

U-Connect

Grade 8-12 Planning Guide
2023-2024



A Great Place to Learn and Discover

TABLE OF CONTENTS

PRINCIPAL'S MESSAGE	3
ACKNOWLEDGMENT OF TRADITIONAL TERRITORIES	3
HOW TO USE THIS GUIDE	3
What is U-Connect?	4
Grade 8 and 9 Program	4
Grade 10, 11 and 12 Program	5
BLENDED Cohort (Courses delivered online and face-to-face)	5
BLENDED MORNING Cohort (Courses delivered online and face-to-face)	5
ONLINE Cohort (Courses delivered online)	5
FLEX TIME	6
COUNSELLING SERVICES AT U-Connect	6
CAREER EDUCATION	6
MOODLE	7
MYEDBC	7
COURSE SELECTIONS	8
COURSE DESCRIPTIONS	9
ARTS EDUCATION DEPARTMENT	9
Applied Skills and Design	10
Career Education	11
Computer Science	12
English Language Arts	13
Home Economics	14
Independent Directed Studies and Inquiry	15
Languages	15
Leadership	16
Mathematics	17
Science	19
Social Studies	21
Physical and Health Education (PHE)	23
Youth Train in Trades	24
Youth Work In Trades	24

PRINCIPAL'S MESSAGE

Welcome to U-Connect! As a school of choice, and as a distributed learning school, we have a variety of programs to offer. While small in size, we are able to offer a host of different courses. We urge you to contact our Secondary counsellor if you need more information about the direction that you may want to move in.

Our hope is that this Course Planning Guide will assist you with making some of those decisions. It provides detailed information about the courses and programs that we offer while also giving you a sense of what your future years at U-Connect may look like. The Course Planning Guide also provides you with some important dates and deadlines and answers to some frequently asked questions we get from both students and parents.

We look forward to having you as part of the U-Connect learning community!

Paul Trattle
Principal, Simonds and U-Connect

ACKNOWLEDGMENT OF TRADITIONAL TERRITORIES

As we work to inspire all our learners to reach their full potential at Simonds and U-Connect, we would like to acknowledge that we do so on the traditional, ancestral and unceded territories of the Matsqui, Kwantlen, Katzie and Semiahmoo First Nations.

HOW TO USE THIS GUIDE

Read descriptions of courses that interest you. Carefully read the graduation requirements and required courses. Discuss the options you are considering with your parents, counsellor, and teachers.

FACTORS TO CONSIDER IN MAKING YOUR DECISIONS

- What courses MUST I take (required courses for graduation)?
- What courses must I take to enter colleges, technical schools, or universities?
(Keep as many doors open as you can!)
- Am I developing my full potential?
- What will be the total time demand of my learning program?

A Reminder to all students and parents:

It is the responsibility of each student to ensure their course selection meets all BC Graduation Requirements as well as the entrance requirements to the post-secondary program or institution.

What is U-Connect?

U-Connect is a blended, flexible K-12 learning environment that redefines how school should be. It gives students a unique opportunity to participate in face-to-face classes with passionate, dedicated teachers that enhance the online experience at home. Students will be challenged to be creative, out of the box thinkers that will develop a portfolio of unique learning opportunities.

Characteristics of our students are:

- *Intrinsically Motivated*
- *Self-Disciplined*
- *Creative*
- *Critical Thinkers*
- *Collaborative*
- *Resilient*
- *Global thinkers who are socially aware*

Grade 8 and 9 Program

Blended Program:

Students in Grades 8 and 9 will meet 2-day per week on Mondays and Tuesdays.

Our Grade 8/9 program is a blended learning model. Students will learn their course content through both online courses and face-to-face classes that will happen on site. Face-to-face classes will occur on Mondays and Tuesdays from 9:00 AM – 3:00 PM. There will be two semesters: September to January and February to June. During the morning students will have regular blocks of Math, Science, Socials and English along with other subjects – such as French and Physical Health Education. These classes may take the form of tutorials, labs, lessons, etc. Students will continue to work on their online courses from home during the week. Assignments can be submitted online. Students will have teacher-support during the week via email and course messaging.

Monday and Tuesday afternoons, students will be learning the fundamentals of Design Thinking in the afternoon. This involves lots of hands-on learning and opportunities to work in various areas of the Art and ADST (Applied Design Skills and Technology) Curriculum such as robotics, woodworking, textiles, entrepreneurialism etc. These courses will also have an online component.

Optional Wednesday Learning (OWL):

There will be an optional day for Grade 8 & 9 on Wednesdays. On Wednesdays throughout the year, we will have optional activities for students such as field trips, tutorials, science labs, and workshops for parents. A schedule of the upcoming activities will be developed and posted in advance.

Grade 10, 11 and 12 Program

We offer three options for Grade 10-12:

BLENDED Cohort (Courses delivered online and face-to-face)

- Students will learn their course content through both online courses and face-to-face classes.
- 2 Semesters: September to January and February to June
- Students will attend school on Mondays and Tuesdays from 9:00 AM – 3:00 PM.
 - Mornings: students will have face-to-face classes. Courses will also have an online component. Students will continue to work on their online courses from home during the week. Assignments can be submitted online. Students will have teacher-support during the week via email or course messaging.
 - Afternoons: students will choose a Pathway. Each pathway is the equivalent of 2 courses (8 credits) one per semester.
- Pathways: Students will choose one pathway for the year:
 - Art OR
 - Inquiry OR
 - Performing Arts
- Minimum of 4 courses per semester (including Pathways)
- There will be an optional day for the Blended 10-12 Program on Wednesdays. On Wednesdays throughout the year, we will have optional activities for students such as field trips, tutorials, science labs, and workshops for parents. A schedule of the upcoming activities will be made available.
- All students are loaned a Dell Laptop to use for their learning while they are students of U-Connect.

