

Fernie Secondary School



Course Planning Booklet

2023 -2024
HOME OF THE FALCONS

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USING THIS BOOKLET

This booklet is intended to provide students and parents/guardians information about the curriculum and programs at Fernie Secondary School. Grade seven courses are pre-determined.

The booklet gives descriptions of the courses students must take and electives students may select. It also gives suggestions to help with planning and course selection for the coming academic year.

HOW TO USE THIS BOOKLET

Students and parents/guardians should:

1. Study the program and courses offered for the specific grade level.
2. Study the different programs and graduation requirements.
3. Read the course descriptions and determine what background knowledge is beneficial.
4. Choose the program and course sequence, which they feel to be most suitable to the student's interests, abilities and possible future vocation. Senior students must keep in mind that it is their responsibility to ensure that graduation requirements are met.
5. A student or parent/guardian who is in doubt about any aspect of a program, or who has questions that are not answered in the booklet, should speak to a counsellor (423-4471)

PRE-PLANNING STAGE

To use this booklet effectively, the student should attempt to answer as fully as possible the following questions:

1. What courses must I take to fulfill my grade requirements?
2. Of the Elective courses, which ones best suit my interests, abilities, and possible future vocations?
3. Do I have the proper requirements to take a certain course?
4. What are the entrance requirements of the university, college, vocational school or job that I plan on attending or starting after secondary school?

NOTE: If you don't know the answer to one or more of the above questions you have some additional research to do before selecting your programs.

REMEMBER:

- ◆ The final responsibility rests with the student and parents to ensure that proper programming occurs.
- ◆ The school timetable is developed on the basis of students' course selections. Please choose wisely.
- ◆ Please choose alternates for elective courses. Your first choice may not be possible in all cases.

STUDENT LEARNING PLAN - GRADUATION

GRADE 10	GRADE 11	GRADE 12
_____ Cr.	_____ Cr.	_____ Cr.
_____ Cr.	_____ Cr.	_____ Cr.
_____ Cr.	_____ Cr.	_____ Cr.
_____ Cr.	_____ Cr.	_____ Cr.
_____ Cr.	_____ Cr.	_____ Cr.
_____ Cr.	_____ Cr.	_____ Cr.
_____ Cr.	_____ Cr.	_____ Cr.
_____ Cr.	_____ Cr.	_____ Cr.

Language Arts 10 (4 Cr - 2 courses of 2 Cr each)		Fine Arts 10/11/12 or Applied Skills 10/11/12 (4 Cr)	
Language Arts 11 (4 Cr)			
English Studies 12 (4 Cr)			
Social Studies 10 (4 Cr) or Sciences Humaines 10 (4 Cr)		Career Life Connections and Capstone (4 Cr)	
Social Studies 11 (4 Cr) or BC First Peoples 12 (4 Cr) or Francophone History 11 (4 Cr) or Law 12 (4 Cr) or 20 th Century World History (4 Cr)		16 Credits (minimum including English Studies 12) at Grade 12 Level Courses - Please check post-secondary requirements.	
Science 10 (4 Cr)		28 Elective Credits	
Any Science 11 or 12 (4 Cr)		80 Credits Total	
Any Mathematics 10 (4 Cr)		Indigenous Studies Requirement	
Any Math 11 or 12 (4 Cr)		Numeracy Assessment Grade 10	
Physical & Health Education 10 (4 Cr)		Literacy Assessment Grade 10	
		Literacy Assessment Grade 12	
Career Life Education 10 (4 Cr) or FI Career Life Education 10 (4 Cr)		French Language Assessment (for FI students)	

POST-SECONDARY GOALS

It is the responsibility of the student and parents to be sure that all grad requirements and post-secondary program requirements are met in the learning plan. Counsellor is available to assist students and parents.

THE REQUIRED COURSES

Grade 8

English Language Arts 8
Social Studies 8
Science 8
Math 8
Physical/Health Education 8
French 8
Careers 8

Grade 9

English Language Arts 9
Social Studies 9
Science 9
Math 9
Physical/Health Education 9
French 9
Careers 9

Grade 10

English Language Arts 10
Social Studies 10
Science 10
Any Math 10
Physical/Health Education 10
Career Life Education 10

Grade 11

English Language Arts 11
Any Socials 11 or 12
Any Science 11 or 12
Any Math 11 or 12

Grade 12

English Studies 12
Career Life
Connections/Capstone



GRADUATION REQUIREMENTS

STUDENTS MUST EARN A MINIMUM OF 80 CREDITS OVER GRADE 10, 11 AND 12

48 REQUIRED CREDITS (Foundation Studies)

- English Language Arts 10 (4 credits) Composition/New Media/Literary Studies/Creative Writing/Spoken Word
- English Language Arts 11 (4 credits) At FSS: English First Peoples 11 for Indigenous Studies credit **and** English Language Arts credit
- English Studies 12 (4 credits)
- Social Studies 10 or Sciences Humaines 10 (4 credits)
- Social Studies 11 or BC First Peoples 12, or Francophone History 11, or Justice Sociale 12, or Social Studies 12 options (4 credits)*
- Science 10 (4 credits)
- Science 11 or 12 (4 credits)*
- Mathematics 10 (4 credits)*
- Mathematics 11 or 12 (4 credits)*
- Physical & Health Education 10 (4 credits)
- Fine Arts and/or Applied Skills 10, 11, or 12 (4 credits)*
- Career Life Education 10 (4 credits)
- Career Life Connections and Capstone or Liens avec la Vie Perso. Et Prof.
- Complete a minimum of 28 elective credits

*one from a number of course options

An unlimited number of credits from board- or independent school authority – authorized or post-secondary electives may count toward graduation.

A minimum of 16 credits (including English Language Arts 12) from either ministry – or board/authority-authorized or post – secondary courses are required at the Grade 12 level.

Graduation Assessments = Numeracy Assessment Grade 10, Literacy Assessment Grade 10, Literacy Assessment Grade 12 and FI Assessment in Grade 12 for Francais-Langue Immersion.



FINE ARTS AND/OR APPLIED SKILLS

These courses of study help students understand and appreciate various forms of artistic and aesthetic expression and/or hands-on applied learning. Students are required to earn 4+ credits in Fine Arts and/or Applied Skills at any time during the Graduation Program. The 4 credits can be in Grade 10, 11 or 12 level courses.

FINE ARTS: All Fine Arts courses at FSS are 4 credits.

ART

Art Studio 10, 11 or 12
Photography 10, 11 or 12

DRAMA

Drama 10
Theatre Company 11 or 12

MUSIC

Instrumental Music Concert Band 10, 11 or 12
Instrumental Music Guitar 10, 11 or 12
Composition and Production 11 or 12

APPLIED SKILLS All Applied Skills courses at FSS are 4 credits.

TECHNOLOGY EDUCATION

Art/Metal and Jewelry 12
Automotive 11 or 12
Metalwork 10, 11 or 12
Woodwork 10, 11 or 12

HOME ECONOMICS

Food Studies 10, 11 or 12
Textiles Studies 10, 11 or 12

BUSINESS/COMPUTER COURSES

Entrepreneurship 10 or 12
Media Design 10, 11 and 12



CAREER EDUCATION PROGRAM

Career Life Education 10

This course helps students develop the confidence and skills they need to become self-directed individuals, who display initiative, set priorities, establish goals, make thoughtful decisions, and take responsibility for pursuing their goals in an ever-changing society. Career Life Education will focus on personal development, connections to the community and developing a career life plan that will transition into the Career Life Connections and Capstone upon graduation.

Career Life Education 10 also encourages students to explore a full range of career and education choices; to think about their prospects for success in those careers; and to plan the actions required to pursue their chosen career paths and post-secondary education destinations.

Career Life Connections and Capstone

This course is a continuation of the Career Life Education Course and will focus on personal development, connections to the community and a career life plan. Career Life Connections has a final capstone project presented to a panel, that will culminate the learning that has transpired throughout your years of learning. The personal integrated plan for post-graduation will articulate choices related to career, education, finances, health and well-being.

WORK EXPERIENCE 12A/12B

Career Preparation is a type of Career Program in which students gain experience in the career field of their choice through a combination of course work and work experience for credits towards graduation. The program is scheduled in a manner that allows for creative use of the timetable to provide classroom time as needed and allow students to be at work placements during school time.

Work Experience 12 provides students with an opportunity to get actual work experience in a particular work environment in the community.



GRADUATION PROGRAM ASSESSMENTS

In accordance with the 2018 Graduation Program transition, all grade 12 students are required to the following Assessments:

- Literacy 10 and 12
- Numeracy 10
- FI Assessment 12



CHALLENGE-EQUIVALENCY-EXTERNAL CREDITS

GUIDELINES FOR CHALLENGE

Challenge refers to the process of receiving credit for a provincial or locally developed Grade 11 or 12 course, taught within a school district, through an assessment of a student's undocumented prior learning.

Challenge is for students who can give compelling evidence they will succeed in the challenge and that it is in their best interest. Please see the School Counsellor for specific details.

GUIDELINES FOR EQUIVALENCY

Equivalency is the process of granting credits for a Grade 10, 11 or 12 provincial or locally developed course that is offered in a school district, if supporting documentation shows that a student has achieved the course's learning outcomes at another institution and/or in another education jurisdiction. The most common situation will involve a student who has moved from another province and will be attending school in BC.

FOR FURTHER INFORMATION AND GUIDELINES WITH REGARD TO CHALLENGE, EQUIVALENCY AND/OR EXTERNAL CREDIT SEE A COUNSELLOR.

