

# Aldergrove Community Secondary School

## COURSE PLANNING BOOKLET

Grades 10

2026 - 2027



26850 29<sup>TH</sup> Avenue, Aldergrove, BC

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<http://www.acsstotems.ca/>

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## WELCOME TO ACSS

This guide is designed to help you and your parents feel at home at Aldergrove Community Secondary School. It provides basic information about our school and culture, and how you can make the most of your schooling at ACSS.

**Contact:** 26850 29<sup>th</sup> Avenue  
Aldergrove, BC V4W 3C1  
604-856-2521 (phone)  
604-856-9648 (fax)

**School website:** [www.acsstotems.ca](http://www.acsstotems.ca)

### **Social Media**

Instagram	@ACSS.totems
Facebook	@Aldergrovecommunitysecondary
Twitter	@ACSSTotems
Career Ed	@ACSS_GradTrans

## COMMUNICATION

### SCHOOL MESSENGER

Our District has always been committed to improving communications with our students, staff, and parents/guardians. It is critical to have accurate and timely communications to help keep our school communities healthy and safe. As you may be aware, our District will be rolling out School Messenger, a notification service for parental outreach. More details will be communicated soon.

### SCHOOL ANNOUNCEMENTS

School announcements are read over the PA every day when deemed appropriate (and to minimize disruptions). We do not interrupt classes during the day with student messages.

### SCHOOL NEWSLETTER

The school newsletter is sent home via email every Friday. It is also posted on our website.

### MYSCHOOLDAY APP

**MySchoolDay** is a free app for iOS and Android devices. This App shows students the year-long schedule as well as provides news and notification updates on a daily basis.

## GENERAL INFORMATION

### MAIN OFFICE

The office staff is always ready to assist you from 8:00 a.m. to 3:30 p.m. Monday to Friday. Please call 604-856-2521. Please leave messages for teachers via email. A list of all staff emails is available on the website under the top tab "Our School" and "Staff Connections".

### SAFE ARRIVAL – ATTENDANCE

Please log student absences using SafeArrival.

### CALENDAR OF EVENTS

A comprehensive calendar of events is posted on our website and is available in the MySchoolDay App. Please refer to this calendar for school closure dates, early dismissals, bell schedules, etc. Always check the ACSS social media accounts for any changes or updates.

### VISITORS

All visitors are required to report to the office upon arrival. Parents should not drop off items directly to classes; please bring items to the main office. Students may not bring non-ACSS students to our school without prior approval by a Vice Principal at least 48 hours in advance. *Generally, 'guests for a day' will not be approved.*

## GRADUATION REQUIREMENTS (GRADE 10, 11, 12)

REQUIRED COURSES	
Subject Area	Minimum
English Language Arts 10 (2 modules required)	4
English Language Arts 11	4
Social Studies 10	4
Social Studies 11 or 12	4
Language Arts 12	4
Mathematics 10	4
Mathematics 11 or 12	4
Science 10	4
Science 11 or 12	4
Career Life Education 10	4
Career Life Connections 11 + Capstone	4
Physical and Health Education 10	4
Arts Education and/or ADST 10, 11, or 12	4
	<b>52 credits</b>
ELECTIVE STUDIES	
Students must complete a minimum of 28 <a href="#">elective credits</a> . These 28 credits may be from Ministry-Authorized or <a href="#">Board/Authority Authorized (BAA) courses</a> , post-secondary courses or <a href="#">external credentials</a> . Once the credits for required courses have been met, additional courses in that subject area count as elective credits.	<b>28 credits</b>
<b>OVERALL TOTAL</b>	<b>80 credits</b>
Students must have a minimum of 80 credits, at least 16 must be at the Grade 12 level, including a Grade 12 Language Arts course. Others may be required or elective courses.	
Graduation Assessments	
Numeracy Assessment – Gr. 10 Literacy Assessment – Gr. 10 Literacy Assessment – Gr. 12	
Other requirements and options for earning credits	
Students must complete a minimum of 16 credits at the Grade 12 level, including a required Language Arts 12 course and Career Life Connections. These Grade 12 credits may be for required courses, electives, Independent Directed Study, External Credentials, or dual credit post-secondary courses. Of the 80 credits required to graduate, at least 4 credits must have an Indigenous focus. ( <a href="#">Indigenous-Focused Graduation Requirements - Province of British Columbia</a> ). <i>ACSS Offers: EFP Literary Studies &amp; Writing 11, EFP Literary Studies &amp; New Media 11 &amp; BC First Peoples 12.</i>	

