

**2024- 2025**  
**COURSE**  
**DESCRIPTIONS**  
**GRADES 8 - 12**



**BYRNE CREEK COMMUNITY SCHOOL**

7777 18th Street  
Burnaby, BC, V3N 5E5  
<https://byrnecreek.burnabyschools.ca/>



*January 2024*

Welcome to Byrne Creek Community School: Home of the Bulldogs!

The Byrne Creek administration, counsellors and teachers hope that you will find the Course Descriptions Guide helpful as you plan your next year's educational program.

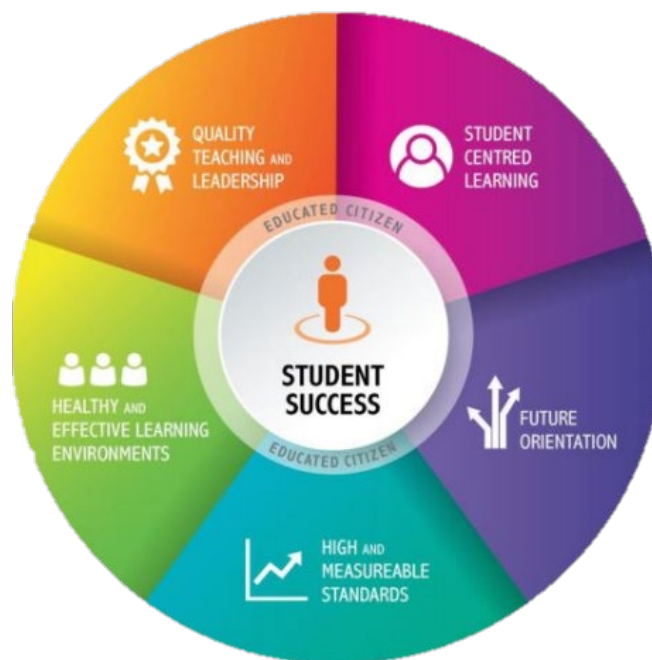
In selecting your courses of study, ensure that all prerequisites have been, or will be, satisfied. Give consideration as to how each course will be of benefit to your total program. Consider not only next year, but also subsequent years and ultimately what post-secondary or career you may wish to pursue.

Your counsellors have the knowledge and expertise to guide you in the planning process. Bear in mind that the final responsibility for selection of a suitable program rests with you and your parents/guardians. Students in Grades 10, 11 and 12 must choose courses which meet the minimum graduation requirements set down by the Ministry of Education.

The staff at Byrne Creek is readily available to assist you and your parents in any way we can. It is our goal to create a positive learning environment, one that enables and encourages you to pursue excellence, experience success and realize your potential. Remember that regular attendance, punctuality, and good work habits are essential to success.

We look forward to working with you and best wishes for a successful school year!

- Byrne Creek Admin



*\*Educated Citizen: Graduation Policy Guide*

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## FEATURES OF THE REDESIGNED CURRICULUM

### CURRICULUM MODEL

All areas of learning are based on a “Know-Do-Understand” model to support a concept-based competency-driven approach to learning. These three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning.

#### Content (Know)

The content learning standards — the “know” of the know-do-understand model of learning — detail the essential topics and knowledge at each grade level.

#### Curricular Competencies (Do)

The curricular competencies are the skills, strategies, and processes that students develop over time in a specific area of learning. They reflect the “do” in the know-do-understand model of learning.

#### Big Ideas (Understand)

The big ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “understand” component of the know-do-understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding. For more information:

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

### CORE COMPETENCIES

The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. Students develop Core Competencies when they are engaged in the “doing” – the Curricular Competencies – within a learning area. As such, they are an integral part of the curriculum.

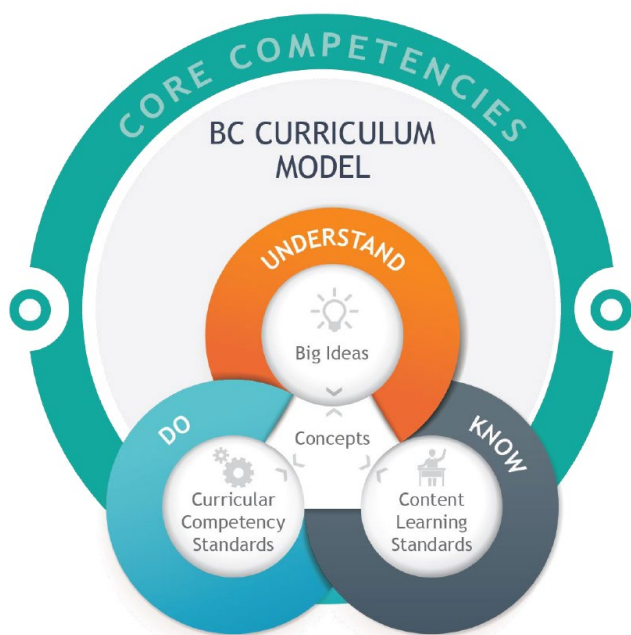
While they manifest themselves uniquely in each area of

learning, the Core Competencies are often interconnected and are foundational to all learning. For more information: <https://curriculum.gov.bc.ca/competencies>

### INDIGENOUS PERSPECTIVES

Indigenous knowledge and perspectives are an important part of the historical foundation of both B.C. and Canada and are integrated into every subject in the new curriculum. All students will have opportunities to better understand and respect a variety of cultures, both their own and others.

For more information: <https://curriculum.gov.bc.ca/>



## GRADE 8 & 9 PRE-GRADUATION PROGRAM OVERVIEW

As part of the BC Ministry of Education redesigned curriculum, Grade 8 and 9 programs are a continuation of the Kindergarten - Grade 7 program. Grade 8 and 9 are the final foundation layers of preparation for the Grade 10-12 Graduation Program.

### GRADE 8 PROGRAM

Grade 8 students are required to take the following courses:

English 8	Social Studies 8	Math 8	Science 8	Physical & Health Education 8
French 8	Applied Design, Skills & Technologies 8 (Home Economics/Technology Education)			

**One of:** Art 8, Drama 8, Dance 8, or Band 8 (\*Band alternates with PE throughout the year)

Students who require more support to be successful may have a different program developed by the Learning Support teacher, the student, and parent/guardian.

### GRADE 9 PROGRAM

The Grade 9 program is a continuation of the Grade 8 program and focusses on skill building in all the areas of learning.

Grade 9 students are required to take the following courses:

English 9	Social Studies 9	Math 9	Science 9	Physical & Health Education 9
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Grade 9 students must also choose elective courses. Students who require more support to be successful may have a different program developed by Learning Support Staff in collaboration with the student, and parent.

## GRADUATION PROGRAM 10 – 12

The BC Graduation Program provides students in Grades 10 to 12 to explore and discover possibilities for their future. For the most part, students will be able to take courses that interest them and select the choose that best reflects their interests and dreams.

In order to graduation with a Dogwood Diploma, every student is required to complete:

- At least 80 credits total (52 required credits + 28 elective credits).
- Three stand-alone provincial assessments: numeracy in Grade 10 and literacy in Grades 10 and 12.
- 8 credits of Career Education across two courses
- At least 4 credit must have an Indigenous focus

●Choice is an important part of the BC Grad Program. Students have lots of options, even for many required courses.

# 2023 GRADUATION PROGRAM PLANNER

(for students in grades 10 and 11 only)

Foundation (Core) Courses

Elective Courses

Required Courses		Credits
a Language Arts 10		4
a Language Arts 11		4
a Language Arts 12		4
a Mathematics 10		4
a Mathematics 11 or 12		4
a Social Studies 10		4
a Social Studies 11 or 12		4
a Science 10		4
a Science 11 or 12		4
a Fine Arts and/or Applied Skill 10, 11 or 12		4
Physical and Health Education 10		4
Career Life Education 10		4
Career Life Connections 12		4
	<b>Foundation Total</b>	<b>52</b>
<b>Elective Courses</b>		
Student must complete at least 28 elective credits from Grade 10-12 courses.	<b>Elective Total</b>	<b>28</b>
<i>Overall Credits Needed to Meet Grad Requirements</i>	<b>Total Credits</b>	<b>80</b>
<p>*Of the 80 credits for graduation, <b>at least 16 must be at the Grade 12 level</b>, including a Grade 12 Language Arts course, at least 4 credits must have an Indigenous focus. Others may be required or elective courses.</p>		

## Graduation Assessments

Current Grade 10 Students	Current Grade 11 Students	Current Grade 12 Students
Numeracy Assessment 10 Literacy Assessment 10	Numeracy AND Literacy Assessment 10 is required (if not already written).	Literacy Assessment 12  Numeracy AND Literacy Assessment 10 is required (if not already written).

## EXTERNAL COURSES

A ministry-accepted External Course is a Ministry-Authorized course that has an organized set of learning activities developed or offered outside the British Columbia School system and set out in Schedule 4 of the Graduation Requirements Order. Students receive graduation credit for successfully completing an External Course. These courses are of an equivalent standard to other Ministry-Authorized senior secondary courses. Some Examples:

- 1) Second Language
- 2) Music/Dance
- 3) Provincial or National Athletics
- 4) Cadets, 4-H, Occupational Programs
- 5) ICBC Driver Education

\*\* For more information on external courses see your counsellor.

## LEARNING SUPPORT SERVICES

### SUCCESS PROGRAM

The Success Program is an after-school program which assists students with homework and assignments. It operates from 3:00PM to 4:00PM in the Library Learning Commons on Monday, Tuesday and Thursday. Students are supported by a peer tutor or a teacher. Students may get involved in the program in three ways:

- Students may choose to attend
- Parents may request that their child attend
- Teachers may assign a student to the Success Program if they think it would be beneficial



### LEARNING SUPPORT

Learning Support is a class designed for students who need extra support with academic skill development, regular classroom assignments, executive functioning, and organization. Enrolment is screened through the School Based Resource Team. Students do not receive a letter grade for Learning Support.

### PRE-EMPLOYMENT PROGRAM

The aim of this program is to provide students with the broadest range of skills, experiences and knowledge to become as “work-ready” as possible. After completing their grade 12 year, students receive a school-leaving certificate (Evergreen). The program curriculum encompasses modified academic studies in English, Social Studies, Math and Science, a Functional Living Skills program, as well as career and personal planning.



### ACCESS PROGRAM

Access provides support for exceptional learners. The program provides a wide range of supports throughout a student's high school years. Individualized programs are designed in consultation with teachers, parents/guardians, educational assistants and outside agencies. The program includes integrated classes, work experiences, functional academics, and community-based life skills. After completing their grade 12 year, students receive a school-leaving certificate (Evergreen).

### ALTERNATE PROGRAM (*Flexible Learning*)

The Alternate Program is a self-contained classroom which allows students the opportunity to find success in high school through a flexible form of instruction which includes an individualized schedule and academic program. Each of the students in the program, in collaboration with the teacher, will generate personalized goals and complete courses that directly benefit the student for the purposes of graduation. Students work in small groups or on an individual basis on an adapted program with the goal of receiving a Dogwood Certificate. Admission to the program is through student referral to the School-based Team, at which time students' needs will be discussed and a plan of action will be determined.



## ENGLISH LANGUAGE ARTS

Enrichment is available to students who are deeply interested in the English Language Arts. Students will be provided an opportunity for enrichment through a course-long Inquiry Project. This project will allow students to read a variety of texts and explore theme(s) through those texts, culminating in a final Inquiry Project at course's end. This Inquiry work may be completed during and outside of class time (according to teacher discretion). It will allow for students to deepen their reading and writing skills, knowledge, and lives beyond what is learned in their English class.



\* If you are interested in **ENRICHMENT OPPORTUNITIES**, it is important to indicate this in your **COURSE REQUESTS** in **MyEd** when selecting your courses for next year.

### ENGLISH 8

English Language Arts 8 is a foundational curriculum that equips students with the language and literacy skills they will need for success in school, community, career, and life. It provides students with the opportunity to become effective communicators, to develop and express their own ideas, and to think deeply and critically about the ideas of others.



The English 8 curriculum is designed to empower students to become thoughtful, ethical, and responsible citizens of a diverse society. As they explore texts, students come to understand the influences shaping the condition and, more specifically, Canadian society and the unique contribution of First Peoples to our country and province. Through the study of a variety of texts and worldviews, including First Nations' literature, students gain awareness of the human condition and themes; this includes historical and contemporary contexts of First Peoples, which will lead to mutual understanding and respect.

The English 8 curriculum allows students to explore the following BIG IDEAS:

- *Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.*
- *People understand text differently depending on their worldviews and perspectives.*
- *Texts are socially, culturally, and historically constructed.*
- *Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.*
- *Language and text can be a source of creativity and joy.*

### ENGLISH 9

English Language Arts is a foundational curriculum that equips students with the language and literacy skills they will need for success in school, community, career, and life. It provides students with the opportunity to become effective communicators, to develop and express their own ideas, and to think deeply and critically about the ideas of others.

