Mathematics is an asset.

## Anatomy and Physiology 12

**Prerequisites: Biology 11**

This course is organized around the three Big Ideas listed below with opportunities to develop the 6 Curricular Competencies previously identified:

Big Ideas:

1. Homeostasis:  
Cell compounds and biological molecules, dehydration and synthesis reactions, enzymes and metabolic pathways, feedback loops, plasma membrane, transport, and surface area to volume ratio.

2. DNA and Cells:

Cell structures and functions, interrelated functions, DNA replication, protein synthesis, mutations, genomics, and biotechnologies.

3. Organization:

Levels of organization, tissues, organ systems (digestive, cardiovascular, lymphatic, respiratory, urinary, reproductive and nervous systems), interrelationships among systems, nutritional and life style effects on health, First Peoples holistic approach to health, and medical conditions that affect body systems.

Student participation in dissections is expected. Attendance in a lab-based academic course is crucial to student success, as many scheduled activities cannot be offered at other times.

## Chemistry 12

**Prerequisites: Chemistry 11**

This course is organized around the four Big Ideas listed below (and one optional module) with opportunities to develop the 6 Curricular Competencies previously identified:

Big Ideas:

1. Dynamic Equilibrium:

Chemical equilibrium, equilibrium shifts, enthalpy and entropy, LeChatelier's Principle, catalysts, equilibrium constant ( $K_{eq}$ ), and quantitative problem solving

2. Solubility:

Saturated solutions, applying equilibrium to solutions ( $K_{sp}$ ), and quantitative problem solving.

3. Acids and Bases:

Arrhenius and Bronsted-Lowry theories, relative strengths ( $K_a$ ,  $K_b$ ), application of equilibrium principles,  $K_w$ , quantitative problems solving, titration, complete and net ionic equations, strong vs weak, pH calculation, indicators, hydrolysis, buffers, oxides in water, and general environmental problems involving oxide reactions with water.

4. Oxidation-Reduction:

Red-Ox reactions, relative strengths, balancing using redox numbers, quantitative problem solving, electrochemical cells, and electrolytic cells

5. *Reaction Kinetics: (optional idea to explore)*

*Reaction rate, factors affecting reaction rate, collision theory, PE-KE-enthalpy relationships, and reaction mechanisms and catalysts.*

Student participation in laboratory explorations is expected. Attendance in a lab-based academic course is crucial to student success, as many scheduled activities cannot be offered at other times.

## Physics 12

**Prerequisites: Physics 11 (minimum C+ standing recommended) and strong ability in Math**

This course is organized around the five Big Ideas listed below with opportunities to develop the 6 Curricular Competencies previously identified:

Big Ideas:

1. 2-Dimensional Kinematics  
Vector analysis, relative motion, accelerated motion, projectile motion, and the relationships between variables.
2. 2-Dimensional Dynamics  
Newton's Laws, inertial mass, gravitational mass, apparent weight, net force, acceleration of a system, and the relationships between variables.
3. 2-Dimensional Momentum and Energy  
Momentum and impulse, conservation of momentum, conservation of energy, collisions (elastic and inelastic), applications of laws, and relationships between variables.
4. Choice of one of the following electric modules:  
Electrostatics  
Or Electromagnetic Forces and Induction
5. Choice of one of the following:  
Equilibrium  
Or Circular Motion and Gravitation

Student participation in dissections is expected. Attendance in a lab-based academic course is crucial to student success, as many scheduled activities cannot be offered at other times.

## **REQUIRED PROGRAM – SOCIAL STUDIES**

### **SOCIAL STUDIES 10 (1920 to Present)**

**Prerequisites: Social Studies 9**

Social Studies 10 is the last holistic ‘social studies’ course required by students. Social Studies 10 will continue the study of:

- Global and regional conflicts that have been a powerful force in shaping our contemporary world and identities;
- Worldviews that have led or lead to different perspectives and ideas about developments in historical and contemporary injustices; and
- Challenging the narrative and identity of Canada as an inclusive, multicultural society, and the development of political institutions as they are influenced by economic, social, ideological, geographic and environmental global factors that affect a sustainable global future

### **SOCIAL STUDIES 11: EXPLORATIONS**

**Prerequisites: Social Studies 10**

This course meets the standards for the Social Studies 11 or 12 credit for graduation. The specific areas of study in this course will generally introduce students to the four courses offered as singlets at John Barsby for Grade 11 or 12 Social Studies credit. The curriculum covered in this course is sections of; Human Geography 12, 20<sup>th</sup> Century World History 12, Law Studies 12 and Social Justice 12. Students will learn skills that are built around six major historical and geographical thinking concepts; significance, evidence, continuity, and change, cause and consequence perspective, and ethical judgement.

### **20TH CENTRY WORLD HISTORY 12**

**Prerequisites: Social Studies 10**

This course begins with the overview of modern history in the 20th century reviewing the trends and backgrounds that have led to ‘isms’ of the 1900s. World War 1 is studied from the global perspective of the challenges and conflicts that arose from the spread of ideological thoughts with promises of freedom and individual rights. The worldwide Depression is also examined leading to World War 2 with the resulting alliances continuing conflict as the Cold War. Finally, how they transformed the global community into nationalistic conflicts between the old ‘isms’ and the need for democracy, individual rights and freedoms as a basis for participation in the new global community of the 21st century.

### **BC FIRST PEOPLES 12**

**Prerequisites: Social Studies 10**

BC First Peoples 12 focusses on the diversity, depth, and integrity of the cultures of British Columbia’s Aboriginal peoples. In emphasizing the languages, cultures, and history of First Nations peoples, the course addresses an important part of the history of British Columbia. The course provides an opportunity for BC students to acquire knowledge and understanding of the traditions, history, and present realities of BC Aboriginal peoples, as well as a chance to consider future challenges and opportunities.