BLENDED MORNING Cohort (Courses delivered online and face-to-face)

- Students will learn their course content through both online courses and face-to-face classes.
- 2 Semesters: September to January and February to June
- Students will attend school on Monday and Tuesday mornings only from 9:00 AM – 12:15 PM
 - Students will have face-to-face classes each morning. Courses will also have an online component. Students will continue to work on their online courses from home during the week. Assignments can be submitted online. Students will have teacher-support during the week via email.
- Minimum of 3 courses per semester.
- There will be an optional day for the Blended 10-12 Program on Wednesdays. On Wednesdays throughout the year, we will have optional activities for students such as field trips, tutorials, science labs, and workshops for parents. A schedule of the upcoming activities will be available.
- All students are loaned a Dell Laptop to use for their learning while they are students of U-Connect.

ONLINE Cohort (Courses delivered online)

- All courses taught online – no required days in school (except to write exams). Flexible and self-paced. Full or part-time options.
- Online students are welcome to attend tutorials on Wednesday mornings which are scheduled about twice a month.
- No technology is loaned to students who are only doing the online cohort.
- All tests are written at the school in the online program.

FLEX TIME and SKILLS 8 and 9

Flex Time, Skills 8 and Skills 9 is a period of instructional time that may be used by staff to discuss topics related to student learning as well as issues related to the school. Flex Time can also be used to empower students by giving them some measure of choice and control over their own learning. During Flex Time, students are expected to be in a class, working on schoolwork, either individually or in groups, meeting with teachers for support on classwork, or working on projects, under teacher supervision, that they are passionate about.

COUNSELLING SERVICES AT U-Connect

Secondary Counsellor

Ms. Marci Statham
mstatham@sd35.bc.ca

Career Advisor

Ms. Ellen Gao
egao@sd35.bc.ca

CAREER EDUCATION

EXPLORING POST-SECONDARY CAREER PATHS

www.myblueprint.ca

- Comprehensive program for course planning, career exploration and post-secondary planning

www.educationplannerbc.ca

Comprehensive website for:

- Planning post-secondary education options
- Searching for programs offered at various B.C. Institutions
- Applying to select B.C. Institutions www.schoolfinder.com
- Comprehensive program outlining career explorations and post-secondary link. www.itabc.ca
- BC apprenticeship/trades information. www.workbc.ca
- BC comprehensive career and labour market site.

Post-secondary registration in BC: www.educationplannerbc.ca

Post-secondary registration in Alberta: www.applyalberta.ca

Post-secondary registration in Ontario: www.ouac.on.ca

USA applications: www.commonapp.org

MOODLE

At U-Connect our grade 8-12 staff and students utilize Moodle to access courses and submit assignments. Each student has an account where their courses, both blended and online, will be available. The site to access Moodle for U-Connect students is:

<https://sd35.yourmoodle.com/>



MYEDBC

In the Student Portal, students with an account can:

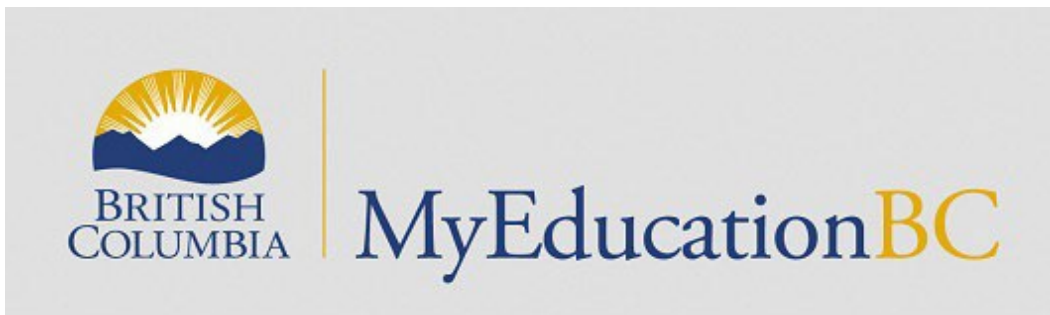
- View Report Cards under Published Reports
- View your daily attendance records
- See your provincial Exam results
- Online course selection
- Mark History

Here is how you get started:

Your log in ID is your Student ID. Check with the school office in September if you need a new password.

Parents have their own MyEdBC account. For more information, please go to:

<https://simonds-uconnect.sd35.bc.ca/> , Library Learning Commons top tab, and choose MyEdBC Help.



COURSE SELECTIONS

Students in grades 8 and 9 must take 8 courses. Students in Grade 10-12 are required to take courses to earn credits towards graduation. Students must earn 80 credits to graduate, though U-Connect suggests students aim for 84 credits to be safe.

COURSE SELECTION – GRADE 8

1. English Language Arts8
2. Social Studies8
3. Science 8
4. Mathematics8
5. PHE8
6. French 8 or Resource
7. ADST 8
8. ARTS8
9. Career Education 8

COURSE SELECTION – GRADE 9

1. English Language Arts9
2. Social Studies9
3. Science 9
4. Mathematics9
5. PHE9
6. French 9 or Resource
7. ADST 9
8. ARTS9
9. Career Education 9

COURSE SELECTION – GRADE 10

Course	Credits
English Language Arts 10	2+2
Social Studies10	4
Mathematics10	4
Science 10	4
Physical and Health Education 10	4
Life Education 10	4
Pathway (Art, Inquiry, Performing Arts) or Electives	4 + 4

COURSE SELECTION – GRADE 11

Course	Credits
English Language Arts 11	4
Social Studies11 or 12	4
a Mathematics11 or 12	4
a Science11 or 12	4
Elective 11	4
Career Life Connections 12	2
Pathway(Art, Inquiry,)	4 + 4

