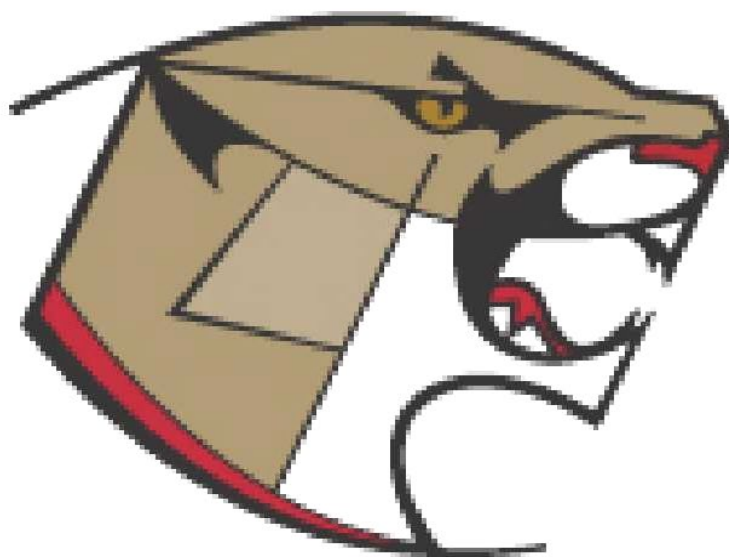


**BURNABY CENTRAL SECONDARY**

**HOME OF THE WILDCATS**



**Course Descriptions**

**2025-2026**

# **BURNABY CENTRAL SECONDARY SCHOOL**

HOME OF THE WILDCATS

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## Table of Contents

Educational Planning .....	4
Planning for Success .....	
Gr 8 & 9 Pre-Graduation Program Overview.....	5
Graduation Program 10-12.....	6
Learning Support Services.....	7
Advanced Placement Courses.....	8
English Language Arts.....	11
• English Language Arts 10.....	12
• English Language Arts 11.....	14
• English Language Arts 12.....	18
• Senior English Electives.....	20
• ELL (English Language Learning).....	21
• ELL Level 1.....	21
• ELL Level 2.....	22
Social Studies.....	23
• Senior Courses offered every year.....	24
• Elective Senior Courses.....	25
Mathematics .....	
• Pathways.....	31
Sciences.....	35
Applied Design, Skills and Technology.....	39
• Home Economics.....	39
• Technology Education.....	43
• Business Education.....	46
Visual Performing Arts.....	51
• Dance.....	51
• Visual Arts.....	54
• Drama.....	58
• Music.....	60
Languages.....	63
• French Language.....	63
• Japanese Language.....	64
• Mandarin Language.....	65
• Spanish Language.....	66
Physical and Health Education.....	67
Leadership.....	70
Career Preparation Program.....	72
• Youth Train in Trades.....	74

## **COURSE SELECTION 2025 - 2026**

This Course Selection book provides students and parents with the necessary information to develop a meaningful educational plan for the graduation program.

### **EDUCATIONAL PLANNING**

#### **Planning for Success**

As a student at Burnaby Central Secondary School the path to future success relies on your active involvement. The key to success is **you!** Good planning takes time and thought. Your course selection is an important decision. Discuss your goals with your parents/guardians and counsellor. In selecting courses, particularly for Grade 10 and 11 students, post-secondary options should be considered.

Many opportunities are available here at Burnaby Central. Make your high school years challenging as well as enjoyable.

- The information that you provide is used to build our timetable and determine staffing
- Every effort will be made to provide you with the courses that you have selected
- Because of various timetable constraints your initial course requests may have to be adjusted
- Students are expected to take at least 8 courses per year
- Students may take a 9<sup>th</sup> or 10<sup>th</sup> course that is scheduled before or after the regular school day

### **CHOOSING COURSES**

We encourage students to read course descriptions carefully and consult with their parents/guardians and their counsellor before finalizing course selections for next year.

### **POST-SECONDARY INFORMATION**

Each student is responsible for ensuring that selected courses meet post-secondary requirements in accordance with his/her learning plan. If you have questions, please meet with your counsellor.



## **GRADE 8 & 9 PRE-GRADUATION PROGRAM OVERVIEW**

The 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  
French 8      Physical & Health Education 8

Applied Design, Skills & Technologies 8 Rotation, which includes:  
Home Economics 8/Technology Education 8, Business Tech/ Digital Literacy 8 & Technology 8

One Fine Arts Elective from the following options:  
VPA Rotation (includes Art 8, Drama 8, Dance 8 OR Band 8 (Beginners' or Intermediate)

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

Grade 9 students must also select 3 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 & select the choose that best reflects their goals.

In order to graduate 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
- 4 credits of Indigenous-focussed coursework (English or Social Studies) in Grade 10, 11, or 12



## 2023 GRADUATION PROGRAM PLANNER

(for students in grades 10 and 11 only)

Foundation (Core) 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, at least 16 must be at the Grade 12 level, including a Grade 12 Language Arts course. Others may be required or elective courses.</p> <p><b>**NEW:</b> All students working towards a B.C. Certificate of Graduation must successfully complete at least 4 credits of Indigenous focused coursework. This can include English First Peoples 10-12, BC First Peoples 12 or Contemporary Indigenous Studies 12.</p>		

Elective Courses

### Graduation Assessments

Current Grade 10 Students	Current Grade 11 Students	Current Grade 12 Students
Numeracy Assessment 10 Literacy Assessment 10	<i>Numeracy AND Literacy Assessment 10 is required (if not already written).</i>	Literacy Assessment 12 * Litteratie – Français langue seconde 12 (French Immersion)
		<i>Numeracy AND Literacy Assessment 10 is required (if not already written).</i>



## LEARNING SUPPORT SERVICES

### CONNECT PROGRAM

The Connect Program is the LSS program with the widest scope. All students are invited to drop in to the Connect Room for support in any of their subjects. Connect is available before school, during lunch, and during regular class time. We try to staff every period with a Humanities and a Sci-matics specialist.



**AFTER SCHOOL CONNECT PROGRAM** is an after-school program which assists students with homework and assignments. It operates from 3:15 PM to 4:00PM in the Connect Room from Monday to 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

### 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 focusses on:

- independent living skills, including self-care & self-management skills
- behaviour management, social skills, and communication
- daily physical activity, , including PT and OT in consultation with the Children's Health Services Resource Team (CHSRT)
- functional literacy and numeracy skills
- inclusion in elective classes



After completing their grade 12 year, students receive a school-leaving certificate (Evergreen).



## ADVANCE PLACEMENT (AP) COURSES



Students can enrich their educational experience at Burnaby Central through our various AP Courses that are offered. Not only does taking an AP course in high school give a student an opportunity to *potentially* get University credit in high school, AP courses are shown to help better prepare high school students for the academic challenges that you experience in University.

Research consistently shows that students who are successful in AP typically experience greater academic success in college than similar students who do not participate in AP.

Post-Secondary institutes are beginning to look at prospective students' portfolios and evaluate how rigorous their senior years are, how diverse their course loads are and there's no better way to "beef up" your application than by being able to add an AP course or two.

***When applying for any AP course, students are required complete an [online recommendation form](#) that will be forwarded to the classroom teacher- in the event there is a waitlist for the course, these recommendation forms will play a large deciding factor in who will be accepted into classes.***

Full course descriptions can be found at the AP website: <https://apcentral.collegeboard.org/courses>

### **AP Macroeconomics \*Course is offered every other year; opposite of AP Microeconomics\***

*This course is open to strong academic students in Grade 10 and up.*

AP Macroeconomics provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behavior. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on nation economics.

### **AP ENGLISH LITERATURE & COMPOSITION**

*This course is open to students who have completed the pre-requisite course English 11 prior to the start of the school year. Students will need to be enrolled in English 12 concurrently (a cohort will be created with English 12 in Semester 1 and AP English in Semester 2).*

AP English Literature and Composition focuses on reading, analyzing and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to





provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative languages, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

### **AP CALCULUS**

*This course is open to strong academic students who will have completed Pre-Calculus 12 prior to the start of the school year. Students will need to be enrolled in Calculus 12 concurrently (a cohort will be created with Calc 12 in Semester 1 and AP Calc in Semester 2).*

AP Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically, and verbally.

### **AP COMPUTER SCIENCE A**

*This course is open to strong academic students and recommended that they have completed Computer Science 11/AP Computer Science Principles prior to the start of this course.*

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code. They will explore concepts like modularity, variables and control structures. The emphasis of the course is object-oriented programming and designing using the Java programming language.

### **AP COMPUTER SCIENCE PRINCIPLES**

*This course is open to academic students. Students are encouraged to have completed Computer Science 11 prior to the start of this course; however, no prior Computer Science course is required.*

AP Computer Science Principles involves problem-solving, hardware, and algorithms that help people utilize computers and incorporate multiple perspectives to address real-world problems in contemporary life. As the application of computer science is integrated into more aspects of our lives, it is important to understand the impact of computer science and how to maintain privacy, safety, and security not only when using computers but also while being the innovators of new computing applications.

### **AP STATISTICS \*Course is offered every other year; Next Offering is 2026/2027**

*This course is open to strong academic students in Grade 10 and up, who have a demonstrated aptitude for math.*

In AP Statistics, we learn to examine raw data, graphs, charts, rates, percentages, probabilities, averages, forecasts, and trend lines- major concepts and tools used collecting, analyzing and drawing conclusions from data.



## **AP CHINESE LANGUAGE & CULTURE**

This course is open to strong academic students in Grade 10 and up, who have met a prior Mandarin language level assessment and completed English 10 to the start of this course.

AP Chinese is intended for students who are looking to develop their Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities), which align with the Standards for Foreign Language Learning by the American Council on the Teaching of Foreign Languages. Chinese culture and social issues are explored in greater depth.

## **AP PSYCHOLOGY**

*This course is open to strong academic students in Grade 10 and up, who are recommended to have completed Psychology 11/12 prior to the start of this course.*

AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

## **AP VISUAL & PERFORMING ARTS**

AP Courses in this discipline are designed for students who are seriously interested in the practical experience of art. AP Courses in this department are not based on a written exam; instead, students submit portfolios for evaluation during the May AP examination period. The portfolios share a basic structure, which requires students to show fundamental competences and range of understanding of visual concerns and methods. Each course asks students to demonstrate a depth of investigation and process of discovery through Sustained Investigation and the Quality section.

### **AP 2-D ART & DESIGN**

Students must create five physical works or high-quality printed reproductions of physical works that each demonstrate synthesis of materials, processes, and ideas using 2-D art and design skills. They must also include 15 digital images of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision.

### **AP 3-D ART & DESIGN**

Students must create 10 digital images consisting of two views each of five works that demonstrate synthesis of materials, processes, and ideas using 3-D art and design skills. They must also include 15 digital images of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision.

## **AP DRAWING**

Students must create five physical works or high-quality printed reproductions of physical works that each demonstrate synthesis of materials, processes, and ideas using drawing skills. They must also



include 15 digital images of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision.

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## ENGLISH

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Burnaby Central's English Department offers a variety of language arts courses to help students understand and appreciate English language and literature. We offer both compulsory courses required for graduation and elective courses that allow students to deepen their study of literature and writing. All English courses in grades 8-12 are comprised of the same six strands: reading, writing, speaking, listening, viewing and representing. As students progress through each level, the course material will become more challenging, but the learning intentions stay the same.

Students will:

- Understand First Peoples Principles of Learning, knowing, and storytelling
- Develop an appreciation for language and literature
- Make sense of literary texts and uncover the understandings that live within them
- Engage in meaningful, purposeful academic discussion
- Think critically, creatively, and reflectively
- Communicate their thinking with clarity and effectiveness
- Participate as responsible citizens in a digital age
- Construct a sense of personal and cultural identity and be respectful of a range of perspectives and world views.

***Indigenous Focused Courses (for the Indigenous Focused Graduation Requirement) are offered from grades 10-12. This 4-credit requirement can be completed in either English or Social Studies.***

### English 8

Students will read and study novels, short stories, and poetry. Drama, non-fiction and mythology may also be addressed. Writing will be approached as a process, with students becoming more familiar with the stages of writing as they apply these skills directly to the pieces of literature being studied. Group discussion and debate will also figure prominently as students learn to critically examine and reflect on their reading and writing.

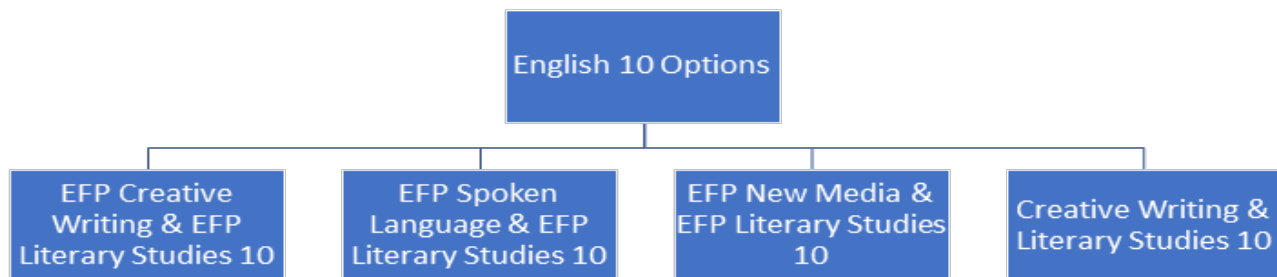
### English 9

This course continues to enhance students' knowledge and appreciation of various genres of literature. Literature to be read may include short stories, poetry, drama, novels and non-fiction works. Students will continue to improve in the areas of critical thinking, writing (both academic and creative), research and speaking.



## English 10

The grade 10 English program allows students to choose a topic of study that interests them. All strands will continue to develop and extend their knowledge and skills in reading, writing, speaking, listening, viewing, and representing.



Students have the option of taking English Studies 10 or a variety of English First Peoples 10 options. **All English 10 courses are offered in 2 credit pairings (for 4 credits total).**

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

### Literary Studies 10/EFP Literary Studies 10

Literary Studies 10/EFP Literary Studies 10 will allow students to explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Students will increase their literary skills through close reading and analysis to become educated global citizens and broaden their understanding of themselves and the world.

Possible areas of focus in Literary Studies 10 are genre-specific studies (poetry, short stories, essays, novels, drama, graphic novels, children's literature), specific author studies, Canadian literature, First Peoples literature, as well as diverse and inclusive literature (from PoC and the 2SLGBTQ+ Community).

Literary Studies 10/EFP Literary Studies 10 **MUST be paired with one of the following:**

### English First Peoples Writing 10

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



*The following are possible areas of focus in EFP Writing 10:*

- Community-focused text—ideas include creating written work that relates to and/or contributes to local First Peoples communities (e.g., community performances, proposals, technical communications)
- Writing for advocacy—ideas include creating narrative, descriptive, persuasive, and opinion pieces, with attention to audience, purpose, and technique
- Writing for expression—ideas include creating slam poetry, oratory, rap, drama, song, or multimodal work related to First Peoples themes
- Exploration of First Peoples themes—ideas include contextualizing self in relation to community, expressing relationship to land, with consideration of issues such as cultural appropriation and inauthenticity

### **English First Peoples New Media 10**

EFP New Media 10 is designed for students who are interested in exploring the increasing importance of digital media in communicating and exchanging ideas. This area of choice provides students with opportunities to think about the use of new media and its effects on individuals and on First Peoples communities and cultures. Students will work individually and collaboratively to develop skills needed in an increasingly complex digital world as they demonstrate understanding and communicate ideas through a variety of digital and print media.

*The following are possible areas of focus within EFP New Media 10:*

- Media and film studies related to First Peoples themes—ideas include representation of First Peoples in media and documentaries in the age of digital media
- Journalism and publishing related to First Peoples themes—ideas include changing roles and structures within news organizations and how journalism and publishing can support preservation and revitalization of language and culture
- Digital communication related to First Peoples themes—ideas include blogging, writing for the web, writing for social media, gaming, and podcasting

### **English First Peoples Spoken Language 10**

Spoken Language 10 is designed for students who are interested in studying First Peoples oral traditions and in developing their oral self-expression and communication in a variety of contexts. Within a supportive community, students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging oral texts for a variety of purposes. This area of choice will provide students with opportunities for performance and public speaking.

*The following are possible areas of focus within EFP Spoken Language 10:*

- Performance—ideas include spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts related to First Peoples themes



- Oral tradition—ideas include oratory, local story knowledge, and oral history
- Professional applications—ideas include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items) related to First Peoples themes

### **Creative Writing 10**

Creative Writing 10 is designed for students who have an interest in creative expression through language. The course provides students opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the sampling of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, and practise their writing.