## **HUMAN GEOGRAPHY 12**

**Prerequisites: Social Studies 10**

One of the two main branches of geography, human geography is the study of the many cultural aspects found throughout the world and how they relate to the places in which they originated, and spread throughout the world with the movement of people. Through units of study on popular culture, agriculture, industry, religion, and political geography, students will be introduced to a broader understanding of current events and major historical turning points – as well as an awareness of the global systems that facilitate their everyday lives.

## **PHYSICAL GEOGRAPHY**

**Prerequisites: Social Studies 10**

One of the two main branches of geography, physical geography is a natural science based course that introduces students to the natural features and phenomena of the Earth's surface, landforms, plate tectonics, natural disasters, climate, and environmental sciences. \*Many post- secondary institutions in British Columbia accept Geography 12 as a science credit for entrance.

## **LAW STUDIES 12**

**Prerequisites: Social Studies 10**

Law Studies 12 is a survey course that introduces students to an overview of the concept of Canadian law and the role it plays in society. It provides a forum in which students, using various methods of inquiry, will have the opportunity to form, test and evaluate hypotheses concerning various legal questions that affect the lives of all Canadians; understanding legal right and responsibilities, laws that maintain the status quo and can also be a force of change in society, and how these processes affect many aspects of people's daily lives. Areas of study will include; the structure and power of our federal and provincial courts, the Constitution of Canada and the Canadian Charter of Rights and Freedoms, legislation concerning First Peoples, children, youth and families.

## **SOCIAL JUSTICE 12**

**Prerequisites: Social Studies 10**

In Social Justice 12, you will be examining how basic human rights and social values are upheld and distributed in Canada and around the world. In this course, you will have the opportunity to examine issues such as racism, poverty, sexism, homophobia and globalization. You will be gaining knowledge that will allow you to recognize and understand the causes and consequences of injustice. You will have the opportunity to understand how to behave in socially responsible manner and become agents of change by exploring solutions to these issues by studying others who attempted to and /or were successful in creating change in the past. You will be required to be respectful, fair and open-minded while you critically consider, analyze, synthesize and evaluate your own ideas as well as others' beliefs. This is a case study, research and project based course.

## **ELECTIVE PROGRAMS – ATHLETICS**

### **Active Living/Physical and Health Education (PHE) 11**

**Prerequisite: PHE 10**

PHE 11 is a co-educational course that contains many of the team and individual activities learned in PHE 8-10. Development in fitness will focus more on personal health, diet and fitness planning. Outdoor and off campus experiences in leisure activities such as golf, bowling, skating and swimming are included. All students will be expected to take a leadership role within the class on some occasions.

### **Active Living/Physical Health Education 12**

PHE 12 is a coeducational course that contains many of the team and individual activities learned in PHE 8-11. Emphasis is placed on responsibility including students taking a leadership role within the class for extended periods of time. Outdoor and off campus experiences in leisure activities are also a part of PHE 12. Lifelong personal health, fitness planning, and careers in physical activity will be covered during the Active Health unit.

### **Girls FHW: Fitness, Health and Wellness 10**

**Prerequisite: PHE 9**

This elective is designed for a 'girls' only environment' for Grades 9 and 10. Students, who are interested in developing a healthy lifestyle, improve personal fitness and learning about lifelong wellness, while having fun in a safe and supportive environment students; will take away a lot from this course. There are opportunities to develop the core fitness areas of cardio vascular, muscle strength, muscle endurance and flexibility, while learning the basics of individual weight training and program development. This is a participation course, with some classroom time to discuss and research the latest trends in fitness and wellness.

Note that PHE credit is not given for this course.

### **Girls Fitness, Health and Wellness 11 – 12**

**Prerequisite: PHE 10**

This elective is designed for a 'girls' only environment' for Grades 11 and 12. Students who are interested in developing a healthy lifestyle, improve personal fitness and learning about lifelong wellness, while having fun in a safe and supportive environment will take away a lot from this course. There are opportunities to develop the core fitness areas of cardio vascular, muscle strength, muscle endurance and flexibility, while learning the basics of individual weight training and program development. Those who bring some base knowledge of fitness or have sport specific fitness goals will learn ways to continue to challenge themselves, improve their fitness, performance and injury prevention. This is a participation course, with some classroom time to discuss and research the latest trends in fitness and wellness (i.e. nutrition and body composition). Several field trips to community facilities will be available for these students so they may better prepare for a healthy life after high school.

Note that PHE credit is not given for this course.

## **Basketball 10-12**

**Prerequisite: PHE 9**

This course is designed to provide students with an opportunity to improve their skills through sport. Students will develop, refine and apply movement skills in a variety of physical activities and environments. Students will have the opportunity to learn the rules of the sport and will be able to act as minor officials in the league and tournaments. The basis of this course will be to acquire advanced skills and strategies in Basketball.

Note that PHE credit is not given for this course.

## **Volleyball 10-12**

**Prerequisite: PHE 9**

This course is designed to provide students with an opportunity to improve their skills through sport. Students will develop, refine and apply movement skills and strategies in a variety of physical activities and environments. Sport specific performance training is also included. Students will have the opportunity to learn the rules of the sport and will be able to act as minor officials in the league and tournaments. Senior students will get Level 1 Officials training and be accredited volleyball officials. Introductory coaching techniques will be taught and students will have the opportunity to demonstrated leadership in and out of the class.

Note that PHE credit is not given for this course.