EXTERNAL CREDITS

Students who have successfully completed a Ministry approved External Credential are entitled to receive credit towards secondary school graduation. Some of the external credentials may meet Foundation Studies requirements. The following list of External Credentials is available for credit.

-Advance Placement & International Baccalaureate Courses

-Music

- Associated Board of the The Royal School of Music
- BC Conservatory of Music
- Royal Conservatory of Music
- Victoria Conservatory of Music
- Trinity College: London
- London College of Music

-Dance

- Royal Academy of Dancing
- Imperial Society of Teachers of Dancing
- British Association of Teachers of Dancing
- Canadian Dance Teachers Association

-Drama, Speech & Effective Communications

- Trinity College: London
- London College of Music
- Royal Conservatory of Music

-Languages

- Various Language Assessments and Certificates

-Sport

- Athlete (Provincial & National Teams)
- Coach (NCCP)
- Official

-Youth Development

- Air/Army/Sea Cadets
- 4-H
- Guides
- Scouts

-Industrial and Occupational

- Fitness Leader
- Boating
- Canadian Pony Club
- Tourism
- Wood Products Manufacturing (Woodlinks)
- Red Cross Water Safety Instructor
- WCB Occupational First Aid
- ICBC Driver Education

YOUTH WORK IN TRADES

Youth Work in Trades allows students to register as an apprentice in a trade through the Industry Training Authority (ITA) and start the hands-on, work-based training component while still in secondary school. A real employer in the trade area of interest provides the on-the-job paid work experience. Sixteen Grade 11 and 12 secondary school credits and 480 work-based training hours toward a trade are earned. The school does not connect students with employers but facilitates the coordination between student, ITA, and secondary school.

YOUTH TRAIN IN TRADES

Youth Train in Trades allows a student to start the technical training component of a trade while still in secondary school. The training may take place within a secondary school or college setting. Depending upon the trade and finding a suitable employer, a student may be able to register in a Youth Work in Trades program. With Youth Train in Trades secondary school and post-secondary credits are earned at the same time.

Both Youth Work in Trades and Youth Train in Trades programs are supported by the Industry Training Authority (ITA), the agency responsible for trades in BC. To find out more about these programs see a counsellor.

DUAL CREDIT COURSES WITH COLLEGE OF THE ROCKIES

Dual credit is an opportunity for high schools to provide students with course choices that are not otherwise available at the high school and accelerate a student's career pathway. Dual credit courses give students high school credit as well as post-secondary credit towards a credential in the BC public post-secondary system and elsewhere.

1. What college courses can a student take for dual credit?

As long as the students have met the prerequisites, they can take any post-secondary course that leads to a certificate, diploma, or degree as a dual credit course. College courses in Arts, Science, Kinesiology, Tourism and Recreation Management, Business, and Child, Youth, and Family Studies would qualify, as would trades programs such as Youth Train in Trades (formerly Accelerated Credit Enrollment in Industry Training).

2. Does the College provide dual credit awards?

Yes, the College offers 35 course tuition awards to encourage enrollment in academic courses.

3. Must students meet course prerequisites to take a college course?

Yes.

4. How many credits does the high school award?

The high school awards 4 credits for a typical 3 credit college course (see Handbook of Procedures for the Graduation Program).

5. Do the College and high school agree on who takes dual credit courses?

When the student seeks a course at the College, the College gives the student a permission form to be signed by the school principal allowing the student to take the dual credit course.

6. Are dual credit courses taught in high schools?

The College can deliver the course either at a high school or at the College with a qualified instructor. Dual credit courses are also available through online delivery.

7. Where can I get more information about taking a dual credit course?

Brian Conrad, Regional Transitions Coordinator, conrad@cotr.bc.ca, College of the Rockies Education Advisors, studentservices@cotr.bc.ca or your school counsellor.

STUDENT SERVICES

Student Services at Fernie Secondary School are designed to support students to realize their potential in school. These services include support blocks for students who need more time for learning, alternate settings, and/or additional learning support. Alternate Pathways to Educational Experiences (APEX) provides services to students who experience social, behavioral and/or scholastic difficulties in regular academic classrooms. Student Services also provides Life Skills Programming as well as Learning Assistance to support students experiencing learning challenges and may require replacement curriculum,

A student placement in these programs is the result of careful consideration of the student's needs by the School Based Team (SBT).

The SBT reviews teacher recommendations, academic records, standardized test results and psycho-educational assessments. Any changes to a student's regular academic program are made with consultation and approval from the student's parents/guardians.

SUMMARY OF COURSES

Students in grades 8 and 9 are provided the opportunity to sample the junior elective subjects in short cycles of units in their elective blocks.

Humanities

Social Studies 8
Social Studies 9
Sciences Humaines 8
Sciences Humaines 9
English Language Arts 8
English Language Arts 9
Français langue 8
Français langue 9
French 8
French 9

Physical and Health Education

Physical & Health Ed 8
Physical & Health Ed 9

Mathematics

Math 8
Math 9

Science

Science 8
Science 9

Applied Design Skills & Technologies

Information Technology 8 & 9
Food Studies 8 & 9
Power Tech 8 & 9
Textile Studies 8 & 9
Metalwork 8 & 9
Woodwork 8 & 9

French Immersion

FI Leadership 8 & 9
FI Info Tech 8 &
FI Outdoor Education 8 & 9
FI Photography 8 & 9

Arts Education

Art 8 & 9
Band 8 & 9
Drama 8 & 9

Career Education

Careers 8 & 9
FI Careers 8 & 9

Grade 10-12 Courses:

Business Education

Media Design 10, 11, 12
Entrepreneurship 10, 12

Career Life Education

Career Life Education 10
Career Life Connections &
Capstone (grade 12 year)
FI Career Life
Connections & Capstone
(grade 12 year)
Work Experience 12A
Work Experience 12B

Fine Arts

Band 10, 11, 12
Guitar 10, 11, 12
Drama 10
Theatre Company 11, 12
Art Studio 10, 11, 12
Photography 10, 11, 12

Home Economics

Food Studies 10, 11, 12
Textiles 10, 11 & 12

Social Studies

Social Studies 10
Sciences Humaines 10
Francophone History 11
Social Studies 11
BC First Peoples 12
Law 12
20th Century History 12
Genocide Studies 12
Social Justice 12

English Language Arts

Composition 10 & 11
Creative Writing 10, 11, 12
Literary Studies 10 & 11
New Media 10 & 11
Spoken Word 10 & 11
English First Peoples 11
English Studies 12

Français langue 10
Études de cinéma 11
Français langue 12
Justice Sociale 12

French 10, 11, 12

Math

Foundations of Math 10
Workplace Math 10
Foundations of Math 11
Workplace Math 11
Pre Calculus 11
Foundations of Math 12
Pre Calculus 12
Calculus 12

Technology Education

Automotive 11, 12
Metalwork 10, 11, 12
Woodwork 10, 11, 12

Physical Education

Physical & Health
Education 10
Active Living 11, 12
Fitness & Conditioning 11,
12

Sciences

Science 10
Life Science 11
Anatomy and
Physiology 12
Chemistry 11, 12
Environmental Science 11
Physics 11, 12

APPLICATION

NECESSARY:

- Tutoring 11, 12
(BAA)
- Leadership 10-12
(BAA)
- Yearbook 11, 12
(BAA)

(make an appointment
with counselling)

BUSINESS EDUCATION/COMPUTER STUDIES

Business Education/Computer Studies puts the major goals of education into a business environment, encourages students to apply problem solving, decision-making, and critical thinking skills to a variety of business situations, and to communicate solutions to others. Students are encouraged to work alone, to work cooperatively, and to work in a business setting. Computer Studies provides personal life and employment skills, experience with an application of business technology.

Information Technology 8

Information Technology 8 is an Applied Design, Skills, and Technologies option where students learn to work together to solve technical problems and to develop interpersonal communication skills.

Technology literacy is a skill set that is in high demand in our global community. The three uses of information technology in a modern society are information technology (electronic resources), communication technology (telecommunication), and processing technology (software that help us do better, faster work). Technology is a tool and not an answer in and of itself. It should be seen as a learning tool that students learn with, not from. During this course, students will explore the following areas:

Computational Thinking: The introduction to coding and how programming works.

Computer and Communication Devices: The uncovering of the impact of technologies in today's world. The practicing of keyboarding skills.

Digital Literacy: Explore the elements of personal networks and future technologies.

Information Technology 9

Information Technology 9 is an Applied Design, Skills, and Technologies option where students enhance their skills in specific computer programs and softwares. This course builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways. This course incorporates a fair amount of flexibility allowing the student to select areas of IT that interest them. Many of the skills learned in IT9 are directly applicable in other classes, improving assignments and projects, making them stronger and more engaging. During this course, students will explore the following areas:

What is Computer Science? : What is a computer, humans and computers, application and uses.

Problem Solving: Problem solving strategies, searching, sorting, solving simple mazes, solving simple puzzles, making algorithms.

Data and Codes: Encoding and decoding data, data representation with binary numbers, encoding and decoding with cups, data representation using LEGO blocks.

Web Design: Safety and security, social responsibility, HTML5, CSS3, JavaScript, Photoshop, Moviemaker.

Software Exploration: Office 365, Photoshop, Moviemaker, Microbit, Kudo.

Programming – introduction to graphical programming, building algorithms, physical computing

MEDIA DESIGN 10

This course is designed to give students a view into media technologies for image development and design. Students will be completing three units on Graphics, 2D Animation and 3D Animation. In each area projects will cover: elements of design, principles of design, image development strategies, standards-compliant technology and a range of processes and techniques.