The following are possible areas of focus within Creative Writing 10:

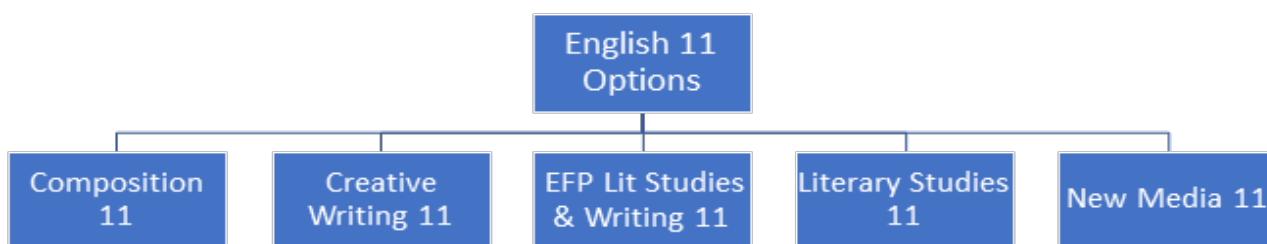
- contemporary creative forms such as slam poetry, oratory, rap, drama, song, graphic novels
- creative non-fiction, historical fiction
- poetry, song lyrics
- multimodal creative forms that combine visual, written, and oral texts

### **English Language Adapted 10: EFP Spoken Language 10 & EFP Composition 10 (for English Language Learners only)**

This course is specifically for ELL students who are transitioning out of ELL Level 2 into the regular academic English stream. English First Peoples Spoken Language/Composition 10 is designed for students who are interested in studying First Peoples oral traditions and in developing their oral self-expression and communication in a variety of contexts. Within a supportive community, students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging oral texts for a variety of purposes. This area of choice will provide students with opportunities for performance and public speaking. They will receive specific English language instruction with an emphasis on understanding correct grammatical structures and improving the clarity and precision of their work.



## English 11



The grade 11 English program allows students to choose a topic of study that interests them. All strands will continue to develop and extend their knowledge and skills in reading, writing, speaking, listening, viewing, and representing.

***One 4-credit Grade 11 Language Arts Course is required for graduation. Additional English course(s) may be taken as elective(s).***

### **Composition 11**

This course is designed to support students as they refine, clarify, and adjust their written communication through practice and revision. Students will read and study compositions by other writers and be exposed to a variety of styles as models for the development of their writing. With increasing independence, students will study, create, and write original and authentic pieces for a range of purposes and real-world audiences.

*The following are possible areas of focus within Composition 11:*

- Narrative, expository, descriptive, persuasive, and opinion pieces
- Planning, drafting, and editing processes
- Writing for specific audiences and specific disciplines
- How to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

### **Creative Writing 11**

This course is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. Students will have in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and strengthen their skills through writing and design processes.

*The following are possible areas of focus within Creative Writing 11:*

- Short fiction and poetry - e.g. flash fiction, twitterature, children's literature, sci-fi, drama/script writing, fantasy, suspense, dystopian
- Creative non-fiction - e.g. columns, articles, reporting, interviews, reviews, podcasts
- Memoirs and Narratives from diverse perspectives
- Film analysis/screenwriting and documentary



### **Creative Writing 11: Comedy Focus**

This course is designed for students with an interest in writing who want to understand the fragile art of making complete strangers laugh at words and images. Students will engage with mediums such as stand-up comedy, half-hour sitcoms, personal comedic memoirs, comics, and film. The goal of this class is not necessarily to write hilarious comedy so much as it is to develop a personal writer's voice and deepen our understanding of the techniques used to create humour. Students will also examine the shifting perceptions of what are considered acceptable targets for comedy, as well as the difference between "punching up" and "punching down". Also: It'll be funny, probably.

*Creative Writing 11 (Comedy Focus) will include but is not limited to:*

- Sitcom writing and the three-act structure
- Comedy as a tool for social justice
- Developing a writer's voice through memoir and journaling
- Parody and satire

### **English First Peoples Literary Studies & Writing 11**

EFP Literary Studies & Writing 11 is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions.

The following are possible areas of study within EFP Literary Studies + Writing 11:

- community focused text – ideas include creating written work that relates to local First Peoples resources and supports community-driven initiatives (e.g., commemorative works, community performances, proposals)
- exploring personal and cultural identities in relation to First Peoples in Canada and elsewhere – ideas include genre-specific, author-specific, or thematic study of First Peoples literature
- exploration of First Peoples themes – ideas include creating multigenerational narratives, contextualizing self in relation to community, and expressing relationship to land, with consideration of issues such as cultural appropriation and inauthenticity
- performance art in relation to First Peoples themes – ideas include creating slam poetry, oratory, rap, drama, song, or multimodal work
- academic, technical, and professional composition – ideas include Indigenous and Western approaches to research and writing for a variety of purposes and audiences
- intersections between First Peoples themes and other social justice issues – ideas include Indigeneity and feminism, Indigeneity and LGBTQ, Indigeneity and inclusion, Indigeneity and environmental sustainability





## **Literary Studies 11**

Literary Studies 11 allows students to delve deeply into literature and explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

The following are possible areas of focus in Literary Studies 11:

- expand their development as educated global citizens while further developing higher level thinking and learning skills
- specific author studies, themes, and inquiry topics
- develop balance and broaden their understanding of themselves and the world
- genre-specific studies (poetry, short stories, essays, novels, drama, graphic novels, children's literature)
- 2SLGBTQ+ and BIPOC literature, feminist literature, Canadian literature, First Peoples literature

## **New Media 11**

This course is designed for students who are interested in learning about the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. Students will have an opportunity to demonstrate their understanding through a variety of digital and print media. Compared with New Media 10, New Media 11 features tasks and texts of greater complexity and sophistication. The course will extend the depth and breadth of topics and activities offered in New Media 10.

*The following are possible areas of focus within New Media 11:*

- Media and film studies - e.g. globalization of the media industry, influence of media on users' perceptions, documentaries in the age of digital media
- Journalism and publishing - e.g. changing roles and structures within news organizations, risks/challenges/opportunities associated with professional journalism
- Digital communication - blogging, writing for the web/social media, podcasting

## **Cultural Empowerment Through Language 11 (Elective - For ELL Students Only)**

This **elective** course is designed for level 3 and 4 ELL students who want additional support and practice with their literacy skills *beyond* their required English course. The course is designed to build students' skills and confidence in academic tasks across the curriculum and enhance their ability to apply their growing range of strategies. Students will read a variety of text forms and have the opportunity to build on their reading, writing, listening, and speaking skills. In addition, students will gain awareness of their own identity and cultural contributions to Canadian culture and society by using more complex vocabulary and sentence forms.



## English 12



The grade 12 English program allows students to choose a topic of study that interests them. All three of the choices build on and extend students' previous learning experience in English Language Arts courses in grades 8 – 11.

***One of the following Grade 12 Language Arts courses is required for graduation. All other English 12 courses are electives and will NOT fulfill the graduation requirement.***

### **English Studies 12**

English Studies 12 is designed for all students and provides them 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 that reflect 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 understanding of what it means to be educated Canadian and global citizens

### **English First Peoples 12**

This course is grounded in the First Peoples Principles of Learning. It is designed for all students, Indigenous and non-Indigenous, who are interested in delving deeply into First Peoples oral and written literature and visual texts in a range of media. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text, including oral story,



poetry, song, performance, film, and prose. A key feature of the course is its focus on authentic First Peoples voices (i.e., historical, or contemporary texts created by or with First Peoples). In EFP 12, all students:

- examine texts grounded in a diversity of First Peoples cultures, including local Indigenous or Métis communities
- 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 texts
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understanding of what it means to be educated Canadian and global citizens

While the focus in EFP 12 is primarily on First Peoples voices from British Columbia, students also engage with texts that reflect First Peoples perspectives from elsewhere in Canada and throughout the world.

### **English Studies 12: BIPOC and 2SLGBTQ+ Voices**

This specialty English 12 course is designed to allow students to explore diverse, intersectional topics in literature while gaining credit for English Studies 12. Through the lens of the First Peoples Principles of Learning and Social Justice, this course will examine specific curriculum for students to explore race, gender identity, and sexual orientation as told by authentic Black, Indigenous, People of Colour, and 2SLGBTQ+ voices through memoirs, short stories and essays, documentaries, podcasts, art, music, and poetry. Students will actively engage in open dialogue about readings/topics to demonstrate empathetic understandings of storytelling. Students will learn how to write from experience while also studying technical academic and literary analysis writing.

Students will have the opportunity to:

- appreciate the importance of self-representation through a variety of texts
- contribute to community and reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- deepen their understanding of themselves and others in a changing world
- understand the diverse factors that shape identity for BIPOC and queer communities
- expand their understanding of what it means to be an educated global citizen
- explore texts from a variety of sources, in multiple modes, and that reflect diverse personal and world views
- refine their ability to communicate effectively in a variety of contexts and genres



### **AP English Literature and Composition**

Please note that this course is **different** from the elective *Literary Studies 12*. **Students who take AP English 12 are required to take English Studies 12 in Semester 1 and AP English 12 in Semester 2 to ensure year long preparation.**

The focus of this course is on prose and poetry written in the 19th-21<sup>st</sup> centuries. Students in this course are expected to fulfill the expectations for English 12 (including writing the literary assessment) and will also be given opportunities to go beyond these requirements.

Students will be required to evaluate literature at a greater depth, produce higher caliber writing and read at a more challenging pace. **They will have the option of writing the AP exam in May.** If a student scores high enough on the exam, they will receive first year post secondary credit for the course (depending on the post secondary institution). Students are strongly encouraged to take the *Literary Studies 12: English Literature Through the Ages* as an elective in grades 11 or 12 as a prerequisite course in order to be better prepared for the AP exam.

### **English 12 Elective Courses:**

#### **Composition 12: Academic Reading and Writing**

This **elective course** is designed for Grade 11 and 12 students who are planning to go directly to university and need to learn how to write university-level term papers for all subject areas. Work in this course will bridge the gap between high school level English and the reading and writing expectations of college and university. Students will read and study exemplary compositions by other writers and be exposed to a variety of styles as models for the development of their writing. There will be a focus on college-style writing, including critical summaries, annotated bibliographies, analytical essays, and research papers. Strategies designed to improve higher-level reading skills will also be taught, as will proper research methods, vocabulary development strategies and many other skills that will help foster success at the post-secondary level.

#### **Literary Studies 12: English Literature Through the Ages**

This **elective course** explores the origins of the greatest literature in English from Beowulf (circa 900) to the end of the 20<sup>th</sup> century. Students will study the tales of heroes and villains, and poetry and plays that have stood the test of time. The course encompasses a range of voices throughout history that have contributed to the development of our English literary heritage. Interest in literature, history and discussion will be nurtured and analytical skills will be enhanced. This course is a great introduction for those interested in pursuing a university arts degree, or for those who simply have a love of stories and language. This elective **can also be taken in grade 11** and is **strongly recommended** for students who are planning to take English 12 Advanced Placement.



## ENGLISH LANGUAGE LEARNING

ELL classes are designed to help our students improve their English skills in listening, speaking, reading, and writing. This is done through the studying of content that students will encounter in mainstream classes.



ELL classes at Central are divided into levels 1, 2, and 3.

Level 1	Level 2	Level 3	Level 3 or higher
Developing English Strategies	Expanding English Strategies	Social Studies 10 ELL	Cultural Empowerment Through Language 11
Developing English Strategies for Social Studies	Expanding English Strategies for Social Studies	English 10 ELL	
Developing English Strategies for Science	Expanding English Strategies for Science		
Developing English Strategies for Career Life			

Developing and Expanding English Strategies for Social Studies classes help prepare ELL students for successfully participating in mainstream Social Studies classes. In these classes, students initially focus on familiar, concrete environments of family and communities, and as their language abilities increase, topics extend to national and international communities. Major themes of society, politics and law, economy, technology, and environment may be explored.

Developing and Expanding English Strategies classes help prepare ELL students for successful participation in mainstream English classes. Students practice sentence structure, expanding written output, and work on paragraph to eventual essay writing. In addition, a wide range of literary genres are examined through short stories, novels, poems, and plays to help ELL students understand how authors use language to communicate effectively with an intended audience.

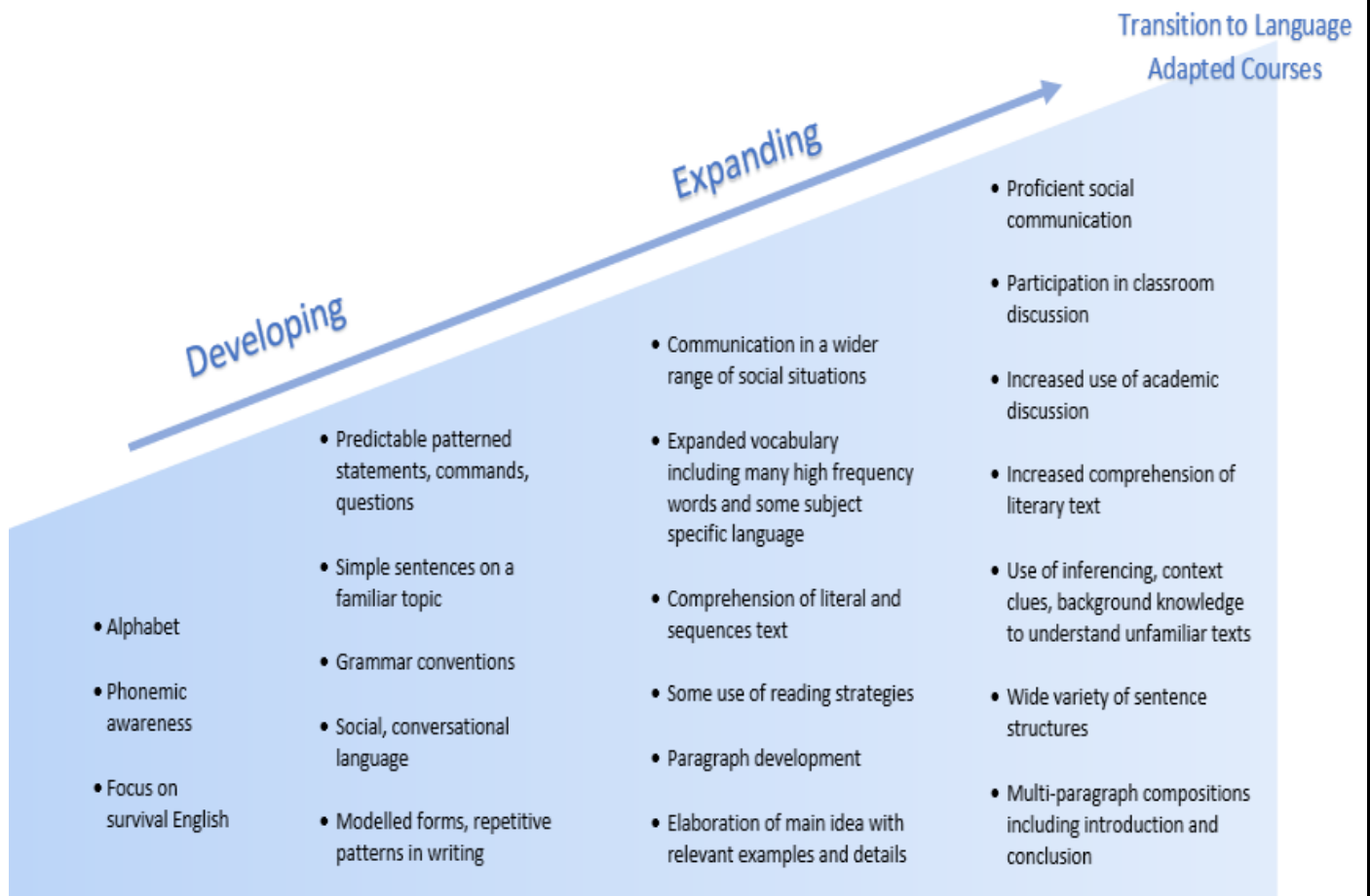
Developing and Expanding English Strategies for Science classes help prepare ELL students for successful participation in mainstream Science classes. Life Science, Physical Science, Earth and Space Science are all areas that are explored. In addition, science literacy skills are introduced and reinforced in these classes. Teachers may also aid students with their mainstream Science classes if they are taking both Expanding English Strategies for Science and their mainstream Science class in the same semester.



Developing English Strategies for Career Life classes are for supporting ELL students with their elective classes such as physical education, home economics, technology education, career and health education in addition to English language skills.

The Level 3 ELL courses correspond to mainstream English 10 and Social Studies 10. These adapted classes provide increased support to ELL students with their language development while they receive credit for English 10 and Social Studies 10 through these Level 3 classes.

Cultural Empowerment Through Language 11 is for grade 11 and 12 multilingual students in level 3 or higher who want/need additional support and practice with their English language skills. A variety of texts/media will be used to help students work on and improve their reading, writing, listening, and speaking skills. This course is offered through the English Department at Burnaby Central.



