Senior School

Academic Program Guide

2026-27

St. Michaels University School

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Welcome to the Senior School Academic Program Guide

This publication provides our students and parents with important information about our course offerings and the selection process at St. Michaels University School.

Our program offers a broad and rigorous curriculum, where students can make selections based on strengths, passions and their post-secondary pathways. Our instructional practice includes a balance of traditional academic instruction from our talented and passionate educators along with rich discussions and experiential learning opportunities with real-world connections. Through our coursework, we strive to foster transferable skills required for success, such as problem solving, communication, critical thinking, collaboration and creativity.

During the course selection process, we ask our students to be mindful of their overall workload and extracurricular commitments in the year ahead to ensure a balanced and challenging schedule. We hope they select appropriate courses by seeking advice from their Academic Advisors, Heads of Department, and from faculty who are currently teaching the courses. This is important for a fully informed decision.

Please read through the course descriptions carefully. We are always here to answer any questions that may arise, and to support the students as they progress towards graduation and post-secondary education.

Eliot Anderson
Director of Senior School

Denise Lamarche
Director of Academics

Guiding Academic Principles

Our programs are based on five Guiding Academic Principles that embody the pursuit of truth and goodness.

The Development of Character

Students succeed best in an environment where the character and self also grow, where they develop as whole people. Our programs foster such virtues as honesty, tolerance, integrity, cooperation, respect, self-discipline, leadership and social responsibility.

A Learner-centered Approach

Students have different learning styles and different strengths, different rates of growth and different experiences that colour the way they learn. We want you to be active in your own learning, and to develop a sense of your own voice and how to exercise it.

Excellence and Rigour

Excellence resides in the full development of each student's potential, and therefore you should be measured in terms of that potential. In addition, your performance should be measured regularly, using a variety of assessment procedures.

Critical Thinking

Students should learn to seek and value truth, and to sift the relevant from the irrelevant. Our curriculum and teaching methods lead you to see the connections between ideas, think independently, and work cooperatively.

A Love of Learning

Students learn for the growth and enlightenment of themselves and of others. Our academic program is founded on the pursuit of truth, open-minded enquiry, and intellectual honesty – attributes we want you to possess throughout your life.

Our Approach to Standards-Based Learning and Assessment

In BC, the curriculum for each course is organized around a certain set of learning standards – the essential knowledge, skills, and competencies students are expected to develop. Throughout the term, teachers collect evidence of learning, measured against the required learning standards. This approach focuses on growth, mastery, and skill development over time.

Our Assessment Guiding Principles

Assessment practices must lead to accurate feedback on student learning. Assessment practices must seek to improve student learning.

Proficiency scales

The proficiency scale provides a consistent way to describe the quality of student learning. Each level is tied to clear, specific criteria so that students receive descriptive feedback about both their areas of strengths, and those in need of further development.

- Emerging – beginning to demonstrate understanding; needs support
- Developing – showing partial understanding; growing independence
- Proficient – meeting the learning standard consistently and independently
- Extending – demonstrating strong understanding; applying learning in new, sophisticated ways.

The proficiency levels guide feedback on specific learning standards. They are not a replacement for traditional letter grades, nor do they translate directly to the letter grade scale of A/B/C/D. For example, a student does not 'earn' 'proficient' from a single test; proficiency reflects a body of evidence gathered over time in relation to the development of a competency.

In a standards-based assessment system, rubrics and proficiency scales are the primary tools we use to evaluate student learning. They help us determine how well students are demonstrating the required competencies, rather than accumulating points across tasks.

Term reports

At reporting time, we report how well a student has demonstrated proficiency of the prescribed learning standards. We also provide a letter grade and percentage. This step enables us to meet the BC Ministry of Education requirements and align with the expectations of post-secondary institutions.

As a result, final grades reflect the students' most consistent and most recent proficiency levels.

What this means in today's learning environment

- Feedback is more descriptive and actionable.
- When academic concerns arise, a support plan is implemented, and parents are notified promptly.
- Opportunities to revise or improve work are offered over time.
- Clearer expectations for success are provided.
- Assessments focus on understanding, not point-collecting or averaging.

How to Use this Guide

The purpose of this guide is to outline important academic policies and to help students plan their academic pathway and select courses for their studies at the Senior School. This planning is important because the timetable is assembled based on students' initial choices. Once the schedule has been built, specific changes may be difficult or impossible to implement. The request of a course does not ensure that students will be able to fit that course into their schedule, although every attempt will be made to accommodate student choices.

It is our intention to offer all the courses in this guide for the upcoming school year. However, circumstances may change. Some courses may not prove to be popular enough to be viable. Late staffing changes and potential timetable modifications may require us to alter course offerings. This guide will assist with the following:

- Selecting courses of interest based on their content.
- Ensuring that students have any required background. This may include planning for future years.
- Understanding the Ministry of Education and SMUS requirements for graduation.
- Ensuring students graduate with the qualifications necessary for their post-secondary path of choice.

Academic Advisors

Students will be assigned to an Academic Advisor in Grade 9 (or whenever they join the Senior School) and will stay with that Advisor through to graduation. The initial connection with the Academic Advisor will be to assist in academic planning and course choices during the time at the Senior School. In the upper grades, students will work with Academic Advisors individually, in small groups (e.g. Career Life Connections class) and in large groups (e.g. grade meetings, information sessions). They will be introduced to MaiaLearning, our data collection, portfolio, and post-secondary research and application support program. With the help of the Academic Advisors and in consultation with parents, students will be guided through the process of researching and eventually applying to the post-secondary institutions of their choice. SMUS provides comprehensive support for students in academic advising and university counseling, including personalized, detailed guidance from their arrival at the school until graduation.

Summer School, Distance Education Courses, External Credits

Occasionally, students opt to take credit courses by way of distance education or summer school. We generally discourage students from taking courses at summer school or through distance education unless they have failed to complete a course at SMUS or wish to complete a required course with no intent to continue study in that subject. Taking a course in summer school with the intention of retaking the same course later at SMUS may adversely affect students because several universities require students to report all of their grades, including courses that have been retaken, and may use both grades in calculating averages for admissions.

Students taking courses through distance education will not receive a mark for that course until the course is completed and the final report has been sent to SMUS. Any course that is in progress through distance education, and not fully completed, will not appear on the student's SMUS transcript. This could affect university entrance if a course required for admission is not completed before January 31 of the student's Grade 12 year.

Summer programs that offer credit options may or may not result in academic credit on the SMUS transcript.

In all cases, students should speak with their Academic Advisor in advance of enrolling in an online/distance or summer program to ensure there is full understanding of any potential academic credit.

Credit through Challenge and Equivalency

The Ministry of Education in BC allows for students to earn credit for 'undocumented prior learning'. The challenge process allows a student to be assessed on the Curricular Competencies and Content of any Ministry-developed Grade 10 through 12 course. (This does not include AP courses.) The student must provide compelling evidence that they will be able to succeed in the challenge. The challenge process may take the form of a single exam, or a major project/assignment, depending on the subject.

Students should speak with their Academic Advisor before entering into a course challenge, in order to assess their potential for success. This will be followed with approval from the Head of Department in the subject they wish to challenge. Some departments only offer a challenge process at certain times of the school year. Please ensure that you check your email for communications regarding challenge information.

Credits awarded through equivalency are those courses that students have taken either outside BC or Canada. Every effort will be made to ensure students earn the maximum transfer credit possible given the Ministry of Education's guidelines. There may be specific situations where transfer credit cannot be applied to their high school graduation requirements; however, we will ensure that the information is shared with post-secondary institutions as needed. Please reach out to the student's Academic Advisor for further information.

Requirements

Graduation Requirements

Students must obtain a minimum of **80 credits** to graduate in the Province of BC as outlined below. Most courses in Grades 10 to 12 are full-year and award four (4) credits upon successful completion. Term-based courses in Grades 10 to 12 award two (2) credits upon successful completion.

