



Course Planning Guide

**Grades 9-12
2025-2026**

DW POPPY SECONDARY SCHOOL

Revised: February 13, 2025

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Land Acknowledgement

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We respectfully acknowledge that D.W. Poppy Secondary School resides on the unceded, traditional, and ancestral territories of the Matsqui, Kwantlen, Katzie, and Semiahmoo First Nations.

We are grateful for opportunities to learn from the first caretakers of these lands, waters, and skies and incorporate their perspectives and worldviews into our own understandings and relationships. This can be observed in the lessons and sportsmanship that take place in our classes and extracurricular activities, the mutual respect and compassion demonstrated between colleagues and peers, and the strong relationships and sense of pride staff and students have in their connection to their school and community.

Our school community is known as the “Redhawks”. Redhawks embody power, courage, strength, and are fiercely protective of their young. We all work together to support and encourage multiple connections and perspectives within our community.

Welcome to the D.W. Poppy community, Redhawks!

hay ce:p qə

PLANNING A GRADUATION PROGRAMME

A solid graduation programme requires that several important decisions be made thoughtfully and carefully. Families and students need to look at selecting courses that not only satisfy recommended requirements from year to year over the high school graduation program but also meet requirements for post-secondary plans. Meeting basic high school grad requirements **does not** mean the student will have all the necessary pre-requisites to continue further training or formal education.

The following pages provide students and families with information on graduation requirements as well as specific information on course requirements for a variety of options including:

- meeting general university entrance requirements
- meeting Provincial Indigenous-Focused Graduation Requirements
- developing a high school grad program that allows the student to keep **all** post-secondary options open
- developing a high school grad program that has an Arts/Humanities focus and provides for direct entrance to Arts/Humanities or Fine Arts programs at college or university
- developing a high school grad program that has a Math/Science focus and provides for direct entrance to Science and/or Applied Science programs at college or university
- developing a high school grad program that has either a Trades or Technology focus and provides access to apprenticeships and/or further formal training in several Technology areas and disciplines

Students are encouraged to review this information in detail in order to ensure appropriate course choices. As part of this review, families and students are also strongly encouraged to explore the various post-secondary links provided throughout this section in order to get the most current and accurate information about various post-secondary institutions course pre-requisites and requirements. D. W. Poppy's counselling staff are also able to meet with families and students regarding any of these issues. Appointments may be set up by contacting the main office at 604-530-2151.

GRADUATION REQUIREMENTS

The Ministry of Education requires all students to complete a minimum of **80 credits, 4 of which need to be Indigenous-Focused credits** to achieve their Graduation Diploma. The required courses are as follows:

English 10	4 credits
Social Studies 10.....	4 credits
Science 10	4 credits
Math Foundations and Pre-Calculus10 or Workplace Math 10	4 credits
Physical Health and Education 10	4 credits
Career Life Education10	4 credits
Career Life Connections/Capstone 12	4 credits
*Fine Arts OR Applied Skills 10, 11, 12 (see note below)	4 credits
English 11 or English 11AP.....	4 credits
Foundations of Math 11, Workplace Math 11, or Pre-Calculus 11	4 credits
A Social Studies 12.....	4 credits
A Science 11 or a Science 12.....	4 credits
English Studies 12 or English 12AP	4 credits
Electives (7 courses or equivalents including a minimum of 3 at the Grade 12 level)	28 credits
	80 credits

NOTE:

*Any one of these Ministry approved, four credit Grade 10, 11 or 12 courses from the following departments will meet this requirement:

Computer and Information Technology
 Home Economics
 Technology Education
 Fine Arts (including Art, Drama, and Music)

STUDENT SUPPORT SERVICES AT D.W. POPPY

Counselling

The D.W. Poppy Counselling Department provides personal services for students and is a resource for teachers and families. Counsellors act as advocates for students and their families. Our school counsellors lead our Student Support Services and work closely with staff in Resource, Career Ed, Aboriginal Support, and Youth Care. Seeing a counsellor is simple: telephone or drop by the school office to set an appointment.

- **Personal Counselling**
 - Confidential discussion of personal concerns.
- **Educational Counselling**
 - Selection of courses, program planning, graduation requirements, post-secondary entrance requirements and reference materials, student concerns regarding courses, study skills.
- **Referrals**
 - After consultation, counsellors will provide appropriate referrals to other school system services or non-school agencies.

Career Advisor

- Exploration of values, interests, abilities and needs as they relate to career opportunities.
- Establishment of career goals and exploration of related occupations.
- School-based and district career education opportunities, job search, career exploration, post-secondary information.

Aboriginal Support Workers

Aboriginal Support Workers are present in all schools. They are available to provide additional personal and/or academic support for students from Aboriginal ancestry. Our Aboriginal Support Worker works with our Student Support Services Team to provide the best support possible for our students.

Youth Care Worker

A Youth Care Worker is available to support our students with social emotional and academic concerns. They are also a part of our Student Support Team and works collaboratively to assist our at-risk students.

Clinician

A Clinician provides focused intervention services to students, families and the school. They work with specific students that are assigned to their caseload.

English Language Learners

The ELL Program at D.W. Poppy may involve direct English language instruction and/or in-class support. Whenever possible, ELL teachers and regular classroom teachers work together to provide students with the best possible opportunities for learning and success. All ELL students are integrated into regular classes.

Learning Support at D.W. Poppy

The Learning Support Department offers a wide variety of programs for students with learning difficulties and/or exceptionalities. Placement within these programs is dependent on referral, assessment and/or recommendation. Self-referral is sometimes acceptable but requires approval from appropriate staff/administration. While each student with learning needs is assigned a case manager, a team approach is commonly used to solve problems with regards to individual situations and/or changing circumstances. The levels of support in Learning Support are flexible as they depend on the learning needs of the student and may include any of the following:

- Enrollment in a Learning Support class (Resource). In these classes teachers deliver lessons designed to promote skill development across the curricular and core competencies. In addition to these lessons students will receive support with individual learning assignments.
- Monitoring goals and objectives for students with an Individual Education Plan (IEP). These IEPs are developed collaboratively between the case manager, the student, and their parents/guardians, as well as other school staff and/or community members if applicable.
- Ensured access to adaptations/supports by the case manager for students who require them to fairly demonstrate their learning and understanding of curricular competencies.
- In-class support from a Learning Support Teacher and/or Special Education Assistant that works with the classroom teacher to help provide the support as outlined in a student's IEP.

An important objective of the Learning Support Department is the inclusion of students, as far as practicable, in regular school programs. Students with exceptionalities can graduate in the traditional manner and will be awarded graduation credentials based on their particular program of study. Students with exceptionalities graduate in the traditional manner by either having met provincial graduation requirements and learning outcomes to graduate with a Dogwood Certificate or the education goals stated in their IEP to graduate with a Provincial School Completion Certificate (Evergreen).

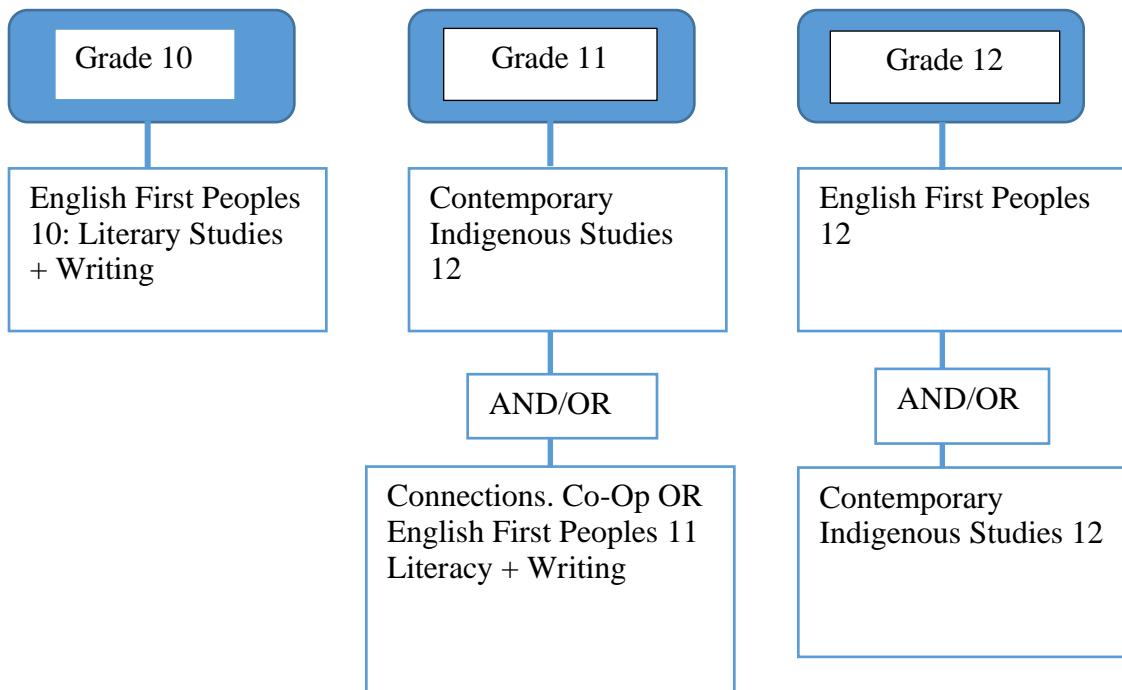
The Learning Support Department understands that the needs of students change as they progress through their high school years and therefore strive to ensure they are supported in a way that reflects their own learning journey.

Learning Commons

The school Learning Commons is open for much of the school day, including before school, at lunch, and after school. Materials range from conventional print sources and video resources to web-based resources which provide assistance for student research, as well as reading pleasure. The teacher librarian is there to help with the research process and is able to make suggestions for recreational reading.