The English 9 curriculum continues to build upon the curricular competencies introduced in English 8. Students will learn to express themselves through a variety of forms with clarity and depth. A variety of genres and types of texts will be explored with the aim of developing an understanding of figurative and literal expression.

The English 9 curriculum allows students to explore the following BIG IDEAS:

- *Language and story can be a source of creativity and joy.*
- *Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.*
- *People understand text differently depending on their worldviews and perspectives.*
- *Texts are socially, culturally and historically constructed.*
- *Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.*

## ENGLISH LANGUAGE ARTS 10

*The aim of English Language Arts is to provide all students with opportunities for personal and intellectual growth using all forms of communication to make meaning of the world and to prepare them to participate effectively in all aspects of society.*

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***ALL STUDENTS WILL COMPLETE 4 CREDITS TOTAL OF ENGLISH LANGUAGE ARTS.***

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All students will complete 4 credits total of English Language Arts or English First Peoples. English Language Arts students will complete Literary Studies 10 (2 credits) **AND** one other option 2 credit CHOSEN option (Composition, Creative Writing 10, OR New Media). **This course will be combined into one 4-credit blended-course option (either Lit Studies/Composition 10, Lit Studies/Creative Writing 10, or Lit Studies/New Media 10).** English First Peoples students will complete 2 credits of EFP Writing Focus and 2 credits of EFP Literary Studies.

***The additional two (2) credits may be earned in the following courses:***

### CREATIVE WRITING 10

This is an introductory course where students will sharpen and build their tool-kit as literary artists. Creative Writing students will study a variety of literary texts, including novels, short story, poetry, drama, non-fiction, and film to understand structure and style. As writers, they will explore a wide variety of genres, including fiction, non-fiction, screenplay, children's fiction, and spoken language. Students will become more skilled in the process of writing and create a portfolio of work. Through reading and writing, we will explore themes of identity, relationships, family, dystopia, and more.

### NEW MEDIA 10

In this writing-intensive course, you will read range of fiction, including short stories, memoir, and graphic text, from a diverse range of national and cultural perspectives. We will consider the relationship between word and image in texts, films, adaptations, and other formats that highlight the marriage of the visual and the textual.

## COMPOSITION 10

By examining a diverse grade appropriate selection of text and media, this course builds students' writing abilities by introducing them to varied structures, forms, and styles of composition. Students will have opportunities to individually and collaboratively study, create, and write original pieces and explore audience and purpose through a variety of thematic-based units.

## ENGLISH 10 FIRST PEOPLES: LITERARY STUDIES & WRITING FOCUS

English 10 First Peoples provides opportunities for students to learn about Indigenous creative expression, and the cultures of First Peoples. This course will introduce students to a wide range of texts (novels, stories, poetry, oral texts, film) created by Indigenous people, in a classroom environment that is reflective, relationship-focused, and based on real-life experiences. All interested students are encouraged to participate in Canada's Truth and Reconciliation work by enrolling in this course.

EFP 10 fulfils the Indigenous Focus Course Graduation Requirement.

## ENGLISH LANGUAGE ARTS 11

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*One 4-credit Grade 11 Language Arts Course is required for Graduation.*

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## ENGLISH FIRST PEOPLES 11

English 11 First Peoples provides opportunities for students to learn about Indigenous creative expression, and the cultures of First Peoples. This course will introduce students to a wide range of texts (novels, stories, poetry, oral texts, film) created by Indigenous people, in a classroom environment that is reflective, relationship-focused, and based on real-life experiences. All interested students are encouraged to participate in Canada's Truth and Reconciliation work by enrolling in this course. Students who have taken EFP 10 are welcome to continue with EFP 11.

English First Peoples 11 fulfils the Indigenous Focus Course Graduation Requirement.

We are offering 2 EFP 11 options:

- **Writing Focus** – Students will explore a wide variety of writing genres (creative, reflective, and literary).
- **New Media Focus** – Students will explore a variety of New Media genres (podcasting, online genres, visual texts) to communicate their learning.

## COMPOSITION 11 (*Struggle, Strength, Heroism and Identity*)

By examining a diverse selection of text and media, we will be exploring identity, individual struggles and experiences, and learning about what it means to be a true hero. This course focuses on learning about and expressing understanding through a variety of writing styles. Students will be given opportunities to develop their comprehension and communication of skills with a variety of written forms, including literary analysis, synthesis, and personal narrative, including story telling. Students will explore theme in text and how those texts relate to themselves and the world.

## CREATIVE WRITING 11

In this course, students will have the opportunity to unpack the following essential questions: How can stories be used to make connections across time, place, and culture? How is story an effective communication tool? What makes a good story? How do writers design realistic and relatable characters? Where do writers draw their inspiration from? What function do literary devices/techniques serve? We will explore these big questions by focusing on the elements of fiction and non-fiction, narrative voice (and the difference between reliable versus unreliable narrators), and characterization through a variety of mediums (print, digital, etc.) and genres. Students will develop and hone their ability to think and communicate creatively through writing and designing original short stories, scripts, comic strips, poems, memoirs, multimodal book jackets, newspaper covers, and more.

## ENGLISH LANGUAGE ARTS 12

### ENGLISH STUDIES 12

This required English Studies 12 course builds upon and extends students' previous learning experiences in English Language Arts. This course provides students with opportunities to:

- refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals
- think critically and creatively about the uses of language
- explore texts from a variety of sources, in multiple modes, and reflective of diverse worldviews
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that shape identity
- appreciate the importance of self-representation through text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understandings of what it means to be educated Canadian and global citizens

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to build comprehension skills and make connections. Students will evaluate how literary elements, techniques, and devices enhance and shape meaning and impact text. Building on reading and writing skills, including language conventions, is at the core of language development in English 12.

### ENGLISH 12: FIRST PEOPLES

English 12 First Peoples provides opportunities for all students to engage with indigenous creative expression and enter the worlds of First Peoples provincially, nationally, and internationally. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text—including oral story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction). A key feature of the course is its focus on authentic First Peoples voices (i.e., historical or contemporary texts created by or with First Peoples).

In EFP 12 students will have the opportunity to:

- examine texts grounded in a diversity of First Peoples' cultures,
- extend their capacity to communicate effectively in a variety of contexts

- think critically and creatively about the uses of language
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that have shaped and continue to shape their own identities
- appreciate the importance of self-representation through authentic First Peoples' text
- contribute to Reconciliation by building understanding of the knowledge/perspectives of First Peoples

English 12 First Peoples is the academic equivalent of English Studies 12. The course is designed to enable students to develop the English language and literacy skills and capacities they must have in order to meet British Columbia's graduation requirements.

**AP ENGLISH LITERATURE & COMPOSITION** (includes credit for English Studies 12)

Students who want to better prepare themselves for further academic studies in any discipline and/or have a deeper interest in English Literature are encouraged to take AP English. In AP English, students will read and discuss great literature and grow as writers. It's a wonderful opportunity for Grade 12 students who love English. Students who complete AP English may write the AP English exam and qualify for post-secondary credit at certain universities and colleges. There is an extra fee to write the AP English exam in May.

Students who wish to have an enriched English Studies 12 course without the additional pressure of the AP program can enroll in AP English as an Enriched English Studies 12 course.

## ELL (English Language Learning)



The ELL program supports English Language Learners in Grade 8 - 12 in acquiring social and academic language skills.

- **Social Language Skills:** important for daily communication with teachers, peers and community members
- **Academic Language Skills:** important for reading, writing, comprehending, expressing and interacting with content-specific materials

Newcomers arriving in Canada will settle and integrate into our school community by attending the ELL program and elective courses. Language acquisition is a journey and our ELL teachers aim to support our students in building a strong language foundation in order to successfully transition into academic courses.

### ELL COURSE NAMES

Developing English Strategies
Developing English Strategies for Social Studies
Developing English Strategies for Science
Developing English Strategies for Career Life
Expanding English Strategies
Expanding English Strategies for Social Studies
Expanding English Strategies for Science

### ADDITIONAL ELL COURSES

#### ELL NUMERACY (MIXED LEVELS)

ELL Numeracy courses are intended to prepare ELL students for successful participation in mainstream Math courses.

In these courses, students work on both **language and numeracy skills**.

Emphasis is placed on the following big ideas:

- Working on **math problems** take patience and attention to details.
- **Math thinking** can be expressed through various forms verbally, visually and in writing.

#### ELL PAWS (MIXED LEVELS)

ELL PAWS courses are intended to support late-to-literacy youth with essential skills development and in building social-emotional awareness.

**PAWS** stands for **Pave A Way to Success**. It is a **specialized ELL program exclusive to Byrne Creek**. In these courses, students work with the **PAWS teacher**, alongside a **Youth and Family Immigrant worker**, to co-create curricular modules that build pathways for success during high school and post-secondary.

**Emphasis is placed on:**

- building self-advocacy
- knowledge around job applications, job security and workers' rights
- building self-regulation tools

**Curriculum methods:**

- speaker series
- inquiry projects
- regular one-on-one check in's
- personalized learning to equip students with the tools they need

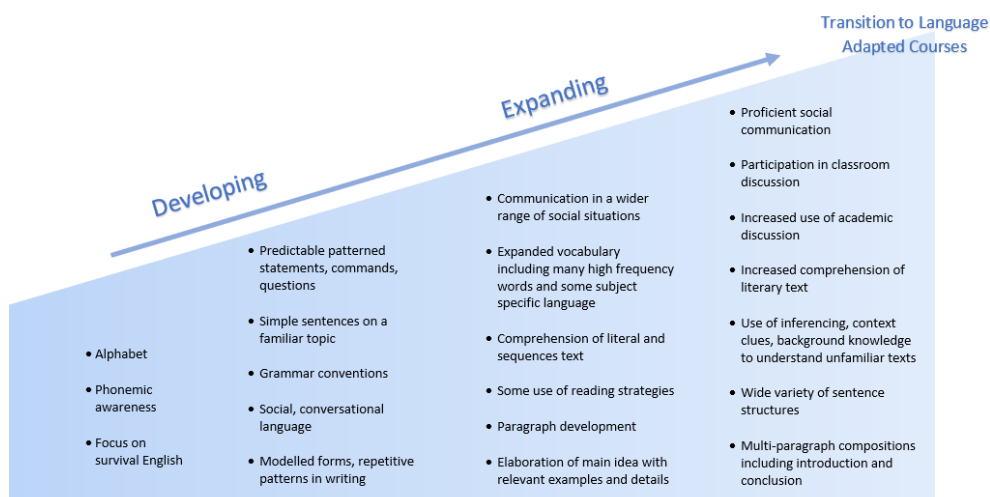
## CULTURAL EMPOWERMENT THROUGH LANGUAGE 11 (CEL)

This course is designed to build students' skills and confidence in academic tasks across the curriculum and ability to apply their growing range of strategies. It is meant to extend the exploration and practice of ELL students into the four main English language skills of reading, writing, listening and speaking. CEL will help students gain awareness of their own identity and cultural contributions to Canadian culture and society through literature.

**Cultural Empowerment Through Language 11** is a **4-credit course** and counts towards graduation. This course is designed for students who:

- are in ELL level 3/4
- are multilingual
- want to further practice their English speaking, listening, reading and writing in order to achieve greater academic success
- want to share their own lived experiences to enrich a diverse Canadian culture and community

## LEVEL MOVEMENT



## SOCIAL STUDIES

### SOCIAL STUDIES 8

Within the time period 750-1750 CE, students will explore the events, people, ideas and issues related to the following big ideas: cause & conflict can stimulate long term change; human and environmental factors shape changes in population & living standards; expansion & exploration had varying consequences for different groups; and changing ideas about the world created tension between people wanting to adopt new ideas & those wanting to preserve established traditions.

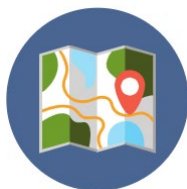


### SOCIAL STUDIES 9

Within the time period 1750-1919, students will explore the important issues and ideas, peoples, and events of the day that relate to the following big ideas: societies and events are influenced by new ideas and ideologies; collective identity is constructed & can change over time; our physical environment influences the nature of political, social & economic change; and power disparities can alter the balance of relationships between individuals and society.

### SOCIAL STUDIES 10

Within the time period 1914-present day, students will explore the peoples, events, ideas and issues that relate to the following big ideas: the contemporary world has been influenced and shaped by powerful global and regional conflicts; the development of political institutions are influenced by economic, social, ideological and geographic factors; our individual and collective worldviews lead to different perspectives and ideas about developments in Canadian society; and historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.



### EXPLORATIONS IN SOCIAL STUDIES 11

Explorations 11 gives students the space to explore a sampling of skills and topics from the different senior electives. This will include a range of First Peoples' Studies, History, Geography, Politics, Social Justice, Law, or other topics depending on interest. This course will fulfill Senior Social Studies graduation requirements. It also gives an excellent foundation for a more focused pursuit of senior Social Studies subjects.