BC Ministry of Education Credit Requirements

Subject Area	Credits
Career Life Education	4
Career Life Connections	4
Physical and Health Education 10	4
Science 10	4
Science 11 or 12	4
Social Studies 10	4
Social Studies 11 or 12	4
Mathematics 10	4
Mathematics 11 or 12	4
Language Arts 10 (English)	4
Language Arts 11 (English)	4
Language Arts 12 (English)	4
Applied Design, Skills and Technology 10, 11 or 12; or Arts Education 10, 11 or 12	4
Provincially Authorized Elective Courses (Grade 10, 11 or 12)	16
Minimum Three Additional Grade 12 Courses	12
Total minimum credits required by Ministry of Education	**80***

The Ministry of Education requires that at least 4 credits of Indigenous-Focused coursework must be included in the 80 credit total.

In addition to the BC Ministry of Education requirements, SMUS also requires students to complete courses in *Active Living 11 or 12* and *Arts Education 11 or 12*.

BC Ministry of Education Assessment Requirements

- Grade 10 Graduation Literacy Assessment
- Grade 10 Graduation Numeracy Assessment
- Grade 12 Graduation Literacy Assessment

Post-Secondary Entrance Requirements

Specific admission requirements for any of the more than 4,000 post-secondary institutions in North America vary widely. However, some generalizations can be made.

Canadian Universities

Universities in Canada look at marks for 4 to 6 Grade 12 courses, **English Studies/English First Peoples 12** being mandatory in almost every case. Some universities will use Grade 11 marks to grant conditional early admission to specific programs. Many universities in Canada now use an expanded application process that includes mandatory supplements (e.g., essays, short answer responses, resumes, entrance tests and/or video responses).

For second language speakers of English who have spent fewer than four years studying in English, supplementary proof of English is often required (e.g. IELTS, TOEFL). We recommend that all second language English speakers arrange to have an English proficiency test result by the time their university applications are submitted (preferably before).

British Columbia Universities*

- Most business programs **and all UBC applicants** require a written supplement in the form of a personal profile.
- Fine arts programs usually require a supplement, audition and/or portfolio.
- **Calculus** is strongly recommended and occasionally required for science, engineering and business/commerce programs.

Requirements for Universities in Other Provinces*

- **English Studies/English First Peoples 12** is required for almost **all** programs.
- **Pre-Calculus 12 and Calculus** are **often required** for science, engineering and business programs in Canadian universities outside BC.
- Some **Engineering programs** are including supplements as part of their application requirements, including completion of a Casper Test (i.e., situational judgment) in some cases.

**Admission requirements change constantly, so please consult the individual institutions' websites for the most recent admissions requirements in British Columbia.*

US Universities

Admission to American institutions is based on many factors, including, but not limited to:

- Marks from Grades 9 to 12 with an emphasis on Grades 11 and 12
- SAT or ACT scores (some universities are test optional; see specific websites for information)
- Rigour of workload in areas of interest and strength
- Evidence of leadership, community service and/or extracurricular activities
- Counsellor and teacher letters of recommendation
- Student writing samples including personal essays and short answers to specific questions

UK Universities

- Universities require students to be focused on one area of study with a strong transcript.
- All UK applicants submit only one written personal statement and one academic letter of reference.
- Some university programs (e.g., dental, engineering, law, math, medicine) require students to take standardized tests early in their Grade 12 year as part of the admission requirements.
- Students can only apply to five university programs in the UK , and within that, only four choices may be for medicine programs.

Advanced Placement Program

The courses in the Advanced Placement program are rigorous college-level courses with examinations developed by the College Board of Princeton, New Jersey. Students who achieve excellent standing in an Advanced Placement examination might receive university credit, advanced placement or exemption from certain university courses. In addition to this, all Canadian universities use AP grades for admission. The benefits of taking an Advanced Placement course and examination include extra challenge and intellectual stimulation, possible university credit and excellent preparation for the first year of university.

AP Capstone Program

AP Capstone is an innovative diploma program designed by the AP/College Board that equips students with the independent research, collaborative teamwork and communication skills that are valued by colleges. Designing a program around AP Capstone may be advantageous for those students who are looking to broaden their portfolio around a particular area of research and study. AP Capstone is built on the foundation of two AP courses – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP exams will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP exams will receive the AP Seminar and Research Certificate.

We expect all students registered in AP courses to write the corresponding exam. Advanced Placement exams are ordered by November 15 and written in May. There is a cost for each Advanced Placement examination taken, and a cancellation fee for any exam cancelled after November 15. There is a late registration fee for any exam ordered after November 15. If an exam needs to be written during the late testing window, there is an additional fee. These costs are determined by the College Board and can be found on their website.

At SMUS, the learning process for our AP courses is more than preparation for the May exam. There are other elements that enrich and challenge our students, (e.g., labs, cultural experiences, interdisciplinary connections). You will be required to complete all work associated with your AP course for the school mark portion of the course.

Challenging an AP Exam

The Advanced Placement program is designed to prepare students for university level study and offer them opportunities to challenge themselves in high school. The AP exam scores are most meaningful when attached to a school course mark in that AP subject. The College Board recommends, wherever possible, that students take the AP course taught in their school as they provide the best foundation for success on the exam and in post-secondary.

We will support SMUS students who wish to challenge an AP exam at our school if they meet the following conditions:

- *We do not offer the course at our school, OR*
- *We offer the course, but it does not fit in their timetable for the same academic year and the student requires it for university entrance (supported by the academic advisor), OR*
- *The student provides evidence of a completed and accredited AP course for which they have not yet written the exam, OR*
- *The student needs AP Language qualifications to complete their home country graduation requirements (e.g., for German Abitur)* ***AND***
- *The Academic Advisor endorses the challenge request as connected to the student's post-secondary pathway.*

Furthermore, students ***may only challenge up to two AP exams*** as per the above conditions in any given academic year.

If the request is supported, the student will complete an "***AP Exam Challenge Request Form***" to be signed by the student, Academic Advisor and Director of Academics and then submitted to the exam coordinator **by October 31st**. Any requests submitted after this date will incur the late exam registration fee.

The student understands that:

- taking an AP exam is not equivalent to taking the AP course at SMUS
- the school will not provide materials to support the student to study for the AP exam
- the student may not seek assistance from SMUS teachers to prepare for the AP exam
- the school, guided by the Ministry of Education, does not grant course credit for an AP exam challenge.

AP Courses

St. Michaels University School offers the following Advanced Placement courses:

- Art History
- AP Art
  - 2D Art and Design
  - 3D Art and Design
  - Drawing
- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Chinese Language and Culture
- Comparative Government and Politics
- Computer Science A
- English Language and Composition
- English Literature and Composition
- French Language and Culture
- Human Geography
- Macroeconomics
- Physics 1
- Physics 2
- Precalculus
- Psychology
- Research
- Seminar
- Spanish Language and Culture
- Statistics
- World History

Grade 9

The Grade 9 program has been designed to provide exposure to a variety of disciplines while maintaining the quality and rigour of skill development and subject content.

You will take English, Mathematics, Science, Social Studies, a Modern Language, options in Arts Education and Engineering, Technology and Design, along with Physical and Health Education, and Career Education.

If you are enrolled in the Grade 9 ELL program, you will take English Plus, Mathematics, Science, Social Studies Plus, options in Arts Education and Engineering, Technology and Design, along with Physical and Health Education, and Career Education.

Our aim with the Grade 9 program is to provide students with broad exposure to our academic program. Accordingly, there are many options available and making informed choices will be necessary. This is an exciting challenge of the senior school experience, and we encourage families to speak with their child's Academic Advisors should course selections prove challenging. This will allow us to personalize as much as possible.