Indigenous-Focused Graduation Requirement

To satisfy the Indigenous Graduation Requirement and our commitment to Truth and Reconciliation, students of Grades 10, 11, and 12 can choose from the following courses. The required minimum credit is 4; however, students can choose to complete more courses in Socials Studies or English if interested. Please see the following 4 credit course options for the 2022/2023 school year:



SPECIALTY PROGRAMS

Rugby Academy – Admission by application and interview (\$600 fee)

The DW Poppy Rugby Academy is designed for student-athletes who want a holistic development experience in a strong, values-based culture while improving their knowledge and understanding of rugby skills and tactics. The content of the Rugby Academy includes fundamental rugby skills; tactical and technical knowledge; position specific understanding and skills; attack and defense patterns; laws of the game; history and social importance of rugby; nutrition; strength and conditioning; and mental skills, among other topics. Students will pursue certification as entry level coaches and referees. Students will serve the local community through elementary school visits and coaching. Members of the Academy will learn about post-secondary rugby opportunities in Canada and abroad.

The Rugby Academy runs in two cohorts: Junior Academy for Grades 9 and 10, and Senior Academy for Grades 11 and 12. Each cohort incorporates a maximum of 32 students per year across grades and genders. For both cohorts, the Academy consists of three courses per year:

- two courses blocked together in the timetable during the first semester;

- one course outside the timetable, after school throughout the second semester.

Overall, the Rugby Academy satisfies credit for all available PHE classes in Grades 9-12, along with four locally approved courses, for a total of 12 credits per year, or 48 credits overall.

ENGLISH

English Language Arts 9

English Language Arts 9 Honours

English First Peoples 10:

Writing & Literary Studies

English Language Arts 10 Honours

English Language Arts 11

Literary Studies OR Composition

Advanced Placement English 11

English Studies 12

Advanced Placement English 12

English First Peoples 12

Creative Writing 12

Literature 12

Please note: All English courses in 9, 10, 11, and 12 maintain equal rigor based on grade level and particular curricular competencies. Honours courses and advanced Placement courses focus on academic challenge.

English Language Arts 9 (ELA9)

English 9 expands upon the skills introduced in English 8. Students will study a variety of literary forms, such as the novel, short fiction, drama, poetry, and non-fiction. Emphasis is on the writing process, including grammar, sentence structure, and spelling, along with writing paragraphs and multi-paragraph compositions. Emphasis will also be placed on various forms of organizing, producing, analyzing, and using oral language.

English Language Arts 9 Honours (ELA9H)

Recommended: a minimum of *Proficient* in English Language Arts 8 and department support

ELA9H is a course for those students who want the challenge of work that transcends the regular ELA curriculum. Students will still study a variety of literary forms, develop writing processes, and use oral language. However, in Honours, students are required to commit to a higher level of reading, writing, and thinking, going beyond basic comprehension skills to analyze and synthesize. Students should have the ability and the desire to work independently and in small groups on self-generated, self-directed assignments.

English First Peoples 10

Writing & Literary Studies

Students in this course will develop the English language, literacy skills, and capacities they must have in order to meet British Columbia's graduation requirements. Students will study a variety of literary forms, including the novel, short fiction, drama, poetry, and non-fiction. Besides reading comprehension and inferences, emphasis will be placed on writing processes, including grammar, sentence structure, spelling, and writing multi-paragraph compositions. Emphasis will also be placed on various forms of organizing, producing, analyzing, and using oral language.

EFP10 allows learners to explore and discover First Peoples' worldviews through the study of literary, informational, and media text with some local Canadian and international First Peoples' content.

English Language Arts 10 Honours (ELA10H)

Recommended: a minimum of *Proficient* in English Language Arts 9 Honours and department support

Students in this course will develop the English language, literacy skills, and capacities they must have in order to meet British Columbia's graduation requirements. The applied strands for ELA10H are Writing/Composition and Literary Studies, allowing learners to explore and discover First Peoples' worldviews through the study of literary, informational, and media text with some local Canadian and international First Peoples' content. ELA10H is a course for those students who want the challenge of work that transcends the regular ELA curriculum. Students will still study a variety of literary forms, develop writing processes, and use oral language. thinking, going beyond basic comprehension skills in an attempt to analyze and synthesize both thematically and rhetorically. Students should have the ability and the desire to work independently and in small groups on self-generated, self-directed assignments. The ELA10H course is designed as a prep course for English 11AP Language & Composition.

English Language Arts 11 Courses

Composition 11

- Composition 11 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.
- Prose, poetry, plays, and non-fiction will be analyzed and responded to in written form.
- Within a supportive community, students will collaborate and strengthen their skills through writing and design processes.
- By composing a variety of narratives, students will learn to express themselves creatively as they reflect on, adjust, and extend their writing skills.
- Students will also expand their versatility in communicating and exchanging ideas through analyzing and creating various forms of media.

Literary Studies 11

- Literary Studies 11 allows students to delve deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works in a variety of genres.
- Students will increase their literacy skills through close reading of appropriately challenging texts and enhance their development of their own analytical writing skills.
- A variety of literary genres (prose, poetry, plays, and non-fiction) will be analyzed and responded to in written form.
- Within a supportive community, students will collaborate and strengthen their skills through writing and design processes.
- By composing a variety of narratives, students will learn to express themselves creatively

as they reflect on, adjust, and extend their writing skills.

- Students will also expand their versatility in communicating and exchanging ideas through analyzing and creating various forms of media.

Advanced Placement English 11 (AP Language & Composition 12)

Recommended: a minimum of B in English 10 and department support

In addition to completing the standard English 11 curriculum, an AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way conventions and the resources of language contribute to effectiveness in writing. Students who take English 11AP will receive 4 credits for AP 12 Language & Composition, as well as 4 credits for English 11. Students who write the Language & Composition AP Exam in May will have the opportunity to receive university credits if they achieve a high level of success on the exam.

English Language Arts 12 Courses

All students are required to take ONE of these courses in order to meet BC's graduation requirements.

English Studies 12

This course ensures that students are exposed to the discourse related to a full range of texts; the development of language, literacy, and communication abilities, along with creative and critical thinking will be addressed. Students in this course will read and discuss a variety of literary genres, such as the novel, short fiction, poetry, drama, and non-fiction. Students will refine their skills in writing, including grammar, sentence structure, spelling, essay structure, and use of quotations. They will further develop their skills in critical thinking, literary analysis, and research techniques.

English First Peoples 12

English First Peoples 12 is a unique course, based on the study of texts representing authentic First Peoples voices and incorporating the First Peoples Principles of Learning in the curriculum content and pedagogy. Although similar to the rigor of English Studies 12 in regard to reading and writing, English First Peoples 12 places increased emphasis on the study and command of oral language and on First Peoples oral traditions. It also recognizes the value of First Peoples' worldviews and the importance of culture in language and communications. Throughout the course, there is a focus on themes, issues, and topics of importance to First Peoples. The development of language, literacy, and communication abilities, along with creative and critical thinking will be addressed. Students in this course will read and discuss a variety of literary genres written by Indigenous authors, such as novels, short fiction, poetry, drama, and non-fiction. Students will refine their skills in writing, including grammar, sentence structure, spelling, essay structure, and use of quotations. They will further develop their skills in critical thinking, literary analysis, and research techniques.

Advanced Placement English 12 (AP Literature & Composition 12)

Recommended: Students need a minimum of B in English 11 *and* department support. In addition to completing the standard English 12 curriculum, an Advanced Placement English Literature and Composition course engages students in the careful reading and critical analysis of the thematic elements of literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and entertainment for their readers. As they read, students consider a work's structure, style, and themes as well as such elements as the use of figurative language, imagery, symbolism, and tone. Students who take English 12AP will receive 4 credits for AP 12 Literature & Composition, as well as 4 credits for English Studies 12. Students who write the Literature & Composition AP Exam in May will have the opportunity to receive university credits if they achieve a high level of success on the exam.

English Language Arts Electives

Creative Writing 12

Recommended: a minimum of C+ in English 10 or English 11

This course is designed for Grade 11 and 12 students who like writing fiction. Students will learn the techniques of writing creatively, such development of plot, character, dialogue, action, description, imagery, and more. Through writer's workshops, peer editing, and careful use of detail, students will be encouraged to develop a personal voice in their writing. There will also be opportunities to enter writing contests, along with having original work published. If you enjoy writing and want to develop your skills, this is the course for you. This course is open to both Grade 11 and 12 students.

Literature 12

Recommended: a minimum of B in English 10 or 11

The aim of Literature 12 is to enhance students' literacy through the study of a body of works representative of the literary heritage through historical periods of literature, from medieval to modern times. Literature 12 offers senior students opportunities to examine and appreciate this rich heritage throughout history. By reading works that are sophisticated in thought and style, Literature 12 students strengthen the skills needed to critically think. The study of great works of literature increases students' interpersonal skills, aesthetic appreciation, and critical judgment. In addition, it promotes the development of strong communication skills, intellectual discipline, and the open-mindedness required for the world of work and further learning. Students who will go on to study literature or related humanities subjects will benefit from exposure to the overview and the sense of literature's historical place provided in this course. This course is open to both Grade 11 and 12 students.

MATHEMATICS

Math 9

Math 9 Adapted Core

2025-2026-Course-Planning-Guide-Grade-9-12 Edited Version

Math 10 Foundations and Pre-Calculus
Math 10 Workplace
Math 11 Workplace
Math 11 Foundations

Math 12 Foundations
Math 11 Pre-calculus
Math 12 Pre-calculus
Advanced Placement Calculus 12

There are several options for Math courses starting at the Grade 10 level. Each pathway is designed to provide students with the mathematical understandings, rigor, and critical-thinking skills that have been identified for specific post-secondary programs of study and for direct entry into the work force.

The different courses are intended to allow students to focus and specialize on mathematical topics and skills that match their abilities, interests, and future education and career plans. For more information about courses and choices, see a counsellor or math teacher, or by visiting the Ministry of Education website at

<https://curriculum.gov.bc.ca/curriculum/10-12>

Just as Biology, Chemistry, and Physics are different courses with different content, the Math courses at each grade level contain different content and concepts, rather than representing different ‘levels’ of the same content. As such, students may choose to select more than one Math course if they desire. For example, a student might choose to take both Foundations and Pre-Calculus starting in Grade 11 to gain a broad Mathematical background.

Math 9

Students will explore the Big Ideas as they align with the BC Math curriculum. Focus will lie in the areas of Numbers, Computational Fluency, Linear Relationships, Proportional Relationships, and Data Analysis. This course is pre-requisite for Math 10.

Math 9 Adapted/Core

This course is an adapted Math 9 course for students who have had challenges meeting expectations in Math so far.

