



# RICHMOND SECONDARY SCHOOL

## Program Planning Guide 2026-2027

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## Arts Education

*Exposure to the Fine and Performing Arts is a tremendous advantage for all students. Arts education helps develop young people who are creative thinkers, innovators, problem-solvers and can bring new and unique perspectives to challenges. Exploring the Arts encourages learners to view the world through many different lenses and explore creative ways of viewing, understanding and representing ideas. Fine and Performing Arts classes at Richmond Secondary School include courses in Art, Music, Drama & Theatre and Photography.*

### FINE ARTS

#### **VISUAL ARTS 8 and DRAMA 8**

Grade 8 students will complete a course that rotates half-way through the year from Visual Arts to Drama as this course introduces students to the basic concepts and skills of both Fine Arts areas. In Art, Grade 8 students will work in a variety of 2 and 3-dimensional media (e.g. drawing, painting, sculpting, etc.) while exploring a number of contemporary and traditional themes in art. An 8.5" x 11" sketchbook is required for the course. In Drama 8, students will learn and explore their personal identities as well as a number of themes in society and in our school. Students will play roles, learn to collaborate and work with others, develop their public speaking skills and learn how to communicate through body language and expression. In both art and drama, students will develop their creative thinking, communication and personal and social awareness competencies and have fun! These introductory courses will allow Grade 8 students to try different courses, learn new skills and help them make informed decisions about their course selections in future years.

**Please note** - incoming Grade 8 students selecting **Band** will not take Art/Drama 8. Read more about Grade 8 band options further below in this section.

#### **VISUAL ARTS 9**

This course is for students interested in learning about art and advancing their drawing, painting and sculptural skills using a variety of materials such as clay, paint, plaster and more. You will also learn about famous artists and important events in art history through class discussions and art assignments. A hardcover sketchbook is required for this course and will be provided by the teacher.

These courses meet the Applied Skills/Fine Arts Graduation requirements for grade 10, 11, 12.

#### **ART STUDIO 10**

Art 10 is designed for students of all levels. The projects in this course are designed to develop your artistic ability in beginners and at the same time allow developing students to advance their artistic skills. You will work with a variety of two-dimensional materials such as printmaking, drawing and painting as well as sculptural materials such as clay, plaster and much more. Throughout the year we will look at the work of artists from around the world. A hardcover sketchbook is required for this course and will be provided by the teacher.

#### **ART STUDIO 11**

This course is designed for students of all levels (beginners and advanced) who are interested in working with a variety of materials and processes such as clay, printmaking, drawing, painting, sculpture and much more. Students will be encouraged to discover their own artistic style and talents while exploring social and artistic themes. A hardcover sketchbook is required for this course and will be provided by the teacher.

### **ART STUDIO 12**

This course is designed for students of all levels (beginners and advanced) who are interested in working with a variety of materials and processes such as clay, printmaking, drawing, painting, sculpture and much more. Students will be encouraged to discover their own artistic style and talents while exploring social and artistic themes. Students with demonstrated self-motivation and self-discipline will have the opportunity to adapt assigned class work to individual portfolio requirements and/or themes for university portfolios. A hardcover sketchbook is required for this course and will be provided by the teacher.

### **STUDIO ARTS 3D 09-12**

This course is designed for students of all levels who are interested in 3D art. In this course, students will develop techniques specific to ceramics and sculpture. Using some of the following media: paper mache, clay, plaster, wood and various recycled materials students will create realistic and abstract sculptures. Projects will include functional ceramics (e.g. cups, bowls, etc.) as well as conceptual creations e.g. masks, animal morphs, carvings, plaster castings, etc.). A hardcover sketchbook is required for this course and will be provided by the teacher.

### **STUDIO ARTS 2D 09-12**

Students will work with a variety of traditional drawing mediums (conté, charcoal, graphite, coloured pencil, pen and ink, etc.), painting mediums (acrylic and watercolour paints) and print making and collage processes and materials. Projects will be focused on traditional and contemporary composition and image strategies to assist students in finding their own artistic voice in 2D art making. A hardcover sketchbook is required for this course and will be provided by the teacher

### **ART CAREERS 11/12**

This Inquiry based studio class provides you with extra guidance in building your art skills, personal style, and ideas. This course is geared towards grade 11 and 12s students wanting to develop a more flexible portfolio to meet a range of fine arts post -secondary portfolio admission requirements, while not having to adhere to the more specific IB portfolio parameters.

It will be both challenging and rewarding. You will develop your skill and concepts through practice, experimentation, and revision. You will be asked to use a range of materials and processes, as well as to reflect upon the questions that guide your creative process.

As this is a *Career* focused studio class, you are expected to investigate different post -secondary opportunities and begin to develop and document a suitable portfolio of work. A key course objective is to allow you a creative space to foster synthesis between concept and practice. Students will engage in focused individual and group art “critiques”, and practice

documenting and displaying their artworks. Ultimately, this is what is needed for a successful Art Portfolio, and success in post-secondary.

### **PHOTOGRAPHY**

#### **PHOTOGRAPHY/GRAPHICS**

The photography, graphics and yearbook course descriptions can be found under the Technology Education section. These courses are considered both ARTS and ADST courses.

### **DRAMA & THEATRE**

The goals and objectives of drama are to provide students with experiences in the theatre to develop an appreciation of the diversity of the performing arts and to build their communication skills, self-confidence, interpersonal skills and, with further study, perhaps start them on a career in the performing arts. Theatre skills contribute to the development of the intellectual, emotional, creative, social and aesthetic life of students. Students will develop an understanding of performance as well as develop their public speaking, team building and leadership skills, and they will have a lot of fun too!

#### **DRAMA 8**

Grade 8 students will rotate from Visual Arts to Drama half-way through the year. Please read the Drama 8 course description at the top of this section (Visual Arts 8 and Drama 8).

#### **DRAMA 9**

This course continues to develop the skills outlined in Drama 8. Activities will include both small and large group work as students develop a grasp of foundational skills such as voice, movement, characterization and focus. In Drama 9 students will develop a greater sense of the more subtle and complex components of communication, including physical awareness, imagination, creative expression, public speaking and the interpersonal skills key to working well in collaboration with others.

#### **DRAMA 10**

Drama 10 delves into the skills introduced in Drama 8 and 9 with greater depth, attention to detail, and more emphasis on performance and theatrical skills. Activities include character study, monologues, improvisation, and lip syncs. This is an excellent course for students wanting to increase their self-confidence, concentration, and leadership through performance.

#### **DRAMA 11**

Drama 8-10 is strongly recommended

Although Acting 11 is an extension of the skills acquired in Drama 8-10, the focus shifts drastically from the elements of creative drama to more textually-based work. The objective of this course is to study the techniques and skills involved in analysing scripts and bringing a character to life. This performance-oriented course includes character development, movement, voice, scene interpretation, play reading and analysis, and theatre etiquette.

#### **DRAMA 12**

Successful completion of Theatre Performance Acting 11 or instructor approval required.

This course provides for more intensive study in the techniques outlined in Drama 11. In addition, acting styles relating to various periods in the history of the theatre will be studied. These periods include Greek, Commedia Dell'Arte, and Elizabethan theatre. Student should note that great emphasis in this course is placed on script analysis and interpretation, participation and self-discipline, as well as the skills learned in Drama 8-10.

#### **DIRECTING & SCRIPT DEVELOPMENT 11**

#### **DIRECTING & SCRIPT DEVELOPMENT 12**

This course is open to Grade 11 or 12 students who have an interest in scriptwriting and the basic techniques of directing for the stage. This is an excellent course for students interested in management, creative writing and production. All students will write and direct their own work during this course.

#### **THEATRE COMPANY 10-12**

Admission by audition only

This exciting course is intended for a serious drama/theatre student who excels in their field and wants to apply the practical skills they have learned in class to a full scale theatre production. This course will include auditions, rehearsal, design, set construction, costumes, publicity, and the many other aspects of creating a mainstage production. This course is not meant to replace Drama 10 or Drama 11 and 12. It is strongly recommended that students take both courses in tandem. Students should note that this course happens outside of the timetable. The reality of a theatre production is that it requires absolute commitment to long hours in concentrated blocks of time. Students are required to attend all rehearsals, tech and performances.

#### **THEATRE PRODUCTION 11**

Learn the basics of theatre production including lighting, sound, set construction, props, costumes, make-up and more. This is an excellent course for students interested in discovering what goes on to create a theatre production.

#### **THEATRE PRODUCTION 12**

This is a more advanced course in theatre technology for students who want more in-depth knowledge of stage management, set, lighting, and costume design.

#### **FILM & TELEVISION 11**

This is an introductory course focusing on video production, media literacy, and acting for film. Through the basics of film critique and hands-on technical experience, students will create their own films. Combining both technical skill and artistic interpretation, students will learn basic scriptwriting, storyboarding, camera technique, lighting, sound, and editing skills through various practical film assignments.

#### **FILM & TELEVISION 12**

This course builds on what was learned in Film and Television 11, with more depth and greater emphasis on detail in both acting in, analyzing, and creating films. Much of the course is self-directed, with students choosing their areas of focus.

## MUSIC

**Note - incoming Grade 8 students** can choose either Introductory or Intermediate Band, based on their experience and performance abilities.

### **INTRODUCTORY BAND LEVEL 1 - GRADE 8**

This course is designed for new students in their first year of playing a band instrument or experienced students seeking a stronger foundation in performance skills like sight reading, building range, tone, articulation and dynamics. Students choose from a variety of instruments including flute, oboe, saxophone clarinet, trumpet, French horn, tuba, percussion and electric bass. Students will explore a wide variety of musical styles from classical, Latin and jazz to pop music. The band will take part in numerous performance opportunities.

or

### **INTERMEDIATE BAND LEVEL 2 - GRADE 8**

This course is for students who have played a band instrument for at least one year and show a mastery over performance skills covered in Level I method books (e.g. Essential Elements Book I (yellow) or Standard of Excellence Book I (red)). Music of various styles will be rehearsed and there will be opportunities to perform at concerts. *Home practice and regular attendance are important.*

The following are Band courses for students in grades 9-12:

### **INTRODUCTORY BAND LEVEL 1 - GRADE 9-12**

This course is designed for students in their first year of playing a band instrument or experienced students seeking a stronger foundation in performance skills like sight reading, building range, tone, articulation and dynamics. Students choose from a variety of instruments including flute, oboe, saxophone clarinet, trumpet, French horn, tuba, percussion and electric bass. Students will explore a wide variety of musical styles from classical, Latin and jazz to pop music. The band will take part in numerous performance opportunities.