COURSE SELECTION – GRADE 12

Course	Credits
English Language Arts 12	4
BC First Nations 12	4
Elective 12	4
Elective 12	4
Elective 11/12	4
Capstone 12	2
Pathway (Art, Inquiry, Technology)	4 + 4

Assessments Required for Graduation Course Credits:

Graduation Numeracy Assessment 10 - Required for Graduation

Graduation Literacy Assessment 10 - Required for Graduation

Graduation Literacy Assessment 12 - Required for Graduation

COURSE DESCRIPTIONS

ARTS EDUCATION DEPARTMENT

Visual Art 8 and 9 – Mandatory Course

Visual Arts 8 and 9 is open to you even if you have no prior art background. Drawing ability is not essential as you will learn the fundamentals of design, drawing, painting, printmaking, pottery, sculpture and some art history. Experimentation and exploration in different media are an important part of this course. On completion of Visual Arts General 9 you should be able to: demonstrate a basic knowledge of the fundamentals of art - the elements of design; a basic knowledge of drawing and painting techniques; the ability to create a graphic print; have at least one or more projects in ceramics; ideally an appreciation and enjoyment of art.

Art Pathway: Art Studio 10

Are you passionate about improving your artistic ability? The art pathway is where you can explore artistic expression. In the first semester of the art pathway, we explore different techniques and media. In the past we have explored graphite, charcoal, coloured pencil, pastel, and acrylic paint. You will have some choice in projects you pursue and there will also be learning assignments that are outlined by Ms. Lo-Go. No artistic ability required, however a strong desire to learn and improve required.

Art Pathway: Media Arts 10

Are you interested in media arts? Media arts includes graphic design, animation, digital art, photography, videography and so much more. Building off what you explored in art studio, we will also work on mixed media creations. This is an exploratory course where you can choose a focus area for the majority of your projects. No media arts experience necessary, art studio 10 course will be useful.

Art Pathway: Art Studio 11

Are you passionate about improving your artistic ability? The art pathway is where you can explore artistic expression. In the first semester of the art pathway, you will be guided to exploring different techniques and taking on larger projects. There will also be learning assignments that are outlined by Ms. Lo-Go, but the majority of your work will be personalized to your artistic goals. No artistic ability required, however a strong desire to learn and improve required.

Art Pathway: Media Arts 11

Are you interested in media arts? Media arts includes graphic design, animation, digital art, photography, videography and so much more. Building off what you explored in art studio, we will also work on mixed media creations. You can choose a couple focus areas for your project work. No media arts experience necessary, art studio 11 course will be useful.

Art Pathway: Art Studio 12

You will be given the freedom to follow your own path of learning and create projects that demonstrate your learning and understanding of the concepts in Art Studio. We will go through goal setting, project planning and showcasing artistic works. Pre-requisite: at least one year in the art pathway and a willingness to self-motivate and push yourself to improve your artistic ability.

Art Pathway: Media Arts 12

You will be given the freedom to follow your own path of learning and create projects that demonstrate your learning and understanding of the concepts in Media Arts. We will go through goal setting, project planning and showcasing artistic works. Pre-requisite: at least one year in the art pathway and willingness to self-motivate and push yourself to improve your artistic ability.

Digital Photography 12

In Digital Photography 12, students explore the history of photography, camera technology, composition and lighting, photo editing using industry leading software, and photography categories. Students will develop skills in order to explore and create, reason, and reflect, communicate, and document, and connect and expand various topics and ideas related to digital photography. Additionally, students will examine the following big ideas, 1) Photography is a unique art form that captures images for a variety of purposes. 2) Photography is an essential element of culture and reveals insights into human experience. 3) Refining photographic expression requires perseverance, resilience, and risk taking. 4) Purposeful artistic choices by the photographer enhance the impact of a photograph. 5) Photography provides aesthetic experiences that have the power to affect change.

Performing Arts Pathway 10-12

Are you passionate about Theatre? Film? Are you interested in acting, script writing, designing sets, costumes/make-up, stage management, music/sound, lighting, camera work (filming and editing)? In Performance Arts 10, 11 and 12 you will learn beginner to advanced skills related to theatre and film performance and production. This Pathway gives students the opportunity to explore a variety of skills connected to the Performing Arts, ultimately leading to the development, refinement and extension of skills connected to an area of passion within this field. Students who are passionate about acting/performing will have the opportunity to be guided through the experience of rehearsing and performing a fully staged production; students who are passionate about learning the skills needed to work, create and design (theater production/digital media production) behind the scenes, will be guided through this experience, further developing their skill set and knowledge in connection to the production aspects of the Performing Arts.

Applied Skills, Design and Technology

ADST 8

The ADST 8 curriculum is an experiential, hands-on program of learning through design and creation that includes skills and concepts from the existing disciplines of applied design, skills and technologies. ADST 8 focuses on hands-on skill development and application of practical life skills. Additionally, students work with peers and have opportunities to expand their ability to communicate, collaborate, and problem-solve.

ADST 9

The ADST 9 builds on what was learned in ADST 8. It is an experiential, hands-on program of learning through design and creation that includes skills and concepts from the existing disciplines of applied design, skills and technologies. ADST 9 focuses on hands-on skill development and application of practical life skills. Additionally, students work with peers and have opportunities to expand their ability to communicate, collaborate, and problem-solve.

Tech Exploration 10

Grade 10 Technology Explorations is a “hands on” course where you will design, prototype, create and revise projects in such areas as robotics, metal/woodwork fabrication and electricity. You will also choose an inquiry-based project using a medium in which you want to specialize. You will be introduced to laser cutting and 3D printing technologies and will learn how to identify and use appropriate tools, technologies, materials, and processes to make and execute a step-by-step fabrication plan.