## **ELECTIVE PROGRAMS – BUSINESS EDUCATION**

### **Entrepreneurship and Marketing 10**

Have you ever watched an episode of “Dragons Den” or “Shark Tank” and wondered what it would be like to own your own business, be a part of business negotiations that end with a big smile and handshake? Are you interested in how plastic currency is used, and actually worth something? Entrepreneurship and Marketing 10 is an introductory venture into the world of business, finance and commerce. How do businesses form, become profitable, adapt, and grow their revenue are some topics this class will examine? This course focuses on:

Personal Finance and banking

- opportunities for entrepreneurship
- characteristics of entrepreneurs
- ways to add value to an existing idea or product
- differences between invention and innovation
- barriers that various groups of entrepreneurs face (e.g., First Peoples, women, and new immigrants), and the factors that can contribute to their success
- life cycle of a product from invention/innovation to the marketplace

### **Entrepreneurship 11**

“You’re Hired!” Students interested in Business, Finance, and product development will continue to explore the topics of Entrepreneurship and Marketing 10. Students will explore the following topics of study through readings, discussions, presentations, reports, comparative analysis and lecture:

- opportunities for initiating an entrepreneurial endeavour
- characteristics of the global market
- personal networking
- market analysis
- ways to control and manage cash flow and tracking expenses
- business registration and taxation
- sources of funding and support for a venture

### **Marketing and Promotion 11**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

- ways of marketing and promotion used to persuade the public to buy a product or service
- target market
- marketability of a product
- segmentation, targeting, and positioning of the market, and the promotion of a product’s benefits
- risks associated with marketing a product, such as environmental impacts, financial hardship, and emotional effects
- forms of advertising that can influence a potential customer
- cultural issues arising from the translation of a product’s name
- role of advertising in promoting a product or service to an audience in both international and domestic settings
- visibility and awareness of First Peoples Culture.

## **ELECTIVE PROGRAMS - MODERN LANGUAGES**

A second language is optional in grades 9 – 12 and is not required for high school graduation. However, a grade 11 second language is required for direct general admission to Simon Fraser University and University of British Columbia (Vancouver campus). Please check with the University you plan to attend for admission requirements. If you are not sure which course to take, please consult with your counsellor or academic advisor

### **Intermediate French**

**Prerequisite: French 9**

This course builds upon basic French skills. Students have chosen this course as an elective, and they are therefore expected to work diligently to further develop their abilities to listen, speak, read and write in their second language learning. Students improve their competencies in conversing and comprehending spoken French. They learn to express themselves in the past as well as in the future, and in so doing begin to really see how language learning develops.

Students are encouraged to continue with Intermediate French for a second time to build upon their skills and benefit from greater exposure to the French language. Occasionally, a student is able to move on to Senior French after taking Intermediate French just once, but that would be with teacher, counsellor and administrative approval.

### **Senior French**

**Prerequisite: French 10**

This course as well may be taken once or twice depending on the student's strengths, and teacher, counsellor and administrative consultation. It is always encouraged and beneficial to maximize one's exposure to a second language to best take advantage of the hard work which has already occurred. Taking this course as an elective a second time allows for consolidation, improvement and continued and deeper growth. The student would be allowed and encouraged to demonstrate self-directed learning in areas of their choice to ensure an on-going challenge.

In this course students really do flourish. It is quite exciting for them to witness their own development and enjoy the benefits of prior exposure, study and learning.

By now students can:

- explore, interpret and respond personally to a wide variety of texts,
- engage in meaningful conversations on diverse and current topics wherein they share personal experiences and interests while expressing and justifying their opinions;
- recognize connections between language and culture while exploring a wide variety of media, and
- identify educational and career opportunities requiring proficiency in second language learning

Good work habits and attendance are important in this interactive course as the student works to set goals to meet academic and personal growth challenges for both their senior high school years and beyond.

## **Beginning Hul'qumi'num 11**

This course is intended to allow Grade 10, 11 or 12 students to enter the Hul'qumi'num language program. Upon successful completion of Beginning Hul'qumi'num 11 students should enroll in Hul'qumi'num 11.

Note: Hul'qumi'num is accepted as a second language.

## **Hul'qumi'num 11**

**Prerequisite: Hul'qumi'num 9 or Beginning Hul'qumi'num 11**

Hul'qumi'num 11 is the second year of the Coast Salish language program. Listening, speaking, reading and writing skills are encouraged. Students are encouraged to create dialogues and stories, design games based on their skills and vocabulary. Students who have completed Hul'qumi'num 9 should select Hul'qumi'num 11.

Note: Hul'qumi'num is accepted as a second language and meets University requirements.

# ELECTIVE PROGRAMS – INFORMATION AND COMMUNICATION TECHNOLOGY

## Web Development 10

This course focuses exclusively on web development – both the front and back-end development of websites. Students will develop strong skills in understanding HTML/HTML5, CSS and JavaScript. Students will learn about databases for websites and will understand how to upload information onto a server, and how to put that information onto the World Wide Web. If the internet excites you, if you want to know more about developing sites online, and if you want to learn how to design smooth and responsive websites, then this class is meant for you.

- relationship between web structure and content (HTML), style and design, cascading style sheet (CSS) functionality and interactivity (JavaScript)
- benefits and drawbacks of online websites and content management system (CMS) options
- website design planning tools
- HTML text editing and graphical user interface (GUI) tools
- user interface (UI) and user experience (UX)
- World Wide Web Consortium (W3C) standards and responsive and optimized web design
- copyright, creative commons, and fair use protocols for media and content
- accessibility and functionality in web design
- writing for the web
- database creation and management

## Digital Communications 11

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

- digital tools to communicate and solicit information
- impacts of social media in global communications
- impacts on language use of online of technology
- issues in digital communication
- digital communication risks
- ethics and legalities in digital communication
- influences of digital marketing in online content creation and curation
- changes in journalism and reporting
- persuasive writing for the web
- critical evaluation of online resources
- technology to support collaboration and interaction with others

## Digital Media 12

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

- 2D, 3D, audio, and video digital media editing tools, including paid, freeware, open source, and cloudbased solutions
- principles of 2D graphic design
- tools and techniques for image manipulation
- methods and principles of 3D graphic design
- methods for digital animation
- methods for 3D modelling
- digital sound and audio data compression
- digital animation techniques

## Computer Information Systems 11

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

- evolution of computer technology, including hardware, software, networks, and the Internet
- computer troubleshooting, including the incorporation of digital tools to aid and assist with research and diagnostics
- computer assembly and disassembly best practices
- ongoing preventive maintenance, including data security and online/offline backup solutions
- installation and configuration of operating systems
- software installations and configurations
- use of correct terminology to describe the units, rates, and encoding of data communication
- network planning, setup, and diagnostics
- key aspects of network protocols and standards
- laptops and mobile device technology

## Computer Information Systems 12

**Prerequisite: Computer Information Systems 11**

A continuation of CIS 11, with an opportunity for the student to explore multiple avenues of the IT career path.