Workplace Math 10 and 11

Students will explore the Big Ideas as they align with the BC Math curriculum. Focus will lie in the areas of Proportional Relationships in Trigonometry, Operations in Formulae and Unit Conversions, Modeling Relationships and Using Graphs, Angle Relationships, and Data Analysis.

*Important note: This course does not meet pre-requisite requirements for many technical degree programs that require calculus, such as Commerce, Science, and Engineering.

Foundations and Pre-Calculus 10

Students will explore the Big Ideas as they align with the BC Math curriculum. Focus will lie in the areas of Proportional Relationships in trigonometry, Operations, Linear Relations, Connections between Operations, and Data Analysis. This course is pre-requisite for Pre-Calculus 11.

Foundations of Math 11 and 12

Students will explore the Big Ideas as they align with the BC Math curriculum. Focus will lie in the areas of Proportional Relationships in Trigonometry, Quadratic Functions, Logical Reasoning, Statistical Analysis.

*Important note: This course does not meet pre-requisite requirements for many technical degree programs that require calculus, such as Commerce, Science, and Engineering.

A TI-83 or TI-84 calculator without Wi-Fi, or other wireless technology is required.

Pre-Calculus Math 11 and 12

Students will explore the Big Ideas as they align with the BC Math curriculum. Focus will lie in the areas of Proportional Comparisons in Trigonometry, Operations, Functions, and Operation Connections. These courses are pre-requisite for Calculus 12 AP, and most degree programs in Business, Science, and Engineering.

A TI-83 or TI-84 calculator without Wi-Fi, or other wireless technology is required.

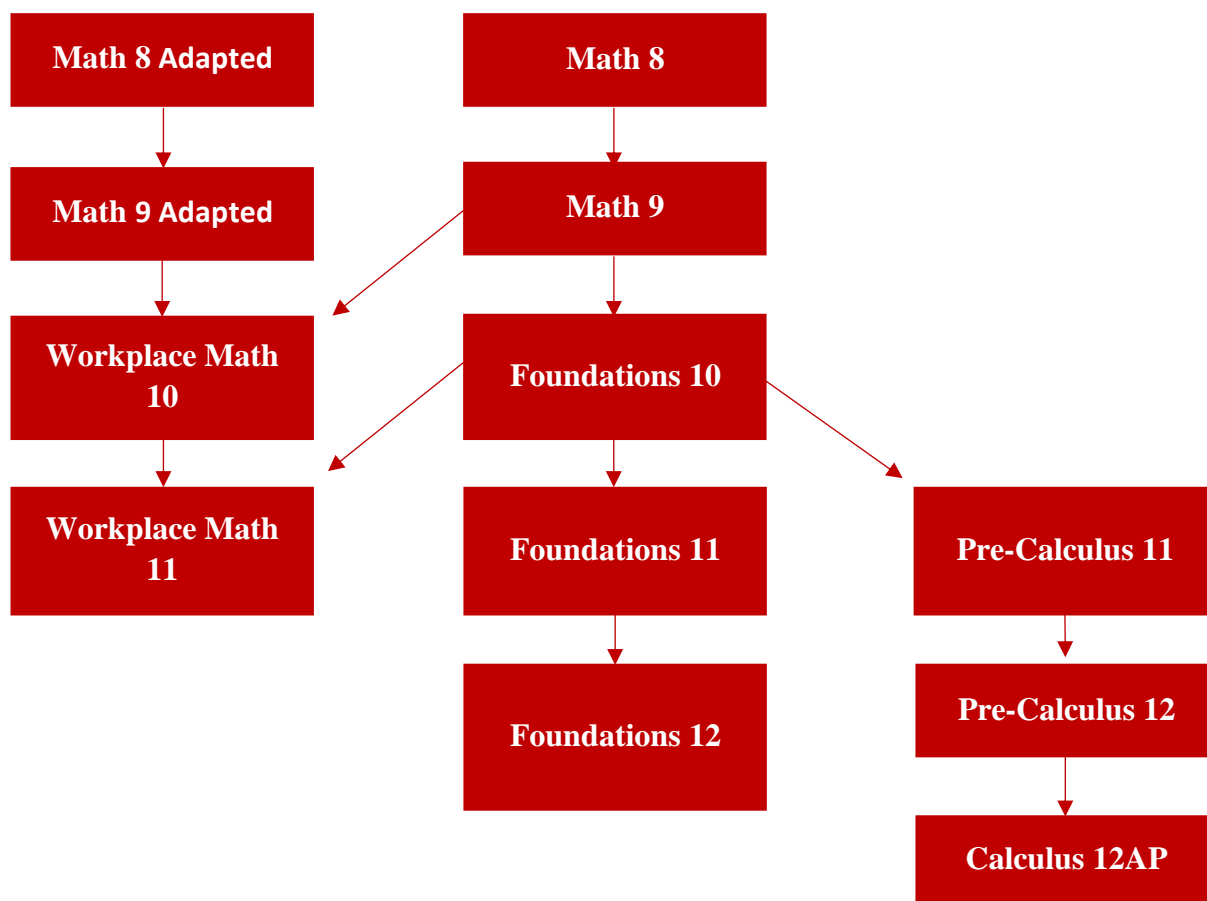
Advanced Placement Calculus 12

This is a first-year university course in Calculus. It is equivalent to Calculus I, and most of Calculus II from the first-year university programs in most universities in North America.

Students who achieve a 4 or 5 out of 5 in this course will receive credit for Calculus I in most universities.

This is a course for a student who is self-motivated and driven at an above-average level. Topics are challenging, and homework will be necessary for all students to succeed at a high level.

CHOICES IN MATH, GRADES 8-12



SCIENCES

Science 9
Science 10
Life Sciences 11
Anatomy and Physiology 12
Chemistry 11
Chemistry 12

Environmental Sciences 11
Environmental Sciences 12
Physics 11
Physics 12
AP Physics 12

Science 9

Science 9 contains the four strands of Science: Biology, Chemistry, Earth Science and Physics. In Biology, students study cell division and sexual and asexual reproduction. Physics involves the examination of electrical circuits, and the relationship of voltage, current and resistance on those circuits. The Chemistry unit focusses on the Periodic Table of the Elements, and how those elements combine to form compounds. The Earth Science unit covers nutrient cycles within ecosystems, and the interconnectedness of the biosphere, geosphere, hydrosphere, and atmosphere.

Science 10

Science 10 contains the four strands of Science: Biology, Chemistry, Earth Science, and Physics. In Biology, students study the structure of DNA, how DNA provides the instructions for protein assembly, simple patterns of inheritance and artificial and natural selection. Physics involves the examination of the transformation of potential and kinetic energies and the Law of Conservation of Energy. The Chemistry unit focusses on chemical reactions, exothermic and endothermic reactions, nuclear energy as well as acid/base chemistry. The Earth Science unit covers the formation of the universe and the change of the universe over time, as well as tools used to study astronomical data.

Life Sciences 11

Life Sciences 11 looks at how life is organized at the molecular and cellular levels and how these microscopic interactions affect living things. Students will utilize dissecting skills as they investigate different life forms and their common characteristics. The process of evolution will be used to explain why these different life forms exist.

Anatomy and Physiology 12

Strongly Recommended: Chemistry 11 or Life Sciences 11

This course looks at how homeostasis is maintained in the human body through interactions between the body's systems. The "nature vs nurture" idea is investigated as students look at how the environment affects gene expression and protein synthesis.

Chemistry 11

Chemistry 11 looks at atoms and molecules as the building blocks of matter and how energy is conserved in chemical reactions. Solution chemistry, atomic theory, the periodic table, the mole and organic chemistry will be investigated in this lab-based course.

This course is intended as a pre-cursor to Chemistry 12.

Chemistry 12

Strongly recommended: Chemistry 11

Chemistry 12 is a more in-depth course than Chemistry 11, that investigates the factors that affect reaction rate as well as the concepts of dynamic equilibrium, solution equilibrium, acid-base equilibrium, and electrochemistry. This course is experiment based and includes a significant number of labs. Students will be required to analyze and interpret data and thus will require strong math skills.

Environmental Science 11

This course will examine different ecosystems and the ways living and non-living things interact within these ecosystems. It will look at some of the ways that humans benefit from ecosystems as well as some of the negative effects humans have on Earth's ecosystems. The course will consider ways that humans can work towards restoring ecosystems as well as ways that we can reduce negative impacts in the future in order to maintain and support ecosystems and biodiversity. It will also look at Indigenous knowledge and practices that support ecosystems.

Environmental Science 12

This course builds on previous concepts explored through Environmental Science 11, while investigating new topics of study. In this course we examine water quality, water pollution, water availability/scarcity, and methods of maintaining water quality and conserving water. We will consider human induced Climate Change and explore the various ways we can reduce the impacts of climate change, adapt to climate change, and prevent further increases in greenhouse gas emissions. We will also look at soil characteristics, ecosystem services, land use, land management, environmental policy, and sustainable living. Moreover, the course will look at Indigenous knowledge and practices that promote sustainable living.

Please note that while Environmental Science meets graduation requirements, Environmental Science may not be accepted as a pre-requisite to entry into specific post-secondary programs.

Physics 11

Strongly recommended: Foundations of Mathematics and Pre-calculus 10

Physics is intended for the student who likes to think about how things work. In Physics 11, students will study Newton's Laws of motion, Conservation of Energy, Waves, and Electric Circuits. **This course is intended as a pre-cursor to Physics 12.**

Physics 12

Strongly recommended: Physics 11 and Pre-calculus 11

Physics 12 looks at topics in Motion, Circular motion, Momentum, Gravitation, Electrostatics, Electromagnetism, and Einstein's theory of Special Relativity. Physics 12 is intended for the motivated student who intends on proceeding into a science field of study after high school.

Advanced Placement Physics 12

AP Calculus 12 is a pre-requisite/co-requisite for this course.

Are you possibly headed toward a science field of study in university? AP Physics (Mechanics) is the place for you. You will experience the depth and rigour of a first-year university Physics

course. If you succeed in attaining a 4 or a 5 on the College Board AP Physics C (Mechanics) exam, you'll be eligible for transfer credit, for the equivalent course, at most universities. This course is for the motivated, future-minded, goal-oriented student.

