

# A.R. MacNeill Secondary School Program Planning Guide



**2026 - 2027**

**Principal:** Mr. J. Blair

**Vice Principals:** Ms. D. MacDonald

,Mr. A. Onukwulu

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*[macneill.sd38.bc.ca](http://macneill.sd38.bc.ca)*



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# *MacNeill Secondary School*

## *2026 - 2027 Course Planning Timeline*

	<b>Activity</b>	<b>Date</b>	<b>Details</b>
1	Information Night for Grade 7 Parents	<b>Jan. 22nd</b>	Online Session: Link to be sent out at a later date
2	MyEDBC Open for Grades 9-11	<b>Jan. 27th</b>	MyEDBC Open for course input
3	ELL Presentations		Counsellors to visit ELL Classes and complete forms with Students
4	Grade Assemblies	<b>Jan. 27</b>	Counsellors & Admin – Grade 8-11 in Theatre (1 Grade per block)
5	Course Planning All Grades	<b>Jan. 27 – Feb 9</b>	Advisory MyEDBC & Sheet Distribution
6	Planning Complete/Sheet Due	<b>Feb. 9</b>	Close MyEDBC to course entry Planning Sheets returned to the office
7	Incentive Acceptance	<b>Feb. 26</b>	Incentive staff reach out to successful families

Round 1 transfer applications can be accepted by school email **up to midnight, February 29<sup>th</sup>**. After this time, Round 1 will be closed. Please wait until **after Spring Break to enter any Round 2 transfer applications** received from February 29<sup>th</sup> onwards.

First Round Transfer Decision Letter to send via school email on **Tuesday, March 7, 2024**.

## About MacNeill Secondary

We are a relatively new secondary school in the Richmond School District, opening our doors in September 2003 with 300 students. The school began with grades 7 and 8 in the Fine Arts and Science Academies and the Incentive School with grades 8-10. A grade was added each year and we are now almost 847 students. The class of 2025 will be the twentieth MacNeill graduating class.

The school was named after Allan Roy MacNeill, a distinguished educator. Mr. MacNeill moved from Ontario to Vancouver in 1910, where he completed his schooling at U.B.C. and began his career in education with the Richmond School District. His first teaching position was in 1925 at Bridgeport School, moving on to principal of Richmond High School in 1928. In 1959 he became Director of Secondary Instruction, where he remained until he retired in 1968. Mr. MacNeill played an integral part with the growth and changes in local education. He had an active interest in high school sports and he was instrumental in making school facilities available for students' extra-curricular activities.

In the spirit of Mr. MacNeill's dedication to involve students in all aspects of school, we at MacNeill expect students to participate in the many opportunities available. The enthusiasm and interests you have should be developed to their maximum. Take advantage of your school and share something you enjoy with others. Get involved and help continue to make MacNeill a great place to learn.

## Principal's Message

A.R. MacNeill Secondary is proud to offer a wide variety of courses that will challenge and engage students in curricular areas. Sometimes when faced with a multitude of choices, it can be difficult to make a decision. While this resource provides an overview of graduation requirements and course selection options offered here at MacNeill Secondary, it is but one of the numerous resources students and parents should use. This is why I would like to encourage students to engage in discussions with their parents, teachers and counsellors regarding their strengths, interests and future goals.

Our timetable is created, and the staffing of this timetable is completed, based on the courses you select. It is very important that you choose courses and alternatives carefully, as course changes in September may not be possible.

With proper preparation, our school will provide you with excellent opportunities to fully develop your knowledge, skills, talents and self-confidence. Your success is a priority to us. I encourage you to ask questions and to speak to our dedicated counsellors and staff who are here to assist you in meeting your goals and achieving your dreams.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Blair', with a stylized, flowing script.

John Blair  
Principal



## Philosophy

The central goals of education are intellectual, social, and career development. MacNeill was founded on the guiding principles of effective practice, flexibility, and choice. We believe that positive relationships among students, teachers, and family coupled with a challenging academic core, are fundamental to student success. As part of a community of learners, we believe in extending learning beyond the walls of the school building. Students learn to set goals and formulate plans for healthy intellectual, physical, emotional, and social development.

## We value:

1. Positive climate - Every student is known, appreciated, and included; staff and students participate in the school's decision-making process.
2. Dynamic teaching – Teachers explore and employ a large repertoire of instructional and learning strategies with their colleagues and students.
3. Engagement - Students engage in challenging inquiry with their teachers. Students work towards taking responsibility for their own learning.
4. Community experience – Student learning is extended and enriched within their community.
5. Technology - Technology is used as a tool to support students as thinkers, researchers, writers, and presenters.
6. Assessment - Teachers help students to set goals and to monitor, guide and assess their own thinking in mastering learning outcomes.
7. Professional development - Teachers as learners explore opportunities to enrich the MacNeill community.
8. Balance – We emphasize the need for balance in the lives of both our students and staff.

## *Our MacNeill learning community has*



The school-wide expectations outlined in POWER were co-developed by the student community, parent community, and staff at MacNeill. These attributes guide students' actions and words, so they become positive, respectful, accountable, resilient, and empathetic citizens both within the school and in the community. As students internalize these qualities, they are demonstrating their proficiency in several Core Competencies that are embedded in every course and in every classroom. These include developing their personal responsibility to take ownership and be at their best, their social responsibility to be empathetic, understanding, and respectful of others, and their communicative and collaborative skills when working with others to create a positive community for all.

# MACNEILL INCENTIVE OUTDOOR PROGRAM 2026 - 2027



## INCENTIVE OUTDOOR PROGRAM PHILOSOPHY



The Incentive Outdoor Program attracts creative and motivated students with a passion for the outdoors. The fundamental goal of the program is to provide opportunities for students to develop critical thinking skills, creativity, innovative problem-solving and adaptability, both in the classroom and in the larger community. Incentive is an experiential program that develops competent, confident and caring people with strong leadership and outdoor education skills.

## OUTDOOR EDUCATION

Incentive Outdoor Program offers a strong outdoor education component with a focus on environmental sustainability and stewardship. Students will develop skills in a variety of areas throughout the school year. These sessions culminate each year in an extended outdoor excursion (e.g. Strathcona Park Lodge) in late May. This outdoor programming is also integrated with students' academics, with opportunities for students to explore their relationship and responsibilities to their natural environment while learning outdoor skills.

*Please Note: Outdoor Education 8-10 is based on the Outdoor Education PHE 11 & 12 Curriculum. As such, students who successfully complete our Outdoor Education 10 course will be granted senior level credits which allow them to take more advanced academic courses in their senior high school years should they choose.*

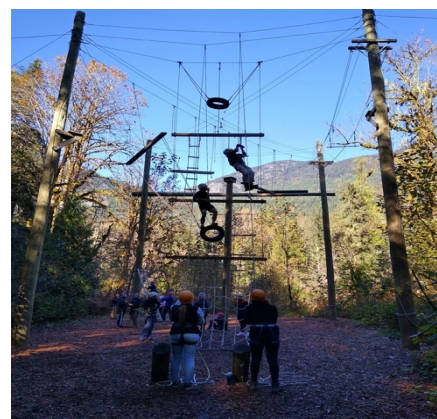
## **CURRICULAR AND PERSONAL DEVELOPMENT**

Students in the Incentive Outdoor Program will develop an awareness of self, identifying areas of strength, as well as areas for self-improvement. Through the various curricular areas, students will develop the core competencies of Communication, Critical Thinking, Positive Personal and Cultural Identity, Personal Awareness and Responsibility and Social Responsibility. Students will engage in collaborative and independent inquiry-based learning, both at the school as well as within the community. Students will receive instruction in English, French, Mathematics, Science, Social Studies, Outdoor Education 11/12, and Physical and Health Education. Students will also develop skills through Independent Studies (Gr. 8/9) and Career Life Education (Gr. 10).



## **OVERVIEW**

The Incentive Outdoor Program is primarily staffed by three full-time Incentive teachers and is part of A.R. MacNeill Secondary School. The program consists of three grades, Grade 8, 9 and 10 and employs a cohort model. This model involves students moving together through their courses, as well as engaging in a variety of outdoor activities together to create a special and lasting bond. The cohort model, coupled with a multi-grade environment, creates a supportive environment where students can grow, take risks, and develop their interpersonal and intrapersonal skills.



Examples of Outdoor Trips:

- Local trips to Richmond Nature Park, Garden City Park
- Camp Summit: All students engage in team building and climbing activities. As well, they participate in mountain biking, archery, and camping.
- Whistler: Downhill Skiing, Snowboarding
- Takaya: Indigenous Canoe Tours
- Strathcona Park Lodge: Students participate in a range of more challenging out-trips (ex: Wilderness Camping, Rock Climbing, Kayaking/Canoeing, Mountain Biking & more!)

## **ENTRY REQUIREMENTS**

Students may enter the Incentive Outdoor Program in Grade 8, 9 or 10 and should:

- **have a strong desire to attend the Incentive Outdoor Education Program**
- **have a strong desire to develop outdoor & leadership skills**
- **can strive in a higher learning environment (pre-AP style courses)**
- be committed to actively participate in **all** the outdoor activities
- demonstrate resilience and a growth mindset
- have the ability to organize time and work independently
- enjoy working collaboratively, and are inclusive of **all** people
- demonstrate social responsibility and community involvement
- demonstrate ownership for their learning

- demonstrate strong academic proficiency in all subject areas (at the Grade 10 level, all students will be expected to complete Foundations of Math and Pre-Calculus 10)

## **COST**

Incentive students participate in many activities that have an associated cost. All program students are enrolled in an Outdoor Education course. All trips are mandatory and are a part of the academic success. The total cost of all the trips is \$2,200.

This is a discounted school cost. If families signed up for each activity that the program attends in a year separately, the cost would be about 3x the price we get as a school group. It should be understood that these activities are an integral part of the program. The total cost is paid in three increments throughout the school year. Candidates and their families should apply with this understanding. For more information, please visit our [FAQ](#) page

## **IMPORTANT DATES**

Incentive Parent Info Night #1 for 2024/2025 School Year	<b>Thursday, December 4th, 2025 (5:30 PM)</b> <a href="#">(Virtual Teams Meeting CLICK HERE)</a>
MacNeill Open House Parent Info Night #2 for 2024/2025 School Year	<b>Thursday January 22<sup>nd</sup>, 2026</b> At MacNeill Secondary @ Large Gym
(Online) Application Deadline & Emailed Report Card <i>Please email a PDF of the report card directly to Ms. Lai via email (<a href="mailto:tlai@sd38.bc.ca">tlai@sd38.bc.ca</a>). This report card must be a PDF, not a screenshot or photo. Those will not be accepted. Once emailed, applicants will <b>only</b> get a response if there are changes that need to be made. Otherwise, please assume that your email has been received by the office.</i>	<b>Thursday, February 5th, 2026 (10:00AM)</b>
Candidate Interviews & Assessment	<b>Tuesday, February 10th, 2026 (3:30 pm – 5:30 pm)</b> At MacNeill Secondary
Letters Home <i>will be emailed to parents of applicants to inform them whether or not their application was successful. When required, successful applicants will then proceed with registration at the Richmond School Board Office.</i>	<b>Thursday, February 26th, 2026</b>



# *About A.R. MacNeill Secondary School*

## **Advisory:**

Students have the opportunity to develop and sustain meaningful connections with staff and peers through our advisory program. This program allows each student to be part of a group with an ongoing connection to an individual teacher. Each group of students stays together with the same teacher for five years (Gr. 8-12).

## **Athletics**

The Athletics program is designed to offer students an opportunity to participate in a wide range of extra-curricular sports while representing their school. The Athletics program at MacNeill promotes sportsmanship, leadership, commitment, discipline, co-operation, and responsibility.

Research has shown that there is a strong correlation between one's physical fitness and academic performance. MacNeill Secondary has fielded teams in the following areas:

- |                      |                   |             |
|----------------------|-------------------|-------------|
| - cross-country      | - table tennis    | - Swimming  |
| - running            | - tennis          | - Ultimate  |
| - badminton          | - track and field | - Wrestling |
| - girls field hockey | - Golf            |             |
| - basketball         | - Volleyball      |             |
| - soccer             | - Curling         |             |

## **Clubs**

MacNeill offers clubs for students with a wide range of interests. There is something for everyone. Clubs at MacNeill promote diversity, tolerance, leadership, citizenship and global responsibility.

We, at MacNeill encourages students to participate in the many opportunities available. The enthusiasm and interest you have can be developed to their maximum by sharing something you enjoy with others.

Please see the school website for a list of clubs currently running at MacNeill.

# ***Student Support and School Services***

The goal of student services at MacNeill is to assist students to be successful in all aspects of their schooling. As a result of successful and meaningful experiences in school, we believe that students will be better prepared to meet the challenges after graduation.

Student services at MacNeill include the following: The Counselling Centre, Career Advising, Settlement Workers in Schools (SWIS), the Learning Centre, the school nurse, the school liaison program, the library and food services.

## ***Counselling Services***

MacNeill's counsellors are available to assist students, families and staff with many aspects of school life. The role of the school counsellor is to:

- promote personal and social development,
- foster individual responsibility and self-esteem,
- enhance educational achievement,
- enhance educational achievement,
- promote effective study habits,
- assist with problem-solving,
- provide appropriate interventions for school-related problems,
- refer students and families to appropriate resources, and
- facilitate the student's exploration of career choices and post-secondary education/training

Students may drop in to the Counselling Centre during any non-instructional time to talk with their counsellor or schedule an appointment. For purposes of course planning and progress toward graduation, students are assigned to a specific counsellor based on their last name. They can, however, choose to see the counsellor of their choice regarding personal or social concerns. Parents or guardians wishing to make an appointment to meet with their son/daughter's counsellor are invited to do so by calling the school.

For purposes of course planning and progress toward graduation, students are assigned to a specific counsellor based on their last name. They can, however, choose to see the counsellor of their choice regarding personal or social concerns.

Students are welcome to drop in to the Counselling Centre during nutrition break or lunch to talk with their counsellor or schedule an appointment. Student appointments (in person, virtual or phone) can also be booked on-line at [MacNeill Counselling](#), or by emailing the counsellor. We ask that parents or guardians wishing to make an appointment do so by calling the school.

## ***Career Advising***

Our Career Information Advisor is available 2.5 days a week to assist students with career and post-secondary program exploration. The Advisor provides important current information related to careers, district apprenticeship opportunities, post-secondary planning, financial aid, including scholarships, volunteer and enrichment opportunities, and other related topics. Students are encouraged to visit the Career Centre several times throughout their secondary school experience for assistance to be well prepared for the world beyond high school.

## ***Learning Resource***

### **The Learning Centre**

The Learning Centre is an inclusive model of support that is accessible by all A.R. MacNeill students. It provides support in a variety of ways:

- a quiet place to work/study
- a distraction-free environment to write tests
- strategy development for better classroom success
- organization/task prioritization
- stress/anxiety management strategies
- assignment assistance/feedback

We have in every block who offer support in a variety of subjects from English and Socials Studies to Science and Math.

As a hybrid model, Learning Strategies can either be enrolled in as a class, (credit will only be given at the grade 11 and 12 levels if needed) or drop in during their other classes for additional support with teacher permission as needed.

### ***School Nurse***

Health promotion services are provided by a community health nurse from the Richmond Health Department. The nurse acts as a resource person to counsellors, staff and students on health issues.

### ***School Liaison Program***

MacNeill participates in the school police liaison program in conjunction with the Richmond RCMP detachment. The purpose of the program is to enhance the working relationship between the police force, school and community.

### ***Library/Learning Commons***

The library opens a world of information and pleasure reading to MacNeill students. With a wealth of print, video, and electronic resources, the MacNeill Library provides students with key information literacy skills as well as recreational fiction and research resources. The library staff is dedicated to fostering a love of reading and a familiarity with the library world. An extra-curricular Readers Club has students select and discuss books of the month, and library monitors earn service hours helping to keep the library running smoothly.