### **INTERMEDIATE CONCERT BAND LEVEL 2 - GRADE 9-12**

This course is for students who have played a band instrument for at least one year and show a mastery over performance skills covered in Level I method books (e.g. Essential Elements Book I (yellow) or Standard of Excellence Book I (red)). Music of various styles will be rehearsed and there will be opportunities to perform at concerts. Home practice and regular attendance are important.

### **ADVANCED BAND LEVEL 3 - GRADE 9-12**

These courses are for more experienced students who already play a band instrument. A variety of musical styles will be rehearsed – with some chosen for concert performances. Home practice and attendance are important.

### **CHORAL MUSIC** (Choose one grade level of the following)

CONCERT CHOIR 09

CONCERT CHOIR 10

CONCERT CHOIR 11

CONCERT CHOIR 12

This course involves learning about music through participation in a choral (vocal) ensemble. Students will form a choir that will rehearse a wide variety of vocal music including popular, classical, music of Broadway, jazz and folk music. This ensemble will participate in numerous performances like school concerts, our Remembrance Day ceremonies, and community performances. Students will have opportunities to sing solos and record performances of their favourite music. Previous music training is not essential. All students will receive instruction in note reading and vocal production (singing) skills based on their individual level of experience.

### **VOCAL JAZZ 9-12**

Strongly Recommended: Interview with Music Director

Students should have previous singing experience and a desire to rehearse and perform music in the jazz idiom. There is also a need for a rhythm section – piano, bass and drums to accompany vocal jazz singers.

This class meets once per week after school. Full attendance at these meetings is expected. Students will also be expected to check in on-line frequently to take advantage of posted resources that will enhance their musical growth and learning.

Students who choose this course will be required to register through Richmond Virtual School (RVS). Details on this registration process will be given to students once they have chosen and been accepted into the course. Please see the Music Director with any questions you may have.

### **INSTRUMENTAL JAZZ BAND 9-12**

Strongly Recommended: Interview with Music Director

This course is open to students who already play one of the following instruments: saxophone, trumpet, trombone, piano, guitar, electric bass, drums or percussion. Previous experience on one of these instruments as well as basic theory knowledge is expected. This group will rehearse and perform music in various styles including Swing, Latin, Rock, Bebop, Ballads, and Blues. Students are encouraged to improve improvisational abilities, listen to recordings, and attend concerts. Opportunities to perform in festivals and concerts exist along with a potential spring tour. Reading of challenging musical material enables the student to progress quite quickly. This class meets once per week after school. Full attendance at these meetings is expected. Students will also be expected to check in on-line frequently to take advantage of posted resources that will enhance their musical growth and learning.

Students who choose this course will be required to register through Richmond Virtual School (RVS). Details on this registration process will be given to students once they have chosen and been accepted into the course. Please see the Music Director with any questions you may have.

### **GUITAR 10**

### **GUITAR 11**

### **GUITAR 12**

This course is open to students of all levels from beginner to advanced. Beginner students will learn the basics for playing simple chord songs, note reading and tablature. Students will have an opportunity to learn songs of their own choosing as well as songs chosen by the instructor for group performance. Students will have many opportunities to work independently as well as in

small groups. Assessment will be based on individual progress and performance goals set by the instructor.

### **COMPOSITION & PRODUCTION 11**

### **COMPOSTION & PRODUCTION 12**

This course is for any student who has ever dreamed of writing a hit song. Students in this course will explore song writing and composition in a variety of styles. Students will have an opportunity to learn and use a wide variety of music software including Garage Band, Musescore and Sibelius. Students will have an opportunity to hear their music performed live as well as record their music in the format of MP3, CD or online publication. A musical background is helpful but not essential.

**DRUMMING** (Choose one grade level of the following)

DRUMMING 10

DRUMMING 11

DRUMMING 12

This is a hands-on drumming course designed for students with all levels of musical experience who have an interest in world music. Students will learn to play African rhythms on djembe hand drums as well as Brazilian samba rhythms on samba instruments. Students will also learn to play a wide variety of beats on drum set. Ability to read music is not required for this course.



## Business & ICT (ADST)

### **BUSINESS EDUCATION & INFORMATION AND COMMUNICATIONS TECHNOLOGY**

The Richmond Secondary School Business Education and Information Technology courses fit under the *Applied Design, Skills and Technologies* curriculum. In Business Education and ICT, we encourage:

- Creative/critical thinking in both independent & cooperative activities
- Decision making about Canada's role as a member of a global, international, & independent economy
- Incorporating major goals of education into the context of a business environment
- Application of problem-solving, decision making, entrepreneurial and critical thinking skills to a variety of Canadian, Pacific Rim, & international business-related situations, and to innovate and communicate solutions to these problems.
- Familiarity with a diverse range of software applications, computer programs, web design and programming strategies.
- Building technological literacy and computational thinking skills.
- Growth in self-esteem, in leadership & positive attitude toward self and others
- Developing relevant, needed skills for your life now and in the future

#### **Why take Business Education or Information Technology Courses?**

It doesn't matter what grade you're in – these courses will prepare you with relevant professional and technical skills that are helpful in all careers and future pathways.

#### **What will you learn?**

We start with basic skills: written and oral communication and numeracy. Then we go from there: uses of technology, research, problem solving & critical thinking skills, consumer & business economic concepts and career and life exploration skills.

#### **How are the courses evaluated?**

Individual/group research and presentations, individual assignments, class work, participation, homework, quizzes, exams are all taken into consideration to assess student mastery.

## BUSINESS EDUCATION

### **ENTREPRENEURSHIP & MARKETING 9-10**

Entrepreneurship & Marketing 9-10 will introduce students to a variety of Business topics. Students will learn about opportunities in entrepreneurship and what it means to own and run a business. Students will explore a variety of start-ups and how these companies are solving real-world problems. Students will explore problems and frustrations and find possible and probable solutions. Students will be introduced to the different forms of marketing and have the opportunity to create marketing materials using various forms of technology. Students will participate in designing, ordering and selling school related merchandise.

**ACCOUNTING 11 or  
FINANCIAL ACCOUNTING 12**

Open to all students in Grades 10-12. This is an introductory course to basic accounting concepts, principles, and procedures. An overview of the accounting cycle will be explored, from journalizing entries to creating and producing financial statements. Students will prepare and analyze professional accounting records and be able to evaluate the operations of a business. Excel & Accounting Software may be used to enhance some of the units in this course. This course is a prerequisite for Accounting 12 and students planning on entering post-secondary in any business area should consider taking this course or for those who wish to gain a fundamental understanding of accounting practices. Students who are in Grades 10-11 will be given credit for Accounting 11, while those in Grade 12 will earn credit in Financial Accounting 12.

**ACCOUNTING 12**

Open to all students in Grades 11 and 12. Accounting 12 builds upon the principles taught in Accounting 11/Financial Accounting 12 and provides opportunities for practical application. Advanced procedures and techniques are used in learning accounts receivable, accounts payable, merchandise/inventory accounting, cash control procedures, and other important concepts. This course is highly recommended for those who wish to complete a university/college business program. It is accepted as a Grade 12 academic elective course at some post-secondary institutions.

**MARKETING & PROMOTION 11**

This is an introductory course open to all students in grades 10, 11 and 12. The course will explore a variety of areas: Market Research, Product Planning, Pricing, Sales, Promotion + Distribution. Students will have the opportunity to create advertisements and commercials. Students will use 'real' money to create, order and sell merchandise. Business situations involving 'real money' and integrating technology (social media, computers, digital photography, software) to market products. This course is ideal for those with interest in advertising, product development and product distribution.

**ECONOMICS 12**

Open to all students in Grades 11 and 12. This course is highly recommended for students pursuing a career in commerce, economics, political science, or international relations. Topics include: microeconomics, important Canadian industries, role of multinational corporations, supply/demand, inflation, unemployment, and world trade. Students will demonstrate an understanding of human behaviour in a financial context, using foundational economic theories, applied research, role of markets, and the role of government. Interactive activities in class are intended to help students better understand economics and

financial topics in their own lives and in the media, as well as, make educated predictions about the business world. Economics 12 is accepted as a Grade 12 academic course at post-secondary institutions, such as, SFU, UVic, Waterloo, and McGill.

### **ENTREPRENEURSHIP 12**

This course explores the personal characteristics and skills required to become an entrepreneur in all formats of business. Students will have opportunities to try out new ideas, develop creative thinking skills, learn to recognize entrepreneurial opportunities and create innovative solutions to existing problems. The course provides students with 'real money' to take risks and explore business ventures. Students will also meet and learn from local business people as well as entrepreneurial series such as the Dragon's Den and the Shark Tank.

### **E-COMMERCE 12**

This course explores the technical and creative thinking skills required to become successful in local and global e-commerce environments. Students will have opportunities to learn about the economics of e-commerce, the development and evolution of the expanding digital retail environment and become familiar with a wide range of digital and cloud based technologies. Students will consider ethical challenges such as intellectual property in a global marketplace as well as cyber marketing concepts and strategies. Students will learn more about the incredible range of emerging and still undiscovered opportunities in the global e-commerce marketplace.

## **INFORMATION TECHNOLOGY**

### **WEB DEVELOPMENT 9-10**

The Information Technology (IT) sector is a rapidly growing industry. This course offers students an introduction into the world of computers and web development. Students are not required to have any previous experiences or knowledge. Students will explore the basics of computer hardware and software, troubleshooting skills, basic coding concepts including HTML, CSS and Python, web design, design thinking process, and issues surrounding digital literacy, cyber security risks, and ethics.

### **COMPUTER STUDIES 10**

This course is perfect for students (Gr. 9-12) who want to develop practical computer skills and knowledge that can be directly applicable to the workplace and across other school subjects. From working with hardware and software to creating stunning visuals in Canva, crafting professional documents in MS Office Suite, and developing strong presentation and typing skills, this course helps learners gain confidence and real-world skills that open doors to future opportunities. This is a hands-on class where students will master tools that employers and post-secondary programs value.