Career Education

Career Education 8

Career Education 8 provides students opportunities to acquire the knowledge and competencies necessary for success in school, in the workplace, and in their daily lives. Career Education 8 offers students many opportunities to explore and develop personal interests, passions, and competencies while making connections with learning opportunities, and career and life path possibilities. Students discover that careers are not simply occupational destinations but a journey that involves lifelong planning and learning. Students are at the centre of their own learning, with meaningful interactions with community experts, online research, and field experiences. Students will develop curricular competencies related to: Self-Discovery, Careers, Education, Finances, Health, and Emotional Well-being. The course lays the foundation for self-awareness, career exploration, and the beginning of an integrated post-graduation plan presented in the form of a Capstone Project.

Career Education 9

In Grade 9, students explore concepts such as identity, leadership, personal planning, and transferable skills. As students build on the foundation developed from their experiences in K–5, they begin to explore in greater depth their skills and passions and begin to determine possible routes to their goals. Big ideas:

- 1) Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.
- 2) The value of work in our lives, communities, and society can be viewed from diverse perspectives.
- 3) Achieving our learning goals requires effort and perseverance.
- 4) Adapting to economic and labour market changes requires flexibility.
- 5) Our career paths reflect the personal, community, and educational choices we make.

Career Life Education 10

Career Life Education is a mandatory graduation requirement for all students in the Province of British Columbia. Career Life Education builds upon the foundation of the Careers 8-9 curriculum with an emphasis on practical applications and career development experiences. The big ideas for this course address essential components for optimal personal and career health. These include a focus on work and personal life balance, including positive physical and mental health awareness. Students will explore how developing networks of family, friends, and community members can support and broaden our career awareness and options. Students will work to understand career and education options through exploration of external factors like economic conditions and career viability, as well as internal factors such as personal identity, interests and skills.

Career Life Connections 12

As students move through Grades 11-12 the links between personal development and their career and transition plans are explored in deeper detail. Students will consider educational plans, work plans, finance, scholarships, lifestyles and well-being, the importance of mentorship and support networks, and transitional skills. All students will create a personalized transition plan for post-secondary life. In addition, students will work intensely with the Capstone Project plan started in Grade 11 to refine and execute the plan this year.

Capstone 12

Capstone is a rigorous learning opportunity that allows students to reflect and share in personally meaningful ways and is a requirement for Career-Life Connections and for graduation. The purpose of the capstone is to let students demonstrate the knowledge, competencies, and passion(s) that they can offer the world, as they integrate personal interests, strengths, and new learning with preferred future possibilities. It is a deeper learning experience that supports the student's continued learning journey into post-graduation possibilities and provides an opportunity to reflect and synthesize as well as showcase and celebrate.

Computer and Business Education

Marketing & Promotion 11

This course starts by defining marketing because it is a lot more than just advertising! Branding, product, pricing, place, and promotion strategies are explored before diving into more specific topics within marketing. Students will learn how to segment and select a target market, consumer buyer behaviour, as well as the many areas of promotion, such as advertising, personal selling, public relations, and more. Marketing ethics are also a point of discussion where we explore dilemmas such as privacy concerns online and planned obsolescence.

Business Computer Applications 12

Whether you are a complete beginner or have already had experience, this course will start at your level of expertise and allow you to grow from there on a continuum that fits your needs. Our curriculum focuses on the skills and understanding to master the suite of Microsoft Office 365 applications, including Word, PowerPoint, Excel, etc. As part of this program students will be able to not only gain valuable experiences and understanding using these applications but they can earn Microsoft Certification in Office 365 applications.

Entrepreneurship 12

In this course, entrepreneurship refers to the process of creating a new enterprise and bearing any of its risks, with the view of making the profit. As a potential entrepreneur, you will learn strategies for acquiring investment and production opportunities for developing and managing business ventures. You will also study how to set up production functions while arranging inputs like land, labour, material and capital and introducing new techniques and products while identifying new sources for an enterprise.



English Language Arts

English 8 (Part of Humanities 8)

English 8 is designed to further increase student's enjoyment of literature and to develop their thinking and communication skills. Students will engage with a variety of speaking, listening, and writing activities through a variety of texts: stories, poems, articles, visual texts and novels. English 8 is driven by the following concepts: language and text can be a source of creativity and joy; exploring text and story helps us understand ourselves and make connections to others and to the world; people understand texts differently depending on their worldviews and perspectives; texts are socially, culturally, and historically constructed; and, questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

English 9 (Part of Humanities 9)

English 9 focuses on the further development of communications skills through writing, reading, speaking, representing, viewing, and listening. Students will further develop their oral and written communication skills as well as critical thinking. Students will engage with literature in many forms, such as short stories, poems, articles, novels, visual texts and media. A variety of literature and writing styles, including aesthetic, academic and professional, will be explored throughout the course.

English FLS 10

Focused Literary Studies 10 is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Students can expect to: increase their literacy skills through close reading of appropriately challenging texts; enhance their development of the English Language Arts curricular competencies, both expressive and receptive; expand their development as educated global citizens; develop balance and broaden their understanding of themselves and the world; and develop higher-level thinking and learning skills.

English CW 10

Creative Writing 10 is designed for students who have an interest in creative expression through language. The course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing.

English COMP 10

Composition 10 provides students with opportunities to think critically as they explore, extend, and refine their writing. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations.

English CW 11

Creative Writing 11 is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and strengthen their skills through writing and design processes. Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they reflect on, adjust, and extend their writing skills.

English COMP 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. The course provides opportunities for students to, with increasing independence, study, create, and write original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations. They will develop confidence in their abilities as they consolidate their writing craft.