English

- English 9
- English 9 Plus (ELL)

Mathematics

- Principles of Mathematics 9
- Foundations of Mathematics & Pre-Calculus 10

Science

- Science 9

Social Studies

- Social Studies 9
- Social Studies 9 Plus (ELL)

Engineering, Technology and Design

- Computer Science 10 *
- Electronics and Robotics 10 *
- Engineering and Design 9 †
- Media Design 9 *

Modern Languages †

- Beginner French 9
- Beginner Mandarin 9
- Beginner Spanish 9
- French 9
- French 9 Advanced
- Mandarin 9

Arts Education

- 3D Art 9 *
- Art 9 †
- Band 9 †
- Choir 9 †
- Drama 9 Improvisation *
- Drama 9 Playwriting *
- Painting 9 *
- Digital Art 9 *
- Strings 9 †

Physical and Health Education

- Physical and Health Education 9
- Athletic Leadership 10 *

Career Education

- Career Education 9

* Term elective

† Full-year elective

Elective courses on offer will run based on student interest and demand.

Grade 10

Designed to offer a learning experience that builds upon and enhances classroom education over the course of the year, the Grade 10 program offers you a mix of an excellent academic foundation and the ability to access a variety of elective options to suit your interests. Your learning will be meaningful and relevant, motivating you to discover and experiment, broadening and deepening your understanding of concepts. This will be achieved through access to resources and experts both inside and outside the classroom.

The SMUS Grade 10 program consists of a variety of course options with the following requirements: English, Mathematics, Science, Social Studies, Arts Education, Physical Education and Career Life Education.

The SMUS Grade 10 program for ELL students consists of a variety of course options with the following requirements: English 10 Plus, Mathematics, Science, Social Studies Plus, Arts Education, Physical Education and Career Life Education.

You may choose a combination of term and full-year electives to complete your timetable (typically the equivalent of two full-year courses).

All Grade 10 subjects are part of the Graduation Program. We recommend that you consider your options carefully with a global perspective, while considering your interests and your possible post-secondary pathways. Grade 10 students may opt to join the **Ridgelines and Coastlines: Grade 10 Experiential Program**, or the **Engineering and Design: Grade 10 Experiential STEAM Program**, both described on subsequent pages.

English

- English First Peoples Literary Studies and Writing 10 ‡
- Literary Studies and Composition 10 Plus

Mathematics

- Foundations of Mathematics and Pre-Calculus 10
- Foundations of Mathematics 11
- Pre-Calculus 11

Science

- Science 10

Social Studies

- Business Education 10 *
- Business Education and Entrepreneurship 10 * (two terms)
- International Relations 10 *
- Social Studies 10
- Social Studies 10 Plus (ELL)

Engineering, Technology and Design

- Computer Science 10 *
- Computer Science 11 *
- Computer Science 12 (two terms)
- Electronics and Robotics 10 *
- Film Production 10 *
- Graphic Design 10 *
- Robotics 11 *

Modern Languages †

- Beginner French 10
- Beginner Spanish 10
- French 10
- French 10 Advanced
- Mandarin 10
- Spanish 10

Arts Education

- Art Studio 10 †
- Concert Band 10 †
- Concert Choir 10 †
- Drama 10 *†
- Strings 10 †
- Digital Art 10 *
- Painting 10 *
- Studio Arts 3D 10 *

Physical and Health Education

- Physical and Health Education 10
- Athletic Leadership 10 *
- Sport Science 10 *

Career Education

- Career Life Education 10

‡ These courses will meet the provincial requirement for Indigenous-focused course credit.

* Term elective

† Full-year elective

Elective courses on offer will run based on student interest and demand.

Ridgelines and Coastlines: Grade 10 Experiential Program

Students in the Ridgelines and Coastlines Experiential Education Program will experience the incredible outdoors available on the west coast and will develop the hard skills necessary to meet the challenges of the outdoor environment. Students will have opportunities to climb, paddle and hike through pristine wilderness areas on Vancouver Island. Regular classroom curriculum will support and enrich the student experience by connecting the academic learning to a place-based experiential model. Some academic courses will be cohorted to keep the students connected throughout the year.

This program is holistic in nature and will also develop leadership skills, introduce service learning and integrate sustainability. Students will spend time reflecting on their own personal growth in these areas. Regular classroom instruction will complement off-campus expedition days in the outdoors rain or shine.

In electing to be a part of this program students will need to demonstrate resilience in the outdoor environment as multi-day outdoor expedition days throughout the year are a component of this program. Interest in this program will be high, and an application process may be necessary. In recognition of the unique opportunities this program offers, an additional fee of $1,200 is assessed.

Students registered in this program will take the following courses as part of their experience in the even terms:

- English First Peoples 10 ‡
- Social Studies 10
- Art 10
- Outdoor Leadership 11

In their odd terms, students will fulfill the rest of their Grade 10 requirements. For example:

- Mathematics 10
- Science 10
- PE 10
- Elective

‡ These courses will meet the provincial requirement for Indigenous-focused course credit.

*Please note, this is a general outline of what students will take in the odd terms. If you have specific programming questions, please speak with your Academic Advisor.

Engineering and Design: Grade 10 Experiential STEAM Program

In the Grade 10 Experiential STEAM Program, students will learn to apply engineering and design principles to real world problems that integrate curriculum from Grade 10 Science, Art, English and Engineering. This program offers a rare opportunity for students to collaborate with community partners to identify, design, and build solutions for local issues.

Students should expect learning to be collaborative, project-based with a focus on real-world problems. Students opting for this program should be ready for a challenging yet rewarding experience.

The flexible timetable structure of this program allows us to stretch the classroom outside of the campus. Previous classes have had the opportunity to visit and use laboratory equipment at UVic and UBC, explore the universe at the Dominion Observatory, design 3D prosthetics with the Victoria Hand Project, learn about energy transformations at a hydroelectric facility on the Sunshine Coast to name just a few.

This program emphasizes a holistic approach to learning, fostering leadership skills and introducing students to the principles of sustainable design and community service. Students will reflect on their personal growth and the impact of their work on the community. Classroom learning will be enriched with practical experiences, ensuring a deep understanding of engineering and design principles.

Interest in this program is expected to be high, and an application process may be necessary. In recognition of the unique opportunities this program offers, including access to specialized tools, expert mentorship, and several overnight excursions, an additional fee of $1,200 is assessed.

Students registered in this program will take the following courses as part of their experience in the even terms:

- Science 10
- Engineering/Technology Explorations 10
- English First Peoples 10 ‡
- Art 10

In their odd terms, students will fulfill the rest of their Grade 10 requirements. *For example*:

- Social Studies 10
- Math 10
- PE 10
- Elective

‡ These courses will meet the provincial requirement for Indigenous-focused course credit.

*Please note, this is a general outline of what students will take in the odd terms. If you have specific programming questions, please speak with your academic advisor.

**Students considering either of the Experiential programs should note that the schedule's structure may limit access to some electives and advanced courses. Please consult with an Academic Advisor to understand how this may affect course selections*

Grades 11 and 12

You can select from a wide variety of senior-level courses. While there are no specific prerequisites, you are strongly encouraged to complete relevant Grade 11 courses before selecting a related Grade 12 course. For example, you should complete Life Sciences 11 (Pre-AP) before taking AP Biology. If you are in the ELL program you will be registered in English First Peoples 11 Plus in Grade 11, and in English 12 Plus in Grade 12 in addition to English Studies 12.

Grade 11

In your Grade 11 year, you are given the opportunity to delve deeper into subject areas. You must take core courses in English, Mathematics, Social Studies, Science, Physical Education 11 or 12, and Arts Education 11 or 12; you may choose to meet some of these requirements in your Grade 12 year. We recommend that you take seven courses (not including Career Life Connections 11, which you will be automatically enrolled in). The timetable limits you to a maximum of 8 courses (not including courses outside the timetable).

Grade 12

In Grade 12, the one required course is English Studies 12 or English First Peoples 12. You should also select at least five additional courses in areas of interest. You may also take Grade 11 courses to fulfill SMUS or BC graduation requirements or university pre-requisites. We recommended that you take six or seven courses, (not including Career Life Connections 12, which you will be automatically enrolled in). The timetable limits you to a maximum of 8 courses (not including courses outside the timetable).