MEDIA DESIGN 11/12

This course offers students who have completed the introductory courses in graphics, animation, 3D modelling or programming and are looking for additional exploration in their area of interest an opportunity to delve deeper into those programs. Students will develop their own portfolios and presentation skills for potential clients in their field. This course is hands-on and project based.

ENTREPRENEURSHIP 10/12 (4 credits each)

With a goal to ignite the entrepreneurial spirit, this course presents the fundamentals of entrepreneurship through a semester-long business brainstorm, plan and implementation framework. Students will understand how to assess their own entrepreneurial potential and better understand how to use entrepreneurial principles to implement their ideas. The course will examine the behaviour and values of persons who successfully demonstrate entrepreneurial capacity and initiative. Students will engage in the social, ethical, and sustainability considerations that can impact business design. The course will identify simple and complex tasks required and engage students in appropriate sequencing of identified tasks. Students will cultivate authentic ideas and will be encouraged to implement in a realistic, productive and real-life manner. Students will complete the course with the culminating final draft of their own business plan in hand.

The course will be structured to be built upon in appropriate sequence to accommodate and promote further learning in business, business marketing, finance and e-commerce.

ENGLISH LANGUAGE ARTS

The purpose of the English program is to develop the student's communication skills of reading, writing, speaking and listening. There is a gradual progression through the basics at the junior level to that degree of sophistication that will equip the student for college or university. English courses may be adapted to accommodate students who have difficulty with the regular materials.

ENGLISH LANGUAGE ARTS 8

Basic skills are emphasized at this level. In the writing strand this involves sentence recognition, language skills, and paragraph development. Reading includes novels, short stories, and poetry, the principle focus being comprehension. Generally writing exercises are based on the literature selections studied. Oral reading and oral presentations are an integral part of the course.

ENGLISH LANGUAGE ARTS 9

The English 9 course builds on skills developed in Grade 8. Student work focuses on proper sentence structure and the use of various techniques in paragraph development and advanced writing skills. Students continue to receive practice in oral presentations. Literature study includes novels, short stories, poetry, and drama, selected to suit the abilities of particular classes. Appropriate writing exercises are assigned to check the comprehension and student response to materials studied.

LANGUAGE ARTS 10 (2+2 credits combinations to = 4 credits)

Students have the option of two the following:

Creative Writing 10 (2 credits) is designed for students who have an interest in creative expression through language. The course provides students opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the sampling of writing processes, inviting students to express themselves creatively as they experiment with, reflect on and practice their writing.

New Media 10 (2 credits) is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop a program of study centred on students' interests, needs, and abilities, while at the same time allowing for a range of local delivery methods. New Media 10 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording opportunities to demonstrate understanding and communicate ideas through a variety of digital and print media. New Media 10 explores tasks and texts designed to introduce students to the study of New Media.

Composition 10 (2 credits) is designed to support students in their development of written communication through a critical process of questioning, exploring, and sampling. Within a supportive community of writers, 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. They also develop their craft through processes of drafting, reflecting, and revising.

Literary Studies 10 (2 credits) designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world
- develop higher-level thinking and learning skills

Spoken Word 10 (2 credits) is designed to support students in their development of spoken communication through processes of questioning, exploring, and sampling. The course build students' spoken language competencies by introducing them to varied structures, forms, and styles of oral compositions and by providing opportunities for students to individually and collaboratively study, draft, and use language to create original pieces such as:

- Performance—spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts related to First Peoples themes
- Professional applications—speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items) related to First Peoples themes

LANGUAGE ARTS 11 Choose one of the following (4 credits)

Composition 11 (4 credits)

The following are possible areas of focus within Composition 11:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

Creative Writing 11 (4 credits)

The following are possible areas of focus within Creative Writing 11:

- short fiction and poetry – suggested content includes flash-fiction (micro-fiction, drabble, non-fiction, twitterature), graffiti, sub-genres (e.g., adventure, children's literature, comic/graphic, fantasy, fan fiction, historical fiction, horror, sci-fi, dystopian, suspense, thriller, tragedy, romance), drama, script writing, poetry, authenticity versus sentimentality, literary devices and techniques, various forms, the relationship between form and function
- creative non-fiction – suggested content includes columns, features, articles, queries, captions, layout, reporting, interviews, reviews (fashion, movie), advertising, titles, bylines, sample readings
- memoir – suggested content includes place-based writing, narrative, film memoir, sample readings

Literary Studies 11 (4 credits)

The following are possible areas of focus in Literary Studies 11:

- canonical literature by era (Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century)
- genre-specific studies (poetry, short stories, novels, drama, graphic novels, children's literature)
- world literature
- diasporic literature
- feminist literature
- Canadian literature
- First Peoples texts
- specific author studies
- specific topic, theme, or inquiry
- literature by era (Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century)

New Media 11 (4 Credits)

The following are possible focus areas in New Media 11:

- media and film studies – suggested content/topics include the globalization of the media industry, influence of media on users’ perceptions, and documentaries in the age of digital media
- journalism and publishing – suggested content/topics include the changing roles and structures within news organizations; and risks, challenges, and opportunities associated with professional journalism
- digital communication – suggested content/topics include blogging, writing for the web, writing for social media, gaming, and podcasting

Spoken Language 11 (4 credits)

The following are possible areas of focus in Spoken Language 11:

- performance – suggested content/topics include spoken word/slam poetry, poetry recitation, oral storytelling, readers’ theatre, radio/podcasts/video posts
- oral tradition – suggested content/topics include oratory, local story knowledge, oral history
- professional applications – suggested content/topics include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items), voice-overs

English 11 First Peoples (4 credits) *at FSS we have defaulted to this option for all students to combine the English 11 requirement with the Indigenous Studies Graduation Requirement

English 11 First Peoples provides opportunities for all students to learn about and engage with indigenous creative expression and the worlds of First Peoples provincially, nationally and internationally. The focus is on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in oral story, speech, poetry, dramatic work, dance, song and prose (fiction and non-fiction). This is the academic equivalent of English 11.

ENGLISH STUDIES 12 (4 credits) REQUIRED FOR GRADUATION

The required English Studies 12 course builds on and extends students’ previous learning experiences in ELA and EFP 10 and 11 courses. It is designed for all students and provides them with opportunities to:

- refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals
- think critically and creatively about the uses of language
- explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that shape identity
- appreciate the importance of self-representation through text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understanding of what it means to be educated Canadian and global citizens

ELECTIVE COURSES: Composition 12, Creative Writing 12, Literary Studies 12 and New Media 12

ENGLISH 12 First Peoples (4 credits)

English 12 First Peoples is the academic equivalent of English 12. It follows on the same foundation as English 11 First Peoples.

FINE ARTS

The Fine Arts program is for students who have an interest in Music, Arts and Drama. These courses help students to become more creative and to broaden their mind in Fine Arts.

ART 8

This course is designed to introduce and provide a foundation of the key elements of art and principles of design. Colour theory will be emphasized and other principles and elements will be brought to light. Two-dimensional pieces will be produced through working with various mediums such as; pencil, pencil crayon, charcoal, pastels and acrylic paint. Art history will play an important role in course development, promoting inquiry application. A focus of working with the pencil and/or pencil crayon to help create 3 D images will be explored. Studying and creating 3 dimensional art will be addressed. Students will work with clay to produce a 3 D piece of art.

ART 9

In Art 9 an introduction to the key elements of art and principles of design will be reinforced. Colour theory will be emphasized and other principles and elements will be brought to light. Two-dimensional pieces will be produced through working with various mediums such as; pencil, pencil crayon, charcoal, pastels and acrylic paint. Art history will play an important role in course development, promoting inquiry application. A focus of working with the pencil and/or pencil crayon to help create 3 D images will be explored. Studying 3 dimensional art will be addressed. Students will have opportunity work with clay to produce a 3 D piece of art and functional pieces.

ART STUDIO 10 (4 credits)

In Art 10 prior concepts related to art will be readdressed. A strong emphasis towards creating 3 dimensional images on paper and/or canvas will be addressed. The elements of art and principles of design will be reinforced and the concepts involved in creating a strong composition will be reviewed. Art history will play an important role in this course. Art 10 is a continuation from prior grades, however, there are no prerequisites for Art 10. As well, 3 dimensional work will be addressed with a strong emphasis placed on pottery theory and practice.

ART STUDIO 11/ ART STUDIO 12 (4 credits)

The mandate for both courses Visual Arts 11 & 12 are very similar, the level of exploration will increase as the grade increases. Art history will play an important role in this course. These comprehensive courses are designed to facilitate a broad range of experience in 2 and 3 dimensional pieces. A strong focus on the elements and principals of art and design relating to composition will be addressed. 2D work in drawing and painting will be addressed. 3D work will be explored, with a strong emphasis on pottery. For students at both the grade 11 and grade 12 level – this provides an excellent opportunity to start creating portfolio quality pieces that would be suitable to use when applying for post-secondary studies in the arts.

PHOTOGRAPHY 10/ PHOTOGRAPHY 11/ PHOTOGRAPHY 12 (4 credits)

It is recommended that students interested in taking this course have access to a digital camera. These photography courses focus on the use of digital cameras and computer manipulation of photographs. An option to work with the traditional form of photography will be provided. The history of photography will be reviewed. A wide variety of information on photographic design will be addressed with a strong emphasis placed on composition. Various technical aspects involved in (digital and traditional) photography will be presented. Photo manipulation using computer programs will be part of both these courses.