**MEDIA DESIGN 9-10****MEDIA DESIGN 11****MEDIA DESIGN 12**

Refining your message is crucial in communication. In this course, students will be using the design cycle to explore different digital mediums of design. This course will explore media production and look at designing works for targeted audiences. Students will have the opportunity to develop digital skills using industry standard design software. Students will explore graphic design, video production, video effects, digital photography, and mixed media. Students will further develop these essential design skills with greater sophistication while engaging in new design projects as they progress through the years. This course will focus on the following industry applications: Adobe Illustrator, Adobe Photoshop, Adobe Premiere Pro, and Adobe Indesign.

**DIGITAL COMMUNICATIONS 11**

The use of the internet and social media as mediums to communicate has become general practice in all forms of business. Through examples of digital journalism, social media, and other technology platforms, we will explore topics of digital communication such as social impact, risks, ethics, and career opportunities. Students will have the opportunity to create their own digital portfolio featuring promotional material, infographics and graphic design. This course will focus on the following industry applications: Adobe: Illustrator, Adobe Photoshop, basic coding concepts (HTML, CSS) and Wix.

**DIGITAL MEDIA DEVELOPMENT 12**

This course focuses on developing digital content with an exploration of 2D and 3D design software. Students will be presented with various career opportunities and design challenges in video effects, 2D animation. 3D graphic design. This course will focus on the following industry applications: Adobe Illustrator, Adobe Animate, Adobe Photoshop, and Adobe Premiere Pro.

**COMPUTER PROGRAMMING 11/12**

Computer Programming 11/12 provides students with a comprehensive understanding of programming languages, algorithms, and advanced problem-solving. We are going to code in Python and potentially other coding languages. The course aims to cultivate proficiency in standardized source code documentation and interpersonal skills crucial for effective collaboration within the IT sector. It emphasizes critical thinking, systematic problem analysis, and efficient coding solutions. Students are encouraged to express creativity and innovation through hands-on coding projects, preparing them for success in the dynamic field of computer programming.

## Career Life Graduation Requirements

### **CAREER LIFE EDUCATION 10 (CLE)**

**CLE** is a 4-credit graduation requirement for all students in British Columbia. In this class, students will explore a variety of learning outcomes that are directly relevant to their future personal wellness, living arrangements, financial planning and career path. Career Life Education will invite students to consider the impact of their personal and career choices on themselves and others. Students will explore personal development, connections to the community and career as well as educational and financial life plans.

### **CAREER LIFE EDUCATION 10 ONLINE RSS**

This course is also offered online at Richmond Secondary School. If students are considering taking this course online they must be prepared to manage their time at home to complete course work. The online class meets twice a month at lunch time and students will use an online platform to complete and submit assigned work. There is an application procedure once students have registered for this class. Students should choose Career Life Explorations 10 O-L (Online) when they pick their courses.

### **CAREER LIFE CONNECTIONS AND CAPSTONE PROJECT 12 (CLC and Capstone)**

**CLC** is a second 4-credit graduation requirement for all students in British Columbia and replaced Graduation Transitions or GT. Students will receive a percentage and a letter grade on their official transcript for CLC and Capstone and must be successfully completed to graduate from school in BC. Grade 12 students will continue to explore a variety of learning outcomes that are directly relevant to their future personal wellness, living arrangements, financial planning and career pathways. At RHS, CLC is a course, but not a class. All CLC assignments will be completed online and submitted using The Portal. Career Life Connections will invite students to consider the impact of their personal and career choices on themselves and others. All students will plan, prepare and present a **Capstone project** where students will reflect on a personal passion or interest, and share how they have grown and learned in the attributes articulated in the RHS Learner Profile, the core competencies and as a global citizen.

## English Language Arts

### **ENGLISH 08**

This course focuses on the connection of seven big ideas to language and communication skills (writing, reading, speaking, listening, storytelling, analysis) through the exposure to, and appreciation of a variety of literary genres: the novel, poetry, short stories, and plays. Using the integrated approach to the teaching of the curriculum, students will be encouraged to explore the connections between what they are learning in English and their other subjects. For more information, check out: <https://curriculum.gov.bc.ca/curriculum/english-language-arts/8>

### **ENGLISH 09**

This course builds on the big ideas and skills foundations established in English 8. The course covers the genres introduced in English 8 and emphasis is placed on the writing process (writing and recognizing different kinds of paragraphs), reading comprehension, and oral listening skills. An integrated approach is followed, and students make connections to other subject areas. For more information, check out: <https://curriculum.gov.bc.ca/curriculum/english-language-arts/9>

### **ENGLISH LANGUAGE ARTS 10**

In Grade 10, students will continue to build on their writing, reading, speaking and listening skills while developing their positive personal and cultural identities, communication and critical thinking core competencies. All Grade 10 English courses will integrate New Media, Creative Writing and Spoken Language learning standards.

All students must complete at least one of the following to meet the 4-credits of English Language Arts 10 required to graduate. All Grade 10 options will prepare students equally for their choice of the Grade 11 English courses. Please note, these courses will only be scheduled if there are enough students enrolled. **NOTE - Students taking a Grade 10 English course will be required to write the Grade 10 Graduation Literacy Assessment (GLA 10) in the same school year.**

### **ENGLISH FIRST PEOPLES - LITERARY STUDIES AND WRITING 10**

EFP Literary Studies + Writing 10 is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Through the study of literature and the processes of experimenting with, reflecting on, extending, and refining their writing, students:

- extend their capacity to communicate effectively in a variety of contexts
- deepen their understanding of themselves and the world
- expand their understanding of what it means to be educated Canadian and global citizens

**NOTE - This course meets the mandatory 4-credit Indigenous content course required for graduation. It is also recommended that any prospective IB students take this course to meet their provincial graduation requirement.**

### **ENGLISH LANGUAGE ARTS - LITERARY STUDIES AND COMPOSITION 10**

In **Literary Studies 10** all students will explore the literature of a particular era, geographical area, or theme and the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, cultures or areas of the world through literary works in a variety of genres and media. In **Composition 10**, students will work individually and collaboratively to explore and create coherent, purposeful compositions. Students will read and study compositions by other writers and consider a variety of styles as models for the development of their writing. The course builds students' writing competencies by introducing them to varied structures, forms, and styles of compositions. Students have opportunities to individually and collaboratively study, create, and write original pieces, exploring audience and purpose. Students will develop their craft through processes of drafting, reflecting, and revising, including creative expression through language.

### **ENGLISH LANGUAGE ARTS 11**

In Grade 11, students will continue to build on their writing, reading, speaking and listening skills while developing their positive personal and cultural identities, communication and critical thinking core competencies. All Grade 11 English courses will integrate Literary Studies, Composition, New Media, Creative Writing and Spoken Language learning standards.

All students must complete at least one of the following to meet the 4-credits of English Language Arts 11 required to graduate. All Grade 11 options will prepare students equally for their choice of the Grade 12 English courses. Please note, these courses will only be scheduled if there are enough students enrolled.

### **LITERARY STUDIES 11**

This course will invite students to delve more deeply into literature. Students can explore specific themes, periods, authors or areas of the world through literary works of both fiction and non-fiction, and in a variety of media. Students will be provided with choices of literary topics to allow for diverse interests and passions. Students will increase their literacy skills through close reading of appropriately challenging texts and expand their growth as educated, thoughtful, global citizens. The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. Similarly, thinking about and questioning what we read, hear, and view contributes to our ability to be engaged and active citizens.

## **COMPOSITON 11**

This course is designed to support students as they refine, clarify and adjust their written communication through regular practice and revision. Students will read and study compositions by other writers and be exposed to a variety of writing styles as they develop their writing. Students will write original and authentic pieces for a range of purposes, including real-world audiences and this includes narrative, expository, descriptive, persuasive and opinion pieces. Students will learn how to cite sources, consider the credibility of evidence and evaluate the quality of reliability of their sources. 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 develop their writing craft.

## **ENGLISH LANGUAGE ARTS 12**

In Grade 12, students will continue to build on their writing, reading, speaking and listening skills while developing their positive personal and cultural identities, communication and critical thinking core competencies.

All students must complete at least one of the following to meet the 4-credits of English Language Arts 12 required to graduate. All Grade 12 options will prepare students equally for the Graduation Literacy Assessment 12. Please note, these courses will only be scheduled if there are enough students enrolled. **NOTE - Students taking a Grade 12 English course will be required to write the Grade 12 Graduation Literacy Assessment (GLA 12) in the same school year.**

## **ENGLISH FIRST PEOPLES 12**

English First Peoples 12 builds upon and extends students' previous learning experiences in ELA courses. The course is grounded in the First Peoples Principles of Learning and will delve deeply into the First Peoples' oral and written literature. It is designed for all students to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Furthermore, through the study of authentic Indigenous text students will be able to:

- extend their capacity to communicate effectively in a variety of contexts
- deepen their understanding of themselves and insights into key aspects of Canada's past, present, and future as related to First Peoples
- expand their understanding of what it means to be educated Canadian and global citizens

**NOTE - This course meets the mandatory 4-credit Indigenous content course required for graduation.**



## **ENGLISH STUDIES 12**

English Studies 12 will build on and extend 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, read and write effectively in a variety of contexts and to achieve their personal and post-secondary goals; to think critically and creatively about the uses of language; to explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews; to deepen their understanding of themselves and others in a changing world; to gain insight into the diverse factors that shape identity; to appreciate the importance of self-representation through text and 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.

## English Language Learning (ELL)

English Language Learning programs are offered to help students develop fluency and literacy in English so that they will be able to function in the social and academic environment of mainstream classes.

### Goals and Objectives

- Social and communicative proficiency (the language of social interaction) in everyday life.
- Academic communicative proficiency (the language of academic instruction) in school life.
- Learning strategies, study skills, and problem-solving skills pertaining to school and everyday life.
- Canadian citizenship.
- Speaking, listening, reading, writing and English grammar.

*There are five levels of ELL instruction offered at Richmond Secondary School.*

### ELL 1 and ELL 2 (Beginner ELL and Lower Intermediate ELL)

These courses will develop English language ability through listening, speaking, reading and writing. Students will be introduced to the multicultural aspects of Canadian society and the basic features of Canadian geography and government. Preparation for integration into mainstream courses will include introduction to vocabulary, processes and language support for electives where possible. Field study experiences are also integrated into the curriculum.