The library is a welcoming place for all students to come and read, research, or relax quietly. Outside of school hours, the library is open before school, during most lunch hours, and after school. The teacher-librarian, Ms. Mei and the library technician, are available to help students with school assignments or book selections during regular library hours.

### ***Food Services***

The Café is available in the lounge for students to purchase nutritious hot or cold breakfasts and lunches. Café service is also available during Nutrition Break.

In addition to café food services, there are vending machines to provide some items at times when the café is not open.



# *A.R. MacNeill Secondary School*

## **Program Planning / Course Selection**

While some courses are required for graduation, many others can be selected to meet your individual interests and goals. As you move into the latter years of your secondary schooling and your goals are clearer, these choices become even more important.

Once you have made your selections, we will design an individual timetable for you. Sometimes this timetable may not be exactly what you expected it to be because of class size limits or graduation requirements. For this reason, you should think carefully about the alternate course choices you make when you enter your courses into MyEdBC. It is quite possible you may end up taking one or more of these alternate courses.

You should also be aware that our timetable is driven by student requests. If insufficient numbers of students choose a particular course, it is necessary for us to drop it from the master timetable. What this means is that all courses listed in this book may not be offered each year. Sometimes due to staffing or other changes, there may be some modifications of course offerings and descriptions without prior notice.

Timetabling (the number of sections of each course) is based on the course requests made by students in February. Therefore, we urge you to choose courses and alternatives carefully, keeping in mind the following factors:

- **Courses will be offered only if there is sufficient enrollment to justify a class.** If a student selects a course for which there is insufficient enrollment, the student will be placed in the first available alternative course identified by the student.
- **Elective courses must be prioritized on the course selection sheets.** In case of a conflict between two courses, the student will be placed in the course with the highest priority and the first alternative.
- **Changing course requests is not always possible**, even before the beginning of classes. Changing courses after the initial course selection is difficult. Course changes are subject to space availability and scheduling constraints
- Some Canadian universities require students to complete a Modern Language to the grade 11 level.
- Language requirements for each post-secondary institute can be found on their websites or in their calendar available in the Career Centre.

Program planning for the following September begins in January of the current school year. Counsellors visit our elementary family of schools to assist the Grade 7s coming to MacNeill. They also visit classrooms to help students currently at MacNeill plan a program that meets program requirements, suits both their needs and interests, and supports their post-secondary plans. Additionally, counsellors host information evenings for parents. We encourage all parents to be actively involved with their son's or daughter's program planning.

## **English Language Learners (ELL)**

### **Number of ELL blocks for students\***

	Level 1	Level 2	Level 3	Level 4	Level 5
1	<b>ELL 1A</b>	<b>ELL 2A</b>	<b>ELL 3A</b>	<b>ELL 4</b>	No regular ELL class on schedule
2	<b>ELL 1B</b>	<b>ELL 2B</b>	<b>ELL 3B</b>	Math	
3	<b>ELL 1C</b>	<b>ELL 2C</b>	Math	Science	
4	Math	Math	Science	Social Studies 10-12 OR Humanities 8/9	
5		Science	Social Studies 10-12 OR Humanities 8/9	English OR Humanities 8/9	
6					
7					
8					

**\*Note that this may vary by grade.**

### **ELL Levels 1 and 2: THREE blocks of ELL**

<b>ELL 1A (YESFL0A) / ELL 2A (YESFL1A)</b>	<b>ELL 1B (XLDCF09) / ELL 2B (XLDCF12)</b>	<b>ELL 1A (XLDCF10) / ELL 2C (XLDCG08)</b>
<b>English</b>	<b>Social Studies</b>	<b>Writing and Communication</b>
<ul style="list-style-type: none"> <li>•Basic speaking in pairs, groups about short stories, novels, poetry, videos, music, etc</li> <li>•Reading Comprehension</li> <li>•Writing: sentences, paragraphs, writing process, etc</li> <li>•Grammar</li> </ul>	<ul style="list-style-type: none"> <li>•Basic speaking in pairs, groups about Canadian history, geography and politics, Canadian culture, holidays, etc</li> <li>•Reading Comprehension</li> <li>• Writing: sentences, paragraphs, writing process, etc</li> <li>•Grammar</li> </ul>	<ul style="list-style-type: none"> <li>•Basic speaking in pairs, groups about themselves, their lives, etc</li> <li>•Silent Reading log, book talks</li> <li>•Reading Comprehension</li> <li>•Writing: sentences, short response, paragraphs, letter writing, resumes, projects, non-fiction writing, technology, etc.</li> <li>•Grammar</li> </ul>

**ELL Level 3: TWO blocks of ELL**

ELL 3A: English (YESFL2A)	ELL 3B: Social Studies (XLDCG10)
<ul style="list-style-type: none"><li>•Group and class discussion skills</li><li>•Short stories, novels, poetry, non-fiction, etc.</li><li>•Writing Skills: short response, paragraphs, multi-paragraph writing, writing process</li><li>•Grammar</li></ul>	<ul style="list-style-type: none"><li>•Group and class discussion skills</li><li>•Canadian history and government</li><li>•News Articles / Current Events / World History</li><li>•Writing skills: short response, paragraphs, multi-paragraph writing, writing process</li><li>•Grammar</li></ul>

**ELL Level 4: ONE block of ELL**

ELL 4: English (XLDCG11)
<p>Group and class discussion skills</p> <ul style="list-style-type: none"><li>•Short stories, novels, poetry, non-fiction, videos, etc.</li><li>•Writing Skills: short response, paragraphs, multi-paragraph (essays), writing process</li><li>•Grammar</li></ul>

**ELL Level 5 (XAT-12ELL5): NO ELL Block**

**Level 5 students** are working on polishing language skills necessary to be successful in all academic classes including, **Humanities 8/9, English 10/11/12, Social Studies 10/11, etc.** These students receive pull-out and/or before and after school. This will include individual and group sessions with the ELL Level 5 teacher. They do not receive a letter-grade, but will receive a comment on each report card based on feedback from their classroom teachers. May receive 2 years of Level 5 support.

**Assessment:**

ELL teachers assess students throughout the year on their speaking, listening, reading and writing skills to monitor language development. The school district requires students to complete the **Spring Census** to determine funding needs for the school. Teachers use the **Secondary ELL Speaking & Listening / Writing Can-do Matrix** to help determine levels. This includes a reading, writing and oral assessment. This is ONE of the ways that teachers decide the students' levels for the next year. Teachers will consider assessment in ELL and core courses before making a decision. Students generally complete **one level of ELL per year**.

# *Course Descriptions*

## *Grade 8 Program*

### **French 8 (MFR--08)**

*Workbooks (Approx. \$6) are available to purchase or borrow.*

French 8 reviews and deepens the understanding of basic concepts presented in the elementary program. Through listening and viewing, students will develop confidence in French and learn how to express themselves both orally and written. Authentic tasks will help students to not only explore, communicate ideas, acquire new language and language structures, but to also view the world and other cultural communities from a new perspective.

### **Humanities 8A (English) (MEN--08HUA)**

### **Humanities 8A (Social Studies) (MSS--08HUB)**

Students will take two blocks of Humanities 8, an integration of the English Language Arts and Social Studies curricula. This course builds upon the foundation laid in Grade 7 with a continued focus on the skills of reading comprehension, writing, speaking, listening, viewing, and representing. The course emphasizes the writing process and explores the pleasure and satisfaction that come with the ability to write with confidence. Students will read widely and respond both personally and critically to a variety of literature, including novels, short stories, drama, poetry, and non-fiction.

Students will develop research and inquiry skills to use a range of resources, make effective notes and determine main ideas and supporting details. Humanities 8 examines world history and the factors that contribute to development of civilizations, including indigenous civilizations from the 7th Century to 1750 C.E., the years that saw the formation of the modern world. Within that historical context, students will learn about change and development in society and culture, politics, law, economy and technology and learn how exploration, contact, conflict, expansion and colonization had varying consequences for different groups.

### **Mathematics 8 (MMA--08)**

This course builds on skills developed up to Grade 7 while introducing students to secondary mathematics. Areas covered in this program include Representing Data; Ratios, Rates and Proportional Reasoning; Pythagorean Relationship; Percent; Surface Area; Fraction Operations; Volume; Integers; Linear Relations and Equations; Probability; and Financial Literacy. Problem Solving will be related to real-life experiences to make the application of Math more meaningful, and will be integrated throughout the program. On top of this Content, students will be expected to show learning and growth through the Core Competencies of Communication, Thinking, and Personal and Social Responsibility.

### **Physical & Health Education 8 (MPHE-08)**

The goal of Physical and Health Education 8 is to provide students with foundational knowledge and skills required to maintain physical health throughout their lives. Our goal is to have students appreciate the importance of physical well-being and its relationship to physical, emotional, and social health. Students will actively participate in a wide variety of recreational physical activities and learn how to monitor their personal fitness level. In addition to active participation, some curricular time will be spent in the classroom developing a holistic understanding of personal health.

### **Science 8 (MSC--08)**

The curriculum allows our students to develop their knowledge and learning skills through our science competencies. This course helps develop the positive attitudes, communication and skills that will help our students learn to be successful. The course will equip students with the necessary scientific skills and processes, encouraging critical thinking, and increasing scientific knowledge. Grade 8 units include: Life Science (defining life, cell theory, and immune system), Physical Science (atoms, light, and waves), and Earth Science (plate tectonics and geological events).

### **Visual Arts 8 (MVA--08)**

Visual Arts 8 provides a foundation in art media, methods and appreciation – focusing on creative/critical thinking, communicating/documenting and exploring/creating. Students will be introduced to - and experiment with - both 2D and 3D skills and techniques in drawing, painting and sculpture. Emphasis will be placed on skill building, development of imagery and exploring new perspectives of expression. This runs as a part of the Grade 8 Wheel rotation.

## ***Fine Arts and ADST (Applied Skills) Elective Wheels***

All students in Grade 8 participate in the wheel. This is an opportunity to explore seven areas of learning for students. Some students may not participate in all sections of the wheel if they are taking ELL courses or need extra learning support from the learning Centre. The wheel typically occupies two blocks of a student's 8 block timetable. Students will move from one area of the wheel to the next, each section usually occupies one Quarter of the school year. It is usually organized in the following manner:

<b>Wheel #1</b>	<b>Wheel #2</b>
Technology Education 8	Passion Project 8
Foods 8	Drama/Dance 8
Visual Arts 8	Music 8
Business Education 8	Digital Literacy 8

### **Early Morning Band 8 (AM Band 8) (MMU--08)**

Requirements:

- Concert band instrument (brass, woodwind, drums) owned or rented ready by September
- At least one (1) year of playing experience on the same instrument

Note:

- Interested piano, guitar and bass players will need to meet with the music teacher in January, space is limited for these instruments

#### **Course description:**

Early Morning Concert Band is tailored for musicians with a minimum of one year of playing experience on a band instrument. We focus on playing Concert Band music, which can include genres in classical, movie soundtrack, pop, jazz, and rock music arranged for a large ensemble. In this welcoming environment, we celebrate mistakes as stepping stones to growth and improvement, fostering a mindset that helps reveal the potential of every musician.

**Special note: All interested students are encouraged to apply regardless of ability and playing experience – minimum 1 year of playing the same band instrument.** Experienced or returning students wanting early morning band must apply to this course. Once we have the list of interested students, there will be a meeting with Mr. Bonifacio in January to determine student groupings and rehearsal days (Day 1 or Day 2).

#### **Using guiding principles that Music is for everyone:**

##### **ALL students will learn to hear and play:**

- loud and quiet parts of a song
- fast and slow parts of a song
- notes that go up or down for a song or piece
- in ways that make notes sound different (short, smooth, loud, etc)

##### **Students seeking a challenge or formal approach to music will:**

- Review and master foundations of rhythm
- Play a full major scale, modes and cadences

- Develop and master fine motor and articulation control for their instrument

### **Drama/Dance 8 (MDR--08)**

This is a brief and fun introduction to dance and drama required by all Grade 8 students as part of their Fine Arts rotation. Half our time will be designated to Drama and half to Dance. Skill development in Dance and Drama supports and enhances other academic subjects. This course helps students to interact comfortably and confidently with others in class. Topics include: team building, concentration/focus during performance, proper stretching and warm-up techniques, choreography development, movement, voice, improvisation, and characterization.

### **Foods 8 (MADFS08)**

This exploratory course introduces students to foods, and nutrition. Students learn about the basic principles of food preparation, cookery, and the nutritional value of a wide variety of products and simple meals. Recipes will be prepared for breakfast, lunch, snacks, dinner, and dessert. This is a one term course as part of the Grade 8 wheel rotation.

### **Music Introduction 8 (Grade 8 Wheel) (XLDCD08)**

This is a one term course as part of the Grade 8 elective wheel rotation. Students will have an opportunity to learn to play the guitar. The class has a campfire feeling where teacher and students play together. The course will highlight many popular songs so that students gain experience in understanding the meaning and intent behind the music they enjoy listening to. Modern music history and knowledge will be a focus alongside guitar skills.

**\*\*Please note that this course is only a single term and does not coincide with Band 8. Students who wish to participate in concerts and trips with the school band should also take Band 8.**

### **Passion Projects 8 ((XLDCE08)**

*"You are a genius and the world needs your contribution!"*

In this course students choose a topic of inquiry based on a passion (e.g., something they are good at, excited about, love to do or want to learn more about). They work through the inquiry process of: pitching their idea to refine their project focus, developing an action plan to guide their research, documenting their research and learning, creating or designing a product or solution to share with others, and reflecting on the process. Creativity, inquisitiveness, risk-taking, and persistence are developed through the exploration of their passion. This is part of the Grade 8 elective wheel rotation.

### **Technology Education 8 (MADGE08)**

This class is available to all grade 8 students as part of the Applied Skills rotation. Students will be introduced to the following disciplines:

- i) Technical drawing and design
- ii) Aerodynamics, the properties of basic mechanics and physics
- iii) The designing and building of "Mousetrap" powered cars or CO2 powered dragsters
- iv) Introduction to bike repair. The student will fully dismantle a bike and then re-assemble it for use

In this course, the students will learn to use woodworking tools as well as mechanics tools. This course is part of the Grade 8 elective wheel rotation

### **Business Education 8 (MADEM08)**

In this course students will be introduced to fundamental business concepts and have the chance to apply them in a few short projects. Students will learn about customer needs and wants, how to meet those needs and wants with a product or service, and how to deliver their ideas in an engaging and persuasive manner. Students will then get the opportunity to design their own product or service and pitch it to the class. This is a one-term

course which is part of the Grade 8 elective wheel rotation.

### **Digital Literacy 8**

This engaging course is part of the Grade 8 elective wheel rotation. It introduces students to the exciting world of programming and digital literacy. Students will dive into coding basics, create simple programs, and work on practical projects that demonstrate real-world applications of technology.

The course strongly emphasizes the ethical use of technology, guiding students to become responsible digital citizens. Through hands-on activities, students will enhance their creativity, develop problem-solving skills, and better understand how technology influences our world.

# **Program Planning Section**

## **for:**

**Grades 9 - 12**



# Dogwood Diploma - at a glance

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.

Students require a minimum of **80 credits** to graduate.