## SOCIAL STUDIES

*Indigenous Focused Courses (for the Indigenous Focused Graduation Requirement) are offered from grades 10-12. This 4-credit requirement can be completed in either English or Social Studies.*

### Social Studies 8

Social Studies 8 is an overview of the period from 600-1750CE, where students research and analyze how societies form, interact, and change over time. Students explore how factors such as contact and conflict, human and physical geography, and major shifts in culture influence social and political structures. Students examine how the practices of exploration, expansion and colonization have varying consequences for different groups. Social Studies 8 is grounded in the historical thinking skills that are used to examine history at the high school level and beyond. On completion of Social Studies 8, students are well on their way to becoming historians, ready to engage with, and create history.



Big Ideas of Socials 8 Include:

- Contact and conflict between groups of peoples stimulated significant cultural, social, and political change.
- Human and environmental factors shape changes in population and living standards.
- Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.
- Imperialism, expansion, and colonization had profound effects on different groups of people.

### Social Studies 9

Social Studies 9 is an overview of the period between 1750-1919. In this course, students will develop their critical thinking skills and analyze how people and nations around the world have been influenced by ideas, the environment, power, and identity. Students will explore how emerging ideas and ideologies profoundly influence societies and events, how physical environments influences the nature of political, social, and economic change, how disparities and power alter the balance of relationships between individuals and between society, and how collective identity is constructed and can change over time. As in Socials 8, an emphasis will be placed on the study of First Nations Peoples.



Big Ideas of Socials 9 Include:

- Emerging ideas and ideologies profoundly influence societies and events
- The physical environment greatly influences the nature of social, political and economic change
- Disparities in power alter the balance of relationships between individuals and societies
- Collective identities are constructed and can be changed over time.

### **Social Studies 10**

Social Studies 10 can be broadly described as the history of Canada and the world, from 1914 to the present. Students will be provided the opportunity to examine historical and contemporary social, cultural, political, legal, economic, and environmental issues. There will be a focus on the development, structure, and function of Canadian and other political institutions, including First Peoples governance. Central themes include discriminatory policies and injustices in Canada and the world, as well as international conflicts such as WWI, WWII, and the Cold War. The course also examines Canadian autonomy and changing perceptions of identity in Canada.

Big Ideas of Socials 10 Include:

- Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.
- The development of political institutions is influenced by economic, social, ideological, and geographic factors.
- Worldviews lead to different perspectives and ideas about developments in Canadian society.
- Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

### **Senior Social Studies Electives**

***SENIOR COURSES OFFERED EVERY YEAR Senior electives in Social Studies are open to any students upon completion of Social Studies 10, and there are no pre-requisites. The course offerings are designed to allow students to pursue various strands and disciplines of Social Studies. Students are encouraged to explore areas of interest and passion from their junior studies.***

### **Social Studies 11 Explorations**

This is a survey course intended to introduce three areas of study – introducing students to political studies and current global trends, historical inquiry and ethical assessment, and geographical awareness in an ever-changing global climate. The course will emphasize inquiry-based learning and research. For further info please visit the ministry website below. This course counts towards graduation credits.





## **20<sup>th</sup> Century World History 12 –**

This course examines significant events of the 20th century, emphasizing the rise of Nationalist movements and political transformations, along with the ensuing local and global conflicts. Students will use inquiry and critical thinking to explore the varied impacts on religion, culture, and society, stemming from these conflicts. Students will examine how human rights violations, social inequality, and religious persecution emerged under numerous authoritarian regimes over the past century. Additionally, students will investigate the influence of technology and globalization on the world and its populations. They will have the chance to analyze diverse sources, evaluate the validity and accuracy of information, and understand how this information shapes our historical perspective.

Big Ideas of 20<sup>th</sup> Century World History 12 Include:

- Nationalist movements can unite people in common causes or lead to intense conflict between different groups.
- The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes.
- The breakdown of long-standing empires created new economic and political systems.

## **BC First Peoples 12 (paired with Outdoor Education 11/12)**

With a focus on connection to land and building peer and community relationships, BC First Peoples 12 teaches students about the diverse identities, practices and history of the indigenous peoples living in British Columbia. Students will use the social studies historical thinking skills to examine both the past and the present structures of colonialism that have affected the social, economic and political lives of BC First Peoples. This course will prepare students to ask important questions and gather, interpret and analyze information to make informed conclusions. Students will learn various ways to communicate what they have learned and apply this knowledge to their own lives and the world around them.

Big Ideas for BC First Peoples 12 Include:

- The identities, worldviews, and languages of B.C. First Peoples are renewed, sustained, and transformed through their connection to the land.
- The impact of contact and colonialism continues to affect the political, social, and economic lives of B.C. First Peoples.
- Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples.
- Through self-governance, leadership, and self-determination, B.C. First Peoples challenge and resist Canada's ongoing colonialism.



There will be a cost (TBA) associated with this course.

\*\*\*This course will be paired with Outdoor Education 11/12. Registering for one, automatically enrolls you in the other.\*\*\*

### **Contemporary Indigenous Studies 12**

This course focuses on the diversity, depth, and integrity of Indigenous cultures around the world. Students will learn how the identities, worldviews, and languages of Indigenous people are renewed, sustained, and transformed through their connection to the land. The lingering effects of colonialism and the movement towards reconciliation and self-determination will be key themes within the course, in addition to the understanding that reconciliation requires all colonial societies to work together as we strive to foster healing and address injustices. Contemporary Indigenous Studies 12 provides an opportunity for students to acquire knowledge and understanding of the traditions, history, and present realities of contemporary Indigenous peoples, as well as a chance to consider future challenges and opportunities.

Big Ideas of Contemporary Indigenous Studies 12 Include:

- The identities, worldviews, and languages of indigenous peoples are renewed, sustained, and transformed through their connection to the land.
- Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism.
- Indigenous peoples continue to advocate and assert rights to self-determination.
- Reconciliation requires all colonial societies to work together to foster healing and address injustices.

*Contemporary Indigenous Studies 12 meets the requirement for the Indigenous Focused Graduation Requirement.*

### **Human Geography 12**

This course examines the ways humans depend on, modify, or adapt to their environments. This is examined through topics such as immigration, industrialization, globalization, agricultural practices, and environmental issues. Students will also examine changing demographics of regions and develop an understanding of how interculturalism allows for cross-cultural communication. While geographic concepts such as oceanography and geology are present, the primary focus is on the issues faced and created by humans. This course can be used for university entrance.



## Big Ideas of Human Geography Include 12:

- Analyzing data from a variety of sources allows us to better understand our globally connected world.
- Demographic patterns and population distribution are influenced by physical features and natural resources.
- Human activities alter landscapes in a variety of ways.
- A geographic region can encompass a variety of physical features and/or human interactions.

## Law Studies 12

Human rights and freedoms intersecting with the criminal justice system lays the foundation of this course. Focusing on some of the most controversial cases over the last few decades, students will learn how to analyze the elements of the case for the prosecution as well as for the defense. The Youth Criminal Justice Act and the Canadian Criminal Code will be examined in depth against the backdrop of the Charter of Rights and Freedoms. The highlight is a field trip to watch criminal and civil trials at the BC Supreme Court. This course can be used for university entrance.



## Big Ideas of Law Studies 12 Include:

- Understanding legal rights and responsibilities allows citizens to participate more fully in society.
- Laws can maintain the status quo and can also be a force for change.
- A society's laws and legal framework affect many aspects of people's daily lives.
- Laws are interpreted, and these interpretations may evolve over time as a society's values and worldviews change.

## Philosophy 12

Philosophy examines the fundamental nature of knowledge, reality, and existence. Philosophy seeks to answer difficult questions and focuses on the following: Logic: how to construct a rational and compelling argument and use logic to find answers to difficult questions. Metaphysics (the nature of reality): How do we understand our reality? Is there a god? Do we have free will? Epistemology (the nature of knowledge): What is knowledge? How is belief different than knowledge? Ethics: How should people act- is there a true right and wrong way to behave? Are morals natural, or socially constructed? If you like discussion, creating arguments, and pondering life's biggest questions, philosophy is for you. This course can be used for university entrance.



Big Ideas of Philosophy 12 Include:

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

### **GENOCIDE STUDIES 12**

This course will explore real-world examples of the deliberate destruction of communities and their cultures and examine how these actions can be disrupted and resisted. This course will examine the use of the term "genocide" and its application to these atrocities, considering the political, legal, social, and cultural consequences. We will deepen our understanding that, despite international efforts to prevent genocide, targeted violence against groups or minorities continues to pose a threat to global peace and stability. While the causes and motivations behind genocides vary, they all share common patterns and stages.

Big Ideas of Genocide Studies 12 Include:

- The intentional destruction of peoples and their cultures is not inevitable, and such attempts can be disrupted and resisted.
- The use of the term "genocide" to describe atrocities has political, legal, social, and cultural ramifications.
- Despite international commitments to prohibit genocide, violence targeted against groups of people has continued to challenge global peace and prosperity.
- While genocides are caused by and carried out for different reasons, all genocides share similarities in progression and scope.



## Psychology 12



This course introduces human behaviour and basic psychological concepts and enables students to put them into practice. The areas studied include the biological basis of behaviour, as well as human development and social psychology (personality, abnormal behaviour, treatments, etc.) This is a course on human behaviour and basic concepts in modern psychology. The course covers the five major psychological domains: methods, biopsychological, cognitive, developmental, and socio-economic domain. The course is designed for students who have an interest in psychology and are curious to learn how and why people think and act the way they do. This course also acts as an excellent foundation course for AP Psych. This course cannot be used for university entrance but is a graduation credit course.

Big Ideas of Psychology 12 Include:

- Psychology issues are interconnected.
- Psychological perspectives inform the understanding of human development and motivation.
- Psychology is the scientific study of the behavior and mental processes of human beings and other animals.
- Societal interactions, the human experience are key principles in the study of psychology.
- Ethics and methods are a key principle to the study of psychology.

*While Psychology 12 does not fulfill the Ministry's Socials Studies graduation requirement, it is a four-credit course that will be applied towards graduation.*

## Social Justice 12

In Social Justice 12 you will be examining how basic human rights and social values are upheld and distributed in Canada and around the world. In this course you will have the opportunity to challenge the status quo and examine how issues such as racism, poverty, sexism, homophobia, and globalization manifest within societal structures. In an increasingly complex and interconnected world, the ability to apply critical thinking and ethical reasoning skills to a variety of social justice issues is crucial and is the cornerstone of this course. Students will examine their own privileges, values, and beliefs, as well as investigate methods to effect positive change in the world. Thoughtful, open and informed class discussion and engagement are highly valued and important to the success of each student's learning experience. This course can be used for university entrance.



Big Ideas of Socials Justice 12 Include:

- Social justice issues are interconnected.
- Individual worldviews shape and inform our understanding of social justice issues.
- The causes of social injustice are complex and have lasting impacts on society.
- Social justice initiatives can transform individuals and systems.

### **Social Justice 12: LEADERSHIP**

Social Justice: LEADERSHIP allows students the opportunity to put the principles, values and big ideas of Social Justice into meaningful and active practice at Burnaby Central. This means the course expects and requires engaged involvement. Students MUST be prepared to ACTIVELY PARTICIPATE and ENGAGE in activities with other students and staff in the school community.

Students will learn and challenge their own beliefs and values and discover how their life experiences have equipped them to be active agents of change in our school community and beyond. Through the principles of diversity, equity, access, participation and human rights, students will discover how injustices such as racism, sexism, ableism, and homophobia emerge in our society and school, and obtain tools and practice to contribute to a positive change. Students will participate in both teacher-directed and student-initiated activities in the school to promote the principles of Social Justice and create impactful change toward a common goal or a safe, inclusive, kind, and equitable school environment. Through active planning, involvement and execution of school-based events and initiatives, students will grow in their confidence and ability to be lifelong advocates and agents of positive change in the world.

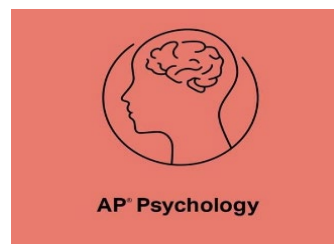
Big Ideas of Socials Justice 12: LEADERSHIP Include:

- Social justice issues are interconnected.
- Individual worldviews shape and inform our understanding of social justice issues.
- The causes of social injustice are complex and have lasting impacts on society.
- Social justice initiatives can transform individuals and systems.



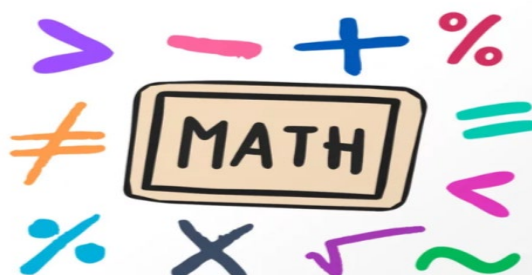
## AP Psychology

This course will introduce students to the systematic and scientific study of behaviour and mental processes of humans. Students will be exposed to psychological facts, principals, and phenomenon associated with each of the sub fields in psychology. Topics addressed: Social Psych, The Brain, Personality, Learning, Intelligence etc. Students should be fully aware of the heavy content of this course and the academic challenge of a six-credit university level course. The content of this course supports a broad range of study/career paths including business, law, education, and health studies. The final exam in May is optional but strongly recommended. Students are awarded 6 university credits upon successful completion of the AP exam. This course counts as both a graduation credit as well as can be used for university entrance.



## MATHEMATICS

Students can meet the Mathematics graduation requirements through one of the pathways described below. All pathways are designed to provide students with mathematical understanding and critical thinking skills. It is the choice of topics through which those skills are developed that varies among the pathways. Students will be required to write a *numeracy assessment* before graduation. This may be written as early as grade 10, and as late as grade 12.



### CHECK POST-SECONDARY REQUIREMENTS FOR ENTRY TO SPECIFIC PROGRAMS

#### Pre-Calculus Mathematics Pathway (Grades 10 – 12)

This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and number, measurement, relations and functions, trigonometry, and permutations, combinations and binomial theorem. This pathway is intended for students who may wish to pursue mathematical-related studies at the post-secondary level and prepares students for the study of Calculus.



### Foundations Mathematics Pathway (Grades 10 – 12)

This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary programs in the arts or the humanities. Topics include algebra and number, measurement, relations and functions, trigonometry, logic and reasoning, and financial literacy. This pathway **will not** prepare students for university calculus.

### Workplace Mathematics Pathway (Grades 10 – 11)

This pathway is designed to provide students with the Mathematical understanding and critical thinking skills identified for entry into the majority of trades and for direct entry into the work force.

Topics include conversions, measurement, trigonometry, and financial literacy.

## MATH ENRICHMENT

This year, Burnaby Central will offer Mathematics Enrichment as an off-time table, portfolio-based course conducted primarily on the Microsoft TEAMS platform. Students will be encouraged to engage with material taught within their Mathematics course that they are enrolled in, as well as delve into projects that will offer opportunities to further explore one's passion for Mathematics.

### PLEASE NOTE

- Students need to select BOTH the Mathematics Course they intend to take in the upcoming year AS WELL AS Mathematics Enrichment.
- The Enrichment Course will be feedback-based, carry no weight on a student's GPA, and no Graduation Credits will be assigned.

## Mathematics 8

Foundations of Math 8 is the first course in secondary school Mathematics. The units studied include number concepts and operations, patterns and relations, variables and equations, shape and space, statistics and probability, and financial literacy. The curriculum focuses on curricular competencies that include reasoning and analyzing, connecting and reflecting, communicating and representing, and understanding and solving.

## Mathematics 9

*\*Teachers may provide a recommendation to students at the end of this course as to which Mathematics 10 course would be best suited for student.*

This course is designed to consolidate and extend topics introduced in Mathematics 8. Topics include operations with rational numbers, square roots and exponents, polynomials and algebra, linear relations, geometry and statistics, and financial literacy. At the end of this course, students will be prepared for Foundations and Pre-Calculus 10 OR Apprenticeship and Workplace Mathematics 10.





### **Foundations of Mathematics & Pre-Calculus 10**

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in both the arts and the sciences. Topics include applying trigonometric ratios to the right triangles, prime factorization, operations with powers, polynomials, functions and relations, systems of linear equations, arithmetic sequences, and financial literacy. At the end of this course, students are prepared for Foundations of Mathematics 11 and Pre-Calculus 11, or Workplace 11.

### **Workplace Mathematics 10**

This option is designed to provide students with the Mathematical understanding and critical thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include understanding and applying the metric and imperial systems, conversions, measurement of 2-D and 3-D objects, geometry and trigonometry, and the fundamentals of income, spending and debt. At the end of this course, students are prepared for Workplace 11.

### **Pre-Calculus 11**

This course is designed for VERY STRONG students who are going into programs which require students to take theoretical calculus in university (for example, Sciences, Engineering, or Business). This course is accepted for entrance to many post-secondary institutions\*. This course explores functions and relations, algebra, and trigonometry in depth to prepare students for Calculus. This course will lead to Pre-Calculus Mathematics 12.