English FLS 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 (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time increase their literacy skills through close reading of appropriately challenging texts. Students will be given opportunities to: enhance their development of the English Language Arts curricular competencies, both expressive and receptive; expand their development as educated global citizens; develop balance and broaden their understanding of themselves and the world; and further develop higher-level thinking and learning skills.

English NM 11

New Media 11 is designed for students who are interested in digital literacy; recognizing that digital literacy is an essential characteristic of the educated citizen. The course is designed to reflect the changing role of technology today and the increasing importance of digital media in communicating effectively and exchanging ideas. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world, by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media.

English Studies 12

This course builds on and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. It is designed for all students and provides them with opportunities to: refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals, think critically and creatively about the uses of language, explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews, deepen their understanding of themselves and others in a changing world, gain insight into the diverse factors that shape identity, appreciate the importance of self-representation through text, contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples and, expand their understanding of what it means to be educated Canadian and global citizens.



Home Economics

Foods 11

Students will learn to utilize the basics of Food Safe knowledge in food preparation and to develop the knowledge, skills, and attitudes necessary to use a variety of food-preparation techniques to prepare nutritious, tasty, attractive foods in a cost-and time-effective manner! Students will also learn how to access information and support relevant to Foods and Nutrition topics and apply the principles of nutrition to their own food preparation and will understand global issues related to food production and consumption and how they affect their food choices. Cooking experience is not required.

Foods 12

In this course you will build on knowledge from Foods 11 as you learn to further utilize Food Safe knowledge in food preparation; and, to further develop the knowledge, skills, and attitudes necessary to use a variety of food-preparation techniques and to prepare nutritious, tasty, attractive foods in a cost-and time-effective manner. In addition, you will also learn to access information and support relevant to Foods and Nutrition topics and apply the principles of nutrition in your own food preparation. We will also look at understanding the global issues related to food production and consumption and how they affect your food choices. Foods 11 or equivalent experience is recommended.



Independent Directed Studies and Inquiry

Independent Directed Studies

In Independent Directed Studies, students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings. Through individual inquiry and research, students will plan, develop, and create their own project in order to demonstrate their understanding of a chosen subject. Through project-based learning activities, students will examine their own learning styles, create inquiries and plans to research and develop skills to present their findings.

Inquiry Pathway

In Inquiry, students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings. Through individual and collaborative inquiry and research, students will analyze; develop information literacy skills in analyzing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints. Through project-based learning activities, students will examine their own learning styles, create inquiries and plans to research and develop skills to present their findings.

Languages

French 8

This course continues work begun in elementary school in oral and written communication and in listening and reading comprehension, using a communicative teaching approach and making use of different resources.

French 9

French 9 continues to develop students' comprehension, writing and oral skills and more complex vocabulary and grammatical structures, via the communicative approach, within the context of a variety of themes.

French 10

Language learning involves culture, stories and conversation which will be integrated throughout the course. There are no pre-determined units of study as we work through speaking, reading, writing and listening comprehension.

French 11

In French 11 students will be learning about communicating and acquiring information in the French language. We will also be experiencing and discussing a variety of creative works and cultural practices.

French 11 Beginner

The emphasis of this course will be communication, which includes speaking and listening. We will cover the basics of using French to communicate needs and wants. In addition, we will look to creative works to learn about culture.

French 12

The aim of the French Language program in grade 12 is to enable all students to communicate purposefully in French through speaking, listening, reading, writing, viewing and representing, while creating a cultural awareness of the francophone world.

Leadership

Leadership 10

The Leadership class at U-Connect was created to provide an opportunity for students to develop their leadership skills by working on school and local community projects. Students will learn skills in goal setting, organization, time management, mentorship, collaboration and communication. Leaders will be involved in developing events they plan at the school and community level as well as representing the school at District Leadership Forums and Conferences. This class is a fantastic opportunity to develop personal skills while being a mentor to younger students in the school.

Leadership 11

The Leadership class at U-Connect was created to provide an opportunity for students to develop their leadership skills by working on school and local community projects. Students will learn skills in goal setting, organization, time management, mentorship, collaboration and communication. Leaders will be involved in developing events they plan at the school and community level as well as representing the school at District Leadership Forums and Conferences. This class is a fantastic opportunity to develop personal skills while being a mentor to younger students in the school.

Leadership 12

The Leadership class at U-Connect was created to provide an opportunity for students to develop their leadership skills by working on school and local community projects. Students will learn skills in goal setting, organization, time management, mentorship, collaboration and communication. Leaders will be involved in developing events they plan at the school and community level as well as representing the school at District Leadership Forums and Conferences. This class is a fantastic opportunity to develop personal skills while being a mentor to younger students in the school. In the Grade 12 class, students are expected to lead the other leaders through their experience and mentorship.

Peer Tutoring 11&12

Peer tutoring is a participation-based course that provides students the opportunity to be proactive by providing assistance and mentorship to others in their school community. Students will work under teacher supervision in a variety of learning contexts where they will personally engage and build connections.

Child Development and Care Giving 12

In Child Care and Development 12, students explore methods of communication, understanding relationships, marriage customs, and healthy relationships. Students will examine the following topics around child development including growth, cultural influences, legal rights and childcare.



Mathematics

Math 8

This course establishes a firm foundation in mathematical skills. Topics include: perfect squares and cubes, square and cube roots, graphing, proportional reasoning, operations with fractions, discrete linear relations, algebraic expressions and equations, surface area and volume, Pythagorean Theorem, 3D objects, measures of central tendency, theoretical probability, and financial literacy. The content will be learned through the core competencies of reasoning and analyzing, understanding and solving, communicating and representing, and connecting and reflecting.