AP Capstone

- AP Seminar
- AP Research

English

- Literary Studies 11
- Literary Studies 11 (Pre-AP)
- English First Peoples: Literary Studies and Writing 11 Plus (ELL) ‡
- English Studies 12
- English First Peoples 12 ‡
- AP English Language and Composition
- AP English Literature and Composition
- Creative Writing 12º
- English 12 Plus (ELL)

Mathematics

- Foundations of Mathematics 11
- Foundations of Mathematics 12
- Advanced Topics in Mathematics 12
- AP Precalculus
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- Calculus 12
- Pre-Calculus 11
- Pre-Calculus 12
- Data Science 12

Science

- Anatomy and Physiology 12
- AP Biology
- AP Chemistry
- AP Physics 1
- AP Physics 2
- Chemistry 11
- Chemistry 11 (Pre-AP)
- Chemistry 12
- Environmental Science 11
- Environmental Science 12
- Life Sciences 11
- Life Sciences 11 (Pre-AP)
- Physics 11
- Physics 12

Social Studies

- AP Art History
- AP Comparative Government and Politics
- AP Human Geography
- AP Macroeconomics
- AP Macroeconomics/Economic Theory 12
- AP Psychology (for Grade 12s only)
- AP World History
- Economic Theory 12
- Law Studies 12
- Contemporary Indigenous Studies 12: Decolonization ‡
- Social Justice 12: Criminology
- World History 12

Engineering, Technology and Design

- AP Computer Science A
- Computer Science 11 *
- Computer Science 12 (two terms)
- Engineering 12
- Robotics 11 *
- Advanced Topics in Computer Science 12

* Term elective

º These courses will meet the SMUS Arts Education 11/12 graduation requirement

‡ These courses will meet the provincial requirement for Indigenous-focused course credit.

Elective courses on offer will run based on student interest and demand.

Modern Languages

- AP French Language and Culture
- AP Spanish Language and Culture
- AP Chinese Language and Culture
- French 11
- French 11 Advanced
- French 12
- Mandarin 11
- Mandarin 12
- Spanish 11
- Spanish 11 Advanced
- Spanish 12

Arts Education°

- AP Art and Design (2D Design, 3D Design, or Drawing)
- Art Studio 12
- Art Studio Inquiry 12
- Concert Band 11
- Concert Band 12
- Concert Choir 11
- Concert Choir 12
- Digital Art 12
- Strings 11
- Strings 12
- Studio Arts 3D 12
- Theatre Company 11
- Theatre Company 12

Physical and Health Education

- Active Living 11: Blended
- Active Living 11: Human Performance
- Active Living 11: Lifestyle and Fitness
- Active Living 11: Standard
- Active Living 11: Yoga and Wellness
- Fitness and Conditioning 11
- Active Living 12: Active Sport
- Active Living 12: Yoga and Wellness
- Fitness and Conditioning 12

Outdoor Education

- Outdoor Leadership 12

Career Education

- Career Life Connections 11
- Career Life Connections 12

* Term elective

° These courses will meet the SMUS Arts Education 11/12 graduation requirement

‡ These courses will meet the provincial requirement for Indigenous-focused course credit.

Elective courses on offer will run based on student interest and demand.

Course Outlines by Department

AP Capstone

AP Capstone is an innovative diploma program designed by the AP/College Board that equips students with the independent research, collaborative teamwork and communication skills that are valued by colleges. Designing a program around AP Capstone may be advantageous for those students who are looking to broaden their portfolio around a particular area of research and study. AP Capstone is built on the foundation of two AP courses – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP exams will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP exams will receive the AP Seminar and Research Certificate.

AP Seminar

In this foundational course, you will investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources to develop credible and valid arguments.

You will learn to communicate those arguments effectively, working both independently and in teams. You will need to be able to read and write proficiently, and work independently as well as collaborate with your group. You will prepare four formal assessments, including an independent research report, a team multimedia presentation, an individual written argument paper and an individual multimedia presentation. The presentations are filmed, and the papers are submitted to the College Board.

AP Research

This course allows you to deeply explore your own academic topic, problem or issue of individual interest.

Through this exploration, you will design, plan and conduct a year-long mentored, research-based investigation to address a research question. You will further your skills by understanding research methods, employing ethical research practices, and accessing, analyzing and synthesizing information. You will need to be able to read and write proficiently and work independently. You will be assessed through a PREP Journal, which charts your research journey throughout the year. Your work culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

English

The Senior School English program is designed to promote a genuine love of language, literature, reading and writing so that students can communicate clearly, confidently, critically, creatively and effectively. The texts, projects and activities are designed to empower students to become thoughtful, ethical, and responsible citizens of a diverse society.

English Language Arts 9

English 9

This course is designed to build upon the foundations of literacy. You will develop your critical thinking and language skills through reading a wide range of texts, writing in various forms and styles, participating in spoken language activities, and analyzing dramatic interpretations. You will develop your research skills to uphold academic integrity, use credible sources, evaluate resource materials, and create a works cited page to present your research in a variety of formats. English 9 explores the following units of study: short stories, a novel and/or play, poetry, and creative writing of both fiction and non-fiction. You can expect to collaborate with your peers on creative projects and assignments, and you will demonstrate your learning through a variety of oral presentations and written assessments.

English 9 Plus

This English 9 course is designed specifically for English Language Learners and is taught by an ELL specialist who guides your learning and helps you develop your English literacy skills. We work with you to develop your research and academic language skills, as well as your ability to think critically. You will develop your oral language skills through presentations, collaborative group discussions and projects with peers. You will explore texts such as short stories, novels, plays, poetry, and non-fiction. You will provide evidence of your learning through your written work, and visual and oral presentations.

English Language Arts 10

English First Peoples: Literary Studies and Writing 10

This course emphasizes the importance of relationships—with people, stories, and the land—in shaping understanding and guiding learning in ways that honour Indigenous ways of understanding. We will study Indigenous oral traditions, written literature, film, and visual texts to explore the power of storytelling and voice in the process of reconciliation and fostering justice. The course is grounded in the BC First Peoples Principles of Learning, recognizing the value of Indigenous worldviews and the importance of culture in language and communication. Additionally, this approach reflects our commitment to fostering inclusive education, aligning with the BC First Peoples Principles of Learning, and developing a robust program that incorporates experiential, land-based components to enrich student learning and connection to place

The study and analysis of literature serves as the foundation of this course, which is designed to explore a variety of themes, periods and authors through a selection of short stories, poems, novels, and other compositions (e.g., expository, descriptive, persuasive, and opinion). You will be encouraged to question and explore your ideas as well as develop your critical reading skills through discussion and writing activities. You will work through the writing process, including drafting and revision, and you will be assessed on your writing and presentation skills. You will develop your research skills to uphold academic integrity, use and cite credible sources, and evaluate resource materials.

Literary Studies and Composition 10 Plus

This course is designed specifically for English Language Learners and is taught by an ELL specialist who guides your learning and helps you develop your English literacy skills. We work with you to develop your research and academic language skills, as well as your ability to think critically. You will develop your oral language skills through presentations, collaborative group discussions and projects with peers. You will explore texts such as short stories, novels, plays, poetry, and non-fiction. You will provide evidence of your learning through your written work, and visual and oral presentations.

English Language Arts 11

To fulfill your Language Arts 11 requirement, you need to complete Literary Studies 11 or Literary Studies 11 (Pre-AP) or English First Peoples: Literary Studies and Writing 11.

Literary Studies 11

This is a course of study in literature, language, media, and oral communication with a particular focus on the literary elements of texts. It is designed to teach you to think more deeply and critically and to develop reasoned, balanced opinions about what you read, view, and hear. You will study a variety of fictional and non-fictional works, including essays, short stories, poems, and visual texts. You will read the work of authors from various historical and cultural backgrounds, analyzing their work, drawing conclusions, and finding credible and relevant evidence to defend your interpretations. In combination with formal writing and expression, you will also explore creative forms such as the personal essay. The course is designed to enhance your understanding of the fundamentals of the English language and to deepen your appreciation and understanding of authorial techniques and choices.