- global and societal shifts resulting from emerging technologies, the Internet, and the ubiquity of online access
- environmental impacts of technology consumption
- personalized online portfolios
- awareness and understanding of digital security risks
- advanced hardware and software troubleshooting techniques
- soft skills necessary to work effectively within the IT sector
- design requirements of network devices, cabling, test equipment, management plans, operation manuals and documentation, deployment strategies, ongoing upgrades, maintenance, and security
- network management tools, including security, imaging, backup, and remote access
- the relationship between binary numbering and IP addressing
- the relationship between hexadecimal and machine access control (MAC) addressing
- functional and operational differences between hardware servers

## **Yearbook 10**

Do you want to be involved in producing the school yearbook? Do you want to learn to take better pictures? Do you like working in teams? Do you want to work on the school's largest group project? If you answered "Yes" to any of these questions, then you need to sign up to be a part of the Yearbook crew.

Students will be introduced to publishing layout, design principles and photography and will produce the school's yearbook on computers.

## **Yearbook 11**

Take pictures and write articles that others will look at and read for years to come. Experience what it is like to be a press photographer, write articles under pressure and create beautiful page layouts under demanding situations. This might just be your thing.

In addition to an introduction to journalism and advertising, students will utilize layout and photography composition skills to publish and market the school's Yearbook.

## **Yearbook 12**

Take an active role in shaping the look and feel of your last yearbook before you graduate. Depending on your strengths, you will not only help produce all aspects of the school yearbook but you may be assigned leadership responsibilities in key editorial roles

This computer-based course will produce the core leaders responsible for the theme, cover and complete layout of the Yearbook. Editors and department heads will practice their organization and leadership skills. Graphics, photography, layout, journalism and marketing skills will be employed.

## **ELECTIVE PROGRAMS – HOME ECONOMICS**

All Home Economics Foods courses cover the topics: safe and sanitary food practices, healthy lifestyle, and food preparation for the individual and family.

### **Food Studies 10**

Cuisine across Canada is the focus of this course. Learn how to prepare foods that are fun, fast and fantastic while you explore Canada through its unique food styles. The focus will be on culinary foods, techniques and preparation methods, cultural influences and healthy and ethical choices.

### **Food Studies 11**

A Discovery of Cuisines – Take a tour of multicultural foods and develop a higher level of culinary skills. Learn the why's and how's through creative recipe development, meal planning and food preparation. Explore new foods and flavours! Students plan, prepare and enjoy a variety of global foods relating to national and regional food guides. Learn how to apply key concepts of healthy eating, meal planning, budgeting and healthy living.

### **Food Studies 12**

Do you enjoy cooking? Are you willing to try new food? This advanced foods course will tingle your taste buds with new flavours. Whether it's food with a global flair or gourmet treats, you will experience advanced techniques designed to impress and create tasty treats & meals. You will also explore social, economic, environmental and cultural issues related to food you have created and enjoyed. Bon appetit!

### **Textiles - Junior (9/10) & Senior (11/12)**

If you like to design and create, and enjoy hands on learning experiences, then Textiles is for YOU! Students will review basic sewing skills: develop advanced techniques; discover the origins, characteristics, care, and cultural aspects of textiles and clothing design; utilize principles of design; and create strategies for altering patterns and upcycling. Students may also take the opportunity to plan, design, construct, dress and maintain the costumes required for our theatre productions. Through each grade level, students will advance their skills and in the senior levels you are given opportunities for more self-directed and personally creative projects.

### **Family Studies (Family and Society) 10 -12**

They say we don't come with an owners' manual for life after high school; however, this course can help by providing knowledge and skills that will assist you in making informed decisions related to your future. Family Studies will focus on relationships (adolescence to adulthood, forming relationships, healthy relationships, effective communication); housing (establishing independent living, money management, interior design); as well as, child development and parenting (decision to parent, pregnancy and childbirth, Real Care Baby parenting simulation with computerized "babies", childcare and development, child wellness and safety

## **ELECTIVE PROGRAMS – FOOD SERVICE CAREER PREP**

### **Culinary Arts 10 – 12**

**Prerequisite: Culinary Arts 10 is a prerequisite for Culinary Arts 11, also Food Studies 10 is recommended.**

**Culinary Arts 11 is a prerequisite for Culinary Arts 12**

Culinary Arts 10, 11 and 12 focuses on quantity food preparation and service. Students develop the skills necessary for commercial food preparation as they participate in activities related to cooking, receiving, storing and presenting nutritious foods. Students also have opportunities to develop attitudes required by food-service professionals and to practice customer service.

Students consider their own and their customers' safety while handling equipment and supplies, managing the working environment and preventing food-borne illnesses. As they experience the creative preparation and presentation of food, they build an awareness of its social and cultural significance. Students also gain a basic understanding of the economics of operating a food-related enterprise, including purchasing, cost accounting and portion control.

Students of Culinary Arts 10, 11 and 12 can apply their skills in their homes as well as in public food-service facilities. They often choose to use their training to secure entry-level employment in the growing hospitality industry or to pursue careers in the food industry. Fees to cover Food Safe certification are required.

These courses are designed to offer objective vocational style training in line with needs of local industry and advanced training institutions such as Vancouver Island University. Culinary Arts 10, 11 & 12 involves the actual operation of an industrial styled food service facility. During a two-year period students are given instruction with focus on:

- 1 - Vegetable and Starch Cookery
- 2 - Meat and Poultry Cookery
- 3 - Seafood Cookery
- 4 - Stocks, Soups, and Sauces
- 5 - Meat, Poultry, and Seafood Cutting and Processing
- 6 - Cold Kitchen
- 7 - Baking and Desserts
- 8 - Basic Food Service and Kitchen Management
- 9 - Egg and Breakfast Cookery
- 10 - Safety, Sanitation, and Equipment
- 11 - Health Care (Cook - Chill)

With practice, students develop marketable skills that can lead to direct employment. Culinary Arts 10, 11 and 12 each consist of 3 separate courses. Students may take both courses at each grade level.