### ELL 3 and ADVANCED LANGUAGE ACQUISITION 4 (Upper Intermediate and Advanced ELL)

These courses will develop and extend English language ability. Students will be exposed to a variety of literature and genres or writing, such as research papers and formal essays. The program will include learning strategies and critical thinking skills. Language through content will be emphasized.

### ADVANCED LANGUAGE ACQUISITION 5

#### Exit to mainstream

ELL 5 is non-enrolling support (i.e. not a scheduled class in student timetables) where students will receive ELL and writing composition support through occasional meetings as well as in their English classes.

### Promotion Criteria

Ongoing student assessment will be done by ELL teachers. At the end of the school year, the ELL department determines placement for next year based on in-class, school and district testing and assessments of students' writing, reading, speaking and listening in English. The assessment rubric will be shared with students.

**How to Have Success in ELL**

English is the language of instruction in our school and research has shown that it takes many years to gain fluency in a new language. We encourage newly arriving students to maintain a positive attitude and demonstrate a willingness to make mistakes and keep trying to speak English every day. The more students read, speak and communicate in English, the stronger their language skills will become. Ongoing communication between parents/guardians and the school is also an essential aspect of student success, as is providing opportunities for students to read and speak English outside of school.

## Home Economics (ADST)

**The Richmond Secondary School Home Economics courses fit under the *Applied Design, Skills and Technologies* curriculum.**

*Exposure to Home Economics courses is a tremendous advantage for all students. Home Economics education helps develop valuable life skills as students learn about health and nutrition, the safe handling and preparation of foods, and the creation of delicious meals and innovative textiles projects. Home Economics classes at Richmond Secondary School include courses in Culinary Arts, Foods and Nutrition, Textiles Studies.*

### **APPLIED SKILLS 8: FOODS AND NUTRITION, TEXTILES and CARPENTRY**

This rotating Grade 8 course introduces our youngest students to the basic concepts and skills through a rotation system comprised of Foods, Textiles and Carpentry. These introductory courses will allow students to try different courses, learn new skills and help them make informed decisions in their course selections in future years.

**Foods and Nutrition 8** introduces students to basic food preparation and food handling skills. Safety and lab procedures will be emphasized along with the planning and skills involved in creating a variety of easy-to-prepare, nutritious foods.

**Textiles 8** introduces students to basic hand-sewing skills and use of sewing equipment and supplies. Students will use creative thinking to design and create their own personalized plushies.

**Carpentry 8** will introduce students to our professional wood shop and the important safety procedures as well as basic carpentry tools and skills they will use to plan and create several simple projects with wood and other materials.

### FOOD STUDIES

The Foods Program allows students to explore the preparation, usage and nutritional value of a wide variety of foods. Students will use what they learn in their daily lives now and in their future. The program provides students with an opportunity to work in cooperative groups and on their own to discover their own abilities and develop a curiosity to learn more. As well, students develop self-confidence, creativity, time management skills, and global awareness.

#### **FOOD STUDIES Level 1**

This course is for students in grades 9 – 12 who have completed Applied Skills 8 or those who have not taken Foods courses in high school. This course is designed to give students an overview of the many aspects of food preparation, nutrition, meal planning, and time management. Students will prepare a variety of foods including eggs, soups, pasta, desserts, etc. It is hoped that students will leave this course with an appreciation of simple food preparation and how integral it is to our lives.

## **FOOD STUDIES Level 2**

This intermediate course is for students who have completed Food Studies Level 1. This course is designed to broaden the students' experiences in the planning and preparation of food. Students will prepare a variety of foods including yeast breads, protein foods, pasta, rice, and desserts. It is hoped that students will leave this course with an appreciation of how fascinating and rewarding food preparation can be and how integral it is to our lives.

## **FOOD STUDIES Level 3**

This course is for students who have completed Foods Studies Level 2. This course is designed for students who want advanced knowledge in new techniques, meal planning, meal preparation, and nutrition. Special holiday labs will be incorporated at the teacher's discretion. It is hoped that students will leave this course with an appreciation of how fascinating and rewarding food preparation can be and how integral it is to our lives.

## **CULINARY ARTS**

**Note** - the dedicated [Professional Cook Training Apprenticeship Program](#) is a separate District program at Richmond Secondary School that runs on one full day (Day 2s) and requires a separate application process - please speak with your counsellor.

### **CULINARY ARTS 11**

This course is open to Grades 10, 11 and 12 students. It is a basic introduction to a professional kitchen and the food industry. Students will work with commercial kitchen equipment and will work in teams to prepare snacks, lunch, food for special event catering and for the school population. Students get practical experience at various stations while studying safety, sanitation, knife skills, cooking methods, salads, sandwiches, baking, desserts, soups, stocks, sauces, short order, entrees, vegetables, starches, garnishes and service principles. The majority of work and assessment is based on kitchen work during class time. Students will complete Foodsafe Level 1, a Ministry of health sanitation program for food handlers. Outside of school hours catering may be required.

### **CULINARY ARTS 12**

Recommended: students have completed Culinary Arts 11

Students will acquire the skills, knowledge and understanding of the principles of quantity food preparation and service in a commercial kitchen operation. Through hands-on experience students learn to function as an efficient member of a team in the preparation and service of breakfast, lunch and catering functions for the school and community. Students will practise leadership and personal management skills. CKT 12 students will take a leadership role in the kitchen and develop professional attitudes necessary for industry. Outside-of-school-hours catering will be required. Course of Studies: See CKT 11A and B above. In addition, students will develop more advanced skills in food preparation.

## TEXTILES

The Textiles Program introduces students to the many aspects of clothing and textile design. Students will learn essential hand-sewing and machine-sewing techniques and will select their own fabrics to create a variety of projects such as shirts, sweatshirts, dresses, pants, and accessories. *Students may be required to supply some of their own fabric and notions for self-selected projects.*

**APPLIED SKILLS 8: TEXTILES** Please read the course description at the top of this section.

### **TEXTILES LEVEL 1 (INTRODUCTORY) 9-12**

Students may begin this course in grades 9, 10, 11, or 12. Level 1 provides a strong foundation in sewing skills and garment construction. Students learn to work with commercial patterns and explore a range of construction techniques aimed at developing high-quality workmanship. Topics include hand-sewing, fabric and pattern selection, fitting, garment construction, fiber studies, and fabric care. Students will complete three major projects: a tote bag, pajama pants, and a hoodie—each designed to build confidence and prepare them for independent sewing.

### **TEXTILES LEVEL 2 (INTERMEDIATE) 10 & 11**

Level 2 should be taken only after completing Level 1. This course expands on fundamental skills by introducing more advanced principles of garment construction and pattern use. Students are expected to be comfortable with sewing machines and basic techniques. Course work includes three to four projects emphasizing quality workmanship, design, fit, and wardrobe planning (e.g., skirts or pants, jackets, blouses/shirt dresses, and specialty fabrics). By the end of the course, students will be able to confidently select appropriate patterns and fabrics and apply construction skills with increasing independence.

### **TEXTILES LEVEL 3 (SENIOR) 11-12**

Level 3 is intended for students who have successfully completed Levels 1 and 2. Students will explore advanced garment-construction methods and pattern alterations. Course work includes three to four projects focused on high-quality workmanship, design, fit, and wardrobe coordination. Students will also gain experience working with specialty fabrics and develop a foundational understanding of textile-related products.

### **TEXTILES LEVEL 4 (ADVANCED) 12**

Level 4 is for students who have completed the first three levels of Textiles and are ready for advanced, self-directed learning. Designed for highly motivated students with a passion for fashion, this course requires strong sewing experience and the ability to independently use sewing machines and commercial patterns. Students will start by completing an upcycling project to channel their creativity before moving on to individualized projects that challenge their skills and introduce new techniques to broaden their knowledge of textiles and garment construction. This course is self-paced and driven by student interest and inquiry.

## Learning Services

Learning Support Services (LSS) is a support block for students in Grade 8-12 and is designed to help students who are experiencing difficulty in one or more academic areas and could benefit from targeted support. Students are taught to self-monitor their learning and to recognize and develop strategies to become more proficient in specific subject areas. The goal of this course is to help students develop into independent and confident learners who are aware of their strengths and areas for growth. Students will receive help understanding how they learn best and work on their academic and organizational skills. They will be introduced to a variety of learning strategies, including time management, goal setting, study skills, note taking, test taking, memory enhancement, communication (reading and writing) and numeracy skills. Students will reflect on their growth in the Core Competencies and be assessed based on their engagement, participation, attendance, punctuality, organization, listening skills and work habits. Students can be referred for Learning Support Services by their previous school, teachers or a counsellor.

## Mathematics

### MATHEMATICS at RICHMOND SECONDARY SCHOOL

All students will enrol in the same foundational math classes in Grades 8 and 9. Beginning in Grade 10, the math curriculum offers three different pathways. The *Workplace* Mathematics Pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry in the majority of trades and for direct entry into the work force. The final course on this path is Workplace Math 12. The *Foundations of Mathematics* Pathway seeks to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. The *Pre-Calculus* Pathway provides students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus and sciences. Please check specific post-secondary programs for requirements.

Students entering grade 10 have two options. They may select Workplace Math 10 or Foundations of Mathematics and Pre-Calculus Math 10. Those selecting this second option will then be required to opt for either Foundations of Mathematics 11 or Pre-calculus Mathematics 11 beginning in their grade 11 year. IB Math requires students to achieve a high standing in Foundations and Pre-Calculus Math 10 and it is **strongly recommended that students complete Pre-Calculus 11 prior to enrolling in IB Math courses.**

Remember that a student's math teacher and counsellor have spent a lot of time working with that student and are able to give realistic advice based on a student's ability and interest in math.

#### MATHEMATICS 08

In Math 8, students will be learning the big ideas of mathematics which include number representation, computational fluency, linear relations, spatial relationships, and data analysis. Details can be found at: <https://curriculum.gov.bc.ca/curriculum/mathematics/8>

#### MATHEMATICS 09

In Math 9, students will be continuing the big ideas from mathematics 8 which include number representation, computational fluency, linear relations, spatial relationships, and data analysis. Details can be found at: <https://curriculum.gov.bc.ca/curriculum/mathematics/9>



## **WORKPLACE MATHEMATICS 10**

Recommended: Mathematics 9 and consultation with student and parent.

The purpose of this course is to introduce students to the mathematical understandings and critical-thinking skills necessary for entry into the majority of trades and for direct entry into the workforce. Topics include unit pricing, currency exchange, income, measurement, geometry and trigonometry. Please check with your counsellor regarding your post-secondary requirements.