### 20th CENTURY WORLD HISTORY 12

Are you interested in a global study of 20<sup>th</sup> century history? With topics spanning the world, you will develop your understanding of the movements, conflicts, developments, regimes, and cooperation that shaped our lives both in Canada and as global citizens. Current events and continuing or developing conflicts are discussed as they arise. This course will fulfill Senior Social Studies graduation requirements and is recognized as an academic elective for post-secondary school.

### BC FIRST PEOPLES 12

This course looks at how the identities, worldviews, and language of First Peoples in BC are renewed, sustained, and transformed through their connection to the land. We will also explore how cultural expressions convey the richness, diversity, and resiliency of First Peoples in BC. You will investigate how the impact of contact and colonialism continues to affect the political, social, and economic lives of First Peoples. And, you will develop your understanding of how, through self-governance, leadership, and self-determination, First Peoples in BC



challenge and resist ongoing colonialism in Canada. This course will fulfill Senior Social Studies *and* Indigenous Focus Course graduation requirements and is recognized as an academic elective for post-secondary school.

### HIP HOP LITERACY 12

Would you like to explore, learn about, and appreciate the music and culture of Hip Hop? This course looks at different styles and trends of Hip Hop, and we learn how to understand the lyrics, visuals, and values of the music. We'll trace the history of Hip Hop from its beginnings in the Bronx in the 1970's to its current global popularity. We'll also examine its relationship with poetry, literacy, and society. We'll analyze the lyrics as poetry, and study the messages and ideas that different Hip Hop artists express. Through various speakers and field experiences, we'll explore important themes like poverty, resistance, decolonization, masculinity, misogyny, homophobia, feminism, love, racial justice, and social movements. Join us for an exciting journey through the world of Hip Hop.

### PHYSICAL GEOGRAPHY 12

This course is a great fit for students who want to learn more about the physical forces that shape the earth's surfaces, build its features, and how humans are affected by this. Areas of study will include: tectonic and gradational processes, climatology, the biosphere, and environmental management. You will analyze the physical properties of four spheres: lithosphere (solid), atmosphere (gases), hydrosphere (water), and biosphere (living). Emphasis will be given to fostering a sense of stewardship for our planet (sustainability, resource management and global citizenship). This course will fulfill Senior Social Studies graduation requirements and is recognized as an academic elective for post-secondary school.

### COMPARATIVE CULTURES 12

This course is a great option for students who want to enhance their understanding of a variety of world cultures. From Ancient History through the ages, you will build your knowledge of the world's cultural history and an appreciation for how different civilizations have contributed to the human experience. Belief constructs that shaped political, social, economic, and cultural structures will be examined. Join us for an engaging journey around the world that explores the connections between the past and the present. This course will fulfill Senior Social Studies graduation requirements and is recognized as an academic elective for post-secondary school.



### LAW STUDIES 12

This is a survey course of Canadian law and legal issues. Emphasis is on statute law, case law, the Charter of Rights and Freedoms, and criminal and civil law as encountered by the average citizen. Take this course to build your awareness of your legal rights and responsibilities. Topics include the development of Canadian law, civil rights and responsibilities, criminal law, legal procedures, and the fundamentals of civil law. Class discussions, debates, field studies, and guest speakers will play a key role in understanding the framework of our legal system. This course will fulfill Senior Social Studies graduation requirements and is recognized as an academic elective for post-secondary school.

### SOCIAL JUSTICE 12

Social Justice is designed to raise students' awareness of social injustice, enable them to analyze issues and situations from a social justice perspective, and to provide the skills, knowledge and framework for advocating for a socially just world. Take this course to look critically at the values and diversity of our communities and nation. Issues and topics will include: age, sex, marital status, political belief, race and ethnicity, sexual orientation, socioeconomic status, religion and faith, and mental and physical ability. The course builds to

motivate students into thinking and acting ethically. This course will fulfill Senior Social Studies graduation requirements and is recognized as an academic elective for post-secondary school.

### PSYCHOLOGY 11

Have you ever wondered why humans act the way they do? What happens when we sleep? How do we remember? Why are you attracted to certain people? Take Psychology 11 as a great introduction to human behavior, cognition, and relationships. Specific topics will include research methods, human development, social psychology, memory, sleep, and disorders.

### PSYCHOLOGY 12

This course introduces students to the scientific study of the behaviour and mental processes of humans. You will be introduced to a range of topics often covered in a first year psychology program; this course is a good foundation for anyone interested in social sciences and working with humans. Psychology 11 is recommended but not required to take Psychology 12.

### AP PSYCHOLOGY

Explore the ideas, theories, and methods of the scientific study of behavior and mental processes. You will connect psychological concepts and theories to real-life scenarios, build your understanding of how to interpret data, and analyze research studies. AP Psychology is equivalent to the learning experience of a first-year post-secondary program, and students should be prepared for self-directed study. Successful completion of the AP Psychology exam can earn post-secondary credits, but the course on its own can be used as an academic elective for post-secondary schools. Psychology 11 is recommended but not required to take AP Psychology.



## MATHEMATICS

**"Mathematics is  
not about numbers,  
equations, computations  
or algorithms; it's about  
UNDERSTANDING."**

*—W.P.Thurston*

In grades K – 9, the math curriculum provides students with the opportunities to observe, learn and engage in mathematical thinking. Students will develop mathematical values and habits of mind, which go beyond numbers and symbols. These habits of mind help connect, create, communicate, reason, and solve problems.

In the Graduation Program (gr.10 – 12) there are three Math Pathways. The goals of all three pathways are to provide prerequisite attitudes, knowledge, skills, rigor, and understandings for specific post-secondary programs or direct entry into the workforce. When choosing a pathway, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

## PATHWAYS

### WORKPLACE MATHEMATICS

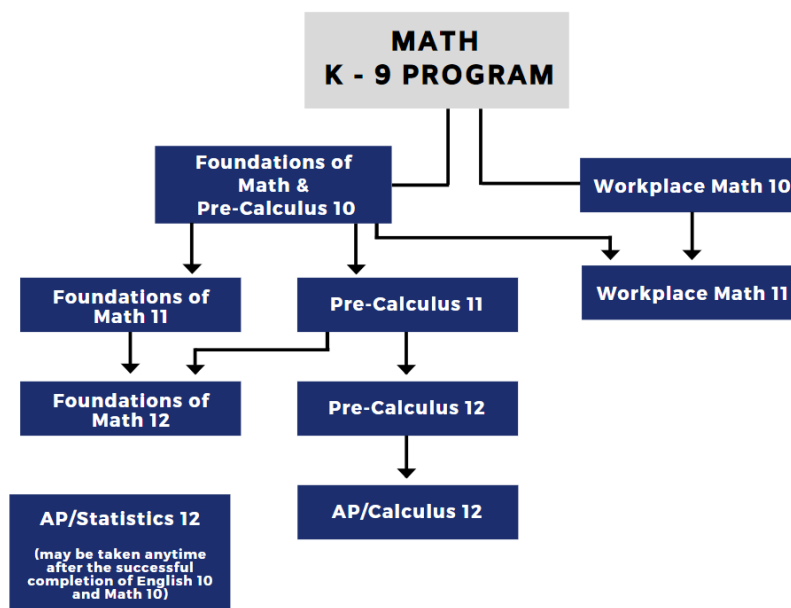
This pathway is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into some trades and direct entry into the workforce.

### FOUNDATIONS MATHEMATICS

This pathway is designed to provide students with the mathematical understanding and critical thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus (typically the Arts and Humanities.) *\*Foundations Math is only available at the grade 11 and 12 level.*

### PRE-CALCULUS & CALCULUS MATHEMATICS

This pathway is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into post-secondary programs that require the study of calculus such as Sciences, Engineering, and Commerce.



## MATHEMATICS 8

This is a year of consolidating basic mathematics skills; therefore, students must master all the learning outcomes. The course will provide students with the mathematical understandings and critical thinking skills so that they will be successful in future mathematics courses. Topics include: percent, proportional reasoning, powers and roots, rational numbers, Pythagorean Theorem, surface area and volume, discrete linear relations, two step equations, basic probabilities and statistics, and financial literacy. Problem solving will be incorporated into lessons throughout the year. In addition, algebra will be introduced at this level.

## MATHEMATICS 9

This course introduces the topics that develop the framework for senior level courses in mathematics. The course will provide students with the mathematical understandings and critical thinking skills so that they will be successful in future mathematics courses. Topics include: operations with rational numbers, exponents, polynomials, linear relations, multi-step one variable equations, spatial proportional reasoning, statistics in society, and financial literacy. Problem solving will be incorporated into lessons throughout the year.



## FOUNDATIONS & PRE-CALCULUS MATH 10

This course will prepare students for entry to either of the Foundation of Mathematics pathway or Pre-Calculus pathway starting in grade 11. The course will provide students with the mathematical understandings and critical thinking skills so that they will be successful in future mathematics courses. Topics include: powers with integral exponents, prime factorization, functions and relations, linear relations, arithmetic sequences, solving systems of linear equations, polynomials, right angled trigonometry, and financial literacy. Problem solving will be incorporated into lessons throughout the year.

## WORKPLACE MATHEMATICS 10

This course provides students with the mathematical understandings and critical thinking skills identified for entry into the majority of trades at post-secondary and for direct entry into the work force. The Workplace Math curriculum allows students to explore the logic of mathematics through real-life applications of math. Topics include: computational fluency, interpreting and constructing graphs, primary trigonometric ratios, metric and imperial measurement and conversions, solving problems involving surface area and volume, angles, experimental probability, measures of central tendency, and financial literacy.

## FOUNDATIONS OF MATHEMATICS 11

This course is available to all students who have completed Mathematics 10. This course will prepare students for entry to post-secondary programs which do not require Pre-Calculus (typically the arts, humanities or social sciences). The course will provide students with the mathematical understandings and critical thinking skills so that they will be successful in future mathematics courses. Topics include: mathematical reasoning, relationships of angles, graphical representations of quadratic functions, graphical solutions to systems of equations, solving systems of linear inequalities, trigonometry, applications of probabilities and statistics, mathematics in research, and financial literacy.

## WORKPLACE MATHEMATICS 11

Workplace Math 11 continues to develop the mathematical skills necessary for employment in the trades and general workplace. This curriculum allows students to explore the logic of mathematics through real-life applications of math. Topics include: computational fluency (through puzzles and games), statistics, 3D objects, linear relationships, slope as a rate of change, and financial literacy

*\*Note: Students who successfully complete Workplace Math 11 have fulfilled their requirements for graduation.*

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## ADVANCED PLACEMENT CALCULUS PROGRAM

*This pathway is provided for students with an interest and an extending understanding in mathematics. Precalculus 12 is necessary to enter most postsecondary science, business and engineering programs, with many requiring or recommending calculus 12 as well.*

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### PRE-CALCULUS 11

This is the second course of the Pre-Calculus pathway that further develops the mathematical skills necessary for the study of Calculus. It is intended for students whose future program of study will include Calculus. Topics include: real number system, powers with rational exponents, quadratic functions and equations, operations with rational and radical expressions, solving quadratic, rational and radical equations, polynomial factoring, linear and quadratic inequalities, trigonometry, and financial literacy.

### FOUNDATIONS OF MATHEMATICS 12

This is the third course of the Foundations pathway that further develops the mathematical skills necessary for post-secondary studies in areas that do not require the study of Calculus. In Foundations of Mathematics 12 students will explore topics such as: logical reasoning, probability and its application, permutations, combinations, functions (polynomial, exponential, logarithmic, and sinusoidal), and geometry and spatial relationships.

***\*Students may take Foundations 12 and Pre-Calculus 12 concurrently.***

### PRE-CALCULUS 12

This course builds on skills learning in Pre-Calculus 11 and further develops the mathematical skills necessary for the study of Calculus. Pre-calculus 12 is necessary to enter most post-secondary Science, Business and Engineering programs, with many requiring or recommending Calculus 12 as well. Topics include: trigonometry, transformations, exponential and logarithmic functions, rational functions and polynomials.

### AP CALCULUS 12 / CALCULUS 12

Calculus is an advanced mathematics course and is designed for students who are planning to pursue post-secondary studies in areas such as Sciences, Mathematics, Engineering and Commerce. Students should have a thorough understanding of the concepts introduced in Pre-Calculus 11 before enrolling in Calculus 12. Topics explored include: History of calculus, functions, graphs and limits, the derivative (concept and interpretations), the derivative (computing), applications of derivatives and graphing, applied problems and derivatives, integration, applications of integration. Students enrolled in AP Calculus may take the Advanced Placement exam, which can grant them one semester of math credit at many major universities. Only students writing the Advanced Placement exam will receive the AP Calculus designation in addition to Calculus 12 on their transcript.

