

A. L. Fortune Secondary

Course Planning Guide

2024 - 2025



Mission Statement

It is the mission of this school to encourage all learners to strive to reach their potential in a positive and supportive learning environment.

How to Use the Course Catalogue

Read the course catalogue for descriptions of the courses and programs available that meet your educational goals. As always, when designing your program, be sure to use all available resources, including parents, teachers, school counsellors, *Education Planner BC* and **myBlueprint**.

Please note that if student requests are too low not all courses in this catalogue will be scheduled.

Education Planner BC (<https://www.educationplannerbc.ca/>) is an education-planning tool, developed by the Province of BC, that provides students with clear, reliable, and detailed information on BC post-secondary education. It helps learners make well-informed decisions about their education and career options.

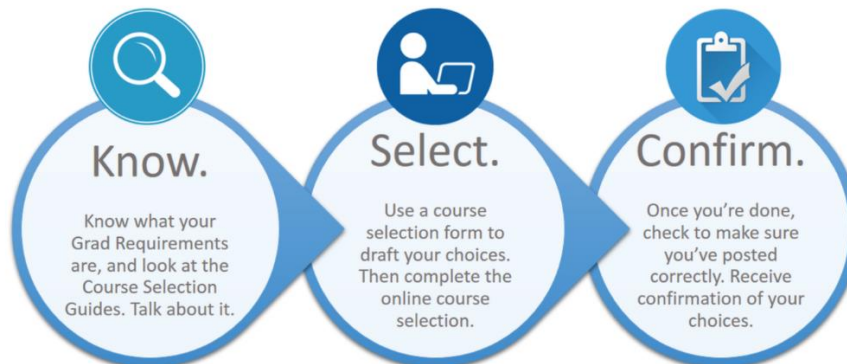
Post-Secondary Entrance Considerations

Colleges, universities, and trades institutions offer a wide variety of programs varying in length and content. The type of programs that students may pursue will depend on their career goals, personal interests, and financial situations. There is no single transition plan that fits all students or post-secondary institutions.

Course planning for post-secondary education requires research, time and thoughtful consideration.

When planning a high school program, students need to ensure that they are meeting the entrance requirements for their programs and institutions of choice. These considerations include the specific courses they take and the marks they earn.

The school counsellor, administration and staff are available to assist students with research and course planning for post-secondary education and career goals.



Graduation Requirements

Core Requirements

English 10 or English First Peoples 10	4 credits
English 11 or English First Peoples 11	4 credits
English 12 or English First Peoples 12	4 credits

Social Studies 10	4 credits
Social Studies 11 or 12	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
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Fine Arts or Applied Skill 10, 11, or 12	4 credits
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Career Life Education 10	4 credits
Career Life Connections 12	4 credits
Capstone	

Provincial Graduation Numeracy 10 Assessment	
Provincial Graduation Literacy 10 Assessment	
Graduation Literacy 12 Assessment	

Minimum Core Credit Total	52 credits
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******Effective 2023-2024, all students graduating with a BC Dogwood Diploma must take a 4-credit course with an Indigenous-content focus in their Graduation Program Years (Grades 10-12) to meet graduation requirements**

Elective Courses

Students complete the rest of their Graduation Program by choosing elective courses. These courses must be “provincially authorized” or “board authorized” courses in order to count towards graduation. At least 16 credits in total must be at the grade 12 level.

Minimum Elective Credits	28 Credits
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Minimum Credits for Graduation Credits	80 Credits
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COURSE FEES

For students who wish to take a course on an enhanced basis, (allowing them to make a project out of better-quality materials, and/or take the final project home) there may be an extra materials fee. All courses can be taken on a no fee basis if the students do not wish to take their projects home or use higher quality materials.

Finally, please note that our school has a **financial hardship policy**. If a family is unable to pay a fee due to financial hardship, please contact the school administration to make alternate arrangements or to have the fees waived. Your request will be kept confidential.

How to Graduate 101

Course selection is very important. Be sure to pick your courses wisely – based on your future goals and interests – not what simply the easiest path or what your friends are taking. Just a reminder that effective 2023-2024, all students graduating with a BC Dogwood Diploma must take a 4-credit course with an Indigenous-content focus in their Graduation Program Years (Grades 10-12) to meet graduation requirements.

Required Courses by Grade

Grade 10

- Language Arts 10 (English 10)
- A Mathematics 10 (Foundations & Pre-Calculus 10 or Workplace Math 10)
- Physical and Health Education 10
- Career Life Education 10
- Science 10
- Social Studies 10

Grade 11

- Language Arts 11 (English 11) is now offered as 4 credit two term course in the same topic area as grade 10.
- A Mathematics 11 (Workplace Math 11, Foundations Math 11, or Pre-Calculus 11)
- A Science 11 (Chemistry, Physics, Life Sciences, Specialized Science or Science for Citizens)
- Social Studies 11
- Career Life Connections (2 Credits)

Grade 12

- Language Arts 12 (English 12)

In addition to the above requirements at each of the grade 10, 11, and 12 grades students must also complete the following:

- 3 Grade 12 level courses (For example: Physics 12, Anatomy & Physiology 12, Chemistry 12, Foundations 12, Pre-Calculus 12, Specialized Science 12, a Language 12, Law 12, Literature 12, Leadership 12, Yearbook 12, Marketing 12, Art 12, Drumline 12, Concert Band 12, Jazz Band 12, Musical Theatre 12, Fitness & Conditioning 12, AM Fitness 12, PE 12...)
- Career Life Education 12 and the Capstone Project completed in the Grade 12 year (4 Credits)
- Fine Arts or Applied Design, Skills and Technologies 10 or 11 or 12 (at least one)

Graduation Literacy and Numeracy Assessments

Grade 10 students will write a numeracy assessment and a literacy assessment. Grade 12 students will write a literacy assessment. Once they write the assessment, students can re-write up to two more times to improve their mark.