Literary Studies 11 (Pre-AP)

This course is an enriched version of Literary Studies 11. It will focus on the study of literature, language, media, and oral communication with a particular focus on the literary elements of texts. While the assessment standards for this course are the same as those for Literary Studies 11, you should expect a more substantial reading load and more sophisticated works of literature. Because of the breadth and complexity of literature studied, this course is strongly recommended, though not a prerequisite, if you plan to continue in AP English Language and Composition or AP English Literature and Composition. This course is designed to teach you to think more deeply and critically, and to develop reasoned, balanced opinions about what you read, view and hear. You will study a variety of fictional and non-fictional works, including essays, short stories, poems, and visual texts. You will read the work of authors from various historical and cultural backgrounds, analyzing their work, drawing conclusions, and finding credible and relevant evidence to defend your opinion. In combination with formal writing and expression, you will also explore creative forms such as the personal essay. The course is designed to enhance your understanding of the fundamentals of the English language and to deepen your appreciation and understanding of authorial techniques and choices.

English First Peoples Literary Studies and Writing 11 Plus (ELL)

The content and themes covered in this course are from First Nations authors and themes and meet the Ministry of Education Indigenous-focused credit requirements. This course is designed specifically for English Language Learners and is taught by an ELL specialist who guides your learning and helps you develop your English literacy skills. We work with you to develop your research skills, as well as your ability to think critically. You will develop your oral language skills through presentations, collaborative group discussions, and projects with peers. You will explore tests such as short stories, novels, plays, poetry, and non-fiction. You will provide evidence of your learning through your written work, and visual and oral presentations.

English Language Arts 12

To fulfill your Language Arts 12 requirement, you are required to complete one of the following English courses: English Studies 12, English First Peoples 12, AP Language and Composition, or AP Literature and Composition. Creative Writing 12 does not meet the provincial Language Arts 12 requirement.

English Studies 12

This course is designed to help you develop the English language and literacy skills needed for success at the post-secondary level. The study and analysis of literature serves as the foundation of this course, which is designed to explore a variety of themes, periods and authors through a selection of short stories, poems, novels, and other compositions (e.g., expository, descriptive, persuasive, and opinion). You will explore your ideas and develop your critical reading skills through discussion and writing activities. You will work through the writing process, including drafting and revision. You will develop your research skills to uphold academic integrity, evaluate resource materials, and use and cite credible sources. Assessments will include a variety of written compositions, including personal responses, essays, and creative work, as well as oral evaluations such as performances and presentations.

English First Peoples 12

This course is the academic equivalent of English Studies 12. In addition to fulfilling the Language Arts 12 requirement, this course fulfills the four credits in Indigenous-focused coursework necessary to meet British Columbia's graduation requirements. You will develop the English language and literacy skills required for success at the post-secondary level.

A key feature of this course is its focus on authentic Indigenous voices—historical and contemporary texts created by or with Indigenous Peoples. The course is grounded in the BC First Peoples Principles of Learning, recognizing the value of Indigenous worldviews and the importance of culture in language and communication. The course will be of interest if you are keen to delve deeply into Indigenous oral traditions, written literature, film, and visual texts to explore the power of storytelling and voice in the process of reconciliation and fostering justice. Content and approaches focus on the experiences, values, beliefs, and lived realities of Indigenous Peoples, as evidenced in various forms of text drawn from a wide variety of BC, Canadian, and global Indigenous communities. Assessments will include a variety of written compositions, such as personal responses, essays, and creative work, as well as oral evaluations, including performances and presentations.

English 12 Plus

This non-credit class is designed specifically for English Language Learners enrolled in English Studies 12 or EFP 12. It is taught by an ELL specialist in collaboration with your English Studies 12 teacher. You receive support with content, skills and assignments, and further develop your academic language and literacy skills preparing you for graduation and post-secondary education. You will learn through direct instruction, small group discussions, workshops based on your needs, and teacher feedback.

AP English Language and Composition*

This course will help you become a more proficient reader of prose in a variety of rhetorical contexts. You will be introduced to the fundamentals of rhetoric and learn more about close reading analysis, aspects of style, and strategies for argument. You will create varied compositions, focusing on the development of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. You will learn to evaluate, synthesize, and cite research to support your arguments. Additionally, you will read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. Through this work, you will enhance your understanding of English grammar and syntax as tools for achieving rhetorical purpose and stylistic effect.

**Students in Grade 11 may enroll in this course with permission from the Head of English and their current Grade 10 English teacher. Students may earn concurrent credit in Literary Studies 11 to fulfill the Language Arts 11 graduation requirement.*

AP English Literature and Composition

This course is designed for students who have a passion for literature and who wish to fine-tune their critical reading, writing, and analysis skills. It offers the kind of critical inquiry found in a first-year university course, using tools of stylistic analysis to achieve a deeper understanding of both classic and contemporary literature. You will focus on the careful reading and critical analysis of imaginative literature, exploring how writers use language to create meaning, convey emotion, and develop complex characters, themes, and ideas. You will engage in close reading of texts from various genres, time periods, and cultures, analyzing literary elements such as structure, style, and figurative language. Using various critical perspectives, you will explore novels, short fiction, poetry, and drama, connecting your reading to cultural and social contexts of both past and present. Through classroom discussions as well as reflective and personal writing, you will develop and revise evidence-based interpretive and analytical essays that support your insights about literature. Assessments will also include creative responses, seminar presentations, and collaborative projects, allowing you to connect literature to your own life and the world around you.

Creative Writing 12

This course fulfills the SMUS Fine Arts 11/12 graduation requirement. This elective course is for students to pursue creative writing of fiction, poetry, drama and creative non-fiction in greater depth. You will learn to take innovative approaches to writing, to stretch your use of diction and style, and to revise, edit and polish your writing with the goal of sharing your work with a larger audience. In addition to daily writing exercises and activities, you will read and discuss various contemporary texts which will act as models and inspiration for your writing. You will attend readings given by fellow students and by writers visiting the school. You will learn how to workshop, critique and edit each other's work in an atmosphere of trust and professionalism that will help both reader and writer learn more about the writing process. Assessments will include an independent reading project and presentation, two manuscripts (one of prose and one of fiction) and a video project based on one of your original pieces. You will be encouraged to enter contests and to seek publication of your work in print and digital formats.

Mathematics

The mathematics courses offered strive to develop an appreciation of the power and beauty of mathematics. We aim to develop in them a high level of mathematical fluency and skill so that they will be able to explore ideas with confidence, reason logically in their pursuit of truth, and communicate effectively. The curriculum embraces the seven mathematical processes: communication, connections, mental mathematics, problem solving, reasoning, technology and visualization. Similar to studying a language, students of mathematics will learn to become fluent, strong communicators, building a connected conceptual framework that gains in sophistication and complexity over many years.

All courses will require a graphing calculator. We recommend the TI-84 plus. Calculators with CAS capabilities (computer algebra system) are not permitted during assessments. We also use Desmos online as a resource.

Principles of Mathematics 9

This course is the foundation for all other mathematics courses at the Senior School. We explore various topics through direct instruction, games, projects and inquiry, including rational numbers, powers and exponents, polynomials, linear relations and equations, financial literacy, data analysis and similarity. You will be self-motivated and responsible for your learning. In The Thinking Classroom, you work collaboratively with your peers at vertical whiteboards to build competency and knowledge. You will be assessed regularly through written quizzes and tests, and a comprehensive examination. You will also have opportunities to explore mathematics through projects and communication. Here you will solidify your skills and understanding, building upon previous knowledge, to gain a strong foundation for future mathematical ideas.

Foundations of Mathematics and Pre-Calculus 10

Building upon the foundational knowledge found in Principles of Mathematics 9, this course extends the units involving exponents, polynomials, linear relations and linear equations. Other topics, including right-angle trigonometry and radicals, will be new to you. Through direct instruction, discussions and inquiry-based learning activities, you will develop your problem-solving and communication skills. Your learning will be assessed in a variety of ways including in-class and online quizzes, projects, tests, and comprehensive examinations. This course connects algebraic thinking to linear relationships.