# GRADE 10 COURSE REQUIREMENTS

How to use this guide:

**Course descriptions for CORE REQUIRED COURSES are first, ELECTIVE COURSES are second.**

## Required Courses for Grade 10 Students:

- English 10
- Social Studies 10
- Mathematics 10
  - Workplace Math or
  - Foundations of Pre-Calculus 10
- Science 10
- Physical Health Education 10
- Career Life Education 10\*\*

\*\*AVID 10/CLE 10 are a combined offering

## **A note about modern languages:**

Students in grade 10 may select to continue with French language learning. ACSS additionally offers Japanese for Grade 10 students, a two year program to earn a Japanese 11 language credit. Any language course would count towards an elective option for Grade 10 students.

## **Grade 10 Elective Options:**

French 10  
Entrepreneurship & Marketing 10  
Food Studies 10  
  
Culinary Studies 10  
Computer Studies 10  
Computer Information Systems 10  
  
Game Creation 11  
Media Arts 10  
Media Design-Yearbook 10  
  
Metalwork 10

Woodwork 10  
Art Studio 10  
Concert Band 10  
Drama 10  
Film 10  
Photography 10  
AVID 10  
  
Theatre Company 10 (Outside TT)  
Choral Music 10 (Outside TT)  
Jazz Band 10 (Outside TT)  
WAVE-Work Experience (Outside TT)

## ENGLISH LANGUAGE ARTS

The BC English Language Arts K-12 curriculum contributes to students' development as educated citizens through the achievement of the following goals. Students are expected to:

- become proficient and knowledgeable users of language, in all its forms, to achieve their personal, social, and career aspirations
  - appreciate language and learning as lifelong sources of joy, curiosity, and passion
  - think creatively, critically, and reflectively about language and texts as part of constructing and communicating personal meaning
  - become critical and ethical users of digital media, capable of adapting to new modes and tools of language use
  - strengthen their understanding of themselves, diverse cultures, and multiple perspectives through the exploration of First Peoples' and other Canadian and international texts
  - contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
  - appreciate the power, beauty, and artistry of language and texts and their impact on personal, social, and cultural life
  - use language to design and share information interpersonally, interculturally, and globally.
- <https://curriculum.gov.bc.ca/>

**Please note all English 10 Modules are each 2 credits. Students are required to complete two English 10 modules for a total of 4 English Language Arts credits. Each module will receive separate marks.**

### **New Media 10 and Composition 10** (MNMD-10 2 credits) (MCMPS10 2 credits)

Whether we are scrolling through Tumblr, tweeting, engaged in a film, reading a comic book or listening to our favourite music, text is everywhere; we live in a world shaped by the influences of media. This course is designed to engage with media in its various forms of communication and exchanging of ideas. Through literature, film, podcasts, graphics, and music we will explore the message, thinking about how “The medium is the message.” (Marshall McLuhan)

### **Creative Writing 10 and Literary Studies 10** (MCTWR10 2 credits) (MLTST10 2 credits)

This course allows students to discover their creativity and explore writing, while broadening their knowledge of authors and texts. Reading a variety of genres helps us learn what makes an engaging story, and creative writing allows us to find our own writing voice. “A writer... is someone who pays attention to the world.” (Susan Sontag)

## SOCIAL STUDIES

### **Social Studies 10** (MSS- -10)

What is the Canadian Identity? This course looks at the history of Canada in the twentieth century. Students will experience and define citizenship through an interactive government simulation, explore and analyze world events including the development of multiculturalism and human rights in Canada, and ultimately define who we are and what we want Canada to be.