Please refer to <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/graduation-requirements> if you are looking for the Ministry of Education policy around graduation requirements.

English

English 9

English 9 continues to build on the skills used in Grade 8. The sentence, paragraph and essay are further explored. Speaking and listening skills continue to be important. Novels, poetry and short stories are also major focuses of English 9. Students are encouraged to read for pleasure and appreciate suspense, character development, conflict and theme. Electronic research is encouraged.

English 10: First People's Literacy Studies (2 credits)

EFP Literary Studies is designed for students who are interested in exploring First Peoples' literature in a variety of contexts, genres, and media. These choices provide students with opportunities to explore personal and cultural identities, histories, stories, and connections to land/place.

English 10: First People's Composition 10 (2 credits)

EFP Composition 10 is designed for students who are interested in writing for a variety of purposes and contexts. This area of choice provides students with opportunities to become better writers through the exploration of personal and cultural identities, memories, stories, and connections to land/place.

English 11: Literary Studies

This course focuses on a deeper exploration of literature by authors from different countries and time periods in a variety of media. Possible areas of student may include literature from the Middle Ages, the Renaissance, Romantic and/or the Victorian eras as well as the 20th Century. In addition, students may examine various genres, including poetry, short stories, novels, drama, graphic novels and/or children's literature.

English 11: Composition

Students in this course will refine, clarify and adjust their written communication through practice and revision by reading compositions by other writers. Students' writing competencies will expand through drafting, reflecting and revising to build a body of work that demonstrates expanding breadth, depth and evidence of writing for a range of situations. Possible areas of focus may include essay-writing, planning, drafting, editing, writing for specific audiences and disciplines, how to cite sources, considering the credibility of evidence, and evaluating the quality and reliability of the source.

English First Peoples Literary Studies 11

EFP Literary Studies is a course designed for students interested in studying First Peoples literature. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. The course also provides students with the tools to think critically and creatively. Students will demonstrate their understanding of the material in a variety of ways, including formal and informal writing, as well as other creative means.

English Studies 12

Students are expected to demonstrate competence in language, composition, and literature. Students will be asked to write and analyze a variety of essay and poetry styles. Literary genres such as the short story, poetry and the Shakespearean play are studied. Other literary genres are studied as time permits.

English First Peoples 12

This course is the academic equivalent of English Studies 12. English First Peoples 12 is grounded in the First Peoples Principles of Learning. It is designed for all students interested in studying First Peoples oral and written literature as well as visual texts. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as shown in a variety of texts including oral story, poetry, song, performance, film, and prose. A key feature of the course is the focus on authentic First Peoples voices from British Columbia, Canada, and the world.

Social Studies

Social Studies 9

Grade 9 builds on the central theme that different and unique cultures develop in a response to a wide variety of influences. In this course students will be focusing on the development of Canada as a nation from its early settlements to the emergence of a new nation. The time period covered is from 1750 to the turn of the 20th century. Major themes that we will discuss include; the impact of the Industrial Revolution on society, the emergence of new political ideologies and social structure in Canada, the influence the U.S. and Britain had on the development and expansion of Canada, as well as the impact Canadian policies had on the Indigenous and various immigrant groups to Canada.

Social Studies 10

Grade 10 focuses on 20th century Canada and the growth of a nation in a period of global unrest and change. The key themes that will be explored include:

- A. Global and regional conflicts have been a powerful force in shaping our cotemporary world and identities. (i.e.) WW1 and WW2
- B. The development of political institutions is influenced by economic, social, ideological and geographic factors. (i.e.) rise of socialism, communism and democracy
- C. Worldviews lead to different perspectives and ideas about developments in Canadian society. (i.e.) the Cold War, peacekeeping missions
- D. Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society. (i.e.) Indigenous issues, Fr-Eng. Relations and immigration issues.

Explorations in Socials 11

This course allows for a great deal of flexibility to explore a variety of topics within the umbrella of Social Studies. Focused units on human geography, climate change and the environment, as well as global poverty and social justice. Other areas of discussion will be our Canadian government system, human and civil rights, as well as Canada's participation in various peacekeeping missions and the role of the UN globally. Finally, we look at current events, and analyze the role the media plays in society today. Students will have a chance to demonstrate their understanding through a variety of methods such as presentations, discussions and visual displays.

Law 12

This course acts as an introduction to Canadian Law and the origins of our legal system. Students will learn about how our legal system developed and how our court system operates. We will study Criminal Law and the elements of a crime, using case studies to put our learning to the test. The course will wind its way through the various aspects of the law including arrest procedures, the rights of the accused, court procedures, sentencing and the numerous options available for restitution and retribution. We will also look at drugs, alcohol and driving laws, as well as the Youth Criminal Justice Act. "Ignorance of the Law is not a defense."

Global Perspectives 11/12

This is a cross *curricular course* fusing English 11 or 12 with 20th Century World History. Beyond the skills of conducting research, students must, for example, be able to analyze the relevance of historical documents and records, develop interpretations of the documents they select, and demonstrate a sound grasp of the historical chronology and context in which the events took place. The learning outcomes, therefore, focus on the appreciation of history, interpretations of history, the skills of the historian, and the writing of history. In English students will practice reading, writing, viewing, representing, speaking, and listening and develop these skills through studying.

