



Smithers Secondary School

Course Selection Handbook

2024-2025

Welcome

COURSE SELECTION INTRODUCTION

Welcome to course selection handbook for the 2024-2025 school year. This handbook provides students and parents with information about courses and programs available at Smithers Secondary School.

The selection of courses is an important part of the process leading to graduation and then to post-secondary education, training, and/or work. Furthermore, the decisions and choices students make during course selection determine which courses run at SSS in the next school year.

At SSS, there are several student course selection events, including a course selection information meeting for each grade and a school wide student course fair, that help students make informed decisions. In addition, our school counselling team is available to support students/families in their course selection decision making processes.

We strongly encourage students to discuss, research and explore their options with parents, guardians, teachers, and our school counselling team to ensure they are selecting the best choices for their academic and personal development.

SSS students with course related questions can book times to talk with our school counselling team using our student-sign-up appointments sheets. These appointment sign-up sheets are set out each morning on the front/welcome desk in the SSS counselling office.

Parent/family questions regarding course selections are also always welcome; email is the best starting place.

Initial course planning contacts for the 2024-2025 school year are as follows:

Ms. Kristy Bachman

Contact for students going into **Grade 10, Grade 11 & Grade 12**

Email: kr-bachman@sd54.bc.ca

Ms. Shirley White

Contact for students going into **Grade 8, Grade 9 & Grade 10**

Email: swhite@sd54.bc.ca

Once again... If you/your student would like to talk with our counselling team about course selections for 2024-2025, please reach out using one of the following options:

1. Students can sign up for an in-person appointment using the sign-up sheets located on the front desk in the SSS counselling office.
2. Students and families can email their school contact(s) directly.
3. Students and families can phone the school (250-847-2231) to request (set up) a time to meet.

Smithers Secondary School

Overarching Course & Program Information

COURSE LOAD

A full-time course load for all students, Grades 8 through 12, is four 4-credit courses per semester. All students will be programmed full-time (four courses each semester) unless alternate arrangements have been made and approved by a team of parents, counsellors and administrators.

COURSE CANCELLATIONS, COURSE CONFLICTS & LIMITS ON COURSE ENROLLMENT

1. SSS is a small high school. Courses may be cancelled due to low enrollment. When a course does not run, one of the alternate courses indicated on a student's course selection sheet will be substituted. If students do not provide alternate course options, an alternate course will simply be chosen for them.
2. If course conflicts arise because of timetabling, an alternate course is substituted.
3. Courses with low enrollments may be combined with other levels of the same subject to make a course available.
4. Circumstances may make it necessary to limit enrollment in some classes. Administration reserves the right to adjust student programs should this occur.

COURSE CHANGES

Course offerings and teacher assignments at SSS are based on course selections chosen by students during the course selection process. SSS is a small school; requests for courses and/or course changes are not automatic, and cannot be guaranteed. In addition, course changes are strongly discouraged after the first two weeks of classes.

COURSE CREDITS FROM OTHER SOURCES

Sometimes a student completes courses or activities outside of the school day that correspond with course credits. We encourage students to talk with their school counsellor if they have completed or are interested in the following:

- **External Credits:** Students can earn credits by completing courses or programs offered outside the BC school system if these courses are recognized and authorized by the Ministry of Education. Examples of organizations/programs that offer external credits for BC students are: The Royal Canadian Sea Cadet Program, The Royal Conservatory of Music Program, ICBC Driver Education.
Student Responsibility for External Credits: To confirm involvement in an approved external credit program, students must submit a verification letter and/or certificate of program completion to their secondary school counsellor. All letters and certificates must:
 - Be on official letterhead or be an official certificate from the organization awarding the external credits
 - Include the student's name, sport program, category, and level of credit completedStudents who have lost or who did not receive a verification letter and/or certificate of completion for external credits completed will need to contact the organization offering the external credits (such as the Royal Conservatory of Music or ICBC) directly to request a verification letter and/or certificate.
- **Independent Directed Study (IDS):** A student can request to work with a willing Smithers Secondary School teacher to build an IDS course that focuses on a specific specialty area of a BC Ministry Education Course. For example, an IDS 12 Course in Textiles that focuses specifically on crocheting techniques and projects.
- **Work Experience 12:** Students can work with either a current employer, or a volunteer organization to obtain 120 hours of work experience. Agreement forms are required from both students and employers. Worksite visits from the SSS Work Experience Teacher are also required. Students will need to have a resume ready for their application for this course.
- **Tutoring 11& 12:** Student Tutors may work in a variety of different teaching spaces such as PE, Trades, French, Culinary Arts, Art and Academics.
- **Course Challenge:** Students who have had extensive prior learning in certain subject areas may receive credit for BC courses after a challenge process determined by the school principal.

- **Post-Secondary Courses:** Students may earn high school credits for many courses completed at a BC post-secondary institution, such as Coast Mountain College. This could include Trades Courses, Intro to Health Professions or First Year University Transfer Courses.
- **Train in Trades Courses:** Students may work with an employer who has a trades Red Seal ticket to obtain up to 480 hours of apprenticeship hours and up to 16 school credits.

DOGWOOD GRADUATION PROGRAM OVERVIEW

Dogwood Graduation requirements are earned over a three-year period for most students beginning in Grade 10. Students must earn a minimum of 80 credits (20 courses): 52 credits (13 courses) are specific requirements (see below) and 28 credits are electives (7 courses). Most courses at SSS are worth 4 credits.

PROGRAM REQUIREMENTS

80 credits over Grade 10, 11, and 12 = 20 four-credit courses

52 Required Credits:

- An English Language Arts 10 (4), an English Language Arts 11 (4) and English Language Arts 12 (4)
- Social Studies 10 (4), and a Social Studies 11 or 12 (4)
- A Mathematics 10 (4), and a Mathematics 11 or 12 (4)
- Science 10 (4), and a Science 11 or 12 (4)
- Career Life Education 10 (4)
- Physical and Health Education 10 (4)
- Career Life Connections 12 (4)

An Arts Education 10, 11 or 12 and/or an Applied Design, Skills and Technologies Education 10, 11 or 12 (4)

28 Elective Credits:

An unlimited number of credits from board or independent school authority-authorized or post-secondary electives may count toward graduation. A minimum of 28 elective credits (grades 10 to 12) is required.

Furthermore: A minimum of 16 credits (4 courses) from either ministry or board authority authorized (BAA) or post-secondary courses are required at the Grade 12 level.

Numeracy Assessment (Grade 10 GNA):

This provincial assessment is a graduation requirement and should be taken in Grade 10. This assessment can be written up to three times between Grade 10 and 12.

Literacy Assessment (Grade 10 GLA, Grade 12 GLA):

Grade 10 Literacy Assessment is mandatory for all students in the Graduation Program (Grade 10 and up). The Grade 12 Literacy Assessment is mandatory for all students in the Graduation Program (Grade 10 and up).

DOGWOOD GRADUATION PLANNING

Looking at your ideal high school plan can help your plan for meeting not only basic graduation requirements, but also specific postsecondary program or occupational requirements.

Checklist to Graduate:

- Minimum 80 credits (20 courses)
- Minimum four Grade 12 level courses
- Minimum one Arts Education or Applied Design, Skills and Technologies course
- Numeracy Assessment 10 (to be taken at least once and up to three times)
- Literacy Assessment 10
- Literacy Assessment 12

Checklist for Post-Secondary:

- Minimum 80 credits (20 courses)
- Read and understand the required courses for student's selected program(s). Many institutions have different requirements than the minimum required for graduation

GRADUATION HONOUR CORDS

An SSS Graduation Honour Cord indicates the graduating student has achieved:

- An "A" final class mark in 3 Grade 11 Academic Classes: Math 11, Science 11, English 11
- An "A" final class mark in 4 Grade 12 Academics: English 12, Math 12, Science 12 and/or Socials 12

ONLINE SCHOLARSHIP, BURSARY & AWARD INFORMATION

Information concerning local scholarships and bursaries is communicated to all Grade 12 students via Grade 12 meetings each year. In addition, our counselling team is available to answer questions relating to scholarships and bursaries. Students are also welcome to ask for help us for help/support as they prepare their applications.