DRAMA 8/ DRAMA 9

The aim of these courses are to develop an awareness of the world through the senses; to develop the students' ability to concentrate; to develop students' sense of confidence; and to encourage enjoyment of drama. These courses may be described as introductory courses in developmental drama. They include theatre games, movement, mime, plays and character development.

DRAMA 10 (4 credits)

The aim of this course is to allow the student to develop basic speaking and acting skills. Working in an activity situation, the student will lose many inhibitions and be able to react without shyness or self-consciousness in new surroundings. This course may be described as an activity course geared toward developing basic speaking and acting skills. There is a mandatory classroom unit including theatre history and terminology.

FILM & TELEVISION 11/12 (4 CREDITS)

Not only is the Film & Television industry in British Columbia growing exponentially, students are beginning to take notice and actively search out ways to be part of the experience. Students will understand writing, producing, directing, cinematography, sound & lighting design, and post production editing & special FX from practicing the various roles that make up the film industry. Opportunities will arise for students to meet with and learn from professionals active in the field. Jobs in the content-creation industry will be explored and students will gain a better understanding of their own abilities and the direction in which their creative talents can take them.

THEATRE COMPANY 11 (4 credits)

Students will be performing in many different types of theatre production, to learn about character development, stage etiquette, movement, dramatic elements, etc. They will be learning the many elements required to put together a successful production. This course will encourage students to create and show work that they are passionate about. Extra credit for this course may also be earned by students who have committed to our school Drama Production.

THEATRE COMPANY 12 (4 credits)

Students will be collaborating with their classmates to create, write, produce, direct, and perform dramatic works of their own making. Students will be encouraged to use their interests inside and outside of school to influence and inspire their creative processes. Students who are keen on the performing aspect of things will have just as large a role, as those who do not. This course will encourage students to create and show work that they are passionate about. Extra credit for this course may also be earned by students who have committed to our school Drama Production.

INSTRUMENTAL MUSIC 8/9

No prior experience in music is necessary. The aim of this course is to develop music skills through the learning of a band instrument: a study of the instrument, and the study of the basic elements of music. Performance style, rhythm, and music literacy are the focus of this course. There will be a number of exciting opportunities to participate in concerts and music trips.

INSTRUMENTAL MUSIC - BAND 10 (4 credits)

Prerequisite: Band 9 or approval of band teacher.

Jazz band is a performance-oriented course. Emphasis on swing-style playing, refined technique, performance, and listening skills. There will be a number of opportunities to participate in concerts and music trips.

INSTRUMENTAL MUSIC - BAND 11 (4 credits)

Prerequisite: Band 10 or approval of the band teacher.

This is a continuation of Band 10. Emphasis on swing-style playing, refined technique, performance, and listening skills. There will be a number of opportunities to participate in concerts and music trips.

INSTRUMENTAL MUSIC - BAND 12 (4 credits)

Prerequisite: A minimum of 2 years playing or approval of the band teacher.

This is a continuation of Band 11. Emphasis refined technique, stylistically appropriate performance, listening skills, and improvisation. There will be a number of opportunities to participate in concerts and music trips.

COMPOSITION/PRODUCTION 11 and 12 (4 credits)

No prior experience necessary, basic rhythm is helpful. Students learn elements of music and several audio editing programs to create, record, and edit music for studio, film, radio, and dance. The culminating activity emphasizes creating new beats and loops, and mixing songs with turntables for a short DJ set.

INSTRUMENTAL MUSIC - GUITAR 10

The aim of this course is to get guitar players playing quickly with chords and then work on the basic elements of music: reading (notes), and listening skills. This is not a performance-oriented course; however, if there is interest in this area it can be accommodated. All styles of music will be covered from Rock to Bach!

INSTRUMENTAL MUSIC - GUITAR 11 and 12 (4 credits)

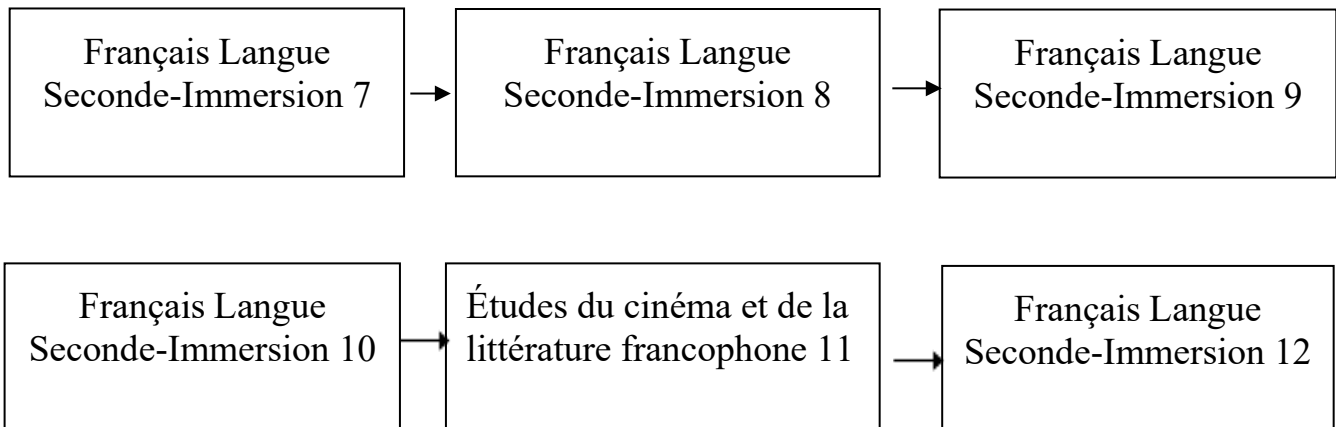
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FRENCH

The study of a second language is extremely beneficial for a variety of reasons in our global society. Not only do students acquire the skills and techniques to master another language they also learn to appreciate and respect other cultures. Students who plan to go directly to some universities require a second language up to the Grade 11 level and depending on the faculty, sometimes up to Grade 12. It is expected that languages are going to be an essential part of education for those students who want to broaden their horizons beyond the borders of our country.

FRENCH IMMERSION

The Ministry recognizes that French Immersion programming benefits the cognitive and social development of students, as well as their opportunities for career advancement. The major goal of French Immersion is to provide the opportunity for non-francophone students to become bilingual in English and French. Bilingualism is achieved by providing instruction of the basic curriculum entirely in French during the first years. Once a firm base in French has been established, instruction in English language arts is added, and instruction in the English language gradually increases. Students continue to receive instruction in certain subjects in French so that, by the end of Grade 12, proficiency is achieved in both languages.



FRANÇAIS LANGUE SECONDE - IMMERSION 8

Through oral and written communication you will learn to extend your knowledge of French into a deeper understanding of culture. Your oral and auditory understanding will improve and such activities as presentations, and a speech contest, will allow you to connect more to your understanding of the language. A focus on grammatical and written skills will continue to be emphasized. We will explore different written works and delve into the connections between literary works and francophone culture.

FRANÇAIS LANGUE SECONDE – IMMERSION 9

This class explores how language is a cultural tool, the common thread of knowledge and values. We will focus on oral and auditory skills through a variety of presentations; as well as, written skills through short and long works. A focus on the cultural connectedness of texts and the francophone culture will be emphasized. Additionally, grammatical and written skills will continue to be a focus of study to improve overall understanding of the language.

FRANÇAIS LANGUE SECONDE – IMMERSION 10

Through a series of written works we will show how exploration of texts reveals the depth and complexity of human life. We will examine how analyzing texts leads to an understanding of how meaning is conveyed through language and text. You will complete at least one novel study and complete a variety of written and oral assignments. A focus on oral and auditory comprehension will be key in ensuring a strong base of understanding of the French language and culture.

ÉTUDES DU CINÉMA ET DE LA LITTÉRATURE FRANCOPHONE 11

Read, write, and analyze. You will delve into connections between literature and film. We will discover, explore, analyze, and interpret cinematographic and literary works of the French-speaking world. This course will enable you to discover cinematographic works from different eras, cultures, styles, and genres. You will explore your imagination and develop your creativity and writing style through multiple literary genres.

FRANÇAIS LANGUE SECONDE – IMMERSION 12

“One language sets you in a corridor for life. Two languages open every door along the way.”
Frank Smith

We will delve into a full concept review from the French Immersion program up until now and work on preparation for the new French assessment which comprises of both an oral and written component. You will learn through a novel study, poetry unit, and overall comprehension. Additionally, a focus on grammatical concepts and understandings will strengthen your overall skills in the French language to better prepare you for its use outside of a school environment.



FRENCH 8

In this course students will expand their interest in and knowledge of French. The program is based on a communicative and thematic approach. Oral and written proficiency as well as aural and reading skills will be taught. The program follows modern philosophy on the teaching of second languages.

FRENCH 9

This course is a continuation of French 8. The program is based on a thematic and communicative approach and stresses all four skills: oral, aural, reading, and writing with emphasis on oral and aural. It is our objective to make the acquisition of a second language more relevant and therefore more interesting for students.

FRENCH 10 (4 credits)

This course expands the aims and objectives of the French 8 and 9 courses. Students entering French 10 should know how to ask and answer simple questions in full sentences. As well, they should have a command of common verbs (regular and irregular) in the present and future tenses. French 10 places an emphasis on practical communication skills, both oral and written. They will learn to use a range of common vocabulary and expressions, and will be expected to relay information in past, present and future time, both orally and in written form.

FRENCH 11 (4 credits)

Structures and tasks in this course are much more sophisticated than those covered in French 10. French is the language of communication in the classroom and it is expected that students demonstrate their ability to understand spoken French and communicate in French at a level consistent with the structures being presented. This course will include a variety of supplementary materials to help improve all skill areas.