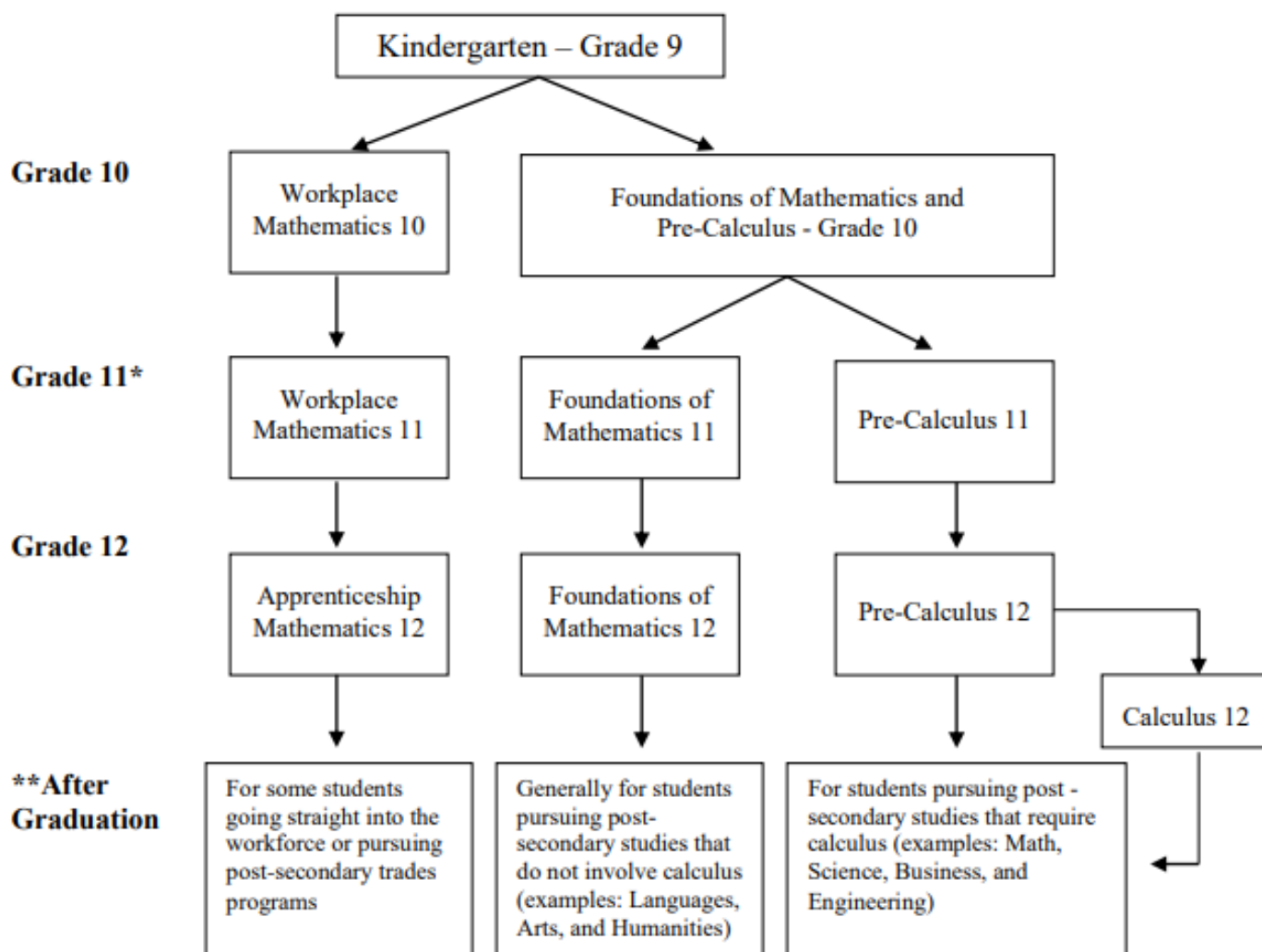
20th Century World History 12

History 12 is a demanding senior course with a heavy emphasis on reading and research. A university style survey course, History 12 covers the major trends, events and personalities of 20th Century World History, and the ideas that have shaped the contemporary world. Students who successfully complete this course should have a good understanding of most current events and world issues. History 12 focuses on an interpretive approach to history, making frequent use of texts and assigned readings. Class discussions of assigned topics and readings will form the basis of the course.

BC First Peoples 12

BC First Peoples 12 enables students to understand and respect the identities, worldviews, traditions, values, and beliefs of the BC First Peoples. This will be achieved through investigating and analyzing the past, present and future of BC First Peoples, including the political, social, and economic impact of contact and colonialism, as well as how cultural expressions convey the richness in diversity and resilience of BC First Peoples.

Mathematics



* The successful completion of any Grade 11 Mathematics course fulfills the Mathematics graduation requirement. Students should consult with their math teacher regarding which pathway they should pursue.

** It is the responsibility of each student to research which pathway(s) and levels of achievement are accepted by each post-secondary institution and program they are applying to. **Students should consult post-secondary entrance information for math requirements.** The Workplace pathway may not be sufficient for post-secondary entrance requirements. Students who choose this pathway **may** need to upgrade starting at the grade 10 level.

Workplace Mathematics

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include geometry, measurement, number, statistics and probability.

Foundations of Mathematics

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 financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability.

Pre-Calculus

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. Topics include algebra, number and logic, measurement, relations and functions, trigonometry, and permutations, combinations and binomial theorem.

Mathematics 9

All students in Grades 9 must take these courses. Topics include Number Operations, Geometry, Algebra, Data Analysis and Measurement. Problem solving is a major component of each of the five content areas.

Workplace Math 10

The intent of this course is to equip students with the math tools and concepts needed in the workplace and trades. Topics include Measurement, Finance, Geometry and Trigonometry.

Foundations & Pre-Calculus Math 10

This course is intended for students planning on post-secondary programs at college or university. Measurement, Trigonometry, Algebra and Linear Relationships will set the groundwork for either Foundations of Math 11 or Pre-Calculus 11.

Workplace Math 11

This is the second of three courses intended to equip students with the math tools and concepts needed in the workplace and trades. It builds upon the concepts learned in Workplace Math 10. Topics include Problem Solving, Measurement, Geometry, Algebra, Finance, and Graphing.

Foundations of Math 11

This is one of the courses that students may choose from once they have completed Foundations and Pre-Calculus 10. Students who are planning to attend university or college and take a NON-SCIENCE based major should take this course. This would include Arts programs and entry level business courses.