Mathematics 11 and 12

There are two mathematics pathways available for students starting at the Grade 11 level: Foundations and Pre-Calculus. In addition there are electives that students may be interested in to further their studies in Mathematics. The goals of each pathway are to provide knowledge, skills and understandings for specific post-secondary programs. The pathways are designed in such a way that you can take courses in more than one pathway if desired.

Foundations of Mathematics Pathway

This pathway provides mathematics preparation for life. The course is designed to provide you with the mathematical understandings and critical thinking skills identified for post-secondary studies. There are many programs that do not require the study of theoretical calculus such as social sciences, humanities or fine arts.

Foundations of Mathematics 11

This course develops your problem-solving strategies in building your mathematical understanding across a variety of topics, including logic, statistics, financial literacy, and graphical analysis. The course is designed to prepare you for university-level courses not related to science, technology or mathematics. You will be required to make decisions based on mathematical thinking and communicate your understanding, both verbally and in written form. You will work collaboratively with your peers to discuss various problem-solving approaches and identify the merits of each method. You may be assessed through written tests, project work and a comprehensive exam. This is an accessible course that empowers you with skill and confidence in mathematical visualizations and thinking.

Foundations of Mathematics 12

This course is designed for all students who are interested in taking a mathematics course at the Grade 12 level and is designed to prepare students for university-level courses not related to science, technology or mathematics. Throughout the year we will cover financial planning, combinatorics, odds and probability, regression analysis, conics, fractals and geometry. These topics will be explored through direct instruction, inquiry-based learning, activities and discussion. You will be required to make decisions based on mathematical thinking and communicate your understanding, both verbally and in written form. You will work collaboratively with your peers to discuss various problem-solving approaches and identify the merits of each method. You may be assessed through written tests, project work and a comprehensive exam. This course also emphasizes connecting mathematical concepts to place and person, to explore rich real-world applications.

Pre-Calculus Pathway

This pathway is designed to provide you with the mathematical understanding and critical thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, such as mathematics, sciences, engineering, medicine or commerce.

Pre-Calculus 11

This is an algebra-intensive course that introduces non-linear thinking and requires you to be a self-motivated, independent learner. We cover a variety of topics, such as quadratic relations, rational & radical functions, and trigonometry through lectures, class activities and projects. You may be assessed using quizzes and assignments, as well as written tests, project work, and a final comprehensive exam. Emphasizing the building of strong algebraic skills, you will gain a deep understanding of the connections between graphical representations and symbolic representation.

Pre-Calculus 12

This algebra-intensive course builds upon the topics in Pre-Calculus, through lectures, class activities and projects. Real-world mathematical modeling, analysis, trigonometric identity proofs, function transformations and other topics are explored to strengthen a connected framework of understanding. You may be assessed using quizzes and assignments, as well as written tests, project work and a final comprehensive exam.

AP Precalculus

AP Precalculus prepares students for other college-level mathematics and science courses including AP Calculus AB & BC. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations, and communication and reasoning, are developed. Students experience the concepts and skills related to each function type through the lenses of modeling and covariation, and engage each function type through their graphical, numerical, analytical, and verbal representations. Students with strong achievement in Pre-Calculus 11 or students with credit in Pre-Calculus 12 would be good candidates for this course.

Calculus 12

This is a skills-based course that introduces students to the world of Calculus. This course will help you be prepared to succeed in first-year calculus at university. You will cover limits, continuity, differential calculus, related rates, integral calculus and volumes of revolution. There is no need to take this course as a precursor to an AP Calculus course.

AP Calculus AB

This is a demanding and fast-paced university-level course that requires you to work consistently and independently to master the skills of differential and integral calculus. You will learn to communicate deep levels of understanding using mathematical language verbally and in written sentences, and to solve problems and provide solutions using graphical, numerical and algebraic analysis. We cover limits and continuity, differential calculus and its applications, integral calculus and its applications, and an in-depth study of the fundamental theorem of calculus. You will be required to synthesize your learning, to make connections across topics, and to solve real-world problems under time constraints. You can expect diverse instructional approaches including lectures, problem-solving activities and the use of technology. You will be assessed using online quizzes, in-class assignments, tests and examinations.

AP Calculus BC

This is a demanding university-level course that requires you to work consistently and independently to master the skills of differential and integral calculus. You will learn to communicate deep levels of understanding using mathematical language verbally and in written sentences, and to solve problems and provide solutions using graphical, numerical and algebraic analysis.

We cover all of AP Calculus AB, with additional challenging techniques and topics including infinite series, Taylor polynomials, polar curves, and parametric functions. You can expect instructional styles to involve lectures, problem-solving activities and the use of technology. You will be assessed using online quizzes, in-class assignments, tests and examinations, as well as during class problem-solving activities. This course moves at a faster pace than AP Calculus AB.

Advanced Topics in Mathematics 12

This high-level course extends mathematical problem solving into different dimensions, using both Euclidean and non-Euclidean geometries. From first principles of geometrical constructions, axioms and proofs, students will extend these ideas to different curved spaces, including spherical and hyperbolic geometry, and move towards a richer understanding of the space that we live in. Additional topics will also be included that will help provide introductory background for future university-level mathematics. Topics may include proof, elementary number theory, graph theory, linear algebra, matrix algebra, vectors, dot and cross-product, introduction to real analysis, differential equations, eigenvalues, multivariate calculus, Theory of General Relativity. Expect a significant amount of independent study and problem solving, collaborative problem-solving, and project work. Students taking this course will earn a credit for Geometry 12.

Additional Electives in Mathematics

Data Science 12

This course introduces and develops the foundational skills required to tackle complex data science projects. Understanding how to work with data is becoming a key skill in all fields and careers; as such this course provides preparation for life. You will learn to be data explorers in project-based units, through which you will develop your understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, and modeling with data. Through a marriage of computational and inferential thinking, you will also gain practical experience with Python programming language in the Google Colab environment. Students taking this course will earn credit for Statistics 12.

AP Statistics

This fast-paced and writing-intensive course is designed to introduce you to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Through surveys, experiments, and research, you will learn how to perform statistical inference techniques and apply university-level ideas to the world around you. There are four themes evident in the content, skills, and assessment in this course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. You will use technology, investigations, problem-solving, and writing as you build conceptual understandings and will be regularly assessed on your oral and digital communication.

Science

The science program promotes an understanding and appreciation of science and provides students with a variety of essential scientific skills. These include the ability to think critically and analytically, to apply the scientific method, to manipulate data in a scientific manner and to approach problems in a logical and reasoned way.

Science 9

This introductory course is designed to help you develop questioning, analytical and problem-solving skills for science at the Senior School level. We cover cell biology, foundational chemistry, elementary electricity, basic coding and introductory ecology, using a variety of inquiry-based laboratory experiences. You are expected to be self-motivated as our work consists of laboratory write-ups, practice problems and several group projects. You may be assessed on your laboratory skills, written quizzes and tests, or project work.

Science 10

This required course continues the development of analytical and problem-solving skills in preparation for the upper-level sciences. Using a variety of inquiry-based group activities and laboratory experiences, we explore how evolution and genetics give rise to the diversity of life, atomic theory, chemical processes, changes in energy, the Big Bang theory, and the impact and ethical considerations of recent scientific advancements. You are expected to be self-motivated and innovative, as homework consists of practice problems, group work, and formal reports for adapted and student-designed laboratory experiments. You may be assessed on your laboratory skills, written tests or project work, in combination with research skills.