***\* Calculus 12 may not be taken in place of Pre-Calculus 12.***

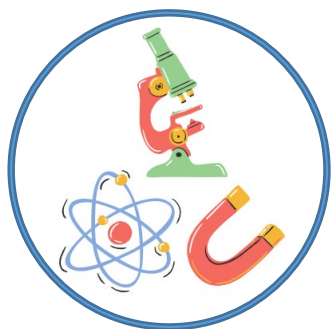
### AP STATISTICS 12 / STATISTICS 12

Statistics is an advanced, university level course, offered to students with good literacy skills whose mathematical ability in grade 10 is proficient or extending. University and college programs in Business, Economics, Engineering, Science, and Psychology include at least one course in statistics. Students will be exposed to four broad themes: exploring data; sampling and experimentation; anticipating patterns and statistical inference. Students may, on the teacher's recommendation, take the Advanced Placement exam which will grant them credit for one semester of Statistics at many major universities. Only students writing the

Advanced Placement exam will receive Statistics AP designation in addition to Statistics 12 on their Grade 12 transcript. All students writing the school based final exam can earn Statistics 12 credit. **This is an excellent AP option for students in grade 11.**

*\*For more information visit: <https://curriculum.gov.bc.ca/curriculum/mathematics>*

## SCIENCES



Grade 8-10 science courses explore a range of topics from biology, chemistry, physics, and earth/space science. Our goals in junior science are to develop foundational science knowledge and to build scientific thinking. Through hands-on and collaborative activities, students explore and develop their science skills: observing, questioning, experimenting, finding patterns in data, and connecting observations to theory. Development of key ideas, vocabulary, and numeracy skills lays the groundwork for future studies in science.

### SCIENCE 8

The Science 8 curriculum uses models to explore scientific ideas. What's inside a cell? What are the building blocks that make up our world? How do waves behave? How do our eyes work? What causes earthquakes, volcanoes, and the landscape around us? Students learn to work safely in a laboratory setting as we explore these ideas together.

### STEAM 8

Do you like working with your hands? Do you like learning in group collaborative environments? Do you like Math, Art, Technology and Science at the same time? Are you a creative person who likes making things? If so, the Byrne Creek STEAM Program may be for you! Grade 8 students can meet their Science 8 requirement as part of an integrated Science, Technology, Engineering, Art, and Math (STEAM) program. Students in the STEAM program will learn skills like Coding, Robotics, Electronics, Drafting, Art (traditional and digital media) and Engineering. You will then take these skills and, along with what you learn in Math and Science, you will put them to work, building cool things, completing creative Art projects and solving problems. An application is required for the STEAM program.

### SCIENCE 9

The Science 9 curriculum focuses on cycles and relationships. How and why do elements react with one another? Why do different species reproduce in different ways? How do cell processes support reproduction? How can we build and adjust electrical circuits? How do human actions impact our environment? Explore the cause & effect relationships in the world around us.

### SCIENCE 10

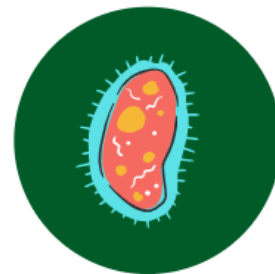
The Science 10 curriculum focuses on conservation: everything comes from somewhere! How is matter rearranged in chemical reactions? Which principles govern energy transformations? How is genetic information conserved when we inherit traits from our parents? How does conservation apply to an expanding universe? Science 10 builds proficiency with science terminology and mathematical approaches students will use extensively at the grade 11 & 12 level.

## SENIOR SCIENCES

While our graduation program requires students to take a minimum of ONE science class at the grade 11 or 12 level, students are encouraged to take as many as they like to meet their interests and their post-secondary planning requirements.

### LIFE SCIENCES 11

Life Sciences 11 is designed to foster a sense of wonder about non-human life - single-celled creatures, plants, fungus, and animals. The more we connect to the living world, the more we are empowered to care for it. Find out how life on Earth is related and how it came to be so diverse. Explore how different creatures' body structures help them survive, and how different species interact with one another in their environments. Topics in this course provide the foundation for future studies in biology. Life Sciences 11 students should be prepared to build an extensive subject-specific vocabulary so that they can understand and express course ideas proficiently.



### ANATOMY AND PHYSIOLOGY 12

Anatomy and Physiology 12 focuses on human biology and the compounds that comprise our bodies. It allows students to develop an appreciation for how our diverse body systems work together to maintain homeostasis. In this course, students will learn about cell structure, biochemical processes, and organ systems. In addition to this, students will study how the body may respond to illnesses and/or infections. This course encourages students to develop a stronger sense of interest in human anatomy and become more curious about biological processes. This course requires a significant amount of reading and written comprehension to communicate proficient learning.

### LIFE SCIENCES 11 HONOURS & AP BIOLOGY (*\*Partner courses taken with teacher recommendation*)

***\*Students will sign up for both and complete them in a single school year.***

Life Sciences (Biology) 11 Honours is the first half (first semester) of the AP Biology program. It includes more intensive coverage of the topics in Life Sciences 11 as well as additional material from the AP Biology University level curriculum. Biology 12 AP (Advanced Placement) is the second half (second semester) of the AP Biology program. It is a higher-level Biology course equivalent to a first-year university offering. In addition to the Anatomy & Physiology 12 curriculum, topics will include Molecules and Cells, Heredity and Evolution, and Organisms and Populations. The AP Biology course is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. This course will prepare students for the Biology College Board Advanced Placement Exam. After showing themselves to be qualified on the AP Exam (graded on a 5-point scale), some students, in their first year of college, are permitted to take upper-level courses in biology or register for courses for which biology is a prerequisite.

### CHEMISTRY 11

Chemistry is the central discipline that connects the branches of science, since matter and its reactions affect every aspect of our world. A strong basis in chemistry is useful for all science pathways. Chemistry 11 reviews and deepens students' understanding of atoms and molecules, reactions, and chemical naming. It then introduces the mole concept as a tool for mathematical analysis of chemical reactions. Through this course students will develop





practical laboratory skills along with their ability to answer questions using scientific experiments. Students will be most successful in Chemistry 11 if they enter the course with a solid background in Science 10 and Mathematics 10.

## CHEMISTRY 12

Welcome to the “why” of chemistry! More challenging, more theoretical and more intriguing than Chemistry 11 – Chemistry 12 delves deeper into the central principles governing chemical interactions. Reaction kinetics and equilibrium are explored in the contexts of solubility, acid/base chemistry, and oxidation/reduction reactions. As Chemistry 12 is more demanding in its reasoning and mathematical problem-solving, we strongly recommend that students have at least a C+ grade in Chemistry 11, a strong math background, and an interest in laboratory work.

## CHEMISTRY 11 HONOURS *(Teacher Recommendation)*

This course should be considered the first year of a two-year program that leads to the completion of Advanced Placement Chemistry 12. This course deals with the topics of Chemistry 11 in greater depth and includes some topics from A.P. Chemistry 12. The presentation of material is not linear; therefore, it is required that students enroll for both years of the program (11 HONOURS followed the next year by 12 AP)

## CHEMISTRY 12 ADVANCED PLACEMENT

This is a higher-level chemistry course that is equivalent to a first-year university offering. Topics will include reaction types, atomic and molecular structure, equilibrium, kinetics, quantum mechanics, and thermodynamics, to name only a few. The program is an integrated two-year program which covers provincial grade 11 and 12 topics, as well as first year university. The presentation of material is not linear; therefore, it is required that students enroll for both years of the program (11 Honours followed by 12 AP).

## EARTH SCIENCE 11

What causes earthquakes and volcanoes? Why is our climate changing? Have you ever wanted to grow your own mineral crystals? How can we be sustainable when honourably harvesting earth's resources? What do we know about the origins and workings of our planet and universe? Earth Science 11 explores these questions through lab work, field studies and scientific theory.

## PHYSICS 11

Physics 11 covers four big ideas: Motion, Forces, Energy and Waves with a major focus on describing how objects move in one-dimension and two- dimensions. This course serves as a foundation for many post-secondary courses in science, engineering and kinesiology as well as for Physics 12. A willingness to work in the language of math is crucial in this course as equation manipulation and right-angle trigonometry will be used extensively; creative and critical thinking will be practiced regularly.

## PHYSICS 12

Physics 12 is developed around four big ideas: Frames of Reference, Forces, Fields, and Conservation. Students will build upon their knowledge and skills developed in Physics 11 with additional study on physical laws, their related theories, and the mathematical relationships. As Physics 12 involves more abstract thinking and mathematical processing, we strongly recommend a grade of C+ or higher in Physics 11 and a willingness to work in the language of math.



## PHYSICS ADVANCED PLACEMENT (AP PHYSICS I and II) *(Teacher Recommendation)*

Advanced Placement (AP) Physics I is an intensive study in a range of physics topics including Kinematics (linear and rotational), Forces, Energy, Momentum, Torque, Circuits, and Optics. This course demands motivated students who are enthusiastic to address the material quickly and who will complete independent study on the concepts. Fluency in the language of math is critical in this course as equation manipulation and trigonometry will be used regularly. There is an opportunity to complete an AP Exam associated with AP Physics I.

*\*AP Physics II, which explores Fluids, Electric Force and Fields, Electromagnetism, and Optics, may be pursued after AP Physics I or Physics 12, upon recommendation by a physics teacher.*

## SCIENCE FOR CITIZENS 11

Science for Citizens 11 invites students to explore scientific concepts and processes that are relevant to their daily lives. It focuses on application of knowledge to real-world situations, and helps students build their skills in the areas of evidence-based decision making and scientific literacy. This course incorporates hands-on and project-based learning as often as possible.



The curriculum in Science for Citizens is flexible, allowing each class to pursue topics of interest. Possible units include human health, environmental science, forensics, household chemistry, disaster preparedness, lab skills and procedures (including workplace safety), forces and machines, engineering/design, and more. Because the topics in this course are not the same from year to year, some post-secondary programs do not accept Science for Citizens as a science entrance requirement. Students wishing to pursue post-secondary studies should check their program requirements when selecting a Science 11 course.

## PHYSICAL AND HEALTH EDUCATION

The Physical and Health Education (PHE) curriculum aims to empower students to develop a personalized understanding of what healthy living means to them as individuals and members of society in the 21st century.

The BC Physical and Health Education curriculum contributes to students' development as educated citizens through the achievement of the following goals:

Develop an understanding of the many aspects of well-being, including physical, mental, and social

Develop the movement knowledge, skills, and understandings needed for lifelong participation in a range of physical activities

Demonstrate the knowledge, skills, and strategies needed to make informed decisions that support personal and community health and safety

Develop knowledge, skills, and strategies for building respectful relationships, positive self-identity, self-determination, and mental well-being

## PHYSICAL & HEALTH EDUCATION 8

Physical and Health Education (PHE) emerges from two areas of learning: physical education and health education. Both are brought together in order to promote and develop all aspects of well-being. Physical education focuses on the development of physical literacy, which contributes to building the competence and confidence students will need to participate in a variety of activities and environments throughout their lives. Health education focuses on the development of knowledge, skills, attitudes, and beliefs related to health literacy and encompasses several important health and safety topics.

## PHYSICAL & HEALTH EDUCATION 9

Physical and Health Education (PHE) emerges from two areas of learning: physical education and health education. Both are brought together in order to promote and develop all aspects of well-being. The PHE curriculum is strongly linked to the personal awareness and responsibility core competencies.

## PHYSICAL & HEALTH EDUCATION 10

This course focuses on assisting students to gain an understanding of their strengths, areas for development and personal preferences in planning and achieving health and fitness goals. Through trying a variety of physical activities, students will increase their chances of being active throughout their lives. In addition to being physically active students will also learn about how healthy choices influence, and are influenced by, our physical, emotional and mental well-being. Students will learn how personal fitness can be maintained and improved through regular participation in physical activities.

This course explores concepts such as physical literacy, healthy and active living, social and community health and mental well-being.

## ACTIVE LIVING 11/12

Active Living 11/12 enables students to explore and learn about the concept of recreation through participation in a variety of physical activities that fit their interests and passions. Students wanting to incorporate a variety of recreational activities during their graduation years will benefit from this curriculum. In this course baseball will be the primary focus for physical activities.

## FITNESS & CONDITIONING 11/12

Both courses enable students to deepen their understanding of health and fitness while also equipping them with the attitudes and skill sets, they need to become lifelong participants in physical activity and fitness. Students considering a career path in the health and fitness industry or an educational path in a related field of study (e.g., kinesiology) will benefit from this curriculum, as will students wanting to learn more about their personal fitness and conditioning levels.

## CAREER EDUCATION

### CAREER LIFE EDUCATION (10)

Career Life Education (CLE) is a 4-credit course designed to enable students to develop the skills they need to become self-directed individuals who make thoughtful decisions, set goals, and take responsibility for pursuing their goals throughout life. Students will think critically about health issues and decision-making, develop financial literacy skills, plan the actions required to pursue future goals, and explore their post-secondary schooling and career options. This course is a graduation requirement and is the pre-requisite for graduation requirement courses of Career Life Connections (Capstone Project).