Of these 80 credits:

- At least 16 credits must be at the Grade 12 level, including a Language Arts 12 and Career Life Connections
- 4 credits of First Peoples coursework.
- At least 28 credits must be elective course credits
- 52 credits are required from the following:
  - Career-Life Education 10 (4 credits), and Career-Life Connections 12 (4 credits)
  - Physical and Health Education 10 (4 credits)
  - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
  - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
  - A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
  - A Language Arts 10, 11 and 12 (12 credits total)
  - A Fine Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

In addition, students must also complete **three graduation assessments**:

- The Grade 10 Numeracy Assessment
- The Grade 10 Literacy Assessment
- The Grade 12 Literacy Assessment

The assessments are scored on the following proficiency scale:

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

## ***Graduation Program Requirements***

**80 credits must be earned over grades 10, 11, and 12.  
52 credits from required courses, 28 credits from electives.**

<b>**GRADE 10</b>	<b>**GRADE 11</b>	<b>**GRADE 12</b>
One (1) English 10 Option	One (1) English 11 Option	One (1) English 12 Option
One (1) Math 10 Option: <ul style="list-style-type: none"> <li>• Workplace Math 10</li> <li>• Foundations &amp; Pre- Calculus Math 10</li> </ul>	One (1) Math 11 Option	Grade 12 elective
Science 10	One (1) Science 11 or 12 Option	Grade 12 elective
Social Studies 10	One (1) Social Studies 11 or 12 Option	Elective
Physical and Heath Education 10	Elective	Elective
Elective (A Fine Art or Applied Skill)	Elective	Elective
Elective	Elective	Elective (or study)
Elective	Elective	Elective (or study)
Career Life Education 10	Career Life Connections 12A (2 credits) (non-enrolling)	Career Life Connections 12B (2 credits) (non-enrolling)
<b>Choose 2 electives</b>	<b>Choose 4 electives</b>	<b>Choose 7 electives</b>

### **NOTE:**

**\*\*Please refer to Program Planning sheets and Course Descriptions for specific information.** Students must select at least one Fine Arts course **or** one ADST course at the grade 10, 11 or 12 level **prior** to graduation.

Students must complete 4 credits of First Peoples focused course work.

Students must ***carefully*** check post-secondary requirements when selecting courses.

Courses that meet graduation requirements but generally do ***not*** meet university admission requirements include:

- Apprenticeship & Workplace Math 11
- Science for Citizens 11

A second language credit is not required for graduation, it may be needed for certain post-secondary admission. Students are recommended to study a language to the Grade 11 level.



## **Grade 12 Study Block**

In the interests of maintaining a positive school tone for staff and students to work during instructional hours, the notion of “study blocks” are restricted to one, per grade 12 student, who meets the criteria.

Only students who are successfully meeting all their graduation requirements will be considered. This is a non-credit, unsupervised time within the school day. While in the school, students will be expected to be independently studying or working on projects/assignments in designated area in the school. A study block is neither intended nor designed to be a “free block”. The study block is intended to provide an opportunity for responsible grade 12 students to assume responsibility for the use of unstructured learning time.

## **Advanced Placement Program**

The Advanced Placement Program (AP) is a program of acceleration and enrichment which allows academically strong and motivated students to begin their college or university studies while still in secondary school. Upon successful completion of an Advanced Placement course, with an appropriate level of proficiency on a standardized exam, the student may apply to colleges and universities for advance standing, course credit, or both. The AP program helps students pursue intellectual activities of a challenging nature and to develop higher-level thinking skills.

MacNeill offers Advanced Placement courses in:

AP Biology 12 – see Science

AP Calculus 12 - see Math

AP Chemistry 12 – see Science

AP English Literature and Composition 12 - see English

Students taking these courses may choose to write Advanced Placement examinations in May of each year. There is no course fee, however, there is a fee for writing the exam. As is the case for all courses offered at MacNeill, sufficient enrollment is required for courses to run.

In Canada, AP is growing rapidly in popularity. UBC, SFU, and UVIC recognize the Advanced Placement Program. Students admitted to these institutions who have completed AP subjects with high academic achievement may receive advanced placement and credit. AP is recognized and well- accepted in many eastern Canadian universities as well as all American colleges and universities.

# **Course Descriptions**

## **--- ART ---**

### **Visual Arts 9 (MVA--09)**

Visual Arts 9 is designed for the student who loves to explore all methods of art making – perfect for experienced or new artists. This course builds upon the foundations laid in Art 8 with the emphasis on 2D and 3D medias. Students will develop their understanding of the elements and principles of design through individual project work, as well as related historical/cultural/social influences. Students will communicate/document their way through detailed prep work - exhibiting personal growth and exploring identity through conceptual explorations. They will explore and create with mediums/materials through drawing, painting, printmaking, collaging and sculpture. This is a full year course packed with creative collaboration and inspiration.

### **Yearbook and Media Design 9-12**

Wondering about what it is like to work at a Graphics Design firm? Thinking about becoming a Graphic Designer, working for a print or web design company or being your own Graphic design boss? *This class is for you!*

Participating in a real-life project with deadlines, stylistic specifications, team collaboration requirements, and doing on and off-site photoshoots is crucial to the journey of becoming a Graphic Designer. For this reason, all students signed up for this course **will be working on MacNeill's Yearbook**.

#### Skills you will learn:

- Using Adobe Creative Cloud (CC) suite to process raw photos into creative, fun, and visually interesting elements that will be used in the Yearbook
- Create attractive and eye-catching print or web elements from scratch using Adobe CC
- How to use a customized company web tool/user interface to upload creations and have them ready for print or web publishing

#### Required commitments:

- Everyone must have after school or PLT availability (at least **30 minutes**) to take pictures of home games of various MacNeill sport teams, be prepared to attend or take at 1-2 photo sessions per month
- Students wanting to be Editors (1 to 3 student leaders) must be prepared to commit **Twenty (20) to thirty (30) hours a month**, of their afterschool or before-school time to help our class coordinate and meet deadlines, perform artistic, stylistic or writing checks for Yearbook pages. On average, Editors spend about 1 hour *everyday* (sometimes more nearing publication deadlines) before or after school, overseeing Yearbook components.

#### Successful students will:

- Receive a reference letter discussing:
  - number of hours they committed to this class
  - individual achievements and outstanding personal work/projects submitted

- commendations regarding ability to work in a team as well and overcoming deadlines and re-design challenges that are inherent to high-risk, high-reward projects that is the Yearbook
- have access to Adobe CC tutorials containing essentials skills that industry professionals use to create vibrant and creative print and web projects
- develop a set of interpersonal, technical, creative thinking and problem-solving skills for Graphic Design job applications
- understand the interplay between computational thinking and unbound artistic creativity – Graphic Designers must be able to do both simultaneously!

### **Arts Studio 10 (2D/3D Studio Arts combined) (MVA10)**

This course is designed to continue to build upon both 2D & 3D art techniques and processes, focusing on the elements and principles of design. Emphasis will be on the development of students' individual artistic abilities, as well as through personal growth and exploring identity through conceptual explorations. Students will be encouraged to develop their own: sources of inspiration for design, imagery and research skills - in the media or techniques chosen. In addition to collaborating/communicating with their peers, students will use their sketchbook to communicate/document original ideas through observation & research. They will explore mediums/materials in order to create original pieces through: drawing, painting, print-making, collaging and sculpture. This is a full year course that is dynamic and collaborative.

### **Photography 10 (MVAPH10)**

This course is designed for the beginning photographer. Students will build a strong foundation in photography through theory and practice. Students will become familiar with the functions of the camera, photographic processes, elements of composition, the art of printing photographs, toning and mounting. Students will also use Adobe Photoshop to accomplish certain digital effects. The major emphasis will be on digital photography. It is an advantage to the student to have access to a digital camera, preferably a single lens reflex camera which has f-stops, shutter speeds and focus control, as the school has a limited supply. Evaluation will be based on sketchbooks, assignments, projects and written and practical tests. Basic supplies will be provided to students in order to meet the learning outcomes of this course. Should a student wish to use optional materials to enhance or elaborate upon the learning outcomes, then these may be purchased directly (and brought to the school) or through the school on a cost-recovery basis.

#### *Requirements:*

1. *SD Memory Card*
2. *Hard bound blank paged journal*

### **Art Studio 11 (Foundations 11) (MVA11)**

In Art Studio 11, students will experience a wide variety of techniques and processes. It involves both 2D and 3D art activities – with a focus on skill development, focusing on the elements and principles of design. Students will explore materials/mediums to develop & create original drawings, paintings, mixed media pieces, sculptures and more. Through direct study and observation, students will be able to develop an increased awareness of historical, social, and cultural contexts. Also, students will be exposed to both traditional/contemporary aboriginal worldviews, focusing on cross-cultural perspectives. They will develop an understanding and appreciate art forms from a variety of places, cultures, times and environments. Students will collaborate/communicate with peers - while researching, developing images and exploring personal themes. Portfolio development for post-secondary requirements - leading to career options in the arts - will also be supported.

## **Recommended Completed Course: Arts Studio 10**

### **Photography 11 (MVAPH11)**

*Recommended: Photography 10*

Photography 11 is designed for students to further refine the skills and techniques learned in Photography 10. Emphasis will be on learning new methods to create and communicate your ideas, thoughts, and themes to leave a lasting resonance with the viewer. Students will become more familiar with studio equipment, special printing techniques, and capturing and editing digital images. Students will also use Adobe Photoshop 2022 to accomplish certain digital effects. Evaluation will be based on assignments, projects, written/practical tests and a portfolio comprised of your best work. Basic supplies will be provided to students in order to meet the learning outcomes of this course. Should a student wish to use optional materials to enhance or elaborate upon the learning outcomes, then these may be purchased directly (and brought to the school) or through the school on a cost-recovery basis.

#### *Requirements:*

1. *Access to a DSLR camera*
2. *SD Memory Card*
3. *Hard bound blank paged journal this can be the same one used in Level*

### **Studio Arts 3D 11 (Ceramics & Sculpture 11) (MVAC-11)**

Whether new to sculpture or continuing from an earlier class, this course promises to challenge students with new ideas, through interesting and engaging lessons. Students will learn to use a variety of tools and techniques, as they explore themes and materials. Students will focus on image development – seeing their 2D preparation translate into original 3D works. Emphasis will be on creative/critical thinking, collaboration and craftsmanship. Further, students will be exposed to traditional and contemporary aboriginal worldviews, focusing on cross-cultural perspectives. They will develop an understanding and appreciation of art from a variety of places, cultures, times and environments – and most importantly, have fun creating their original pieces.

## **Recommended Completed Course: Arts Studio 10**

### **Studio Arts 2D 11 (Drawing & Painting 11) (MVAD-11)**

This 2D art course has a strong focus on designing, visual journaling, drawing, painting, collaging, mixed media, assemblage, and printmaking. Students will explore mediums/materials while creating original pieces. They'll learn techniques and skills to improve and enhance their artistic ability. Students will focus on: research, themes, image development, and creative problem solving – through communicating/documenting ideas in their sketchbook. This positive and collaborative learning environment will help influence their artistic development and personal style. They will be exposed to both contemporary and traditional aboriginal works of art, as well as a wide variety of artists from around the world, focusing on their history and culture. Whether students want to build skills for a career in art, develop a portfolio, or exercise their artistic side, this course is well suited for them.

## **Recommended Completed Course: Arts Studio 10**

### **Art Studio 12 (Foundations 12) (MVAST12)**

This course is a continuation of Art Studio 11 – focusing on both 2D and 3D art forms. It will continue to focus on the development of personal images, skills, techniques and themes - focusing on the elements and principles of design. Students will continue to expand their knowledge of various historical, social and cultural contexts in art – through communicating/documenting ideas through research. They will build upon their previous skills - and explore a variety of techniques and media in more depth to create original pieces. Through collaboration and support, students will continue to develop their own artistic style. Portfolio development for post-secondary requirements - leading to career options in the arts - will also be supported.

## **Recommended Completed Courses: Art Studio 11 or Studio Arts 2D 11**

## **Photography 12 (MVAPH12)**

This unique course will offer advanced creative photographic opportunities to students who wish to explore and manipulate traditional photography techniques and multimedia for creative, communicative purposes. Emphasis will be on personal, social, historical, and political ways of expression through the photographic process. Students will also use Adobe Photoshop to accomplish certain digital effects. This course provides an excellent opportunity for students considering a career in the communication arts to help build a quality portfolio necessary for art school admission. Assignments will be self-directed under selected branch topics. At this level, students are expected to be self-motivated and work independently to develop their own unique personal style. Evaluation will be based on assignments, projects, practical research, and a final portfolio. Basic supplies will be provided to students to meet the learning outcomes of this course. Should a student wish to use optional materials to enhance or elaborate upon the learning outcomes, then these may be purchased directly (and brought to the school) or through the school on a cost-recovery basis.

### *Requirements:*

1. *Access to a DSLR camera*
2. *SD Memory Card*
3. *Hard bound blank paged journal - this can be the same one used in Level 2*

## **Studio Arts 3D 12 (Ceramics & Sculpture 12) (MVAC-12)**

This course will build on the skills and techniques learned in previous sculpture classes, while focusing on new projects, materials and perspectives. The objective of this art course is to explore ideas through 3D medias, with a greater emphasis on the development of personal themes, images and styles. Although many specific themes, topics and techniques will be assigned, students will be expected to assert self-direction within their work – through researching/documenting ideas. After exploring themes and experimenting with materials, their final portfolio will show depth and variety in 3D explorations. Students will be expected to keep a visual journal to focus on image development and explorations. Portfolio development for post-secondary requirements - leading to career options in the arts - will also be supported.

**Recommended Completed Courses: Studio Arts 3D 11 or Art Studio 11**

## **Studio Arts 2D 12 (Drawing & Painting 12) (MVAD-12)**

The objective of this art course is to continue to build on skills learned in previous art classes - while continuing to build skills within: designing, visual journaling, drawing, painting, collaging, mixed media, assemblage and printmaking – as seen in Studio Arts 2D 11. Although many specific themes, topics and techniques will be explored, students will be expected to assert self-direction within their work – through their detailed prep work, exhibiting visual communication / documentation skills. Students will explore a variety of media to create 2D art works, inspired by personal, historical, social and cultural realms. Their continual collaboration and critical/creative thinking will inform their personal themes throughout the course. This will allow their final portfolio to show depth and variety in 2D explorations. Students will be expected to keep a visual journal as a record of their ideas, observations, image development and explorations. Portfolio development for post-secondary requirements - leading to career options in the arts - will also be supported.

**Recommended Completed Courses: Studio Arts 2D 11 or Art Studio 11**



# **---BUSINESS EDUCATION ---**

## **Introduction to Business 9/10 (MADEM10)**

Introduction to Business 9/10 (MADEM10) is a great place to start for students who are interested in learning more about the world of business. Students will learn important communication, analytical, and strategic thinking skills that they can apply to the world around them. By analyzing the characteristics of a diverse set of inspiring entrepreneurs, popular products, and various business models, students will explore the rationale behind numerous important business decisions. They will be able to identify criteria for success, intended impacts (ethical and environmental), as well as potential constraints in several business fields including marketing and entrepreneurship, finance, economics, and accounting. Students will be given a chance to learn about investing and participate in a stock market simulation with Junior Achievement's *Investment Strategies* program.

## **Accounting 11 (MAC--11)**

Accounting 11 aims to provide students with an introduction to what the world of accounting is all about. Students will be able to explore different career opportunities in the accounting industry while learning important accounting principles. During the year, students will learn about the function and purpose of accounting, how to create financial statements through analyzing and recording transactions and making required adjustments.

## **Marketing and Promotion 11 (MMAP-11)**

Enter the world of marketing and promotion by understanding the mind of a consumer while balancing the goals and missions of a business. Marketing and Promotion 11 aims to provide students with hands-on experiences both inside and outside of the classroom to understand and learn the importance of marketing concepts like the 4 P's (Product, Place, Price, and Place), branding, social media marketing, and more! Students will experience what is required to launch a successful marketing campaign and understand the advantages and disadvantages of the different promotional strategies used. Through the assessment of target markets and market research, students will design appealing brand strategies catered to their ideal customer; explaining how to effectively support customer needs, wants, and demands.