### **Foundations of Mathematics 11**

*\*Students should speak with their counsellor about their post-secondary requirements.*

This course is designed to provide students with mathematical understandings and critical thinking skills identified for post-secondary studies in the arts or humanities. Topics include logic and reasoning, functions, geometry, and statistics. Although the course explores many abstract concepts including algebra, it will *not* prepare you for university calculus\*. Students who successfully master the learning outcomes of this course may choose to continue to Foundations of Mathematics 12.

### **Workplace Mathematics 11**

The emphasis in this course is on consumer mathematics. Topics include measurement, geometry, data analysis, probability and statistics, formulae, and budgeting. This course will prepare students for the majority of trades and for direct entry into the work force. If students choose, they can take Apprenticeship Mathematics 12 after completing this course.

### **History of Mathematics 11** \*Course is offered every other year; opposite of Geometry 12\*

*\*Please note that this is an elective course and does not satisfy graduation requirements\**

This course delves into how the Mathematics concepts we know and use today came to be. Students will see who ideas evolved over the centuries, how math is a universal language, and how mathematics has benefited society throughout the years. Advancements in Mathematics came around due to not only new members of the mathematical community, but also progressed as rudimentary tools and technology were developed.



### **Computer Science 11**

*\*Please note that this is an elective course and does not satisfy graduation requirements.*

Technology is becoming one of the most important skills for 21<sup>st</sup> century job seekers. In this introductory computer science course, students will explore basic computer programming concepts, applying logical statements, modelling mathematical problems, and applying computational thinking to solve problems. Students will learn to code in Python, a widely used programming language in web development and app building, to create their own programs. This course does not require a prerequisite and is suitable for both beginner and intermediate computer users. It is strongly recommended that students have completed a grade 10 level mathematics course prior to the start of this course. It is highly recommended students take this course prior to taking AP Computer Science A.

### **Pre-Calculus 12**

*\*Students should speak with their counsellor about their post-secondary requirements.*

This is a higher level of Mathematics which is required for entrance into many university-level programs\* and prepares students for the study of calculus. Students will build on the concepts learned in Pre-Calculus 11 and will spend more time developing their knowledge of algebra, graphing, and the more formal generalizations of mathematics concepts.

### **Foundations of Mathematics 12**

The practical focus of the Foundations of Mathematics 12 pathway is designed to enable students to develop their mathematical knowledge, skills, and attitudes in the context of their lives and possible careers. There is increased emphasis on concrete activities and modelling, and decreased emphasis on symbol manipulation (algebra). The Foundations pathway begins in grade 10.

### **Apprenticeship Mathematics 12**

*\*Students should speak with their counsellor about their post-secondary requirements.*

This course is designed to provide students with the mathematical understandings and critical thinking skills needed for entry into the majority of trades\* and for direct entry into the work force. The core curriculum consists of tools of measurement, visualizations, mathematics in the workplace, and financial literacy, including business investments and loans.

### **Calculus 12**

Calculus will introduce the student to the fundamentals of differentiation and limits, along with applications. Topics include graphing, maxima and minima, related rates, areas, and exponential functions. This course is a good introduction to university level calculus. An AP Calculus course is also available, at the culmination of which students may write an exam in May for university credit. Students who enroll in AP Calculus AB must also enroll in Calculus 12.

### **Geometry 12 (NEW! – Offered 2026/2027)**

*\*\*This course will be offered every other year, alternating with History of Mathematics 11.*

This mathematics course is an elective course. Students will conjecture, investigate, and discover properties and relations in geometry. This course covers geometric constructions, circle geometry,



isometries and non-isometric transformations, non-Euclidean geometry, and more. Students will also look at the history of geometry across cultures and time.

### **Statistics 12 (Offered 2026/2027)**

In Statistics 12, we learn the integral role of statistics in research, decision making, and policy in society. Specific topics include formulating research questions, planning statistical studies, utilizing analysis and inference, and communicating statistical findings effectively. Students should have completed Foundations and Precalculus 10 prior to enrolling in this course.

### **AP Mathematics Courses**

Please see the Advanced Placement course descriptions for descriptions of the AP Math courses offered (AP Calculus, AP Statistics, AP Computer Science Principles and AP Computer Science A).

## **SCIENCE**

### **Science 8**

As students investigate cells, atomic theory, light, and plate tectonics they will increase their understanding of the Scientific Method and our natural world. Communication, critical and creative thinking, personal awareness, and social responsibility are skills that will be developed throughout the year. Students will also be provided with the opportunity to develop the processes, attitudes, and scientific habits of mind that allow them to pursue their own inquiries. The big ideas as developed by the Ministry of Education are as follows:



Life processes are performed at the cellular level.

The behavior of matter can be explained by the kinetic molecular theory and atomic theory.

Energy can be transferred both as a particle and a wave.

The theory of plate tectonics is the unifying theory that explains the Earth's geologic processes.

### **Science 9**

As students investigate reproductive strategies, the periodic table, electricity, and ecosystems, they will increase their understanding of the Scientific Method and our natural world. Communication, critical and creative thinking, personal awareness, and social responsibility are skills that will be developed throughout the year. Students will also be provided with the opportunity to develop the processes, attitudes, and scientific habits of mind that allow them to pursue their own inquiries. The big ideas as developed by the Ministry of education are as follows:



Cells are derived from cells.

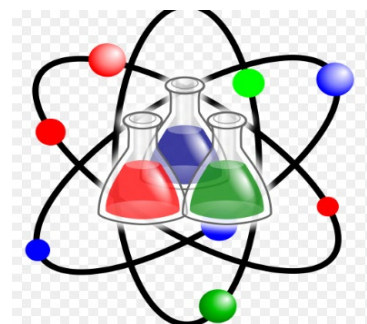
The electron arrangement of atoms impacts their chemical nature.

Electric current is the flow of electric charge.

The biosphere, geosphere, hydrosphere, and atmosphere are interconnected as matter cycles and energy flows through them.

### Science 10

Science 10 topics include genetic diversity and patterns of inheritance, chemical processes and energy transformations, as well as the formation of the universe. Using critical thinking, creative insight, and their current scientific knowledge, students will be provided with opportunities to collaborate, investigate, problem solve, communicate, innovate, discover and increase their understanding of science through hands-on experience. The big ideas as developed by the Ministry of education are as follows:



Genes are the foundation for the diversity of living things.

Chemical processes require energy change as atoms are rearranged.

Energy is conserved and its transformation can affect living things and the environment.

The formation of the universe can be explained by the big bang theory.

### Astronomy 11

Have you ever looked up and caught yourself staring off into the night sky? Have you wondered what else is out there beyond the horizon? Are you fascinated with the cosmos? This will be an introductory course on the history of astronomy and our solar system. Students will discuss a variety of topics from ancient astronomy up to modern day developments in the field. Detailed course topics include: ancient astronomy; formation and evolution of the solar system; the planets, stars, moons, sun and minor members of the solar system; working with telescopes and observing the night sky; and space exploration. *Some evening field trips to observe the night sky will be required. Please note that this course is a science elective. It does not satisfy the science graduation requirement.*



### **Life Sciences 11 (Biology 11)**

Students are introduced to important biological themes of biodiversity, evolution, and classification. Interactions at the molecular and cellular levels are explored. Life Sciences 11 uses lab activities to study the increasing complexity of life forms of viruses and bacterium, fungi, and then on to higher plants and animals. Students investigate how different organisms change over time and fulfill their life functions, for example, exchanging materials, responding to the environment, and reproduction. This course teaches fundamental concepts, laboratory skills, and themes needed in future biology courses, in both the high school and post-secondary setting. Supplemental field trip to the Vancouver Aquarium wet-lab may occur at the discretion of the teacher.

### **Chemistry 11**

Chemistry 11 is a course designed to introduce the main ideas, principles and verifying concepts in chemistry, and provide a basis for Chemistry 12 and post-secondary entrance. Skills learned in Mathematics 10 are critical to success in Chemistry 11. Topics include: uncertainty in measurement, writing chemical formulae and balancing equations, the mole concept and Avogadro's Number, problems using balanced equations, solutions and ions, molarity, electron configurations, bonding, and organic chemistry. Students should take Pre-Calculus 11 prior to or concurrently with Chemistry 11. A minimum grade of C+ in Foundations and Pre-Calculus Math 10 is strongly recommended.



### **Physics 11**

This is an introductory course which covers the main ideas, principles, and unifying concepts in physics; to develop an understanding of the analytical and experimental methods of inquiry used in science; and to promote an understanding of how physics applies to everyday life. Physics 11 is recommended especially for students who plan to study pure sciences or engineering related technology but is also appropriate for humanities-oriented students. Topics include: kinematics, dynamics, energy (electrical, mechanical, and heat), and the transmission of energy (waves and photons). Students should take Pre-Calculus 11 prior to or concurrent with Physics 11. A minimum C+ average in Science 10 is strongly recommended.



### **Science for Citizens 11**



This is a survey course that explores how scientific processes and knowledge inform our decisions and impact our daily lives. Scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for places of employment. Scientific understanding enables humans to respond and adapt to changes locally and globally.

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

Biochemistry and cellular mechanics form the basis of study for the first half of this academic course. Human physiology becomes the focus for the remainder of the year. An understanding of the organization of human systems and the integrated nature of the human body will be emphasized. Genomics and the importance of emerging DNA technologies may be explored. The effects of nutrition, lifestyle, and different medical conditions on homeostasis and health will be considered. Prior completion of Biology 11 and Chemistry 11 is strongly recommended.

### **Anatomy and Physiology 12: Science of Sport focus (Biology 12)**

This course satisfies the learning outcomes of Anatomy and Physiology 12 (see above). It is designed for students with an interest in learning how the human body functions through the lens of sports science. Students will engage with learning theory in the classroom and active participation. Students will examine concepts pertaining to the control of movement, metabolic responses to exercise, injury recovery and various adaptations in the body's systems that contribute to athletic performance. The goal of this course is for students to develop their understanding of the organization of the human body and how it affects involvement in sport. Prior completion of Biology 11 and Chemistry 11 are strongly recommended.

### **Chemistry 12**

This course further develops on concepts introduced in Chemistry 11 with an emphasis on reaction rates, reaction and solubility equilibrium, acid-base chemistry, and redox reactions. Math 12 should be taken concurrently or prior. A minimum C+ average in Chemistry 11 is strongly recommended. A good knowledge of stoichiometry and solution chemistry from Chemistry 11 is required for success.

### **Physics 12**

This course further develops on the concepts learned in Physics 11 with emphasis on mechanics and electromagnetism. This course helps develop analytical, experimental and problem-solving skills. It also helps students appreciate the role and applications of physics in our technological and cultural development. A minimum C+ average in Physics 11 is strongly recommended. Math 12 should be taken concurrently or prior. Topics include vector mechanics in 2 dimensions, equilibrium, momentum, energy, circular motion, gravitation, and electromagnetism.



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## **APPLIED DESIGN, SKILLS AND TECHNOLOGY**

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### **HOME ECONOMICS** **“Teaching skills for LIFE”**

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Home Economics courses at Burnaby Central are fun, hands-on courses that help students become better prepared for our changing world. We focus on empowering young people to become active and informed members of society with respect to both living independently and living with others. The Home Economics curriculum fosters critical thinking and problem-solving skills needed to manage resources effectively. In doing so, Home Economics education makes an important contribution to:

- Improving the quality of students’ present and future family lives
- Increasing students’ resourcefulness in dealing with life’s daily challenges
- Enhancing students’ development as responsible citizens

#### **Home Economics 8**

This hands-on course helps you learn "SKILLS FOR LIFE"! You will learn about kitchen safety, metric measurement, healthy eating habits, and how to prepare delicious snacks. Not only will you get to show your creativity with food, but you will get to express your personal style by creating your very own apron or gym bag. You will be able to impress your friends and family with your enhanced skills and learn healthy eating habits too!

#### **Food Studies 9**

This course will focus on skills in the areas of food preparation and meal planning with an emphasis on nutrition and time management. Students work in cooperative groups to prepare a variety of popular and nutritious meals and snacks such as breakfast, lunch, dinner and baking. Students will explore topics such as kitchen safety, sanitation, nutrition, the role of ingredients, First Peoples food use and how food production impacts society. The skills and knowledge acquired in this course provide students with practical skills for everyday life.

#### **Textiles 9**

This course is an introductory course that enables students to learn textiles knowledge and sewing skills to express their personal style and creativity. No previous experience required. Students will construct two to three simple garments/crafts that may include pajama pants, hoodies and craft items such as quilted pillow, pencil cases, bags and Coast Salish knitting. Students will learn how to operate a Janome sewing machine and sergers, cultural influences on fashion and textile choice, sewing terminology, fibre characteristics and care. A small selection of fabrics are available for use, however students are encouraged to purchase their own materials based on personal style and preference.



## **Culinary Arts 10**

This course is designed as an introduction to food preparation in the teaching kitchen. Students will develop food preparation, catering and food marketing skills in a team environment. This course is a valuable first step for students wishing to learn the basics of commercial cooking or those wanting to take the Cook's Training Level 1 Course offered at Burnaby Central.

## **Leadership 10: Foods Leadership**

Do you love food and want to make a difference in your school community? Foods Leadership is an exciting hands-on course where you'll develop time management, organizational, and leadership skills while developing your personal strengths.

You'll plan menus, sample delicious food, and feel great about giving back by preparing and sharing food that build a positive school culture and support others. From organizing events like the school breakfast program to mentoring elementary students, and running food-focused events, you'll gain real-world experience in teamwork, problem-solving, and event planning. We will go on field trips to restaurants to learn about menu design, food presentation and food cultures from food industry experts. Through hands-on activities, team collaboration, and reflection, you will cultivate your abilities to lead with confidence, inspire others, and manage responsibilities effectively while preparing food.

This course is your chance to develop your leadership and event planning skills and leave a lasting impact at Burnaby Central—all while having fun and working with food!

## **Skills Exploration 10 - International Foods 10**

Journey to Thailand, India, Italy, China, Mexico, Greece and other countries by preparing a variety of appetizers, breads, soups, salads, and desserts. Using food, discover the similarities and differences of each country's customs and cuisine. Learn about world cuisine, factors influencing food choices, travel, geography, climate/growing conditions, and nutrition. Bring your appetite and sense of adventure to try new and delicious foods! It is an experience you will not want to miss!

## **Textiles 10**

Students continue to develop basic garment construction techniques and select projects to practice new techniques. No previous experience required. Possible projects include the use of both knits and woven fabrics, pants/skirts, unlined jackets/shirts. Students will explore the origins, characteristics, and care of natural and manufactured textiles, First Peoples traditional and current textile knowledge and practices, strategies for altering patterns and upcycling, principles of design, environmental factors and ethical impact of the Textiles industry and the impact of those choices on local and global communities. A small selection of fabrics is available for use; however, students are encouraged to purchase their own materials based on personal style and preference.





### **Baking 11**

The baking and pastry professions are growing rapidly so this course is offered to introduce students to the background knowledge, skills and practical required to produce quantity commercial baked goods offered in our cafeteria. All baking skills learned are transferable to baking at home for your friends and family or to a career in the food industry. Students will focus on those skills necessary to produce attractive and tasty products. We will be concentrating on superior taste, creative expression, cost efficiency, organization, time management and teamwork. This course is also offered in the morning during X Block.

### **Culinary Arts 11**

This fun, interactive course teaches students to focus on quantity food preparation. Students develop the skills necessary for commercial food preparation as they participate in activities related to receiving, storing, preparing and presenting nutritious foods. The knowledge gained will provide life skills that will enable students to cook for family and friends. All students will learn the necessary skills for working in the food industry today.

### **Food Studies 11**

Students will further enhance their knowledge and skills by preparing nutritious and appetizing products. You will also have an opportunity to select and prepare your own recipes (with guidance from the teacher) and use consumer skills by exploring and comparing similar food products. Units of study will include food preservation, baking, impact of diet on health, yeast breads, soups, grain products, fad diets, multi-course meals, desserts and the impact of sugar consumption on health. Bring an open mind and an adventurous palate.

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

This course enables students to explore the factors involved in interpersonal relationships. Topics will include reasons and the importance of forming relationships, definitions of committed relationships, cultural influences, factors involved in ending relationships, components of healthy relationships and how to thrive and reciprocate in a variety of relationships, indicators of unsafe relationships, actions to ensure safety in relationships and communication styles and strategies.

### **Leadership 11: Foods Leadership**

Do you love food and want to make a difference in your school community? Foods Leadership is an exciting hands-on course where you'll develop time management, organizational, and leadership skills while developing your personal strengths.