*\*CLE is generally taken in grade 10.*

### CAREER LIFE CONNECTIONS

Career Life Connections is required course for graduation. This course focuses on applying personal career-life management knowledge, skills, and strategies to one's own personal life journey, and includes:

- deepening career-life concepts and thoughtful self-knowledge to inform personal life-long learning choices and post-graduation plans
- using self-advocacy and employment marketing strategies, such as creating one's own effective public profiles
- employing developed social capital, such as leadership and collaboration skills, to cultivate community networks
- engaging in a substantive experiential learning opportunity of 30 hours or more that is intended to expand and/or deepen student exposure to career-life possibilities, such as service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects
- designing, assembling, and presenting a capstone to an audience, celebrating the learning journey and next steps toward preferred futures.



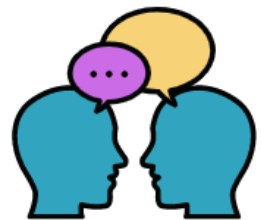
## LANGUAGES

### FRENCH LANGUAGE

The redesigned Core French curriculum provides students an opportunity to engage in learning experiences through which they can become proficient users of French, gain new perspectives, and engage with Francophone communities. All levels of French will incorporate the four essential skills of listening, speaking, reading and writing at steadily increasing levels of complexity.

Some of the goals of this area of learning are that students will:

- communicate with purpose and confidence in French
- appreciate the interconnectedness of language and culture
- understand the educational, travel, and career opportunities that learning an additional language offers



## FRENCH 8

The Core French 8 curriculum provides students an opportunity to engage in learning experiences through which they can become proficient users of French, gain new perspectives, and engage with Francophone communities. All levels of French will incorporate the four essential skills of listening, speaking, reading and writing at steadily increasing levels of complexity. Some of the goals of this area of learning are that students will: communicate with purpose and confidence in French, appreciate the interconnectedness of language and culture, and understand the educational, travel, and career opportunities that learning an additional language offers.

## FRENCH 9

French 9 builds on the language competencies from French 8. Students engage in learning experiences through which they can become proficient users of French, gain new perspectives, and engage with Francophone communities. All levels of French incorporate the four essential skills of listening, speaking, reading and writing at steadily increasing levels of complexity. Some of the goals of this area of learning are that students will communicate with purpose and confidence in French, appreciate the interconnectedness of language and culture, and understand the educational, travel, and career opportunities that learning another language offers.

## FRENCH 10

In this course students will develop their ability in the four skills of listening, speaking, reading, and writing. This course allows students to use a range of useful vocabulary in oral and written form. Students continue to learn how to use grammar concepts as a tool to help them communicate in an effective and more sophisticated manner. Emphasis will be on further developing communication skills in both present and past tenses through the exploration of francophone cultures from around the world.

## FRENCH 11

The main goal of the French language program is to develop communications skills so that students will have the ability to express themselves in real-life situations. Students will interact with growing confidence in French and will be able to navigate through and use French resources for research. Grammar increases in complexity and continues to be used as a tool to help students communicate in speaking and writing in an effective and more sophisticated manner. Written skills are emphasised through informal written reflection and formal compositions. Reading skills are emphasised through authentic documents in print and online.

*Note: Students should be aware that a grade 11 language course is a prerequisite for many universities. Most college programs do not require a second language.*

## FRENCH 12

This course is the culmination of the study of French language and culture at the secondary level. More complex facets of language and literature are introduced, and francophone culture is explored in greater detail. As in previous levels, students are learning about the topics themselves as well as learning the French needed for practical communication about the topic. Students will be expected to reflect on authentic francophone works that they have read, viewed or heard, and work on improving writing skills through informal written reflection and formal compositions.

## AP FRENCH LANGUAGE & CULTURE

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication.

The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Students enrolled in AP French may take the Advanced Placement exam, which can grant them one semester of language credit at many major universities. Only students writing the Advanced Placement exam will receive the AP French designation in addition to French 12 on their transcript.

## SPANISH LANGUAGE

### SPANISH 9

Spanish 9 is an introductory language course. This course allows students to engage in learning experiences through which they can become proficient users of Spanish, gain new perspectives, and engage with Spanish-speaking communities. All Spanish courses use an integrated approach to language learning and focus on the four essential skills of reading, writing, listening, speaking and interacting. Opportunities are provided for students to participate in short conversations, ask for and share information about activities and interests, listen to authentic audio scripts, watch films, learn dance and music, read various texts and express themselves in the written language.

Students in Spanish 9 will explore:

- Spanish-speaking areas in the world
- Spanish-speaking populations and culture
- School life in Spanish-speaking regions
- Spanish language songs and films
- Formal and informal forms of address in different social situations

### SPANISH 10

Spanish 10 builds on the basis language skills acquired in Spanish 9. In this course students explore a variety of Spanish-language texts and continue to expand their understanding of Hispanic cultures. All Spanish courses focus on the four essential skills of listening, speaking, reading and writing. Some of the big ideas include:

- Cultural expression can take many different forms.
- Expressing ourselves and engaging in conversation in a new language require courage, risk-taking and perseverance.
- Listening and viewing with intent supports our acquisition and understanding of a new language.

### BEGINNER SPANISH 11

Beginner Spanish 11 is an intensive introductory course, covering two years in one (Spanish 9 and Spanish 10). The focus of this course is communication through listening, speaking, reading and writing activities, in order to develop the necessary language structures and vocabulary. The cultures, customs and traditions of Spanish-speaking countries will also be explored enriching the authentic language-learning experience. Please consult with chosen post-secondary institutions to see if this course satisfies the language pre-requisite for program admission.

To learn a  
language is to  
have onne more  
window from  
which to look at  
the world.



—Chinese Proverb

## SPANISH 11/12

Spanish 11 and 12 are higher-level courses concentrating on developing students' language proficiency through listening, speaking, reading and writing. By the end of these courses, students will be able to use Spanish to complete a variety of written and performance-based tasks. Grammar and vocabulary are taught more extensively, in order to clarify and enhance communication skills. Students will examine Spanish-speaking culture around the world. This course satisfies university entrance requirements and therefore as an academic class it requires daily study and practice in order to succeed.

Students will have the opportunity to:

- Learn about Spanish culture through music, film and dance
- Practice conversational language
- Learn and practice grammatical structures
- Learn and put into practice new grammatical structures and verb tenses
- Use a variety of verb tenses together both in written and oral contexts

## MANDARIN CHINESE LANGUAGE

The Mandarin Chinese Courses offer students an opportunity to learn the Chinese language system, to strengthen their Mandarin language skills and to gain new perspectives on the Chinese Canadian history and the global Chinese community.

Frequently Asked Questions:

### **Are the courses taught in simplified or traditional characters?**

- There are two writing systems for Chinese characters. The textbooks used in the courses are in simplified characters. Students with prior knowledge or with a preference would be supported with supplementary materials, if available, and can submit their work in traditional characters.

### **Are the courses taught in pinyin or zhuyin?**

- There are two phonetic systems in learning Mandarin pronunciation. Pinyin uses a romanization (English alphabet) system. Zhuyin uses a symbol system. Students will learn pinyin, as it corresponds to the textbooks. Students with prior knowledge of zhuyin would be supported in learning the conversion of the two systems.

### **Are the courses only for students who do not know the Chinese language?**

- Students in Mandarin Chinese courses are very diverse in their learning backgrounds. Each student would be assessed and supported according to individual base line.
- Students who are **learning Mandarin as a new additional language** would benefit from more exposure to build more comfort and familiarity to the sound and characters of Mandarin Chinese. Watching movie and listening to songs in Mandarin can be beneficial.
- Students with **Chinese heritages** who are picking up Mandarin with some or a little learning background can utilize the resources around them. Conversations with family and community members can be beneficial.
- Students with **Chinese school or other learning experiences** would receive instructions and support that would further engage and develop their language skills.

## MANDARIN 9 / \*INTRODUCTION TO MANDARIN 11

This is the first of a four-level curriculum and it is designed for students beginning to learn Mandarin Chinese as an additional language. This course focuses on *hanyu pinyin* (the Mandarin phonetic system), basic structure of Chinese characters, vocabulary based on both the textbook and the new BC curriculum, basic sentence structures, etc.

*\* Mandarin Intro 11 will cover both Mandarin 9 and 10 content and leads to Mandarin 11.*

*Note: Students should be aware that a grade 11 language course is a prerequisite for many universities. Most college programs do not require a second language.*

## MANDARIN 10

This is the second of a four-level curriculum and it is designed for students who are continuing to learn Mandarin Chinese as an additional language. Students will strengthen and expand the communication skills they have acquired in Mandarin 9. The course focuses on developing students' abilities in speaking, listening comprehension, reading comprehension and writing.

## MANDARIN 11

This is the third of a four-level curriculum for student learning Mandarin Chinese as an additional language. Expanding on the basic skills acquired in Mandarin 10 or Intro 11, students will practice on dialogues, writing notes, letters and small paragraphs. Students will be introduced to about 560 Chinese characters and expressions.

## MANDARIN 12

This is the fourth of a four-level curriculum for students who have prerequisite of Mandarin 11 or equivalent. Students in this course are learning Mandarin Chinese as an additional language and will continue learning Chinese expressions, idioms, sentences and practicing computer input with pinyin. Students will work on more advanced reading and writing exercises that include dialogues, notes, letters, and paragraphs.

## AP CHINESE LANGUAGE AND CULTURE

AP Chinese is a course that covers the equivalent of a second-year college or university level Chinese course. It includes aural/oral skills, reading comprehension, grammar, essay and journal writing and Chinese cultural and history research projects.

*\*Students enrolled in AP Chinese may take the Advanced Placement exam, which can grant them one semester of language credit at many major universities. Only students writing the Advanced Placement exam will receive the AP Chinese designation in addition to French 12 on their transcript.*

## JAPANESE LANGUAGE

### JAPANESE 9

The Japanese 9 curriculum gives students the opportunity to interact with others to explore their own identity and culture from a new perspective. In this introductory course, students will begin to recognize the relationships between Japanese characters, sounds and meanings. They will recognize the importance of story in personal, family and community identity as they exchange ideas and information, both orally and in writing.

### JAPANESE 10

In Japanese 10, students will come to acquire the courage to engage in conversation in the new language using increasingly complex vocabulary and expressions. All levels of Japanese incorporate the four essential skills of



listening, speaking, reading and writing at steadily increasing levels of complexity. Using these skills, students will be able to engage in experiences with Japanese people and communities and explore the contributions of Japanese Canadians to society. They will learn to write using both hiragana and katakana along with an increasing range of kanji and express everyday events in the past, present and future time frames.

## INTRODUCTION TO JAPANESE 11

Japanese 11 Intro is an intensive introductory course combining the content of Japanese 9 and 10 into a single course. Students who complete this course typically enroll in Japanese 11 if they choose to continue their studies in the language. In this introductory course, students will learn to recognize the relationships between Japanese characters, sounds and meanings and the importance of story in personal, family and community identity. Using all four major skills, speaking, listening, reading and writing, students will be able to describe regional, cultural and linguistic practices of Japanese communities and talk about various activities, situations and events.

## JAPANESE 11

In Japanese 11, students will deepen their understanding of the relationships between Japanese characters, sounds and meanings and acquire an increasing range of kanji characters. They will continue to exchange ideas and information, both orally and in writing to describe the sequence of events of a story and to explain and justify their opinion on matters of Japanese history, identity and place. They will identify and explore educational and personal/professional opportunities requiring proficiency in Japanese.

## JAPANESE 12

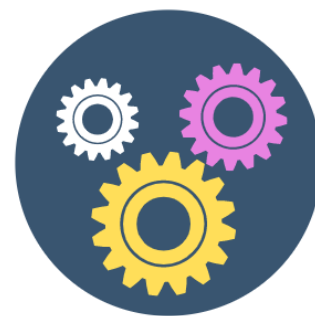
In Japanese 12, students will be able to negotiate meaning and perspectives in a wide variety of contexts. They will explore a variety of authentic Japanese texts with increasingly complex vocabulary and develop their understanding of language formality and etiquette. They will continue to exchange ideas and information, both orally and in writing in the past, present and future time frames to explain and justify their opinion on matters of Japanese history, identity, and place. They will identify and explore opportunities to continue language acquisition beyond graduation.

## APPLIED DESIGN, SKILLS & TECHNOLOGIES (ADST)

### TECHNOLOGY EDUCATION

#### ADST 8

ADST 8 explore various classes in Applied Design, Skills and Technology. You will spend quarter of a semester in Home Economics, and Technology Education. In ADST, students will grow in their ability to use design thinking to gain an understanding of how to apply their skills to problem finding and solving, using appropriate technologies. This course involves students in the design and fabrication of objects using a variety of materials, methods, technologies, and tools in order to develop their ability to shape and change the physical world to meet human needs. Technology Education includes areas such as woodwork, electronics, drafting, and robotics. In Home Economics, you will experience both Food Studies and Textiles studies.