All information regarding scholarships and bursaries (local, provincial and national) is located on our school website under the "counselling" top tab followed by the "scholarships" side tab. We strongly encourage Grade 12 students, as well as parents/guardians, to use this online resource: <https://sss.sd54.bc.ca/scholarships/>

POST-SECONDARY INFORMATION

High school graduation does not guarantee acceptance into a post-secondary institution. Most post-secondary programs have specific entrance requirements. Post-Secondary requirements and grade point averages needed vary from university to university, from college to college, from program to program and from year to year.

[It is essential that all students and families check the course requirements for the post-secondary institution program in which they are interested.](#)

For students who plan to attend a post-secondary program, researching programs and entrance requirements should be part of course planning for Grades 10, 11 and 12. Your school counsellor is available to assist students with finding this information, however the ultimate responsibility regarding post-secondary programs is with the student/family.

Smithers Secondary School

Alternative Programs & Course Delivery

ONLINE LEARNING (BVEC = Bulkley Valley Education Connection)

BVEC is a flexible learning program where students work through courses in a blended environment potentially online but with a required in-person component. Attendance is mandatory with exceptions for students working at home. Students will be working with predetermined due dates and timelines. Special accommodation can be arranged. To learn more about BVEC please visit our website at <https://bvec.sd54.bc.ca/>

ALTERNATE EDUCATION (BVLC = Bulkley Valley Learning Centre)

Bulkley Valley Learning Centre (BVLC) is SD54's Alternate School program. BVLC offers students a pathway to graduation in an alternative learning environment. At BVLC, teachers and learners develop flexible individualized learning plans, and work towards graduation goals in a supportive, respectful environment.

BVLC learning is based on respect, responsibility and reasonable learning progress. Students, families and educators set attainable academic, social-emotional and attendance goals. Courses are individualized and have flexible timetables. The program is designed to have a higher teacher to student ratio, strong social/emotional supports and easier access community service providers

Students at BVLC range from grades 10 through 12. Students are referred to this program through an intake process initiated by SSS and families

Smithers Secondary School Student Services

SSS COUNSELLING SERVICES

The SSS School Counselling Team supports students in a wide variety of areas including:

MENTAL HEALTH & WELLBEING

- Providing mental health support, information and resources in classes and one-on-one
- Supporting students during crises that arise at school
- Referring to and providing information about community agencies (community supports)

TRANSITIONING TO SSS

- Facilitating orientations to the school for Grade 7s and other new SSS students
- Supporting students who experience transition related challenges

COURSE SELECTION & COURSE PLANNING

- Providing information regarding courses offered
- Facilitating course exploration and information events for students and families
- **Supporting the course selection process**
- Graduation planning

SUPPORT IN SCHOOL RELATED CHALLENGES

- Providing information about academic supports available to students
- Connecting students and families with academic supports
- Engaging in problem-solving conversations about school challenges with students, other SSS staff and families

POST-GRADUATION & POST-SECONDARY PLANNING

- Providing information regarding post-secondary options and processes
- Supporting students who choose to apply for post-secondary programs and/or post-graduation training
- Communicating opportunities for local, provincial & national scholarship/bursaries/awards

Students who would like to access any of the counselling services outlined above are encouraged to make an appointment using the self-sign-up sheets located on the front desk in the SSS counselling office. Sign-up sheets are set out each morning. Students and families are also welcome to email our counselling team:

Ms. Kristy Bachman

School Counsellor: Grades 10, 11 & 12

Email: kr-bachman@sd54.bc.ca

Ms. Shirley White

Academic Advisor & Wellness Coach: Grades 8, 9 & 10

Grade 7 to 8 Transition Contact

Email: swhite@sd54.bc.ca

Ms. Inderjit Grewal

Prevention Worker: Grades 8-12

Email: inderjit.grewal@sd54.bc.ca

For more information about SSS counselling team services, go to <https://sss.sd54.bc.ca/counselling/>



SSS Indigenous



Support Services

INDIGENOUS STUDENT SERVICES

At Smithers Secondary, our Indigenous Support Team provides support to all Indigenous students of SSS. The Indigenous Student Services team at SSS supports students and families by:

- Developing positive working relationships with students of all grades
- Providing a space for student to eat lunch or make a lunch
- Providing cultural resources
- Supporting students with course changes and/or graduation requirements
- Supporting students' social and emotional needs
- Supporting students' academic needs in classrooms, small groups and one-on-one (when requested)
- Working with staff on attendance when needed, and contacts for home
- Providing a quiet workspace for students (with the teacher's permission) for coursework or homework
- Working in collaboration with classroom teachers on projects incorporating Indigenous culture
- Working with community programs on cultural lessons, crafts or certificate programs for students to sign up for (Program opportunities are always advertised in the Indigenous Support Room)
- Supporting families with their child's needs; homework, emotion concerns, report card info and any school needs
- Facilitating and improving home – school communications and understanding

Jody Garcia – Indigenous Academic Worker (providing academic support in classrooms, with small groups & with individual students)

Karen Plasway – Social Support Worker (family and community connections, providing cultural resources)

Denise Lipscombe – Indigenous Support Teacher (scheduling, graduation needs, working in collaboration with classroom teachers)

We work as a team; please feel free to reach out to any one of us regarding any of the supports outlined above.

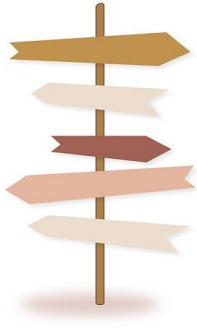
SSS Phone: 250-847-2231

Email:

Jody Garcia jgarcia@sd54.bc.ca

Karen Plasway karen.plasway@sd54.bc.ca

Denise Lipscombe denise.lipscombe@sd54.bc.ca



SSS LEARNING CENTRE SERVICES

The SSS Learning Centre is a multi-purpose space available for students needing academic support. The Learning Centre serves as a liaison between counsellors, teachers and students, ensuring that students have the greatest opportunity for success. Students who have a Learning Centre Block often are there to receive help on the courses they are currently enrolled in. Students are expected to be present during these blocks as attendance is taken.

SSS LEARNER SUPPORT SERVICES

The SSS Learning Support Services Department offers various services to assist students with learning needs. Students who require additional academic support during the school year can request a learner support block in their schedule.

SSS has inclusive programming designed to include all students. Support is provided in the regular classroom setting with options for alternative settings based on student needs.

Ministry Identified Students are those assessed with specific, identified learning challenges. The development of an individualized educational program (IEP) is an integral part of their support in addition to the services and programming described above.

Students may be referred to additional support services for:

- speech, language and hearing, physiotherapy
- community-based learning activities
- work experience; career counselling
- community agency referral and consultation
- independent living skills

Initial Learner Support Services Contacts for the 2024-2025 School Year:

Ms. Tisha Witt

Students going into Grades 8 & 9

Email: tisha.witt@sd54.bc.ca

Ms. Val Edvarlsen

Students going into Grades 10, 11, 12

Email: vedvarlsen@sd54.bc.ca

Grade 8 Program

The transition to high school is an exciting one! We look forward to welcoming our new Grade 8s through a series of transition events that take place each Spring. Grade 7 students attending one of SD54's elementary schools will receive registration forms in April. They are to be returned to their elementary school.

There is a \$75 textbook deposit due in September; students will also need to purchase a lock for \$8. For new students to SD#54, registration process and forms can be found at: <https://www.sd54.bc.ca/wp-content/uploads/2023/12/SSS-Student-Registration-Form-Fillable-Nov-2023.pdf>

Grade 8s have a core program of required academics, physical and health education.

GRADE 8 PROGRAM COURSE OVERVIEW

English Language Arts 8 & Social Studies 8
Math 8 & Science 8
Physical & Health Education 8
French 8/ Careers 8 OR FRAL 8 / Careers 8
ADST A
ADST B

Generally, Grade 8 students will take **2 ADST** – Applied Design, Skills & Technology – elective courses. Grade 8 ADST elective courses are hands-on project-based classes that develop collaborative, problem solving skills across a broad range of subject areas. Projects and focus areas for each Grade 8 ADST elective course are different.

In a few cases, an elective with a specific focus may replace an ADST elective/course.

Specific Grade 8 Elective Options:

Concert Band 8 * Please note: For students who join Concert Band, practice is every other day.

Concert Choir 8

Textiles 8

Drama 8

Grade 8 French Immersion students typically choose to enroll in FRAL & Careers 8 (rather than French & Careers 8). On occasion, other students with a strong French background choose FRAL 8.