## **Accounting 12 (MACC-12)**

*Strongly recommended: Accounting 11*

Accounting 12 is a second-year accounting course that provides students with the opportunity to apply learned knowledge from Accounting 11 in projects and various case studies. Building on the foundational skills learned in Accounting 11, students will learn about the basic types of business operations and determine the income statement for a merchandising company. Different inventory methods will be explored as well, such as payroll accounting and special journal systems. In preparation for the future, students will be given an opportunity to learn how to analyze existing businesses through the lens of accounting.

## **Entrepreneurship & E-Commerce 12 (MENT-12)**

The purpose of this course is to provide students with the foundation required to be a successful business owner. Students will be given the opportunity to create their own business while applying the concepts learned in class. Students explore the traits required to be an entrepreneur and the evaluation and identification of important business decisions. Several projects in this class will involve learning outside of the classroom and students must be prepared to embrace the opportunities to seek advice and assistance from individuals in the community. Students will learn how to perform consumer analysis on products, services, and the environment to develop a holistic business plan. With the vast amount of technology available, the power of the internet plays a huge role in the creation, development, and sustainability of a business. Students will have the opportunity to learn about and apply important concepts and strategies which impact the success of running an e-commerce-based business

# --- ENGLISH ---

## **REQUIRED: 2025/2026**

All secondary students will be required to complete 4 credits of Indigenous-focused coursework to graduate starting September 2023. This requirement must be completed during grades 10 - 12.

MacNeill is offering the following course options: if you are in grade 11 you will need to complete one of the grade 12 courses, grade 9 students may elect to take the English 10 option. Gr. 10 students may elect to take BC First Peoples 12.

- ☐ **English First Peoples 12 (4 credits)**
- ☐ **BC First Peoples 12 (4 credits)**
- ☐ **English First Peoples 10 *EFP New Media10 (2 credits), AND EFP Spoken Language 10 (2 Credits)***

## **Humanities 9 (English) (MEN--09)**

## **Humanities 9 (Social Studies) (MSS--09HUB)**

Students will take two blocks of Humanities 9, an integration of English Language Arts and Social Studies. Building on skills learned in Humanities 8, students will further develop strategies to read, view, speak and listen for specific purposes. With an emphasis on writing process, students will explore critical and creative writing in workshop settings. Students will continue to read widely in different genres, both for pleasure and to develop knowledge of plot structure and literary techniques. They will develop research skills to use a range of resources, make effective notes and determine main ideas and supporting details. Students study Canadian and world history from 1750 to 1919, with a focus on nation building, immigration, rebellions, Confederation, the development of the West, the history of the British Columbia economy, and World War One. Throughout their studies, students will consider the various conflicts between Canada's peoples (First Nations and first European immigrants) arising from this time period, and relate these to current issues facing these same groups of Canadians today. Students will also be introduced to the Canadian economy, and they will continue to learn about Canadian geography.

## **English 10**

During their grade 10 year, students take TWO modular courses in English which continue to develop their reading, writing, speaking, and listening skills while focusing on content and modes of expression that align with their personal interests. Students may choose from the following two paired courses.

## **Literary Studies 10 (MLTST10) and Creative Writing 10 (MCTWR10)**

Literary Studies 10 is a course designed for students who are interested in exploring literature of a particular place, era, or theme, and delving into it deeply. Students will explore a range of literary topics to allow them to follow their passions and develop their literacy skills and broaden their understanding of themselves and the world. Creative Writing 10 is designed for students who have an interest in creative expression through language and will provide them in-depth opportunities to become better writers through experimentation and the exploration of personal and cultural identities. Students will explore stories in a wide range of genres by collaborating and developing their skills through writing and design processes.

### **English First Peoples New Media 10 (MEFNM10) and** **English First Peoples Spoken Language 10 (MEFSL10)**

English First Peoples New Media 10 is a course designed to reflect the changing role of technology in society and the increasing importance of digital media in communicating and exchanging ideas. Students will develop the skills needed to be successful in an increasingly complex digital world, and they will think about the use of new media and its effects on First Peoples communities and cultures. English First Peoples Spoken Language 10 is a course designed for students who are interested in studying First Peoples oral traditions and in developing their oral self-expression and communication in a variety of contexts. They will work individually and collaboratively to develop their writing skills and create engaging oral texts for a variety of purposes. **This course meets the new graduation requirement to have 4 credits in an Indigenous focused course for all students graduating in B.C. after September 2023.**

### **Literary Studies 11 (MLTST11)**

Literary Studies 11 is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature and multi-media in general. The course allows students to delve more deeply into literature (fiction and non-fiction) 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 develop their literacy skills, broaden their reading, writing, and speaking skills, and extend their understanding of themselves and the world. **There will be a strong emphasis on developing composition skills in this course.**

### **New Media 11 (MNMD-11)**

New Media 11 is a course designed to reflect the changing role of technology today and the increasing importance of digital media in communicating and exchanging ideas. It recognizes that digital literacy is an essential characteristic of the educated citizen. The course is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media. Areas of study may include media and film studies, journalism and publishing, and digital communication in many forms. **There will be a strong emphasis on developing composition skills in this course.**

### **Literary Studies 11 (AP Prep) (MLTST11-AP)**

This is a grade 11 course intended as preliminary preparation for the college-level course, Grade 12 AP® English Literature and Composition. Students will earn credit for Literary Studies 11 upon successful completion of this AP prep course. All students are invited to enroll in this course; however, academic rigor should be expected. In addition to the Literary Studies 11 curriculum, students will read challenging material, including classics, modern literature, and non-fiction and will develop high-level analysis skills that will enable them to read and think critically, and write effectively in a range of styles and for a variety of purposes to achieve success in college and university courses. Literary Studies 11 (AP Prep) will introduce concepts and assessment methods to prepare students for the demands of an enriched curriculum. **There will be a strong emphasis on developing analytical and composition skills in this course.**

## **Spoken Language 11 (MSPLG11)**

Spoken language skills are increasingly necessary in everyday, educational, and professional contexts. Spoken Language 11 provides opportunities for students to, with increasing independence, study, create, write, and present original and authentic pieces for a range of purposes and real-world audiences. They will expand their reading, writing, and speaking skills through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of spoken language genres for a range of situations. They will develop confidence in their abilities as they strengthen and apply their spoken language skills to performance, knowledge of oral traditions, and professional contexts. **There will be a strong emphasis on developing composition skills in this course.**

## **English First Peoples 12 (MENFP12)**

EFP 12 builds upon and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. The course is grounded in the First Peoples Principles of Learning. It is designed for all students, Aboriginal and non-Aboriginal, who are interested in delving deeply into First Peoples' oral and written literature and visual texts in a range of media. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text, including oral story, poetry, song, performance, film, and prose. A key feature of the course is its focus on authentic First Peoples' voices.

**This course meets the new graduation requirements to have 4 credits in both an Indigenous focused course, and the English Language Arts 12 requirement for all students graduating in B.C. after September 2023.**

## **English Studies 12 (MENST12)**

English Studies 12 meets graduation requirements for students and extends their previous learning experiences in the ELA 10 and 11 courses. The course is designed for all students and will provide opportunities to refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals. Students will think critically and creatively about the uses of language, and explore texts from a variety of sources, in multiple modes, and which reflect diverse worldviews. They will deepen their understanding of themselves and a changing world, and gain insight into the diverse factors that shape identity. Topics of study will include self-representation through text, Reconciliation and the knowledge and perspectives of First Peoples, and what it means to be an educated Canadian and global citizen.

## **AP® English Literature & Composition 12 (AEN--12)**

*Recommended: Literary Studies 11 (AP Prep)*

English Studies 12 AP English Language and Composition is an introductory college-level course in rhetoric and writing that prepares students to develop analytical and argumentative essays. An AP English Literature and Composition is an introductory college-level course in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. As well, students analyze literary elements and their effect in texts from many literary and historical periods. At the conclusion of the course, students have the option of writing the AP Literature and Composition examination. A sufficiently high score will give students credit for a 100-level course in college or university.

AP English Literature and Composition 12 is taught concurrently with English Studies 12. Students in the English 12 AP Literature and Composition course will earn credit for both English 12 and English 12 AP (Language) and prepare for the AP Literature and Composition exam.

### **Literary Studies 11 (MCMPS11-SEM) / English First Peoples 12 Semestered (MENFP12-SEM)**

The Literary Studies 11/English First Peoples 12 semestered course is intended for students in grade 12 who have an ELL background and wish to participate in a concentrated English program. Students will take both Literary Studies 11 and English First Peoples 12 during the year in a semester-style format. Students will have a block of English on both day one and day two, with Literary Studies 11 being offered for the first part of the year and English First Peoples 12 for the remainder of the year. Please see the previous descriptions of both the Literary Studies 11 and English First Peoples 12 courses.

## ***English Elective Courses***

### **Creative Writing 12 (MWR--12)**

**This is an elective and does not count as an English 12 Graduation Credit**

Creative Writing 12 is designed for students who are interested in creating a body of work reflective of a sophisticated breadth and depth of skill. The course provides students with opportunities to specialize and publish in real-world contexts. Students engage in the exploration of personal and cultural identities, memories, and stories, in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes, celebrating successes. This course is intentionally grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing.

### **New Media 12 (MNMD-12)**

**This is an elective and does not count as an English 12 Graduation Credit**

New Media 12 is a program of studies designed to reflect the changing role of technology in society and the increasing importance of digital media in communicating and exchanging ideas. The course 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 numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media. Topics of study include media and film, journalism and publishing, and digital communication.

# **--- HOME ECONOMICS ---**

## **Foods Studies Level 1 (Foods 9) (MADFS09)**

This course will introduce you to the foundations of a nutritionally balanced diet. You will learn about safety in the kitchen, as well as how to prevent foodborne illness. Throughout the course you will plan and prepare simple, balanced meals while also focusing on food from various cultures. This course is perfect for any student that has an interest in learning more about the foods we eat and wants to increase their skills in the kitchen.

## **Foods Studies Level 2 (Foods 10) (MFOOD10)**

*Recommended Completed Course: Foods Studies Level 2*

*Open to Grade 10-12 students*

This second level foods course will build off concepts you learned in Foods and Nutrition level 1, while also introducing you to more advanced food preparation skills and techniques. If you have an interest in the science behind food, (E.g. How sugar from your pop or bubble tea is digested in your body..) this will provide a gradual introduction into food science concepts. Throughout the class you will make a variety of sweet and savoury dishes that focus on food trends around the world. This course is perfect for someone who has a passion for not only cooking, but also learning what the food does once it's in our bodies.

## **Foods Studies Level 3 (Foods 11) (MFOOD11)**

*Recommended Completed Course: Foods Studies Level 3*

*Open to Grade 11-12 students*

Foods and Nutrition Level 3 is an advanced foods course that builds off concepts from both Foods and Nutrition level 1 and 2, while going into greater depth about the functions of nutrients in the body. This course will help prepare students who plan to go into post-secondary programs related to nutrition. The course is also perfect for students who are interested in health and fitness, as nutrition plays a key role in maintaining a healthy lifestyle. Throughout the course you will have the freedom and creativity to choose recipes that interest you, while also re-making commercial foods to make them more nutritious.

## **Foods Studies Level 4 (Foods 12) (MFOOD12)**

*Recommended Completed Course: Foods Studies Level 3 (or Baking/Pastry Arts)*

*Open to Grade 12 students*

This course is catered to people who love to show their creativity through foods. It will build off the practical skills and knowledge that you have learned from previous foods courses, but will provide you the freedom and power to begin making your own recipes. You will have the opportunity to choose which area of interest you would like to focus on (Example: The impact of nutrition on fitness, food and culture, gourmet cuisine, food science, etc.). This course will help to prepare students who are interested in post-secondary programs related to foods, the food industry, or a general passion for foods.



**Baking/Pastry Arts Level 1 (11) (YHEC-1A)****Baking/Pastry Arts Level 2 (12) (YHEC-2A)**

*Recommended Completed Course: Foods Studies Level 1 (Foods 10)*

*Open to Grade 11-12 students*

Baking/Pastry Arts 11/12 is a course designed for those bakers who like to work with their hands and create edible works of art. This course will prepare students for careers or post-secondary programs related to the baking and pastry culinary business and industry. The student will apply the knowledge and skills of how basic ingredients function, baking/pastry vocabulary, and mixing techniques to produce baking/pastry products based on industry standards. Students will develop skills in basic bread and pastry techniques to produce breads, muffins, biscuits, pies, cakes, pastries, and specialized desserts. The attention to detail and artistic flair are key skills that begin to develop during this class.

**RVS Foods Studies Level 3 (Foods 12) (XAT-12RVSFOODLEVEL3)**

*Recommended Completed Courses: Foods Studies Level 2 or Baking/Pastry Arts*

*Open to Grade 11-12 students*

This food course builds off concepts from both Foods and Nutrition Level 1 and 2, while going into greater depth about the functions of nutrients in the body. Foods Level 3 is also perfect for students who are interested in health and fitness, as nutrition plays a key role in maintaining a healthy lifestyle. There is a specific focus on Food Trends around the world. Throughout the course you will have the freedom and creativity to choose recipes that interests you, while also re-making commercial foods to make them more nutritious.

**RVS Foods Studies Level 4 (Foods 12+) (XAT-12RVSFOODLEVEL4)**

*Recommended Completed Courses: Foods & Nutrition Level 3 or Baking/Pastry Arts*

*Open to Grade 12 students*

This course is an advanced foods course catered to people who love to show their creativity through foods. It will build off the practical skills and knowledge that you have learned from previous foods courses, but will provide you the freedom and power to begin making your own recipes. You will have the opportunity to choose which area of interest you would like to focus on (Example: The impact of nutrition on fitness, food and culture, gourmet cuisine, food science, etc.). This course will help to prepare students who are interested in post-secondary programs related to foods, the food industry, or a general passion for foods.

## **--- HUMAN SERVICES & CAREER EDUCATION ---**

### **Recreational Leadership 9-12 (Athletic Leadership) (YLRA-1A & YLRA-2A)**

Recreational Leadership 9-12 is a course designed to provide motivated students with an opportunity to enhance their leadership and organizational skills while working within the Athletics Program at MacNeill. Students will explore leadership skills and strategies in a collaborative setting and they will be given practical opportunities to develop, apply and enhance these skills. Students will receive training which will prepare them to assume roles as sport coaches, sport officials, and athletic trainers/managers for our school teams. Students will be expected to act as tournament coordinators, intramural coordinators, sport officials' coordinators, and team managers. This course requires students to have a high degree of self-motivation as a great deal of the course work will be in self-directed activities. Volunteer hours will be required.

A written application is required. Please see your counsellor for an application form.

### **Peer Tutoring 11/12**

This course will provide students with opportunities to develop individual skills and knowledge while working with students in classrooms within the school community. Students will be assigned to a class to support the learning of students in that class. They will be required to learn about different teaching approaches, develop lesson plans and tutoring techniques, and self-assess and reflect on their work and experiences. Activities include exploration and analysis of learning styles and differentiated instruction to support all diverse students in the classroom. There will be an online component to this course (RVS) to ensure completion of appropriate course credits. Students will learn that academic, social and cultural differences can impact how students learn. Through this course, students will enhance and improve skills in communication, interpersonal relationships, leadership and conflict management while acquiring an appreciation on the importance of contributing to their communities and helping others. This course is a good option for students who want to explore future careers in the areas of education and social services. Students interested in this course will need to complete an application to ensure they are suited to this role.

### **Career-Life Education 10 (MCLE-10)**

Career-Life Education (CLE) is a mandatory 4-credit course required for Graduation. It focuses on building self-awareness of interests and strengths and using this knowledge to explore future career-life choices. *Students may take this course in Grade 10, 11 or 12.*

The aim of Career-Life Education is to prepare students to be able to adapt to on-going change in many aspects of their life—education, work, and life.