#### ENGINEERING AND DESIGN: Drafting (9-12)

Design is creative problem solving which includes visualization, sketching, and computer animation and incorporates the drafting process. Drafting is the set of skills that allows the designer to communicate ideas and design solutions to others through technical drawings. Through the application of computer technology



students learn and understand drafting fundamentals, the intricacies of advanced computer applications, and the design process. Students will then take this knowledge to the CNC Router or the 3D printers to create things of their own design. Students will attain a foundation in basic computer operation, AutoCAD, and technical visualization. Byrne Creek utilizes the AutoCAD system within this course, as this is recognized as the industry standard.

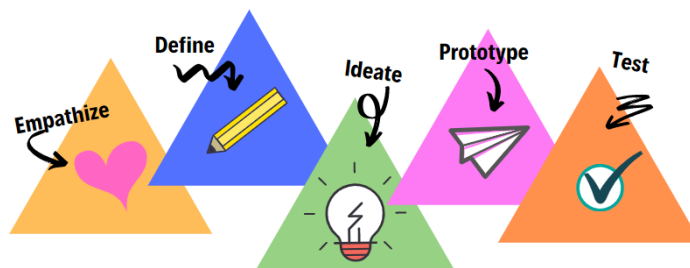
Students will be exploring the following:

- Engineering and design cycles to project development
- Drafting terminology and drawing conventions
- Drafting styles, including perspective, mechanical drafting, and architectural drawing
- 3D modelling using computer-aided design (CAD) and computer-aided manufacturing (CAM) software
- Coding for creating 3D representations of design solutions
- Equipment and tools for manual and computer-aided drafting
- CNC routing and 3D printing

### METALWORK 9 - 12

Metalwork involves prototyping, design, precision and problem solving. Students work through the different processes needed to learn competency with tools and machines through skill building projects. After the skill building projects, learners are given more and more project freedom. Much thought must go into projects so creating plans, collaborating with peers, making prototypes and researching concepts are looked at before the projects are begun. Safety while using machines is always the priority in class. Students will explore:

- Computer numerical control (CNC) applications
- Reading and preparing drawings, plans, and cutting lists
- Design opportunities
- Selection of metal for size, shape, and finish
- Identification of ferrous and non-ferrous materials and carbon content
- Start-up, shutdown, and handling procedures for compressed gas cylinders
- Precision measurement
- Lathe work and machining
- Mechanical fasteners and fastening methods
- Methods for laying out, forming, and joining metal



### METALWORK 9 – 12 – *Jewelry/Art*

This course teaches students the skills needed to design and create their own jewelry and artistic projects. Students will be building required projects at the start of the course to learn the needed

safety and skills associated with metalworking and jewelry. Then they will move into the design and creation of their own pieces. Students will explore:

- Basic metallurgy
- The design process
- Copper enameling
- Lost wax casting
- Metal embossing
- Lathe work
- Jewelry specific hand tool use
- Methods for laying out, forming, and joining metals
- Welding in relation to sculpture work

### TRADES EXPLORATIONS 10 - 12

Students will learn about different trades that they could lead into a future career. Time will be spent researching the different careers in the trades as well as how to get into begin working and learning to become a tradesperson. Students will explore and learn hands on what carpenters, electricians, and drafts people/designers do. Students will learn about the following:

- 2x4 wall framing
- Building and measuring stairs
- Calculating project budgets
- 2x4 wall wiring
- Installing and understanding electrical components such as: light switches, outlets and lights
- Designing in industry standard (AutoCAD) 3D and 2D computer design programs
- Using Computer Numerical Controlled (CNC) systems

### ELECTRONICS 9 - 12

In these courses, students will develop an understanding of electronic design and implementation. They will use the design thinking model to examine a problem to create automated and user operated solutions. Students will learn programming languages and gain a proficiency in using these high-level languages. Students will incorporate sensors and controls of electronic systems to create real usable projects. Students will also learn about breadboarding, electronic components, printed circuit board design and construction using Fusion 360 and AutoCAD design software.

The Electronics curriculum offers students the opportunity to explore the following:

- Components of an electric circuit
- Ways in which various electrical components affect the path of electricity.
- Basic controlling features of input/output devices, sensor-based responses, and microcontrollers
- Mechanical devices for the transfer of mechanical energy
- Mechanical advantage and power efficiency, including friction, force, and torque
- Coding, and various platforms for robotics programming

## WOODWORK 9 - 12

These courses offer students the opportunity to work through a series of projects that incorporate basic woodworking skills and operations to design and create objects in wood. The emphasis is on safety, accuracy and efficient use of time and effort. After completing the required projects, students have an opportunity to use their new skills to create a project of their own choosing. Everyone is welcome.

- Woodworking techniques and traditional and non-traditional joinery using a variety of tools and equipment, including stationary power equipment
- Importance of woodwork in historical and cultural contexts, locally and throughout Canada
- Identification, characteristics, properties, and users of wood from various tree species
- Techniques for adjusting plans and drawings
- The relationship between First Peoples culturally modified trees and sustainable use of wood
- Issues in sustainable use of wood

## HOME ECONOMICS

### FOOD STUDIES 9

This course is designed to develop your cooking skills and take them to the next level. We will consider the “why” of cooking as well as the “how”. Some of the topics we will be covering are eggs and breakfasts, lunches including soups and salads, dinners, and desserts. We will solve simple recipe problems, discuss food guides, food costs and grocery shopping.



### FOODS 10 – *International Foods*

In this course students will explore food principles and preparation, focusing on staple grains and foods from other cultures. Course topics will include influences on foodways and preparation of food from a variety of countries, the impact of globalization and global food systems (e.g., fair trade, free trade, food security) on food production in various countries, and global influences on Canadian foodways.

### FOOD STUDIES 11-12

Food Studies 11/12 aims to provide students with the opportunities to think critically about principles and techniques related to foods. Students will explore recipes and apply cooking principles using a variety of cooking methods to prepare nutritious dishes and meals, incorporating presentation and budgetary considerations.

### CULINARY ARTS 10

Culinary Arts 10 explores hands-on kitchen experiences. This course focuses on professional food services, including safe food handling and personal safety, food service tools and equipment, units and types of measurement and components of food cooking methodology. Students will develop an awareness of the essential knowledge, competencies, and understandings needed to work in a professional food service environment.

### CULINARY ARTS 11/12

Further advanced experiences in the commercial kitchen can be made available to those students pursuing Culinary Arts as a career goal. Students will learn foodborne illness prevention, kitchen equipment operations, recipe conversion, and ingredient selection. Senior students will explore menu design, methods and principles

for seasoning and presentation, and cooking methodology from a variety of world cuisines. Students will be encouraged to expand and refine their skill set as they explore postsecondary and career opportunities in the culinary arts.

### **BAKING 11/12: *Specialized Studies***

This course is dedicated to developing baking skills through the preparation and theory of breads, cakes, pastries, desserts and other advanced baking products. Emphasis will be placed on the presentation and garnishing of prepared products.

### **TEXTILES 9: *Sewing***

Learn the sewing techniques necessary for the construction of most garments. Projects will be chosen according to individual needs and ability. Patterns and fabric are selected in keeping with fashion trends and personal taste. Possible projects include pajamas, blouse, top, or shirt, skirt or semi-fitted pants, and a dress. Embroidery, knitting, and weaving are also available to learn.

### **TEXTILES 10 – 12: *Sewing***

Students who have completed a Textile Studies course can further develop their skills using more difficult fabrics and more complex patterns. Those students who have sewn since grade 8 will learn basic techniques necessary for the construction of three garments, (i.e. dress, blouse, shirt, pajamas, fitted pants, shorts, skirt, vest, unlined jacket, housecoat.) or other textile products using sewing, embroidery, knitting, or weaving. Projects may be chosen according to individual needs and ability. Patterns and fabric are selected in keeping with fashion trends and personal taste. These courses are offered as levels, so you can still take a Textiles 12 course, if you have only completed Textiles 8.

### **TEXTILES 12: *Sewing***

Students will work to complete a portfolio for acceptance into one of several local post-secondary fashion programs. This could include a sketchbook, letters of intention, garment samples, fashion drawing, and art/design pieces. Students will explore and study careers in the design, production, and marketing of clothing and textiles. They will learn about textile choices and the properties, selection, and care of natural and manufactured fibers and yarns, advanced fabric and sewing terminology and Canadian Fashion Designers.

### **INTERPERSONAL AND FAMILY RELATIONSHIPS 11**

This course explores a variety of relationship: friendship, parent, work relationship and committed relationships. We will use psychology to help examine how these relationships have evolved or end. This course also provides an overview of effective communication, wellness, and safety in interpersonal relationships.

### **CHILD DEVELOPMENT & CAREGIVING 12**

This course explores past and present trends in both psychology and science in child development from pregnancy to age 12. This course will also cover how to care for babies and children at each stage: nutritional needs and brain development. This is an excellent course for those considering careers involving children, including healthcare, teaching, childcare, and recreation, or for those who simply enjoy being around children or who plan to eventually become a parent in the future.

## BUSINESS EDUCATION

### ACCOUNTING 11

This course is focused to provide knowledge that everyone needs in life with money. Do you want to run or work in a small business? This course is highly recommended for students who want to become a professional (accountant, doctor, lawyer, business person) and learn what is required to look after your own business. Learn the fundamentals of accounting and the techniques for solving financial problems.

### ACCOUNTING 12

Enhance your knowledge of accounting by tackling advanced topics. Part of this course will be taught as a practical application subject where you will learn to use various accounting software packages such as Simply Accounting (to set up and run a company's accounting system) and Quick Tax (to prepare personal tax returns).



### ENTREPRENEURSHIP AND MARKETING 10

This is an activity-based course that introduces the world of entrepreneurship and marketing. Students will have the opportunity to develop an understanding of all aspects of business: accounting, marketing, information, communication, stock market, and professionalism. Students will be responsible for operating the school store.

### MARKETING 11

This is a practical, activity-based course that provides a framework for theoretical and creative application of marketing concepts. Topics include retail marketing, consumer research, store operations, selling, promotion, branding and advertising. Students are also responsible for operating the school store.

### ENTREPRENEURSHIP 12

Got a great idea for a business? The course is designed to take students through the stages required to develop and begin to operate a business. Students will use the school store as an example of a “business” as a learning tool. The course will take you through the necessary steps in writing a business plan and help students organize for operating a business and provide the opportunity to begin running a business of their own.

### TOURISM 11/12

Do you like to travel? Tourism is BC's largest and fastest growing industry. Tourism provides more employment opportunities than any other industry. In this course, you will develop the skills needed to be successful in this industry. Students who enjoy traveling, planning and learning about different cultures.

## YEARBOOK

### YEARBOOK 11

This is your opportunity to create your own piece of History! In this class, you will learn to take photographs and create layouts for our yearbook. We are looking for self-motivated, hard-working individuals who work well to meet deadlines and who like to be challenged. Yearbook 11 looks great on your resume and will provide you with lots of real-world experience!

## YEARBOOK 12

Did you want to leave your mark at Byrne? Come join yearbook and help shape the look of your senior class's yearbook. In this class you will learn use programs as Adobe InDesign and Photoshop. Yearbook 12 is looking for leaders who are responsible and who enjoy the challenge of meeting deadlines and motivating their team members. The skills and experience you gain here will look great on your resume.

## INFORMATION COMMUNICATION TECHNOLOGIES

### INFORMATION AND COMMUNICATIONS TECHNOLOGIES 9/10

The area of Information Technology encompasses evolving processes, systems, and tools for creating, storing, retrieving, and modifying information. As students design, share, and adapt knowledge in critical, ethical, purposeful, and innovative ways, they gain perspective on the long-term implications of life in a digital, connected world and develop literacies to responsibly take ownership of such technologies to augment learning and benefit society. The Information and Communications Technologies 9 curriculum offers students the opportunity to explore the following:

- Text-based coding and design for the web
- Binary representation of various data types, including text, sound, pictures, videos
- Development and collaboration in a cloud-based environment
- Design and function of networking hardware and topology, including wired and wireless network router types, switches, hubs, wireless transfer systems, and client-server relationships
- Function of operating systems, including mobile open source and proprietary systems
- Current and future impacts of evolving web standards and cloud-based technologies
- Relationships between technology and social change
- Strategies to manage personal learning networks, including content consumption and creation
- Keyboarding techniques

### COMPUTER PROGRAMMING 11/12

In this challenging and exciting course, students will develop an understanding of various programming languages and gain a proficiency in the use of high-level programming language. This is a project-based course, designed to provide students with the opportunity to explore and learn a variety of computer coding languages for web development, animations, simple game design and more. All students, regardless of previous computer knowledge and experience, are welcome to take this course to learn an introductory level of programming skills or advance what they already know. Utilizing the applied design process, students will challenge themselves to think critically and creatively to plan, develop and implement digital projects that consider personal, social and global subjects. This course is open to grade 10 students.