Pre-Calculus 11

This course is recommended for students that intend to take a SCIENCE based study at university or college (engineering, chemistry, biology, physics, nursing, etc.) Business students should take this course if a university degree is desired.

Foundations of Math 12

This is the final course in the math stream designed for university or college bound students who will be taking a NON-SCIENCE major.

Pre-Calculus 12

This is the final course in the math stream designed for students that intend to take a SCIENCE or BUSINESS degree at a university.

Science

Science 9

The course content of Science 9 has been organized into the following four Big Ideas:

- Cells are derived from cells (biology)
- The electron arrangement of atoms impacts their chemical nature (chemistry)
- Electric current is the flow of electric charge (physics)
- The Biosphere, Geosphere, Hydrosphere and Atmosphere are interconnected as matter cycles and energy flows through them (earth science)

Science 10

The course content of Science 10 has been organized into the following four Big Ideas:

- Genes are the foundation for the diversity of living things (biology)
- Chemical processes require energy change as atoms are rearranged (chemistry)
- Energy is conserved and its transformation can affect living things and the environment (physics)
- The formation of the universe can be explained by the Big Bang Theory (space science)

Science for Citizens 11

This course satisfies the basic requirement for graduation. It is composed of a variety of different topics that will be decided as a class. Potential topics include nutritional science, hydraulics, practical applications of science and technology in the workplace, natural disasters, workplace safety and more. Generally this course does not meet university or college science requirements.

Life Sciences 11

This course consists of an overview of the living world. Students will examine viruses, bacteria, fungi, plants and animals through a variety of learning opportunities such as labs and dissections. The relationships between organisms will also be investigated in course topics such as Genetics, and Evolution.

Anatomy & Physiology 12

(Prerequisite of Life Sciences 11, minimum of C+ is recommended)

This course is an advanced biology course for those interested in learning about the human body. It is challenging and extremely interesting as students study several human body systems. It is highly recommended for students contemplating medicine, nursing, dentistry, agriculture, veterinary science, fisheries or other biological careers. This course is organized under the following Big Ideas:

- The body strives to maintain homeostasis
- All living organisms are made of cells, which contain DNA and cell structures that allow cells to survive and reproduce
- Organ systems have complex interrelationships to maintain homeostasis.

Science

Chemistry 11 (CH 11)

(Recommend C+ or better in Foundations/Pre-calculus Math, Algebra skills required)

Students taking this course will develop an appreciation for the nature of science and scientific inquiry of introductory chemical processes as they explore a variety of different content areas. This course is organized under the following Big Ideas:

- Atoms and Molecules
- The Mole
- Chemical Reactions
- Solution Chemistry

Chemistry 12 (CH 12)

(Chemistry 11, C+ is strongly recommended, Algebra skills required)

Chemistry 12 is an advanced and challenging chemistry course for those interested in a career in the sciences. It is required for entrance into science faculties at some institutions. There are many diverse careers in chemistry ranging from chemical engineering, to pharmacy, environmental toxicology and waste management. This course is organized under the following Big Ideas:

- Dynamic Equilibrium
- Solubility Equilibrium
- Acids and Bases
- Oxidation-Reduction

Physics 11 (Prerequisites: Science 10, Foundations/Precalculus Math 10)

This is an introductory lab course that is designed to help students understand many of the science principles involved in events that occur in our daily lives. Some of the topics covered include:

- Kinematics (the study of moving things)
- Dynamics (the study of forces)
- Optics and Acoustics (the study of the behavior of light and sound)
- Basic electrical circuits

Physics 11 may be essential for further academic studies in most of the sciences, engineering, technology and medicine. Students selecting Physics 11 should have a reasonable background in Mathematics.

Physics 12 (Prerequisites: Physics 11)

Physics 12 helps to strengthen the background for students who may be pursuing further academic studies and career training in the fields of science, engineering, technology and medicine. Physics 12 involves investigation of the facts, laws, principles, theories, and language of physics. This course is the study of classical mechanics and electromagnetism and is designed to help students develop analytical and problem-solving skills. It provides opportunities to understand and apply principles and concepts of physics to everyday situations. Topics studied include:

- Impulse and Momentum
- Circular motion & torque
- Electromagnetism
- Einstein's theory of special relativity

Specialized Science 12

This is a course that will examine a variety of science-based topics. At minimum, students will cover the **scientific principles of psychology, including the biological basis of behavior. Other topics will be decided as a class, but may include astronomy, geology, practical uses of chemistry, water testing and more.** While this course will have an academic tone, it will be very hands on in nature.

**Chemistry 12 and
Physics 12 are offered
on alternating years:**

**2024-25: Chemistry 12
2025-26: Physics 12**

Physical Education & Leadership

Physical Education 9

This course builds upon the learning experiences from the PHE 8 class and enables students to continue to develop and enhance their physical literacy levels; explore in greater depth how activities support their health and well-being; and develop a deeper understanding of various factors influencing personal health decisions and their potential influences.

Physical Education 10

This course builds upon the learning experiences from the PHE 8 and 9 classes and continues to use a variety of physical activities to support students in the development of their physical literacy levels; pursue and reflect on personal goals related to health; and develop a deeper understanding of how their community, and relationships with others, can influence their pursuit of lifelong healthy living.

PHE Volleyball 9-12 (Co-Ed)

This course is for students in 9-12 that love volleyball and want to take their skills to the next level. We will use volleyball and skill training to support students in the development of their physical literacy levels; pursue and reflect on personal goals related to health. Students will also develop a deeper understanding of how their community, and relationships with others, can influence their pursuit of lifelong healthy living. This course will be mainly volleyball games (indoor and outdoor), skills and training (mental and physical). We will do other activities as well but the emphasis will be on how they relate to our volleyball training and skills.

PHE Basketball 9-12 (Co-Ed)

This course is for students in 9-12 that love basketball and want to take their skills to the next level. This is a skills development course where students will work on basketball specific skills throughout the semester. At times, there may be other activities taking place but the focus will be on basketball.