Through self-assessments, individual investigation, collaborative projects, guest speakers, and experiential learning activities students will:

- develop personal learning goals and plans;
- explore and refine plans for post-secondary education/training;



- learn work-related skills such as workplace safety and behavior, resume building and interview skills;
- build relevant networks and supportive relationships for future endeavors;
- understand the importance of balancing personal and work-life;
- apply proactive strategies to promote well-being and healthy choices in various life areas—social, physical, mental, spiritual, and environmental.

This course is designed to prepare students to successfully complete Career-Life Connections.

### **Career Life Connections 12 (MCLCA12 + MCLCB12)**

Students in Grades 11 and 12 are required to complete this 4-credit course for Graduation. This is a mandatory but non-enrolling course which is spread out over two years (2 credits in Grade 11 and 2 credits in Grade 12). Although some time will be allocated during Advisory to work on aspects of the course, students are responsible for completing the requirements **outside of school hours**.

Career Life Facilitators will work with Grade 11 and 12 Advisory teachers and students to introduce the assignments; monitor evaluate, and report on student progress, and provide support, as needed.

There are four main components of the course:

#### *Career-Life Development:*

Students examine, assess, reflect, and engage in personal career-life development and planning. Topics such as personal well-being, networking and mentoring, personal/professional online presence, and transferable skills form the basis of assignments that address the big ideas of the course.

#### *Community Connections:*

Students complete 30 hours of work or volunteer experience. To prove they have met this requirement, they must provide evidence of their hours, have their performance assessed by a supervisor, and reflect on their experiences and contributions.

#### *Career-Life Planning:*

Students complete a comprehensive plan outlining what they will do in their first year after high school (e.g., further their education, work or travel). The plan outlines the 5W's + H questions (who, what, where, when, why, how) and includes specific evidence that demonstrates students are working towards their choice and preparing for a successful transition to post-secondary career and life.

#### *Capstone Project:*

A capstone project is a culminating project (worth 40% of students' CLC mark) that allows students to reflect on and demonstrate their growth over the Graduation Program, using an area(s) of interest or passion as the basis for the project. Students design, assemble, and present their project to an audience of

peers, teachers, parents, and community members, to demonstrate personal learning and achievement (in and out of school), growth in the Core Competencies (thinking, communication, and personal and social responsibility), and connections to their future life and career. The presentations take place at a **Capstone Celebration**.

# --- INFORMATION COMPUTER TECHNOLOGY ---

## **Computer Studies 10 (MCSTU10)**

This is the entry-level course of Computer Studies. Students will be introduced to different programming languages. They will learn about different domain and web hosting options. Students will also learn about digital citizenship – copyright, creative commons, and fair use protocols for media and content. Students will explore career options in web development and the interpersonal skills necessary for success in this field. Computer hardware and preventive maintenance of hardware and software computer security risks is also covered in this course.

## **Digital Communications 11 (MDCOM11)**

*It is strongly recommended that students have taken Computer Studies 10*

Students will use digital tools to communicate and solicit information, and study the impacts of social media in global communications, impacts on language, use of online technology and issues in digital communication/risk. Students will use technology to support collaboration and interaction with others while creating strategies for developing a digital dossier to further understand career opportunities in digital communications.

## **Computer Information Systems 11 (MCINF11)**

*It is strongly recommended that students have taken Computer Studies 10*

Students will learn about the evolution of computer technology, including hardware, software, networks, and the Internet. Topics will include; internal and external components of the computer systems, including peripheral devices, computer troubleshooting, research and diagnostics.

Computer assembly and disassembly, preventive maintenance, including data security and online/offline backup solutions will also be explored. Installation and configuration of operating systems and network planning, setup, and diagnostics will also be addressed. Students will be exposed to career options in information and communication technology (ICT), including the roles and responsibilities of ICT professionals.

## **Computer Programming 11 (MCMPR11)**

*It is strongly recommended that students have taken Computer Studies 10*

Students will learn several programming languages through complex projects that are normally open-ended problems, in contemporary times. These projects may involve solving a problem in other subject areas while working in collaboration when others. All projects will include manipulating graphics, animation, robotics, and games.

## **Computer Information Systems 12 (MCINF12)**

*It is strongly recommended that students have taken Computer Information Systems 11*

Students will learn about the evolution of computer technology, including hardware, software, networks, and the Internet. Topics will include; internal and external components of computer systems, including peripheral device, computer troubleshooting, research and diagnostics. Computer assembly and disassembly, preventive maintenance, including data security and online/offline backup solutions will also be explored. Installation and configuration of operating systems and network planning, setup, and diagnostics will also be addressed. Student will be exposed to career options in information and communication technology (ICT), including roles and responsibilities of ICT professionals.

## **Computer Programming 12 (MCMPR12)**

*It is strongly recommended that students have taken Computer Programming 11*

Students will further develop their understanding of computer programming through complex projects that are normally open-ended problems. Students will learn to break problems down and develop solutions for each element. These projects may involve solving a problem in other subject areas, while working in collaboration with others. All projects will include manipulating graphics, animation, robotics, and games. Students will also look at implementing feature requests from users.

## **Drafting 10 (MTDRF10)**

This course is an introduction in drawing, and animation, which allows students the opportunity to explore creatively the power of the computer in the areas of design and graphics. Students will learn and practice a variety of techniques and styles exploring the diverse capabilities of the computer as required in occupations ranging from engineering, architectural, interior decorating, fashion design, and especially the new fields of 3D animation, special effects, and video games creation. Software used in this program include: the industry standard Engineering software AutoCAD, the animation program 3D Studio MAX, Adobe Creative Suite CC, Adobe Premiere CC, and Adobe After Effects CC, which will be used in this course to create exciting and interesting drawings and animated videos. This course will also provide an opportunity to learn about computer set up, maintenance, and configuration as well as photographic enhancement and video production. Requirements: USB Drive

## **Drafting 11 (MTDRF11)**

*Recommended Completed Courses: Drafting 10*

This level 2 course is designed for students to further refine the skills and techniques learned in Drafting 10. Students will learn and practice a variety of techniques and styles exploring the diverse capabilities of the computer as required in occupations ranging from engineering, architectural, interior decorating, fashion design, and especially the new fields of 3D animation, special effects, and video games creation. Software used in this program include: the industry standard Engineering software AutoCAD, the animation program 3D Studio MAX, Adobe Creative Suite CC, Adobe Premiere CC, and Adobe After Effects CC, which will all be used in this course to create exciting and interesting drawings and videos. This course will also provide an opportunity to learn about computer set up, maintenance, and configuration as well as photographic enhancement and video production.

## **Drafting 12 (MTDRF12)**

*Recommended Completed Courses: Drafting 11*

Drafting provides students with the knowledge and skills that can result in a lifetime interest and ability. These skills can serve as the gateway to many careers. This is an advanced course suitable for those students interested in a career in animation, engineering, architecture, drafting, or related fields.

# --- MATHEMATICS ---

## **Mathematics 9 (MMA--09)**

Mathematics 9 prepares students to use a variety of methods to solve real-life practical, technical, and theoretical problems. They will develop a sense of powers with integer exponents and variable and rational bases. Students will learn to solve problems involving rational numbers using algebraic and visual methods. They will learn to generalize, design, and justify mathematical procedures using appropriate patterns, models, and technology. Other topics include Linear Relations, Proportional Reasoning, Statistics, and Financial Literacy. On top of this Content, students will be expected to show learning and growth through the Core Competencies of Communication, Thinking, and Personal and Social Responsibility.

## **Workplace Math 10 (MWPM-10)**

This course is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, two- and three-dimensional geometry, trigonometry, measurement, and income.

## **Foundations and Pre-Calculus Math 10 (MFMP-10)**

This course is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into most post-secondary programs, both those that require Calculus and those that do not. Students taking this course will decide whether to pursue Foundations of Math 11, Pre-Calculus 11, or Enriched Pre-Calculus 11 next year. Topics include Rational and Irrational Numbers, Exponents, Polynomials, Linear Functions, Trigonometry, and Financial Literacy. On top of this Content, students will be expected to show learning and growth through the Core Competencies of Communication, Thinking, and Personal and Social Responsibility.

## **Workplace Math 11 (MWPM-11)**

This course is designed for students who have passed Workplace Math 10. It focuses on topics in mathematics that will be most applicable in jobs that do not require University level training, including financial mathematics, geometry, volume and surface area, data representation, trigonometry, and mathematical puzzles and games. Apprenticeship and Workplace Math 11 satisfies Ministry of Education graduation requirements but may not be sufficient for entry into some post-secondary programs. Please check with individual institutions for details.

### **Foundations of Math 11 (MFOM-11)**

This course is designed for students who have passed Foundations and Pre-Calculus Math 10. It focuses on topics in mathematics that will be most applicable for College and University programs that do not require Calculus, including the Humanities and Social Sciences, and Fine Arts. It is the appropriate course selection for most students intending to pursue post-secondary education as it covers a much wider range of topics than the Pre-Calculus 11 course, which only focuses on a narrow branch of mathematics. Topics will include Euclidean Geometry including Proofs, Logical Reasoning, Systems of Equations, Quadratic Functions, the History of Mathematics, and Statistics. It satisfies the Ministry of Education graduation requirements but may not be sufficient for entry into some post-secondary programs. Please check with individual institutions for details.

### **Pre-Calculus 11 (MPREC11)**

*Recommended: B in Foundations and Pre-Calculus Math 10*

This course is designed for students who have passed Foundations and Pre-Calculus Math 10. It focuses on topics in mathematics that will be most applicable for University programs that require Calculus, including Science, Math, and Engineering. Students not intending on pursuing a career in these fields should take Foundations of Math 11 as it offers a broader range of mathematical topics. Topics in Pre-Calculus 11 are limited to those required for Calculus, including Absolute Value, Radicals, Quadratic and Rational Functions and Inequalities, Polynomials, and Trigonometric Functions. Of the three grade eleven courses, this course is the most abstract and has the least applications to most careers as it is a theoretical mathematics course. It satisfies the Ministry of Education graduation requirements but may not be sufficient for entry into some post-secondary programs. Please check with individual institutions for details.

### **Enriched Pre-Calculus 11 (MPREC11AP)**

*Recommended: A in Foundations and Pre-Calculus 10*

This course is intended for strong math students that would otherwise be registered in Pre-Calculus 11 and are planning on taking AP Calculus in their Grade 12 year. It covers the entire Pre-Calculus 11 curriculum and part of the Pre-Calculus 12 curriculum. See above and below for details on each course. Students will be introduced to AP® style exam questions and should accept the challenge of a faster pace and be ready to conceptualize the mathematics covered rather than memorize it.

### **Apprenticeship Math 12 (MAPPR12)**

This is the final course in the Apprenticeship and Workplace Pathway. It is an appropriate choice for students who are interested in pursuing an apprenticeship program at the post-secondary level or who do not plan on pursuing post-secondary studies. Topics include Financial Mathematics, Geometry, Probability, Logical Reasoning, and Precision, Accuracy and Uncertainty of Measurements.

### **Foundations of Mathematics 12 (MFOM-12)**

This course is designed for students taking non-science and math programs at the university or college level. Many of these programs do not require Foundations of Math 12, so it can be considered an elective course. Students should check the entrance requirements of their post-secondary program of choice when selecting a grade twelve math course. Topics include Logical Reasoning, Financial Mathematics, Probability and Combinatorics, and Polynomial, Sinusoidal and Logarithmic Functions.

### **Pre-Calculus 12 (MPREC12)**

This course is designed for students who intend to continue their study of mathematics at the university or college level. It is a requirement for many post-secondary math, science, engineering, and business programs. Note that some non-math-based programs specifically require Foundations of Math 12 and not Pre-Calculus 12, so students should check the entrance requirements of their post-secondary program of choice when selecting a grade twelve math course. Topics include Transformations of Functions, Exponential and Logarithmic Functions, Polynomial Functions, Radian Trigonometry, Trigonometric Proofs, Geometrics Sequences and Series, and Rational and Radical Functions.

### **Enriched Pre-Calculus 12 (MPREC12AP)**

*Recommended: Minimum 70% in Enriched Pre-Calculus 11*

This course is designed for Grade 12 students who will be taking this class concurrently with AP Calculus or for Grade 11 students who wish to take AP Calculus in their Grade 12 year. It is highly recommended that students who take this course, take Enriched Pre-Calculus 11 in Grade 11. The course will cover the Pre-Calculus 12 curriculum as required, but with a focus on topics required for AP Calculus. AP-style questions will be adapted for this Math 12 class to prepare students for the language commonly used in AP Calculus. Please see the course description for Pre-Calculus 12 for further details.

### **AP® Calculus (Advanced Placement) 12 (ACAL-12)**

**NOTE: students signing up for this course must also sign up for Enriched Pre-Calculus 12**

This is a University-level course designed for motivated students who are planning on taking further mathematics at a post-secondary institution. It uses a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important. The students have an opportunity to write the Advanced Placement Exam in May. If they receive a sufficiently high score, they could earn post-secondary credits (from certain institutions) for mathematics and be exempt from taking certain first-year mathematics courses.

## --- MODERN LANGUAGES ---

### **French 9 (MFR--9)**

**It is strongly recommended that students have completed French 8 or equivalent if they wish to take this course.**

*Workbooks (Approx. \$6) are available to purchase or borrow.*

French 9 builds on prior language knowledge, reinforcing vocabulary and grammatical structures from French 8. This course enhances students' ability to use a range of strategies to support communication, engage in conversations about familiar topics, and exchange ideas both orally and in writing. Exploring new grammar structures, students learn to narrate stories in both past and present tense. This course also fosters an understanding of contributions by Francophones to society, encouraging students to examine their cultural identity from a fresh perspective. By the course's end, students will demonstrate increased proficiency in language skills, setting the stage for continued exploration of French language and culture.

### **French 10 (MFR--10)**

**It is strongly recommended that students have completed French 9 or equivalent if they wish to take this course.**

*Workbooks (Approx. \$6) are available to purchase or borrow.*

French 10 reinforces vocabulary and grammatical structures learned in French 8 and French 9, so that students may communicate written and oral language with greater confidence and ease. Students will learn new grammar structures to share past and future events. Through stories and authentic tasks, students will continue exploring contributions of Francophones to society and be given opportunities to explore their own cultural identity from a new perspective.

### **French 11 (MFR--11)**

**It is strongly recommended that students have completed French 10 or equivalent if they wish to take this course.**

*Workbook (Approx. \$37) is available to purchase or borrow.*

The French 11 curriculum provides students with opportunities to refine their communication skills by responding and reacting to topics of interest, real-life situations, and personal experiences in the past, present, and future. Students will continue to experience and acquire varied authentic resources and appreciate cultural diversity. Throughout the course, students will examine the global contributions of Francophones and demonstrate an understanding of similarities and differences between Francophone cultures and their own. Students will continue to summarize acquired information and show understanding in oral, visual, and written forms.



### **French 12 (MFR--12)**

*It is strongly recommended that students have completed French 11 or equivalent if they wish to take this course.*

*Workbook (Approx. \$37) is available to purchase or borrow.*

The French 12 curriculum provides students with opportunities to use their communication skills and strategies to express intentions, exchange ideas and explain reasoned thoughts to respond to both common and unexpected real-life situations. In all forms of communication, students are expected to implement a wide range of vocabulary, idioms, complexity of expression and structure in the past, present and future. Throughout the course, students will retrieve, analyze, and respond to varied authentic resources, discuss contemporary issues in the Francophone world, and appreciate cultural diversity. Students will be expected to summarize and synthesize acquired information in oral, visual, and written forms.