Math 9

Students will develop their logic, reasoning and communication skills in six broad curricular areas: Operations with Numbers in algebraic situations, Operations with Rational Numbers, Linear Relationships, Proportional reasoning with similar shapes, Data Analysis and Financial Literacy. In addition to developing basic numeracy skills, Mathematics 9 continues to focus on problem solving and communicating mathematical reasoning. Mathematics 9 encourages students to develop a clear understanding of mathematical concepts, recognize the inter-disciplinary nature of mathematics and appreciate its contributions to the world around us.

Foundations of Math and Pre-Calculus 10

Foundations of Mathematics & Pre-Calculus 10 is the first of two pathways at the Grade 10 level. This course is intended for students who wish to pursue post-secondary studies at the college and university level. Please check university and faculty admission requirements prior to deciding on a pathway; see counsellors for assistance. In this course students will develop critical thinking, modeling, problem solving, communicating and reasoning skills in five broad areas: Abstract thinking using Algebra, making connections between Powers and Polynomials, Representing Linear Relations in various contexts, Proportional Reasoning using Trigonometry and Identifying and Representing mathematical relationships in real life. Students who complete this course are eligible to take Foundations of Mathematics 11, Pre-Calculus 11 or Workplace Math 11.

Workplace Math 10

One of two options for grade 10 math. This course is intended for students who wish to pursue post-secondary training in a trades program. Please consult with university or college admissions before deciding on a pathway. The main topics in the course are: graphing, measurement (Imperial and SI), trigonometry, finance, and probability.

Foundations of Math 11

Foundations of Math 11 is a challenging and exciting course. We will cover Geometry, Logical Reasoning, Statistics, Relations and Functions by engaging in problem-solving. We will use technology to solve problems and you as the student will explain what the graphs and results mean in the context of the problems.

Workplace Math 11

One of three options for grade 11 math. This course is intended for students who wish to pursue post-secondary training in a trades program. Please consult with university or college admissions before deciding on a pathway. The main topics in the course are: proportionate reasoning, financial literacy, representing 3D objects, and data analysis.

Foundations of Math 12

Foundations of Math 12 is a challenging and exciting course. We will cover Finances, Graphing Relations and Functions, combinatorics and probability by engaging in problem-solving. We will use technology to solve problems and you as the student will explain what the graphs and results mean in the context of the problems.

Pre-Calculus 11

Pre-Calculus 11 is a challenging and exciting course designed to prepare you for Calculus and the type of math you will need if you are planning to study sciences in post-secondary. During the course you will learn about topics that you will then have an opportunity to apply to real world examples. It is a challenging course and it is important to ask questions.

Pre-Calculus 12

In the Pre-Calculus 12 course we will cover graphing, polynomials, equations and functions, and sequences and series. The course will incorporate learning the material and skills and then applying the knowledge to solve problems. The course prepares you for Calculus 12 or Calculus in 1st year post-secondary. It is a very challenging course and it is important to ask questions.



Physical and Health Education (PHE)

Physical & Health Education 8

In Physical and Health Education 8, students participate in a variety of activities in order to improve their physical literacy skills. In addition, students develop understanding of healthy active living, mental well-being and social and community health. Additionally, students will explore the following big ideas, 1) Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals. 2) Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle. 3) Healthy choices influence our physical, emotional, and mental well-being. 4) Healthy relationships can help us lead rewarding and fulfilling lives. 5) Advocating for the health and well-being of others connects us to our community.

Physical & Health Education 9

In Physical and Health Education 9, students participate in a variety of activities in order to improve their physical literacy skills. In addition, students develop understanding of healthy active living, mental well-being and social and community health. Additionally, students will explore the following big ideas, 1) Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals. 2) Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle. 3) Healthy choices influence our physical, emotional, and mental well-being. 4) Healthy relationships can help us lead rewarding and fulfilling lives. 5) Advocating for the health and well-being of others connects us to our community.

Physical & Health Education 10

In Physical and Health Education 10, students participate in a variety of activities in order to improve their physical literacy skills. In addition, students develop understanding of healthy active living, mental well-being and social and community health. Additionally, students will explore the following big ideas, 1) Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals. 2) Trying a variety of physical activities can increase the likelihood that we will be active throughout our lives. 3) Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being. 4) Personal fitness can be maintained and improved through regular participation in physical activities.

Active Living 11

In Active Living 11, students participate in a variety of activities in order to improve their physical literacy skills. In addition, students develop understanding of health and well-being, safety, and participation. Additionally, students will explore the following big ideas, 1) Physical activity is an important part of overall health and well-being. 2) Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity. 3) Safety and injury prevention practices allow lifelong participation in physical activities.

Active Living 12

In Active Living 12, students participate in a variety of activities in order to improve their physical literacy skills. In addition, students develop understanding of health and well-being, safety, and participation. Additionally, students will explore the following big ideas, 1) Physical activity is an important part of overall health and well-being. 2) Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity. 3) Safety and injury prevention practices allow lifelong participation in physical activities.



Science

Science 8

Students enrolling in Science 8 will have the opportunity to learn about four major fields of science: life processes, the behavior of matter, electromagnetic energy and plate tectonics. While exploring these big ideas, we are also focusing on helping students learn the science skills of questioning, predicting, planning, conducting, processing, analyzing, evaluating, applying, innovating and communicating.

Science 9

Science 9 provides a preview of some of the major fields of science. In biology it examines microscopy and cells, asexual and sexual reproduction. Physics examines static and current electricity and applications in the home. Chemistry looks at the periodic table, atoms and ions, ionic and covalent compounds and properties of matter. Scientific investigation skills are integrated throughout the year.