SOCIAL STUDIES

20th Century World History

Geography 12

Law Studies 12

Contemporary Indigenous Studies 12

Philosophy 12

Social Justice 12

Social Studies 9

Social Studies 10

Social Studies 9

In Social Studies 9, students will explore the following topics during the historical period between 1750 to 1919: political, social, economic, and technological revolutions; the continuing effects of imperialism and colonialism on Indigenous Peoples in Canada and around the world, global demographic shifts, including patterns of migration and population growth, nationalism and the development of modern nation-states, including Canada, local, regional, and global conflicts, discriminatory policies, attitudes, and historical wrongs, physiographic features of Canada, and geological processes.

Social Studies 10

In Social Studies 10, students will explore the following topics during the historical period between 1914 to present: government, First Peoples governance, political institutions, and ideologies, environmental, political, and economic policies, Canadian autonomy, Canadian identity, discriminatory policies and injustices in Canada and the world, including Residential Schools, the head tax, the Komagata Maru incident, and internment, advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission, domestic conflicts and co-operation, international conflicts, and co-operation.

20th Century World History

The Twentieth Century was an era of turbulence and great change. A time that witnessed two world wars, the rise and fall of dictators, unspeakable atrocities, and the emergence of universal human rights. This course centres around topics such as but not limited to the outcomes of the Treaty of Versailles, the rise of dictatorships in Italy, Russia and Germany, World War II and the holocaust, the Cold War, the Israeli Palestine conflict, and the roots of War on Terror. Debates, discussions, group activities, and inquiry-based projects will all be used to study these topics to discover the various factors that lead to these events and to understand their implications for the world we live in today.

Human Geography 12

Geography is not a class just about maps, or rocks! In our Physical Geography Unit, we explore how the physical environment functions and gain an understanding of the forces that shape the places and environments and influence human culture and activities. In our Human Geography Unit learn about a wide range of human geography topics including poverty, population,

migration, food security, terrorism, climate change, and how the environments we live in can make us healthier and happier. In our Urban Studies Unit, we will explore what makes cities like Copenhagen, Amsterdam, New York, or Vancouver appealing to residents. By 2050, it is estimated that over 80% of the world's population will live in cities. How can we make these cities liveable and sustainable? Geography is a subject that will follow you and shape your experiences for the rest of your life. Students will never look at the world the same way after taking Geography 12.

Law Studies 12

What is justice? Why do people commit crimes? What role does the law play in defining our society? How does the law protect us from one another? How do we ensure injustices of the past are never repeated? These are just a few of the big questions that students will investigate in Law Studies 12. Our exploration of these questions involves an investigation of the philosophy of justice, exploring criminology theories on crime, understanding the influences of the Charter of Rights and Freedoms and Human Rights Codes. Students will gain knowledge of the criminal court system, the Canadian Criminal Code, investigation and arrest procedures, trial procedures, as well as civil, family, and employment law. Students who have an interest in becoming a lawyer, police officer, forensics investigator, or who simply want to better understand the complex legal system will benefit from this course.

Philosophy 12

Who are we? Why are we here? What is the meaning of life? Philosophy is the eternal debate of morality, perspective, and the shades of truth. It is a class that will explore the concepts of freedom, justice, and experiences of reality. It looks at historical examples and present-day events, and centers around the debate of what it means to be human. In this class students will learn how to develop and present a convincing argument and will need to be prepared to speak and discuss issues regularly.

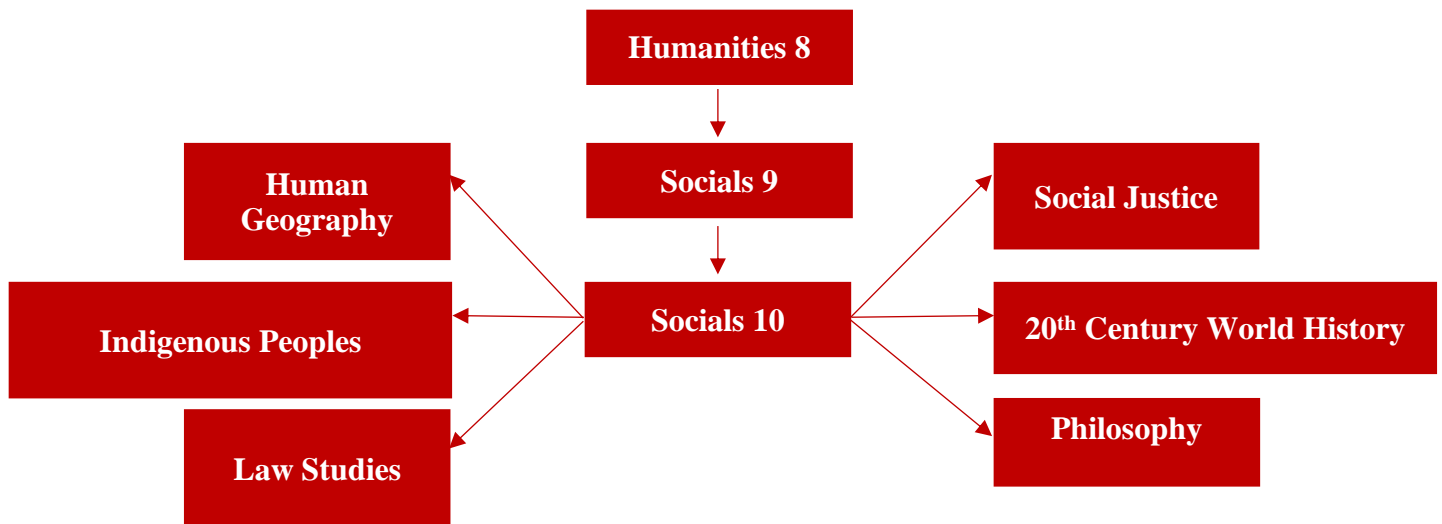
Social Justice 12

This course focusses on current issues in Canada and around the world, organized around the theme of social injustices. We will examine important issues facing our world today and attempt to figure out the causes, impacts, and some possible actions that can be taken to address these issues and help to produce social justice for all. We will use class discussions, debates, documentaries, personal and group inquiries/projects, as well as readings and news media to explore human rights issues in topics such as: climate change, minorities rights, colonization, poverty, consumerism, gender equality, and LGBTQ2 rights. This course changes in response to world events and it also revolves around student interests. Through this course, students will gain important knowledge about the world we live in today and students will hopefully be inspired and empowered to make this world a better place.

Contemporary Indigenous Studies 12

In this course, we will explore Indigenous cultures, viewpoints, knowledge, and teachings. We'll look at many of the historical and current day impacts that colonization and European settlement has had on Indigenous Peoples in Canada. We will also reflect on the ways Indigenous Peoples have resisted colonization. The incredible resilience that Indigenous Peoples have demonstrated in the face of a long history of maltreatment and injustices is another aspect we will reflect on. Finally, we will look at Indigenous self-rule, as well as the rebuilding of relationships between

Indigenous Peoples and non-Indigenous Canadians. While the focus will be on Indigenous Peoples in Canada, students will also get the opportunity to research other Indigenous cultures around the world. We will explore these topics through videos, class discussions, personal and group inquiries/projects, current news, readings, art, song, oral histories, reflections, and guest speakers. Students will be able to express their understanding in many ways.



PHYSICAL EDUCATION

Leadership 11, 12 – Athletic Focus
Physical and Health Education 9
Physical and Health Education 10

Active Living: Team Sports 11/12
Get Fit 11/12
Fitness and Conditioning 11/12

Physical and Health Education 9

This course is a continuation of PHE 8 and will expand on the concept of holistic wellness introduced in Grade 8 including physical literacy, health and active living, social and community health and mental well-being. Students will continue to participate in a variety of activities, as well as classroom-based lessons and workshops. A focus on physical fitness will also continue to be a component of this course.

Physical and Health Education 10

PHE 10 builds on PHE 9 and expands the learning experiences for students through a diverse range of big ideas, activities, and content. As PHE 10 is the last mandatory PHE curriculum for students, it completes the process of establishing a strong foundation of skills, knowledge, and attitudes for students and prepares them for Grade 11 and 12 PHE courses that relate to their interests and passions. Students are expected to:

- Develop an understanding of the many aspects of well-being, including physical, mental, and social.
- Develop the movement knowledge, skills, and understandings needed for lifelong participation in a range of physical activities.
- Develop knowledge, skills, and strategies for building respectful relationships, positive self-identity, self-determination, and mental well-being.
- Demonstrate the knowledge, skills, and strategies needed to make informed decisions that support personal and community health and safety.

Active Living: Team Sports 11/12

Recommended Prerequisite: proficiency in PHE 10

This course will enable students to explore and learn about physical fitness and recreation through participation in a variety of competitive team and individual sports that will encourage their interests and passions. Students wanting to improve their competency in a variety of sports and physical fitness activities with an aim toward life-long fitness will benefit from taking this course. Students will develop an understanding of the impact of various types of sports and physical activities on their fitness, health, and mental well-being. Students will also develop and demonstrate the skills needed to plan, organize, and safely participate in sports and recreational activities after graduation. Because skill acquisition and development will be a focus of this class, students taking this class should have a comfortable level of knowledge with a variety of sports in order to maximize their chances of success.

Get Fit – Girls 11/12

Recommended Prerequisite - PHE 10

The course will be engaging in a variety of different fitness activities throughout this course, all designed to introduce students to different and unique ways of staying active and healthy. We will incorporate some team sport activities; choice of activity will vary based on the interests of the class. We will be participating in class-based activities such as but not limited to weight training, yoga, Pilates, aerobics, Tabata intervals, and other forms of HIIT training, dance and Zumba. While the majority of this class will be active and will involve utilizing the gym and other fitness facilities, it will also covers a series of health-related topics during periodic classroom sessions including goal setting, personal health, nutrition, muscular systems and basic training principles. This course is only offered to females and as part of the course, students will also be engaging in a variety of field trips which do come at an additional cost to student.

Fitness and Conditioning 11/12

Recommended Prerequisite - PHE 10

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will learn about their body's muscular, cardiovascular and skeletal systems, energy systems, components of an exercise session, exercise safety and etiquette and the various training principles of program design. The course is a combination of theory and practical with most of the time devoted to applying the theory acquired through use of the weight room and cardio equipment.