## MATHEMATICS

### **PATHWAY CHOICES IN MATHEMATICS STARTING IN GRADE 10:**

There are several pathway options for math courses starting at the Grade 10 level. The different pathways are intended to allow students to focus and specialize on mathematical topics and skills that match their abilities, interests and future education plans. For more information about courses and choices, see a counsellor or a math teacher, or visit the Ministry of Education website at <https://curriculum.gov.bc/curriculum/mathematics>.

Post-Secondary Requirements: Mathematics requirements vary for specific institutions and post-secondary programs. **Students are encouraged to check specific requirements** by consulting calendars and websites for specific institutions, an ACSS counsellor, or the 'Education Planner' website: <http://www.educationplanner.ca>

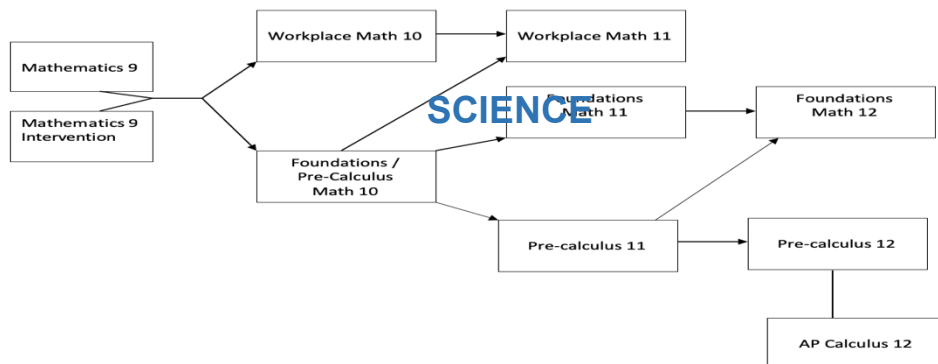
### **Workplace Mathematics 10** (MWPM-10)

Topics in the course include Algebra and Number: proportional reasoning including pricing, formula manipulations and application; Financial Mathematics: types of income; Geometry: spatial puzzles and games; Pythagorean Theorem; Measurement: SI and Imperial Units and conversions, linear, area, volume, capacity, mass and temperature; Trigonometry: right angle Trigonometry.

### **Foundations / Pre-Calculus Math 10** (MFMP-10)

*Recommended Prerequisite: Mathematics 9 with a recommended minimum mark of a C+*

Topics of this course include Algebra and Number: factors of whole numbers, irrational numbers, powers with integer and rational exponents, multiplication of polynomial expressions, common and trinomial factors; Relations and Functions: relationship between data graphs and situations, slope linear relations and characteristics of their graphs, function notation, arithmetic sequences, systems of linear equations; Trigonometry: right angle trigonometry.





## **Science 10** (MSC- -10)

Students enrolling in Science 10 will have the opportunity to learn about four major fields of science:

genetics, chemical reactions, energy conservation and transformation, and astronomy. Within these studies, there will be a closer look at the structure of DNA and how it relates to genes and inheritance,

artificial

ethical

applied

base chemistry,

energy changes

reactions,

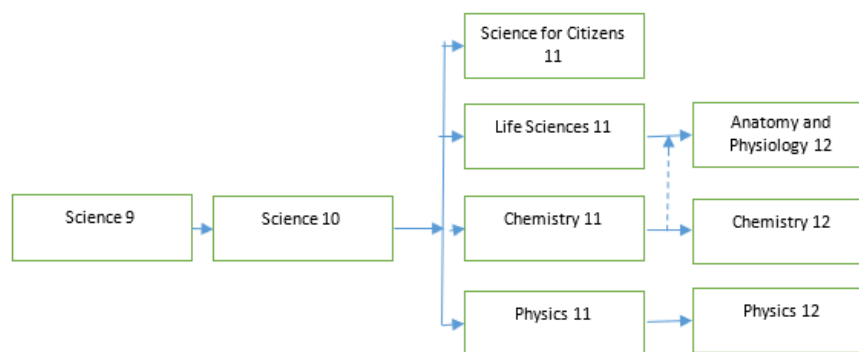
energy

nuclear energy

cosmology as it

collection of

the Big Bang Theory. While exploring these big ideas, we are also focusing on helping students learn the scientific method through questioning, predicting, planning and conducting experiments, processing and analyzing data and information, evaluating data, information, and experimental methods, applying learning to new situations, devising innovative solutions to problems, and communicating researched and experimentally determined results.