### COMPUTER INFORMATION SYSTEMS 11/12

Students in this course will be introduced to a variety of computer systems concepts from computer systems, to networking, to systems configurations. This differs from programming as those with knowledge in computer systems will look more towards systems and project management, infrastructure, or securities. Students will be asked to look at the deeper aspects of digital and media literacy, and consider the growth and development of different technologies in computing industries.

## AP COMPUTER SCIENCE A

AP Computer Science is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing.

## ARTS EDUCATION

### VISUAL ARTS

#### ARTS EDUCATION 8

Art 8 is an introductory course in which students explore a variety of materials in two-dimensional and three-dimensional image-making, develop basic drawing skills, and consider the work of selected artists.

*Note: A sketchbook will be required.*

#### ARTS EDUCATION 9

This course provides opportunity for exploration of a variety of materials, processes and techniques in two-dimensions and three-dimensions, and the study of artists who have worked in these areas. Emphasis will be placed on the development of personal imagery and a basic understanding of the elements and principles of design.

*Note: A sketchbook will be required.*

#### ART STUDIO 10

This course provides an opportunity for continued exploration and experience in a variety of two-dimensional and three-dimensional mediums. Students will be engaged in the development of skills and knowledge related to personal image creation, selected techniques and historical developments.

*Note: A sketchbook will be required.*

#### ART STUDIO 11

Students will be engaged in creating with, and responding to, a wide range of 2D and 3D art processes selected from drawing, painting, ceramics, sculpture, printmaking and graphic design. Within each area they will explore image development and design strategies, the elements and principles of design, technical skill development and context(s). Art history, art criticism and exploration of a range of art careers are integral to the course.

*Note: A sketchbook will be required.*

#### ART STUDIO 12

Building upon Art Studio 11 content, students work at an advanced level with a range of 2D and 3D art processes. Emphasis is on an increase in their level of sophistication, complexity and independence as students further develop technical competence in the selection and use of a variety of materials and processes, the purposeful manipulation of the elements of design, and the development of personal imagery. Visual literacy will be enhanced through art criticism and the study of the relationships between context(s) and the visual arts. Students will document and evaluate their creative process and products and continue to explore a range of visual art careers.

**“The arts are forms of thought every bit as potent in what they convey as mathematical and science symbols. They are ways we human beings ‘talk’ to each other. They are the languages of civilizations through which we express our fears, our anxieties, our curiosities, our hungers, our discoveries and our hopes. They are modes of communication that give us access to the stored wisdom of ages...”**

**-Charles Fowler**

**COMMITTED TO EXCELLENCE IN THE VISUAL ARTS**



*Note: A sketchbook will be required.*

### GRAPHIC ARTS 10

This course introduces students to design fundamentals and explores the elements and principles of graphic design. Students will work with a variety of materials in the creation of commercial art projects and printmaking. Students will learn to create designs and develop their knowledge regarding the ways in which content, design elements, available computer technology, and materials can be used to translate ideas and concepts into successful design solutions

### GRAPHIC ARTS 11

This course focuses on design fundamentals while exploring the elements and principles of graphic design. Students will work with a variety of materials and media in the creation of commercial art projects and printmaking. Students will learn to create designs and develop their knowledge regarding the ways in which content, design elements, available computer technology, and materials can be used to translate ideas and concepts into successful design solutions.

### GRAPHIC ARTS 12

This course provides an opportunity for the continued study of design fundamentals while continuing to explore and incorporate the elements and principles of graphic design into one's work. Students will work with a variety of materials (a mixture of traditional and digital media) in the creation of commercial art projects and printmaking. Students will continue to create designs and develop their knowledge regarding the ways in which content, design elements, available computer technology, and materials can be used to translate ideas and concepts into successful design solutions, as well as develop individual portfolios.

### MEDIA ARTS 9/10

Media Arts 9 is an introductory course designed to develop media literacy and allow students to explore multi-media production, always with an audience in mind. Students will be involved in analyzing the form and content of media, its influence on culture and society, and creating projects with a variety of technologies. The areas of focus will be image creation and manipulation, video, animation and interactivity. Media Arts 10 shares these objectives while introducing new design applications to enhance student portfolios.

### MEDIA ARTS 11

This course addresses the development of technical skill, creative expressions and communication in printed and dynamic imagery, animation, web page creation, film and video, and sound production. Students will study the history of media arts technologies, analyze the impact of these mass media forms in society, and explore career options. The development of a portfolio is an integral part of this course.

*\*This course meets both the Applied Skills and the Fine Arts 11 requirements.*

### MEDIA ARTS 12

This course is designed for more advanced study of film and video, as well as possibilities available with multimedia technologies (visual, audio and for the web) as outlined for Media Arts 11. Students will be required to propose and complete independent projects during term 2 that showcase their skills, knowledge and creative abilities in studied areas. The development of a portfolio is an integral part of this course.



## PHOTOGRAPHY 11

This course introduces students to digital photography (the Mac lab is our darkroom) and includes technical and creative components. It will encourage students to explore contexts, while discovering the expressive possibilities through much experimentation.

## PHOTOGRAPHY 12

This course builds on Photography 11. Students will study developments in photography, understand and apply the element and principles of design in photographic production and digital photography, develop a portfolio of personal work and explore career options.

## STUDIO ARTS 2D 11/12: *Drawing & Painting*

This course is intended for those students wishing to enlarge and increase their skill level in a variety of media and subjects. Students will explore different drawing and painting techniques using a variety of media: Pencil, pen and ink, watercolour, acrylic, oil pastels, and pencil crayons. There may be a digital art component offered if students are interested.

## STUDIO ARTS 3D 11/12: *Ceramics & Sculpture*

Ceramics and Sculpture is a course for students who wish to focus their studies on 3D Art. This course offers students the opportunity to address skill development through a variety of materials while exploring the influence of context, manipulation of design elements and principles as related to ceramics and sculpture.

## ADVANCED PLACEMENT – ARTS

For committed art students who wish to submit an AP portfolio in 2-D Design, 3-D, or Drawing. The AP Arts courses are rigorous courses designed to challenge students in their artistic skill and expression. Advanced Placement Studio Art is an excellent option for students needing a high-quality portfolio to apply to a post-secondary college or university program in art or design.

## DRAMA

### DRAMA 8

An introductory course which encourages students to trust themselves and others; reflect on thoughts, feelings and beliefs; take risks within dramatic context, and actively express themselves in body and voice. Drama 8 is an introductory course in creative dramatics with an emphasis on personal and social development, concentration, trust and cooperation. This course will familiarize students with the fundamentals of theatre, the basic elements of acting and how to prepare for roles through simple character development. Some limited exposure to script work and film will be introduced, while group and/or ensemble work is emphasized throughout.



### DRAMA 9

This course develops and extends students' knowledge, skills and attitudes through diverse experiences. Students learn to further apply drama and theatre elements in an effective manner. Students are exposed to greater script work, theatre sports, musical theatre, and film, and will examine various simple technical aspects of theatre (such as costume and simple set design). Personal awareness and self-discipline will continue to play an important role via group and/or ensemble work.

## DRAMA 10

Drama 10 continues to extend and develop skills and attitudes necessary to explore ideas in a dramatic context at an intermediate level. Students will continue to build upon previous skills in Drama 8 and Drama 9 and are presented with increasingly challenging projects in script work, musical theatre, theatre sports and film. Students will continue to explore fundamental aspects of technical theatre and are provided with performance and basic production management opportunities.

## DRAMA 11: *Theatre Performance*

Emphasis is placed on developing a deeper understanding of the elements of theatre at an advanced level. Students are presented with increasingly challenging projects in script work, theatre sports, musical theatre and role play; study the art of acting through interpretation, analysis and advanced characterization; and are presented with performance, technical and/or production management opportunities.

## DRAMA 12: *Theatre Performance*

This course develops students' understanding of theatre elements at an advanced level. Students are expected to acquire the knowledge, skills and attitudes in theatre, which will enhance their personal, educational and career development. Students will explore acting through modes such as script work, musical theatre, role play and film. Drama 12 is a highly specialized course in the art of acting for both stage and film. Students are expected to perform at a superior level in any facet of acting, production management and/or technical theatre.

## DIRECTING & SCRIPT DEVELOPMENT 11/12

This course emphasizes the basics of interpreting text and the role of the director. Students are presented with an opportunity to develop their production, directorial, and scriptwriting skills through taking a leadership role with younger acting students. Students will be immersed in the casting, direction, production and creative challenge of mounting smaller theatrical productions and performances. Specific levels of responsibility will be assigned for these senior leadership roles.

Taught in conjunction with senior drama courses, Directing & Script Development will be offered to a limited number of students, who are expected to be leaders in the Byrne Drama Program and are able to work independently as well as with others.

## THEATRE COMPANY 8 – 12 *\*By audition only*

*\*This course is offered outside of the timetable.*

The performance of a theatre work requires the collaborative efforts of the entire theatre company. Students learn about the nature of a theatre company and the interconnected roles and responsibilities of people who work within it. They examine the requirements for leadership, teamwork, commitment, and backstage and front-of-house communication protocol. They learn the synthesis of content and context in the theatre environment. Through participation in the rehearsal and performance process, as actors and technicians, students learn the skills and attitudes necessary to perform within a theatre company, including valuable personal and interpersonal skills that students can apply in a broader social and career context. Theatre Company is ultimately responsible for performing a show at the end of the semester.

## MUSICAL THEATRE 8 – 12 *\* By audition only*

*\*This course is offered outside of the timetable.*

The performance of a musical theatre work requires the collaborative efforts of the entire musical theatre cast. Students learn about the nature of musical theatre and the interconnected roles and responsibilities that theatre, music and dance play within a show. They examine the requirements for leadership, teamwork, commitment and backstage and front-of-house communication protocol. They learn the synthesis of content and context from multiple visual and performing arts disciplines by connecting dance, music and theatre skills. Through participation and in the rehearsal and performance process, students learn the skills and attitudes necessary to perform a musical theatre production, including valuable personal and interpersonal skills that students can apply in a broader social and career context. Musical Theatre students are ultimately responsible for performing a show at the end of the semester.



## MUSIC

### BEGINNER BAND 8/9

This course is an introductory course by which students are introduced to the maintenance, technique and rudiments of a selected band instrument. Concepts such as articulation, embouchure, blend, balance, tone and style are introduced to form a foundation of musical awareness that encourages expression, reflection and performance. Students will create, listen to, perform and understand music demonstrating historical and cultural contexts. Students will develop an understanding and appreciation of thoughts, images and feelings used to express and create music as well as define elements of expression such as: harmony, rhythm, melody, texture, dynamics, tempo, and timbre.

*Note: While some instruments are available through the school, most students will be required to provide their own instrument. Assistance for renting or purchasing a musical instrument will be provided at term start.*

### MUSIC 8/9: Junior Concert Band

Junior Band provides an opportunity for students to expand on their beginner band experiences. Students will continue to master their individual instrument and frame their musical experiences through independent learning as well as group rehearsal. Students will perform a wide variety of music (appropriate to their level) ranging from classical to modern music. Students will learn to create and compose music through further instruction of their individual instruments.

### MUSIC 8/9: Jazz Band

Jazz Band develops and extends students' knowledge, skills and attitudes through diverse musical experiences. Students learn to further apply their musical understanding through jazz styles, techniques and composition. This course will emphasize comprehensive and conceptual achievements and mastery of instrumental music with a continued focus on theory and harmony. Students will be introduced to jazz styles that will encourage exploration in improvisation and jazz analysis.

### INSTRUMENTAL MUSIC 10: Concert Band

Concert Band is the main ensemble for brass, woodwind, and percussion. This course focuses less on the physical demands and rudiments of music, and more on the expressive and aesthetic elements of music. Students enhance their ability in creating, composing, arranging through rhythmic and harmonic instruction. Theory is enhanced through musical terminology, technology listening, performing and creating. Analysis orally and in writing allows the elements of music to be presented through a wide spectrum and range of styles.

### **INSTRUMENTAL MUSIC 10: *Jazz Band***

Jazz Band develops and extends students' knowledge, skills and attitudes through diverse musical experiences. Students learn to further apply their musical understanding through jazz styles, techniques and composition. This course will emphasize comprehensive and conceptual achievements and mastery of instrumental music with a continued focus on theory and harmony. Students will be introduced to jazz styles that will encourage exploration in improvisation and jazz analysis.

### **INSTRUMENTAL MUSIC 11/12: *Senior Band***

Concert Band is the main ensemble for brass, woodwind, and percussion. These bands will involve the majority of students in the Music Program and perform a wide variety of musical styles, including Classics, Overtures, Film Music, and some Pop music. Students will combine technical knowledge, music literacy, and contextual observation to make musical decisions and demonstrate increasingly sophisticated application of music elements, principles, techniques, vocabulary, and symbols. In addition, students are expected to pursue increasing fluency in instrumental performance and establish evolving personal goals for instrumental performance. The Concert Band will perform in concerts, festivals and on tour.