Active Living 11/12

This course is a senior elective course that enables students to participate in a wide variety of physical activities in the school and community-based field trips such as hiking, skating, snowshoeing, and much more. Team and individual activities and lifelong physical activities/opportunities will be introduced to students.

Active for Life 9-12

This course provides an opportunity for students to achieve credit for PHE in a less sports-focused PHE setting. This participation-based course is for students who are interested in prioritizing their physical health and mental well-being, as they build connections between physical, mental, social and emotional health. Students will be asked to develop individual training programs and track their specific health goals. Building a positive attitude toward physical activity, creating healthy habits and understanding that one's health is a lifelong pursuit will be key features of this course.

A.M. Fitness & Conditioning 9-12 (year long)

This is a senior elective course that enables students to develop a foundation of knowledge and skills necessary, to effectively and safely exercise in a variety of settings, including weight rooms, outdoor environments and more. Students will also learn about basic to advanced vocabulary, training principles, anatomy, and more to help them design individual programs to pursue personal goals. Exercise routines can include:

- circuit training
- cardio exercises
- weight training
- yoga/Pilates

This course will be taught before school, 2-3 times per week. Students will need to have reliable transportation to the school in the morning and be willing to commit to the course for the year.

Junior Hockey Canada Skills Academy 7-9

The Junior Hockey Academy is primarily for junior students in grades 7-9 and students in any grade who are relatively new to the sport. The emphasis will be on skill development and reflect the needs of the current students. Students will receive PE credits for their time on the ice. There are two to three 1 1/2hr ice sessions per week. The cost of the program will be \$375 for the entire semester. A.L. Fortune Hockey Academy jersey is included in this price. The Grade 7-9 cohort may be blended with the 10-12s.

Senior Hockey Canada Skills Academy 10-12

This first semester program will provide each student-athlete with hours of on-ice practice, with coaching from highly qualified staff. Students will be on the ice 2-3 times per week. During the off-ice days, students will be primarily engaged in dry land training, sometimes followed by floorball or nutrition and mental skills training. The cost of the program will be \$375 for the entire semester. A.L. Fortune Hockey Academy jersey is included in this price.

Languages

A second language is often required for direct entry into post-secondary. Please double and triple check the entrance requirements for your chosen program. If in doubt, leave your options open and take an approved second language.

EOP – students also have the opportunity to learn over 20 languages via SD83's online programming. If you are interested in learning more about the current options, please visit the school counsellor and/or visit <https://eop.sd83.bc.ca/>

Trades & Shop Courses

Woodwork 9-12

At the start of this course, students are given appropriate safety demonstrations on all tools and machinery before being permitted to use them in our well-equipped shop. Students are then allowed to develop these skills through a variety of projects. All projects allow for differentiation and customization. Creativity is encouraged.

Students completing this course gain skills in measurement and layout techniques, basic cabinetry and joinery, sanding, and finishing. Working safely and cooperatively is emphasized throughout the entire course. Materials will be supplied to all students, however, anyone wishing to use materials other than Pine or Birch is expected to contribute at a cost rate.

Students returning to the woodshop have the opportunity to hone skills already gained and to develop new techniques by learning about different aspects of the machines (ie. V Carve, CNC....). Safety and demonstrations are retaught on all equipment as well as some new machine set-up techniques. Once skills are developed to a high standard, showing clear understanding, students would be expected to design and make their projects, producing working isometric and orthographic drawings to articulate their designs.

Women in Trades 9-12

Students completing this course will gain a variety of skills across the trades. Students will be exposed to projects/learning in metal, wood, mechanics and other trades. The intent of offering this course is for students to build confidence in a comfortable setting while learning new skills.

Drafting and Automation 9-12

This course focuses on the use of software such as Fusion360, AutoCad, VCarve, and Illustrator. Through the use of these software programs, students will learn how to operate such automated machinery as 3D printers, vinyl cutter (for decal and clothing design projects), laser cutter/engraver and CNC router. Students will be given various design challenges throughout the semester to create tangible projects using the automated machinery.

Skills Explorations 9-12

In this course, students will participate in a variety of trades-based activities to provide them with practical life skills. Through practical projects, which will vary from year to year, students may be introduced to textiles, carpentry, plumbing, basic electrical systems, woodwork, and metalwork. Students are given appropriate safety demonstrations on all tools and machinery before being permitted to use them. Working safely and cooperatively is emphasized throughout the entire course. This course is for students that like some variation and fundamentally enjoy practical-based learning. Modules would last approximately 4 weeks.

Metalwork 9-12

This is an introductory course in metalworking. All students will be given appropriate safety demonstrations on all shop equipment prior to use. Students will gain experience in measurement both in ruler and precision measurement. Basic hand tools and layout techniques, flame cutting, braze welding, MIG welding and basic fabrication, machine lathe and vertical milling machine are all units that are covered in this course. This course is designed for students with little to no prior knowledge in metalworking. Students will spend that majority of time working in the school metal shop building mandatory projects as well as an individual design project of their choice.

Auto Mechanics 9-12

This is an introductory course in Auto Mechanics. Students will be given appropriate safety demonstrations on all equipment prior to use. Students will gain skills in basic vehicle maintenance, tires and wheels, brake systems, exhaust, suspension, steering, cooling, ignition, and fuel systems. Our shop at ALF is run in a realistic format with much of our work coming from customer cars. All work is monitored and checked by the instructor prior to being released. This course is designed for students that have zero to little auto mechanic experience.

Autobody 9-12

This is an introductory course in Autobody repair. Students will be given appropriate safety demonstrations on all equipment prior to use. Students will gain skills in dent removal, rust repair, fillers and basic body working techniques, primer and painting basics. Most shop work will be done on customer vehicles in our school shop as well as a term project on a practice panel. Students entering this course MUST come prepared with a 3M half mask and filters (available at Lordco or Gilberts here in town.)