natural and selection, the considerations of genetics, acid-reaction types, during chemical thermodynamics, transformations, and radiation, pertains to data that lead to

## **PHYSICAL AND HEALTH EDUCATION**

### **PHE 10 – Sport Performance**

This course is for students who are interested in continuing to develop their knowledge and skills around competitive team sports and fitness. This course can be taken as a PHE 10 credit. The focus of this course is to provide a challenging and inspiring environment for students to develop their fitness and learn more tactical and technical strategies in a variety of games. Student-centered activities will be used to develop students' leadership skills. Health topics explored will include nutrition, mental wellness, healthy relationships, and responding to health emergencies.

### **PHE 10 - Health and Wellness**

This is a course for students who are interested in continuing to develop an active and healthy lifestyle, in a non-competitive environment. This course can be taken as a PHE 10 credit. The focus of this course is to introduce and explore lifetime activity programs that are readily available and accessible in the community. Health topics explored will include nutrition, mental wellness, healthy relationships, and responding to health emergencies.

### **Physical and Health Education - ACSS Hockey Academy 10 (MPHED10-I)**

The Aldergrove Hockey Academy has been offered at ACSS since 2001. We are the longest running Hockey Academy in the Province! This co-ed program focuses entirely on the development of hockey skills and is open to all students that play hockey of any skill level. Specialized, professional instruction is offered for players and goalies on and off the ice. We have former Abbotsford Heat captain and ACSS grad Matt Keith and Paul Whintors of Complex Hockey as our lead on ice instructors. For goaltenders we also offer specialized training and have even had, when available, Wade Flaherty of the Winnipeg Jets join us on the ice.

Approximately 35-40 ice times are offered during the first semester. The cost of the course is \$750 per student that can be divided into four equal payments of \$187.50, (less than \$20 per session!) 10 which covers the cost of the ice and specialized instruction. For more information please contact Mr Dan Renaud at [drenaud@sd35.bc.ca](mailto:drenaud@sd35.bc.ca).

## CAREER EDUCATION

### **Career Life Education 10** (MCLE-10)

*This is a required course for graduation.*

Career-Life Education 10 (CLE) is a course that recognizes the major phases of overall career development. As students move through Grades 10 – 12, they will further refine their understanding about the links between personal development and future career decisions. Students reflect on their own personal strengths, skills, and interests as they consider potential future pathways. Students also consider global market and labour trends, diverse career possibilities, workplace safety, community outreach and involvement, and basic financial literacy. Career-Life Education has an emphasis on self-awareness and self-reflection of the relevant skills and core competencies.

## GRADE 10 ELECTIVES

### MODERN LANGUAGES

#### **Core French 10** (MFR- -10)

French 10 builds on the skills acquired in French 9. Students will be able to use a range of strategies to support communication. Students will continue to build vocabulary, develop oral communication skills and engage in more spontaneous conversations about familiar and relevant topics. Students will be able to recognize connections between language, culture, and thought with emphasis on the influence of First Peoples' culture on Francophone communities in Canada.

### ADST - Applied Design, Skills, and Technologies

#### **Entrepreneurship & Marketing 10** MADEM10

Learn what it takes to “be your own boss” in this introductory business course, where you get to sample different areas of business, from marketing, on-line marketing, customer service, product design, human resources, ethics, and logistics. This course will explore introduction to entrepreneurship in many forms, wrapping up with a business project where students will design and

test-run a business concept. Learn real life, research, critical thinking and problem-solving skills. Students will be taught practical business skills useful for the entry to the world of employment. Among these skills are teamwork, interview process, dealing with customers, budgeting, sales, presenting work. Students will learn using educational apps and latest media technology programs and on-line resources to produce business assignments. They will have the opportunity to have varied and interesting learning experiences via discussions, debates, role playing, field trips, guest speakers, and relevant company documentaries.

### **Food Studies 10** (MFOOD10)

In this course, students will build on their foundational cooking skills to carry out complex tasks such as making a meal, including breakfast, lunch, dinner, and dessert menus. Students will learn to plan daily menus using Canada's Food Guide, understand basic nutrients, read food labels, and explore marketing strategies, gaining insight into how nutrition impacts health. Students will also reflect on factors influencing food choices and make informed decisions when selecting recipes and ingredients.