Science 10

Science 10 provides the foundational concepts of DNA (biology), chemical reactions (chemistry), transformation of energy (physics), and formation of the universe (earth science) as it prepares students to choose between those options for their grade 11/12 science pathway.

Earth Science 11

Earth Science 11 focuses around five big ideas: how Earth materials are formed, changed and used as resources; Plate Tectonic Theory that explains the consequences of plate movement; how the transfer of energy in the atmosphere creates weather and how it can be impacted by climate change and water distribution; and how Astronomy seeks to explain the origin and interactions of Earth and its solar system. This course explores the processes that have shaped our planet as well as current issues that our planet is facing right now.

Life Sciences 11

This course examines the evolutionary trends from simple unicellular organisms like bacteria, to complex multicellular organisms such as pigs. Major concepts such as cell structure, nomenclature, taxonomy, and evolution will be covered along with optional labs to gain experience with microscopy and dissection skills.

Anatomy and Physiology 12

This course examines the structures and functions of the human body at a molecular and systemic level. Major concepts such as biomolecules, homeostasis, and interrelationships of organ system will be studied in detail, with opportunities for optional lab or inquiry-based research for students to present their understanding. Students do not need to have taken Life Science 11 as a pre-requisite.

Chemistry 11

This course examines the physical and chemical properties of our environment and how they interact with each other. Ideas from junior sciences such as nomenclature and types of reactions will be expanded upon in addition to calculations using the mole concept and solution chemistry.

Chemistry 12

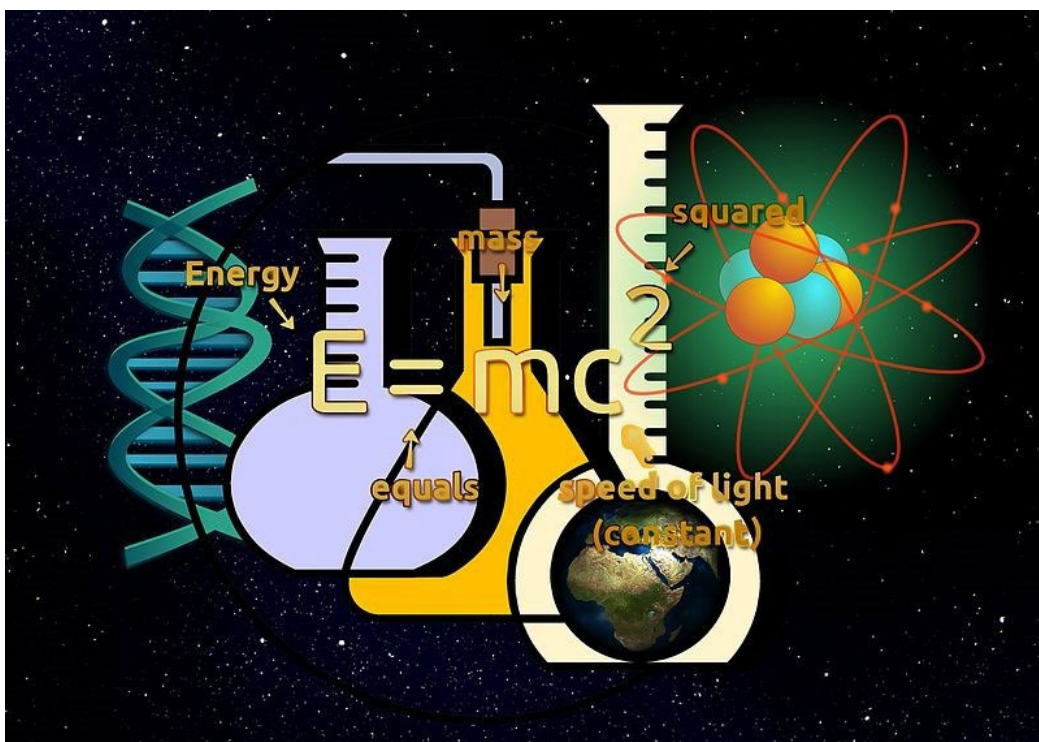
This course expands on the concepts covered in Chemistry 11 with a detailed focus on chemical equilibria. Major concepts in the course includes reaction kinetics, equilibrium, solubility equilibrium, acids and bases and oxidation/reduction. Coursework requires a good grasp of Chemistry 11, and at least Foundations of Math 11 as a pre- or co-requisite.

Physics 11

This course examines the concepts of kinematics, dynamics, and energetics in both theoretical and practical applications. Students will conduct experiments in a safe manner in order to describe, analyze, and predict physical phenomenon through quantitative and qualitative reports. Coursework involves frequent use of mathematics; students are encouraged to take at least Foundations of Math 11 as a pre- or co-requisite.

Physics 12

This course expands on the concepts covered in Physics 11 with a detailed focus on circular motion in kinematics and dynamics. In addition, new concepts such as electric fields, magnetism, and modern physics will be introduced to students as options for their final inquiry project. It is highly recommended that students have completed Physics 11, and at least Foundations of Math 11 as a pre- or co-requisite.



Social Studies

Social Studies 8 (Part of Humanities 8)

In Social Studies 8, students explore Europe's Middle Ages and renaissance, the Islamic world, trade between Europe and Asia, and how worlds collide. Students will develop skills to inquire, assess, compare, contrast and explain various topics and ideas related to social studies. Additionally, students will examine the following big ideas, 1) Contacts and conflicts between peoples stimulated significant cultural, social, political change. 2) Human and environmental factors shape changes in population and living standards. 3) Exploration, expansion, and colonization had varying consequences for different groups. 4) Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

Social Studies 9 (Part of Humanities 9)

In Social Studies 9, students explore North America and First Peoples, battles over land and trade, creating Canada, and the struggle for rights. Students will develop skills to inquire, assess, compare, contrast and explain various topics and ideas related to social studies. Additionally, students will examine the following big ideas, 1) Emerging ideas and ideologies profoundly influence societies and events. 2) The physical environment influences the nature of political, social, and economic change. 3) Disparities in power alter the balance of relationships between individuals and between societies. 4) Collective identity is constructed and can change over time.