## **FOUNDATIONS OF MATHEMATICS AND PRE-CALCULUS 10**

This course is the common starting point for the Foundations of Mathematics and Pre-calculus pathways. The purpose is to begin to provide a conceptual knowledge base and skill set necessary for students whose future interests include post-secondary studies. Upon completion of this course, students can opt for the Pre-calculus pathway if their post-secondary plans require the study of theoretical calculus or the Foundations pathway for programs that do not. Topics include trigonometry, finance, algebra, relations and functions, linear equations, and systems.

## **WORKPLACE MATHEMATICS 11**

Recommended: Workplace Math 10 or teacher recommendation.

This course is a continuation of Workplace Math 10. The purpose is to introduce students to the mathematical understandings and critical-thinking skill necessary for entry into the majority of trades and for direct entry into the workforce. Topics include slopes, graphs, measurement, trigonometry, scale diagrams, finance, and budgeting.

## **FOUNDATIONS OF MATH 11**

**Recommended: Foundations of Mathematics and Pre-Calculus 10 with at least 65%.**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include measurement, geometry, logical reasoning, finance, statistics, quadratic relations, inequalities and a mathematics research project. It is recommended that students check and confirm with their post-secondary plans for acceptance of the Foundations math pathway.

## **PRE-CALCULUS 11**

**Recommended: Foundations of Mathematics and Pre-calculus 10 with at least 73%.** This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary program that require the study of theoretical calculus. Topics include factoring, rational expressions, functions & equations, trigonometry, quadratic functions & equations, radical functions & equations, systems of equations and inequalities.

## **APPRENTICESHIP MATH 12**

Recommended: Workplace Math 11

This course is a continuation of Workplace Math 11. It is designed for students going directly into the workforce or into trades programs. Topics include measurement, geometry, number, algebra, statistics and probability.

## **FOUNDATIONS OF MATH 12**

**Recommended: Foundations 11 or Pre-Calculus 11 with at least 65%.**

This course is a continuation of Foundations 11. It is designed for students who are entering post-secondary programs THAT DO NOT require the study of theoretical calculus. Please check specific program requirements. Topics include financial math, set theory and logic, counting methods, probability, polynomial/exponential/logarithmic/ sinusoidal functions and a mathematics research project.

## **PRE-CALCULUS 12**

**Recommended: Pre-calculus 11 with at least 73%.**

This course is a continuation of Pre-calculus 11. It is designed for students who are entering post-secondary programs that require the study of theoretical calculus. Please check specific program requirements. Topics include transformations, trigonometry, logarithms, rational functions, sequences & series and polynomials.

## **CALCULUS 12**

**Recommended: Pre-calculus 12 with at least 80%. Priority to this course is given to students who have completed Pre-calculus 12.**

This challenging course is intended for post-secondary institution bound students who will be required to take a calculus course. The curriculum consists of limits, differentiation, applications of the derivative, curve sketching, trigonometric, logarithmic and exponential differentiation, antiderivatives, differential equations, and areas and integrals.

*A graphing calculator is required for this course.*

## Modern Languages

### LANGUAGE ASSESSMENT SURVEY

Students in grade 8 are free to sign up for ANY grade 9 language course without this assessment. Students in grades 9-11 are welcome to sign up for a grade 9 language course but may want to consult the individual teacher in person.

If you want to **switch to** or **add** a new language to your course load AND you need to be assessed so you can be placed at the right level (beyond grade 9). Please join the

Team <http://surl.li/ejbkc> by **Thursday January 29<sup>th</sup>, 2026**.

### FRENCH PROGRAM

#### French 08

Bonjour! This is an introductory level program. French language and culture will be explored through the following big ideas: reciprocal communication, stories and creative works that allow students to experience authentic Francophone cultures. All four areas of language learning will be included: speaking/responding, listening, writing and reading, with a focus on communicating in a meaningful context.

#### French 09

Salut! This course builds on the big ideas and skills established in French 8. Sophistication of language production will be increased through speaking and writing activities. Students will also develop their listening and reading comprehension skills, and explore different aspects of culture and language through music, films, and stories.

#### French 10

Bienvenue! This course builds on the big ideas and skills foundations established in French 9. Cooperative group work, communicative activities and oral/aural skill development are stressed. Students will develop their comprehension and production skills through a variety of themes, such as travel and art, and a novel study.

#### French 11

Coucou! This course builds on the big ideas and skills foundations established in French 10. Students will enhance their grammar, pronunciation, speaking as well as reading and listening comprehension skills through thematic and cultural topics as well as a novel study. Throughout units on job opportunities, media and travel, students will respond to various text types in longer complex sentences using advanced grammar concepts such as idioms. *NOTE: French Immersion students transferring to RSS in Grade 10 might consider taking an elective course rather than core French 11 due to suitability and timetabling issues.*

#### French 12

Salutations! This course builds on the big ideas and skills foundations established in French 11. Students will enhance their grammar, pronunciation, speaking and listening and reading comprehension skills through thematic and cultural topics as well as a novel study. Throughout units on travel, environmental issues and Quebecois history, students will respond to various text types sharing opinions and perspectives. In class writing will include longer complex sentences using advanced grammar concepts such as idioms.

## JAPANESE PROGRAM

### **JAPANESE 09**

This course is an introductory study of Japanese. Upon completion of this course, students should be able to: read and write both hiragana, katakana, and some kanji; listen and understand basic native speech; and speak about family and personal experience. Students will explore and experience Japanese food, music, art and pop-culture through various class activities.

### **JAPANESE 10**

This course is intended to improve and expand students' knowledge from Japanese 9. New grammar will be introduced to add sophistication to students' writing. Oral skills will also be further developed. Culture will be explored through food, music, art and film.

### **JAPANESE 11**

This course builds on the big ideas and skills foundations established in Japanese 10. They will enhance their grammar, pronunciation, listening and speaking skills. Texts are often taken from various sources such as current internet news articles, poems, and songs.

### **JAPANESE 12**

This course builds on Japanese 11 and will enable students to develop an understanding of the values, customs, and other elements of Japanese culture. This course should also enable students to increase their ability to communicate effectively, and potentially to take advantage of vocational and leisure opportunities and/or meet post-secondary requirements.

## MANDARIN PROGRAM

All students are invited to learn and practice communicating in a language that is currently used by over 1 billion people in the world! Everyone, from all backgrounds, is welcome in the Mandarin program at Richmond Secondary School. If you have previous knowledge and/or education in Chinese and this will be your first time taking a Mandarin course at RSS, please consult a Mandarin teacher and your counsellor before course selection to be sure you select the appropriate course - this is important.

### **MANDARIN 09**

This is an introductory course of Mandarin Chinese, designed for students who are beginning learners of the language. Students who read/write little to no Chinese characters or who speak another Chinese variety at home may also take this course. The core skills of reading, writing, listening, speaking, and interacting in Mandarin Chinese will be developed, with a focus on communication in meaningful, practical contexts. In addition, language learning strategies will be facilitated. Furthermore, students will explore and experience Chinese culture through food, films, music, stories, art, and other creative works. Topics may include greetings, family members, countries, and jobs.

### **MANDARIN 10**

This course builds on the big ideas and skills established in Mandarin 9. The study of language will be intertwined with culture, through thematic units, such as clothing, weather and vacation,

hobbies, and school. Traditional Chinese culture and pop culture will be explored. The emphasis will be on acquiring the language for everyday purposes.

### **MANDARIN 11**

This course builds on the big ideas and skills established in Mandarin 10. Language skills will be honed through thematic and cultural topics, such as body and health, cuisine, consumerism, and residence. Students will discover and convey meaning through a variety of text types, including multimedia.

### **MANDARIN 12**

This course builds on the big ideas and skills established in Mandarin 11. Language skills will be refined through the exploration of thematic and cultural topics, such as customs and traditions, travel, household, and community. Students will write a range of text types and conduct presentations, for diverse audiences. Students will identify educational and personal/professional opportunities requiring proficiency in Mandarin.

## **SPANISH PROGRAM**

### **SPANISH 09**

¡Hola! This course is designed for novice learners. Spoken by 437 million people worldwide, Spanish is rated as one of the most in-demand languages. Classes provide engaging situations, lots of practice, and feedback. Learn basic grammatical structures, pronunciation, expressions and vocabulary that allow you to function in familiar settings. Students explore today's Hispanic world through art, media and customs. Heritage learners are encouraged to take a placement test.

### **SPANISH 10**

¡Bienvenidos! This course builds on the big ideas and skills foundations established in Spanish 9. Students continue to develop their fluency through general topics. Writing, reading, oral skills, vocabulary and expressions will be further developed in order to communicate in everyday situations involving travel, food, shopping, and family. Students continue their journey of discovery through Spain's history, as well as Latin American Indigenous civilizations.

### **SPANISH 11**

¡Saludos cordiales! This course builds on the big ideas and skills foundations established in Spanish 10. Students continue developing their fluency on general topics; and improving their listening, speaking, reading, and writing skills. The emphasis is on improving conversational fluency by acquiring more complex grammatical structures and sentence formation.

### **SPANISH 12**

¿Cómo la estás pasando? This course builds on the big ideas and skills foundations established in Spanish 11. Students explore topics such as experiences, identities, environment, and culture through stories. Students will enhance their listening and comprehension by watching programs and reading short novels. Students demonstrate their level of fluency by doing multiple activities throughout the course.