LEADERSHIP 10-12 – Athletic Focus

This course is designed for students with a desire to contribute to the Athletic community at DWP. Students will develop leadership skills through planning and supporting various events such as officiating and/or scorekeeping at athletic events, organizing, promoting and running intramurals and tournaments, managing sports teams, working with our feeder elementary schools and helping to coordinate the annual Athletic Celebration in June. Students will also be encouraged to contribute their own voice and opinions on ways to better support and promote Athletics. Students do not need to be a member of a DWP athletic team to be involved in this course; rather, student leaders will bring their ideas and their passion to supporting the DWP athletic community.

INTERNATIONAL LANGUAGES

French 9

French 10

French 11

French 12

Italian 10

Italian 11

Italian 12

Spanish 9

Spanish 10

Spanish 11

Spanish 12

The study of French, Italian and Spanish is intended for all language learners and will offer lifelong enjoyment and a broad range of career opportunities. Learning a second language enhances the learning of students' first and additional languages and fosters an appreciation of traditional and contemporary cultures and positive attitudes toward cultural diversity and commonality.

French 9

By the end of French 9, students will learn how to communicate about personal background information, iconic French figures in history, as well as Francophone countries in the world. Students learn a variety of listening and speaking skills in order to engage in meaningful conversations in French. French 9 students also learn to read and write short stories that allow for a unique way to interpret and share knowledge, thoughts, and feelings. Lastly, students will have the opportunity to explore their own cultural identity from a new perspective in comparison to French cultures.

French 10

By the end of French 10, students will be able to communicate both orally and in writing using an increasing range of common vocabulary and sentence structures for conveying meaning by asking and responding to various types of questions; describing activities, situations, and events; expressing different degrees of likes and dislikes; expressing hopes, dreams, desires, and ambitions; and expressing opinions all in past, present, and future time frames. French 10 students will also recognize elements of a variety of common texts, common elements of stories, and idiomatic expressions from across la Francophonie, as well as appreciate contributions of Francophone Canadians to society.

French 11

French 11 satisfies entrance requirements for B.C. universities. In this course, students will explore and respond personally to a wide variety of authentic French texts to derive and negotiate meaning, recognize how choice of words affects meaning, identify biases, and analyze cultural points of view. French 11 students will narrate stories orally and in writing, engage in meaningful conversations on a variety of topics, and adjust their register in speech and writing to reflect different purposes. As well, they will express themselves with growing fluency, orally and in writing to share personal experiences, make predictions about future events, express and justify personal opinions on topics of interest, and compare and contrast points of view and opinions. Plus, French 11 students will appreciate regional variations in French, recognize connections between language and culture and that these have been influenced by interactions between First Peoples and Francophone communities in Canada. Finally, French 11 students will find opportunities to engage with Francophone communities, people, or experiences, and identify educational and career opportunities requiring proficiency in French.

French 12

In this course, students will continue to develop their reading, listening, writing and speaking skills as described in French 11, as well as recognize different purposes, degrees of formality, and cultural points of view in a variety of texts. In addition, they will express themselves effectively, with fluency, accuracy and greater complexity both orally and in writing to: express doubts, wishes, possibilities, and hypotheticals; express and explain needs and emotions; express, support, and defend opinions on a variety of topics of interest; and synthesize, evaluate, and respond to the opinions of others. Furthermore, French 12 students will analyze and compare elements of creative works from diverse communities, recognize and explain connections between language and culture and deepen their recognition that language and culture have been influenced by the interactions between First Peoples and Francophone communities in Canada. Additionally, French 12 students will continue to engage with Francophone communities,

people, or experiences, as well as identify and explore opportunities to continue language acquisition beyond graduation. They will continue to identify and explore career opportunities requiring proficiency in French. Students completing French 12 should attain level A2 on the DELF exam.

Italian 9

No longer offered

Italian 10

Italian 10 builds on students' repertoire of communication and comprehension skills by adding new thematically organized vocabulary and grammar. Students will learn to describe events, situations and experiences of interest and to exchange opinions. They will learn to courageously take language risks and persevere to express themselves and engage in conversations in Italian.

Italian 11

Italian 11 satisfies entrance requirements to B.C. universities. In this course, students will continue to acquire vocabulary and grammatical structures that will enable them to interact with greater confidence in a variety of situations drawn from real life. Students will develop skills to enable them to speak more spontaneously in Italian and to complete various communicative and creative tasks. Students will learn that becoming proficient in a new language provides unique opportunities for careers, travel, personal growth and study abroad.

Italian 12

Students at this level will be able to use previously acquired language with greater ease and will continue to learn the vocabulary and grammar needed to express themselves in more accurate and detailed ways. Students in Italian 12 will interact with a degree of spontaneity in order to exchange ideas and express plans, goals and intentions, as well as to experience a wide range of creative works. Students will have an increased proficiency to discuss and justify opinions in Italian with nuance and clarity.

SPANISH

Spanish is a major international language, spoken by 400 million people in over 20 countries on five continents and widely used for travel, business and diplomacy. It is the unofficial second language of the United States, and the second most important language used in the Western Hemisphere. Spanish is becoming increasingly important in the working lives of Canadians as our trade relations with Latin America expand. Our four-year program will teach students the basic skills necessary for travel and business communication and offers the language credits necessary for entry to university. Spanish is an academic elective.

Spanish 9

Spanish 9 is an entry-level course available to students in grade 9 through 12. The course provides an introduction to basic conversational Spanish and high frequency grammar and vocabulary (the most used words in a language). In this course, students will acquire Spanish language by focusing on listening and reading which in time will allow them to produce writing and speaking. Students will be able to use simple words and sentences to share basic information, respond to questions, interpret basic texts, seek clarification and exchange ideas.

They will begin to look at the cultural practices of the Hispanic world in comparison to their own.

Spanish 10

Prerequisite: Spanish 9. Will be offered in the 2026-27 school year.

Spanish 11

Prerequisite: Spanish 10. Will be offered in the 2027-28 school year.

Spanish 12

Prerequisite: Spanish 11. Will be offered in the 2028-29 school year.

COMPUTERS

Computer Studies 9 and 10

Computer Studies 11 and 12

Media Arts: Graphic Design 11 and 12

Computer Studies 9 and 10

Computer Studies 9 is an introductory course to the world of computer technology. Students will learn basic skills in coding, robotics, game making, photo editing, website design, and communication skills commonly used in the industry. Computer Studies 10 course is a continuation of Computer Studies 9.

Computer Studies 11 and 12

Computer Studies 11 is an introductory course which may cover such topics as computer troubleshooting, the use of digital tools, preventative maintenance including data security, installation and configuration of operating systems, network planning, set-up, and diagnostics, and network protocols and standards. An introduction to big data and programming may be covered, as well. Computer Studies 12 course is a continuation of Computer Studies 11.

Media Arts 11 and 12: Graphic Design

Students will explore the design process, learning about the Elements and Principles of Design while using industry standard software. They will create their own original content in a collaborative, studio-like environment. Projects may include poster design, advertisement creation, digital illustrations, composite photos, 2D animation and much more. Students will gain an understanding of the design process, from brainstorming with sketches, to final print production output. Students will also be responsible for creating a portfolio to showcase their work.

BUSINESS

Entrepreneurship and Marketing 10
Marketing and Promotion 11
Entrepreneurship 12

Entrepreneurship and Marketing 10

This course introduces students to the dynamic world of business innovation and promotion. They will explore the foundations of marketing, discover how to turn creative ideas into business opportunities, and learn to pitch their business vision. This course also features a fair amount of group work, which is an important aspect of business.

Marketing and Promotion 11

This course dives deeper into the exciting world of marketing strategies and promotional campaigns. Students will explore consumer behavior, branding, and digital marketing, while developing creative solutions to real-world business challenges. Through engaging projects and teamwork, students will develop their abilities to promote a wide variety of goods and services.

Entrepreneurship 12

This course looks at creating innovative business ventures. It has significant practical components in it where students will be dealing with the community both at D.W. Poppy and outside of it. Students will engage with concepts such as business planning, financial management, and other concepts that help make individuals successful in business. Entrepreneurship 12 is open to all grade 11 and 12 students.

VISUAL ARTS

Visual Arts 9
Visual Arts 10
Art Studio 11

Art Studio 12
Studio Arts 3D 11
Studio Art 3D 12

Yearbook 10-12
Photography 10-12
Film & Television 11/12

Visual Arts: Art Studio 9 and 10

Visual Arts 9 and 10 is an introductory course designed for students with an interest in learning about Art. The emphasis is on developing basic skills in drawing, painting, and sculpture in a variety of different mediums. Visual Arts 9 and 10 introduces students to the elements and principles of design, basic colour theory, basic perspective, and Art history. Students will be expected to maintain a sketchbook where they will be able to explore their own personal ideas and imagery. Visual Arts courses are designed to have a balance between developing both technical and creative skills. Students will be given a basic Art supply list at the beginning of the course.

Art Studio 11

Art Studio 11 is an intermediate level course designed for students who would like to continue learning about Art. Students will explore new mediums with an emphasis on drawing, painting, and mixed media. Students may explore 3D sculpture if time allows. For new students who are

taking Art for the first time there will be a review of the elements and principles of design, basic colour theory and perspective. There will be discussions and assignments revolving around historical and contemporary Art. Students will be expected to continue exploring their own Authentic Personal Imagery (APIs) in their sketchbooks, and certain assignments. Visual Arts courses continue to explore new mediums and new ways to express Artistic Creativity. Students will be given a basic Art supply list at the beginning of the course.

Art Studio 12

Art Studio 12 is a course designed for students who want to take their Art to a more advance level, exploring new drawing and painting mediums and multi-media assignments. Some students will use this time to develop and complete their portfolios for post-secondary schools of Art and Design.

Studio Art – 3D 11

Studio Art 3D is an exciting and comprehensive senior sculpture course for those students who love to design, mold and build 3D sculptures and structures.

Some of the projects may include hand building in clay, relief sculptures, pottery and glazing, found objects, and sculptures made from garbage and recycled materials.

Some of the different mediums used may include Earthenware and terra cotta clay bodies, paper, cardboard, and pottery glazes.