### **Japanese 9 (MJA—9)**

*Japanese 9 is a beginner program for those students with no prior knowledge of the Japanese language. Workbooks (Approx. \$70)*

Year 1- Japanese 9 introduces This is for students who are studying Japanese for the first time. It is a course for grade 9 students that covers the basics of learning Japanese in one year. No previous experience is necessary. Students will be introduced to the three Japanese scripts (hiragana, katakana, and kanji) and will be provided with opportunities to write, read and communicate in Japanese. Upon completion of this course, the student should be able to understand basic Japanese and communicate in a limited number of situations. The course will be based on dialogues dealing with familiar settings of home, school, and the community. Japanese culture will be emphasized, and students will be exposed to the culture through picture studies, films, discussions, and field trips where possible. The language, culture, and history of Japan will be studied in a Canadian and International context.

### **Japanese 10 (MJA--10)**

*It is strongly recommended that students have completed Japanese 9 or equivalent if they wish to take this course*

*Workbooks (Approx. \$70) are available to purchase or borrow.*

Year 2 - Japanese 10 continues on concepts covered in Japanese 9 including the Big Ideas from the province's Japanese 10 curriculum that include listening & viewing helps us acquire a new language, verbal and non-verbal cues are part of language, learning everyday words and phrases help us communicate in Japanese, exploring our identities in Japanese, and the way that stories and cultural traditions and celebrations help us learn languages. Students in Japanese 10 will master the *Hiragana* and *Katakana* syllabic scripts as well as continue to learn *Kanji* characters as they are used in Japanese. By the end of the course students will be able to derive meaning from speech and a variety of texts, exchange ideas, and information, as well as common, high-frequency vocabulary, sentence structures, and expressions.

### **Beginner's Japanese 11 (MBJA-11)**

*Workbooks (Approx. \$70) are available to purchase or borrow.*

Year 1 & 2 - This is for students who are studying Japanese for the first time. It is an accelerated course for grade 10, 11, and 12 students that covers Japanese 9 and 10 in one year. No previous experience is necessary. Students will be introduced to the three Japanese scripts (*hiragana*, *katakana*, and *kanji*) and will be provided with opportunities to write, read, and communicate in Japanese. Upon completion of this course, the student should be able to understand basic Japanese and communicate in a limited number of situations. The course will be based on dialogues dealing with familiar settings of home, school, and the community. Japanese culture will be emphasized, and students will be exposed to the culture through picture studies, films, discussions, and field trips where possible. The language, culture, and history of Japan will be studied in a Canadian and International context. Beginner Japanese 11 OR Japanese 10 is strongly recommended for students wanting to take Japanese 11.

### **Japanese 11 (MJA--11)**

Completion of Japanese 10 or Beginner's Japanese 11 is strongly recommended for students wanting to take Japanese 11(Regular).

*Workbooks (Approx. \$70) are available to purchase or borrow.*

Year 3 - Regular Japanese 11 is a continuation of B.C. Modern Language curriculum's exploration of Big Ideas including how listening and viewing with intent supports our learning of a new language, how language and culture are interconnected and shape our perspective, identity, and voice, how context determines how we express ourselves, how exploring cultural expression helps us understand our own cultural identity, and how learning a new language gives us unique opportunities for careers, travel, personal growth, and study abroad. Students will know an increasing range of *kanji*, complex questions, sequence of events, explanation, and justification of opinions/points of view. Past, present, and future time frames, language formality and etiquette oral histories, identity, and place including First People's perspectives. Completion of Japanese 11 is strongly recommended for students wanting to take Japanese 12.

### **Japanese 12 (MJA--12)**

Completion of Regular Japanese 11 is strongly recommended for students wanting to take Japanese 12

*Workbooks (Approx. \$70) are available to purchase or borrow.*

Year 4 - Japanese 12 is the culmination of 3 years of Japanese language study at the secondary level. Students will have met the Curricular Competencies set by the B.C. Ministry of Education include an increasing range of complex vocabulary, sentence structures, and expressions. Students will be introduced to an increasing range of *kanji* (Chinese characters as used in Japanese), time frames in the past, present, future, language formality, and etiquette. First Peoples perspectives connecting language and culture, distinguishing features of major Japanese dialects, works of art, histories, and worldviews of the indigenous peoples of Japan, Japanese-related resources and services, contributions of Japanese Canadians to society, and the ethics of cultural appropriation

and plagiarism.

**Mandarin 12 Online (Richmond Virtual School) (MMAN-12D)**

*It is strongly recommended that students earn a B or higher in Mandarin 11 or Mandarin 11 Challenge Exam if they wish to take this course*

**\*\*\*NOTE: Enrollment is limited\*\*\***

This Distributed Learning course will help you improve your skills in reading, writing, vocabulary building, speaking, and comprehending Beijing standard Mandarin. Literature will be introduced through the study of poetry, prose, fables, and idioms while we will also look at Chinese culture through a variety of activities. Because this is an online course, much of the learning will be done online with regular face-to-face meetings scheduled after school at MacNeill Secondary School.

- A qualification exam will be given during the first meeting.
- Regular face-to-face meetings once a week after school with a minimum of one hour and a maximum of three hours.
- All oral work and testing will be done alternative weeks at meetings. Students must be at the meetings on time and on the assigned days.
- All assignments must be handed in on time otherwise there may be a penalty.
- Punctuality and attendance are important.

# --- MUSIC ---

## **MacNeill Music Opportunities**

Learn to care for and produce sound on your chosen instrument or voice. Discover the unique qualities of different musical families—from strings and winds to percussion, keyboards, and vocals.

## **Nurturing Complete Musicianship**

Build a strong musical base through rhythm, pitch, notation, technique, and listening skills. These essentials support confident musicianship across every style, from classical and jazz to pop and contemporary music.

## **Repertoire Exploration**

Perform a wide variety of music drawn from multiple genres. From classical works to modern pop, film scores, and culturally diverse pieces, our repertoire keeps learning engaging and meaningful for every type of musician.

## **Ensemble Playing**

Experience the joy of making music together. Develop communication, listening, and collaboration skills as you rehearse and perform in small groups, full ensembles, and mixed-instrument settings.

## **Performance Opportunities**

Share your musical growth in concerts throughout the year. Students will participate in a range of performances—including collaborative events that bring together band, strings, choir, guitar, piano, and other music classes—to celebrate the creativity and progress of our entire music community.

## **Grade 10-12 Early Morning Concert Band**

**MMUOR10 AM**

**MMUOR11 AM**

**MMUOR 12 AM**

**MMUOR10 AM**

**MMUOR11 AM**

**MMUOR 12 AM**

### **Requirements:**

- Concert band instrument (brass, woodwind, drums) owned or rented ready by September
- At least one (1) year of playing experience on the same instrument

### **Note:**

- Interested piano, guitar and bass players will need to meet with the music teacher in January, space is limited for these instruments

Early Morning Concert Band is tailored for musicians with a minimum of one year of playing experience on a band instrument. We focus on playing Concert Band music, which can include genres in classical, movie soundtrack, pop, jazz, and rock music arranged for a large ensemble. In this welcoming environment, we celebrate mistakes as stepping stones to growth and improvement, fostering a mindset that helps reveal the potential of every musician.

**Special note: All interested students are encouraged to apply regardless of ability and playing experience – minimum 1 year of playing the same band instrument.** Experienced or returning students wanting early morning band must apply to this course. Once we have the list of interested students, there will be a meeting with Mr. Bonifacio in January to determine student groupings and rehearsal days (Day 1 or Day 2).

**Using guiding principles that Music is for everyone:**

ALL students will learn to hear and play:

- What makes songs sound unique and fun: loudness, rhythm/beat, how notes are used to make a song interesting

Students seeking a challenge or formal approach to music will:

- Review and master foundations of rhythm
- Play full, major scales, modes and cadences
- Develop and master fine motor and articulation control for their instrument

**Grade 9-12 Music Exploration Band**

**MMU--09**

**MMUOR10**

**MMUOR11**

**MMUOR 12**

Requirements:

- **This is a beginner-friendly course – no previous music experience needed**
- instrument rented or owned (brass, woodwind, drums, guitar, bass, etc) ready by September

Note:

- Interested drums, piano, guitar and bass players will need to meet with Mr. Bonifacio in January, space is limited for these instruments

Course Description:

Calling all musicians! Whether you are a beginner or an expert wanting a fun, welcoming, and personally rewarding elective during the day: this class is for you!

All interested students are encouraged to apply regardless of skill or playing ability.  
*YES – you can learn a new instrument, no previous experience needed*

**Grade 9–12 Music Performance Ensemble**

If you're looking to grow as a musician, enjoy being challenged, and thrive in a high-performance musical environment, this ensemble is for you.

### Requirements

- **Minimum 3 years of music experience on the same instrument**
- Ability to comfortably play sixteenth note passages
- **Recommended** sightreading ability is Royal Conservatory of Music (RCM) Level 3–4
- Students must already have a playable instrument (all instrument families welcome)

### Course Description

The Music Performance Ensemble is designed for experienced musicians who are ready for a fast paced, challenging, and highly rewarding musical experience.

Throughout the year, musicians will strengthen:

- Technique and tone production
- Applied music theory (understand the patterns inside the pieces we play)
- Advanced rhythmic accuracy
- Professional level rehearsal etiquette

## Choir 9-12

### Requirements:

- This is a beginner-friendly course – no previous music or singing experience needed

### This course is recommended for

- Students who want to have solo and ensemble singing opportunities
- English Language Learners (ELL) seeking to enhance their language skills through the universal language of music

### Description:

Welcome to Choir 9-12, an inclusive and beginner-friendly course where no prior experience is necessary. Whether you're a seasoned vocalist or someone looking to explore the joy of singing for the first time, this class is designed for you.

Join us in Choir 9-12 and discover the transformative power of singing in a supportive and vibrant community. Unleash your voice, connect with others, and let the joy of music bring us together in harmony.

### Students will learn:

- Singing melody lines
- Singing harmony lines
- Basic rhythms
- Hear and sing major and minor scales
- Important vowel and consonant sounds that are important to singing

## **Strings 9-12**

### **Requirements:**

- Orchestral or string instrument rented or owned (violin, viola, cello, bass guitar, upright bass, classical nylon string guitar) ready by September.

Welcome to Beginner Strings 9-12, an inviting and beginner-friendly class open to all high school students interested in learning orchestral strings. No previous experience is needed, making this the perfect opportunity to explore the world of strings, whether it's the violin, viola, cello, string bass, guitar, or bass guitar.

### **Course Goals:**

- Develop basic playing techniques on your chosen instrument.
- Gain an appreciation for both classical and popular music genres.
- Build ensemble skills through collaborative playing.
- Prepare and perform in front of an audience.

## **Music Production & Composition, Contemporary Music 10, 11, 12**

Turn your creative ideas into real, polished productions—no prior experience needed! All you need is a willingness to learn, have fun, collaborate, and commit to growing a positive, professional attitude.

### **A Course That Runs Like a Real Studio Company**

This program runs just like a professional production studio. We will explore what teams do on radio stations, podcast programs, newsrooms, and soundtrack production for movies, shows, or video games.

Composers, technicians, performers, editors, and producers all work together toward a shared creative goal.

You get to specialize in your own area of interest while working together towards a common goal.

### **What You'll Get to Do**

- Create your own original tracks using GarageBand and industry standard tools
- Mix and master your music to achieve high resolution, production ready sound
- Explore modern styles with full flexibility—solo, collaborate, or form a small band
- See how traditional music theory and history shape today's most successful music
- Learn how Digital Audio Workstations (DAWs) work and develop real production skills

### **Unique Opportunities**

- Set up and run audio equipment around the school, gaining hands-on technical experience
- Produce your own podcast or broadcast show—develop your voice and storytelling
- Work to industry aligned standards, opening pathways to programs like BCIT's Broadcasting Program
- Experience a real-world workflow where all roles—composer, editor, engineer, performer—support productions



## **--- PERFORMING ARTS ---**

### **Dance 9 (MDNC-09)**

Dance is a course that focuses on body awareness, spatial awareness, and ability to hear and feel music, as well as develop cooperation and confidence. Students will have the opportunity to try a variety of dance disciplines such as Hip Hop, Jazz and Lyrical. Students will take part in a warm up, floor stretches, across the floor, center work, combinations and choreography. Proper dance attire and indoor shoes are mandatory.

### **Drama 9 (MDR--09)**

The Drama 9 course continues to develop skills in team building, concentration and focus, movement, voice, and characterization. Drama provides opportunities to work under pressure, take risks, deal with constructive criticism, meet deadlines, and become more self-aware in order to build confidence and self-esteem. The skills they will learn through this course will be applicable to real life and far reaching.

### **Theatre Company and Production 9 (Advanced Drama)**

Ever desired to be part of the annual theatre production? Here is your chance! This course will include the responsibility of a large-scale theatre production. You will be exposed to all aspects of what it takes to put on a production. Designed for both those who like to be in front of an audience and behind the scenes. Actors, costumes, sets, props, make-up and hair designers, lighting and sound crew, runners... all are welcome! Come be part of this diverse, inclusive and fun community.

**Important Note: This is an *advanced, off-timetable* course that will run on *Mondays thru Thursdays from 3:15-5 pm from September until December*. There will be mandatory extra rehearsals in late November and throughout December, and production week requires an additional time commitment. If you wish to be part of the school theatre productions as an actor or in a leadership role, please take this course.**

**\*Students selecting this course should note that this will be a ninth course.**

### **Drama 10 (MDRM-10)**

A creative and collaborative course that focuses on the exploration of the human condition and all its many facets. Learn to take risks, communicate ideas, influence those around you and, just perhaps, inspire change.

### **Theatre Company and Production 10 (Advanced Drama) (MDRD-10)**

Ever desired to be part of the annual theatre production? Here is your chance! This course will include the responsibility of a large-scale theatre production. You will be exposed to all aspects of what it takes to put on a production. Designed for both those who like to be in front of an audience and behind the scenes. Actors, costumes, sets, props, make-up and hair designers, lighting and sound crew, runners... all are welcome! Come be part of this diverse, inclusive and fun community.

**Important Note: This is an *advanced, off-timetable* course that will run on *Mondays thru Thursdays from 3:15-5 pm from September until December*. There will be mandatory extra rehearsals in late November and throughout December, and production week requires an \_\_\_\_\_**

**additional time commitment. If you wish to be part of the school theatre productions as an actor or in a leadership role, please take this course.**

### **Drama 11 (MDRM-11)**

A creative and collaborative course that focuses on the exploration of the human condition and all its many facets. Learn to take risks, communicate ideas, influence those around you and, just perhaps, inspire change.

### **Directing and Script Development 11 (MDRDS11)**

If you enjoy exploring your creative side and love plays, but aren't so keen on the acting, or if you've done the theatre production thing and are ready to take on a different role, then this one's for you. Learn to manage different group dynamics, problem solve and get in touch with your inner voice. But most importantly, use the art of storytelling to share your ideas with our community.

**Important Note: This is an *advanced, off-timetable* course that will run on *Mondays thru Thursdays from 3:15-5 pm from September until December*. There will be mandatory extra rehearsals in late November and throughout December, and production week requires an additional time commitment. If you wish to be part of the school theatre productions as a director or script writer, please take this course.**

### **Theatre Company and Production 11 (Advanced Drama) (MDRTP11)**

Ever desired to be part of the annual theatre production? Here is your chance! This course will include the responsibility of a large-scale theatre production. You will be exposed to all aspects of what it takes to put on a production. Designed for both those who like to be in front of an audience and behind the scenes. Actors, costumes, sets, props, make-up and hair designers, lighting and sound crew, runners... all are welcome! Come be part of this diverse, inclusive and fun community.

**Important Note: This is an *advanced, off-timetable* course that will run on *Mondays thru Thursdays from 3:15-5 pm from September until December*. There will be mandatory extra rehearsals in late November and throughout December, and production week requires an additional time commitment. If you wish to be part of the school theatre productions as an actor or in a leadership role, please take this course.**

### **Drama 12 (MDRM-12)**

A creative and collaborative course that focuses on the exploration of the human condition and all its many facets. Learn to take risks, communicate ideas, influence those around you and, just perhaps, inspire change.