Grade 8 Required Courses

English 8

Through the integration of reading, writing, oral communication, viewing and representing, all English courses are designed to develop students' skills and appreciation of literature and language. The activities and resources are selected to appeal to a range of interests and abilities.

Social Studies 8

In this introductory year to Social Studies at the secondary level, students are encouraged to develop serious work habits. The primary focus in this year is to develop adequate note taking skills and to maintain a notebook in a neat and organized manner. The course begins with geographic fundamentals: interpreting maps, weather and climate analysis, time and location information. The history section deals with Europe from the Middle Ages through the Renaissance and World Exploration. To contrast the Western European civilization, the course also looks at the Eastern Cultures of India, China and Japan of the same time period. An examination

of the major world religions rounds out the main course content. Current events are also studied.

Science 8

This is a course which introduces students to the study of science in secondary school. Students learn about the body and body systems, water and its impact on the earth, principals of matter and types of energy with a focus on visible light and how the human eye uses light. The students learn the skills of doing science: read, summarize, predict, classify. They also develop the skills needed to work in a laboratory: teamwork, measure, record and dissect.

Mathematics 8

Mathematics is everywhere, from nature to your home, and numerous jobs. Students have different interests, needs and strengths, yet everyone needs to be comfortable and able to use mathematics in their daily lives. All students deserve the opportunity to understand the simple power and beauty of math. Mathematics 8 continues the development of the five strands of mathematics that enables them to compute fluently and solve a variety of problems. In Grade 8 Math the focus is on integers, rationale numbers, surface area, percent, rate and ratio, linear equations and graphing, with problem solving throughout.

French & Careers 8

Grade 8 students are enrolled in French 8 and Career 8 in the same period. Both courses are taught independently, however the two courses are scheduled together.

French 8

This introductory course is designed for students who have little or no experience with the French language. It aims to provide students with the necessary skills to understand and engage in meaningful communication in a supportive and rich environment whilst learning about Francophone cultures. The course focuses on the development of listening and speaking through interpersonal communication, where students can manage uncomplicated communicative tasks in straightforward situations. They can express personal meaning by relying heavily on learned phrases (memorized language), as well as respond to simple, direct questions or requests for information.

The skills of writing and reading are also integrated into the course to the extent that they foster the development of students' oral communication and cultural understanding.

FRAL 8

This course is designed for former French Immersion students who have experience with the French language. In the context of new culturally rich thematic units, the teacher supports students in continuing along the continuum of French language proficiency. More emphasis is on developing accuracy, mastery of more tenses and grammatical structures to communicate more effectively in different social situations, both in speaking and in writing. Students demonstrate an increasing ability to express their own ideas about some topics beyond themselves (current events/issues, matters of public and community interest) and to resolve problems they might encounter in their daily lives. Students who complete FRAL 8 and who wish to continue with the French language may enroll directly in French 10.

Career 8

Students cover a variety of content such as: personal development, connections to community and life and career planning. Students will explore diverse perspectives and look to understand how these perspectives contributes to our community and society. Students will engage in activities that enhance their ability to reflect on their preferences and skills set. Learning how to set achievable goals with perseverance and resilience will also form part of this course.

Grade 8 Elective Courses

ADST 8 – A & B -Applied Design, Skills and Technologies 8

The ability to design, make, acquire, and apply skills and technologies is important in the world today and key in the education of citizens for the future. The Applied Design, Skills, and Technologies curriculum builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways. This course will be made up of a variety of modules and may include hands-on practice in the areas of computational thinking, computers, keyboarding techniques, digital literacy, drafting, entrepreneurship, marketing, basic metal work, power technology, woodworking, and locally developed content.

Concert Band 8

Previous band or private lesson experience required, or the permission of Mr. Daviel (jordan.daviel@sd54.bc.ca). Concert Band members will study instrument techniques and musical literacy and expression in an ensemble setting. Band members will have opportunities to perform at concerts and travel to a music festival in spring.

Concert Choir 8

Choir members will learn proper breathing and vocal techniques, varied musical performance styles, music literacy, and how to sing independent harmonies. The choir will headline its own concerts with opportunities for solo and small ensemble performances. The choir is well known for its annual formal winter concert.

Drama 8

Drama 8 is a semester long course which examines both creative drama and theatre skills - no previous drama experience is required. Focus will be on basic acting techniques including movement, developing vocal and physical skills as well as building theatre terminology. Students will have the opportunity in this course to work on original scene work, scripted scenes and improvisation skills.

Textiles 8

Do you want to learn to sew? This introductory course is designed for students who wish to become skilled in using sewing equipment and techniques. After completing introductory projects students can explore their own projects.

Musical Theatre 8 (extended day)

Students enrolled in this course will continue to develop their singing technique in ensemble, small groups and solo format. Students will learn basic choreography and movement integral to stage performance. They will also have opportunities to apply drama skills specific to settings and scenes. There will either be a series of small projects or a culminating large project within the duration of the course. This class will run as an extended day course and at times will require intensive rehearsals and mandatory performances.

Grade 9 Program

Grade 9 students have a core program of required courses. Generally, Grade 9 students will take **2 ADST** – Applied Design, Skills & Technology – elective courses. Grade 9 ADST elective courses are hands-on project-based classes that develop collaborative, problem solving skills across a broad range of subject areas. Projects and focus areas for each Grade 9 ADST elective course are different.

In addition to the above, an elective with a specific focus may also be chosen.

GRADE 9 PROGRAM COURSE OVERVIEW

English Language Arts 9

Social Studies 9

Physical Health Education 9

Science 9

Math 9

ADST A - *Applied Design, Skills and Technologies*

ADST B - *Applied Design, Skills and Technologies*

One Specific Grade 9 Elective

- Specific Electives (chose one + one alternate):
 - Arts Education 9
 - Culinary Arts 9
 - Digital Media 9
 - Drama 9
 - Concert Band 9
 - Concert Choir 9
 - French 9 or French 10 (Immersion Students)
 - Guitar 9
 - Textiles 9
 - Music Theatre - Extended Day
 - Basketball Academy 9 - Extended Day

Grade 9 Required Courses

English 9

In this course, students continue to develop the skills learned in Grade 8. This course requires a commitment to reading and responding to short stories, novels, poetry, and plays. It is expected students will apply their knowledge of the conventions of the language and use appropriate vocabulary.

Science 9

This course broadens the student's study of science. Students learn about the solar system and beyond, basic electricity, basic chemistry, reproduction, and what food is and how chemicals react with each other. They continue to develop the skills needed to work in the laboratory, safety, and lab write-ups.

Social Studies 9

The Social Studies 9 course has as its main themes, the development of nation building, democracy, and industrialization. The course focuses on changes that occurred in Europe such as the fight for democracy in England, the French Revolution, the rise of Napoleon, and the Industrial Revolution. The colonization and settlement of Canada is also studied.

Mathematics 9

The mathematics program is designed to provide all students with the opportunity to progress in achieving their intellectual and career goals. Students should explore course options, keeping their career objective in mind, and what courses they will need to fulfill their goals. It is also stressed that both parents and students maintain contact with the math teacher when concerns or questions arise regarding math placement. Student success in Foundations of Math and Pre-Calculus 10 requires a level of study at Proficient or Extending in Math 9.

Grade 8-9 courses deal with the development of the 5 basic strands in mathematics:

- Number and number operations
- Patterns and relations (algebra)
- Shape and space (measurement, geometry, and trigonometry)
- Statistic and probability
- Problem solving

Physical Health Education 9 – in SSS Gymnasium

P.E. students continue to develop and refine movement patterns and skill development in PE 8. Activity categories are identical to Grade 8. Students will be introduced to the rules, techniques and strategies of sport. Movement principles will be introduced. Continuing to improve physical fitness, physiological and anatomy systems will be emphasized.

PHYSICAL HEALTH EDUCATION 9 – Active Living and Community Based

This course is designed for students who are interested in an alternative PHE option. Active Living focuses on outdoor and community-based PHE. The aim is to introduce students to different ways of being physically active by engaging in activities that are available in our community. Some activities that may be included are biking, rock climbing, curling, parkour and skating.

Grade 9 Elective Courses

ADST 9-A & B- Applied Design, Skills and Technologies 9

The ability to design, make, acquire, and apply skills and technologies is important in the world today and key in the education of citizens for the future. The Applied Design, Skills, and Technologies curriculum builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways. This course will be made up of a variety of modules and may include hands-on practice in the areas of computational thinking, computers, keyboarding techniques, digital literacy, drafting, entrepreneurship, marketing, basic metal work, power technology, woodwork, and locally developed content.