FRENCH 12 (4 credits)

French 12 completes the sequence of French courses offered at FSS. Emphasis is placed on expanding oral and written comprehension as well as refining oral and written communication skills. French is the language of communication in the classroom.



HOME ECONOMICS

Home Economics is a field of applied knowledge with multi-disciplinary roots; it draws from the arts, sciences, and humanities. The purpose of the Home Economics Program is to educate young people by providing experience and knowledge, which develops attitudes, skills and techniques as individuals and family members throughout their life cycle.

TEXTILES 8 & TEXTILES 9

The aim of these courses is to teach the operation of a sewing machine, fabric preparation and simple clothing construction. Small projects such as pencil cases, boxer shorts, ski toques or mitts or aprons or gym bags or PJ bottoms may be sewn during this session.

TS 8/9 is combined with FS 8/9 as part of the Junior elective program.

FOOD STUDIES 8 & FOOD STUDIES 9

Foods Studies 8 and 9 are introductory food courses that cover basic cooking principles and techniques as well as an introduction to nutrition. Topics for this course include: safety, sanitation, measuring, nutrition, flour mixtures, eggs, pasta, fruit and vegetables.

FS 8/9 is combined with TS 8/9 as part of the Junior elective program.

FOOD STUDIES 10 (4 credits)

Students in this class will understand the preparation of balanced meals. Each student will learn about nutrients, functions of food in the body, and individual's food needs and how to balance good eating habits. The students will apply basic preparation skills in practical projects. The course consists of practical and written work. Some units covered in this course are: nutrition, eggs, flour mixtures, pasta and more.

FOOD STUDIES 11 (4 credits)

The Food Studies 11 program is designed to expand basic cooking principles and techniques and also develop a deeper understanding of human nutrition. Basic principles of meal planning, budgeting, consumerism, kitchen and time management are studied. Students are expected to follow a recipe accurately, work co-operatively in a group and evaluate prepared products according to established standards.

This course includes both written and practical work. The units covered throughout this course include: quick breads, yeast breads, salads and salad dressings, fruits and vegetables, vegetarian cookery, catering and fancy baking, cereals and pasta, eggs, cheese and meal planning and meat.

FOOD STUDIES 12 (4 credits)

The Food Studies 12 program involves advanced cooking principles, methods and techniques. This course includes both group and individual projects as well as an in-depth study of human nutrition. The units covered include: appetizers, beverages, advanced flour mixtures, food preservation, soups, weight control, special diets, vegetarian cooking, catering, and international foods.

TEXTILES 10 (4 credits)

This sewing course covers the following basic areas: equipment, safety, fabrics, patterns, alterations, fabric preparations and construction techniques. Projects include a zipper project and shirt or coat.

TEXTILES 11 (4 credits)

In this course, construction techniques are covered in more detail. Some areas of study will include; color and design, fabric analysis, alterations and sewing a variety of different fabric types. Projects may include outerwear, knit sportswear and garments of your choice.

TEXTILES 12 (4 credits)

The topics covered in this course will include advanced pattern alterations, history of fashion, fabric analysis, tailoring and a variety of advance clothing construction techniques. Garment projects may include a tailored jacket or prom dress and a design project that involves changing a commercial pattern to suit individual tastes.



BOARD AUTHORITY AUTHORIZED COURSES

Teachers in the School District have developed BAA courses. They are courses that meet a particular school or district need and for which no provincial curriculum exists. BAA courses provide opportunities for students that would otherwise not be available.

LEADERSHIP 10, 11 and 12 (4 credits)

This course is designed to provide students the opportunity to master the traits, skills, and responsibilities cultivated in leadership and to use those skills to serve their school, extended community, and lead others in the spirit of service.

TUTORING 11 & TUTORING 12 (4 credits)

This is a participatory course that prepares and motivates students to provide assistance to a teacher in their schools and communities. Students will work under the supervision of a teacher or mentor to provide assistance to a teacher in a variety of teacher activities. Students will develop skills in organization, self-directedness, communication, interpersonal relationships, leadership, teamwork, and in confidentiality. Students will apply these skills daily in activities related to supporting a teacher.

PSYCHOLOGY 11 & 12 (4 credits)

Psychology 11 and 12 are designed to provide students with an understanding of human behaviour- that of an individual versus that of a group. Well known psychologists will be studied along with their theories of behaviour. There will be units on sport, adolescent and social psychology in addition to discussions on emotional intelligence, neuroscience, psychological disorders and treatments. Throughout the course, students will gain a better understanding of themselves and others and will be required to think critically and analytically about behaviour and understand commonly held myths. There will also be continual discussion of how the study of psychology can lead to careers in variety of different areas such as Human Resources, Law, Education and Health Care.

YEARBOOK 11/12 (4 Credits)

This course is available to those students in grade 11 or 12. Students are responsible for the layout and Production of the FSS annual yearbook. Students will take on leadership and editorial responsibilities. Students may be assigned to assist in the management of the following: digital photography, writing and editing, page layout, advertising and/or sales. The yearbook is produced using online production software by the publication company.

MATHEMATICS

“Which Math course is best suited to my child?”

While there is no “rule” about which Math course is right for each student, the decision can be made easier by thinking about your child’s ability in Math, his/her interest in Math, and his/her future education and career plans. The new courses have been designed to facilitate student success after high school.

For example:

If your child has worked hard in Math 8 or 9, enjoys working on projects or “hands-on” activities, or intends to pursue a trade or technical job after high school, then choose the **Workplace pathway**.

If your child has worked hard in Math 8 or 9, enjoys working on projects or “hands-on” activities, or is planning further study in the in the Social Sciences like Economics, Geography, Psychology, Arts or Humanities at post-secondary, then the **Foundation pathway** will be the best choice.

If your child has been very successful in Math 8 and 9, enjoys the challenges of Math, and is thinking about future education or a career that involves Sciences or Engineering at a university, then starting the **Pre-Calculus pathway** will be the best choice.

Your child’s education choices after high school depend, in part, on the courses he/she takes in high school. To find out more information about each pathway option, please talk to your child’s Principal, counsellor and math teacher for more curriculum information.

Parents need to remember that grade 10 has ONLY two courses but there are three pathways in grade 11 to 12. Please review the diagram on the next page. Students who choose grade 10 Workplace cannot move to the Foundations stream easily.

Workplace Mathematics (Courses at grade 10 and 11)

This pathway is specifically designed to provide students with the mathematical understandings, critical-thinking skills identified for entry into the majority of trades at post-secondary and for direct entry into the work force. Topics to be covered include: statistics, finance, probability, geometry, measurement, surface area and volume, trigonometry, graphing, puzzles and games.

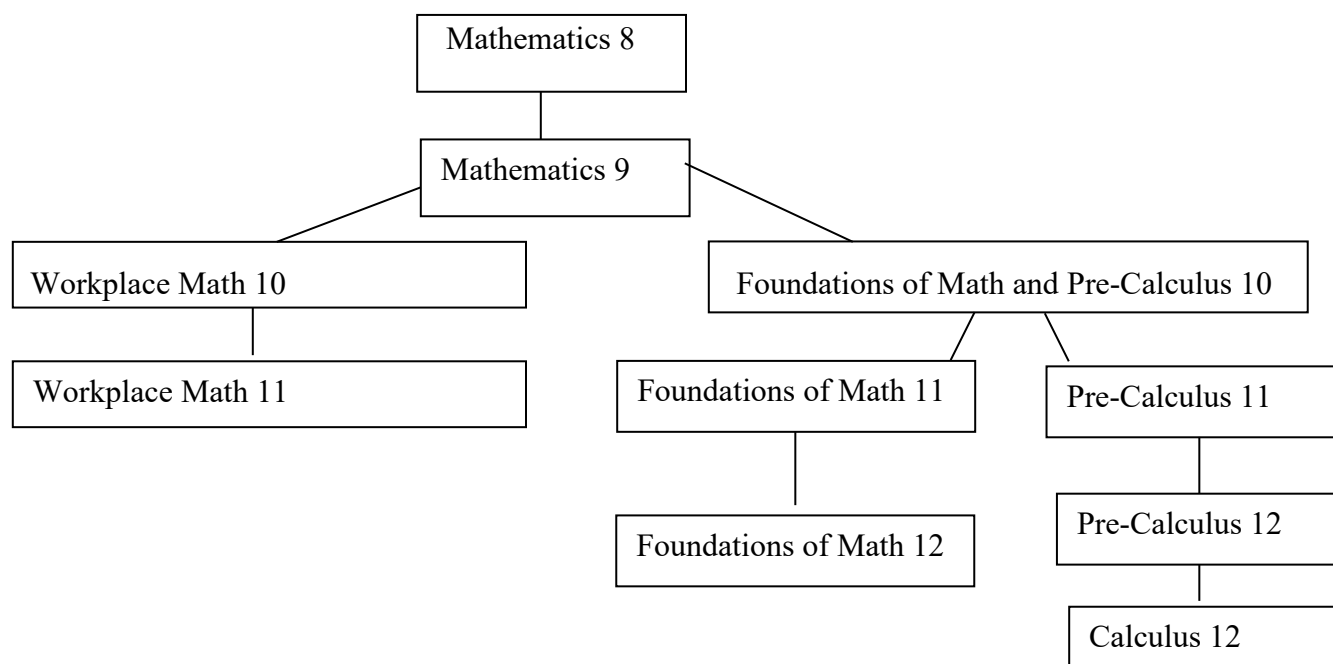
Foundations of Mathematics (Courses at grade 10,11 and 12)

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 student of theoretical calculus like Economics, Geography, Arts or Humanities. Topics include financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, and statistics and probability. Most students will choose this pathway.