## Physical and Health Education

### **PHYSICAL and HEALTH EDUCATION**

*The Physical and Health Education program at Richmond Secondary School strives to meet the individual needs and interests of students as they work towards understanding and developing their physical, social, mental, and emotional well-being. PHE courses are designed to enhance a student's self-concept and interpersonal relationships and to promote a positive attitude towards an active, healthy lifestyle. PHE courses will enhance students' knowledge, skills and attitudes involved in maintaining an optimal level of physical fitness, in recognizing the importance of good nutrition and understanding how healthy lifestyle choices influence, and are influenced by, their physical, social, emotional and mental well-being. Student's will also have fun while expanding their knowledge and understanding of the interconnected factors involved in leading an active, healthy lifestyle.*

### **PHYSICAL & HEALTH EDUCATION 08**

Physical and Health Education 8 is designed to develop physical fitness and physical literacy through a variety of prescribed physical activities. All grade 8 classes are co-educational with students participating in activities drawn from the following categories: individual and dual activities, team games, fitness concepts and dance. Emphasis is placed on physical literacy, physical fitness, skill development and an introduction to healthy relationships and an active lifestyle. For more information on all of the learning standards in this course, check out: <https://curriculum.gov.bc.ca/curriculum/physical-health-education/8>

### **PHYSICAL & HEALTH EDUCATION 09**

Physical and Health Education 9 is designed to continue building on the skills and attitudes necessary for a healthy and active lifestyle. It is designed to promote and develop physical literacy and physical fitness through participation in a variety of prescribed activities. Areas from which activities will be drawn from: team games, individual and dual activities, dance, fitness and outdoor pursuits. Healthy and active living will be further explored, along with social and community health, interpersonal relationships and mental well-being. For more information on all of the learning standards of this course, check out: <https://curriculum.gov.bc.ca/curriculum/physical-health-education/9>

### **PHYSICAL & HEALTH EDUCATION 10**

Physical Education 10 is designed to promote and develop physical and health literacy and physical fitness through participation in a variety of prescribed activities. Areas from which activities will be drawn from: team games, individual and dual activities, dance, fitness and outdoor pursuits. Healthy and active living will be further explored, along with social and community health and a more sophisticated understanding of the impact of personal lifestyle choices and relationships on overall health and mental well-being. For more information on all of the learning standards of this course, check

out: [https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/physical-health-education/en\\_physical-health-education\\_10\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/physical-health-education/en_physical-health-education_10_elab.pdf)

### **FIT FOR LIFE (GIRLS ONLY) 11**

### **FIT FOR LIFE (GIRLS ONLY) 12**

This course will expose students to a variety of recreational activities such as yoga, pilates, TRX, martial arts, biking and dance. The purpose of creating a “Girls Only” physical educational course is to create a non-competitive atmosphere where girls feel confident to participate and less focused on body-image perceptions. The emphasis is on individual and class interests in order to develop a more positive attitude towards being physically active throughout one’s adult life. The goal of this course is that students will develop a personal lifelong plan for a balanced and healthy lifestyle, once they move on from high school. Karina LeBlanc reminds us to be “the best version of you in the moment” – this is our class mantra.

**COURSE FEES:** Students and families will be responsible for all costs incurred for fieldtrips, guest instructors, facilities and occasional transportation. The estimated cost will be between \$120 - \$135 for the year.

### **FITNESS & CONDITIONING 11**

### **FITNESS & CONDITIONING 12**

The Fitness & Conditioning course is designed for students who have an interest in fitness and weight training. This course will offer students the skills, knowledge and attitude to incorporate weight training and active health into their personal lifestyle. It will teach students the lifelong benefits weight training has to offer. Proper training methods and techniques for weight training and aerobic activity will be taught. The course will teach students the fundamentals of weight training, how to plan and follow personal training programs and how to understand the physiological effects of weight training. In addition, students will be introduced to the basics of personal nutrition and the effects of diet on health and well-being. For more information on all of the learning standards, check out: <https://curriculum.gov.bc.ca/curriculum/physical-health-education/11/fitness-and-conditioning> and <https://curriculum.gov.bc.ca/curriculum/physical-health-education/12/fitness-and-conditioning>

**COURSE FEES:** Students may be charged for optional activities to cover the cost of field trips, both out of school and in school for activities such as martial arts and self-defense.

### **Active Living 11 – VOLLEYBALL**

### **Active Living 12 – VOLLEYBALL**

The Active Living Volleyball course is designed for students with a keen interest in volleyball. The Active Living Volleyball course will develop educated citizens who have the knowledge, skills, and understandings they need to be safe, active, and healthy citizens throughout their lives, while improving physical and social health, and promoting mental and emotional well-being. The curricular competencies of Active Living 11/12 will be explored with



a volleyball focus. The program will strive to include skill development, position specific training and team tactics. To enhance skill development, the course will offer sport-specific strength and conditioning, plyometric training, speed and agility skill training and sport nutrition. This course is open to all students and all skill levels, as students will be placed on courts based on experience and ability. For more information on all of the learning standards of Active Living 11/12, check out: <https://curriculum.gov.bc.ca/curriculum/physical-health-education/11/active-living> and <https://curriculum.gov.bc.ca/curriculum/physical-health-education/12/active-living>

**Course Fees:** Students may be responsible to cover the costs for field trips to participate in volleyball and beach volleyball curricular objectives, which will be approximately \$50.00 for the year.

### **Active Living 11 – BADMINTON**

### **Active Living 12 – BADMINTON**

The Active Living Badminton course is designed for students with a keen interest in badminton. The Active Living Badminton course will develop educated citizens who have the knowledge, skills, and understandings they need to be safe, active, and healthy citizens throughout their lives, while improving physical and social health, and promoting mental and emotional well-being. The curricular competencies of Active Living 11/12 will be explored with a badminton focus. The program will strive to include skill development, single player tactics, and team tactics. To enhance skill development, the course will offer sport-specific strength and conditioning, hand-eye coordination and reaction activities, speed and agility skill training and sport nutrition. This course is open to all students and all skill levels, as students will be placed on courts based on experience and ability. For more information on all of the learning standards of Active Living 11/12, check out: <https://curriculum.gov.bc.ca/curriculum/physical-health-education/11/active-living> and <https://curriculum.gov.bc.ca/curriculum/physical-health-education/12/active-living>

**Course Fees:** Students may be responsible to cover the costs for field trips to participate in badminton curricular objectives, which will be approximately \$50.00 for the year.

### **PHE OUTDOOR EDUCATION 11**

### **PHE OUTDOOR EDUCATION 12**

The Outdoor and Environmental Education program is designed for students with a keen interest in physical activity and recreation in an outdoor setting. It is also designed for those interested in discovering the impact one may have on the environment both within a community and on a global scale. Examples of recreational activities include:

Camping	Cross-Country Skiing	Snowshoeing
Kayaking	Archery Tag	Snorkeling
Rock Climbing	Archery	Orienteering/Geocaching
Cycling	Golf	Sailing
Hiking	Paddle Boarding	Wilderness First Aid/CPR



Despite every attempt to keep field trips during school hours, some activities will occur outside of regularly scheduled class time and on weekends. In lieu of outside class time participation, a study block will be designated during our regularly scheduled class.

**COURSE FEES:** To participate fully in Outdoor Education, students and families will be responsible for all costs incurred for field trips. The estimated cost for this program is between \$600-\$700, which includes overnight camping trip(s) in the fall and spring and belaying certification. There is an additional cost of \$14 if a student requires WaterSafe certification that is required to participate in water activities.

## Sciences

### **SCIENCE 08**

Science 8 builds on the core competencies of communication, thinking and personal and social skills through a focus on scientific curricular competencies. This course will be organized around several big ideas that provide the content for inquiry-based learning of essential science skills. For more information, check out: <https://curriculum.gov.bc.ca/curriculum/science/8>

### **SCIENCE 09**

Science 9 builds on the core competencies of communication, thinking and personal and social skills through a focus on scientific curricular competencies. This course will be organized around several big ideas that will expand, extend and add to learning from Grade 8 and provide the content for inquiry-based learning of essential science skills. For more information, check out: <https://curriculum.gov.bc.ca/curriculum/science/9>

### **SCIENCE 10**

Science 10 is a required course for graduation in B.C. This course continues to give students the opportunity to practice the processes and skills of science. Additional emphasis is placed on problem solving, scientific inquiry, communication and literacy. The course is divided into four key areas of study:

Life Science (Biology) – genetics

Physical Science (Chemistry) – chemical reactions and reaction kinetics

Physical Science (Physics) – energy conservation and transformation

Astronomy - components of the universe and the Big Bang Theory

*In Science 10, students will write a final exam worth 20% of their overall course mark.*

### **LIFE SCIENCES 11**

*Solid achievement in Science 10 and a functional mastery of English is recommended.*

Life Sciences 11 (formerly Biology 11) is an introductory course in biology designed to give students an appreciation for the living world. A diverse sample of organisms will be studied, while introducing students to a variety of biological skills and scientific processes. It is also expected that the course will contribute to the development of scientific attitudes and critical thinking abilities. The course is split up into four major units: methods and principles, microbiology, botany and zoology. Laboratory work includes microscopy, investigation and classification of organisms and dissection of various specimens. Students should be able to work on their own and in groups to make honest, accurate observations and learn new terminology.

## CHEMISTRY 11

*Solid achievement in both Science 10 and Mathematics 10 are recommended.*

Chemistry 11 is an introductory course designed to lay a solid foundation for future studies in higher level chemistry. This course emphasizes manipulation of equipment, observation of experimental phenomena and analysis of data to verify scientific principles. The following topics are studied: description and classification of matter, the periodic table, chemical reactions, atomic theory, naming inorganic compounds, the mole concept, stoichiometry, solubility, organic chemistry and one or more additional topics.

## PHYSICS 11

*Solid achievement in both Science 10 and Mathematics 10 are recommended.*

Physics 11 is a survey course, intended to introduce students to the methods (and wonder) of physics. Topics include motion, forces and energy, and waves (light and sound). Physics is the branch of science that looks at how the physical world works, and why things are the way they are. It underlies and helps us to understand all the other sciences; physics develops insight and thinking skills that are applicable in many areas. Many of our descriptions use mathematical tools, so it is best that students be comfortable with basic algebra (rearranging equations) and solving math problems if they are going to take this course.

## SCIENCE FOR CITIZENS 11

We live in a constantly changing world where science, technology and society interact. Through exploration of various topics, students will develop skills for analyzing these interactions in order to become citizens capable of evaluating information and making well-informed decisions. What are possible alternatives to animal testing? Why are computers necessary in today's world? Can we cope with toxic waste? How is transportation impacting our environment? What are alternative energy sources and how feasible are they? Although many of these questions do not have simple solutions, throughout the course students will gain knowledge, skills and develop attitudes that can impact their future as decision-makers. **This course fulfills the Science 11 requirement for graduation but does not qualify as a science prerequisite for most university programs.**

## ANATOMY & PHYSIOLOGY 12

*A functional mastery of English and solid achievement in Life Sciences 11 and Chemistry 11 are recommended.*

Anatomy and Physiology 12 (formerly Biology 12) is a demanding course with extensive topics and is designed for students interested in pursuing biology in the future at a post-secondary institution. The range of topics studied is extensive, including the building blocks of life at the molecular level, focusing on organic compounds (carbohydrates, lipids, proteins and nucleic acids) and cell biochemistry. All major human body systems (anatomy and physiology) will also be learned. Laboratory work is an integral component of this course, and it is recommended that students already have foundational laboratory skills.