Arts Education 9

Students will take the basic art foundations explored in Art 8 and continue to build on the basics of design elements and principles through drawing, painting, printmaking, as well as sculpture and clay work. We will continue to develop techniques with many different materials and mediums to increase artistic confidence, experience and expression. Students will also be introduced to art historical elements and ideas in the contemporary art world.

Creative Construct & Design 9

An adaptation of the standard Carpentry course, this course offers a creative fusion of art and trades, of expression and building; seeking to explore the intersections of creative design and practical applications. With an emphasis on, but not limited to, 3-D hands-on wood-based projects, it will help to cultivate the mindset required to expand design ideas into a pathway for personal inquiry and self-direction as well. Working with the parameters of physical materials, we will broaden the approach for fantastically creative conceptual design. Clay and pottery are another featured medium.

Drama 9

Drama 9 is a semester long course which examines both creative drama and theatre skills. Drama 8 is not a prerequisite, and no previous drama experience is required. Focus will be on basic acting technique including movement, developing vocal and physical skills as well as building theatre terminology. Students will have the opportunity in this course to work on original scene work, scripted scenes and improvisation skills.

Digital Media 9

This course introduces the computer as a tool for artists. It develops students' visual language and introduces digital creation. Students learn to conceptualize ideas in artwork, navigate software interfaces and present artwork in classroom critiques. At the end of the semester, you should possess the necessary skills to go on to more advanced applications and concepts in digital art making and other visual fields.

Concert Band 9

Previous band or private lesson experience required, or the permission of Mr. Daviel (jordan.daviel@sd54.bc.ca). Concert Band members will study instrument techniques and musical literacy and expression in an ensemble setting. Band members will have opportunities to perform at concerts and travel to a music festival in spring.

Concert Choir 9

Choir members will learn proper breathing and vocal techniques, varied musical performance styles, music literacy, and how to sing independent harmonies. The choir will headline its own concerts with opportunities for solo and small ensemble performances. The choir is well known for its annual formal winter concert.

Guitar 9

Guitar class will have a new focus this year: playing together in bands. Students will learn the basics of guitar, bass, drums, keyboard, and even some singing for those who are comfortable. Students will then be divided into small groups that practice and perform together. Students will have the opportunity to choose the music styles and songs they want to learn.

French 9

In the context of culturally rich thematic units, the teacher supports students along the continuum of French language proficiency. More emphasis is on developing accuracy, mastery of more tenses and grammatical structures to communicate more effectively in different social situations, both in speaking and in writing. Students demonstrate an increasing ability to express their own ideas about some topics beyond themselves (current events/issues, matters of public and community interest) and to resolve problems they might encounter in their daily lives.

Note: French 9-10-11-12 are available to be offered flexibly online if a student is unable to fit these classes into their timetable.

French 10

(Pre-requisite FRAL 8 or by teacher recommendation) Through culturally rich thematic units each year, students will progress along the continuum of French language proficiency. While this course focuses on interpersonal listening and speaking, both interpretive (listening, reading) and presentational (speaking, writing) communication are also formally developed and assessed. More emphasis is on developing accuracy, mastery of more tenses and grammatical structures to communicate more effectively in different social situations, both in speaking and in writing. Students demonstrate an increasing ability to express their own ideas about some topics beyond themselves (current events/issues, matters of public and community interest) and to resolve problems they might encounter in their daily lives.

Note: French 9-10-11-12 are available to be offered flexibly online if a student is unable to fit these classes into their timetable.

Textiles 9

Do you want to learn to sew? This introductory course is designed for students who wish to become skilled in using sewing equipment and techniques. After completing introductory projects students can explore their own projects.

Basketball Academy 9 (extended day)

Basketball Academy runs outside of the timetable from 7:30 AM and 8:30 AM every other day- before the school day begins. This course is aimed at student-athletes who are serious about improving their skills and understanding of the game of basketball. The goal is to improve individual skills, gain physical fitness, and learn how to work as a team.

Musical Theatre 9 (extended day)

Students enrolled in this course will continue to develop their singing technique in ensemble, small groups and solo format. Students will learn basic choreography and movement integral to stage performance. They will also have opportunities to apply drama skills specific to settings and scenes. There will either be a series of small projects or a culminating large project within the duration of the course. This class will run as an extended day course and at times will require intensive rehearsals and mandatory performances

Grades 10 – 12 Course Information

ENGLISH 10 - 12

ENGLISH 10

English First Peoples - Writing & New Media

Writing 10 is a course designed to develop written communication through a critical process of questioning and exploring. Students will read and study compositions by other writers as models for the development of their writing. Students have opportunities to individually and collaboratively study, create, and write original pieces, exploring audience and purpose. They also develop their craft through processes of drafting, reflecting, and revising.

New Media 10 is a course designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. Coursework provides students with a set of skills important for success in a digital world by allowing opportunities to demonstrate understanding and communicate ideas through a variety of digital and print media. New Media 10 includes tasks and texts designed to increase literacy within the study of new media.

SENIOR ENGLISH 11

PREREQUISITE: STUDENTS MUST HAVE SUCCESSFULLY COMPLETED ENGLISH 10. GRADE 11 STUDENTS MUST TAKE AT LEAST 1 OF THE FOLLOWING

New Media 11 is a course designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. Coursework provides students with a set of skills important for success in a digital world by allowing opportunities to demonstrate understanding and communicate ideas through a variety of digital and print media. New Media 11 includes tasks and texts designed to increase literacy within the study of new media.

Composition 11 is a course designed to develop written communication through a critical process of questioning and exploring. Students will read and study compositions by other writers as models for the development of their writing. Students have opportunities to individually and collaboratively study, create, and write original pieces, exploring audience and purpose. They also develop their craft through processes of drafting, reflecting, and revising.

SENIOR ENGLISH STUDIES 12 – with a focus in COMPOSITION or a focus in NEW MEDIA

PREREQUISITE: STUDENTS MUST SUCCESSFULLY COMPLETE THE PREVIOUS GRADE

English Studies 12 is a mandatory course which all students must pass in order to graduate. It draws together the learning experiences of 12 years of schooling. English Studies 12 continues to develop and enhance students' appreciation of literature and language. The activities and resources are increasingly more sophisticated and demanding. To excel in this course, students must be willing to commit themselves to meeting the demands of an imposing reading list and a high standard of critical and inferential reading and writing. Higher level achievement will also require a strong mastery of the conventions of language, appropriate vocabulary, and rhetorical strategies.

SOCIAL STUDIES 10 - 12

SOCIAL STUDIES 10

Social Studies 10 focuses on the development of Canada from 1914 to 2000. The aim of Social Studies is to develop thoughtful, responsible, active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasonable judgements. International and domestic conflicts and co-operation is covered. Canadian identities and autonomy are explored along with human rights and government.

SOCIAL STUDIES 11 & 12

Students must choose 1 of the following courses to fulfil the Social Studies Grad Requirement. All courses listed below are open to both grade 11 and grade 12 students. Explorations in Social Studies 11 is recommended prior to taking Gr 12 level courses

Alternating Senior Course Timetable:

Year 1 History and Philosophy (2025-2026)

Year 2 Law, Genocide Studies and Human Geography (2024 – 2025)

EXPLORATIONS IN SOCIAL STUDIES 11 – Offered every year

This course meets the Social Studies 11 credit requirement and is a grade 11 credit course. The Explorations in Social Studies offers 5 mini units which provide a sample of the other senior Social Studies courses (such as History, Human Geography, Genocide Studies, Law and Philosophy) which may help you decide if you want to take an additional senior Social Studies credit. This is a great course to earn your social studies credit and have a chance to learn a little bit of the best of all the senior course options.

GENOCIDE STUDIES 12 (2024-2025)

This course examines case studies of the intentional destruction of peoples and the eradication of their cultures and explores how these movements are not inevitable and can be interrupted and prevented. We will study the use of the term “genocide” to describe historical and contemporary atrocities, exploring the political, legal, social, and cultural ramifications of the term and how it is used in politics and the media. The goal of this course is not that students become cynical or desensitized to the monstrous crimes people can commit; instead, the hope is that students will be aware, informed, and part of a new generation that will say, “Never again.”