Social Studies 10

In Social Studies 10, students explore Canada on the International Stage, Political and Economic System, Chinese Canadian Legacies and Canadian Culture and Identity. Students will develop skills in order to inquire, assess, compare, contrast and explain various topics and ideas related to social studies. Additionally, students will examine the following big ideas, 1) Global and regional conflicts have been a powerful force in shaping our contemporary world and identities. 2) The development of political institutions is influenced by economic, social, ideological, and geographic factors. 3) Worldviews lead to different perspectives and ideas about developments in Canadian society. 4) Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

Law Studies 12

Law 12 explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate Fundamentals of Law, Civil Law, Criminal Law, Family and Aboriginal Law. Students will also explore their legal rights and responsibilities. Students will use critical-thinking, inquiry and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways including: case studies, research, mock trials and debates.

Psychology 11

Psychology 11 presents an introduction to the history of Psychology, commonly defined as the science of human behaviour and experience, its key concepts, procedures, findings and theories.

Psychology 12

Psychology 12 builds on the knowledge and tools gained in Psychology 11. The primary focus of this course is to extend students learning about human behaviour and mental processes across contexts, both private and public. It examines how theories have practical, real-life applications. The course is designed with university/college bound students in mind and includes lessons and discussions about how the study of Psychology can help one in the future.

Social History 12

In Social History 12, students explore world history through a social justice lens. This blended course combines topics from both World History and Social Justice and allows students to explore their interests. Students will develop skills in order to inquire, assess, evaluate, identify, and explain various topics and ideas. Students may examine some of the following big ideas: 1) Social justice issues are interconnected. 2) Individual worldviews shape and inform our understanding of social justice issues. 3) The causes of social injustice are complex and have lasting impacts on society. 4) Social justice initiatives can transform individuals and systems. 5) Nationalist movements can unite people in common causes or lead to intense conflict between different groups. 6) The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes. 7) The breakdown of long-standing empires created new economic and political systems.

Social Justice 12

In Social Justice 12, students explore their social justice lens, sexism, environmental justice, animal rights, racism, ableism, poverty and leaders. Students will develop skills in order to inquire, assess, evaluate, identify, and explain various topics and ideas related to social justice. Additionally, students will examine the following big ideas, 1) Social justice issues are interconnected. 2) Individual worldviews shape and inform our understanding of social justice issues. 3) The causes of social injustice are complex and have lasting impacts on society. 4) Social justice initiatives can transform individuals and systems.

World History 12

In 20th Century World History 12, students explore the world after World War 1, War in mid-century, uneasy peace, and the Middle East (1945-1991). Students will develop skills in order to inquire, assess, evaluate, identify, and explain various topics and ideas related to world history. Additionally, students will examine the following big ideas, 1) Nationalist movements can unite people in common causes or lead to intense conflict between different groups. 2) The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes. 3) The breakdown of long-standing empires created new economic and political systems.

BC First Peoples 12

BC First Peoples tells the story of our communal past and present through an Indigenous lens. Combining oral history, First Peoples principles of learning, primary source documents, and other media, students will uncover the history of oppression, resistance, and resilience embedded in the legacy of British Columbia. From rich cultural expressions, oral traditions, and diverse languages, we will investigate the impact of colonization and cultural appropriation on our connection to the land, our sense of self, and our understandings of nationhood.



Youth Train in Trades

Students from across Langley School District can apply for a seat in 1 and 2 semester programs during their Grade 11 and/or 12 years. Students earn high school graduation credits, a post-secondary certificate - credits and possibly apprenticeship hours (if signed as an apprentice). The tuition for these programs is covered by a joint agreement with Langley School District and post-secondary institutions; however, there may be fees for equipment and supplies.



Youth Work In Trades

Who is eligible?

- Students 14 years of age or older enrolled in grade 10, 11, or 12
- Students must be working with a journey person who will agree to commit to training the student in an Industry Training Authority (ITA) recognized trade
- Like other apprentices, Youth WORK in Trades apprentices are responsible for finding an employer who will hire them and commit to their training as a sponsor
- How does it work?
- Students who work in a trade area under the supervision of a journey person while in school, may be eligible to sign up as an apprentice
- If the students meet all the criteria, they will be signed up as an apprentice with the ITA as well as a Youth

WORK in Trades Apprentice with the Langley School District

- How do students benefit?
- Students “earn while they learn,” as well as get a head start on their careers while still attending secondary school
- Smoother transition from school to work and a quicker route to certification in a trade
- Students will receive up to 16 credits towards high school graduation (four courses) when they complete 480 hours of paid work as a Youth WORK in Trades apprentice

Youth WORK in Trades 11A - 4 grade 11 credits (120 hours)

Youth WORK in Trades 11B - 4 grade 11 credits (120 hours)

Youth WORK in Trades 12A - 4 grade 12 credits (120 hours)

Youth WORK in Trades 12B - 4 grade 12 credits (120 hours)

\$1000 Youth WORK Award criteria

- Been registered with the Industry Training Authority as a Youth Apprentice
- Graduated with a Grade 12 Dogwood Diploma or Adult Dogwood
- Successfully completed WRK 11A, WRK 11B, WRK 12A, and WRK 12B
- Maintained a C+ average or better on Grade 12 numbered courses
- Reported a total of at least 900 hours to the ITA by December 31 of the school year the student turns 19

For more information and application process you may pick up program specific information sheets from our Counsellor or Career Advisor.