### **MUSIC 11/12: *Jazz Band***

Building upon Junior Jazz Band, students work at an advanced level with a range of new artistic challenges presented in critical thinking, reflection, analysis, history, and music literacy. Students will expand previous concepts in composition, notation, harmony, theory and improvisation. This performance-based course provides students with the opportunities to solo and work within a large group and/or smaller jazz combos. The class prepares for a major trip to festivals and adjudications every second year.

### **MUSIC 8/9: *Vocal Ensemble***

This course offers an introduction to singing. Students will expand on physical concepts of singing that empower them to sing in pitch, with support and in tune. Students will learn concepts of history: historical periods, genres, styles and cultures of music. Conceptual achievements will include beat, tempo, rhythm, pitch, melody, phrasing and dynamics. Students will learn how to read and compose notated choral music as well as sing/perform: a varied repertoire of music from classical to modern. Students will learn, discuss and interpret history; style, emotion and expression of music.

### **CHORAL MUSIC: *Vocal Ensemble* 10/11/12**

Choral Music develops and extends students' knowledge of music and vocal technique while developing music-reading skills. Students will sing a wide range of repertoire from diverse cultures, styles and eras in large groups and alone. Opportunities will be given for solos and leadership whilst students enhance their musical expression, performance, theory and ear training. Interpretation, expression, performance and comprehensive knowledge of musical terminology, aesthetics, and techniques are the focus of this class. Students continue to develop their reading and writing skills in music, listening to and responding to and with critique.

### **MUSIC 9: *Guitar***

This is a course designed for beginners wishing to learn guitar. This course is linked with the learning standards of Music 9 and will further develop techniques specific to guitar. Theory will include picking and strumming techniques using major and minor scales, harmonic progression, (e.g. 12 bar blues) and pentatonic scales. Students will develop proficiency in listening skills, ensemble awareness, solo and group performance, as well as basic electric and acoustic technique. Repertoire will vary from a range of periods and styles including rock, blues, and classical.

### INSTRUMENTAL MUSIC 10/11/12: *Guitar*

This course continues to build on the previous levels' competencies. Emphasis is placed on advanced classical guitar technique, note reading, and finger-picking. Students learn bar chords in major and minor keys, as well as advanced rhythms and notation; major and minor. Students will learn how to play two and three octave scales and are introduced to pentatonic and modal scales.

### PRODUCTION & TECHNOLOGY 11/12

Production and Technology provides students with the opportunity to compose, edit, record, and manipulate musical forms. Students will also explore the relationship between current technology and music, investigate career options in the music industry and study the role of music in society. This course offers musical technique and composition while allowing students to excel in creativity, independence and musical/technological exploration.

Students will explore the following Big Ideas:

- Music composition and production provides an opportunity to represent our identity, context, and culture.
- Composers and producers develop creative skill and proficiency through perseverance, resilience, and risk taking.
- Composers capture and reflect aspects of time, place, and community through music.
- Music composition and production offers aesthetic experiences that can transform our perspective.

### AP MUSIC THEORY

AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.

In this course, students will learn to:

- Identify features of pitch, interval, scales and keys, chords, meter, rhythm, and other musical concepts in performed and notated music
- Sing a notated melody on sight
- Notate music that a student hears
- Complete music based on cues, following common-practice style

### DANCE

Dance is informed by the history, culture, community, and value system in which it exists. The Byrne Creek Dance Program encourages students to engage in dance as a unique medium for exploring one's identity, sense of belonging, and ability to effect change. Students will grow in their skills as dancers through perseverance, resilience, and risk taking. Through purposeful artistic choices and critical thinking, dancers can express meaning and exchange ideas both individually and collaboratively.

## DANCE 8

Dance 8 encourages students to trust themselves and others, reflect on thoughts and experiences, and explore creative expression. Risk taking, personal awareness, and dance etiquette are emphasized. Students are introduced to dance terminology, movement elements, various genres, as well as dance history. Students will take part in a daily warm-up and cross-floor sequences to build rhythm, strength, flexibility, co-ordination, and dance technique. Throughout the course, students are involved in the creation of a piece of choreography that they perform at the end of semester **Dance Show**.



## DANCE 9

Dance 9 focuses on technical dance skills, rhythm and body awareness. Dance technique and risk-taking play an increasingly important role during warm-up, cross-floor sequences, and choreography. Collaboration, spatial/body/personal awareness and dance etiquette are emphasized. Students learn about dance terminology, movement elements, various genres of dance and dance history. Throughout the course, students are involved in the creation of a piece of choreography that they perform in the end of semester **Dance show**.

## DANCE COMPANY 9

This is a repertory-based course in which students learn elements of choreography, leadership skills and advanced performance and technical skills necessary in being part of a Dance Performance Ensemble. The teacher and students work together to create a repertoire of dances in a variety of genres. The Company performs in the **Dance Show** performance at the end of both semesters, the Burnaby Festival of Dance, and several other events throughout the year.

*(Note: This is a linear course offered in Y Block from 3:30-5:15 on Tuesdays and Thursdays from September to June. Extra rehearsals are also to be expected. Admission by audition only in the Spring)*

## DANCE PERFORMANCE 10

This performance-based course continues to extend and develop knowledge, skills, and attitudes necessary to study dance at an intermediate level. Students will continue to strengthen and expand dance technique, terminology, creative expression, and style. All levels of dancers are encouraged to take this course. Dance Performance 10 consists of a daily warm-up, cross-floor exercises, and choreography. Throughout the course, students are involved in the creation of a piece of choreography that they perform in the end of semester **Dance Show**.

## DANCE CONDITIONING 10

Dance Conditioning 10 is designed for beginner to advanced dancers. This course gives students tools that they need to become more technically proficient dancers. Elements of yoga, Pilates and floor barre, along with the use of exercise equipment are incorporated into the class. Students will gain the strength, flexibility and physical awareness necessary to take their own dancing to the next level. They will begin to develop healthy, efficient movement patterns to improve technique and to help prevent injury. The course also includes an introductory anatomy unit to increase students' understanding of muscles, bones and movement.

## DANCE COMPANY 10

This is a repertory- based course in which students learn elements of choreography, leadership skills and advanced performance and technical skills necessary in being part of a Dance Performance Ensemble. Students work alone and in groups to create, explore, and refine movement and choreography. Together with the

teacher, students create a repertoire of dances in a variety of genres. Students in this course perform in the **Dance Show** at the end of both semesters, the **Burnaby Dance Festival**, and at several other venues and events throughout the year.

*(Note: This is a linear course offered in Y Block from 3:30-5:15 on Tuesdays and Thursdays from September to June. Extra rehearsals are also to be expected. Admission by audition only in the Spring)*

### DANCE PERFORMANCE 11

Dance Performance 11 is a performance-based course suitable for beginner to advanced dancers. Throughout the semester, students work to increase dance technique, stamina, flexibility, knowledge of proper dance terminology and history, as well as artistic and creative expression. Each class includes warm-up, cross-floor combinations, and choreography. Throughout the course, students are involved in the creation of a piece of choreography that they perform in the end of semester **Dance Show**.

### DANCE CHOREOGRAPHY 11/12

This course is intended to give dedicated dancers the opportunity to develop their creativity as choreographers. In this class students will work on some dance technique but will focus primarily on learning the elements of dance composition. Students will develop their choreographic skills and will create choreography to be presented in our Dance Informal, and potentially in the end of semester Dance Show as well.

*(Note: Students should have completed a previous dance course and/or have instructor's approval. Students are encouraged to take this course in combination with a Dance Performance course.)*

### DANCE COMPANY 11

This is a repertory- based course in which students learn elements of choreography, leadership skills and advanced performance and technical skills necessary in being part of a Dance Performance Ensemble. Students work alone and in groups to create, explore, and refine movement and choreography. Together with the teacher, students create a repertoire of dances in a variety of genres. Grade 11 students begin to play a leadership role within the class to mentor grade 9 and 10 dancers. Students in this course perform in the **Dance Show** at the end of both semesters, the **Burnaby Festival of Dance** and at several other events throughout the year.

*(Note: This is a linear course offered in Y Block from 3:30-5:15 on Tuesdays and Thursdays from September to June. Extra rehearsals are also to be expected. Admission by audition only in the Spring)*

### DANCE PERFORMANCE 12

Dance Performance 12 is a performance-based course suitable for beginner to advanced dancers. All levels of committed, hard-working, determined, students are encouraged to take this class. Students work daily on choreography, technical skills, flexibility, and artistic expression. Each class includes warm-up, cross-floor combinations, and choreography. Throughout the course, students are very involved in the creation of a piece of choreography that they perform in the end of semester **Dance Show**.

### DANCE CONDITIONING 11/12

Dance Conditioning 12 is designed for beginner to advanced dancers. This course gives students tools they need to become more technically proficient dancers and movers. Elements of yoga, Pilates and floor barre, along with the use of exercise equipment are incorporated into the class. Students will gain the strength, flexibility and physical awareness necessary to take their own dancing or movement to the next level. They will develop and consistently apply healthy, efficient movement patterns that improve dance technique and help prevent injury. The course also includes a unit on anatomy to increase students' understanding and ability to communicate



specifically about muscles, bones and movement. Projects include working in partners to develop and teach stretch, warm-up and strengthening sequences as well as keeping a personal progress journal.

### DANCE LEADERSHIP 12

Building on concepts explored in Dance Leadership 11, Dance Leadership 12 is a highly specialized course for advanced dance students. In this course, students work with a junior grade 8 or 9 dance class as a mentor and choreographer. Students are challenged to lead warm-up and cross-floor activities, as well as through creative exploration, choreograph a piece that the junior students will perform in the end of the semester Festival of the Arts and Dance Celebration performance. Dance Leadership encourages highly motivated students to bring their knowledge and skills into the shared space with other dancers, while encouraging them to effectively communicate and problem solve. In addition, this course aims to expose students to potential career options in the vast and varied professional dance industry and creates increased autonomy as they consider their future experiences in dance.

*(Note: This is a specialized course. If you are interested in this course, please speak to your Dance teacher.)*

### DANCE COMPANY 12

This is a repertory- based course in which students learn and refine their knowledge of elements of choreography, leadership skills and advanced performance and technical skills necessary in being part of a Dance Performance Ensemble. Students work alone and in groups to create, explore, and refine movement and choreography. Together with the teacher, students create a repertoire of dances in a variety of genres. Grade 12 students learn how to mentor and support the younger Company students as well. Company members perform in the **Dance Show** at the end of both semesters, the Burnaby Festival of Dance and several other venues and events throughout the year.

*(Note: This is a linear course offered in Y Block from 3:30-5:15 on Tuesdays and Thursdays from September to June. Extra rehearsals are also to be expected. Admission by audition only in the Spring)*

## LEADERSHIP

### PEER TUTORING 11/12

These courses are full semester electives designed for students interested in people-oriented careers. Students electing to take this course should have good work habits and an excellent attendance record. The primary focus of these courses will be peer tutoring in a junior course. These courses are designed primarily for grades 10-12 students.

### LEADERSHIP - LEO 9-12

This leadership course provides students with the chance to excel, develop positive character traits, and receive recognition for their contributions to the community. Leo Leadership students develop skills as organizers, time managers and motivators of their peers. This course will work to strengthen skill sets as a leader; it will focus on mastering time management, problem solving, organizational skills, delegation techniques and working with children and adults within the school and within the wider community.

*\*Leo Clubs for young people are part of the Lions Clubs, who are widely known around the world for their long-standing dedication to community service.*

### LEADERSHIP – STUDENT GOVERNMENT 10-12

Student Government at Byrne Creek runs as a class or a club, depending on your own involvement. It runs afterschool during Y block from 3:20pm to 4:45pm. The club meets on Mondays, while the class meets with the



club on Mondays and separately on Thursdays. The difference between the club and the class is that if taken as a class Student Government will be a course in your timetable, 4 credits will be awarded and a mark in your report card will be assigned. Meanwhile the club counts towards service hours and may be the right option for those of you who have a very full schedule. On club meetings (Mondays) our own executive chairs and prepares agendas for the meeting; while on Thursdays students participate in lessons on leadership.

#### **RECREATIONAL LEADERSHIP 10-12** *(Athletic Council)*

This course is designed to support the athletic culture at Byrne Creek Community School. Students will discuss marketing, brand management, event planning, development of leadership skills, work with our family of schools, and complete basketball & volleyball referee certification. Class meetings are held once a week before school. All other course hours will vary dependent upon which games/events the student is assigned to work.

#### **FIRST AID LEADERSHIP 11/12**

This is an excellent course for students who are interested in the human body and health. Students are required to complete a Standard First Aid Level 1/CPR certificate, and have one block scheduled to be first aid attendants in the schools' first aid room. In addition, students might be asked to attend school functions as first aid attendants. First aid related content will be taught throughout the year, and the First Aid teacher is regularly available for advice and support.