Each course is worth 4 credits so it is possible to have 24 credits in Culinary Arts.

Culinary Arts 10A(4), 10B(4), 11A(4), 11B(4), 12A(4), 12B(4).

## **Professional Baking and Pastry Arts Training 12**

Baking and Pastry Arts focuses on professional preparation and presentation of baked products and pastry items. Students learn and develop skills for the baking industry. Students progress through yeast doughs, quick breads, pies, tarts, cakes, cupcakes, cookies, custards, frostings, syrup and sauces, using a hands-on approach. Baking and Pastry Art students take pride in creating delicious, high quality and attractive food items for the school's Cafeteria as well as occasional banquets. The recipes, equipment and pace of the program are representative of a professional kitchen. A pass in the FoodSafe course is required and is offered at the beginning of the semester for a small fee. Learning can also be achieved through fieldtrips. Scholarship opportunities and awards are available to outstanding Baking and Pastry Art students.

## **ELECTIVE PROGRAMS – TECHNOLOGY EDUCATION**

### **Technology Education**

The technology education program presents students with a variety of challenges based on a theme. The themes will vary from semester to semester. These challenges promote the development of problem-solving and critical-thinking skills, as well as innovative thought and design. Students will design, build, and assess projects to address these challenges. Materials used will include wood, metal, and plastic.

### **Power Technology 10**

Students will design and build mechanisms and small vehicles to explore various aspects of powertrains. Some key concepts are energy transmission, efficiency, fuel types, and effects of forces on devices

### **Technology Education 11**

Students will develop an overview of what current technology encompasses, as well as study the relationship between science, technology, and society.

### **Technology Education 12**

**Prerequisite: Technology Education 11**

Students will also use the lab to explore self-directed studies into areas such as transportation, energy, and shelter.

### **Woodwork**

The woodwork program is designed for students to engage in larger challenges and projects as their skill level and experience accumulates. Continuity of assigned projects allows senior students to add to a bedroom or living room set that they may have started in their junior class.

### **Woodworking 10**

This course provides an opportunity for students to work creatively with a variety of woods. Safety will be taught through the use of hand and power tools as well as most machines in the shop setting. Students will explore ways that wood can be laminated, shaped and inlaid into aesthetically pleasing and functional projects.

### **Carpentry and Joinery 11**

This is an introductory woodwork course where students will learn cabinet construction. Special operations will include machine tool operations using jigs and fixtures. Some lathe work will be covered. A study of wood finishing techniques, tool and machine analysis, and types of wood will also be covered.

### **Carpentry and Joinery 12**

**Prerequisite: Carpentry and Joinery 11**

This is an advanced course in quality woodworking designed for the student who has excelled and enjoyed Carpentry & Joinery 11. The course focuses on good design and the use of theoretical concepts used to produce projects that are both structurally and aesthetically correct. Quality hand crafting of a number of products will be encouraged. The use of all power machine tools will be stressed, with a focus on special complex operations.

## **Skills Exploration 10-12**

Skills Exploration 10-12 has a number of goals. Introduce students to trades and technology careers, and the type of work involved in them, through hands on experience. Enhance existing interest in trades and technology careers. Enhance students' existing job-readiness skills, or provide opportunities for the development of new skills.

A central outcome is to provide all students with the opportunity to learn selected apprenticeship Level 1 technical training skills in a variety of trades. Providing students with smooth transitions from school to work, and helping to prepare students to enter the world of work with the skills, attitudes, and sense of responsibility necessary to be successful, are two further expected outcomes of STX.

Students can expect to work outside when weather permits and inside when the weather is poor.

## **ELECTIVE PROGRAMS – VISUAL ARTS**

Images are central to the Visual Arts. In these programs, students have the opportunity to perceive, respond to, and create and communicate through images. In developing images, the student will be involved in the design process - a purposeful artistic activity involving use of a variety of materials, technologies, and processes to organize visual elements according to the principles of art and design. Marking is based on a process of self-evaluation and participation.

### **Visual Arts 10**

Students will continue to explore image making utilizing a variety of materials and techniques in the studio areas of drawing, painting, sculpture and printmaking. Emphasis will be on creativity, composition and technical skill. Students will begin to develop portfolios at this level.

#### **Visual Arts 10: Drawing and Painting**

This course is designed for students who want to focus their study of art in two-dimensional work. Students will concentrate on drawing in both wet and dry media and painting acrylic and watercolours as well as the graphic arts of printmaking, silk-screening, lettering and graphic layout. This course is intended as a foundation to further study in Studio Arts 11 & 12.

#### **Visual Arts 10: Ceramics and Sculpture**

Students will develop technical competence of techniques as specific to ceramics and sculpture. Students will assemble and create sculpture by manipulating art media and by organizing images utilizing the elements and principles of design. Materials include plaster, clay, ceramics (pottery wheel), wire, metal, wood, Styrofoam, and fabric as well as a wide assortment of other mediums.

### **Art Foundations 11**

This is an advanced general art foundations course. The course will include continued exploration of the elements and principles of design through a variety of experiences in these four areas: drawing, painting, ceramics, and graphics. Image development while applying different strategies is emphasized. An awareness of art history, art appreciation, and reasoned criticism is encouraged.

#### **Studio Arts 11: Drawing and Painting**

This course is designed for students who want to focus their study of art in two-dimensional work. Students should have some art experience prior to, or concurrent with, this course. However, art foundations will be incorporated where necessary. Continued development of imagery through a variety of experiences is emphasized.

## **Studio Arts 11: Ceramics and Sculpture**

Students will develop knowledge and skilled use of materials, processes and techniques for ceramics and sculpture. Students will demonstrate knowledge and skilled use of visual elements and principles of art and design as they apply to ceramics and sculpture. Materials include: plaster, clay, ceramics (pottery wheel), wire, metal, wood, Styrofoam, and fabric as well as a wide assortment of other mediums.