HUMAN GEOGRAPHY 12 - (2024 – 2025)

Human Geography involves studying our environment and our human activities, and how they connect locally, nationally, and internationally. Some of the big ideas of this course are designed to help us understand our globally connected world, our physical geography, including the availability of natural resources, and how human activities alter landscapes in a variety of ways. This course also looks at impacts on population distribution and human settlement patterns (push & pull factors) as well as the implications of an increasing world population.

LAW STUDIES 12 - (2024 – 2025)

Law 12 deals with the purpose and history of making law. Emphasis on historical information is placed on Canada, its constitution, and various government jurisdictions. The students will also learn about the present-day justice system. Process and substance of the law is taught. The principles that underlie the system of criminal law are also emphasized. Private law such as family, and contract, along with the law of torts is also part of the course. A broad understanding of the knowledge of law enables students to understand the rights, limits and obligations of their own lives inside the legal framework of Canada. It is a good course for those who want to know how Canada’s society functions within legal institutions.

20th CENTURY WORLD HISTORY 12 - (2025-2026)

20th Century World History 12 covers world history from 1919 to 1991. Major ideologies (i.e., democracy, communism, fascism) and events of the 20th Century (i.e., WWII, the Cold War, collapse of communism) are explored in detail. Other areas of study include, China, the Middle East, India, and South Africa. History 12 is an intense course that requires a considerable amount of reading, analytical skills, and essay writing.

PHILOSOPHY 12 - (2025-2026)

Philosophy translates to the 'love of Wisdom'. This course aims to explore the vast realm of philosophical thought, history, and practice. We examine the big questions of life, the role of morality, the nature of truth, and the mysteries and phenomenon of the world. The class learns to develop logical arguments, debate topics, engage in critical and divergent thinking while striving to become more self-aware in the process. Through discussions, projects and exploration we can hopefully have a better sense of the reality we live in and what our purpose might be within it.

MATHEMATICS 10 - 12

The mathematics program is designed to provide all students with the opportunity to progress in achieving their intellectual, social, human and career goals. Students should explore course options, keeping their career objective in mind, and what courses they will need to fulfill their goals. It is also stressed that both parents and students maintain contact with the math teacher when concerns or questions arise regarding math placement.

MATH 10

WORKPLACE MATHEMATICS 10

This pathway is designed to provide students with mathematical understanding and critical thinking skills identified for entry into most trades and for direct entry into the work force. It is not recommended that students switch from the Workplace Mathematics stream to either of the Foundations or Pre-Calculus stream. It meets the math requirements for some trades' programs. Students are encouraged to check what math is required for specific programs they may be interested in.

FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10

This pathway is designed to provide students with mathematical understanding and critical-thinking skills identified for post-secondary studies. It is recommended that most students, upon completion of Math 9, should enroll in this course. Student success in Foundations of Math and Pre-Calculus 10 requires a level of study at Proficient or Extending from Math 9. Foundations and Pre-Calculus Math 10 is a suitable prerequisite for all Math 11 options. Students with less than 70% in their mathematics course should consult with their teacher regarding placement for the following year. This course is also offered in a yearlong format and will take place during both semesters allowing for a slower pace of instruction and more time for questions and practice.

MATH 11

WORKPLACE MATHEMATICS 11

This course is strongly recommended for students who are planning on entering the workforce directly after high school, or who are planning on pursuing a career in the trades industries. Topics covered may include reasoning, rates of change, measurement, and statistics. This course satisfies the Ministry of Education's mathematics graduation requirements. It meets the math requirements for some trades' programs. Students are encouraged to check what math is required for specific programs they may be interested in.

PRE-CALCULUS 11 - Recommendation: a final grade of 70% or higher in Foundations and Pre-Calculus Mathematics 10 is strongly recommended. Students with less than 70% should consult with their teacher before choosing this course.

This course is strongly recommended for students who are planning on pursuing post-secondary studies in math or sciences. Topics covered may include relations and functions, trigonometry, polynomial functions, and graphing. Students who successfully master the learning outcomes of this course may continue to Pre-Calculus 12 and Calculus 12. This course satisfies the Ministry of Education's mathematics graduation requirements.

PRE-CALCULUS 11, yearlong - As you know, Pre-Calculus 11 is a math course that requires hard work and determination. In recent years, the number of students who have sought out a year-long option for this course has been increasing. In response to this growing preference for a full-year option, SSS will be offering a year-long Pre-Calculus 11 class next year. This course will take place during both semesters, allowing for a slower pace of instruction and more time for questions and practice. Students who choose this option will have Pre-Calculus 11 as one of their courses each semester. This means these students will complete 7 courses (rather than 8) in their Grade 11 year.

PRE-CALCULUS 12

Precalculus12 is strongly recommended for any student planning on studying in fields related to science, engineering, mathematics or economics. This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra, measurement, relations and functions, trigonometry, and permutations, combinations and binomial theorem.

CALCULUS 12

Calculus 12 is strongly recommended for any student planning on studying in fields related to science, engineering, mathematics or economics. They will be required to take calculus in their first year of post-secondary study, and this course will prepare them for

that. Calculus is fundamentally different from any other math course they have taken. Students will be introduced to the fundamentals of differentiation and integration along with their applications, including curve sketching, related-rates problems, maximum-minimum problems, areas and rotational volumes.

****Check carefully the prerequisites for the post-secondary program you wish to take.**

SCIENCE 10 - 12

SCIENCE 10

This is the last of the general science courses in secondary school, which studies all the major branches of science. In the course students study concepts of ecology, chemistry, motion and energy transfer in the atmosphere. They also continue to develop the skills needed to work in the laboratory: measuring, recording, etc.

SCIENCE 11

LIFE SCIENCE 11

Life Sciences 11 (formerly Biology 11) is a hands-on course that covers the taxonomy, history and diversity of life on earth. Topics include cell biology, microbiology, botany, zoology, biodiversity, ecology and evolution. Students should complete Science 10 before taking this course.

SCIENCE FOR CITIZENS 11

This course is designed to meet graduation requirements and for direct entry into the work force. Science for Citizens 11 explores the general role that science plays in our everyday lives and practical applications of science. Topics that will be covered may include household chemicals, life sciences (nutrition, allergies, First Aid, etc.) engineering, workplace chemicals (WHMIS) and safety, impacts of technology in the workplace, natural hazards and responses, and human impact on Earth's systems. This is a general study science class intended for students that are seeking to learn practical skills while meeting the grade 11 science requirement for graduation.

CHEMISTRY 11

Recommendation: Demonstrated strength in Chemistry section of Science 10

This is a course which most post-secondary schools require of science students. It builds on the ideas about matter learned in the junior science classes. Students will study matter, chemical reactions, atomic theory, solution chemistry, and organic chemistry. Students will need a calculator and should have a good understanding of mathematics and simple algebra. Course work involves labs, assignments, quizzes, and tests. There is a final exam in this course.

PHYSICS 11

Recommendation: Demonstrated strength in Physics section of Science 10

Physics 11 is an introductory course that focuses on how the basic concepts and theories of physics are applied in various technologies and are linked to everyday life. It is an extension of the physics units studied in the junior sciences. Students use a combination of hands-on activities and projects to investigate topics such as motion, force, work, energy, light, sound and relativity. Students will need a calculator and should have a good understanding of mathematics and simple algebra. There is a final exam in this course.

SCIENCE 12

PHYSICS 12

Recommendation: A minimum C+ in Physics 11 and Math 11

Physics 12 is an advanced course for those who are planning to study science, engineering or medicine at a post-secondary school. The units of study are two-dimensional kinetics (motion) and dynamics (forces), circular motion, gravitation, energy electric circuits and electromagnetism. The emphasis will be on developing problem solving skills. Concepts will be reinforced through lab activities and demonstrations.

CHEMISTRY 12

Recommendation: A minimum C+ in Chemistry 11.

This course continues some of the ideas learned in Chemistry 11. Students will study chemical reactions, their rates, and their energy changes. They will also study acid/base, redox, and precipitate reactions, and the nature of how each type of these reactions exist as a reversible dynamic equilibrium. Students will need a calculator. Course work involves labs, assignments, quizzes, and tests.

ANATOMY AND PHYSIOLOGY 12 (Biology 12)

Recommendation: Grade 11 science or a minimum grade of a B in Science 10.