### **Directing and Script Development 12 (MDRDS12)**

If you enjoy exploring your creative side and love plays, but aren't so keen on the acting, or if you've done the theatre production thing and are ready to take on more of a leadership role, then this one's for you. Learn to manage different group dynamics, problem solve, and get in touch with your inner voice. But most importantly, use the art of storytelling to share your ideas with our community.

**Important Note: This is an *advanced, off-timetable* course that will run on *Mondays thru Thursdays from 3:15-5 pm from September until December*. There will be mandatory extra rehearsals in late November and throughout December, and production week requires an**

**additional time commitment. If you wish to be part of the school theatre productions as a director or script writer, please take this course.**

### **Theatre Company and Production 12 (Advanced Drama) (MDRTP12)**

Ever desired to be part of the annual theatre production? Here is your chance! This course will include the responsibility of a large-scale theatre production. You will be exposed to all aspects of what it takes to put on a production. Designed for both those who like to be in front of an audience and behind the scenes. Actors, costumes, sets, props, make-up and hair designers, lighting and sound crew, runners... all are welcome! Come be part of this diverse, inclusive and fun community.

**Important Note: This is an *advanced, off-timetable* course that will run on *Mondays thru Thursdays from 3:15-5 pm from September until December*. There will be mandatory extra rehearsals in late November and throughout December, and production week requires an additional time commitment. If you wish to be part of the school theatre productions as an actor or in a leadership role, please take this course.**

### **Dance 10 (MDCF-10)**

A course designed to get you in touch with your body as an instrument of artistic expression. Build dance literacy and composition skills through various exercises that work to explore and communicate one's sense of belonging and connection. Not only does this course focus on the specific skills required for performance but all aspects involved, from development, to exchanging of ideas, to perseverance and resilience.

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# **--- PHYSICAL EDUCATION---**

## **Physical & Health Education 9 (MPHE-09)**

Physical & Health Education 9 enhances the experiences of Physical Education 8. Students will delve deeper into the knowledge, understanding, and skills to maintain physical & emotional health throughout their lives. Students will build on their skills from the previous year and begin to develop their own ideas on how to achieve personal health and fitness goals. Students will actively participate in a wide variety of physical activities and learn to monitor their personal fitness level. Students will build healthy decision-making skills and being to learn how to analyze and evaluate strategies for monitoring one's emotional, physical, and relationship health.

## **Recreational Leadership 9-12 (Athletic Leadership) (YLRA-)**

Recreational Leadership 9-12 is a course designed to provide motivated students with an opportunity to enhance their leadership and organizational skills while working within the Athletics Program at MacNeill. Students will explore leadership skills and strategies in a collaborative setting and they will be given practical opportunities to develop, apply and enhance these skills. Students will receive training which will prepare them to assume roles as sport coaches, sport officials, and athletic trainers/managers for our school teams. Students will be expected to act as tournament coordinators, intramural coordinators, sport officials' coordinators, and team managers. This will require students to have a high degree of self-motivation as a great deal of the course work will be in self-directed activities. Volunteer hours will be required.

## **Physical & Health Education 10 (MPHED10)**

PHE 10 is a continuation of the Physical Education 9 with more advanced knowledge, understanding, and physical literacy skills to maintain physical & emotional health. Active participation is still the key component of this course. This year students will begin to develop more independence in personal health and fitness decisions as they look towards senior years in high school. Students continue to build healthy decision-making skills and build more strategies to analyze and evaluate personal health decisions. Towards the end of the year students will be asked to reflect on a healthy living plan and explore the variety of physical activity options for their senior years at MacNeill.

## **Active Living 11 (Physical Education 11) (MACLV11)**

Active living 11 will be a combination of grade 11 and 12 students. Come destress and have fun! Take a break from the rigors of being a senior student and enjoy a break from the academics. Come participate in a variety of individual/team activities and the pursuit of lifetime leisure activities. In addition to active participation, a greater emphasis will be placed on leadership skill development and health promotion. Students will have greater choice in the selection of activities and the development of personal health plans to develop a positive attitude towards physical activity and health.

## **Fit for Life Health Education 11 & 12 (Previously Girls- Fit for Life Health Education 11 & 12) (MFTCD11 & MFTCD12)**

This course is designed with a focus on female health and fitness. This course will include physical activity, health education, and field trips to community leisure facilities. Our goal is to create an atmosphere to promote and empower females to pursue physical activity through the active participation of fitness classes, various games/activities, and dance. **Potential** activities include team and individual games, yoga, Pilates, weight training, cycling, water aerobics, rock climbing, golf, bowling, hiking, as

well as classroom lessons on topics such as nutrition, stress, female health, and current trends in health and fitness.

### **Active Living 12 (Physical Education 12) (MACLV12)**

Active living 12 will be a combination of grade 11 and 12 students. Come destress and have fun! Take a break from the rigors of being a senior student and enjoy a break from the academics. Come participate in a variety of individual/team activities and the pursuit of lifetime leisure activities. In addition to active participation, a greater emphasis will be placed on leadership skill development and health promotion. Students will have greater choice in the selection of activities and the development of personal health plans to develop a positive attitude towards physical activity and health.

### **Health Science 11 & 12 (YHRA-1B & YHRA-2B)**

This course is available to both Grade 11 and 12 students and will be run as a combined course. If you are interested in pursuing a career in the health industry this is the course for you! This course will be a great preview of post-secondary programs in the health and fitness industry such as food & nutrition, human kinetics, nursing, medicine, etc.

Come explore how the human body is built, how it functions and how the body is the most unique and spectacular object alive! Health Science 11 & 12 will introduce the anatomy and physiology of various body systems with applications to health. This course involves practical labs and offer the opportunity to experience real life science in a non-threatening way. Topics typically include: the cardiovascular system, respiratory system, digestion, musculoskeletal system, exercise prescription and management, injury prevention, rehabilitation, and nutrition.

### **Fitness, Health and Conditioning 11 & 12**

Welcome to MacNeill's "Training Facility!" The focus of the course is on individual fitness where students will develop a variety of skills and knowledge required to maintain whole body health and fitness. Students will actively participate in various fitness classes using a variety of training methods such as circuit training, weight training, and energy system development. Health and fitness is a life-long learning process and our goal by the conclusion of grade 12 is for students to feel confident in developing a personal health and fitness plan.

Typical skills and topics include:

- Participating in various training techniques with and without the use of equipment
- Goal setting for personal health & fitness
- Developing personal and group fitness plans
- Understanding and applying the components of fitness
- Assessing and applying current trends in health, fitness, and nutrition

Field trip opportunities are available to enhance and extend the learning outcomes of the course. Activities may include hiking, snow tubing, yoga, spin class, rock climbing, beach archery tag and cycling to name a few. This course is highly recommended for students looking to make positive changes in their lifestyle and motivates them to improve their health and fitness levels.

# --- SCIENCE---

*Health Science 11 and Health Science 12 can be found in the Physical Education Section*

## **Science 9 (MSC--09)**

*Science 9 Workbook (Approx. \$15) is available to purchase*

Science 9 students will continue to develop the science competencies from the previous year, and begin to gain greater comfort and confidence in their learning. In this course, students will develop their scientific skills in a variety of competency areas, including: researching topics, demonstrating safety in the lab, preparing lab reports, solving problems, making/analyzing models & analogies, creating scientific visuals, and preparing for tests. Science 9 units include: Chemistry (atoms, elements & compounds), Biology (reproduction), Physics (electricity), and Earth Science (matter & energy flow).

## **Science 10 (MSC--10)**

*Science 10 Workbook (Approx. \$15) is available to purchase*

Students in Science 10 will continue to develop their abilities with our science competencies and these skills will help prepare them for their senior science years at MacNeill. The Science 10 course will be centered on these major topics: Chemistry (changes during reactions), Biology (genetics and evolution), and Physics (transformation of potential and kinetic energy). Students will investigate these topics through laboratory investigation, demonstrations, and class discussions.

## **Life Sciences 11 (MLFSC11)**

*Optional Life Sciences 11 Workbook (Approx. \$15) is available to purchase or borrow.*

Life Sciences 11 examines how life on earth is grouped together based on common characteristics, the evolutionary process that leads to variation at the population level, as well as the molecular and cellular level interactions that allow life to exist. Students will learn through hands-on investigative labs, problem solving, and other strategies.

## **Life Sciences 11 (Advanced Placement Preparation – “AP Prep”)) (MLFSC11-AP)**

*Recommended: Chemistry 11 be taken concurrently; 80% or higher in Science 10 and 73% Math 10*

*Optional Life Sciences 11 Workbook (Approx. \$15) is available to purchase or borrow.*

Content in this course is examinable on the AP Biology exam in grade 12. In addition to the provincial Life Sciences 11 curriculum, students will gain the lab and higher order processing skill sets in preparation for AP Biology 12, a university credit course. This course is designed to help students study biology in greater depth and assume the responsibility of reasoning, analyzing, and understanding for themselves. In addition to the course being theory intensive, it will also involve numerous lab activities that will help students gain the skills and the confidence that will be beneficial in higher-level biology.



### **Anatomy & Physiology 12 (Previously Biology 12) (MATPH12)**

*Recommended: Chemistry 12 be taken concurrently; C+ standing or higher in Life Sciences 11*

*Optional Anatomy & Physiology 12 Workbook (Approx. \$15) is available to purchase or borrow.*

Anatomy & Physiology 12 concentrates on the human body and includes the study of the basic molecules of life, cell structure & cell processes (gene expression, metabolism and enzymes), and human physiology which focuses on digestive, respiratory, cardiovascular, nervous, urinary, and reproductive systems. Students will continue to develop the lab skills from Life Sciences 11 for various investigations and laboratory experiments.

### **AP® Biology 12 (ABIO-12)**

**\*\*NOTE: Students signing up for this course must also sign up for Anatomy & Physiology 12 AP partner concurrently or the previous year. Anatomy & Physiology 12 is not an equivalent substitute.**

*Recommended: Chemistry 12 be taken concurrently, 73% in Pre-Calculus 11*

This is a University level course designed for students who are planning on taking further biology courses or enrolling in the biological science at a post-secondary institution. This course is taken in conjunction with Anatomy & Physiology 12 and is not a substitute. The course, in addition to being theory intensive, also involves several university level lab activities. The students have an opportunity to write the Advanced Placement Exam in May. If they achieve a sufficiently high score, they will earn post-secondary credits for biology and be exempt from taking certain first year biology courses.

### **Chemistry 11 (MCH--11)**

*Recommended: C standing or higher in Science 10 & Math 10*

*Chemistry 11 Workbook (Approx. \$15) is available to purchase or borrow.*

Chemistry is the study of matter and consists of the examination of a variety of topics. It is a lab-based course relating chemical properties & reactions of elements and compounds to the periodic table. We will explore various mathematical approaches and predictions with respect to chemical reactions. The labs in the course range from creating pineapple smelling organic compounds to producing crystals by recycling aluminum coke cans. Additional topics may include a unit of transition metal chemistry that provides a variety of interesting experiments that are normally done in university only. Evaluation of student work includes science competencies, labs, quizzes, and unit tests.

### **Chemistry 11 (Advanced Placement Preparation – “AP Prep”) (MCH--11AP)**

*Recommended: 80% or higher in Science 10 & Pre-Calculus 11 taken concurrently*

This course is recommended for students who are planning to take AP Chemistry in grade 12. In addition to the Chemistry 11 curriculum, students will gain the lab and higher order processing skill sets in preparation for AP Chemistry 12, a university credit course. This course is setup to help students study chemistry in greater depth and detail and assume the responsibility of reasoning, analyzing, and understanding for themselves. In addition to the course being theory intensive, it will also involve numerous lab activities that will help students gain the skills and the confidence that will be beneficial in higher-level chemistry.



## **Chemistry 12 (MCH-12)**

*Recommended: C+ or higher in Pre-Calculus 11 & Chemistry 11*

*Chemistry 12 Workbook (Approx.\$15) is available to purchase or borrow.*

Chemistry 12 is an academic science course that prepares students for university-level studies in the field of chemistry. Students will build on their experiences in Chemistry 11 by investigating further into chemical processes through experimentation, concept questions, and discussion. There is great emphasis on laboratory work and problem solving. Topics to be studied include rates of chemical reactions and reaction equilibria, acid/base reactions, electrochemistry, and analytical problem solving as it applies to chemistry.

## **AP® Chemistry 12 (ACHE-12)**

*Recommended: Pre-Calculus 12 taken concurrently*

**\*\*NOTE: students signing up for this course must also sign up for Chemistry 12 AP partner.**

*AP Chemistry 12 Workbook (Approx.\$15) is available to purchase or borrow.*

This is a university level course designed for students who are planning on taking further chemistry courses or enrolling in the Faculty of Science at a post-secondary institution. This course is taken in conjunction with Chemistry 12 and is not a substitute. This course is both theoretically intensive and involves college-level laboratory work. Topics studied include bonding and intermolecular forces, spectroscopy, thermochemistry and thermodynamics, and deeper understanding of Chemistry 12 concepts. The students have an opportunity to write the Advanced Placement Exam in May. If they achieve a sufficiently high score, they will earn post-secondary credits for chemistry and could be exempt from taking certain first year chemistry courses.

## **Physics 11 (MPH--11)**

*Recommended: C+ standing in Foundations and Pre-calculus Math 10 or better. Optional Physics 11 Workbook (Approx. \$15) is available to purchase or borrow.*

The purpose of this course is to introduce students to the world of Physics. The course will be centered on these major topics: Kinematics (the study of motion and gravity), Dynamics (the study of forces and Newton's 3 Laws of Motion), Energy, and Waves. Students will investigate these topics through laboratory activities, demonstrations, and class discussions. Students will also investigate practical applications of physics in everyday life through field trips. (Possible destinations include the amusement park and to the curling rink).

## **Physics 12 (MPH--12)**

*Recommended: C+ standing or better in Physics 11 and Pre-calculus 11*

Physics 12 takes a more mathematically rigorous and demanding approach to topics compared to Physics 11. To support this increased mathematical depth, students are encouraged to take Pre-calculus 12 concurrently or in advance of this course. The curriculum covers a wide range of topics, including Special Relativity, Vector Dynamics, Mechanical Energy and Momentum, Equilibrium, Circular Motion, Gravitation, Electrostatics, and Electromagnetism. Additionally, the course incorporates First Peoples' knowledge, exploring their innovative applications of forces in traditional technologies.

## **Science for Citizens 11/12 (MSCCT11 & MSCCT12)**

This course will help students achieve a science credit for graduation, but may not meet post-secondary admission requirements. Students should check admission requirements for the post-secondary institutions of their choice. Students will learn how scientific processes and knowledge inform our decisions and impact our daily lives, and how scientific understanding enables humans to respond and adapt to changes locally and globally. Students will also learn how scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for places of employment. These topics will be studied through a hands-on, lab-based approach whenever possible.

# --- SOCIAL STUDIES---

## **REQUIRED: 2025-2026**

All secondary students will be required to complete 4 credits of Indigenous-focused coursework to graduate starting September 2023. This requirement must be completed during grades 10 - 12. MacNeill is offering the following course options: if you are in grade 11 you will need to complete one of the grade 12 courses, grade 9 students may elect to take the English 10 option. Gr. 10 students may elect to take BC First Peoples 12.