Pre-calculus (Courses at grade 11 and 12)

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus like Sciences or Engineering. Topics include algebra and number, measurement, relations and functions, trigonometry, permutations, combinations and binominal theorem.

MATHEMATICS



Mathematics 8

Math 8 is intended to reinforce and extend the basic skills of elementary mathematics.

The topics covered are: squares and cubes, percent, decimals and fractions, discrete linear relations, ratios and rates, two step equations, surface area and volume, probability and financial literacy.

Mathematics 9

Students will build on math skills they can use at work, in finances and in daily life as well as in future professional applications like scientific research or engineering. More specifically students will explore: operations with rational numbers, exponents and operations with polynomials, two variable linear relations, multistep one variable linear equations, statistics and financial literacy.

Workplace Mathematics 10

This pathway is specifically designed to provide students with the mathematical understandings, and critical-thinking skills identified for entry into the majority of trades at post-secondary and for direct entry into the work force. Topics include puzzles, games, graphing, trigonometry, measurement and conversions, surface area and volume, central tendency, statistics and financial literacy. In general, students will improve their spatial awareness, analytical and logic skills.

Foundations of Mathematics and Pre-Calculus 10

This course is for students wanting to pursue academic post-secondary programs. Students who plan to apply for technical programs involving the study of first-year Calculus, such as engineering, computer sciences, medical sciences, etc., need to take this course. Non-math/science University programs including Psychology, Sociology, Humanities, and the Electrical Trades program. Topics include working with exponents, graphing linear functions, solving linear systems of equations, multiplying and factoring polynomials, trigonometry, probability and financial literacy.

Workplace Mathematics 11

This option is designed to provide students with the mathematical understanding and critical-thinking skills identified for the entry into the majority of trades and for direct entry into the work force. This course will expand on topics introduced in WM 10. Topics include puzzles and games, understanding and applications of personal investments, loans, budgeting, rate of change, probability and statistics, interpreting graphs in society, and 3D objects: angles, views and scale diagrams.

Foundations of Mathematics 11

This option is designed to provide students with the mathematical understanding and critical-thinking skills identified for the entry into the majority of trades and for direct entry into the work force. This course will expand on topics introduced in WM 10. Topics include mathematical reasoning, angle relationships, graphical analysis (linear inequalities, quadratic functions, systems of equations and optimization), statistics, scale models, and financial literacy (compound interest, investments and loans).

Pre-Calculus 11

Calculus is the gateway into other higher level math courses in university, and is also usually required of students enrolled in sciences, engineering, computer programming and other technical post-secondary programs. Pre-Calculus may also be a high school prerequisite for many post-secondary medical field professional certification programs such as nursing. Topics include: working with quadratic functions and equations, trigonometry involving angles from 0 degrees to 360 degrees, manipulations and operations with radical and rational expressions, linear and quadratic inequalities, powers of rational exponents, polynomial factoring and financial literacy (compound interest, investments, and loans).

Foundations Mathematics 12

Foundations will appeal to students who prefer to see how numbers can be used practically to model real world situations, but it also gives you a great sampling of a wide variety of math topics, demonstrating the diversity of math beyond Calculus. As part of the Foundations pathway, it is designed for students who plan on applying to Social Sciences or Humanities faculties in university, which do not require math courses, or require only courses in statistics. Topics include: geometric explorations (constructions, conics, and fractals), graphical representations (polynomials, logarithmic, exponential and sinusoidal functions), regression analysis, probability, combinations and financial planning.

Pre-Calculus 12

This course is for students wanting to pursue University Mathematics, Sciences, Engineering, Medicine, most Medical Technician programs and the Electrical Trades program. Topics covered include: function transformations, logarithmic and exponential functions, polynomial functions, rational functions, trigonometry (functions, equations and identities) and geometric sequences and series.

Calculus 12

This course covers Pre-Calculus 12 and first year University Calculus topics at most post-secondary institutions. This course is for students interested in pursuing University Sciences, Mathematics, Engineering, Medicine, most Medical Technician programs and the Electrical Trades. Topics covered include: limits, the derivative and rules, applications of the derivative, the integral and applications of the integral.

PHYSICAL AND HEALTH EDUCATION



The Physical and Health Education program at Fernie Secondary School aims to improve a student's physical intellectual, emotional and social characteristics and attitudes. Each student is presented with the opportunity to develop proficiency in a wide variety of skills offered in a structured framework. The skills range from developing a knowledge and understanding of physical education theory such as rules, techniques and strategies to developing and maintaining a personal level of physical fitness.

The program allows students the opportunity to develop and maintain a level of proficiency in a wide variety of activities under the general heading of team and individual activities.

Physical and Health Education is a required course up to and including the grade 10 level.

PHYSICAL & HEALTH EDUCATION 8

The objective of this course is to introduce students to a wide variety of group, individual and dual sports/activities. Students continue to develop, refine and apply fundamental movement skills in various activities and environments (gymnasium, fitness room and outdoors). Emphasis is placed on students' development and demonstration of safety, fair play and leadership. Students are encouraged to participate daily in physical activity designed to enhance and maintain health components of fitness. Students will discuss a variety of health topics that promote healthy/active living, social and community awareness and mental well-being.

PHYSICAL & HEALTH EDUCATION 9

This course is an extension of the grade 8 program with a greater emphasis placed on refining fundamental skills, strategies and concepts in a variety of activities and environments (gymnasium, fitness room and outdoors). Game play is more extensive, with more importance placed on applying concepts and strategies in a variety of group, individual and dual sports and activities. Students begin to explore a more individualized fitness program with emphasis on performing exercises that meet their fitness goals. Students will discuss a variety of health topics that promote healthy/active living, social and community awareness and mental well-being.

PHYSICAL & HEALTH EDUCATION 10 (4 credits)

The grade 10 course is a required course. The students' will continue to refine proper techniques for movement skills, concepts and strategies through a variety of traditional and non-traditional sports/activities. These activities will be explored in a variety of environments (gymnasium, fitness room and outdoors). Students continue to improve their individualized fitness programs to meet their goals throughout the course. FITT and SAID principles will be taught and utilized throughout the fitness unit. Students will discuss a variety of health topics that promote healthy/active living, social and community awareness and mental well-being. First aid skills for responding to emergencies will also be taught.

Physical & Health Education 10 is required for graduation.

ACTIVE LIVING 11 and ACTIVE LIVING 12 (4 credits for each course)

This course is primarily located in our gymnasium and field facilities with access to the community's resources. The course emphasizes safety, fair play, and leadership in a variety of physical activities. Proper techniques to prevent injury are emphasized, as students learn to develop and demonstrate skills needed to plan, organize, and safely participate in recreational events and other preferred physical activities. Proper fundamental movement patterns will be taught; including non-locomotor (balancing, bending, lifting), locomotor (running, skipping, rolling), and manipulative (striking, bouncing, kicking, passing) skills. This course will emphasize leadership, volunteering and mentoring others. Injury prevention and management will be reinforced throughout the course, providing students with the knowledge and tools to follow personal safety practices and applying rules and guidelines for participating safely in specific activities. Additionally, this course will explore the recreational resources available in the community.

FITNESS AND CONDITIONING 11/12

This course is primarily located in our fitness room, with access to the community's facilities and fitness programs. This course explores personal fitness and emphasizes participation in a variety of activities at different intensity levels. Students will continue to learn how their bodies move and function and how to move safely during exercise. Students will acquire proper training guidelines and techniques in order to reach their health and fitness goals. Students will examine their own personal choices and how those choices influence health and fitness goals. Individualized fitness programs will be developed throughout the course, allowing students to adapt their program to meet their specific goals. Anatomy and physiology will be emphasized throughout the course. Students will identify and describe how muscles produce movement in different parts of the body and how to specifically train those muscles. Overall, students will demonstrate leadership, proper etiquette and safety skills in different types of fitness activities and environments.

OUTDOOR EDUCATION 8/9 and 10-12

Learn the fundamentals of safe and healthy outdoor experiences. This course provides students with the opportunity to learn about the environmental considerations for outdoor experiences. Students will learn how to plan and organize and outdoor excursions. They will learn about risk management and mitigation in the outdoors. There are many opportunities to personalize this course to meet the needs and interests of students participating in the class.

OUTDOOR EDUCATION – FLY FISHING 10, 11, 12

The community of Fernie, BC is located along the beautiful Elk River and within a short driving distance to numerous freshwater lakes. This newly offered course at Fernie Secondary School is geared towards beginner and intermediate anglers for both moving and still waters. Participants will experience, but is not limited to, the following learning opportunities and skills developments: numerous engagements with fly fishing along the Elk River, fly fishing methodology, rod / reel setup, knot tying, fly tying basics, casting techniques, fishing etiquette, entomology, aquatic invertebrate lifecycles, history of local fly fishing, outdoor ethics, sustainability, conservation, stewardship, impacts of poaching, local environmental issues, fly fishing tourism, fly fishing career opportunities, provincial regulations, BC Freshwater Fishing Synopsis, and First Nation perspectives.