Life Sciences 11

This course introduces you to the study of life through an exploration of key biological concepts and processes. You will investigate topics such as the levels of biological organization, characteristics of life, cellular structure and function, energy transformations, microbial roles and impacts, and the mechanisms of evolution. The course also incorporates principles of classification and examines trends in complexity, integrating Indigenous perspectives on biodiversity. Through engaging classroom and laboratory activities, you will develop critical thinking, analytical skills, and technical writing abilities. Success in this course requires self-motivation, active participation in pre- and post-class readings, practice problems, and independent study. Assessment will be based on written reflections, project work, laboratory performance, and summative evaluations.

Life Sciences 11 (Pre-AP)

This is the first half of the AP Biology course and is taught at the university level. It is challenging, comprehensive, fast-paced and foundational for AP Biology 12. We examine topics such as cellular structure and function, Mendelian and post-Mendelian inheritance and microbiology, and will introduce experimental design and some statistical analysis. You will develop communication and teamwork skills, as well as critical thinking through classroom discussion, collaborative activities and inquiry-based laboratory activities. A strong background in chemistry and mathematics is an asset but not required. You will be self-motivated, engaging in pre- and post-reading, completing practice problems and conducting independent study. You will be assessed through your written assessments, assignments, project work, laboratory skills and formal summative assessments.

Anatomy and Physiology 12

This course explores the mysteries of the human body. While having a background in biology is beneficial, a curiosity about life is preferred and all are welcome to take this course. In this fast-paced, content-rich course, we will investigate the human body from the cellular to the systemic level. You should be self-motivated and proactive, as you are expected to complete independent learning while engaging in inquiry-based class activities and labs, including dissections. Homework will consist of readings, review problems and laboratory write-ups. You may be assessed through tests, class work, labs, projects and cumulative exams. By the end of the course, you will understand how the interconnection of the body's systems maintains the homeostasis needed to sustain life.

AP Biology

Comprehensive and fast-moving, this is the equivalent of a first-year university introductory biology course and builds on the work covered in Life Sciences 11 (Pre-AP). We will engage in an in-depth examination of gene regulation, biotechnology, immunology, energetics, physiology and diversity. Inquiry-based activities will provide you with opportunities to apply your knowledge and understanding, as well as hone your laboratory and statistical analysis skills. You will be self-motivated, engaging in pre- and post-reading, completing practice problems and conducting independent study. You will be assessed through assignments, project work, laboratory skills and formal summative assessments.

Chemistry 11

This conceptual and mathematical course requires you to use and develop your computational problem-solving skills; possessing strong mathematical skills is a definite asset. We cover data analysis and foundational skills, matter, gasses, the mole concept, stoichiometry, atomic theory, the periodic table, chemical bonding, chemical solutions and organic chemistry. We will use a variety of instructional strategies, such as guided-inquiry activities, lab experiments, discussions, student-centered work sessions and direct teaching. Your learning will be assessed using quizzes, lab reports, post-lab assignments, tests and exams. Practical lab skills will be developed and assessed on a continuous basis.

Chemistry 11 Pre-AP

This fast-paced, in-depth course is designed to enable you to hone your problem-solving skills; strong mathematical skills are a definite asset coming into this course. Some guided inquiry learning activities and experimental laboratory design opportunities will help you develop new lab skills. This is the first year of the two-year AP Chemistry course where, in addition to the provincial Chemistry 11 curriculum, we will cover thermochemistry, gas chemistry, the quantum model of the atom and chemical bonding. In addition to unit tests and laboratory assignments, you will write cumulative exams and be assessed on your practical lab skills.

Chemistry 12

This course builds on the content and skills of Chemistry 11. You develop your computational problem-solving skills while covering topics in reaction rates, equilibrium systems, acid/base chemistry and electrochemistry. Using lab activities, you will continue to develop your practical skills, especially through titration experiments. We will use a variety of guided-inquiry activities, class discussions, direct teaching, and student-centered work sessions. You will be self-motivated, practicing mathematical and conceptual problems to gain a strong grasp of the concepts covered. Your learning will be assessed using quizzes, lab reports, post-lab assignments, unit tests and exams, and your lab skills will be assessed on an ongoing basis.

AP Chemistry

This challenging course continues from Chemistry 11 Pre-AP. We develop many of the skills introduced previously, while covering the Chemistry 12 curriculum and some additional topics, including a unit on thermodynamics and mathematical applications of kinetics. Our course expectations and assessment items are the same as in Chemistry 11 Pre-AP.

Physics 11

This introductory course focuses on the principles and theories of physics, encourages laboratory investigation of physical relationships, and illustrates the relationship between theory and application. We emphasize experimental design and data analysis skills and highlight the application of physics to everyday situations throughout the curriculum. We cover 2D kinematics, Newton's laws of motion, work, energy and power, simple machines, electric circuits and wave behaviours. You will need to be self-motivated to complete the homework, consisting of laboratory write-ups, practice problems and a major project. You should feel comfortable with algebra, as it is used extensively. You may be assessed on your laboratory skills, written tests, exams or project work. You are well-advised to take Pre-Calculus 11 as a prerequisite or corequisite with Physics 11.

Physics 12

This course focuses on the principles and theories of physics, encourages laboratory investigation of physical relationships and illustrates the relationship between theory and application. We emphasize experimental design and data analysis skills, and highlight the application of physics to everyday situations. We cover momentum, circular motion, static equilibrium, gravitation, electrostatics, induction, electromagnetism and special relativity. You will need to be self-motivated to complete the homework, consisting of laboratory write- ups, practice problems and a major project. You should feel comfortable with algebra and graphical analysis, as it is used extensively. You may be assessed on your laboratory skills, written tests or project work.

AP Physics 1

This is a challenging, fast-paced, university-level course, designed to help you develop analytical and problem-solving skills at a higher level than Physics 11. We cover kinematics, dynamics, circular motion, gravitation, energy, momentum, simple harmonic motion, fluids, and rotational motion using a variety of inquiry-based laboratory experiences. You will find the algebraic approach easier if you have completed Pre-Calculus 11, but this is not a requirement. You will need to be self-motivated to complete the homework, consisting of laboratory write-ups, practice problems and a major project. You may be assessed on your laboratory skills, written tests or project work.

AP Physics 2

This challenging, fast-paced, university-level course is designed to help you develop analytical and problem-solving skills at a higher level than Physics 12. We cover thermodynamics, electrostatics, DC circuits with resistors and capacitors, electromagnetism, waves and geometric optics, and topics in modern physics such as nuclear physics and quantum physics, using a variety of inquiry-based laboratory experiences. You will find the approach easier if you have completed AP Physics 1, but this is not a requirement. You are expected to be self-motivated, as homework consists of laboratory write-ups and practice problems. You may be assessed on your laboratory skills, written tests or project work.

Environmental Science 11

Our planet is at a crossroads requiring our urgent attention. Are you passionate about the environment? Are you keen to learn more about Earth's diverse ecosystems and how human populations, as well as social, political and economic systems, affect our fragile, complex, and endangered planet? If so, this elective is designed to spark your ideas, consider potential solutions, and apply sustainable actions to local environmental challenges. We will explore issues through an interdisciplinary lens that embraces science, social science, and mathematics. The hands-on approach including field and academic research, lab investigations, guest experts, projects, and Indigenous knowledge and practices, will provide you with the building blocks and tools to be able to put your knowledge into action. Your learning will culminate in an independent guided research project to enable you to showcase your skills, understanding, and action plan.

Environmental Science 12

The Environmental Science 12 elective builds on your passions and concerns for our environment that lead to realistic actions for a more sustainable way of living on our complex and fragile planet. We focus on the natural world and how human actions are affecting it. You will explore the complex components of the Earth: land, air and water, and how humans interact with these elements. We will examine various teachings from around the world including wisdom learned from our local Indigenous elders and global experts. You will evaluate the lens through which information is presented and through which you receive this information. Embracing an interdisciplinary approach, we will engage in field and academic research, project learning, and conversations with environmental professionals from a variety of professions. You will have the option to immerse yourself in either the Bamfield Marine Science Centre or the Cedar Coast Art and Ecology Station where you can hone your field skills and engage in laboratory experiments. The ultimate goals of this course are to deepen your awareness about and passion for the environment, empower you to make educated green choices, and inform others on how they might take action for a sustainable future. There is a possibility to challenge the AP Environmental Science examination in May, but this is not an expectation or requirement. In recognition of the unique experiential learning opportunities this course offers, an additional fee of $500 is assessed.