You'll plan menus, sample delicious food, and feel great about giving back by preparing and sharing food that build a positive school culture and support others. From organizing events like the school breakfast program to mentoring elementary students, and running food-focused events, you'll gain real-world experience in teamwork, problem-solving, and event planning. We will go on field trips to restaurants to learn about menu design, food presentation and food cultures from food industry experts. Through hands-on activities, team collaboration, and reflection, you will cultivate your



abilities to lead with confidence, inspire others, and manage responsibilities effectively while preparing food.

This course is your chance to develop your leadership and event planning skills and leave a lasting impact at Burnaby Central—all while having fun and working with food!

### **Textiles 11**

Students will build on their clothing construction skills and textiles knowledge. No previous experience required. Student's projects may include: lined jackets/coats, dresses, pants, knits and craft items. Students will explore careers in design, production and marketing of textile items, historical influences of fashion and textile choices and the properties, selection/care of natural and manufactured fibres and yarns, and ethical and economic issues in the Textiles industry. A small selection of fabrics is available for use, however, students are encouraged to purchase their own materials based on personal style and preference.

### **Baking 12**

This course enables students to learn the advanced baking principles and techniques. Students will gain the knowledge and skills required to create professional desserts, to work in the baking and pastry arts industry and/or to be prepared for post-secondary baking and pastry arts programs. The course focusses on foundational baking knowledge, application of baking principles, time management skills, analyzing and problem-solving skills, managing baking processes, achieving product outcomes and plating skills. Units of study will include artisan breads, pastry dough, batters, cookies, cakes, fillings, dessert sauces, plating desserts, cake design and creation, chocolate and confection work.

### **Child and Youth Education 12 (Child Development and Care Giving 12)**

This course explores child development from prenatal to youth. Stages of child development from birth to age 12, including cognitive, social, physical, and emotional development, and language and speech will be explored. Students will also gain valuable skills in the areas of conflict resolution, mentorship, communication and working with youth. Additional topics will include the role of play in human development and learning, nutritional needs and feeding practices for children of various ages and theories of caregiving styles and impacts on child development. Experiences will be gained from hands on interactions with partnered elementary schools.

### **Culinary Arts 12**

This fun, hands on culinary course teaches students to focus on quantity food preparation. While experiencing the creative preparation and presentation of food, students become leaders who can apply their learned skills to their home life and in public food-service facilities. Students will have the opportunity to develop skills required to work in the food industry.

### **Food Studies 12**

In this course, you will learn and apply advanced food preparation techniques and prepare multi-course meals. Units of study will include food preservation, baking, consumer comparisons, food security, genetically modified foods, yeast breads, stock based soups, salads, grain products (oats,



corn, filled pasta) types of vegetarians, multi-course meals, and desserts. Have fun working with your group, appreciating, exploring and tasting the wonderful world of food.

### **Leadership 12: Foods Leadership**

Do you love food and want to make a difference in your school community? Foods Leadership is an exciting hands-on course where you'll develop time management, organizational, and leadership skills while developing your personal strengths.

You'll plan menus, sample delicious food, and feel great about giving back by preparing and sharing food that build a positive school culture and support others. From organizing events like the school breakfast program to mentoring elementary students, and running food-focused events, you'll gain real-world experience in teamwork, problem-solving, and event planning. We will go on field trips to restaurants to learn about menu design, food presentation and food cultures from food industry experts. Through hands-on activities, team collaboration, and reflection, you will cultivate your abilities to lead with confidence, inspire others, and manage responsibilities effectively while preparing food.

This course is your chance to develop your leadership and event planning skills and leave a lasting impact at Burnaby Central—all while having fun and working with food!

### **Textiles 12**

Students will experiment with challenging fabrics, methods for designing patterns and advanced techniques in this course. Students will construct advanced textile items which may include tailored garments, lined garments, evening wear, costumes, swimwear and or active wear. Students will explore ethical and environmental issues in the fashion industry, historical uses of textile items and their influence on modern textile use, First Peoples historical textile practices, influences of design, production, labelling and distribution, relationship between fibre content, fabric type and its appropriate use. A small selection of fabrics is available for use, however, students are encouraged to purchase their own fabric based on personal style and preference.

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## **TECHNOLOGY EDUCATION**

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### **Technology 8**

The philosophy that underlies broad-based technological education is that *students learn best by doing*. This curriculum therefore adopts an activity-based, project-driven approach that involves students in problem solving as they develop knowledge and skills and gain experience in the technological subject area of their choice. In Technology Education 8, we explore three technological areas where students demonstrate an understanding of Isometric drawing. Learn the concept of isometric and orthographic views. Convert isometric shapes into architectural structures. They learn about an electronic system and some of the components used. They learn about resistors, capacitors,



transistors and etc. Students learn about safety in the wood fabrication shop and build projects to go along the three technology areas.

### **Drafting and Design 9**

This course is designed for students interested in drafting and design related careers such as engineering, interior design, industrial design, and architecture. Students will explore the elements and techniques used for design drawing and Computer Assisted Design (CAD). Students will have the opportunity to design creative projects for a 3D printer, CNC machine, or laser engraver.

### **Electronics & Robotics 9**

This course covers basic electronic concepts, including circuits, schematics, electronic test equipment and measurement. Students will construct electronic projects such as strobe lights, electronic games, toys, alarms, timers, motion detectors and amplifiers. Additional costs may be incurred for program options.

### **Transportation, Power, Energy 9**

This is an exciting class that introduces both female and male students to modern small engine principles. Students not only learn by completing an engine overhaul, they will also design and build a CO2 powered race car model. Students will also learn how to braze and weld metal. Additional costs may be incurred for program options.

### **Woodwork 9**

This course develops a basic knowledge of many aspects of woodworking including design, joinery and finishing. Workplace health and safety will be emphasized. Additional costs may be incurred if students choose to purchase their own wood for individualized projects.

### **Drafting and Design 10**

This course is for students who are taking Drafting & Design for the first time or who have completed Drafting & Design 9 and are ready to move on to more complex techniques and projects. Students will explore the elements and techniques used for design drawing and Computer Assisted Design (CAD). Students will have the opportunity to design creative projects for a 3D printer, CNC machine, or laser engraver.

### **Electronics & Robotics 10**

Students will work to develop technological skills that have real value. They will build electronic systems, power supplies and audio equipment. Students will use computers for graphics, computer-assisted design, presentations, design of project circuit boards and project enclosures. Additional costs may be incurred for program options.

### **Automotive Technology 10 (Power Technology 10)**

If you can read and understand technical information you can repair and service all components and systems on a modern car. Emphasis is on developing basic skills with practical hands-on applications. Topics will include Ignition, Cooling, Charging, Lubricating, Starting, Computer Controls and Braking systems. Students will also learn how to braze and weld metals.



### **Woodwork 10**

This course develops a basic knowledge of many aspects of woodworking including design, joinery and finishing. Workplace health and safety will be emphasized. Students who successfully completed Woodwork 9 will experience more advanced cabinet making techniques. Additional costs may be incurred if students choose to purchase their own wood for individualized projects.

### **Art Metal, Wood and Jewelry 10 – 12**

In this course students will combine woodwork, metalwork and jewelry making techniques to create projects with an emphasis on creative expression. Some projects may include rings, pendants, earrings, jewelry boxes, and steel sculptures. Additional costs may be incurred for program options.

### **Automotive Technology 11**

Cars, cars and more cars. Explore the fascinating and exciting ever-changing world of automobiles. This new course emphasizes basic practical skill development that includes instruction on all systems. Topics include tune-up, engine performance, brakes, and servicing of all aspects of the car. Sixty per cent hands-on practical work.

### **Drafting and Design 11**

This course is for students who are taking Drafting & Design for the first time or who have completed Drafting & Design 9 or 10 and are ready to move on to more complex techniques and projects. Students will explore the elements and techniques used for design drawing and Computer Assisted Design (CAD). Students will have the opportunity to design creative projects for a 3D printer, CNC machine, or laser engraver. Students will also learn advanced architecture concepts and design a major individual project.

### **Electronics 11**

This course covers basic electronic concepts in both analog and digital circuits. Students will construct a variety of project designs and will be encouraged to apply circuit design to a chosen application. An introduction to programming micro-controllers using BASIC and assembly language is included. Additional costs may be incurred for program options.

### **Woodwork 11**

This course provides the opportunity to learn the safe uses of a wide variety of hand and machine woodworking tools. It will also cover some basic knowledge of wood and wood products as well as basic finishing techniques. Students will learn a variety of common woodworking joints. Additional costs may be incurred if students choose to purchase their own wood for individualized projects.

### **Automotive Technology 12**

This course is designed to give students more in-depth instruction on engine management systems, including computer controls. Both basic and advanced practical skills are acquired in this course including problem-solving, repair and servicing vehicles that permit the student to develop marketable abilities and apply appropriate skills to service and maintain the modern automobile. Hands-on practical work with safety related supervised instruction is emphasized.



### **Drafting and Design 12**

This course is for students who are taking Drafting & Design for the first time or who have completed Drafting & Design 9, 10, or 11 and are ready to move on to more complex techniques and projects. Students will explore the elements and techniques used for design drawing and Computer Assisted Design (CAD). Students will have the opportunity to design creative projects for a 3D printer, CNC machine, or laser engraver. Students will also learn advanced architecture concepts and design a major architecture project.

### **Electronics 12**

This course covers basic electronic concepts in both analog and digital circuits. Students will construct a variety of project designs and will be encouraged to apply circuit design to a chosen application. An introduction to programming micro controllers using BASIC and assembly language is included. Students will learn the standards and conventions of electronic engineering and learn acceptable attitudes and ethics required in industry. Emphasis will be placed on employment opportunities available in this field. Additional costs may be incurred for program options.

### **Engine and Drivetrain 12**

This course provides students with opportunities to develop abilities to safely use an assortment of specialized tools and computerized equipment necessary to diagnose, service and maintain the engine, its support systems and the drive mechanisms from the power source to the driven wheels. Includes the clutch, transmission, transaxle, differential and engine.

### **Furniture and Cabinetry 12**

This course provides the opportunity to learn the safe uses of a wide variety of hand and machine woodworking tools. Students will also learn the procedures and techniques used to build high quality cabinetry using both face-frame and flush face construction. Fasteners finishes and adhesives specific to cabinet fabrication will also be examined. This course provides the opportunity to learn the safe uses of a wide variety of hand and machine woodworking tools. Students will learn the procedures and techniques used to build high quality furniture. Fasteners, finishes and adhesives specific to furniture fabrication will also be examined. Additional costs may be incurred if students choose to purchase their own wood for individualized projects.

### **Woodwork 12**

This course will focus on the design and production of craft products using carving, turning, cutting and drilling processes. Students will develop their skills through project-based learning. Additional costs may be incurred if students choose to purchase their own wood for individualized projects.

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## BUSINESS EDUCATION

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### **Business Technology 8**

This course brings business and computers together. Be introduced to some exciting business concepts like marketing, entrepreneurship and much more. All courses in school require computer



generated reports and presentations, you will learn life-long skills that you will use in school, at work, or in your personal life. Learn to type properly and improve your speed and accuracy.

Learn to use the Microsoft Office 365 Package which is provided to each student free of charge to use at school and home. We will cover the Digital Literacy portion of the curriculum as we learn to protect your online presence as we discuss cyber bullying, viruses, online scams and how to manage your digital tattoo.

### **Entrepreneurship & Marketing 9**

This course is incorporated with the popular grade 10 course. If you are interested in learning what business is all about, then this is your next stop. You will learn aspects of a wide variety of business topics including accounting, finance, economics, marketing, investing, money management, and much more. Just like the grade 10's you may have a chance to start your own business competing with other teams to sell products or services in the school and enjoy the profits too! This class is a great starting point to all other business courses at Central.

### **Information & Communication Technologies 9**

This course is one of the most useful classes that you will ever take. Using the Microsoft Office suite of products, you will learn very important computer skills including word processing (format a report for English), spreadsheets (make a graph for Science), and presentation programs (for all your classes). You will develop proper keyboarding skills.

Become aware of security threats such as viruses, spyware, cyber bullying, and how to keep you and your family safe. You may also try out Photoshop, website creation, programming, music editing, or more.

### **Entrepreneurship & Marketing 10**

Business is all around you. Everyone needs to learn about how money and the excitement of the business world is pervasive in all aspects of life. Like many others, you may also find that your passions lie in the field of business. Everyone needs to learn basic accounting, finance, economics, marketing, investing, and money management. You may also have a chance to start your own business competing with other teams to sell products or services in the school and enjoy the profits too!

### **Computer Studies 10**

This exciting, hands-on course will help you learn how to effectively use the computer as a problem-solving tool. Building on the skills from prior computer experiences, learn to energize your assignments with computer graphics and presentation software. We utilize the Office 365 suite and Adobe suite of programs including Word, Excel spreadsheets, InDesign and much more. You will learn how to utilize advanced software tools to enhance your business potential. You will explore the impact of technology in a changing social and business environment building a secure, positive online portfolio, developing an understanding of the potential of viral attacks on your social media and online presence.



### **Digital Communications 11**

Building on the skills from prior computer experiences, learn to energize your assignments with computer graphics and presentation software. This hands-on course will help you learn how to effectively use the computer as a problem-solving tool. We utilize the Office 365 suite and Adobe suite of programs including Word, Excel spreadsheets, InDesign and much more. You will learn how to utilize advanced software tools to enhance your business potential. You will explore the impact of technology in a changing social and business environment building a secure, positive online portfolio, developing an understanding of the potential of viral attacks on your social media and online presence.

### **Accounting 11**

This is knowledge that everyone needs in life. Do you want to own 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 of solving financial problems. Projects include applying accounting principles to a business such as the school store or an external business such as Roger's Arena.

### **Computer Programming 11**

Students can choose their learning to suit their styles and can investigate a variety of programming languages including Python, C++, Java and much more. Some students also have the chance to try Unity, Flash, Blender and other advanced computer programs. Students work independently or in small groups to learn and understand the code and ultimately will amend and enhance their code and investigate more advanced topics. Your final project will be coding your own passion project.

### **Entrepreneurship & Marketing - The Business of Sports Marketing 11**

This course gives insight into the "Business of Sports Marketing." Students will gain meaningful understanding of how the multi-billion-dollar industry of sports works. This course covers Sports Leagues and Teams including their structure, globalization and ownership. It will also explore media rights, stadiums and arenas. There will be discussion and research into salaries, unions and the role of sports agents. The Olympics and the FIFA World Cup will also be examined.

### **Marketing & Promotion 11**

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

### **Media Design 11 – Video Production**

This is a fun and very creative class. Using advanced video editing software (Adobe Premiere), learn to create your own videos incorporating camera tricks and customized video effects and transitions. Emphasis is on starting with an idea, developing a proposal and script, filming, and editing the video





by adding sound & music. More advanced students may be able to try out advanced special effects using Adobe After Effects. The final project will be to create your own short movie. We will also investigate basic web design and Flash animations.

### **Tourism 11 & 12**

This is a comprehensive introduction to a fast-paced, rapidly changing, and extremely diversified industry. Core elements are designed to encourage students to apply and refine a wide range of skills and knowledge. This course will provide students with both transferrable and employability skills and a foundation for workplace training in the five sectors of the tourism industry.

### **Applications of Leadership 11: Technology**

Designed for students considering engineering, programming, graphic design or any post-secondary studies utilizing computers. This self-directed course is designed for those students who want to work on high-end, integrated computer projects. These projects can include 3D modeling, Photoshop, video and sound editing, and programming (Java, Python, or whatever language that your program will be studying). You are responsible for creating your own learning plan. Students must be self-motivated and able to complete individual projects.

### **E-Commerce 12 (Marketing 12)**

E-Commerce 12 is a study of national and international marketing and advanced topics of e-commerce. Topics include marketing research, product planning, product enhancement, sales promotion and advertising including the design and production of Wildcat clothing and merchandise. Students will be actively involved in the daily operation of the school store. Those who have taken Marketing 11 are prime candidates to be store managers and all grade 12s are eligible for one of the marketing scholarships.

### **Economics 12**

With what's gone on in the US and here in Canada, economic concepts are more important than ever and is a must for any student whether they go to business school or any career. To excel in today's business world, you need a good understanding of how economics governs our lives. Topics include supply and demand theory; production/distribution, labour, role of government, international trade, decision making in business. This course also covers Environment economics, Development economics, wealth and inequality. Students are expected to engage in projects that explore solutions to current economic issues. This course can be used for university GPA calculations.

### **Entrepreneurship 12**

Are you interested in starting your own business? Would you like to make some money? Entrepreneurs come in all shapes and sizes and this course will start you on your way. You can look into areas such as investing, starting a business, becoming an entrepreneur in a company. We can look at existing successful entrepreneurs and look at all the many areas where we can make our own mark. This project-based course has so many possibilities. Let's have some fun and make some profit!