Applied Skills

Foods & Nutrition 9-12

Basic techniques and skills for baking and cooking will be taught. An introduction to nutritional knowledge is part of the program so students can plan healthy meals. Some international cuisine and food preservation methods will also be looked at. Students will be expected to maintain their own recipe file in a binder. Students will also build on their basic baking and cooking skills to do more complicated or multi-step recipes. International cuisine will be looked at in more detail. Nutrition knowledge will be an important element of more advanced meal planning. A study of nutritional diseases will be covered.

Fashion Design 9-12

Students will learn; basic hand-sewing, sewing on a button and how to safely use a sewing machine. Basic items such as an apron, pencil case and pillowcase will be made. If time, students can also make themselves a pair of shorts or pants. We will use a commercial pattern to make a garment. There will also be exploration into other textile areas such as dying, felting, weaving, knitting, crochet or quilting. Students may have to supply some material for their projects. Students may have to supply material for their projects.

INFORMATION TECHNOLOGY COURSES

Digital Technology (DigiTech) 9-12

Info Tech focuses on using the computer as a tool in order to help students become more efficient and productive. The course will include lessons and projects used to develop the understanding of the Microsoft Office Suite: Word, Excel, and PowerPoint. The course will also help with research techniques and strategies while using the internet (such as using Google effectively). Students will be introduced to Video Game design, robotics, and experiment with creating digital images. Photography will also be a component of this course – you will learn how to take dynamic photos and learn how to edit them. A good chunk of this course is dedicated to projects so come ready to learn, create, and share.

Yearbook 9-12

This course offers students an introduction to the basic elements of visual communication and the print world. Students will learn the fundamentals of photography as they document important events from the school year. The final product in the course will be a student yearbook that will be made available for all students to purchase. This will be a year long course that will be outside of the timetable...you can expect to use your Flex time to work on Yearbook activities.

Miscellaneous

Tourism and Marketing 9-12

Tourism and Marketing is designed to provide students with opportunities to examine different cultures, understand how tourism can connect us, and the nature and role of marketing in local and global contexts. Tourism and Marketing is a student directed, project based course located in the computer lab. Much of our projects and learning will be carried out digitally. However, each student will be able to demonstrate their learning in ways that best suit them and their strengths.

Work Experience 12A and 12B

Work experience for school credit, must be a minimum of 100 hours at an employer who carries WCB coverage. **Work experience must be approved by the Career Coordinator before you start.** Meet with the Career Coordinator/Clerk to complete the following

1. Work experience training plan
2. Online Forms activity
3. New worker orientation
4. Resume
5. Record hours using the Work Experience log book
6. After 100 hours worked have employer complete the Employer evaluation
7. Complete the student reflection.

Leadership 9-12

Students in this class are expected to organize school and community events (dances, spirit weeks, lessons with elementary schools). This course is offered both inside and outside the timetable and it is year long. Students must ensure they are able to attend regularly. Admission to this course will only be confirmed, after a successful conversation with the teacher.

Independent Directed Studies: IDS 10, 11, 12

This course enables students to complete a large scale project on their own over the course of a semester. Prior to entry into the course, each student must decide on a project they would like to undertake, how class time will be used in order to complete the project and how it will be assessed on a weekly basis. This course is an opportunity for students to study a specific topic or area of interest in detail. Students will be expected to attend class and work on their project under the direction and guidance of a teacher.

Connected Learners Strategy: 10-12

Some students struggle with success in school for a number of reasons - these may include social-emotional needs, learning disabilities, behavioral challenges, mental health, or poor work habits. This course is designed to both mitigate and teach students to deal with these struggles, and to learn how to be the driving factor in their own success. It will provide students the opportunity to develop self-awareness of their own learner profile, and to be proactive in their learning process. This course will also support student success in core academic areas and assist in the areas of organization, time management, and social emotional well-being.

Marketing 9-12 (School Store)

Students in grade 9, 10, 11 or 12 will operate the school store (before school, at lunch and during special school events) in this course. Students will develop business knowledge and through hands on participation, apply their skills, and experience the realm of retailing from an employee perspective. Skills will include communication, working in teams, opening and closing, customer service, cash control, security, ordering and receiving stock, advertising, promotion and display techniques.

Peer Tutoring 10-12

Interested students have the opportunity to support classroom teachers by becoming peer tutors. Peer tutors can often play an integral role in supporting students being successful. Interested students should reach out to teachers directly.

Fine Arts

Art 9-12

Art will expose students to a variety of media and concepts. NO PRIOR ART EXPERIENCE IS REQUIRED. As skills are developed, flexibility and individualized opportunity will open up. Students will discover their own personal interests and begin generating original ideas. Students will explore drawing, painting and pottery and will be expected to take creative risks and think critically about their products. Students will participate in art discussions and displays and learn about indigenous art, contemporary art history and careers in art. If students wish to purchase additional materials to enrich their projects, they are free to do so. A sketchbook is not required.

Drama 9-12

This performance-based course is intended for students in grades 9 to 12. This course focuses on creative drama and is designed to develop skills in areas such as movement, voice, character development, blocking, and stage direction. Learning will occur throughout a variety of activities including vocal exercises, games, improvisation, creative drama, scene development, and script-work. Commitment to a performance ensemble is expected.

Contemporary Music 9-12

This class will be divided into 5 different units in which you can explore different creative arts. This class is open to students in grade 9-12. In each unit a new topic will be introduced, the students will complete exercises individually and in groups that lead up to a final project. We will explore 4 units together and the 5th unit will be a self-directed project based on the student's choice. The topics that can be covered are music composition/technology, drama, African drums, guitar, music appreciation, cultural music, and music history.

Choir 9-12

All students who love to sing and are willing to work with others in a group setting are welcome to join us. We will work in a variety of music styles and will have many opportunities to perform. No previous music courses needed to join, but you must be committed to practice.