Studio Art 3D 12

Studio Art 3D is an exciting and comprehensive senior sculpture course for those students who love to design, mold and build 3D sculptures and structures. Where Studio Art 3D 11 ends, Studio Art 3D 12 carries on, with a whole new challenge of projects and mediums. Students are encouraged to take the sophistication of their Art to the next level. Project material costs.

Yearbook 10-12

Help create D.W. Poppy's annual yearbook! In Yearbook 10-12 students will develop and utilize a variety of skills and talents to create the book including photography, design for print media, Photoshop, publishing, and journalism. During this course, students will work with a private company to meet firm deadlines. They will also work with other students to develop the overall theme as well as the individual pages of the book. As a result, students need to be responsible, reliable and able to work both independently and in a group. While the course is in timetable, students will also be expected to occasionally assist in photographing school events outside of normal school hours. Students who complete Yearbook 11 are able to enroll in Yearbook 12 the following year. For further information, please see Mr. Fleming.

Photography 10-12

Photography is open to all photographers of all levels. Students will learn basic digital photography using DSLR Cameras and editing photos with Adobe Photoshop. Photo editing will be a large focus for this course. Students will learn how to fix blemishes, remove unwanted objects, emphasis colors to make your photos pop, layer images and so much more. Take this course to continue or start your love of photography and photo editing.

Film & Television 11-12

This course provides an exciting and motivating exploration of the world of Film and Television. In it we will look at how films and videos are made to help us in the creation of our own. The focus of the course will be in story construction, advanced filming, and effective editing techniques. Most of the work will be done in class but some filming may need to occur outside of class time.

PERFORMING ARTS: DRAMA

Directing and Scriptwriting 11
Directing and Scriptwriting 12
Drama 9
Drama 10

Musical Theatre 10 and 11
Musical Theatre 12
Drama 11
Drama 12

Directing & Scriptwriting 11 and 12

Directing and Scriptwriting is a course for students who have successfully completed Drama 10 or Drama 11. Students must have a strong understanding of stage technique, terminology, production, as well as some experience working with scripts and dramatic structure. The largest project in this course will be writing, producing and directing a one act play. This course is independently run and admittance is by permission of the instructor.

Drama 9 and 10

Though largely creative drama courses, these classes make a transition from developmental drama to acting. Some subjects taught are mime, movement, voice, improvisation, scene work, and characterization. Students will also participate in a one-act play written and directed by senior theatre students.

Drama 11, 12

Theatre Performance 11/12 is an advanced acting course that focuses on acting skills rather than creative dramatics. Scene work is a large part of this course as well as improvisation and character development. The highlight of the course is the Young Artists Festival. This is a series of short plays that are student run and directed. This course may require some extra-curricular rehearsal time. Grading in the class is based on rehearsal, participation, scene work, and written assignments.

Musical Theatre 10 and 11 – OUTSIDE THE TIMETABLE

Musical Theatre 10 and 11 provides an opportunity for students to develop their skills in music, acting, dance, and technical theatre through experiential learning. The course will allow students to promote and produce theatre within the structure of a professional program. The course aspires to teach and motivate students to create and inspire through artistic expression. Throughout the school year, students will rehearse two days per week after school to produce a musical theatre production in the Spring. Students who take this course will be

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required to perform, unless plans to take on a Theatre Production/Stagecraft role are previously discussed and approved. Experience in Musical Theatre/Stagecraft is not required.

Students are required to audition for roles; however, no audition is required to enroll in the course.

Musical Theatre 12 – OUTSIDE THE TIMETABLE

Musical Theatre 12 is an advanced course that builds on the skills developed in Musical Theatre 10 and 11. It is designed to aid student development in performing arts management and production. Throughout the school year, students will rehearse two days per week after school to produce a musical theatre production in the Spring. Students will be required to participate, as well as take on leadership roles, within the performance. Students who take this course will be required to perform, unless plans to take on a Theatre Production/Stagecraft role are previously discussed and approved. Experience in Musical Theatre/Stagecraft is an asset, but not required.

Students are required to audition for roles; however, no audition is required to enroll in the course.

PERFORMING ARTS: MUSIC

Concert Band 9
Concert Band 10
Junior Choir
Senior Choir
Jazz Band 9

Senior Jazz Band 10
Senior Jazz Band 11
Senior Jazz Band 12
Senior Wind Ensemble 11
Senior Wind Ensemble 12
Vocal Jazz (Poppy Vox) 10

Vocal Jazz (Poppy Vox) 11
Vocal Jazz (Poppy Vox) 12
Guitar 9/10
Guitar 11/12

Concert Band 9

Concert Band 9 is for instrumental musicians at the Grade 9 level. Students will continue their study of the elements of music. Repertoire will include a wide variety of music and students can expect to perform a number of times throughout the year and may have the opportunity to travel with the ensemble.

Concert Band 10

Concert Band 10 is for instrumental musicians at the Grade 10 level. Students will continue their study of the elements of music. Repertoire will include a wide variety of music and students can expect to perform several times throughout the year and may have the opportunity to travel with the ensemble.

Concert Choir 8, 9 – Junior Choir

The Junior Concert Choir is a fun ensemble that sings a wide variety of repertoire and styles. Anyone can join, and previous singing experience is not required. Those aspiring to join Senior Choir are encouraged to have at least one year of experience in Junior Choir. Repertoire will include a wide variety of music and students can expect to perform several times throughout the year and may have the opportunity to travel with the ensemble. Rehearsals will run during the extended day schedule.

Concert Choir 10-12 – Senior Choir

Senior Concert Choir is for vocalists at the Grade 10 - 12 level. Students will continue their study of the elements of music with a focus on music literacy, tone production and vocal health.

Repertoire will include a wide variety of music and students can expect to perform several times throughout the year and may have the opportunity to travel with the ensemble. Rehearsals will run during the extended day schedule.

Jazz Band 9

Junior Jazz Band is offered as an additional course to junior instrumentalists in the music program. This ensemble performs a variety of music including swing, Latin, funk and rock.

Junior Jazz Band also introduces students to the concepts of improvisation. Rehearsals will run during the extended day schedule. As Junior Jazz Band is a performance-driven course where the focus is different from other music classes, students are required to be a member of Concert Band 8 or 9.

Senior Jazz Band 10-12

Senior Jazz Band 12 is offered as an additional course to senior instrumentalists in the music program. This ensemble performs a variety of music including swing, Latin, funk and rock including professional level works from the libraries of Duke Ellington, Stan Kenton and Count Basie. Students will also continue to develop their improvisation skills. Rehearsals will run during the extended day schedule. As Senior Jazz Band is a performance-driven course where the focus is different from other music classes, students are required to be a member of Concert Band 10 or Senior Wind Ensemble 11/12.

Concert Band 11, 12 - Senior Wind Ensemble

Senior Wind Ensemble is for instrumental musicians at the grade 11/12 level. Students will continue their study of the elements of music. Repertoire will include a wide variety of music and students can expect to perform several times throughout the year and may have the opportunity to travel with the ensemble. Rehearsals may run during the extended day schedule.

Vocal Jazz 10, 11, 12 - Poppy Vox

Vocal Jazz 10, 11, 12 is offered as an additional course to senior vocalists in the music program. This ensemble performs a variety of styles and will continue to develop members' improvisation skills. Students can expect to perform several times throughout the year and may have the opportunity to travel with the ensemble. Rehearsals will run during the extended day schedule. As Vocal Jazz 10, 11, 12 is a performance-driven course where the focus is different from other music classes, students are required to be a member of Senior Chamber Choir.

Guitar 9/10

Guitar 9-10 is open to all interested students in Grades 9 and 10, whether they are beginners or have experience playing guitar. Students who have never played the instrument will learn the basics of how to play notes, chords, and melodies, while experienced guitarists will expand their playing abilities and work as mentors with the inexperienced students. Students will play and perform a variety of styles of music, including songs they would like to learn. Students will also be encouraged to develop improvisational skills as they learn the fundamentals of playing guitar.

Guitar 11/12

Guitar 11/12 is open to all interested students in grades 11 and 12, whether they are beginners or have experience playing guitar. Students who have never played the instrument will learn the basics of how to play notes, chords, and melodies, while experienced guitarists will expand their playing abilities and work as mentors with the inexperienced students. Students will play and perform a variety of styles of music, including songs they would like to learn. Students will also be encouraged to develop improvisational skills as they learn the fundamentals of playing guitar.

TECHNOLOGY EDUCATION

Automotive Technology 11, 12

Woodwork 11, 12

Machining & Welding 12

Furniture & Cabinetry 12

Metalwork 11

Metalwork 12

Metalwork 9, 10

Power Technology 9, 10

Skills Exploration 10-12

Woodwork 9, 10

Robotics 9

Learning opportunities through technology education courses can lead to professional, high technology, and trade careers. There is a benefit for students interested in post-secondary engineering or technology to have experienced some of the "hands on" aspect of their chosen fields in high school.

Eye and hearing protection is provided where required in each shop. However, students may wish to purchase their own personalized eye protection, shop coats or coveralls, for some courses

Basic materials and shop supplies are provided to meet learning outcomes reflected in the projects. However, project costs will be assessed to cover take-home items.

Automotive Technology 11 and 12

These courses involve vehicle repair, mechanical theory, diagnostics and shop safety. Along with increasing skill and theory knowledge, these courses strive to promote career considerations in the automotive and body repair industry. Consideration of social and environmental impacts and knowing that tools and technologies can be adapted will be included.

Woodwork 11 and 12

These are fundamental woodworking courses that introduce students to different technologies and tools common in the trades of carpentry and joinery. These are development courses that reinforce existing woodworking skills and strive to promote career considerations in the wood manufacturing industry.

Furniture & Cabinetry 12

This course is for students who are looking to continue developing their woodwork skills as a hobby or for a potential career in the industry. Students will be required to design and build projects of their choice that will keep them busy for the entire semester. The construction of these projects will include the following skills: Drafting, Measurement, cost analysis, the use of all stationary machines, laser engraver and CNC machining.