### **Culinary Arts 10**

CULINARY ARTS 10 This is an introductory course providing students with entry level training and commercial culinary arts experience. Students gain experience and work co-operatively in the preparation of food for the school cafeteria and the Feeding Futures program. Students will work to receive their Food Safe certification. Units of study will include best practices, kitchen safety, practice knife handling and techniques, and industrial kitchen equipment and service standards. As well, students will learn vegetable cookery, hygiene and sanitation, desserts- baking, pastry, food service occupations, control of food waste, receiving and storage of foods, control of food cost, menu planning/portion control, meat cutting - fish, poultry, basic sauces, soups and stocks, basic salads and sandwiches, selection of recipe/converting recipes, First Peoples Food and Local Agriculture.

### **Computer Studies 10** (MCSTU10)

This introductory computers course will introduce you to various things that can be done with computers. We will learn about animation, coding, computer logic, 3D design spaces, and game design. Throughout the course, students will work with industry-standard programs and equipment as they solve problems, create their own designs, and gain important transferrable skills with technology.

### **Computer Systems 11** (MCINF11)

This computers course will focus more in depth on skills used in the information technology world. Students will learn the basics of web design languages such as HTML and CSS and develop coding skills and techniques through the use of the JavaScript and Lua languages using both web and game-based applications. It will also look at 2D and 3D animation and other design ideas. Students will also have the opportunity to create their own project, where they can further pursue a particular area of interest related to computers.

### **Game Creation 11**(CMPR11)

This video game creation computers course will focus on learning about programming and asset creation through the lens of game design. Students will use the popular Unity engine to build their understanding of the C# programming language, asset management, and video game design. First-year students will focus on re-creating video game classics with their own personal touch, while second-year students will branch out into games of their own design.

### **Media Arts 10** (MVAM-10)

This introductory Media Arts course will focus on developing the skills needed to design, create, and publish different types of media. The goal of the course is to explore communicating and storytelling through the principles of design, and assessing trends in traditional, digital and social media. This course will act as an introduction to mediums used by today's graphic designers and media artists, using a variety of tools and software, including Adobe Express & Photoshop, MS Office (PowerPoint, Word, Excel), Minecraft Education, video editing, and web design applications.

### **Media Design - Yearbook 10** (MMEDD10)

Make your mark for years to come – help design and produce the school yearbook! Yearbook class aims to help students apply the principles and processes of inquiry and research to use effectively a range of print, electronic, and mass media resources. This course will help students create informative media products for the school and community audiences. The course aims to combine expectations from various subjects, such as Graphic Design, Photojournalism, and Marketing. Students will use a variety of software but will focus mainly on the Adobe CC suite, including Photoshop and InDesign, and Jostens's Yearbook Avenue.

### **Metalwork 10** (MTMET10)

The focus of this course is welding and fabrication skills, with completion of assigned projects that ensure skill building. Projects could include machined hammers, trivets, candleholders, gravity cars, etc. Students will learn and investigate about the different types of metals and their applications, along with basic machining and welding.

### **Woodwork 10** (MWWK-10)

Students develop competency and proficiency in skills at various levels and woodworking techniques in the woodwork shop. They will have the opportunity to learn new skills using different stationary and portable machines. Students begin with a teacher directed project, but have more flexibility with self-designed projects throughout the semester.

## **ARTS EDUCATION**

### **Art Studio 10** (MVASt10)

*"Creativity takes courage." Henri Matisse*

Continue to develop skills and push boundaries in the visual arts through Art Studio 10. Students will have opportunities to experiment, practice, and become more competent in a variety of drawing, painting, printmaking, and sculpture techniques throughout the course.

**Please note:** Students will be required to purchase a sketchbook for this course.

### **Instrumental Music: Concert Band 10** (MMUCB10)

This course is open to all students enrolled in grade 10, with at least three years of band experience. The course is sequential, so students can take three years of Senior Concert Band for credit. Students gain knowledge of music through study and performance. This is a performance-oriented

class and students are expected to participate in concerts and festivals, with the option of the annual music tour.