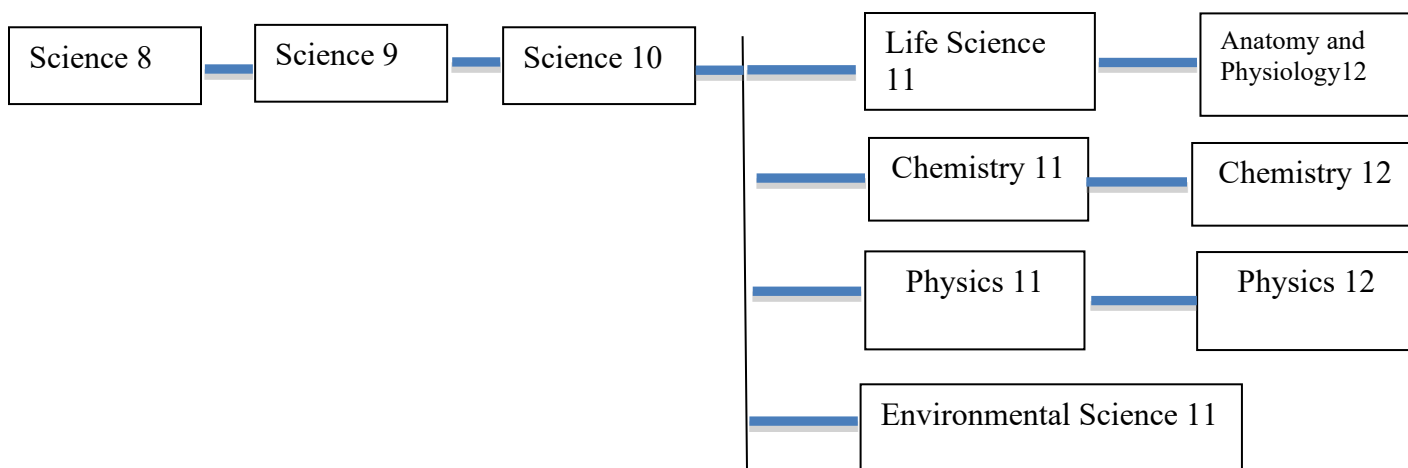
SCIENCE

The Science Program at Fernie Secondary focuses on analyzing, predicting, questioning and processing scientific information and connecting this information to real-life experiences through inquiry. Students are encouraged to “think outside the box” to help them recognize and solve problems. Regular classroom discussions promote collaborative learning experiences as students seek answers to questions about the world around them. This program is meant to continually engage the curiosity of all of our students in order to pursue learning.

Fernie Secondary offers a wide and varied selection of science courses to meet the needs of all students.

The junior science program (grade 8-10), covers a wide range of sciences which will prepare you for more specialized sciences in grades eleven and twelve. Graduation requirements include a grade 10 and a grade 11 level science course.

These are in alphabetical order, Biology 11, Biology 12, Chemistry 11, Chemistry 12, Environmental Science 11, Physics 11 and Physics 12.



SCIENCE 8

The Science 8 course continues to build on the concepts introduced in Grade 7. The course covers a wide range of topics related to each science discipline. Some examples of content covered is cell theory, immune system, properties of light, atomic theory, plate tectonics and First Peoples knowledge of local geological formations.

SCIENCE 9

The Science 9 course continues to build on the concepts introduced in Grade 8. Some examples of content covered is mitosis, meiosis, the periodic table and its properties, circuits, matter cycles and First Peoples knowledge of interconnectedness and sustainability.

SCIENCE 10 (4 credits)

Science 10 gives students a more in-depth knowledge of all the science disciplines. The course content covers chemistry, physics, biology and earth science. This wide range can help students recognize possible interests which may help guide them in their science course selection for their grade 11 and 12 years.

The content covered in each discipline is listed below:

Chemistry and Physics – chemical formulae, the periodic table and its properties, simple chemical reactions, transformations of kinetic and potential energy, fission versus fusion,

Biology –DNA, genes, chromosomes, inheritance

Earth Science- formation of the universe “The Big Bang Theory”

First Peoples perspective on energy and chemical processes and their implications.

CHEMISTRY 11 (4 credits)

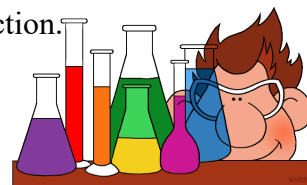
Prerequisite: Science 10, but it is strongly recommended that Pre-calculus 11 be taken concurrently.

The Chemistry 11 program is designed to be both a general survey course or as a foundation for further chemical study. The chemistry program deals with the description of matter and its transformations. Emphasis is placed on the quantitative analysis of chemical reactions. An introduction to organic chemistry is also presented. The course consists of 5 modules: Atoms and Molecules, The Mole, Chemical Reactions (Stoichiometry), Solution Chemistry and Organic Chemistry.

CHEMISTRY 12 (4 credits)

Prerequisite: Chemistry 11 and Pre-calculus 11 strongly recommended.

Chemistry 12 is designed primarily for students planning to continue in post-secondary studies in technology or science. Chemistry 12 consists of 5 modules: Reaction Kinetics, Chemical Equilibrium, Solubility Equilibrium, Acid- Base Chemistry and Oxidation-Reduction.



ENVIRONMENTAL SCIENCE 11 (4 credits)

This course will look at both global and local environmental topics. It offers students the opportunity to understand, explore and communicate ideas on environmental science education. Academically, the course will be predominantly assignment and project-based. The Big Ideas covered in this course are:

- Diversity in Local Ecosystems: Local environments contain diverse ecosystems with many roles and relationships.
- Processes and Changes in Local Ecosystems: Inter connected systems sustain healthy ecosystems. Ecosystem stability is an important result of sustainability
- Sustainability in Local Ecosystems: Human practices affect the sustainability of ecosystems.
- Conservation and Restoration of Ecosystems: Humans can play a role in conservation and restoration of ecosystems.

LIFE SCIENCE 11 (4 credits)

Life Science 11 examines how the structure and function of a cell allows for the development of a vast array of organisms. This diversity of life will be examined using established classification systems, with an emphasis on unifying characteristics for kingdom and phyla groupings. To this end, students will arrive at an understanding of how organisms conduct life processes, and at the same time, maintain equilibrium with the biosphere. Microscope skills are developed and dissection techniques are introduced.

ANATOMY and PHYSIOLOGY 12 (4 credits)

Prerequisite: Life Science 11 and Chemistry 11 recommended

Anatomy and Physiology 12 is an overview of human anatomy and physiology from the molecular level to the organ system level. The first part of the course covers cell structure and function. The second part covers basic human anatomy and physiology. The underlying theme of the course is homeostasis – the maintenance of a steady state within the organism. Microscope skills and dissection technique will continue to be developed.

PHYSICS 11 (4 credits)

Prerequisite: Science 10. It is strongly recommended that Foundations of Math & Pre-calculus 10 be completed and that Pre-calculus 11 be taken concurrently. Topics to be covered include: 1D Kinematics, 1D Dynamics, 1D Momentum, Energy, Electric Circuits and Waves and Optics.

PHYSICS 12 (4 credits)

Prerequisite: Physics 11

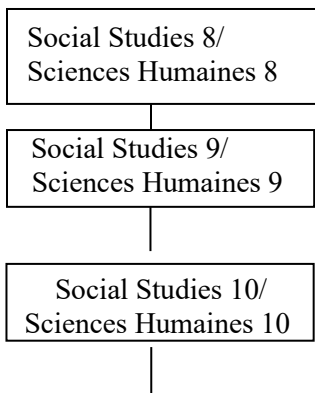
Physics 12 is an extension of Physics 11, taking some topics to greater depth and introducing some new topics. It provides a more rigorous treatment of fewer topics than Physics 11.

The topics covered include: 2D Kinematics, 2D Dynamics, 2D Momentum and Energy, Equilibrium, Circular Motion and Gravitation and Electrostatics.



SOCIAL STUDIES

Social Studies is a core subject and graduation requirements include the successful completion of a Social Studies course in each grade 8 through 11.



Explorations in Social Studies 11
OR
Francophone History 11(FI) or
Justice Sociale 12 (FI)
OR
Law 12, 20th Century World History 12, BC First Nations Studies 12, Genocide Studies 12,
Contemporary Indigenous Studies 12, Social Justice 12 and others.

NOTE: Entrance requirements for out of province universities may have different requirements

SOCIAL STUDIES 8/ SCIENCES HUMAINES 8

Social Studies 8 is the introductory Social Studies course in secondary schools. The theme of the course is the diverse heritage of Canada. The course includes:

Geography – interpreting maps and globes, locating information.

History – Middle Ages in Western Europe, Eastern Europe, Middle East, India, China, Japan; the Renaissance and Reformation in Europe and Exploration and Conquest I the New World.

SOCIAL STUDIES 9/ SCIENCES HUMAINES 9

Grade nine Socials Studies builds on the themes developed in grades seven and eight. In this year students are introduced to a Canadian strand in the overall theme of distinctive cultures developing in response to a variety of influences.

Geographic skills and knowledge are integrated with the historical topics as well as interpreting maps and globes and locating information. The themes introduced will be: North America to 1815, Canadian Nation – Building, Industrialization,

Current Events and Relevant Field Studies.

SOCIAL STUDIES 10 /SCIENCES HUMAINES 10 (4 credits)

This course is entitled “Canada: Nationhood and Economic Relationships”. The focus is on the development of Canada as a nation, with emphasis on the development of Western Canada. The Geography section examines Canada’s economic activities and Canada’s relationship with the Pacific Region and the Indian Sub-Continent.

HISTOIRE ET CULTURE FRANCOPHONE 11

Why do we have two languages of European origin in North America? You will discover the origins of French Immigration. Imagine yourself on a boat to the New World, or farming a field, building dikes, meeting new

indigenous peoples. A history full of conflict, war, love, and life is presented in this course on Francophone history in Canada. We will examine the ins and outs of the history of French speaking people in Canada and their influence on the country we know today. A study of geopolitical movements and social identity will be a focus. Emphasis on the evolution of French/ English relations in Canada and the rise of the separatist movement in Quebec in the 1960's and the ensuing violence.