- **English First Peoples 12** (4 credits)
- **BC First Peoples 12** (4 credits)
- **English First Peoples 10** *EFP New Media 10 (2 credits), AND EFP Spoken Language 10 (2 Credits)*

## **Humanities 9 (English) (MEN--09)**

## **Humanities 9 (Social Studies) (MSS--09HUB)**

Students will take two blocks of Humanities 9, an integration of English Language Arts and Social Studies. Building on skills learned in Humanities 8, students will further develop strategies to read, view, speak and listen for specific purposes. With an emphasis on writing process, students will explore critical and creative writing in workshop settings. Students will continue to read widely in different genres, both for pleasure and to develop knowledge of plot structure and literary techniques. They will develop research skills to use a range of resources, make effective notes and determine main ideas and supporting details. Students study Canadian and world history from 1750 to 1919, with a focus on nation building, immigration, rebellions, Confederation, the development of the West, the history of the British Columbia economy, and World War One. Throughout their studies, students will consider the various conflicts between Canada's peoples (First Nations and first European immigrants) arising from this time period, and relate these to current issues facing these same groups of Canadians today. Students will also be introduced to the Canadian economy, and they will continue to learn about Canadian geography.

## **Social Studies 10 (MSS--10)**

Social Studies 10 provides students with opportunities to reflect critically upon Canadian and global events, issues and people in the last century in order to examine the present, make connections with the past, and consider the future. Students will be asked to reflect on varied resources, to consider multiple perspectives, and to make reasoned ethical judgments in order to further develop their critical inquiry skills. Throughout the course, students will become familiar with the rights, responsibilities and practices of active Canadian citizenship and will analyze issues relating to Canada's ever-evolving identity. Furthermore, in their studies, students will develop an appreciation of democracy, human equality, cultural diversity and truth and reconciliation.

## **Explorations of Social Studies 11 (MEPSS11)**

Explorations of Social Studies 11 provides for an introduction to and sets students up for success in their grade 12 Social Studies courses. The course explores themes and topics such as history, the study of cultures, Canadian law, geography, First Peoples' perspectives, and social justice. Students will investigate Canadian and global events and topics that have helped to shape the contemporary era. They will consider historical, political, and geographical perspectives while thinking critically about contentious issues and controversial people and making connections with the past in order to consider the future. They will continue to develop key Social Studies competencies while developing an appreciation for democracy, human equality, and cultural diversity in order to prepare themselves to go into the world as responsible Canadian citizens and members of the international community.

### **Asian Studies 12 (MASIA12)**

*Recommended prerequisite: Explorations of Social Studies 11*

Asian Studies 12 looks at the history of Asia from 1850 to the present. Students will appreciate how the breadth and diversity of Asia's physical and human resources have contributed to the development of distinct and disparate political, cultural, and economic regions. They will examine how colonialism, imperialism, and resource disparity have been primary reasons for conflict and the movement of people. They will consider how ethnic, regional, and national identities are shaped in part by geography and migration. They will also study the ways in which rapid industrialization, urbanization, and economic growth have created complex environmental challenges.

### **Comparative Cultures 12 (MCMCL12)**

*Recommended prerequisite: Explorations of Social Studies 11*

Comparative Cultures 12 deals with the history and of cultures. The aim of this course is to enable students to enrich their understanding of diversity through the comparative study of various cultures. Students will learn that understanding the complexity of one culture enhances our understanding of others. They will investigate how environmental factors and belief and value systems influence aspects of culture such as power, authority, agriculture and trade. The course emphasizes social, cultural and political history and in it, students will also study the painting, sculpture, architecture, music, and as well as social organization of various cultures. **This course will be offered during the 2027-28 school year and then on alternating years.**

### **Law Studies 12 (MLST-12)**

*Recommended prerequisite: Explorations of Social Studies 11*

Law 12 is designed to give students an understanding of how law affects daily life in Canada. Topics covered include Canada's legal system (including the Canadian Charter of Rights and Freedoms), criminal law, civil law (including torts, marriage, divorce, children, contracts and wills), and motor vehicle law. This course will include visits to the courts, mock trials, and guest speakers. Students considering Law Studies 12 should have strong writing and reading comprehension skills.

### **Physical Geography 12 (MPGEO12)**

*Recommended prerequisite: Explorations of Social Studies 11*

*Workbook (Approx. \$32) is available to purchase or borrow.*

Physical Geography 12 is an interdisciplinary course that provides students with opportunities to address both the physical and human-created systems of the world through the study of people, places, and environments. Students will interpret landscapes and understand the interconnectedness between one's actions and the earth's physical systems. Throughout the course, students will become familiar with acquiring and accessing databases, analyzing and interpreting data and representing their reasoned findings in order to understand the critical interplay between people and the environment and to make informed decisions about the sustainability of the earth's resources and the future of the planet.

### **BC First Peoples 12 (MBCFP12)**

*Recommended prerequisite: Explorations of Social Studies 11*

BC First Peoples 12 looks at how the identities, worldviews, and language of BC First Peoples are renewed, sustained, and transformed through their connection to the land. Students will investigate how the impact of contact and colonialism continues to affect the political, social, and economic lives of BC First Peoples. Students will also have the opportunity to study how cultural expressions convey the richness, diversity, and resiliency of BC First Peoples. Finally, students will gain an understanding of how, through self-governance, leadership, and self-determination, BC First Peoples challenge and resist Canada's ongoing colonialism. **This course meets the new graduation requirement to have 4 credits in an Indigenous Focused course, and the Social Studies 11 or Grade 12 elective requirement for the Graduation program for all students graduating in B.C. after September 2023.**

### **20<sup>th</sup> Century World History 12 (MWH--12)**

*Recommended prerequisite: Explorations of Social Studies 11*

20<sup>th</sup> Century World History 12 provides students with an opportunity to learn about major events, personalities, and ideas that have shaped the 20<sup>th</sup> Century and will continue to have a lasting impact on the future. Fields of inquiry include research skills, document analysis, the legacy of the 19<sup>th</sup> Century and World War I, the peacemaking process, economic cycles of the 1920s and 1930s, the rise and fall of Fascism, World War II, the Cold War, the rise and fall of Communism, the United Nations, Decolonization, the development and growth of Democracy, economic development and human rights in developing nations, and the removal of international trade restrictions and globalization.

### **Social Justice 12 (MSJ--12)**

*Recommended prerequisite: Explorations of Social Studies 11*

Social Justice is the assurance that the basic human rights of all people are upheld. Social Justice 12 promotes the pursuit of social justice and encourages students to develop the commitment and ability to work toward a more just society and the critical thinking skills to understand systemic and structural causes of injustice. They will examine how basic human rights and social values are upheld in Canada and the world. Students will learn to recognize and understand the causes of injustice and apply critical thinking and ethical reasoning skills to a wide range of issues such as racism, poverty, sexism, discrimination, homophobia, and globalization. Students will have the opportunity to understand how to behave in a socially responsible manner and become agents of change by exploring solutions to these issues by studying others who have attempted to or were successful in creating change in the past. This course is project and research based.

### **Political Studies 12 (MPLST12)**

*Recommended prerequisite: Explorations of Social Studies 11*

This course focuses on political decisions, institutions, and ideology and how they shape the exercise of power and nature of political outcomes. Students will learn how democratic decision making is influenced by political and social power. Understanding how political decisions are made is important to becoming a democratically engaged citizen. Topics covered in this course include: the structure and function of Canadian and First Peoples institutions, ideologies and political systems, election processes, methods used to influence public opinion, political power in democratic and non-democratic societies, public policy, international systems, and issues in politics. Students will develop the ability to assess the reliability of data and sources, assess perspectives, and form judgements on political issues, decisions, and developments. **This course will be offered during the 2027-28 school year and then on alternating years.**

# **--- TECHNOLOGY EDUCATION---**

## **Power Technology 9 (MADGE09)**

In this year-long course, students will learn how to design and produce everything from a machinist's hammer to a Go-Cart or motorized scooter. This introductory course explores lathe and mill machine tools, sheet metal tools, welding and other related disciplines. Power mechanics (small engines) and explores alternate energy sources such as solar and electrical are explored. This second half of the course is devoted to project development.

## **Robotics 9 (MADER09)**

This is a full year two-part course.

### **Part 1 – Basic Robotics**

Students build a robotic arm that can pick up objects from a bolt to a can. Students learn about design, manufacturing, structure, and hydraulics.

### **Part 2 – Sumo Bots**

Students design and build a mini sumo robot to do battle! Students learn about basic electronics, design, sheet metal, and basic machine work.

## **Power Technology 10 (MTPOW10)**

Students will design, develop, and build a small one-man vehicle powered by an alternate source of power; in this case electricity/solar power. A significant portion of the course will be “hands on” where students learn about electricity and electric power, welding and structural fabrication, sheet metal fabrication, and basic machine shop procedures using the lathe and milling machine. The theory portion of the course will address environmental issues and problems concerning today's transportation. In addition, students will learn about basic design considerations, frame design, steering, weight distribution, aerodynamics, gear reduction, and more. We hope to be able to enter in a local competition.

## **Metalwork/Power Technology 11 (MTMET11)**

Of interest to the student who has a passion for cars and custom fabrication, this course teaches students how to safely and accurately operate lathes, milling machines, shapers, surface grinders, drill presses, and bandsaws. They will also learn how to use measuring tools (micrometers), welding theory (mig, tig, oxy-acetylene), machine shop basics (lathe), sheet metal forming (rolling, beading), fastener science, basic fabrication skills and layout, and stress strain calculations. All machine operations will be associated with projects. The course also allows students to become proficient in arc and oxy-acetylene welding and cutting. Students will complete two welding projects.

## **Metalwork/Power Technology 12 (MTMET12)**

A beginner's automotive fabrication element is incorporated in this course. This course goes beyond MFM 11. Students' skills may develop to a higher level and projects will be elaborate. The following machines will be used: lathes, grinders, milling machine, drill press, and welder. Automotive

fabrication expands to a higher level as students fabricate everything from frames to engine parts.



## ***Course Fee Information***

### **Costs Associated with Courses**

- Basic supplies required to fulfill learning outcomes in all courses will be provided to students free of charge.
- Students will be asked to pay costs in connection with optional field trips.
- Numerous courses have workbooks that students have the option of purchasing

### **Provision of Musical Instruments**

- Music students will be provided an instrument at no cost.
- The school has a limited collection of instruments and hence may not be able to supply a student's first choice.
- Students using school instruments will share them with other students. Arrangements can be made to practice at school or to borrow the instrument according to a schedule that will be arranged with the other student(s) using the instrument.
- Students may bring their own musical instruments.



## Online learning from K–12

Our mission is to provide blended courses that respond to the needs of Richmond students with flexibility, quality and service. As a result, RVS has one of the highest completion rates in BC!

### RVS Offers:

- Hybrid (in-person and online) Academic & Elective Courses
- Fast-Track Summer Courses
- Dance & Athlete Programs, AP Psychology, Entrepreneurship, Leadership, Cybersecurity, Work Experience, Project Based Learning options and more!



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**RICHMOND**  
SCHOOL DISTRICT NO.38



RICHMOND  
VIRTUAL SCHOOL



# RICHMONDVIRTUALSCHOOL.CA

Spring-Summer-Fall 2026

[Projected Course List]

<p><b>SPRING SEMESTER 2</b> <b>JAN.27 – JUN.19, 2026</b> Registration open until Feb.12, 2026</p> <p>20<sup>th</sup> Century World History 12 Accounting 11 BC First Peoples (SS) 12 Calculus 12 Career Life Education 10 (*RVS Online only*) Chemistry 11 Computer Programming 11-12 Cybersecurity 11-12 Economics 12 English 11 (Literary Studies) English Studies 12 English First Peoples 11 (Literary Studies) English First Peoples 12 Entrepreneurship 12 Foundations of Math &amp; Pre-Calculus 10 Foundations of Math 11, 12 French 10, 11, 12 Law 12 Life Science 11 Mandarin 11, 12 PE 10-12 Physical Geography 12 Physics 11, 12 Pre-Calculus 11, 12 Psychology 12 (YPSYC2A) Robotics &amp; Drones 10-12 Science 10 Social Studies 10</p>	<p><b>SUMMER SEMESTER 3</b> <b>JUN.29 – AUG.7, 2026</b> Registration open Feb.17 until Jun.25, 2026</p> <p>Anatomy &amp; Physiology 12 BC First Peoples (SS) 12 CADD and Animation 10-12 Career Life Education 10 Chemistry 11, 12 Computer Programming 11-12 Cybersecurity 11-12 Drafting &amp; Animation 10-12 English 10, 11, 12 English First Peoples 10, 11, 12 Foundations &amp; Pre-Calculus Math 10 Foundations of Math 11, 12 French 10, 11, 12 Life Science 11 Mandarin Intro.11, 11, 12 PHE 10-12 Photography 10-12 Physical Geography 12 Physics 11, 12 Pre-Calculus 11, 12 Robotics &amp; Drones 10-12 Science 10 Social Justice 12 Social Studies 10 Video Game Development 11 Work Experience 12</p>	<p><b>FALL SEMESTER 1</b> <b>SEPT. 2026 – JAN., 2027</b> Registration open Feb.17 until Sept.29, 2026</p> <p>Anatomy &amp; Physiology 12 BC First Peoples (SS) 12 Calculus 12 Career Life Education 10 (*RVS Online Only*) Chemistry 12 Economics 12 English First Peoples 12 English Studies 12 French 11, 12 Foundations &amp; Pre-Calculus Math 10 Foundations of Math 11, 12 Mandarin 12 PE 10-12 Physical Geography 12 Physics 11, 12 Pre-Calculus 11, 12 Psychology 12 (YPSYC2B)</p>
<p><b>CONTINUOUS ENTRY</b> 25/26 Registration open until Feb.12, 2026 26/27 Registration open until Feb.12, 2027</p> <p>Career Life Connections 12 (*RVS Online only*) Cybersecurity Co-op 12 PE 10-12</p> <p><b>Please note:</b> these courses are asynchronous and students will begin and complete at different times. Students will be encouraged where possible to be on a semester or linear completion schedule.</p>	<p><b>SCHOOL SPECIFIC OPTIONS</b> <i>Must be enrolled at listed school:</i></p> <p>CLC 12 (all schools) CLE 10 (Cambie, McMath, McNair, RSS) Choir and Jazz Band (Palmer, RSS, McMath) Digital Media &amp; Video Production (Boyd) Engineering 11 (Burnett/Career Programs) Food Studies 11, 12 (MacNeill) Leadership 11, 12 (Boyd, McNair) Outdoor Education 11, 12 (McMath) Peer Tutoring (Boyd, Burnett) Yearbook 10-12 (McNair) Other (as announced by your school)</p>	<p><b>DISTRICT PROGRAMS</b> Visit the district website for more information</p> <p><b>BL</b></p> <p>Blended Learning is a full-time program for students in Kindergarten to grade 7. Students are supported through online class instruction, self-directed learning supported at home, field trips and events at Grauer Elementary.</p> <p><b>RAIL</b></p> <p>RAIL is a blended, interdisciplinary program where students complete grades 8 - 9 through project-based learning.</p>
<p><b>DANCE &amp; ATHLETE</b> 25/26 Registration open until Feb.12, 2026 26/27 Registration open until Feb.12, 2027</p> <p>Dance Choreography 10-12 Dance Company 11, 12 Dance Performance 10-12 Fitness &amp; Conditioning (HP/ADP/Oval) 10-12 PE (HP/Oval) 10-12 Theatre 10-12</p> <p><b>Please visit:</b> <a href="https://rvs.sd38.bc.ca">rvs.sd38.bc.ca</a> for more info. on courses/programs or contact RVS with inquiries Phone: <b>604-668-6371</b> or email: <a href="mailto:rvs@sd38.bc.ca">rvs@sd38.bc.ca</a></p>	<p><b>Meetings:</b> Weekly course meetings take place in central Richmond at R.C. Palmer Secondary. School specific courses take place at the indicated school. Dance &amp; Oval programs have meetings as arranged by the teacher.</p> <p><b>**All courses are subject to enrollment and staffing**</b></p>	<p><b>CLICK HERE:</b></p> <p><b>Register Today for RVS</b> </p>