### **Drama 10** (MDRM-10)

Drama 10 is a transitional course, moving from the “dramatic modes” of Performing Arts 8 and Theatre 9, to the “performance mode”, focusing on intermediate acting skills. Students are given the opportunity to begin the creative exploration necessary to understand and practice characterization, physicalization and vocalization. Students will be provided with a more mature perspective of theatrical styles and aesthetics, while learning costuming, make-up, and set design. There will be a wide variety of material covered, focusing on semi and full scripted dialogue centered scenes.

### **Video Production 10** (YCCT-0A)

Recommended Prerequisites: Film 9 and/or Drama 9

This course builds on the foundations of Film 9 and allow students to take a leadership role in this junior-level film production course.

During this continued introduction to filmmaking, students will explore their identity as film artists. By watching films, and learning to utilize various types of film technology, students will learn more about the basics of camera operation, editing, camera movement, screenwriting, and on-screen performance. Students begin to examine and understand how filmmakers construct films during pre-production, production and post-production. The projects students undertake will take the form of short experimental film projects, or larger projects such as a music video or short film. The hope is that students become creators and not just consumers of film media, and that they begin to critically examine how film media and the choices that artists make affect audiences.

### **Photography 10** (MVAPH10)

This course is designed to provide students with a basic understanding of foundations of photography: composition, lighting, elements of design, and storytelling using still images. This course is primarily project based, with students creating individual and group projects based on techniques taught during the semester. Students will primarily take photos using Digital SLR cameras and will be required to demonstrate their knowledge of how to use these cameras effectively. Students will utilize computer programs such as Photoshop to finalize their images and will share many of the images they take with the school community.

### **Leadership 10**

This course allows students to develop lifelong leadership skills through a balance of theory, personal growth, and hands-on experience. Students will explore leadership principles and apply them by organizing and executing a variety of school-wide initiatives designed to build school spirit and foster a sense of community. Projects may include planning pep rallies, spirit days, and holiday-themed events such as candy grams for Valentine’s Day and giving trees during Christmas. Students will actively contribute to the school’s culture by designing and running initiatives that promote school pride and identity. The class will meet during regular school hours, with some additional volunteer commitments during lunch or after school to support event execution. This course is ideal for students who are enthusiastic about creating a positive school environment, developing collaborative skills,

and making meaningful contributions to their school community. **APPLICATIONS WILL BE REQUIRED.**

## ADDITIONAL OFFERINGS

### **AVID 10 / Career Life Education 10** (MCLE-10AV)

Prerequisite: Recommendation of their AVID 9 teacher or application approved by the AVID Site Team for new students.

AVID 10 delves into the Career Life Education 10 curriculum with a strong emphasis placed on using and further developing AVID curricular competencies in writing, inquiry, collaboration, organization, and reading skills (WICOR). AVID 10 is paired with an academic course with an AVID trained teacher to be able to put their developing skills in practice.

- Learn to use proven academic strategies for success, participate in discussions and project work that challenge you and deepen your understanding of various topics while helping you improve your performance in other courses as well.
- Gain a competitive advantage by building your scholarship portfolio early by learning the importance of volunteering in your school and community, and developing leadership skills, and completing required service hours.
- Participate in class field trips to post-secondary institutions.

As a four-year preparatory program, students are expected to enroll each year from Grades 9 – 12. However, students are welcome to apply at any grade level and entry into the class depends on space availability. The AVID elective is taught by an AVID trained teacher and the students have this class every other day for the entire school year. The students in the AVID elective also take an academic class together and this class is also taught by an AVID trained teacher who reinforces the strategies they learn in their AVID elective class.

**Application forms can be obtained from the Counselling office or the main office and must be submitted by February 28<sup>th</sup>, 2024.**

Contact Mr.Perry (bperry@sd35.bc.ca) for more information.