### **Financial Accounting 12**

A must if you are planning to go to business school. This course is intended for students who wish to pursue post-secondary studies in accounting, finance, business management, or commerce. Accounting theory and assessment of financial statements will be the emphasis of this course. Students without Accounting 11 may have difficulty with this course.

### **Media Design 12 – Video Production**

Explore all aspects of video editing in a fully project-based class. You will learn industry standard Premiere video editing and move towards advanced special effects using After Effects. Emphasis will be on creating not only visually impressive productions but also interesting and varied content. Final project will be to create your own movie (from writing a script, filming schedule, filming, editing, to creating a full DVD menu). Students may also be able to enter video contests.

### **Sports Marketing 12**

Sports Marketing will focus on local and multi-billion-dollar professional sports, sponsorships, partnerships and fan engagement. Students will learn about marketing concepts related to branding, promotions, athlete marketing, personal branding, digital media and social media in sports. Projects will encourage students to research and learn more about athletes whom they look up to. Lastly, the course will discuss emerging trends in sports marketing, sports from a global perspective, ethics and controversies in sports. Ideal for athletes planning on working within the industry.

### **Applications of Leadership 12: Technology**

A must for any student considering engineering or computer sciences. This course continues the project approach in grade 11. Students will complete designated programs started in grade 11 or proceed to new ones. In addition, students will work on advanced projects using industry standard software. If you can dream of an application or a design, then you can do it here. Students must be self-motivated and able to complete projects on their own.

### **AP Microeconomics 12 or AP Macroeconomics 12**

This is a challenging course that gives students the opportunity to take TWO university level courses in high school. You learn the same theories and at the same depth as a first-year university student and possibly gain university credits. Students who successfully complete the examination in May with a minimum score of 4 on a 5-point scale may be granted university course credit. For more information, please check [www.ap.ca](http://www.ap.ca) and [www.collegeboard.org](http://www.collegeboard.org). **AP Macroeconomics is offered in 2025-26 school year and AP Microeconomics will be in 2024-25 school year.**



## VISUAL & PERFORMING ARTS



### **DANCE 8**

Dance 8 is part of the Arts rotation course at Burnaby Central. Through Dance, students build self-confidence, practice reflection on their experiences and explore creative expression. Learning to take risks in a supportive environment, personal and spatial awareness, dance etiquette, community building and working as a team are emphasized. Students are introduced to basic dance terminology, movement elements, various genres of dance and dance history. Students will also build their sense of rhythm, strength, flexibility, co-ordination, and dance technique through warm-ups, across the floor exercises, learning choreography and movement phrases, creating their own movement sequences and integrating other forms of Art to fuse cross-curricular connections.

### **DANCE 9**

In Dance 9, students focus on increasing body awareness, rhythm, dance technique and taking creative risks in a safe and fun environment. Building of these skills along with flexibility, strength and personal and physical confidence take place through warm-up, cross-floor movement, dance creation and learning choreography. Collaboration, safety, self-awareness, and dance etiquette are emphasized. Students in Dance 9 take part in the creation of a dance that they perform in a theatre setting at the end of the course.

### **DANCE COMPANY 9** (*Admission by audition and teacher discretion. Off time-table course*)

This is an advanced performance and repertory-based course which focuses on learning elements of choreography, leadership skills and advanced performance and technical skills necessary in being part of a Dance Performance Ensemble. Students learn to work as a team to create and learn choreography for performances for various school and community functions throughout the year as well as the term-end Dance Shows in the theatre. This class is offered outside of the regular timetable and admission is determined by audition and teacher discretion.

### **DANCE TECHNIQUE AND PERFORMANCE 10**

In Dance Technique and Performance 10, students work in a fun, supportive environment to learn dance technique specific to particular dance genres, increase overall body awareness and confidence, work on performance skills and create movement phrases. Students are challenged physically and encouraged to take risks within a safe and supportive community of dancers. They learn about Dance in the context of culture and history as well. Classes typically consist of a daily warm-up including strength and flexibility exercises, introduction and practice of technical skills, cross-floor movement and choreography. Throughout the term, the class creates a dance that is performed in an end-of-term performance in the theatre.

### **DANCE CHOREOGRAPHY 10**

Students work both individually and collaboratively in a supportive environment to focus on learning and practicing the use of choreographic forms and structures to create movement phrases and dances. They also learn elements of personal artistic style and increase their kinesthetic awareness



of the elements of dance and how to manipulate movements to achieve desired outcomes that can have a physical appearance goal, or be rooted in theme, motif or a specific message. This class typically involves focus techniques, a warm-up, dance composition exercises, improvisation and self-reflection. As well, students watch and analyze dance performances by various Dance Companies to grow in their understanding of how to create choreography and why. Throughout the term, students actively participate in the creation of both a class piece and a personal dance that is performed in an end-of term performance in the theatre.

**DANCE COMPANY 10** (*Admission by audition and teacher discretion. Off time-table course*)

Dance Company 10 is an advanced repertory, performance-based course where students work in a collaborative, team-based setting, learning the choreographic, leadership, performance and technical skills necessary in a Dance Performance Ensemble. Students are expected to be self-motivated to learn choreography, improve their dance technique and work in small groups to explore and create movement phrases to incorporate into Company Dance pieces. Students learn to become self-reflective and aware of their impact within a larger group. They begin to participate in the production end of performances as well, such as working on theme and costume ideas, seeking out opportunities for performance and show promotion. The Dance Company works together to create a repertoire of dances in a variety of genres to be performed at various school and community functions throughout the year.

**DANCE TECHNIQUE AND PERFORMANCE 11**



In Dance Technique and Performance 11, students work in a fun, supportive environment to refine dance technique specific to particular dance genres, increase overall body awareness and confidence, improve performance skills and continue to strengthen creativity. Students are challenged physically and are encouraged to take risks within a safe community of dancers. They learn in increased depth, about the role that Dance has played and continues to play in the context of culture. Classes typically consist of a daily warm-up

including strength and flexibility exercises, introduction and practice of technical skills, cross-floor movement and choreography. Throughout the term, the class creates a dance that will be performed in an end-of-term performance in the theatre.

**DANCE CHOREOGRAPHY 11**

Students work both individually and collaboratively in a supportive environment to focus on learning and practicing the use of choreographic forms and structures to create movement phrases and dances. They also learn elements of personal artistic style and increase their kinesthetic awareness of the elements of dance and how to manipulate movements to achieve desired outcomes that can have a physical appearance goal, or be rooted in theme, motif or a specific message. This class typically involves focus techniques, a warm-up, dance composition exercises, improvisation and self-reflection. As well, students watch and analyze dance performances by various Dance Companies to grow in their understanding of how to create choreography and why. Throughout the term, students actively participate in the creation of both a class piece and a personal dance that is performed in an end-of term performance in the theatre.



**DANCE LEADERSHIP 11** *(Admission by teacher approval only)*

Dance Leadership 11 is a highly specialized course for dedicated dance students. In this course, students work with a grade 8 dance class as a mentor and junior choreographer. After an observation period, students are challenged to lead warm-up and cross-floor activities specifically designed to increase dance technique. They learn and practice how to break down dance skills and choreography in ways that will help students understand the concepts. Dance Leadership allows highly motivated Dance students to bring their knowledge and skills into the shared space with other dancers, while encouraging them to learn how to effectively communicate and problem solve.

**DANCE COMPANY 11** *(Admission by audition and teacher discretion. Off time-table course)*

This is an advanced repertory, performance-based course in which students learn elements of choreography, leadership skills and the performance and technical skills necessary in a Dance performance ensemble. Students are expected to be self-motivated to learn choreography and refine and increase their technical skills. They work collaboratively to explore and create movement phrases to incorporate into Company Dance pieces. Students learn to become self-reflective and aware of their impact within a larger group. Grade 11 students begin to play a leadership role within the class to mentor grade 9 and 10 dancers. They actively participate in the production end of performances as well, such as working on theme and costume ideas, seeking out opportunities for performance and show promotion. The Dance Company works together to create a repertoire of dances in a variety of genres to be performed at various school and community functions throughout the year.

**DANCE TECHNIQUE AND PERFORMANCE 12**

In Dance Technique and Performance 12, students work in a supportive and fun environment to refine and extend their dance technique specific to particular dance genres, increase overall body awareness and confidence, enhance their performance skills and use elements of choreography to create movement phrases and dances. Students are challenged physically and are encouraged to take risks within a safe community of dancers. They learn to articulate the roles that Dance has played and continue to play in the context of culture. Classes typically consist of a daily warm-up including strength and flexibility exercises, introduction, practice and extension of technical skills, cross-floor movement and choreography. Throughout the term, the class creates a dance that is performed in an end-of-term performance in the theatre.

**DANCE CHOREOGRAPHY 12**

Students work both individually and collaboratively in a supportive environment to focus on learning and practicing the use of choreographic forms and structures to create movement phrases and dances. They also learn elements of personal artistic style and increase their kinesthetic awareness of the elements of dance and how to manipulate movements to achieve desired outcomes that can have a physical appearance goal, or be rooted in theme, motif or a specific message. This class typically involves focus techniques, a warm-up, dance composition exercises, improvisation and self-reflection. As well, students watch and analyze dance performances by various Dance Companies to grow in their understanding of how to create choreography and why. Throughout the term, students actively participate in the creation of both a class piece and a personal dance that is performed in an end-of term performance in the theatre.



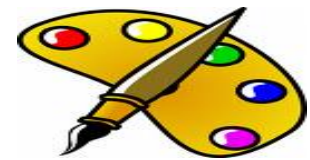
### **DANCE LEADERSHIP 12** (*Admission by teacher approval only*)

Dance Leadership 12 builds on skills developed in Dance Leadership 11. It is a highly specialized course for dedicated dance students. Students work with a grade 8 dance class as a mentor and junior choreographer. Leadership students use what they have learned through observation, discussion and experience to lead warm-up and cross-floor activities specifically designed to increase body awareness and technique at an appropriate level for the younger students. They practice how to break down dance skills and choreography in ways that will help students understand the concepts. Dance Leadership 12 encourages highly motivated Dance students to bring their knowledge and skills into the shared space with younger dancers, challenging them to find new and effective ways to communicate and problem solve in a leadership position.

### **DANCE COMPANY 12** (*Admission by audition and teacher discretion. Off time-table course*)

This is an advanced repertory, performance-based course in which students create and learn intricate choreography, demonstrate team-work and leadership and enhance their performance and technical skills as is necessary in a Dance performance ensemble. Students are expected to be self-motivated as they work collaboratively and independently to explore and create movement phrases to incorporate into Company Dance pieces. Students become increasingly self-reflective and aware of their impact within a larger group. Grade 12 students play a very active leadership role within the Company to mentor grade 9, 10 and 11 dancers. They learn to take the lead in the production end of performances as well, such as working on theme and costume ideas, seeking out opportunities for performance and show promotion. The Dance Company works together to create a repertoire of dances in a variety of genres to be performed at various school and community functions throughout the year.

## ART COURSES



In all visual arts courses, students will be involved in creating and communicating through images, as well as responding to and analyzing images. Skills, knowledge and attitudes are developed in the following four areas in relation to individual course media (eg. ceramics, painting, photography, etc.)

- skill development with a variety of materials, processes and technologies
- study of the elements and principles of design supporting the making and critiquing of art
- exploration of context, considering how personal, social, cultural and historical circumstances influence our understanding and making of art
- imagery development techniques and design strategies

Students may be engaged in exploring contemporary and historical issues or themes.



### **Arts Education 8**

This class is an exciting and dynamic introduction to high school Art courses offered at Burnaby Central. Art 8 gives our students an initial opportunity for creative and intellectual exploration of fun and challenging art making techniques and processes. Students will explore contemporary and historical aspects of art in both two-dimensions and three-dimensions.

### **Arts Education 9**

This course provides opportunity for exploration of a variety of materials, processes and techniques in two-dimensions and three-dimensions, and 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. A sketchbook is recommended.

### **Media Arts 9**

Media Arts 9 is a beginning course in Video, Graphic Arts, and Animation. It focuses on production basics in Video, Graphic Arts, and 2D Animation, and in the manipulation of still and moving images to create narrative. This course is designed to introduce students to graphic arts and media technologies, the principles, elements, and languages of Video, Graphic Arts, and Animation and their contexts within art and society. It is a practical production based course designed to offer students experience with all the steps of video production, animation and graphic design.

### **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. A sketchbook is recommended.

### **Media Arts 10**

Media 10 is designed as an intermediate course in digital film technologies and digital film production techniques. It focuses on digital video production and manipulation of video images to create narrative. This course is designed to build proficiencies in digital video technology, the principles and elements of film making and the language of film and its contexts within art and society. It is a practical production-based course designed to offer students experience with all the steps of film making, including pitching and developing ideas, script writing, story boarding, production and post-production.

Prerequisites: Media 9 or teacher's consent.

### **Photography 10**

This course provides an introduction to photography and includes both technical and creative components. It will encourage students to participate in a creative process that is direct and technical. Traditional film and darkroom processes, as well as digital photography and image



manipulation, are taught. Tests, critiques and regular walking field trips are required. There may be additional costs associated with this course.

### **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, fabric and fibre, 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. Art history, art criticism and exploration of a range of art careers are integral to the course. A sketchbook is recommended.

### **Graphic Arts 11**

In this course, you will learn skills and techniques related to a variety of styles and technologies- ranging from the traditional, such as block and screen-printing, to the digital -to make graphic artworks that resolve creative challenges and convey ideas and emotions. You will be introduced to traditional and contemporary, innovative graphic artists from a variety of movements and contexts. You will learn to analyze design choices and examine influences to develop personal views on the graphic arts and its purposes. You will be introduced to graphic art that explores personal voice, stories, and values, including First People's perspectives, and the relationships between the graphic arts, culture, and society.

### **Photography 11**

This course provides an introduction to photography and includes both technical and creative components. It will encourage students to participate in a creative process that is direct and technical. Traditional film and darkroom processes, as well as digital photography and image manipulation, are taught. Test, critiques and regular walking field trips are required. There may be additional costs associated with this course.

### **Media Arts 11 & 12**

This course focuses on the technical and artistic aspects of Media Art. This course provides students with a fun, positive atmosphere in which to explore their creativity through various film making techniques and handling the camera. Students will do work in class and home. It is encouraged that students spend time outside of class researching new and interesting ways to film and add effects that we will be covering in class. Students will learn different terms, angles, shots and history of film making. They will explore different methods and forms of filming.

The ministry guideline for this and other Media Arts courses can be found at:  
<http://www.edu.gov.on.ca/eng/document/curricul/secondary/arts/artsful.html>

### **Studio Arts 11 & 12**

In Studio Arts 11 courses students engage in an in-depth study in a particular visual expression area. Image development, the relationship of context(s), the application of the elements and





principles of design, and technical skill development in relation to the materials, processes and technologies particular to the chosen studio art specialty will be studied.

There are two studio art visual expression specialty areas:

**Studio Arts 2D: Drawing and Painting 11 & 12**

**Studio Arts 3D: Ceramics and Sculpture 11 & 12**

Within each specialty studio art course students will:

- explore significant artists, artworks and movements
- create personally meaningful images
- respond to a variety of images
- develop a portfolio documenting their creative processes
- explore visual art careers

as related to the specific visual expression area. A sketchbook is recommended.

\*Students may enroll in more than one Studio Arts course.

**Yearbook 10 – 12 – PM Course** (This course will meet outside of the regular timetable.)

Yearbook is a course in journalism and photojournalism. Our big story each year is: This Year at Central. Join a dynamic group of students, dedicated to recording for posterity, in words and pictures, the epic legacy of your years at Central. In addition to learning photography, journalism, and desktop publishing, students taking Yearbook will build capacity in organization, communication, creative problem solving, personal and social responsibility, and team work. These are all essential skills for future successes. In fact, studies have shown that students who take journalism in high school score higher in college entrance exams, earn higher grade point averages, and demonstrate better writing and grammar skills in college, compared to students who do not have high school journalism experiences.

### **Art Studio 12**

Building upon Visual Art 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 product and continue to explore a range of visual art careers. A sketchbook is recommended.

### **Graphic Arts 12**

In this course you will design, create, and refine innovative graphic artworks for specific audiences, gaining inspiration, imagination, and inquiry from a variety of sources. You will learn to examine artistic possibilities and cross-cultural perspectives, and take creative risks to express thoughts, emotions, and ideas. You will refine skills and techniques related to various styles and technologies



and demonstrate innovation in resolving design challenges. You will examine traditional and innovative graphic artists from a variety of movements, periods, and contexts, and intentionally select and combine materials, processes, and technologies to convey ideas, and justify choices. You will investigate and gain deeper understanding of graphic art that explores personal voice, stories, and values, including First People's perspectives, and the relationships between the graphic arts, culture, and society.