Metalwork 11 and 12

Metal Fabrication and Machining is a fundamental metal course that expands on skill and processes that are common in the trades of machining, welding, and fabrication. The MFM 12 course is a demanding metal course that will be summative of all previous metalwork courses to promote a high level of welding and machining. It builds on the MFM 11 course and demands students perform both theoretical and practical work to a high standard, while employing problem solving skills and processes throughout their builds. Students are free to pursue their projects of interest within the curricular skill standards.

Machining & Welding 12

Machining and Welding is a fundamental metal course that expands on skill and processes that are common in the trades of machining, welding, and fabrication. The course is a demanding metal course that will be summative of all previous metalwork courses to promote a high level of Machining and Welding capabilities. It builds on the MFM 11 course and demands students perform both theoretical and practical work to a high standard, while employing good work habits, problem solving skills and processes throughout their builds. Students are free to pursue their projects of interest within the curricular skill standards.

Metalwork 9 and 10

This course aims to build on the enthusiasm and skills from the Grade 8 rotation. It will develop students' hands-on tooling skills, introduce machining processes, casting, and welding practices to allow the building of a finished product. More intricate skills such as precision measurement and jewelry making will also be introduced to give students a broader exposure to various metalworking industries.

Power Technology 9 & 10

This course will appeal to those students who enjoyed working with metal in the grade 8 course. This course introduces the basics of mechanisms, mechanical movements and power. Students choose, adapt and if necessary, learn more about appropriate tools and technologies to use for tasks. It is a must course for those considering moving on into automotive technology, a trade career or engineering. Project work will include building working machines, model rockets and cars, and creative inventions. Students will learn that social, ethical, and sustainability considerations impact design and that complex tasks require the sequencing of skills.

Woodwork 9

ADST 9 is a first-year woodworking course where students will be involved in constructing and producing various woodworking projects. Students will learn about different kinds of woods, some of their properties, and how to use different technologies and tools in a safe manner to shape, cut, and form these materials. Once these basic skills have been learned students will be challenged to develop their creativity and individual expression through art, design and technology. This will be accomplished through designing and producing a project of their own choice.

Woodwork 10

ADST 10 encourages students to practice and develop new techniques to master a variety of joinery techniques learned in ADST 9 and 10. This course uses a variety of projects (some given and some self-designed) that are challenging and demand that students learn how tools and technologies can be adapted in order to complete a project or task. Through the design and construction of these projects' students will be challenged to develop their creativity and individual expression through art, design and technology.

Robotics 9

Students will look at the fundamentals of electronic circuits and key components such as their device characteristics and behavioral patterns. Circuit analysis and trouble-shooting techniques will be covered to allow students to analyze them accordingly. This course will also focus on Arduino Microcontrollers: an open-source hardware and software electronics platform, with various sensors and their use in robotics systems. Robotic theory and construction skills will be taught with the use of the Lego Mindstorm kits to allow students to participate in in-school competitions.

Skills Exploration 10-12

The Skills Exploration course is an introduction into the trades and technology careers that students may be thinking of pursuing following high school completion. This course is to give students a taste of six different ITA recognized trades:

- Carpentry
- Plumbing
- Electrical
- Cabinet Making
- Roofing
- Drywall

Participation in this course will prepare students for work experience and apprenticeship opportunities. The course will serve as a strong foundation for students considering Langley School District's Youth Train in Trades programs. Other trades may be covered based on student interest.

HOME ECONOMICS

Interpersonal & Family Relationships 11
Child Development & Caregiving 12
Food Studies 10

Food Studies 11
Food Studies 12

Interpersonal and Family Relationships 11

The aim of Interpersonal and Family Relationships is for students to explore and analyze the nature of how relationships form and change with community and cultural influences such as roles, functions and the ethics of cultural appropriation. Students will investigate a variety of relationships, including work relationships, friendships, and committed relationships, as well as examine how these relationships evolve or end and problem-solving models that can be helpful. Students will analyze components of healthy relationships and how to thrive and reciprocate in a variety of interpersonal relationships. This course also provides an overview and experience with effective communication styles and strategies, wellness, and safety in interpersonal relationships. Students will evaluate ways people communicate and describe components of healthy and unhealthy relationships. Students will have opportunity to exercise interpersonal skills through many class activities including our Christmas Hamper and school service projects.

Child Development and Caregiving 12

This course will focus on health practices and cultural influences with conception, pregnancy, prenatal development, childbirth, baby and child development and caregiving involved. Legal rights and responsibilities of caregivers and ensuring children's welfare will be analyzed in combination with providing for a child's needs and the external influences. Theories and stages of child development will be examined with respect to cultural influences and why they have changed over time. Theories of caregiving styles and impacts on child development will be investigated along with childcare options locally and internationally. Service design opportunities and strategies in child development and caregiving will be created and experienced through projects and field trip assignments.

Food Studies 10

Students will participate in meal design opportunities as they learn the power of doing with meal preparation, including principles of meal planning and eating practices. Students will learn to practice safe and sanitary procedures to prevent accidents and food-borne illness. Food trends, nutrition, marketing, and food systems will be investigated and evaluated by students with respect to their influence on food choices, including environmental, ethical, economic and health impacts. Cultural practices and influences from around the world will be investigated during the course as students challenge themselves and take risks with a variety of cooking methodologies that include baking.

Food Studies 11

Students will collaborate in meal and recipe design as components of recipe development and modification are expanded. Opportunities for creative risks, feedback and evaluation will be utilized and challenged through school or Christmas projects. Students will examine the factors involved in creating international, regional and First Peoples food guides. Students will analyze

issues involved with food security, food recalls, food labelling and the roles and responsibilities of the Canadian government agencies and food companies. Cultural practices from around the world will be integrated throughout the course to allow students exploration into personal and cultural identity while preparing a wide variety of cooking methodologies that includes baking.

Food Studies 12

Students will collaborate in complex meal and recipe design opportunities that incorporate components of multi-course meal development and preparation. Opportunities for creative risks, feedback and evaluation will be utilized and challenged through special events or BBQ labs or Chopped competitions. The factors involved in food justice and food policies will be examined and analyzed. Perspectives in Indigenous food sovereignty and the ethics of cultural appropriation will be investigated. Students will explore and evaluate how nutrition and health claims can change over time in addition to the nature and development of food philosophies by individual and groups. As collaborative work is done students will develop interpersonal and consultation skills through the design process. Future career options in food service and production will be explored. This course may utilize specialty equipment, fondues, brunches, and entertainment.

CAREER EDUCATION

Career Life Education: Grade 10

Moving beyond questions of jobs and occupations, Life Education provides you the skillset to begin the exploration of “Who do you want to be in this world?”. This course is designed to help you understand your own choices in your journey through career, relationships, and society. Utilizing guided inquiry, students will explore personal influences and how individuals can influence the world, with the end goal of gaining a better understanding of the control humans have over the choices they make.

Career Life Connections: Grade 12

Building on the question, “Who do you want to be in this world?”, Career Life Connections continues the journey with the question, “What do you want to be in this world?”. Through an exploration of global citizenship, growth mindset, guided inquiry and the creation of their own transition plan, students will prepare themselves for the next step in their post-secondary journey. The driving force of Life Education and culminating moment of each student’s high school career will be the creation and presentation of a Capstone Project.

Work Experience 12A and 12B

Work Experience 12A and 12B (WEX 12A and 12B) are intended to provide students with the knowledge and skills to be successful in the world of work and the opportunity to explore alternative career pathways. This program is designed to link classroom knowledge and activities to knowledge, skills and attitudes that are required in the workplace. This course is designed to provide learning around a student’s chosen Focus Area (one of eight). Work Experience 12 generates 4 credits based on a minimum of 90 hours of work experience. Students must have completed Planning 10 to be considered for Work Experience. Students can apply by choosing WEX 12A during Course Planning in the spring and completing the WEX 12A application. Most work experience is unpaid however on occasion paid work experience opportunities will be considered provided they meet requirements within a student’s focus area. Students must complete all the necessary forms and legal documents before they can begin counting hours.

Benefits of Work Experience:

- Receive 4 Ministry authorized credits for every 100 hours
- Explore career choices
- Gain valuable experience with workplace situations and equipment
- Increase self-confidence and self-awareness
- Potentially lead to a Secondary School Apprenticeship (SSA) in trades technical areas
- Possibility of paid work after placement
- Gather references and contacts to assist with future job searches

LEADERSHIP 10-12 – School Focus

This elective course is designed for students who are self-motivated and enthusiastic about fostering a positive school community. They will be given the opportunity to identify individual strengths, develop self-confidence, to become active participants in decision-making and to encourage others to become engaged citizens in the DW Poppy community. Students will collaborate with other student leaders, school staff and district and community leaders. This class will be held outside the regular timetable and will meet 2–3 times per week, including before school and at lunch time. Students will assess the needs of the larger school community and plan and implement strategies and initiatives accordingly. Possible opportunities include school spirit activities (ie. Terry Fox Run, spirit days, pep rallies, holiday activities), mentorships, establishing clubs, planning fundraisers and organizing charitable supports (both local and global).

PSYCHOLOGY 12

This course serves as an introduction to the main topics of Psychology. Topics covered include history of psychology and research methods, neuroscience, social psychology, gender and sexuality, physical and cognitive development, motivation and emotion, sensation and perception and the study of psychological disorders. This course requires students to reflect on their own behavior and those of others while applying course content. Group discussions and debates, project work, videos, reflections and critical thinking assignments will be utilized throughout this course.

AP - ADVANCED PLACEMENT

About Advanced Placement

AP can change a student's life. Through university-level AP courses, students enter a universe of knowledge that might otherwise remain unexplored in high school; through AP Exams, students have the opportunity to earn credit or advanced standing at most of Canada's colleges and universities.

Why participate?

With many courses and exams across the subject areas, AP offers something for everyone. The only requirements are a strong curiosity about the subject and the willingness to work hard. Here are just a few reasons to sign up:

- Gain the edge in university/college preparation
- Get a head start on university-level work
- Improve your writing skills and sharpen your problem-solving techniques
- Develop the study habits necessary for tackling rigorous course work
- Stand out in the university admissions process
- Demonstrate your maturity and readiness for college/university
- Show your willingness to push yourself to the limit
- Emphasize your commitment to academic excellence
- Broaden your intellectual horizons
- Explore the world from a variety of perspectives, most importantly your own
- Study subjects in greater depth and detail
- Assume the responsibility of reasoning, analyzing, and understanding for yourself

AP designation on your transcript can only be obtained by writing the Advanced Placement Exam in the course or courses you choose.