Concert Band 9-12

Band is a large group ensemble that performs many styles of music, including traditional, festival, and contemporary at many concerts throughout the year. All musicians are expected to engage in a high level of class participation, concerts and participate in our annual music festival trip. Individual practice is a requirement of this class. Depending on numbers, Band 9 may become a class in itself.

Jazz Band 9-12

Jazz Band is an ensemble where students take the skills they have learned on their instruments and apply it to jazz music. Previous experience in either Concert or Jazz Band is necessary, and students must be able to read music. Students can expect extra rehearsals before and after school, especially during performance season. Jazz Band requires a very high level of team commitment and personal devotion.

Fine Arts

DRUMLINE OBJECTIVES

Students will learn basic/intermediate/advanced rudiments as outlined by the Percussive Arts Society, as well as put ensembles and shows together in accordance to the Canadian Drumline Association's recommendations. It is a collaborative team-based activity which requires self-motivation, commitment, effective work habits, and initiative which emphasize both Personal Awareness and Communication core competencies. Participation in Drumline provides students with a sense of community, self-worth and feelings of achievement and satisfaction.

Drumline 9 - Developing Drumline

Experience in Beginner Drumline/Concert Band is not necessary. This is still an entry level course in the beginning.

Drumline 10 - Intermediate Drumline

Successful experience in Drumline 9 (or permission from teacher) is a requirement for this course.

Drumline 11/12 - Advanced Drumline

Successful experience in Drumline 10 is a requirement for this course. This is a high caliber performance ensemble that will do a lot of performances in the community, as well as compete in Provincials in the Spring.

Musical Theatre 9 -12

This is a performance-based class that combines drama, music, dance and art to put on a full stage musical. Serious dedication is required as many extra rehearsal and performance hours are required, especially during and leading up to the show. There are a limited number of tech roles in addition to being on stage, such as, prop/set building, stage management, light tech, and stagehands. Team work and cooperation are essential to being successful in this class. Students must ensure they are able to attend all rehearsal and performance dates. Admission to this course will only be confirmed, after a successful interview with the teacher.

SPECIAL LEARNING PROGRAMS

A. L. Fortune offers a good selection of special programs. *Entry to these programs is only by referral (school staff must place you into the program)* but you can certainly express your interest to a counsellor.

On Track Program

This is a program generally enrolling students in grades 10, 11 and 12 who need a more flexible model of education. Students are admitted to On Track only after a meeting with the Administration and parents. On Track may also be used to support students that are unable to take course due to timetable conflict or other scheduling issue. Courses are provided and administered by a teacher and are designed to be self-paced, but students are expected to attend other set classes. Students require a good deal of self-motivation in order to take full advantage of this program and what it has to offer.

Learning Assistance

A Learning Assistance block may be assigned if you require additional support. Learning Assistance class will help you learn compensatory strategies and will assist you in your approach to learning and studying. It is important to note that Learning Assistance is *not a homework block*, but a place to work on your academics and is a place where you will receive support.

Bridge Program

Bridge is a specially designed program in the school that has a designated space where students can come to take a break to self-regulate, bring work to complete in a quiet setting or to have support problem solving with an adult. Students are able to regulate using the equipment in the room as well as focus on strategies like deep breathing, positive self talk, and visualization. As part of the Bridge program, the Bridge teacher works in collaboration with the student's classroom teacher for strategies to support student learning.

Career Education

Health & Career Ed 7, 8, 9 (HCE 7, HCE 8, HCE 9)

All grade 7,8 and 9 students are **required** to take Health & Career Ed. This curriculum is covered within existing courses and through pull out sessions. You do not choose this as a course selection. The Health & Career Ed 8/9 curriculum provides opportunities for students to:

- Practice decision-making and problem-solving strategies
- Identify and explore personal, education and career goals
- Think critically about a variety of health topics and decisions
- Examine skills that help to develop healthy relationships
- Develop safe attitudes and practices in a variety of settings
- Identify sources of information and support for a variety of health and career topics

Career Life Education 10

The aim of this program is to enable students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. CLE provides opportunities for students to:

- plan for successful learning in the Graduation Program
- explore a wide range of post-secondary education and career options
- think critically about health issues and decisions
- develop financial literacy skills related to pursuing their education and career goals
- begin planning for their transition beyond secondary school.

Career Life Education 11

The aim of CLE 11. is to enable students to continue to develop the skills they need to become self-directed individuals. CLE11 provides opportunities for students to:

- plan for successful and required learning in the graduation program to meet post-secondary institution needs
- continue exposure to post-secondary education and career options
- continue to develop financial literacy skills related to pursuing their education and career goals
- continue to plan for their transition beyond secondary school

Career Life Connection 12: Capstone Project and Beyond

The aim of the C.P.B. is for our graduates to present their learning from CLE and CLC. and display their preparations thus far for “after grad life”. Students will also continue their educational path with exposure and education with post-secondary institutions and career options.

Career Education Programs

We know that **80% of Canadian high school students do not attend university**. As well, **70% of careers require post-secondary education and training**. Some of the rewarding pathways that students can follow while still in secondary school are accessible by students in School District #83.

ALF students that want a head start with college courses or wish to obtain a trade credential can apply for the ***district's special career programs***. These programs are offered by the school district in partnership with a local industry and/or college or university. Our partnerships allow some degree of ***dual credit***, which means that the student obtains credit towards their high school graduation *and* the post-secondary partner's certificate program simultaneously. In addition, for the on-campus programs, high school students often can have their ***tuition paid by the School District***.

ALF students enrolled in these programs may attend another district high school or a community college, or work as an apprentice for one or more semesters. **Students must find their own transportation to each site**. Upon completion, the student returns to his/her home school to complete graduation course requirements.