## **CHEMISTRY 12**

*A functional mastery of English and a thorough understanding of Chemistry 11 and Mathematics 11 concepts are recommended.*

Chemistry 12 requires a thorough knowledge of the principles of Chemistry 11 to investigate the following topics on a more advanced and demanding level: reaction kinetics, equilibrium, aqueous solutions, acids and bases, oxidation and reduction. The laboratory work involves quantitative and qualitative analysis. Emphasis will also be placed on problem-solving, requiring critical thinking and a strong mathematical background.

## **PHYSICS 12**

*Solid achievement in both Physics 11 and Mathematics 11 are recommended.*

Physics 12 extends the material covered in Physics 11 to give you grounding in the discipline of physics. It is intended for those going on to further study in sciences or engineering, and consequently the treatment of the subject is more mathematically demanding than in Physics 11. The course concentrates on mechanics (force and motion in 2-D, energy) and electromagnetisms (fields, circuits, magnetic fields). Students should be comfortable with trigonometry and algebra from previous mathematics courses.

## Social Studies

### **SOCIAL STUDIES 08**

Social Studies 8 examines the development of our world from the 7<sup>th</sup> Century to 1750 through the main concepts and "Big Ideas" of contact and conflict; human and environmental factors; exploration, expansion and colonization; and changing ideas about the world creating tension. Asian, European, Middle Eastern, North American exploration will be examined alongside the effect that first contact had with indigenous communities. The geography portion of this course will emphasize the use of maps, map skills, interpretation of charts, graphs and tables and the understanding of geographic terminology. For more information, please check out: <https://curriculum.gov.bc.ca/curriculum/social-studies/8>

### **SOCIAL STUDIES 09**

Social Studies 9 examines the development of distinct cultures from 1750 to 1919. Revolutions, imperialism and colonialism, global demographic shifts, nationalism, conflicts, and discriminatory policies will be investigated. The interaction between indigenous peoples, early settlers, and modern migrants will be discussed. Big Ideas include: emerging ideas and ideologies influencing societies; the disparity in power alters the balance of relationships of individuals and society; how the physical environment influences political, social and economic change and how collective identity is constructed and can change over time. The geography portion examines the physiographic features and the geological process of Canada. For more information, please check out: <https://curriculum.gov.bc.ca/curriculum/social-studies/9>

### **SOCIAL STUDIES 10**

Social Studies 10 is a required course for graduation in B.C. The course will examine Canada and the World from 1900 to present. The course will focus on "Big Ideas" including: how global and regional conflicts are a powerful force in shaping our contemporary world and identities; how economic, social, ideological and geographical factors influence political institutions; that world views lead to different perspectives and ideas about developments in Canadian society; and historical and contemporary injustices challenge the narrative of Canada as an inclusive and multicultural society. For more information, please check out: [https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/social-studies/en\\_ss\\_10\\_caw.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/social-studies/en_ss_10_caw.pdf)

**After Social Studies 10, all students must take at least one of the following Grade 11 or Grade 12 courses to meet the BC graduation requirements. This includes IB Diploma candidates.**

## **EXPLORATIONS IN SOCIAL STUDIES 11**

In this survey course, students will explore a variety of important themes and Big Ideas in the development of cultures, societies and political systems around the world. This course will examine events in the twentieth and twenty-first centuries and examine perspectives of indigenous peoples of Canada. Students will learn from a variety of select topics included in Grade 12 Social Studies courses such as human geography, history, law and social justice. Learn more at: [https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en\\_social-studies\\_11\\_explorations-in-social-studies\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_11_explorations-in-social-studies_elab.pdf)

## **BC FIRST PEOPLES 12**

BC First Peoples 12 looks at how the identities, worldviews, and language of BC First Peoples are renewed, sustained, and transformed through their connection to the land.

Students will have the opportunity to study how cultural expressions convey the richness, diversity, and resiliency of BC First Peoples. The class will investigate how the impact of contact and colonialism continues to affect the political, social, and economic lives of BC First Peoples. Students will gain an understanding of how, through self-governance, leadership, and self-determination, BC First Peoples challenge colonialism in Canada.

This course meets the new graduation requirement to have 4 credits in an Indigenous Focused course for all students graduating in B.C. after September 2023.

## **HUMAN GEOGRAPHY 12**

Human Geography is the study of the natural and human elements of our global environment. Students will explore and engage with the main themes of human patterns of growth, decline and movement, analyze data in demographic patterns and human activity such as cultural geography, urbanization, and industrialization and how they impact individual communities and the world.

## **20TH CENTURY WORLD HISTORY 12**

20th Century World History 12 focuses attention on the world in the twentieth century. Fields of inquiry include: the legacy of the nineteenth century, the two World Wars, the turmoil of the 1920s and 1930s, the Russian Revolution, the Cold War and the rising tension in the Middle East. This course emphasizes the U.S.A. and U.S.S.R. as emerging world powers in the 20th century. Document studies and thematic essays are in integral part of the program.

## **LAW STUDIES 12**

Law Studies 12 is designed to offer students an understanding of how legal rights and responsibilities allow citizens to participate more fully in society. Students will consider how laws protect the status quo and can also be a force for change and how a society's laws and legal framework influence many aspects of citizens' daily lives. Students will learn how laws are interpreted and how legal interpretations may evolve over time as society's values and world views change. Topics covered include Canada's legal system, Charter of Rights and Freedoms,

human rights, youth law, criminal and civil law, indigenous law and the concept of justice and how laws are created. Students will analyze case studies, explore personal inquiry and consider many different viewpoints in interpreting, understanding and applying the law.

## **SOCIAL JUSTICE 12**

Social Justice 12 provides students with opportunities to examine the causes and issues of social justice locally, nationally and globally. Students will explore historical and current social injustices in B.C., Canada and other parts of the world and assess their causes and their impact. Key topics and themes include governmental and non-governmental organizations (NGOs) and the effectiveness of efforts to end poverty and other challenges of social justice. This course aims to actively engage students in socially just initiatives, to explore the differences between charity and justice, and study how they can transform individuals, systems and communities.

## Technology Education (ADST)

**The Richmond Secondary Technology Education courses fit under the *Applied Design, Skills and Technologies* curriculum.**

*Exposure to technical education courses is a tremendous advantage for all students. In our increasingly technological world, ADST courses will help develop young people who are skilled and capable critical thinkers. Students who are tech savvy problem-solvers who are able to think creatively and communicate solutions to problems and challenges.*

*Technical Education classes at Richmond Secondary School include courses in Automotives, Metal Work and Woodwork as well as CAD (Computer Assisted Drafting and Design), Engineering with Robotics and Design and cross-disciplinary courses in Graphics (Media Arts) and Yearbook. **Safe shop practices** are taught and will be expected of every student in every class in all Technology Education courses. Students must be willing to work safely in the shop classes at all times.*

*Using tools and equipment appropriately and the wearing safety gear will be required at all times (e.g. eye protection, ear protection and hard hats in construction areas). Note - there may be minimum charges for optional materials used in making student projects in all Technology Education courses. However, no student will be denied the opportunity to take Technology Educational courses if they cannot afford to pay for materials. All projects are taken home by students once completed.*

### **APPLIED SKILLS 8: CARPENTRY, FOODS AND NUTRITION and TEXTILES**

This rotating Grade 8 course introduces our youngest students to the basic concepts and skills through a rotation system comprised of Carpentry, Foods, and Textiles. These introductory courses will allow students to try different courses, learn new skills and help them make informed decisions in their course selections in future years.

**Carpentry 8** will introduce students to our professional wood shop and the important safety procedures as well as basic carpentry tools and skills they will use to plan and create several simple projects with wood and other materials.

**Foods and Nutrition 8** introduces students to basic food preparation and food handling skills. Safety and lab procedures will be emphasized along with the planning and skills involved in creating a variety of easy-to-prepare, nutritious foods.

**Textiles 8** introduces students to basic hand-sewing skills and use of sewing equipment and supplies. Students will use creative thinking to design and create their own personalized plushies.



## AUTOMOTIVE

### **AUTOMOTIVE TECHNOLOGY (INTRODUCTORY) 9-12**

This course will provide students with an introduction and basic understanding of the workings and service of various automobile components. Topics include engine basics, ignition system, cooling system, lubricating systems, fuel system, brakes and care maintenance and service. Students must be able to work independently and cooperatively and safely at all times in the automotive shop. Please note, students in Grades 9 and 10 will receive credit for Power Technology 9 or 10.

### **AUTOMOTIVE TECHNOLOGY 11**

### **AUTOMOTIVE TECHNOLOGY 12**

The senior auto courses include all areas covered in Introductory Automotive Technology plus more sophisticated topics such as charging and starter systems, emission control systems, suspension, steering and alignment, clutches, bakes, transmission differentials and drivelines. Students must be able to work independently and cooperatively and safely at all times in the automotive shop.

## WOODWORK

### **WOODWORK (INTRODUCTORY) 9-12**

Students will learn to work with wood in fundamental and creative ways. All students will be expected to use hand and power tools and machines safely, following appropriate demonstrations and tests. Students will plan and construct a variety of wood projects using both hand and power tools. Once required projects and skills are completed and mastered, students will have some choice in the design of their final project, in consultation with the teacher. There may be some costs involved to cover extra materials or unique wood products.

### **WOODWORK 11**

### **WOODWORK 12**

In the senior woodworking classes, students will learn and refine more sophisticated woodworking skills and projects including joinery, framing, millwork, cabinets and furniture construction. Depending on individual skills, mastery of techniques and demonstrated safe use of tools and equipment, students will have more freedom to design and plan unique wood projects, in consultation with the teacher. To offset the costs of unique wood species, stains and sophisticated projects that students will create and keep, a course fee may be necessary.