## OUTSIDE TIMETABLE COURSES

### **Choral Music: Concert Choir 10** (MMUCC10)

Concert Choir is made up of students from grades 9 to 12. Beginning choir students will learn to read music, use their voices correctly and appreciate good music in any style. They can expect to sing in many musical styles, including pop, folk, classical, plainsong, gospel, and madrigal. Intermediate choir students will build on their previous skills by developing their solo capabilities, demonstrating leadership and preparing music on their own. Since this is a performance-oriented class, choir students may participate in 2 or 3 concerts or festivals each year. Credit will be granted for the appropriate grade level course.

### **Instrumental Music: Jazz Band 10** (MMUJB10)

Recommended Prerequisite: Concert Band 10 concurrently

This course is designed for band students who have had two to three years of instrumental

experience. Jazz band requires three hours of rehearsal each week, a variety of performances during the year, and entry into competitive festivals.

## **Theatre Company 10**

This course is open to students Grade 9 to 12, and provides credit for actors, designers, technicians (lights and sound), stage managers and other essential roles involved with producing the school play. Students develop skills in various areas of theatre production based on their interests, taking a play from the first readthrough to the final performance. This course runs after school, starting in the fall, with rehearsal days to be decided based on cast and crew availability. Cast are required to prepare their roles outside of school hours, designers and technicians are required to complete projects at home prior to performances. Performers are required to successfully audition in September to participate in the course. Technicians and backstage roles do not need to audition. The course will run until the play production is complete in the Spring

## **WAVE 2024-2025**

### **WAVE: WORK AND VOLUNTEER EXPERIENCE**

#### **What**

- Get placed with employers/organizations to job shadow and/or perform the duties of an entry level employee -
- Gain experience and new skills in the workplace they wouldn't be able to get at school

#### **Why**

- Complete course credits outside of a school in almost any industry/occupation
- Get paid or gain volunteer experience while earning school graduation credits
- Take more than eight courses in a school year, does not impact current school schedule

#### **Who**

- Be in grade 10-12

#### **When**

- Complete work after school, weekends during school breaks (winter, summer, spring)

#### **Where**

- Work at your employer's place(s) of business and on school assignments at home

#### **How**

- Register during course selection or see your school's WAVE teacher, [Career Advisor](#) or counsellor for more info
- Visit website for more info [careered.sd35.bc.ca/wave](http://careered.sd35.bc.ca/wave)



## **YOUTH WORK IN TRADES**

#### **What**

- SkilledTradesBC's [Youth Work in Trades](#) program allows students to start an apprenticeship while they are still in high school. They can earn graduation credits while logging work-based training hours

#### **Why**

- Earn up to 16 elective credits towards graduation (equals 4 courses)
- Acquire skills employers want and get a head start on your career

- Use 480 paid work hours towards your apprenticeship
- Have a seamless transition from school to work
- Become potentially eligible for a \$1000 Youth Work in Trades Scholarship

#### Who

- Be 15-19 years old
- Be working or have worked in a SkilledTradesBC regulated trade
- Register at anytime during the school year

#### Where

- Work at your employer's place(s) of business and on school assignments at home

#### How

- See your school's [Career Advisor](#)
- Visit [careered.sd35.bc.ca/youthwork](http://careered.sd35.bc.ca/youthwork)



## EXTERNAL CREDENTIALS

Please note: The External Credentials Program is currently under review. In the meantime, the program is still active and all existing external credentials are available to students.

#### Ministry Approved Credentials:

An external course is an organized set of learning activities developed and/or offered outside the BC school system that has been Ministry-authorized and set out in the Graduation Requirements Order.

The following is a partial list of external courses for which students can receive credit:

**Music:** B.C. Conservatory of Music, Conservatory Canada, Royal Conservatory of Music, Victoria Conservatory of Music, Trinity College: London

**Dance:** Royal Academy of Dancing, Imperial Society of Teachers of Dancing, British Association of Teachers of Dancing

**Languages:** External Assessments and Certificates

**Sport:** Athlete, Coach, Official

**Youth Development:** Cadets, 4-H, Guides, Scouts, Pony Club

**Industrial and Occupational:** Tourism, Woodlinks Products, Lifesaving, Water Safety, First Aid, Computer Certification, Driver Education, Flight Training

To find out more information about External Courses, contact a counsellor or take a look at the following Ministry of Education website: <http://www.bced.gov.bc.ca/graduation>