Anatomy and Physiology 12 is a challenging course that focuses on human biology. Anatomy and Physiology 12 looks at biological molecules, cell biology, DNA and protein synthesis and other cell processes. The second half of the course focuses on the anatomy and physiology of human body systems (digestive, circulatory, respiratory, nervous, excretory and reproductive) and the integration of these systems to maintain homeostasis. This course includes several labs and culminates in a fetal pig dissection. *Biology 11 or Chemistry 11 is highly recommended prior to taking Anatomy and Physiology 12. Recommended prerequisite: Biology 11 (60% or better).*

CAREER EDUCATION 10 & 12

CAREER LIFE EDUCATION 10

This course is a graduation requirement and presents the students with an opportunity to reflect on their skills and interests, exploration of career options, and development of education plan. There is a large focus on personal development through self-assessment and community connections.

CAREER LIFE CONNECTIONS (CLC) 12

This course builds on the learning in Career-Life Education. This course begins with a focus on recognizing and reflecting on personal competencies (strengths), challenges, values and perspectives. CLC 12 also provides students with opportunities to identify transferable skills including problem-solving strategies applicable in (and transferable to) workplace and/or post-secondary environments. Students will also explore and evaluate ways to cultivate and maintain wellbeing. This required course concludes with a Capstone Project. In their Capstone, students showcase a learning journey in an area (theme) of their choice. In their Capstone Project, students are expected to discuss and synthesize the following: core competencies developed and/or demonstrated, challenges encountered, problem-solving and/or wellbeing strategies utilized, work with a mentor and future plans.

PHYSICAL EDUCATION 10 - 12

Physical Education is unique in that it is the only curricular area of the secondary school program that addresses both the social and physical development of students. Consistent attendance, effort and approved PE strip will be required as active participation plays a major role in physical education.

PHYSICAL HEALTH EDUCATION 10 – In SSS Gymnasium

The aim of the Physical & Health Education 10 curriculum is to enable all students to enhance their quality of life through active living. Through participation in and exposure to a wide variety of activities, students will further develop a healthy lifestyle. Students will also apply efficient movement skills to a variety of activities and begin to apply activity-specific skills towards a strategic advantage in many games and sports. PHE 10 or its equivalent is a graduation requirement. PHE 10 has four components: Physical Literacy, Healthy and Active Living, Social and Community Health, and Mental Well-being. Students will have opportunities to set goals, improve skills and fitness, exhibit leadership, and gain a greater understanding of the components of fitness and the impact that physical activity has on mental and social wellness.

PHYSICAL HEALTH EDUCATION 10 – Active Living

This course is designed for students who are interested in an alternative PHE option. Active Living focuses on outdoor and community-based PHE. The aim is to introduce students to different ways of being physically active by engaging in activities that are available in our community. Some activities that may be included are biking, rock climbing, curling, parkour and skating.

PHYSICAL & HEALTH EDUCATION 11: ACTIVE LIVING – In SSS Gymnasium

This course fully explores the skills and strategies involved in a wide variety of indoor and outdoor pursuits. A co-ed program involving all activity categories as well as strength training, plyometrics with emphasis placed on sport training and life-long fitness skills. Participation and effort are emphasized as well as leadership, sportsmanship and a positive attitude towards self, others, and sport.

PHYSICAL & HEALTH EDUCATION 12: ACTIVE LIVING – In SSS Gymnasium

The focus of PE 12 is to provide students with a wide variety of recreational and physically active experiences. The intent is to teach the knowledge, the physical and social skills that students need to move on to an active, healthy lifestyle. A co-ed program involving all activity categories as well as strength training, plyometrics and emphasis placed on sport training and life-long fitness skills. Participation and effort are emphasized as well as leadership, sportsmanship and a positive attitude towards self, others, and sport.

CANADIAN SPORT SCHOOL 10-12

Delivered in partnership with School District 54, offers student athletes and para-athletes on a high-performance pathway in grades 10-12 an opportunity to balance their academic course load and dry-land strength and conditioning training in a structured, yet flexible environment. Offered in Smithers, dedicated student athletes on their high-performance pathway attend their regular classes for half the day and attend the Canadian Sport School – Smithers, at Smithers Secondary, in the other half to complete personalized strength and conditioning training and academic course work, including sport sciences, learning the habits of a high-performance athlete, with the supervision of trained specialists and qualified teachers. All CSS-Smithers student-athletes receive ministry approved credits for their time spent during the Sport School block to ensure graduation requirements stay on track (16 credits). This helps relieve the academic workload for those athletes that travel for big portions of the school year. For the rest of the athletes, this provides time during the day to augment training during school time in order to dedicate time after school for practices/games, homework and adequate rest. Students wishing to participate in the CSS-Smithers are required to complete the application process. Applications can be found on the Smithers Secondary School website.

SENIOR ADST COURSES

SENIOR ADST 10-12A - SHOP: Applied Design & Skills (Shop) Specialization

Senior Applied Design & Skills Specialization courses involve moving through all phases of the design process (brainstorming through to project completion). These courses focus on skills used in the design and creation process. Specific skills include, but are not limited to, cooperation, collaboration, analyzing and safely using applicable tools. In 2024-2025, this SSS course might include projects in metalworking, electrical, woodworking, and/or jewelry making. Specifics of course projects (focus areas) will be determined by the qualifications and expertise of the teaching staff hired for this course/position.

SENIOR ADST 10-12B - TECH: Applied Technologies Specialization

Senior Technology Specialization courses focus on using technologies to support and facilitate the designing process. In 2024-2025, this SSS course might include projects in drafting, 3-D printing and/or robotics-based. Specifics of course projects (focus areas) will be determined by the qualifications and expertise of the teaching staff hired for this course/position.

ARTS EDUCATION 10 - 12

Studio art classes follow a progression of building skills and knowledgebase to more advanced processes, techniques and accountability. Beginning in Grade 8 & 9, students explore formal & expressive aspects of artmaking in more structured projects and assignments. The Grade 10, 11 & 12 classes are generally blocked together and run in an Open Studio format, where there is flexibility for student-directed personal and collaborative projects, evolving creatively as a studio artist would work. Projects vary widely with media (drawing, painting, printmaking, sculpture, ceramics, mixed media) from prescriptive to experimental, and often there are opportunities for exhibition and connection with our community outside the school.

ART STUDIO 10

This course opens the student up to a working studio environment. Students may choose to continue in a materials-exploration program with teacher-delivered projects or develop their own focus or specialization with regards to mediums, themes or concepts. We continue to increase individual confidence in creativity through skill-development and expression. Students can be advanced or beginner level. Topics in historical and contemporary art development will also be discussed and explored.

ART STUDIO 11

This course builds upon the experience of immersion in a working studio environment. Students may choose to continue in a materials-exploration program with teacher-delivered projects or develop their own focus or specialization with regards to medium (drawing, painting, sculpture, ceramics, printmaking, installation) or through pursuing select themes or subject matter. We continue to increase individual confidence in creativity through skill-development and expression and introduce advanced techniques. Accountability expectations increase. Students can be advanced or beginner level. Topics in historical and contemporary art development will also be discussed and explored.

ART STUDIO 12

This course expands further upon the experience of immersion in a working studio environment. Students may choose to continue in a materials-exploration program with teacher-delivered projects or develop their own medium focus or specialization (drawing, painting, sculpture, ceramics, printmaking, installation) or through pursuing select themes or subject matter. Advanced techniques and processes are available. We continue to increase individual maturity and confidence in creativity through skill-development and expression and prepare the student for continued art practice beyond high school. Accountability expectations increase. Students can be advanced or beginner level. Topics in historical and contemporary art development will also be discussed and explored.

CREATIVE CONSTRUCT AND DESIGN 10-12

An adaptation of the standard Carpentry course, this course offers a creative fusion of art and trades, of expression and building; seeking to explore the intersections of creative design and practical applications. With an emphasis on, but not limited to, 3-D hands-on wood-based projects, it will help to cultivate the mindset required to expand design ideas into a pathway for personal inquiry and self-direction as well. Working with the parameters of physical materials, we will broaden the approach for fantastically creative conceptual design. Clay and pottery are another featured medium.

MUSIC 10 - 12

SENIOR CONCERT BAND 10-12

Previous band or private lesson experience required. Band members will be challenged with difficult music in varied styles. Ensemble focus will move from basic techniques to nuanced and detailed techniques of control and expression. Band members will have opportunities to perform at concerts and travel to a music festival in spring.