## **Studio Arts 11: Printmaking and Graphic Design**

This is an introductory course for students considering a career in commercial art. Commercial art is the art of creative services, referring to art created for commercial purposes - primarily advertising. Fields of commercial art include graphic art, illustration, photography, animation, fashion design, interior design, and industrial design. Traditional art methods combined with technology will be the focus of study.

## **Art Foundations 12**

A senior-level course with two and three-dimensional design activities in a variety of media. Advanced art exploration in painting, drawing, printmaking and sculpture and textiles comprises this course. Students are expected to have foundation level experiences enabling them to explore more advanced art processes.

## **Studio Arts 12: Ceramics and Sculpture**

Students will develop knowledge and skilled use of materials, processes and techniques for ceramics and sculpture. Terminology related to ceramics and sculpture, and career pathways related to ceramics and sculpture will be emphasized. Materials include: plaster, clay, ceramics (pottery wheel), wire, metal, wood, Styrofoam, and fabric as well as a wide assortment of other mediums.

## **Studio Arts 12: Drawing and Painting**

This course is designed for students who want to focus their study of art in two-dimensional work. In this course the process of developing ideas is emphasized through exploring mediums and processes.

## **Studio Arts 12: Printmaking and Graphic Design**

This is continuation of studies for students considering a career in commercial art. Traditional art methods combined with technology will be the focus of study. A strong portfolio of work will be produced for the purposes of acceptance into post-secondary art institutes.

**Students interested in art courses – particularly Graphics - are encouraged to consider Information Technology courses such as Yearbook and Animation.**

## **Digital Photography 10**

This course teaches the use of digital cameras in regards to proper exposure, shutter speeds, apertures and artistic composition. The elements of design will be stressed and put into practice while taking images. Students will learn computer file management skills as well as post production techniques in photoshop, the leading industry standard software used in creating digital imagery.

## **Digital Photography 11**

**Prerequisite: Digital Photography 9 or 10**

This course will continue to teach the use of digital cameras in regards to proper exposure, shutter speeds, apertures and artistic composition. Students will work in close contact with the teacher to capture images in and around the school for events (journalistic style) and continue to develop their own personal portfolio of imagery. Photoshop and post production techniques will developed through one on one instruction and demonstration of online source material.

## **Digital Photography 12**

**Prerequisite: Digital Photography 11**

This course will continue to teach the use of digital cameras in regards to proper exposure, shutter speeds, apertures and artistic composition. Students will work in close contact with the teacher to capture images in and around the school for events (journalistic style) and continue to develop their own personal portfolio of imagery. As a grade 12 student, you must have taken Digital Photography 11 and personal portfolio must have been established. In grade 12, you will expand your portfolio and demonstrate a digital online showcase of your imagery. Photoshop and postproduction techniques will developed through one on one instruction and demonstration of online source material.

## **ELECTIVE PROGRAMS – PERFORMING ARTS**

### **DRAMA**

#### **Drama 10: General**

This course takes the acting student from the skill building improve of grades 8 and 9 into script writing and production. Beginning with an in-depth look at theatre sports and improvisation, students will then be challenged to create new scripts for use in the classroom during second term. Stage combat, directing and technical work are also introduced for the student to explore.

#### **Theatre Performance 11: Acting**

This class allows the experienced drama student to move from the skill building of junior drama to a studio setting where student projects take the focus. All students will take part in a play building project. At the end of the project, plays will be read and discussed with the goal of putting the plays on-stage. Exceptional student scripts may be entered into the provincial Youthwrite playwriting competition. A comprehensive unit on improvisation and theatre sports rounds out our semester together.

#### **Theatre Performance 12: Acting**

This class will continue with the studio format introduced in grade 11. Grade 12 students are expected to see themselves as leaders in the studio, initiating projects, directing scripts and mentoring younger students. The studio will begin by focusing on student plays, followed by a comprehensive term of improv.

#### **Theatre Performance 12: Directing and Script Development**

Students in the course will engage with live theatre as a creator and/or director of new plays. The expectation is that students in this course will create a script of minimum length of 15 minutes. Successful plays may be entered into the provincial Youthwrite playwriting competition, and/or appear at the North Island Regional Drama festival. Once the writing is complete, students in this course will be expected to direct their own play using students from the senior acting class.

#### **Drama 10-12: Bulldog Theatre**

Students will work together to stage a live theatre production. Students will be expected to contribute both on-stage as performers and backstage as technicians. As performers, students will learn how to read and understand a script, develop good vocal quality and stage presence, and develop a character. Students will also spend time preparing the production values (costumes, props, set, lights and sound) necessary for a successful public performance in Chandler Hall.

**This course will be taught during the regular school timetable, with after-hours commitment limited to the public performances.**

## **Theatre Performance 11-12 Film & Television**

Students in this course will explore story-telling through the medium of film. Students taking the film and television option will learn how to create a screenplay. Students will then be guided through the process of storyboarding and location scouting. As a final step, students will select one screenplay to put into production. Students in this course should also have an interest in live theatre, as many of the performance skills and story development techniques cross-over.

## **BAND**

The main ensemble in our programme is the Concert Band. Offshoots of this group include Instrumental Jazz, Tour Band and Rock Band (an extra curricular group). The programme is structured in two levels, generally based on musical ability and experience.

Junior → Grades 8 & 9,

Senior → Grades 10 – 12.

### **Concert Band 10 (Senior Band)**

**Prerequisite: Concert Band 9 or teacher's permission**

All skills taught in Concert Band 9 will be developed further, with an emphasis on performance, musicality and overall musicianship. The Senior Band is generally comprised of grades 10 – 12. There will be more performance opportunities for the Senior Band.

### **Concert Band 11 & 12 (Senior Band)**

The same learning outcomes and objectives as Concert Band 10.