EXPLORATIONS IN SOCIAL STUDIES 11 (4 credits)

The Social Studies 11 course is a contemporary study of Canada and World Affairs. The student will study Canada's government, laws, politics, and social issues. They will examine Canadian society and our role in world affairs. In the Geography section topics such as the Global Village, World Population, Resource Use, Industrialization, and Urbanization will be covered. Students will also examine Current Events and relevant issues of the time.

BC FIRST PEOPLES 12 (4 credits)

BC First Peoples 12 is designed for all students, Aboriginal or non-Aboriginal. This course can be used to meet the required number of credits at the grade 12 level and as a Social Studies 11 credit. Primarily BC focused, BC First Peoples 12 will emphasize the history and traditions of British Columbia's First Nations peoples. Integrating the past, present, and future, this course looks at concepts of history, geography, and government. BC First Peoples 12 is intended to develop an appreciation and respect for the similarities among and differences between the diverse cultures of the world.

COMPARATIVE CULTURES 12 (4 credits)

Comparative Cultures is a senior humanities course that is more specialized in range compared to traditional History 12 or Socials 11. Comparative Cultures 12 will investigate the nature of culture, its definition, ways in which cultures develop, and ways in which world cultures interact. **Benefits for students taking Comparative Cultures include:** Increased literacy, improved study habits, development of critical thinking skills important for making sound judgments, and inquiry skills that lead to deeper understanding of content. Lastly, in increasing understanding of the past, Comparative Cultures 12 provides a basis for students to increase their global awareness and subsequently contribute constructively to the management of key issues in the future.

CONTEMPORARY INDIGENOUS STUDIES 12 (4 CREDITS)

Contemporary Indigenous Studies is a course that identities, worldviews, and languages of indigenous peoples that are renewed, sustained, and transformed through their connection to the land. Students study how Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism. Students learn how Indigenous peoples continue to advocate and assert rights to self-determination and that reconciliation requires all colonial societies to work together to foster healing and address injustices.

GENOCIDE STUDIES 12 (4 credits)

Genocide Studies 12 strives to better understand the nature of human beings and the political situations that lead to genocide, both physical and cultural. Through the understanding of psychology, the characteristics of genocide, the challenges of global peace, students will gain a greater understanding of our role in the global community. Students will analyze and evaluate details of past events to better understand current perspectives on economic, political, social, and cultural conditions of genocide. This course aims to develop a critical lens so that students gain a better understanding of concepts such as colonization, conflict, ethics, atrocities, and political denial.

LAW 12 (4 credits)

Law 12 should be an enjoyable and practical course where students will have the opportunity to learn and familiarize themselves with information that should be useful in their everyday lives. The following brief outline will serve, as a guide to the core material we will cover, though there will be topics of interest added. The Development of Canadian Law, Types of Law – Civil, Criminal and others, Court Structures and Procedures, Rights and Responsibilities, Civil Rights, Civil Law, Criminal Law, Contract Law, Family Law, Youth and the Law, Wills and Inheritance Citizenship and Immigration and Labour Law. In-class mock trials and actual court visits will give students a better idea of how our legal system operations.

20th CENTURY WORLD HISTORY (4 Credits)

This course follows an inquiry -based model involving improved communication and critical and creative thinking skills. It looks more in depth at how the 20th Century was a pivotal one not only for Canada, but also for the entire world. A solid understand of Socials 10 and 11 is recommended. Different countries are focused on in this class such as South Africa and its apartheid movement, the rise of the American mafia, America's segregation and civil rights eras, Sierra Leone and its link to blood diamonds, Russia's revolutionary changes, and China's development as a global power. Military history and the long-term impacts of war are interwoven into each unit. Students will also improve their research skills and gain a better understanding of human geography concepts like population growth, environmental changes, terrorism and globalization.

SOCIAL JUSTICE 12 (4 Credits)

This course uses an inquiry model to explore how power, privilege and oppression manifest in systems, culture, and personal behavior. Students actively take on projects and engage in topics in ways that transgress and challenge systems and norms. Within this class students may be asked explore identity, values, and beliefs. Social justice work is personal in nature and requires an investment from both the brain and the heart. There will be times where students will be challenged or uncomfortable; this is the nature of the work. The class will work to cultivate a culture where students are able to take risks and develop courage. Students will also work to create a space where others' diverse perspectives and truths are honoured and where people can have meaningful dialogue about differences. In order for this to happen, student will seek to understand and not just speak to be understood.

TECHNOLOGY EDUCATION

This department is emphasizing "skills" and "design" oriented courses. Design oriented versions of the traditional Woodworking and Metalworking courses are offered. Art Metal will also emphasize creative design. Automotive courses can be taken as an introduction to basic mechanics.

Woodworking and Metalworking also have career preparation courses that will prepare students for a trade in house construction, fabricating and the welding fields.

WOODWORK 8 /9

The aim of the course is to introduce hand tool work as well as some basic machines to the student. The student will layout and fashion wood to a smooth finish. The practical aspect of this course usually consists of small projects to facilitate the use of most basic joints, tools and machines. The only fee applicable would be that students would be required to pay for materials if hardwood is desired.

METALWORK 8/9

The aim of this course is to give the students enough metalwork background that they can design, draft and produce their own projects. The course will cover welding, machining and casting in addition to care and maintenance of equipment. Skills in all areas will be learned through selected projects. The balance of the school year will be for student designed projects. Safety glasses are required.

POWER TECH 8/9

The aim of this course is to familiarize students with basics forms of power technology through a blend of theory and hands-on projects. This course will cover renewable and non-renewable sources of energy, structure analysis, aerodynamics, and conversion and transmission of energy. Skills in various areas will be gained through projects including rebuilding a small engine, creating and analyzing bridge structures, and designing and testing c02 cars.

WOODWORK 10 (4 credits)

Students enrolled in this course will have the opportunity to safely operate basic wood working machinery. There will be common projects constructed, as well as individual projects. A design problem will be solved and constructed. Students are expected to draw all projects. Students will pay for individual projects only.

ART METAL AND JEWELERY 12 (4 credits)

This course will start with hand building techniques working with copper, pewter, silver and gold. The course will progress through the skills of using composites of various metals and stones and enameling. Students will have the opportunity to cast jewelry of their own design. This course is available to grade 11 students.

WOODWORK 11 (4 credits)

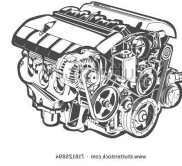
The aim of this course is to develop skills, knowledge and confidence in woodworking tools, machinery and cabinet construction. Students will also be expected to illustrate how their manufactured project is beneficial. This course will consist of a common core project, a design problem project, as well as, supplementary projects.

Students will be responsible for knowledge of theoretical components of house construction.

Students are expected to pay for all supplementary project materials.

WOODWORK 12 (4 credits)

Students will be expected to follow advanced machine and power tool procedures. Cabinet construction theory will be an integral part of this course. Students will be expected to draft all projects prior to construction. Students will also be expected to apply many types of wood finishes. Students will be responsible for knowledge of theoretical components of house construction. The course will also consist of common projects, design problem solving projects and supplementary projects. Students are expected to pay for all supplementary projects material.



AUTOMOTIVE 11 (4 credits)

This course is designed to give the student a basic knowledge of the construction, design, operation and maintenance of an automobile. This course has both a theoretical and a practical work component. Topics covered include: safety, introduction to vehicles, lubrication, ignition, electrical theory, basic engine theory, fuel system and general vehicle maintenance.

AUTOMOTIVE 12 (4 credits)

This course is a continuation of the Mechanics 11 course. More time will be spent on the practical (shop) aspect, with the theoretical portion being devoted to suspensions, transmissions, electrical systems, drive lines, rear ends and brake systems. Due to the extensive practical portion of this course, access to a vehicle in need of repairs is recommended.

METALWORK 10 (4 credits)

The aim of this course is to give the students enough metalwork background that they can design, draft and produce their own projects. The course will cover welding, machining and casting in addition to care and maintenance of equipment. Skills in all areas will be learned through selected projects. The balance of the school year will be for student designed projects. Safety glasses are required.

METALWORK 11 (4 credits)

In this course, the student should expand his abilities in the application of principles of the technology of the metal trades: fundamental skills of allied trades of welding, sheet metal and foundry, systematic planning and procedures and safe work habits, skills and knowledge in use of lathes, milling machines and drill presses, care and maintenance of equipment. This is a senior metal work course. Some projects are compulsory. After that, students will be able to choose their own projects in consultation with the instructor. Individual attention will be given when needed and creativity is encouraged. Each student must have his/her own pair of safety glasses.

METALWORK 12 (4 credits)

In this course, the student should expand his/her abilities in the applications of principles of the technology of the metal trades and how these principles relate to practical situations, fundamental skills of the allied trades of welding, sheet metal and foundry work, in-depth knowledge of one or more of the metal areas, skills and knowledge in the use of milling machines, lathes, drill presses, safety consciousness and good work habits, the vocational opportunities available in metal trades, care and maintenance of equipment. This is a senior metalwork course involving students working on their own individual projects. The Instructor will give individual help when needed. Creativity on projects is encouraged. Each student must have his/her own pair of safety glasses.

**If you require additional information or have
unanswered questions, please feel free to contact the
administration or a counsellor at
250-423-4471.**