CONCERT CHOIR 10-12

Choir members will learn proper breathing and vocal techniques, varied musical performance styles, music literacy, and how to sing independent harmonies. The choir will headline its own concerts with opportunities for solo and small ensemble performances. The choir is well known for its annual formal winter concert.

JAZZ BAND 10-12

Previous band or private lesson experience required. Band members will perform difficult music with an emphasis on improvisation. The Senior Jazz Band will have the opportunity to headline its own dance concert. By participating in both Concert and Jazz bands, students are provided the opportunity to play a second instrument if they wish. Drummers, bassists, guitarists, and pianists not enrolled in Concert Band but wanting to join Jazz Band should email Mr. Daviel at jordan.daviel@sd54.bc.ca to arrange an audition.

GIUITAR 10-12

Guitar class will have a new focus this year: playing together in bands. Students will learn the basics of guitar, bass, drums, keyboard, and even some singing for those who are comfortable. Students will then be divided into small groups that practice and perform together. Students will have the opportunity to choose the music styles and songs they want to learn.

DRAMA 10 - 12

DRAMA 10-12

This course uses drama skills to improve scene work and develop a deeper understanding of character and ensemble work. Although previous experience is not a prerequisite, it is desirable. Students in this course will work on enhancing their vocal and physical skills as well as: - character motivation and objectives - interpreting scripts - original scene work - staging scripted scenes - monologues - improvisation - theatrical styles and theatre terminology - method and acting techniques

MUSICAL THEATRE 8-12 (EXTENDED DAY)

Students enrolled in this course will continue to develop their singing technique in ensemble, small groups and solo format. Students will learn basic choreography and movement integral to stage performance. They will also have opportunities to apply drama skills specific to settings and scenes. There will either be a series of small projects or a culminating large project within the duration of the course. This class will run as an extended day course and at times will require intensive rehearsals and mandatory performances.

THEATRE PRODUCTION 10-12 (EXTENDED DAY)

Students are welcome to take this course in grades 10, 11 or 12. This course will run as an extended day course outside of the timetable. Students will be responsible for helping to stage the school productions throughout the year as well as working with the community in the theatre. Students are introduced to the many facets of theatre that are not acting, such as sound, lighting, set design and construction, properties, hair and make-up, costuming and publicity.

LANGUAGES 10 - 12

French 10

Through culturally rich thematic units each year, students will continue to progress along the continuum of French language proficiency. While this course focuses on interpersonal listening and speaking, both interpretive (listening, reading) and presentational (speaking, writing) communication are also formally developed and assessed. More emphasis is on developing accuracy, mastery of more tenses and grammatical structures to communicate more effectively in different social situations, both in speaking and in writing. Students demonstrate an increasing ability to express their own ideas about some topics beyond themselves (current events/issues, matters of public and community interest) and to resolve problems they might encounter in their daily lives.

French 11

Through culturally rich thematic units each year, students will continue to progress along the continuum of French language proficiency. This course focuses on all three modes of communication: interpersonal listening and speaking; interpretive listening and reading; and presentational speaking and writing. Continued refinement of accuracy in all areas is the focus to communicate more effectively in different social situations. Students will be able to express their own ideas articulately as well as discuss some topics beyond themselves (current events/issues, matters of public and community interest), in increasingly more formal contexts.

French 12

In this continuation from French 11, students develop their language skills—speaking, listening, reading and writing in a wide variety of contexts through culturally rich thematic units. Emphasis is placed upon the correct use of grammar and syntax in speaking and writing French. Students are challenged to express their opinions through discussions. Investigations are based on a variety of authentic publications such as newspaper articles, official documents, literature, and films. Students in French 12 will also be offered the opportunity to write a DELF B1 level exam. This certification recognizes basic fluency in the French language and is valid internationally. Preparation for the exam is integrated into the coursework.

Note: French 9-10-11-12 are available to be offered flexibly online if a student is unable to fit these classes into their timetable.

WITSUWIT'EN LANGUAGE AND CULTURE 10-11-12:

In this course students will build on their knowledge and understanding of the Witsuwit'en Language and Culture. Fluent Language speakers will cover topics such as: Who are the Witsuwit'en, Witsuwit'en introductions and common phrases, Distinctly Witsuwit'en Orthography, flora and fauna, and place names in this region. Local Knowledge Keepers will facilitate interactive activities on a variety of themes, including traditional arts, storytelling, and land-based learning. Students will build their knowledge of Witsuwit'en Heritage with various projects that will be integrated throughout the course.

Note: This course is run as an Independent Directed Studies and requires 100 hours of coursework for 4 credits. It can be used to satisfy the university language entrance requirement, please see counsellors or Indigenous support team for more information. And if you are interested in studying an Indigenous language other than Witsuwit'en, please contact us.

HOME ECONOMICS & CULINARY ARTS (ADST) 10 - 12

CULINARY ARTS 10

This course covers safety and sanitation, kitchen tools, measurement techniques, comparison of ingredients, preparation of healthy dishes and meals, methods of cooking, nutrition and healthy eating, social, economic, and cultural influences, as well as career opportunities. Classes are run based on mutual respect, teamwork, trust, and responsibility. The course is made up of both lab work and theory. Course evaluation is based on written assignments, tests, and practical work

CULINARY ARTS 11

This course covers safety and sanitation, kitchen basics, food preparation techniques, nutrition and healthy eating, social, economic, and cultural influences, as well as career opportunities. Classes are run based on mutual respect, teamwork, trust, and responsibility. The course is made up of both lab work and theory. Course evaluation is based on written assignments, tests, and practical work.

CULINARY ARTS 12

In this course students will continue to expand their knowledge of safety and sanitation, a wide variety of food preparation techniques and equipment, adapting and creating recipes, preparation of healthy meals on a budget, nutrition and healthy eating, social, economic, and cultural influences, as well as career opportunities and prerequisites. Classes are run based on mutual respect, teamwork, trust, and responsibility. The course is made up of both lab work and theory. Course evaluation is based on written assignments, tests, and practical work.

TEXTILES 10

Explore your creativity as you learn about construction and care of fabrics and sewing machine operation. Students create mid-level garments and projects that demonstrate an increasing knowledge of sewing skills and techniques. After completing introductory projects students can explore their own projects. *Course Fee: Will reflect the size of the project and the material used*

TEXTILES 11 and 12—Level 2

Beyond the basics! Learn advanced sewing skills and how to sew with problem fabrics. You can choose projects of your own once the basic sewing and clothing construction skills have been demonstrated. Learn how to alter existing patterns to suit your style and creativity, as well as how to remake or recycle existing garments into something new. *Course Fee: Will reflect the size of the project and the material used.*

COAST MOUNTAIN COLLEGE PARTNERSHIP COURSES

INTRODUCTION TO HEALTH September 2024-January 2025

This dual credit Coast Mountain College course provides an overview of a range of health careers and builds foundational health related knowledge through direct engagement with healthcare professionals, classroom and hands-on laboratory work as well as virtual simulations. Students will learn about the complementarity and interrelationships of physical, social, psychological, cognitive, spiritual and environmental dimensions of health. Students will also explore the complexity of the change process in relation to health promotion. This time and dates for this course will align with Semester One Period 4 of the Smithers Secondary School timetable for 2024-2025.

EARLY CHILDHOOD CARE AND EDUCATION

Early Childhood Care & Education Courses through Coast Mountain College explore basic principles and practices that support the wellbeing and healthy development of young children. Areas of learning within the various ECCE courses include, but are not limited to: health promotion and injury prevention, effective communication, methods to support language and literacy development.

TRAIN IN TRADES 11/12 (prerequisites: Math & English 10; Please see a SSS counsellor to make a course plan)

SkilledTradesBC and the BC Ministry of Education and Child Care (ECC) teamed up to offer funding for students to complete their technical training while still in high school. Students can receive credits towards their high school diploma and at least one level of technical training by attending trades training classes at local high schools, post-secondary institutions, or SkilledTradesBC-certified training facilities.

Here are the Train in Trades opportunities for SSS students for the 2024-2025 school year:

Houston Campus Option

CARPENTRY FOUNDATION Houston February 3 to June 20, 2025

Carpentry Foundation students learn to read plans and use instruments, assemble and erect forms for concrete, wood and metal frame construction, and install interior and exterior finishing for residential, commercial and industrial projects. Learners develop carpentry skills while working on practical projects, such as constructing a foundation and frame for a house.