**Prerequisites: Concert Band 10 for Concert Band 11 – or teacher's permission**

**Concert Band 11 for Concert Band 12 – or teacher's permission**

### **Instrumental Jazz 10 – 12 (all year)**

**Prerequisites:**

**Instrumental Jazz 10 – Instrumental Jazz 9 or teacher's permission**

**Instrumental Jazz 11 & 12 – Instrumental Jazz or teacher's permission.**

All skills learned in Instrumental Jazz 9 will be further developed to a higher level. New musical genres to be covered include funk, be bop, reggae, and more. Jazz improvisation will focus on the ii – V – I progression. This course is taught outside the regular timetable – usually before school. There will be many performance opportunities throughout the year.

## **ELECTIVE PROGRAMS – OTHER**

### **Psychology 12**

By taking Psychology 12, you will gain a greater understanding of the science behind the mind and behaviour. Psychology 12 will focus on the mind and mental processes, especially in relation to human behaviour. Different categories of psychology will be examined, including clinical psychology (diagnosing and treating disorders of the brain), child psychology (studying the mental and emotional development of children), and cognitive psychology (how the actions of others influence the behaviour of an individual).

### **Peer Tutoring 10**

**Prerequisite: Application process – see Counsellor**

Peer Tutoring is a full semester elective program designed for students who have been recommended by teachers as having demonstrated above average ability and performance in school. These students should also have a sincere desire to mentor others and should be able to work independently in a responsible and mature fashion.

Peer tutors will liaise with their Peer Tutor teacher to get assignments and classroom postings. Students work under the guidance and supervision of a teacher who will evaluate and grade them on the basis of lesson preparation, effort and interpersonal skills. Of benefit to the tutors is the opportunity to increase powers of communication and organization, while developing the ability to think creatively and solve problems.

### **Human Services 11 & 12**

**Prerequisite: Application process – see Counsellor**

These elective courses encompass the same goals and course work as Peer Tutoring 10 but with an added emphasis on the formal training aspects. The practical experience may provide the senior student with a direction when planning a career, especially in human relation occupations. The course also includes a teacher lead component.

Human Services 11 & 12 will look not only at how one learns but what to learn and why. It is an attempt to aid the senior student in understanding the value of education and in adapting the individual to the responsibilities and demands that society will invariably place upon them.

### **Peer Leadership 11 & 12**

**Prerequisite: Application process – see Counsellor**

The focus of Peer Leadership 11 & 12 is to increase students' understanding of leadership and to apply leadership skills and styles in a variety of group and individual projects. This course aims to foster an awareness of our responsibility as individuals and as members of the community. Students have the opportunity to develop lifelong skills in areas such as communication, conflict resolution, problem solving, team building, goal setting, time management, project planning and public speaking.

### **Career Explorations 12**

In Career Explorations 12, students complete a minimum of 100 hours of paid or volunteer work experience and training to prepare them for the world of work.

Students are required to complete paperwork that supports the program including, but not limited to, job application, resume, cover letter, job interview, reflective learning, and work experience evaluation

## GRADUATION AND CAREER SERVICES

### External Credentials

Students can earn external credentials by completing courses, programs or activities that fall outside the normal B.C. school curriculum. An example might be graduation credits for Grades 10, 11 or 12 given to students who have completed the B.C. Conservatory of Music training.

As these courses are developed and offered outside the B.C. school system, they must meet specific criteria in order to be authorized as an external credential course – this includes the same (or greater) level of depth, breadth, and rigor as would be found in Ministry-developed Grade 10, 11 or 12 courses, as well as an evaluation component that assesses the intended learning outcomes. Organizations offering these kinds of courses must also:

- Be governed by a provincial, national or international body;
- Have certified instructors; and
- Be non-discriminatory and offer credentials that are available to a significant number of students throughout B.C.

Some courses may count for credit towards required courses under the Graduation Program (e.g. Fine Arts or Applied Skills), while others may count as credit towards elective courses. External credentials may also count toward credit for the Adult Graduation Diploma provided they are 4-credit courses at the Grade 12 level.

### Island ConnectED (formerly Learn@Home)

Island ConnectEd K-12 is Nanaimo—Ladysmith School District's online elementary and high school located in the former Mount Benson Elementary school (4355 Jingle Pot Road). Island ConnectED offers single course and full-time studies to school-aged and adult learners.

Island ConnectEd provides blended, self-paced learning opportunities. Students access courses online but may access teachers for face-to-face support. Island ConnectEd hosts an embedded classroom (Rm 201) at John Barsby where students may request a scheduled block to work on their online course. Students may take individual Grade 10-12 courses at any time, in any month, from September through July and set a pace for course completion **that best meets a student's individual learning needs. Courses are for credit, appear on student's official graduation transcripts, and are taught and assessed by School District 68 teachers.**

#### Key Features of Island ConnectED

- Island ConnectED grade 10-12 courses may be taken in addition to courses taken at John Barsby.
- Some students enroll in Island ConnectEd for full-time studies.
- Over 90 online course
- Flexible pacing. Start at any time and set a pace for success (work ahead or slow it down).
- A public school with Certified SD68 teachers and staff
- Online grade book allows parents and students to track progress in real time;
- Specialty courses are available.
- Supports students travelling out of country

**Want to know more? 250-756-990**

## DISTRICT PROGRAMS

### Career Pathways (CTC)

A significant labour shortage in British Columbia is projected over the next ten years, over a million job opportunities are expected. Career Pathways (CTC) programs allow students to learn more about “in demand” jobs, gain work-based training, and/or earn post-secondary training while attending high school. To learn more about our programs please visit our website or meet with one of our program advisors.

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

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

This program is open to grade 12/13 students.

The Dual Credit Trades and Applied Skills Program is a provincially recognized partnership between Nanaimo Ladysmith Public Schools and post-secondary institutions. Students involved in this program earn both high school and university credits (dual credits) during their studies while completing the first year toward a Red Seal Trade or Certification Program. Successful applicants are sponsored and do not pay tuition fees. Students are required to pay for application fees, activity fees, books and supplies. Since students are classified as high school students they are *not eligible for student loans*. Students normally graduate at the same time as their peers but receive a post-secondary credential, in addition, to their high school diploma.