### **Photography 12**

This course builds on Photography 11. Students will study historical developments in photography, understand and apply the elements and principles of design in photographic production and critiques. They will further their understanding of lenses and filters, develop a portfolio of personal work and explore career options. Basic computer skills are introduced through Photostitch and Photoshop. Regular in-class field trips are required. There may be additional costs associated with this course.

### **AP 2-D Design Portfolio 12**

AP 2-D Design Portfolio 12 course is designed for students who are seriously interested in pursuing post-secondary education in the Arts field. The portfolio asks the student to develop a series of Art pieces that translate context and theme into visual images. Based on their own personal interests, students can choose any 2-Dimensional medium or process, such as collage, drawing, fashion illustration, graphic design, painting, photography, and printmaking. AP 2-D Design Portfolio is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year.

### **AP 3-D Design Portfolio 12**

Students must create 10 digital images consisting of two views each of five works that demonstrate synthesis of materials, processes, and ideas using 3-D art and design skills. They must also include 15 digital images of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision.

### **AP Studio Art: Drawing 12**

Students must create five physical works or high-quality printed reproductions of physical works that each demonstrate synthesis of materials, processes, and ideas using drawing skills. They must also include 15 digital images of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision.

## **DRAMA COURSES**

### **Drama 8**

Drama 8 is part of the Arts 8 rotation experience at Burnaby Central. It is the introduction course in developmental drama and builds on skills and concepts of



dramatic arts. Students have the opportunity to build confidence through the creation of short scenes and techniques. They connect with other students through numerous group work opportunities in a safe and comfortable environment.

### **Drama 9**

Drama 9 develops student's knowledge, skills and experiences in drama. Students explore improvisation (spontaneous and prepared), as well as individual and small group work in short, scripted scenes and plays. Emphasis is on vocal projection and building performance confidence. Students will increase personal development and communication skills.

### **Drama 10**

This course continues development of improvisational skills, vocal projection and stage presence. Students explore artistically challenging activities, personal exploration and communication building techniques. Greater attention will be given to the development of character in both improvised and scripted roles.

### **Drama 11: Acting**

This senior acting class places emphasis on developing a deeper understanding of theatre. Students will acquire advanced terminology and techniques and will be challenged with exceptional contemporary and classic plays and scenes. Students will sharpen their skills through advanced improvisation, script analysis, voice and movement. Props and costumes will also be an important part of script work.

### **Drama 12: Acting**

Acting 12 develops student's understanding of theatrical elements at an advanced level. Through theatre, students acquire knowledge, skills and attitudes, which will enhance their personal, educational and career development. Acting 12 incorporates advanced performance pieces and both personal and group exploration and expression. This class will use a variety of mediums, such as filming techniques, to produce advanced work.

### **Theatre Company 9 (Junior Central Theatre Company) – Off Timetable**

The focus of the Junior Theatre Company will be primarily on performance. Students will be expected to perform in productions. Productions will vary from plays, to creations of films, musicals, to original student scripts. This course runs off timetable and meets currently one day a week, but more rehearsals will be added as necessary as the show draws near. Rehearsals would be based on students/teacher availability and need. Students will be exposed to all aspects of theatre from production, directing, writing, crew side to acting, performance side. Students should be enrolled in the core dram class to be in Theatre Company.

### **Theatre Company 10, 11 & 12 (Senior Central Theatre Company) – Off Timetable**

This is an intensive course where students are expected to perform in major productions. The course will run off timetable. Rehearsals will be added as necessary as the show approaches and are based on students/teacher availability and need. Productions will vary from plays, to creations



of films, musicals, to original scripts. Through solo masterclass work and collaborative group numbers, students will work intensively to produce shows. Students should be enrolled in the core drama class to be in Theatre Company.

### **Theatre Production 10, 11 & 12**

This course is offered to grade 10-12 students and may be taken in subsequent years. This course is intended for students with an interest in the production aspect of theatre and film, such as, set design, lighting, projection, sound, scenic painting, stage management, costume, make up, invention and innovation. This course supports the school drama productions. Students should be enrolled in the core drama class to be in Theatre Production.

### **Directing & Script Development 11**

This course emphasizes interpreting and writing performance material. Students create original works and are presented with opportunities to develop their production, directorial and scriptwriting skills within a drama class. Students should be enrolled in the core drama class to be in Directing & Script Development.

### **Directing & Script Development 12**

This is an intensive course. Students are given leadership opportunities to develop and create their own material. Students enrolled in this course will be expected to take responsibility for selection and direction of longer scenes and development of one act plays for drama classes. They will be required to be enrolled in the core drama class.

## **MUSIC COURSES**



### **MUSIC – GRADES 8 – 10**

Students will be involved in performing, creating and listening to music. Through involvement in ensemble rehearsal and music activities, students will learn about the creative and expressive components of music. They will also develop an understanding of different perspectives and experiences and be able to communicate individual and collective expression to an audience. Through study and performance, students will have a greater appreciation of the meaning and importance of music as well as fine arts throughout history, and the connection that music provides in their lives today.

Students taking beginning and junior music courses will be placed in ensembles according to their experience and ability and will receive credit for the grade level in which they are enrolled.

### **BAND**

#### **Beginning Band 8 – 11**

Beginning Band is an introductory course introducing students to the maintenance, technique and rudiments of a selected band instrument. Technical and musical 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. There are a limited number of school instruments available, however, most students will be required to provide/rent/purchase their own instrument from a local music store. Students who have not taken Grade 7 Band should take this course.

### **Concert Band 8**

Band 8 provides an opportunity for students to expand on the grade 7 band experience. Students will continue to develop skills, techniques, and musical concepts through individual and collaborative study on their instrument. Repertoire is selected from a wide variety of musical styles (appropriate to their level) ranging from classical to modern music. (Pre-requisite Grade 7 Band and/or Instructor Approval)

### **Concert Band 9**

Students enrolling in Band 9 must have at least one year of experience in a band program, or the musical equivalent on a wind instrument. Through individual and collaborative experiences in an ensemble, students will continue develop their knowledge and appreciation of music and build on their instrumental technique.

### **Concert Band 10**

Students enrolling in Band 10 must have at least one year of experience in a secondary school concert band class or the musical equivalent on a wind instrument. Through individual and collaborative experiences in an ensemble, students will continue develop their knowledge and appreciation of music and build on their instrumental technique with repertoire that continues to build and challenge musical and technical abilities of the ensemble.

### **Jazz Band 10**

To register for this course, students must have at least one year in a secondary band or jazz band class and be registered in Concert Band 10. The Jazz Ensemble provides a unique experience, exploring a genre of music that is influenced by music styles from around the world. Through study in Jazz band students will have the opportunity to explore jazz improvisation, considered to be one of the most individually expressive forms of music.

## **CHOIR**

### **Concert Choir 8 & 9**

No prior experience is required for this course. Students will develop music-reading skills, knowledge of music and vocal technique through performance in a choral ensemble. As this is a multi-grade group (grades 8-12), assessment and evaluation is done individually and students are graded at the appropriate level for their grade. Choir is at 7:20 a.m. on alternate days throughout the school year.

### **Concert Choir 10**

No prior experience is required for this course. Students will continue to develop more advanced music-reading skills, knowledge of music and vocal technique through performance in a choral



ensemble. As this is a multi-grade group (grades 8-12), assessment and evaluation is done individually and students are graded at the appropriate level. There will be an expectation of leadership and mentorship for younger students in the class. Choir is at 7:20 a.m. on alternate days throughout the school year.

### **Chamber Choir 9 & 10**

Students enrolling in the course should have completed at least one year of Concert Choir or the equivalent. Students should consult with the choral teacher for specific audition requirements.

## **MUSIC – GRADES 11 & 12**

Music 11 & 12 in Burnaby School District is primarily taught through two programs:

### **Instrumental Music**

This includes:

- Concert Band
- Jazz Band
- Orchestra
- Small Ensembles

### **Choral Music**

This includes:

- Concert Choir
- Chamber Choir
- Men's Choir
- Women's Choir

Students will be involved in more advanced studies in performing, creating and listening to music. Through involvement in ensemble rehearsal and music activities, students will continue to develop skills in creative and expressive components of music. They will also continue to explore their understanding of different perspectives and experiences and be able to communicate individual and collective expression to an audience. Through study and performance, students will have a greater appreciation of the meaning and importance of music as well as fine arts throughout history, and the connection that music provides in their lives today.

### **Concert Band 11 & 12**

Students enrolling in Concert Band 11 & 12 must have at least three years of experience in a secondary school concert band class or the musical equivalent on a wind instrument. Through individual and collaborative experiences in an ensemble, students will continue develop their knowledge and appreciation of music and build on their instrumental technique with advanced repertoire that continues to build and challenge musical and technical abilities of the ensemble.

### **Jazz Band 11 & 12**

Students enrolling in this course should have successfully completed intermediate jazz band, intermediate concert band or equivalent and are enrolled in a Concert Band 11/12 class. The Jazz



Ensemble provides a unique experience, exploring a genre of music that is influenced by music styles from around the world. Through advanced study in Jazz band students will have the opportunity to further develop jazz improvisation, considered to be one of the most individually expressive forms of music.

### **Concert Choir 11 & 12**

No prior experience is required for this course. Students will continue to develop more advanced music-reading skills, knowledge of music and vocal technique through performance in a choral ensemble. As this is a multi-grade group (grades 8-12), assessment and evaluation is done individually and students are graded at the appropriate level. There will be an expectation of leadership and mentorship for younger students in the class. Choir is at 7:20 a.m. on alternate days throughout the school year.

### **Chamber Choir 11 & 12**

Students enrolling in the course should have completed at least one year of Concert Choir or the equivalent. Students should consult with the choral teacher for specific requirements due to the advanced study in music.

## **LANGUAGES**

The aim of Modern Languages education is to develop communication skills and to promote life-long learning and positive attitudes that encourage awareness and understanding of cultural diversity. The Modern Languages curriculum is based on the Core Competencies with an emphasis on the Communication Competency. This approach encompasses language abilities that students need to transmit and exchange information, experiences, and ideas and to communicate in meaningful real-life situations.



The Burnaby Central Modern Languages Department offers **French, Spanish, Mandarin, and Japanese**. These courses balance the four language skills of listening, speaking, reading and writing with emphasis on communication over mastery. The cultural component of all languages involves using different learning styles from diverse cultures as well as exploring authentic documents, literature, cinema, music and cuisine. Assessment includes formal and informal evaluation of language skills as well as self-reflection of individual progress.

### **French 8**

An introductory level course which offers basic French vocabulary and structures involving themes such as personality and physical traits, school life, hobbies, interests, and travel. Students will be introduced to authentic documents used in the francophone world to familiarize them with the language and enable them to communicate at a basic level.



### **French 9**

This course continues the development of communication skills using and exploring real -life situations and experiences. Students will be encouraged to share opinions and ideas in situations associated with themes such as sports, music, and pop culture. In addition, students continue to explore la Francophonie.

### **French 10**

Learning situations are based around high interest themes such as travelling in a French-speaking country, art, folklore, careers, and the environment. Students will increase their level of communicative competence with a continued emphasis on all language skills.

### **French 11**

This senior level course is still based on communication with extended grammar and content areas in order to develop language in a more sophisticated manner. Students are encouraged to increase their abilities to communicate in French in context, to achieve positive attitudes about using French and to develop an understanding and appreciation of Francophone and culture. This course deals with a variety of themes including household activities, health and nutrition, and technology.

### **French 12**

French 12 extends the communication skills previously employed in French 8 through 11. Students work on expressing themselves clearly and correctly in both oral and written French using a variety of resources. Students are presented with a more varied and sophisticated vocabulary and advanced grammatical concepts as well as literature selections. The content of this course focuses on the ability to comment on relevant issues such as personal relations, city life, media influences, and science and technology while providing cultural exposure to the arts, literature, cinema and travel.



### **Japanese 9**

Japanese 9 is an introductory course designed to help students with little to no Japanese knowledge develop basic speaking, listening, reading, and writing skills in Japanese. Students will be introduced to the main phonetic script, *hiragana*. Students will be able to have basic conversations and write simple sentences. Japanese culture and social dynamics will be emphasized through topics such as social niceties and talking about personal information such as family, hobbies, likes and dislikes, and daily activities.

### **Japanese 10**

Japanese 10 is designed to help students develop basic speaking, listening, reading, and writing skills in Japanese. Students will be introduced to the two phonetic scripts, hiragana and katakana, and to elementary kanji, which are Chinese characters imported by the Japanese over 1500 years ago. Japanese culture and social dynamics will be emphasized through topics such as social niceties, getting around, ordering and talking about food, and talking about personal information such as family, hobbies, likes and dislikes, and daily activities. Students will also develop vocabulary and sentence structures through describing people, places, and things.





### **Introductory Japanese 11**

This is an introductory course designed for motivated Grade 11 and 12 students with no previous knowledge of or ability to speak Japanese. This accelerated language program carries a heavy workload since it covers the content of both Japanese 9 and 10 in one year. It is designed to help students develop basic speaking, listening, reading, and writing skills in Japanese. Successful completion of Introductory Japanese will allow the student to enroll in Japanese 11 the following year.

### **Japanese 11**

In Japanese 11, students will be expected to express themselves using more complex conversational and written skills. They will be introduced in a more methodical way to grammar and vocabulary in the context of overarching topics. These include holidays, shopping, school life, asking and giving directions, food and cooking, the seasons and weather, and describing people and their clothing. Students will engage in a great deal of practical conversation in the classroom. More *kanji* will also be introduced in context, and students will begin to write formal essays in Japanese.

### **Japanese 12**

Japanese 12 puts great emphasis on learning about Japan itself: Japanese houses, geography, festivals, customs, weather, history, and culture. Students will express themselves through advanced conversational and grammatical skills through culturally informative projects, oral presentations and essays. Students will also continue to learn more *kanji*. By the end of the course, students will be able to feel confident traveling in Japan and interacting with Japanese people.

### **Mandarin 9**

This course is intended for students with little or no Chinese language background. Students will be introduced to the basic skills of oral and written communication using simplified Chinese characters and the Hanyu Pinyin phonetic spelling system. Students are expected to have a vocabulary base of 150 characters by the end of the course. Students will also gain an exposure to different aspects of Chinese culture through activities such as field trips, guest lectures and workshops. This course is not suitable for native speakers.

### **Mandarin 10**

This course is a continuation of Mandarin 9. Students will further develop communication skills in Mandarin Chinese and are expected to have a vocabulary base of 300 characters by the end of the course. Cultural activities such as field trips, guest lectures and workshops will be integrated throughout the course. This course is not suitable for native speakers.

### **Introductory Mandarin 11**

This is an intensive introductory course that provides students with the basic knowledge of the Mandarin Chinese language and culture. Students will be introduced to the basic skills of oral and written communication using simplified Chinese characters and the Hanyu Pinyin phonetic spelling system. Students are expected to have a vocabulary base of 250 characters by the end of the



course. Students will also gain an exposure to different aspects of Chinese culture through activities such as field trips, guest lectures and workshops. This course is not suitable for native speakers.

### **Mandarin 11**

This course is a continuation of Mandarin 10. Students will further develop communication skills in Mandarin Chinese and are expected to have a vocabulary base of 450 characters by the end of the course. Cultural activities such as field trips, guest lectures and workshops will be integrated throughout the course. This course is not suitable for native speakers.

### **Mandarin 12**

This course is a continuation of Mandarin 11. Students will further develop communication skills in Mandarin Chinese and are expected to have a vocabulary base of 600 characters by the end of the course. Students will also be able to write compositions of about 120 characters in length. In addition, students will be introduced to Chinese idiomatic expressions and authentic materials such as Chinese newspapers. Cultural activities such as field trips, guest lectures and workshops will be integrated throughout the course. This course is not suitable for native speakers.

### **AP Chinese Language and Culture**

Prerequisites: Mandarin 12 or a placement interview, English 10 or ELL Level 2

This an advanced level Mandarin Chinese course, intended for students who are in their fourth or fifth year of language study, or students with equivalent experience with the Chinese language. Students will develop their Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities), which align with the *Standards for Foreign Language Learning* by the ACTFL (American Council on the Teaching of Foreign Languages). Chinese culture and social issues are explored in greater depth. Students are expected to write the electronic AP examination held in May.

For more details, please see the official AP College Board web site:

<http://apcentral.collegeboard.com/>

### **Spanish 9**

An introductory level course which offers basic Spanish vocabulary and structures involving themes such as personality and physical traits, school life, hobbies, interests and family. Students will learn to communicate in present and future time frames. In addition, students will be introduced to authentic documents used in the Hispanic world to familiarize them with the language and enable them to communicate at a basic level.

### **Spanish 10**

This course continues the development of communication skills using and exploring real -life situations and experiences. Students will review content from Spanish 9 and expand on this previous knowledge. New themes include sports, shopping, and family life. In addition, students continue to explore customs and traditions of Spanish-speaking countries.