There are five different programs:

- A. **Youth Train in Trades (Dual Credit Programs)** (based at different district high schools and offered to all district students) For example: PC1 and Auto Collision at ALF, and Hairdressing at PVSS.
- B. **Youth Train in Trades (Dual Credit “On Campus” Programs)** based in a college. For Example: welding, plumbing, electrical and carpentry.
- C. **Youth Work in Trades Programs** based on being employed with a Red Seal, or VERY experienced trades person in the community.
- D. **Work Experience** based on working in the community during the summer or school year.
- E. **Rotation Trade Programs—Explore a Trade.** — For the “undecided”. Students ‘explore’ a variety of trades. This course is one term and is all day in the shop environment. Trades such as welding, plumbing, electrical, metal fabrication, joinery and construction are all experienced. Site location TBA. Ask your Career Coordinator if this is going to be at your school next year.

Please continue reading **New Ways to Graduate** for more detailed program information and/or contact **Ms. Hall in the Career Centre or at mihall@sd83.bc.ca** for more information.



NEW WAYS TO GRADUATE

APPLY NOW FOR NEXT YEAR, 2024-2025!

There are many new ways for students to get valuable life experiences and a head start on post-secondary level program, most tuition-free, while you are still in secondary school. As these programs are very popular and space is limited, it is important to begin thinking about your options for next year as soon as possible.

For more information please contact: ALF: Michelle Hall, 250-838-6431 (mihall@sd83.bc.ca); ERS: Curtis Bellows, 250-836-2831 (cbellows@sd83.bc.ca); PVS: Doug Brown, 250-546-3114 (dobrown@sd83.bc.ca); SAS: John Quilty or Greg Seed, 250-832-2188 (jqilty@sd83.bc.ca or gseed@sd83.bc.ca); District Career Education Coordinator George Richard, 778-824-1188 (grichard@sd83.bc.ca); or SD 83 Director of Instruction Middle & Secondary: Reid Findlay, 250-832-3080 (rfindlay@sd83.bc.ca)

Visit the SD83 Career Website at <http://career.sd83.bc.ca/>

Youth TRAIN in Trades opportunities

These programs provide students with Industry Training certification as well as provide high school credits. For concrete dates and application forms visit the Career Centre at your school. All students need to apply to Okanagan College and complete a district application and then will be interviewed for a seat in their selected program.

Auto Body and Collision Technician Level 1 Technical Training: (District Program) [partnered with Vancouver Community College]

- Students will learn about shop safety, tools, and the fundamentals of auto body construction and repairs through flexible (online) learning, practical labs and work experience. Students will have to spend some time at A.L. Fortune partaking in practical labs.
- February 2025, next intake at A.L. Fortune

Professional Cook 1 (PC1): (District Program) [Camosun College partner]

- In this program students will be instructed, through flexible (on-line) learning, practical labs and work experience, in all aspects of commercial food preparation.
- February 2025, next intake at A.L. Fortune

Hairstyling: (Pleasant Valley Secondary) [ITA recognized program]

- Students will learn how to cut, dress, curl, and wave hair.
- February 2025 (this is a two-semester program)

Carpenter Foundations (Okanagan College)

- January 2025 (Salmon Arm)

Electrical Foundations (Pre-Apprenticeship) (Okanagan College)

- TBA - Vernon

Plumbing Foundations (Pre-Apprenticeship) (Okanagan College)

- July 2024 (Vernon)

Welding Foundations (Pre-Apprenticeship) (Okanagan College)

- August 2024 (Salmon Arm) – February 2025 (Salmon Arm)





Trades Exploration Program – “Explore A Trade”

- SD83 regularly hosts in-depth trades sampler program at schools within the District. These programs are often a full semester in length. The intent of the program is to expose students to a variety of trades (i.e. carpentry, plumbing, electrical...) so that they can make an educated choice as to which area they would like to further explore (i.e. taking Electrical Foundations). Ask your Career Counsellor if interested and when it will come to your school.

Youth WORK in Trades

- Students that work with a qualified tradesperson (i.e. licensed mechanic, electrician, butcher....) can sign up as a WORK student and receive:
 - 16 high school credits if they acquire 480 hours of paid work
 - \$1000 scholarship if: (a) complete the 4 required courses, (b) have a minimum of 900 work based hours registered with the ITA 6 months after graduation and (b) were able to achieve a C+ average in their Grade 12 courses.
- Students can acquire their hours during school time, summer, evenings, holidays and weekends.
- Students also have the opportunity to apprentice with a school district tradesperson in carpentry, painting, HVAC, plumbing and electrical.

4th Class Power Engineering [partnered with British Columbia Institute of Technology – BCIT]

Dual Credit at Okanagan College (OC) and Thompson Rivers University (TRU)

Students have the opportunity to attend OC (Kelowna, Salmon Arm, Vernon) or TRU to acquire *tuition free trades training* if they attend the programs during their time at high school plus one year. Students are responsible for student fees, textbooks, registration fees, transportation, and accommodations. Pre-apprenticeship programs are available in such trades as Culinary Arts, Automotive Collision Repair, Electrical, Heavy Duty Mechanics, Welding C, and Plumbing.

- For a full list of programs visit: <http://www.okanagan.bc.ca/> and <http://www.tru.ca/>

Academic Programs – Okanagan College (Vernon/Salmon Arm)

Office Assistant Certificate	Health Care Assistant
Administrative Assistant Certificate	Early Childhood Education Certificate
Education Assistant Certificate	Medical Office Assistant
Medical Device Reprocessing Equipment Certificate	Unit Assistant Certificate
Information Technology User Support Micro-Credential	Gateway to Technology Workplace Certificate

Academic Programs – Thompson Rivers University (Kamloops)

Medical Lab Assistant Certificate

Academic Programs – Justice Institute (Offered locally at JL Jackson Feb 2025)

Emergency Medical Responder

Work Experience:

- Do you have a part/full time job? If so, talk to the Career Centre at your school about getting Work Experience 12A (and 12B) credit.

ALL PROGRAMS ARE SUBJECT TO APPROVED FUNDING, STUDENT ENROLLMENT AND PROGRAM AVAILABILITY