The following courses being offered at D.W.Poppy for 2024-2025 will grant students 8 credits if successful on the Advanced Placement Exam.

AP Calculus

AP English Literature 12

AP English Language 11

AP Physics

CAREER EDUCATION PROGRAMS



2025 -2026 Youth Train in Trades



What

- Programs for students to complete [SkilledTradesBC](#) technical trades training
- Students can train to become a(n): Automotive Service Technician, Carpenter, Electrician, Hairstylist, Landscape Horticulturalist, Plumber, Professional Cook or Welder

Why

- Learn skills and gain experience
- Earn high school and post-secondary credits at the same time
- Pay no tuition (for eligible high school students)

Who

- Be in grade 10-11 to apply (or grade 12 for Hairstylist only)
- Intention to graduate
- Genuine interest in the trade
- Commitment to learning the skills, knowledge and attitudes required to do well in the field

When

- Most programs begin February 2026
 - Professional Cook 1 begins September 2025
- Programs are full-time for 1 or 2 semesters

Where

- Location depends on the program, see program pages for more information

How

- Contact your school's [Career Advisor](#) for more information and/or to apply
- Visit careered.sd35.bc.ca/youthtrain



2025 - 2026 Youth Train in Trades

Automotive Service Technician partnered with KPU at Aldergrove Community Secondary			
Program Length and Dates	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?
1 semester & July (Work Experience) Feb to July For grade 11 and 12 students	Skills and knowledge to start working in automotive service. Level I auto service technician trades skills.	<ul style="list-style-type: none"> credit for 5 high school courses (20 credits) training in Auto Service leading to apprenticeship exam AST 1 some practical work experience in the field SkilledTradesBC registration 	<ul style="list-style-type: none"> grade 10 completion plus any Math 11 and English Language Arts 11 Automotive 11 or equivalent intention to graduate genuine interest in automotive service commitment to learning the skills, knowledge and attitudes required to do well in the field
Carpentry partnered with KPU at Aldergrove Community Secondary			
Program Length and Dates	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?
1 semester & July (Work Experience) Feb to July for grade 11 and 12 students	Skills and knowledge to start working in construction/carpentry. Level I carpentry trades skills.	<ul style="list-style-type: none"> credit for 5 high school courses (20 credits) SkilledTradesBC Level I Carpentry apprenticeship training some practical work experience in the field college credits leading to Kwantlen's Citation in Carpentry/Construction SkilledTradesBC registration 	<ul style="list-style-type: none"> grade 10 completion plus any Math 11 and English Language Arts 11 intention to graduate genuine interest in construction commitment to learning the skills, knowledge and attitudes required to do well in the field
Hairstylist at Aldergrove Community Secondary partnered with SkilledTradesBC & Beauty Council of BC			
Program Length and Dates	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?
2 semesters Feb to following Jan for grade 11 and 12 students Program Schedule: *subject to change M-F, 8:15am-2:30pm	Skills and knowledge to become a certified hairstylist in BC.	<ul style="list-style-type: none"> credit for 11 courses (44 credits) SkilledTradesBC & Beauty Council of BC registration 990 hours of credit towards SkilledTradesBC Hairstylist foundation program 300 SkilledTradesBC practicum hours through work experience in the industry and in the training salon SkilledTradesBC Certificate of Completion – C of Q Hairstylist Foundation 	<ul style="list-style-type: none"> sincere interest in hair grade 10 completion plus English Language Arts 11 intention to graduate fully proficient in English language interest in working with people commitment to learning the skills, knowledge & attitudes required to be a successful hairstylist
Piping/Plumbing partnered with BCIT at Langley Secondary School			
Program Length and Dates	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?
2 semesters Feb to following Jan for grade 11 and 12 students	Skills and knowledge to start working in the piping trades: plumbing, steam fitting and sprinkler fitting.	<ul style="list-style-type: none"> credit for 9 courses (36 credits) Level I piping trades apprenticeship training substantial practical work experience in the field BCIT's Certificate of Trade Training in Piping Foundation SkilledTradesBC Registration 	<ul style="list-style-type: none"> grade 10 completion plus any Math 11, English Language Arts 11, Science 11 intention to graduate genuine interest in piping/plumbing commitment to learning the skills, knowledge and attitudes required to do well in the field

Electrical partnered with BCIT at BCIT's Satellite Campus located at DW Poppy Secondary			
Program Length and Dates	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?
1 semester 24-week program Feb to mid-July for grade 12 students	Skills and knowledge to start working in the electrical trade: Planning, assembling, installing, testing, repairing and maintaining electrical equipment and systems.	<ul style="list-style-type: none"> BCIT's Electrical Foundation Certificate of Trades Training 18 credits (6 courses) of secondary school graduation credit Technical training for SkilledTradesBC Level 1 Apprenticeship Electrician 	<ul style="list-style-type: none"> genuine interest & drive to become an electrician intention to graduate commitment to learning the skills, knowledge & attitudes required to do well in this field Foundations of Math 12 or Pre-Calc 12 & Physics 11, English Language Arts 12
Landscape Horticulture Apprenticeship partnered with KPU located at KPU Langley Campus			
Program Length and Dates	What do you learn? Landscape Horticulturalist	What do you leave with upon successful completion of the program?	What do you need to get into the program?
1 semester 6 weeks of Level 1 training plus 13 weeks of paid work experience Feb – April For grade 11 & 12 students	Skills & knowledge needed to complete Level 1 Apprenticeship technical training. Included are botany, soils, plant identification, pest management & practical skills: to use equipment, to conduct basic engine maintenance, to calibrate fertilizer spreaders, to make pruning cuts and to work as part of a horticulture maintenance team.	<ul style="list-style-type: none"> dual credit at the Gr. 12 level for 2 or 4 high school courses credit for Level 1 Landscape Horticulture Apprenticeship SkilledTradesBC registration Kwantlen student transcript and registration 	<ul style="list-style-type: none"> good attitude and genuine interest ability to learn through both "reading" & "doing" physically able to do the work English Language Arts 10 (2 modules required) & Math 10 grade 10 completion recommended desire to work and attend school during the semester
Professional Cook 1 partnered with VCC located at Walnut Grove Secondary School			
Program Length and Dates	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?
Full school year Sep to June For Grade 12 students (some skilled Grade 11 students may be considered) Program runs Mon – Thurs 2:30 – 7:30PM plus work experience outside class time	Skills and knowledge required to succeed in a range of industries; including restaurants, hotels, institutional kitchens & catering operations. Substantial hands-on and theoretical knowledge to work effectively in a food service environment.	<ul style="list-style-type: none"> credit for at least 6 high school courses (24 credits) in Cook Training and work experience Certificate of Qualification – C of Q Professional Cook 1 SkilledTradesBC certification VCC certificate practical work experience in the field SkilledTradesBC registration 	<ul style="list-style-type: none"> good attitude and genuine interest in working in the culinary industry physical ability to safely use knives and other related kitchen tools <p>Entrance Requirements:</p> <ul style="list-style-type: none"> fully proficient in the English language completion of Grade 11 FoodSafe certification by May 2025 one of the following school courses: Cafeteria or Cook Training, Food Studies 11/12 <p>OR</p> <ul style="list-style-type: none"> paid or volunteer food preparation work in a restaurant, catering business or professional kitchen

Welding partnered with KPU located at KPU Cloverdale Campus

Program Length and Dates	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?
<p>1 semester</p> <p>Feb to mid-August</p> <p>For grade 11 and 12 students</p>	<p>Skills and knowledge to start working as a welder:</p> <p>Using welding materials to weld metals; plan work from drawings or analyzing job tasks</p>	<ul style="list-style-type: none"> credit for seven high school courses (28 credits) SkilledTradesBC technical training for Level 1 and 2 SkilledTradesBC registration 	<ul style="list-style-type: none"> intention to graduate genuine interest in welding commitment to learning the skills, knowledge and attitudes required to be a successful welder <p>Entrance Requirements:</p> <ul style="list-style-type: none"> grade 10 grade 11 completion strongly recommended <p>Recommended:</p> <ul style="list-style-type: none"> prior electives and/or work experience in metal, electronics and/or auto

2025 - 2026 Academic Dual Credit

Early Childhood Education partnered with University of the Fraser Valley and Abbotsford School District

Program Length and Dates	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?
2 semesters Sept to June For grade 12 students	<p>Students can earn post-secondary credits towards a university program.</p> <p>Students complete three ECE courses and one Communications course. The ECE courses examine theories of human development; the history and philosophy of ECE practice; and introduce observation techniques to further child development.</p>	<p>Students can apply for the Early Childhood Assistant Certificate and earn 12 credits towards the Early Childhood Education Certificate.</p>	<ul style="list-style-type: none"> Completed English 11 Grade 12 student Recommended C+ or higher in English 10 and Math 10 Intention to graduate

Introduction to Health Science partnered with Kwantlen Polytechnic University

Program Length and Dates	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?
1 semester July to August For grade 11 students	<p>Students can earn post-secondary credits.</p> <p>Students will be introduced to the multifaceted field of health science and the foundations of promoting health and wellness.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Learn about health science from a variety of perspectives Gain knowledge of post-secondary expectations Increase communication and interpersonal relations 	<ul style="list-style-type: none"> Completed Grade 11 Recommended B or higher in English Language Arts 10 and Math 10 Require this course as part of an intention to pursue a career in health care/health science with a focus on nursing

Biomedical Health Science partnered with Kwantlen Polytechnic University

Program Length and Dates	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?
1 semester Feb to June For grade 12 students	<p>Students can earn post-secondary credits towards a university program.</p> <p>Students will experience full-time post-secondary semester while still in high school.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Complete four post-secondary courses: two biology, one English and one psychology course Experience a full-time post-secondary semester while still in high school Earn 14 university credits 	<ul style="list-style-type: none"> Completed Grade 11 before program start C+ or higher in English 12 B or higher in Biology 11 B or higher in Chemistry 11 Recommended Biology 12 and/or Chemistry 12 Require this course as part of an intention to pursue a career in health care/health science

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