### **Introductory Spanish 11**

This is an introductory course designed for motivated Grade 11 and 12 students with no previous knowledge of or ability to speak Spanish. This accelerated language program carries a heavy workload since it covers the content of both Spanish 9 and 10 in one year. Successful completion of Introductory Spanish 11 will allow the student to enroll in Spanish 11 the following year. The course will use the communicative / experiential approach to teach both oral and written skills and will also include a cultural component to highlight Spanish-speaking countries around the world.

### **Spanish 11**

This is a senior course for students who have completed Spanish 9 and 10 or Introductory Spanish 11. The course uses a variety of themes such as travel and personal childhood stories along with cultural components to introduce language concepts with a communicative approach. Students will begin to express themselves in past time frames. Successful students will advance their level of communicative competence in all four language areas (listening, speaking, reading and writing).

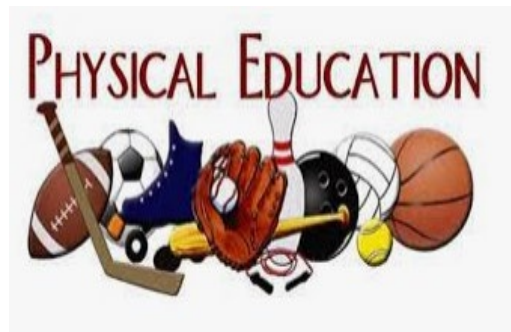
### **Spanish 12**

Spanish 12 is an academic course designed for motivated students with a genuine interest in the language and Hispanic culture. This advanced senior course builds on previous knowledge with a focus on oral communication, reading, listening, and writing. By the end of Spanish 12, students will be able to communicate comfortably in the past, present, and future time frames using complex structures and a variety of vocabulary.

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## **PHYSICAL EDUCATION**

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Enriched leadership opportunities in the school and com  
**Physical & Health Education 8**

Physical and Health Education 8 is an opportunity for students to increase their understanding of healthy living; to improve their level of physical fitness and to increase their ability to appreciate and enjoy physical activities. Core activities and topics include Active Living, Badminton, Basketball, Dance, Ice Skating, and Volleyball. Additional selections may include Field

Hockey, Field Lacrosse, Football, Pickleball, Rugby, Soccer, Softball, Track and Field, and Ultimate. In addition, students will learn strategies to develop and maintain mental health and healthy relationships.

### **Physical & Health Education 9**

### **Physical & Health Education 10**

Physical & Health Education 9 and 10 offers students a wide range of sports and recreational activities. Through active participation in physical and health education, students will develop



knowledge, skills, and attitudes necessary to incorporate physical activity into regular routines to live an active, healthy lifestyle. Three themes are reinforced in junior physical and health education: Active Health, Mental Health, and Social Community Health.

### **Physical & Health Education 9 Leadership**

### **Physical & Health Education 10 Leadership**

This course is designed for students who are passionate about leading and promoting physical and health education events at Burnaby Central. In addition to following the regular PHE 9/10 curriculum students are provided with opportunities to volunteer in the school athletic community. Students are actively involved in supporting Central's athletic events, scorekeeping and learning about tournament organization. Work done in class can go towards earning a school Service Award.

### **Active Living 11**

### **Active Living 12**

These two courses are designed to provide students opportunities to explore the lifetime value in a variety of group/team and individual activities. Students are introduced to available community recreational facilities and services. Active Living 12 provides further opportunities to explore individual and team activities in greater depth.



### **Active Living 11/12 - Keep Fit**

Keep Fit 11&12 continues to extend students' knowledge of Physical and Health Education curricular competencies (Physical Literacy, Active and Healthy Living, Mental Well-Being, and Social and Community Health) with a focus on **community engagement and personal wellness** - less focus on sport competition. Course activities include *Yoga, Self Defense, Fitness and Conditioning, Skating, Lazer Tag, Snowshoeing, Personal Health and Active4Life activities (other field trips TBA)*.

*\*Course fee required*

### **Fitness & Conditioning 11 – Weight Training**

### **Fitness & Conditioning 12 – Weight Training**

Weight Training 11/12 is focused on the student who wants to make significant gains in all areas of fitness. Each of the five components of fitness will be reinforced: body composition, strength, flexibility, cardiovascular endurance, and muscular endurance. However, the main objective is based on strength training. Students who enroll in this course must be willing to commit to a semester long training program.

### **Recreation Leadership 11**

### **Recreation Leadership 12**

These are leadership courses designed to promote, organize, and run intramurals at Burnaby Central. These courses are run outside of the timetable (usually during lunch). Students are expected to help in the promotion, organization, set-up, take-down, scorekeeping and refereeing



of the various sporting events. Events may include volleyball, soccer, basketball, badminton, pickleball, handball and floor hockey. This is a linear course.

### **Apps of Leadership 11: PHE**

### **Apps of Leadership 12: PHE**

This course provides an opportunity for students to develop their physical education leadership skills with younger students. Students will develop their leadership skills by serving as teaching assistants, coaching, organizing group activities and coordinating special athletic events within the school.

### **Outdoor Education 11/12**

Outdoor Education involves off-site learning experiences. Full participation in trip planning activities and proper completion of related assignments is essential to ensure safety for each outdoor activity. This course will include an opportunity to complete a First Aid Certificate and develop risk assessment skills. Students will learn about and practice a variety of outdoor skills including trip planning, leave no trace principles, food preparation, wilderness safety, winter excursions, skiing, snowshoeing, hiking, rock climbing, canoeing, kayaking, orienteering, trail running, cycling, fitness training, natural history, outdoor photography, indigenous land uses, and potentially backpacking/overnight camping.

The practical component allows students to acquire leadership skills by getting involved in stewardship opportunities within the school and in the natural community. Students will also learn to work effectively in teams with peers of diverse backgrounds and attitudes. Students will focus on teamwork skills, communication, goal setting, stewardship, planning, and conflict resolution.

There will be a cost (TBA) associated with this course.

### **First Aid 11**

This course was developed for students who wish to learn and practice first aid. During the school year, students will learn the basics of first aid as well as the use of some advanced medical equipment. Students will also learn stress management and triage care. All members of the class will be certified in Emergency First Aid. Using St. John Ambulance resources this course is taught outside the regular timetable. Course fee is \$25.00. This course is a pre-requisite for First Aid 12.

### **First Aid 12**

First Aid 11 is the prerequisite course that reinforces the practical knowledge, or current valid first aid certificate is required for First Aid 12. Students in this course will be required, within limitations, to perform the following: be available for on-call treatments, apply their practical skills in an unsupervised setting, attend to treatments according to first aid protocols, maintain cleanliness, order and restock the first aid room, log treatments completed and provide follow-up care as needed, defer support from source with greater certification, if needed. Students in this course will be required to demonstrate leadership and take charge in rendering treatment.



## LEADERSHIP COURSES

### Leadership 9 – 12

This course is designed for grade 9-12 students interested in learning about the strength of working in community while developing personal and social skills. Students will learn about effective communication, community initiatives, leadership styles, stress and time management while exploring what matters most to them. Students are expected to participate in class discussion, practice what is learned by organizing, implementing, and evaluating activities in the Burnaby Central Community. Students will demonstrate their learning through reflective journal writing, self-assessments, and portfolio assignment(s).



### Leadership PM 9-12

This Leadership course runs after school on Tuesdays and Thursdays all year. It focuses on developing personal and social skills through event planning in our school community. Students will identify strengths in our school as well as needs that can be met through leadership initiatives. Students will reflect on what matters most to them and share ideas that can be put into action to further develop our school's sense of community. There is a significant amount of class discussion and students practice what is learned by organizing, implementing, and evaluating activities in the Burnaby Central Community. Students will demonstrate their learning through reflective journal writing, self-assessments, and portfolio assignment(s).

### First Aid 11 & 12

This course is geared toward promoting and learning first aid techniques and providing a first aid service for the school. Components of the program include belonging to St. John Ambulance Division, participating in a 20-hour course and receiving a standard certificate. Students must make application to this course during the course selection process.

### Peer Tutoring 11 & 12

This course provides the opportunity to learn practical tutoring teaching skills that can be used to assist classmates who need help with academic subjects.

### Applications of Leadership 11 & 12: Music

This course is designed to give students the opportunity to develop their individual music and leadership skills. This course is for the mature, dedicated music student who wishes to expand their own leadership skills while working with younger musicians to improve their instrumental, vocal, and music composition abilities. Students must get permission from their music teacher before registering for this class, and they *must* be registered in at least one other music course.

### Applications of Leadership 11: PHE

This course provides an opportunity for students to develop leadership and coaching skills by serving as teaching assistants and through organization of group activities and coordination of



special athletic events within the school. Each P.E. 11 Leadership student is assigned to a P.E. 8 or 9 class.

### **Applications of Leadership 12: PHE**

This course provides a further opportunity for students to develop leadership skills through a variety of experiences.

### **Applications of Leadership 11: Technology**

If you are a motivated, self-starter interested in extended projects and applications not found in the regular curriculum then this is the course for you. This lab course includes the following core activities:

- Introduction to setting Linux
- Introduction to setting up peer to peer networks
- Introduction to setting up Novell networks
- Introduction to PC maintenance and troubleshooting
- Tutoring teachers and students with software problems
- Assisting with the general lab maintenance

In addition, students will complete a personal contract project for each of the two terms and specify the marking criteria. These projects can include Multimedia applications, Web pages, Programming, computer hardware, computer software exploration etc.

### **Applications of Leadership 12: Technology**

This course continues the activities and projects from Technology Leadership 11. Students will spend some time expanding the core project activities started in grade 11 and to select two personalized, contract projects over the semester. Students will also be given an opportunity to complete the A+; MCP; CNA exams.

### **Office Administration 11 & 12**

This leadership course provides self-motivated students with an opportunity to learn and develop the interpersonal skills required to work as a modern administrative assistant. Individuals should be organized, reliable, and efficient. The knowledge you gain here will provide you with a foundation for entry into a wide variety of office careers. Some after school commitment (for workshops and training) is necessary, and the ability to work with teachers is a must.



## CAREER PREPARATION PROGRAMS



### CAREER LIFE EDUCATION 10

CLE 10 is a four credit course required for graduation. It prepares students for Career Life Connections 11 and 12. Students will gain meaningful and relevant insight into their personal transition to post-secondary education, the world of work, and adulthood. The Career Life Education curriculum will provide students with opportunities to explore and research a multitude of education and career pathways and to acquire the knowledge and competencies necessary for success in school, in the workplace, and in their daily lives.

### CAREER LIFE CONNECTIONS 11 (2 credits)

CLC 11 is a two-credit course required by the BC Ministry of Education for Graduation. The course is non-enrolling, and lessons are posted on Teams. Students are responsible for watching the online lessons and completing the accompanying assignments on their own time. Students will gain meaningful and relevant insight into their personal transition to post-secondary education, the world of work, and adulthood. This course will also prepare students for Career Life Connections 12 and the Capstone Project.

### CAREER LIFE CONNECTIONS 12 (2 credits)

The CLC 12 course is the second two credit course required for graduation. The course runs in semester 1 on Teams. Students are responsible for watching the online lessons and completing the accompanying assignments on their own time. The Capstone is a culminating project that allows students to demonstrate their learning from choosing and completing a SMART goal related to their future plans, reflecting on their core competencies (critical and creative thinking, communication and personal and social responsibility), connections between the skills developed during 30 hours of work experience and reflecting on their post-graduation plan. Students will check in with their CLC advisors to discuss the progress towards their Capstone project. The Capstone Project presentation is presented in January.

Burnaby School District's Career Education Programs provide the opportunity for students in their senior years to gain knowledge and skills that can lead to industry certification, apprenticeship, and the development of a portfolio. These can support application to post-secondary programs and/or employment.

*Special Note:* Once the student has completed both CLC 11 AND CLC 12, they will receive the total 4 credits needed to meet the graduation requirements.





### **WORK EXPERIENCE 12A (80 Hours – 4 credits)**

Work Experience 12A is a 4 credit course that can be customized to meet a students' personal career and educational needs. As such, a unique "training plan" must be created in consultation with the school-based Career Counsellor and workplace employer/supervisor prior to the commencement of logging hours. This elective course is designed to give students a real-life introduction to career exploration through individual student's interests, passions and goals. In addition to career exploration, students review post-secondary options that can provide a more elevated work experience, resume writing, job search skills, and interview skills. As a requirement of this course, all students must complete 80 hours of work experience that begins in their grade 11 year, as well as completing a Career portfolio assignment. Students must be aware that work experience scheduling is flexible but may extend beyond regular school hours and/or days. Areas of focus include; business and applied business, fine arts, designs and media, fitness and recreation, health and human services, liberal arts and humanities, science and applied sciences, tourism and hospitality, and trades and technology.

### **Work Experience 12A**

- Work Experience 12A (4 credits) is an elective course that can also count as an ADST course for graduation purposes.
- Students need to be 15 years of age or older and have completed WorkSafe BC certification.
- WEX 12A involves approximately 80 hours of volunteer work experience outside school, in our community.
- Students are encouraged to register in Work Experience 11 during their grade 11 year and WEX 12A in their grade 12 year. The hope is that students complete 40 hours of volunteer work experience in their grade 11 year and another 40 hours in their grade 12 year.
- Students enrolled in the WEX 11 course **must** enroll in the WEX 12A course to receive credit for their volunteering.
- A mark for the course is only given at the end of grade 12.
- Students may also register in WEX 12A in their grade 12 year and complete 80 hours of work experience in one year.

### **The main purpose of Work Experience is twofold:**

- provide students with an opportunity to sample the nature of the work and the culture of the workplace;
- and provide a means of honouring legitimate career exploration and learning that happens outside the confines of a conventional classroom.

Some students may choose to do their entire Work Experience placement in a volunteer capacity. Examples might include, but are not limited to: accountant, bookkeeper, data entry clerk, banker, financial planner, business officer manager, secretaries, entrepreneur, salesperson, realtor, marketing executive, insurance agent, stockbroker, court clerk, hairdresser, aesthetician, massage therapist, cosmetician.



## YOUTH TRAIN IN TRADES

### Youth Train In Trades Programs (Formerly known as ACE-IT)

Burnaby School District's Career Education Programs provides the opportunity for students in grades 11 & 12 to gain knowledge and skills that can lead to industry certification, apprenticeship, and the development of a portfolio. These can support application to post-secondary programs and/or employment. These programs take place at various schools within the district and a student's schedule would be adjusted at the student's home school accordingly. **Program schedules are subject to change in the event the quarter system is used for course scheduling.**

- [Auto Service Technician](#) – Cariboo Hill. Linear- M-F period 3 & 4 (7 & 8)
- [Baker \(Pastry Arts\)](#) – VCC Downtown Campus, Full-time, July to December (6 months),
- [Carpenter](#) – Cariboo Hill, Linear- M-F period 3 & 4 (7 & 8)
- [Cisco Networking Academy](#) – Burnaby South, Linear, M – F period 1 & 2 (5 & 6) ,
- [Construction Electrician](#) – Burnaby Mountain, Semester 1 -- Semester 1 M-F period 1-4
- [Early Childhood Education Assistant -- Burnaby North](#) - Linear-M-F- period 3 & 4 (7 & 8)
- [Kinesiology & Fitness Instructor](#)— Burnaby South, Burnaby South, Linear, M – F period 1 & 2 (5 & 6)
- [Film & Broadcast](#) – Burnaby North, Linear- Day 1s per 3, 4, Y
- [Graphics/ Media Arts](#) -- Byrne Creek, Linear- Tues, Wed, Thurs per 3, 4, Y & 2
- [Hairstylist](#) – Alpha Secondary, Year 1: Semester 2, Full-time plus Practicum. Year 2: Semester 1, per 1, 2, 3 plus Practicum
- [Health Sciences](#) – Moscrop: Linear- Day 1s per 3, 4, Y
- [Metal Fabricator](#) – BCIT, February intake- M-F 7:00am – 2:00pm
- [Microsoft Office Specialist Certification](#) – Cariboo Hill Secondary (customized timetable)
- [Music Production & Technology](#) – Burnaby North, Linear- Day 1s per 3, 4, Y
- [Painter and Decorator](#) – Finishing Trades Institute (Surrey) 6 weeks, June to July
- [Palo Alto Cyber Security Academy](#) –Cariboo Hill, Linear- M-F period 3 & 4 (7 & 8)
- [Plumber](#) – Piping Industry College of BC (Annacis Island) 6 weeks, June to August.
- [Professional Cook](#) -- Burnaby Central, Linear- M-F period 1,2 & lunch service
- [Robotics \(Mechatronics\)](#) -- Alpha Secondary Semester 1, M-F Per 3, 4
- [Tourism & Event Management](#) – Burnaby Mountain, Semester 2 Tues, Wed, Thurs per 3, 4, Y

### Academies

- **Burnaby School District Volleyball Academy** – Cariboo Hill

Check out: <https://burnabyschools.ca/careereducation> for more information.