#### **Seats are currently offered in the following programs:**

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

Students are encouraged to consult with their school counselor or Career Pathways (CTC) Advisor about this graduation option. Although basic requirements vary from program to program, a passion for the trades training or applied skills program is considered a minimum standard for program. The deadline for applications is late January but waitlist applications may be considered after this deadline. Applicants must complete a VIU assessment prior to consideration for this program. March-May, applicants are interviewed and selected. See website for current program details and deadlines.

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

The Trades Sampler Program, offered at the VIU campus, from February-April, provides a hands-on experience in a variety of in-demand trade careers (i.e. welding, carpentry, electrical, motorcycle and marine technician, auto service technician, heavy mechanical trades, etc.) The deadline for applications will be early December, however, waitlist applications may be considered if received after this date. A Student Transition Plan will be developed between the student and Career Pathways (CTC) program advisor; this plan will identify graduation requirements and the transition plan from high school to the work place and/or post-secondary training. See our website for more details and deadlines.

## **DUAL CREDIT – ENRICHMENT - VIU**

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

The Dual Credit Enrichment program offers VIU classes to youth that are planning on attending a specific post-secondary program after graduation. High school transcripts must show a minimum of three “A’s” and one “B”, final or interim grades, for English 10/11, Math 10/11, Social Studies 10/11, Science 10/11 and/or courses that are pre-requisites or relevant (i.e. music, drama, etc.) If you qualify, do not miss the opportunity to be awarded the highest priority for registration to almost all first year courses. Information sessions and pre-registration usually opens in early February and closes in March. Approved applicants are selected and contacted in April to register for the VIU classes. Students can enroll in up to two courses per semester and four courses per year. The courses must lead to a specific occupation. The School District sponsors (pays) tuition but students are responsible for all other costs such as the application fee, student fees, student activity fee, materials, textbooks, etc. It is important to discuss this option with a counselor, parent, VIU advisor and CTC advisor. See the website for more details and current deadlines.

## **YOUTH EXPLORE TRADES SKILLS – (formerly Introduction to Trades)**

This program is open to grades 11 and 12 (special permission may be given to grade 10s)

This Career Pathways (CTC) program is a semester long program and is located at John Barsby Secondary School. A student will complete academic classes and participate in daily building construction projects. Students have the potential to earn up to 4 courses or 16 credits. Most students choose to complete Math and English or Communications. Trades related projects promote skills in carpentry, plumbing, and electrical projects. They are usually done onsite, although sometimes students will work on their projects offsite or choose to mentor elementary students. Transportation is available from most schools. This program is available during both semesters so students can leave and return to their parent school. The goal of this program is to help prepare students for a career in construction or create a pathway to the Youth Train in Trades program (formerly known as Dual Credit Trades & Applied Skills or Acelt) or Youth Work program (formerly known as Secondary School Apprenticeship).

## **WORK EXPERIENCE 12**

The minimum age for this course is 14 years old. This course can be completed outside of the regular school schedule, such as evenings, weekends, school breaks and summer.

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

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

*This program is open to youth ages 15 – 19 years. Employers must provide a registered ITA employer sponsor.*

This program allows youth to get a head start for a career in the trades by earning ITA work based training hours, getting high school course credits, and becoming eligible for a \$1000 ITA Award. High school course credits begins AFTER the student is registered with the ITA with an approved ITA employer sponsor and the application package has been approved. The employer sponsor must provide WCB coverage for paid positions; WCB is covered by the Ministry of Education for volunteer work placements. These courses can be completed outside of the regular school schedule, such as evenings, weekends, school breaks and summer. The student will earn 4 credits for completing 120 work hours and required pre-employment related assignments. The students can earn up to 4 courses or 16 credits. The \$1000 ITA Award is intended to assist the apprentice with the purchase of tools, equipment, materials or tuition; the student must report up to 900 work based hours to the ITA before December 31 of the school year that they turn 19 years old. Registration is ongoing

## SCHOLARSHIPS AND AWARDS

**Grads (to be)** now is the time to get started on your scholarship and bursary research. There are many opportunities throughout the year and information is posted on the John Barsby webpage under the students section:

<http://schoolsweb.sd68.bc.ca/johnbarsby/Students/grade12/Pages/Scholarships.aspx>

This information is updated regularly, so it is important to check the webpage often. There are many opportunities for scholarships and bursaries, so if you are truly interested in getting money to support your post-secondary education, it is imperative that you invest the time to seek out sources of funding. There are links in the scholarship section of the Barsby website to get you started on your search (and good luck).

### **Nanaimo Ladysmith Schools Foundation**

Scholarships, bursaries, and awards are a major focus for the Nanaimo Ladysmith Schools Foundation. In June 2015, the NLSF awarded over \$474,000 in scholarships & bursaries to assist 373 Grade 12 grads with the high cost of post-secondary education. Local donors gave over \$323,000; the Ministry of Education provided 151 scholarships of \$1,000 each. The annual Awards Booklet and Application Form will be posted in January on the NLSF website. For more information about the Nanaimo Ladysmith School Foundation go to [www.nlsf.ca](http://www.nlsf.ca) or visit the Barsby page for a direct link to the NLSF website.

### **Provincial Scholarships Program - IMPORTANT CHANGES**

A comprehensive review of the Provincial Scholarships Program took place in spring 2015. Changes will be phased-in starting the 2015/16 school year and will be fully implemented in the 2016/17 school year. For more information about the Provincial Awards Program Review Report go to

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/awards/provincial-awards-program-review-report.pdf>

### **Please note:**

**Material in this book is correct at the time of printing. Changes by the Ministry of Education, School District 68 and John Barsby Community School may mean that some courses may alter. In any case, course offerings depend on enrolment. Insufficient enrolment may mean that some classes will not be offered. All course prerequisites are recommendations to help students be successful in the course.**