## METALWORK

### **METALWORK (INTRODUCTORY) 9-12**

This is a course in which students will learn to safely and skillfully use hand tools and machine tools in the metal shop. This course involves casting aluminum, machining using lathes and milling machines and welding steel using both oxy-acetylene and arc welding processes. Students will use these newly acquired skills to develop interesting and challenging projects. *Safety is always stressed.*

## **METALWORK 11**

## **METALWORK 12**

These are excellent courses for students who want to extend what they learned in Introductory Metalwork or intend to go on the post-secondary trades training. This course teaches students how to safely and accurately operate lathes, milling machines, drill presses and bandsaws. All machine operations will be associated with projects. The course also allows students to become proficient in arc and oxy-acetylene welding and cutting. The shop has arc welding rooms, oxy-acetylene stations, lathes of various sizes, milling machines and drill presses, etc. This is a very well-equipped shop and students have an opportunity to develop excellent shop skills and computer machining is also explored.

## **DRAFTING AND COMPUTER-AIDED DESIGN (CAD)**

*Drafting and Computer Aided Design courses are highly recommended for all students interested in working with computers and technology or going into engineering, architecture, industrial or interior design, advertising or the trades. All courses are taught in a PC-based lab using AutoDesk software, 3D Printing, Laser Cutting and Vex Robots.*

## **DRAFTING & COMPUTER AIDED DESIGN INTRODUCTORY 09**

This course introduces students to the fundamentals, standards and skills of CAD Drafting (Computer Aided Design). The course utilizes *AutoCAD* to create drawings and solid models. In addition, *3D StudioMax* and *Blender* are used to create complex modelling, animations and special effects. Video game design is introduced, using the online game creator *Scratch* and an introduction to 3D Printing and the coding of VEX Robots using RobotC is also covered.

## **DRAFTING & COMPUTER AIDED DESIGN LEVEL 1 (Architecture focus)**

This course is for students who have completed Drafting/CAD Introductory, but can also be the first Drafting/CAD course for Grades 10, 11 or 12 students. The focus of this course will be architectural and interior design, and with students producing a complete and detailed set of drawings for a house that they design. *AutoCAD*, *Sketchup*, and *3D StudioMax* are used extensively to create the drawings and animated walk-throughs. A scaled model of the house will also be built out of cardboard.

## **DRAFTING & COMPUTER AIDED DESIGN LEVEL 2 (Animation focus)**

*Recommended: Successful completion of either CAD Intro or CAD Level 1*

This Animation course builds on the skills and fundamentals taught in CAD Intro or CAD Architectural/Level One. This course utilizes *3D Studio* and *Blender* in order to learn advanced modelling and scene creation skills. The use of special effects, scripts, and plugins like *MassFX* and *Character Studio* are learned in order to create major animation projects that can be used for portfolios. Topics around video and sound editing are also covered in order to create professional grade animation short films.

### **DRAFTING & COMPUTER AIDED DESIGN LEVEL 3 ADVANCED**

*Recommended: Successful completion of two DRAFTING/CAD courses.*

This advanced course is designed for students with previous knowledge and skills in multiple drafting and CAD programs and will provide students with an opportunity for more in-depth exploration and learning through inquiry. Possible topics include mechanical design, architectural design, animation, robotics or 3-D printing. All projects will follow a formal proposal process with the teacher, and include learning outcomes, research, resources needed and time required for completion. Students will also be expected to create an educational tutorial which will be delivered and used with other junior Drafting classes.

### **DRAFTING & COMPUTER AIDED DESIGN LEVEL 4 DIGITAL PORTFOLIO**

*Prerequisite: Successful completion of CAD Level 3.*

This course is designed for students with advanced skills in drafting and computer-aided design who wish to pursue self-directed, portfolio-focused work on a two-year timeline. Students build on the technical proficiency, independence, and planning skills developed in Level 3 through in-depth exploration of areas such as architectural design, animation, 3D modeling, digital visualization, or related design fields. All projects are student-driven and completed through a formal proposal process in consultation with the teacher, including clearly defined goals, timelines, research, and required resources. Projects may be independent or collaborative and may integrate multiple software platforms or design disciplines. Emphasis is placed on advanced self-management, professional workflow, and the production of refined, portfolio-ready digital work for post-secondary or vocational pathways.

## **ENGINEERING AND ROBOTICS**

*These courses were formerly known as Industrial Design courses at RHS and are recommended to students interested in acquiring some of the skills and knowledge needed to pursue post-secondary training for careers as engineers, technicians, technologists and architects.*

### **ENGINEERING DESIGN LEVEL 1 (10-11)**

This course studies the elements of design and the design process. It provides students with opportunities to solve design problems and communicate design ideas with the aid of CAD, 3-D Printing and Laser Cutting. Course content is centred around critical thinking, problem solving and group-based project work. Robotics and coding are also covered, using VEX robots to compete in classroom challenges. At some point during the course students will be expected to enter an external design competition of their choice too.

### **ENGINEERING DESIGN LEVEL 2 (11-12)**

*Recommended: Successful completion of Engineering Design Level 1*

This course builds on the knowledge and skills acquired in Engineering Level 1. Course content remains focused on critical thinking, problem solving, group-based projects and participation in an external design competition. Students will be challenged to study the course elements in more depth, including using VEX Robots and RobotC programming language, and design using 3D Printing and Laser Cutting.

## GRAPHICS & PHOTOGRAPHY

*Note - Graphics and Photography courses are considered Arts course credits for Grade 9 students.*

### **GRAPHICS LEVEL 1 (INTRODUCTORY) 9-12**

This is a beginning course for grades 9-12 in Graphic Communications. The course focuses on two main areas: Printing production (or Graphic Arts) and Photography:

**a) Printing:** The printing business is a high tech industry that is the third largest employer in the manufacturing sector. This part of the course focuses on giving students an overview of the printing industry. Students are provided instruction in: Computer Desktop Publishing, Graphic Design and Printing Production. Some of the assignments students will do are: designing logos, printing note pads, laying out ad, printing business cards, etc. The computer programs used are industry standards of *Adobe Photoshop*, *Adobe Illustrator* and *Adobe InDesign*. This is the only school in Richmond that offers a comprehensive Graphic Arts Program.

**b) Photography:** This is a basic course in B/W photography. The emphasis is on learning photography theory, along with taking and developing photographs. In this course, students will use 35mm Single Lens Reflex cameras. Students do not need their own cameras, but it is an asset to have your own. Digital photography is also introduced and explored. Some photo assignments are traditional B/W.

### **GRAPHICS LEVEL 2 (INTERMEDIATE) 10-12**

In the second course for students taking Graphic Communications students will explore the fields of Graphic Arts and Photography at a more advanced level.

**a) Printing:** Students will continue to explore the field of Graphic Arts or Printing. Some of the projects include: two colour business cards, graphic design, desktop publishing in *Adobe Illustrator* and *Adobe InDesign*.

**b) Photography:** Students will continue to explore B/W photography and Level 3 will do more advanced photo projects than in Graphics Level 1.

### **GRAPHICS ADVANCED 12**

Students in this course will further explore Printing and Photography. Some of the projects will include a photo ad, multi-coloured assignments in *Adobe Photoshop*, *Illustrator* and *InDesign*. Portrait photography and a photo essay will be included. Some students will be selected to work on the yearbook as yearbook photographers.

### **YEARBOOK 10**

### **YEARBOOK 11**

### **YEARBOOK 12**

Students enrolled in this course work on and produce our school yearbook. They will do everything as the class is organized as a real printing/publishing company. Using the *Adobe Design* collection of software, students produce the layout and all the photographs as a professional graphic designer would.

## Special Programs & Unique Courses

### **ATHLETIC LEADERSHIP 11 and ATHLETIC LEADERSHIP 12**

This course is intended for students in Grades 11 and 12 who are interested in taking on a leadership role in athletics and special events at Richmond Secondary School. Students in Grade 10 may be considered but must meet with the teacher before selecting this course. Students in Athletic Leadership will develop the self-confidence, leadership, interpersonal, collaboration and project-management skills that are relevant and applicable to almost every career. Students will also develop and self-assess their communication, thinking and personal and social core competencies. This course runs outside of the 1-2-3-4 timetable and students must commit to weekly meeting times and will be required to plan, organize, facilitate and lead a wide variety of athletics events, games, tournaments, the Colts athletic banquet, as well as school-wide special events. Working under the supervision of the Athletic Director, students will work with others on designated teams/committees and the majority of course hours will be met outside of the regular bell schedule, including lunch and after school, some evenings and weekends.

### **PEER TUTORING 11**

This course is part of the Learning Services department and provides learners with practical understanding and insight into how other people learn and how they, as individuals, learn. Peer Tutoring 11 is specifically designed for those who enjoy working with and helping people. This course has both an instructional and tutoring experience component. Course work will build students' understanding of the skills and dispositions necessary to achieve success as an effective tutor. The course content includes learning about, and practical application for, different learning styles, reading for learning, understanding the needs of exceptional learners, communication skills, planning and presenting lessons and instructional approaches and strategies. Tutors also have the opportunity to actively model and set the pace for involved social responsibility and to increase their success with building a caring community within their school. Tutors are assigned to work with students throughout the school in learning services, ELL and regular classroom programs. Tutors are required to attend theory classes, complete projects, assignments and practical applications in face-to-face tutoring activities under the directions of various classroom teachers throughout the school.

### **PEER TUTORING 12**

This course is part of the Learning Services department and follows Peer Tutor 11 and provides further theory and application of in-depth knowledge and practical experience in face-to-face tutoring activities under the directions of various classroom teachers throughout the school. Peer Tutor 12 is specifically designed for those who are interested in pursuing careers that involve working in the "helping professions". This course has both an instructional and tutoring experience component. Peer Tutoring 12 students are expected to provide a strong leadership role in the community, to support students and provide guidance and role modelling for Peer Tutoring 11 students.

## **WORK EXPERIENCE (WEX)**

Work Experience (WEX) offers an innovative approach to education that provides realistic work placements in the community. Work Experience is designed for students who wish to graduate from high school with a career awareness and relevant experiences and skills. Work Experience integrates classroom theory with practical experience in the workplace by linking the resources of secondary schools, business, industry and the community to provide young people with a motivating and relevant career-related learning experience. Through contact with skilled employees, students develop an awareness of the attitudes and responsibilities (employability skills) necessary for success in the workplace. In addition, students will develop their core competencies, including crucial interpersonal and communication skills, in a real work setting. Typically, students will be expected to complete **100 hours** of work experience outside of the school. See Mr. Szeto or Ms. Vi for more information about Work Experience.