Smithers Campus Options

PROFESSIONAL COOK (Apprenticeship Level 1) February 3 to July 18, 2025

A Professional Cook 1 usually works in a supervised environment and performs basic cooking and food preparation tasks utilizing knife skills, correct terminology, and a variety of cooking methods. They must be able to follow recipes, weigh and measure food accurately, and have an understanding of the major techniques and principles used in cooking, baking, and other aspects of food preparation. At this level, a Professional Cook should have a solid foundation of culinary skill.

WOOD TECHNOLOGY (ADST) 10 - 12

WOODWORK 10

Take advantage of a large, well equipped woodworking shop to further your creative talent and skills. This course is an introduction to the world of manufacturing with wood products and the skills, technologies and tools required at different stages. Emphasis is on the safe operation of machines and hand tools. Problem solving skills will be enhanced through the design and building of products, culminating in a student-managed project where the core competencies of critical and creative thinking and communication come to the fore. This course can be an entry-level course or a continuation of Woodwork 9. The focus of this course continues to develop safe, effective operating techniques with woodworking machinery. All major stationary and portable power woodworking machines are covered in the course with a special emphasis on safety.

WOODWORK 11

Building on the skills, attitudes and competencies learned and practiced in Woodwork 10, the students further enhance their understanding of the steps involved in product design and manufacture with wood as well as the implications at different stages of a product's life cycle. Emphasis will be on the safe use of a variety of hand and machine tools and the skills and techniques necessary to produce well-crafted projects. Project work will be both teacher guided, and student managed, culminating in a project of the student's own choosing. The assigned project will be moderate in size and cost, e.g., small coffee table, end table, etc. Throughout the year students will construct various wood projects. The projects provide the opportunity for students to learn safety and proper techniques on various hand and power tools. Some of the tools to be used are the hand plane, drill press, band saw, table saw, lathe, sander, router, miter saw, thickness planer and jointer.

WOODWORK 12

Carpentry & Construction: Furniture Construction Level II is an intermediate level woodworking course. The student must rapidly gain confidence and safety awareness of power tools to be used for project work. To ensure safe operation of power tools, the student must pass the safety tests with a 90% mark or better. The power tools to be used during the year are listed below: table saw, lathe, miter saw, jointer, planer, band saw, drill press, router, and sander.

METAL TECHNOLOGY (ADST) 10 - 12

METALWORK 10

Metal is how the modern world is built. Selected projects are used to instruct in a variety of skills and processes with emphasis on safe and proper use of hand tools and equipment. Students are encouraged to take those skills and be creative in the areas of art metal, welding, machining, forge and foundry. Bench-work and lathe machine instruction and practice will be taught with a special emphasis on safety. Students will be able to design and construct simple projects on their own.

METALWORK 11 / METALWORK 12

Metal Technology 11 & 12 are "hands on" courses designed to introduce the student to the practices and principles of metal fabrication. The course includes segments on arc, gas and mig-welding, lathe work and bench work. There is a strong safety component in the course. The student should be competent in mathematics. The students will be required to design and complete a simple welding/fabricating project as well as a lathe project. Students will be expected to design and develop their own projects or choose projects appropriate to their abilities from a book of plans.

MECHANICS (ADST) 11 & 12

AUTOMOTIVE TECHNOLOGY 11 & 12

Learning Outcomes: Safety - apply safe work practices, use of tools and equipment. Shop Practices - access and use technical information, make accurate measurements. Power Train - describe operation of engines and support systems, drive line component, perform service and inspection procedures. Body/ Chassis - identify and describe suspension, steering components and brake systems. Perform service and inspection procedures. Electronic Systems - Describe ignition, starting, and charging systems.

INFORMATION TECHNOLOGY (ADST) 10 - 12

COMPUTER PROGRAMMING 10

Students will earn credit for Computer Studies 10, with a strong focus on an Introduction to Computer Programming. Some topics include computational thinking, algorithm design, variables, scriptwriting vs. compiling programs, data storage, and program structure. Other topics include hardware/software maintenance, computer security, networking, and operating system use.

Recommendation: This course requires mathematical-type thinking; it is recommended that students be at the Math 9 "Applying" level.

COMPUTER PROGRAMMING 11

Recommendation: Successful completion of Foundations and Pre-Calculus Math 10

This course introduces students to the fundamental topics of Computer Programming through projects. Some topics include program design, code structures, inline commenting, pre-built libraries, and test cases. The course will use Python and/or C#, but the concepts can be applied to any language. Students will create both text-based programs and simple 2D games.

COMPUTER PROGRAMMING 12

Recommendation: Completion of Computer Programming 11, or experience with its content and strength in mathematics.

This course teaches students more advanced concepts of Computer Programming and will also be based on programming projects. Some topics include program design, advanced programming structures (functions, methods, and classes), documentation, collaboration tools, interface design, debugging, error handling, and pre-built data structures. The course will use Python and/or C#, but the concepts can be applied to any language. Students will create both text-based programs and 2D games.

DIGITAL MEDIA TECHNOLOGY (ADST) 10 - 12

MEDIA DESIGN 10

Media Design 10 is an introduction to digital design and media literacy. Students will explore 2D Graphics, 3D Graphics, Audio Design, Stop-Motion Video, Flash Animation, and Web Design. Come and explore your digital creativity!

MEDIA DESIGN 11

Media Design 11 is an exploration of digital design and media literacy. Students will explore 2D Graphics, 3D Graphics, Audio Design, Stop-Motion Video, Flash Animation, and Web Design. Come and explore your digital creativity!

MEDIA DESIGN 12

This course is a directed study on Media Design topics negotiated by students and instructor. In consultation with the instructor, students establish their own learning goals. Past courses have included advanced flash-based web design, animation, digital photography, computer illustration and video production. Students who select this course should be self-motivated and open to exploring Digital Arts career possibilities. Time and project management skills are emphasized in this course. Open to students who have successfully completed Media Design 11 and/or Photography 11.

PHOTOGRAPHY 11, open to gr 10

Photography 11 is an introduction to digital photography and a primer in visual literacy. You will learn how to use a camera as an artistic tool, how to use manual settings to achieve effects, and how to apply time-tested composition and design principles to produce dynamic, compelling images!

Digital editing with Photoshop is a major component of this course. You'll learn how to perform basic image corrections as well as more advanced and creative techniques including restoring old photographs, creating 3-D images, photo collages, and "truth-altered" scenes.

PHOTOGRAPHY 12

Photo 12 allows students to pursue topics of interest to them in depth. In consultation with the instructor, students establish their own learning goals. Past courses have included specializations in select genres (fashion, landscape, wildlife, portraiture, sports, etc.) post-secondary portfolio preparation, and significant skill development in Adobe Photoshop. Students who select this course should be self-motivated and open to exploring photo career possibilities. Time and project management skills are emphasized in this course. Open to students who have successfully completed Photo 11.

OTHER 10 – 12 COURSES

JUNIOR FIRE CREW 12

This dual credit Program is offered by the BC Wildfire Service. Students receive training in Forest Fire Fighting core level modules from Industry experts. There are additional certificates that are required if students choose to apply for one of the 4 positions that are available annually at the local Telkwa Base. Students are encouraged to apply independently once the training is completed. Depending on the year and the grants available, students may be required to pay for their First Aid, WHMIS and Bear Aware Certificates. These certificates are not required to receive high school credit (4) for the JFC training modules. The certificates are only required if the student wants to meet the requirements when applying for the 4 Summer positions.

SPORTS LEADERSHIP 10 - 12

This course is aimed at students who are interested in taking a leadership role in all the sports offered in SD54. Sports Leadership 10 - 12 will provide students with the opportunity to organize and run tournaments for school sports, to learn to score keep and officiate school sports, to organize and run an intramural program at SSS, to assist with elementary playdays and meets for soccer, cross-country running, volleyball, basketball, and track and field, and to promote physical literacy amongst their peers. This course will be a linear course backed onto a linear Physical Health & Education 10 - 12 class.

INTERDISCIPLINARY STUDIES 10 - 12

Interdisciplinary Studies is a combination of academic courses required for graduation. This is an immersive course and fills 4 to 6 blocks in students' 8 block schedule. Interdisciplinary Studies students combine the skills required for different subjects and disciplines and learn to solve problems, make decisions, create personal meaning and present findings beyond the scope of a single subject or discipline. In addition to specific course content, students examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines. Students also have many opportunities to go on field trips and to work with the same group of peers throughout the year.