Social Studies

The social studies program aims to engender in students an interest, understanding, appreciation and enjoyment of disciplines, including geography, history, civics, law, economics, sociology and psychology. The program provides students with a range of applied and transferable skills, including the ability to work cooperatively, to express themselves effectively and to think critically and analytically.

Social Studies 9

This course's theme is "Early globalization: colonialism, social and political change," and presents the story of Canada, from pre-Contact through European contact to the beginning of the 20th century. History will be our window into many different facets of the social sciences, including human and physical geography, economics, sociology and political science. We will facilitate the formation of communication, thinking, personal and social skills. You will make maps, graphs and diagrams to represent places, concepts and ideas. You will discover and organize evidence according to themes and then develop ideas into arguments or positions. You will work with and manipulate a variety of forms of information to develop ever greater skills in analysis and interpretation. You will also develop your communication skills by working both collaboratively and independently to present what you have learned.

Social Studies 9 Plus (ELL)

This course is designed specifically for English Language Learners and taught by an ELL specialist. You will develop your academic English and social studies skills. We will explore the significant themes, questions and historical events pertinent to Canada from 1750 to 1919. You will develop your research, critical thinking, communication, and collaboration skills. You will explore and apply historical thinking concepts. Evidence of learning will be demonstrated through written work, visual projects, and oral presentations.

Social Studies 10

This course's theme is "A changing world: identity, ideology and conflict in the 20th century." You will explore the significant themes, questions and historical events pertinent to Canada in this and the previous century. How do citizens influence government and affect change in society? How has Canada responded to and been affected by global conflicts? How has the makeup of Canada's population changed and what are the implications for our future? Is it possible to maintain economic growth while protecting our environment? You will exercise a variety of research, thinking and communication skills. These will include accessing and interpreting primary sources, evaluating and justifying their work and opinions, and participating in simulations. Assessment will consist of assignments, tests and skill demonstrations. This required course will provide you with the skills to be successful in Grade 11 and 12 social studies courses.

Social Studies 10 Plus (ELL)

This course is designed specifically for English Language Learners and is taught by an ELL specialist. We will explore the significant themes, questions and historical events pertinent to Canada in this and the previous century. You will develop your research, critical thinking, communication, and collaboration skills. You will strengthen your understanding and application of historical thinking concepts. Evidence of learning will be demonstrated through written work, visual projects, and oral presentations.

International Relations 10 (term)

This course is an introduction to international relations, challenging you to think critically about current global issues. The first segment of the course will provide you with a basic understanding of international relations, including how foreign policy is made, the roles of different kinds of power, and modes of conflict and cooperation. We will also cover issues such as military conflict, warfare and terrorism, economic globalization, social injustice and environmental concerns, and review efforts to resolve these issues. You will be assessed on your performance in discussions, critical analysis of situations and solutions, debates, simulations and unit tests.

Business Education 10 (term)

This course gives you a glimpse into the world of business. It is a mixture of theoretical ideas and practical case studies, simulations, experiments and projects. You will study the elements of business in Canada: demand, supply and marketing, types of businesses in Canada, and types of competition. You will have the opportunity to improve your softer skills as you will work in groups, research businesses in Victoria and present your findings.

Business Education and Entrepreneurship 10 (2 terms)

The first of the two terms begins with the Business Education 10 module (see above for course outline) after which you will then be placed into partnerships with other students and, as a group, you will decide who will be in charge of operations, marketing, finance and strategic planning in this experiential course. With help from mentors, your group will launch your business, either at school or in a local seniors' residential home. You will be assessed on your team's progress with operations, marketing, finance and strategic planning, and you will be given the opportunity to make a pitch to invited bankers and venture capitalists.

Economic Theory 12

The course is a theoretical and practical stepping-stone to the study of economics at the Advanced Placement or university level in the study of social sciences. You will examine fundamental economic principles in a Canadian context through a variety of simulations, discussions and research. Microeconomic topics include scarcity, opportunity cost and economic systems, demand, supply and the market mechanism, production and costs, and types of competition. At the macroeconomic level, you will explore real GDP, the challenges of unemployment and inflation, the role of government, money and banking, as well as exchange rates and trade. In addition to the theoretical study, you will engage in two experiential research projects. The first project involves a real marketing problem for a local business. The second project involves the sustainability challenges that Victoria faces. You will conduct extensive research and make a presentation to local businesspeople and city officials.

Law Studies 12

Students literate in the law are more empowered to become active, informed and productive citizens. In this course you will develop an understanding and appreciation of the role of law and the benefits of our legal system. Through a variety of instructional approaches, including discussion, research, debates and forums, simulations, class speakers and current events, you will explore the central issues involved in the law as it impacts Canadians. You will acquire an understanding of legal rights and responsibilities, and of how laws and regulations are made, applied and reviewed. In this interactive course, you will develop your abilities to express ideas, argue effectively and logically, and accurately interpret the written word. You will refine your critical thinking skills, problem-solving approaches, your ability to work independently and with groups, revising and exploring various viewpoints and making reasoned judgments. You will be assessed through a combination of formal tests and exams, a prepared written legal brief, and simulations.

Your participation in discussions and simulations will be evaluated by teachers and peers. Some of the scenarios and cases explored in this class deal with mature subjects, and can involve violent, troubling or emotionally fraught events.

Contemporary Indigenous Studies 12: Decolonization

"*Any historical narrative is a particular bundle of silences. It is an exercise of power that makes some narratives possible and silences others.*" Raoul Peck

Systemic racism. Intergenerational trauma. Protest movements. Reconciliation. Resurgence. These concepts seem to dominate our headlines, but what do they really mean? This interdisciplinary course explores the impacts of historical colonial policies on Indigenous Peoples using local, national and international case studies. Through varied and culturally-informed teaching methods and resources, including articles, podcasts, and videos, you will learn to examine issues critically while building relevant skills in social science. You will assess your own beliefs, biases, and morals to evaluate how your individual perspective is shaped by society and the legacy of colonialism. Opportunities to show your understanding in a variety of ways include student-designed inquiry projects, classroom discussion and debate, personal reflection, and individual and group presentations. The course deals with various topics that you may find uncomfortable or evoke an emotional response. We work together to address these in a compassionate, respectful, and open environment. You will leave this course with a better understanding of the world around you and, hopefully, a desire to instigate change.

Social Justice 12: Criminology

Crime and social justice issues capture the attention of people around the world daily. We will address why these events take place, who they impact most, and how they are addressed at a local, national and international level. Through a variety of teaching methods and resources, including text, online resources and videos, you will learn to examine issues critically and develop plans for change, while building relevant skills in the area of social science. The course is interdisciplinary, and you will examine issues from multiple perspectives. You will assess your own beliefs, biases and morals to evaluate how your individual perspective is molded by society, and how these views shape your understanding and opinions of events and issues. Opportunities to show your understanding in a variety of ways include formal assessments, classroom discussion and debate, personal reflection, social experiments, creating podcasts, and individual and group presentations. This course deals with a variety of topics that you may find uncomfortable or that may evoke an emotional response. We work together to address these in a compassionate, respectful and open environment. You will leave this course with a better understanding of the world around you, and hopefully with a desire to instigate change.

World History 12

This course is designed to highlight the main events and themes of world history in the 20th century, concentrating predominantly on the period of 1919-1991. Although the primary emphasis is on the West and its relation to world affairs, you will also explore how global perspectives can be used to shed light on political decisions throughout the 20th century. Readings will cover interpretive and descriptive material; you will build on previous skills in formal essay writing, primary source material interpretation, debates and discussions. We cover geopolitical events and wars, social change, economic developments, technological progress and the rise of new political ideologies, and you will analyze the related social and economic issues. You will gain historical insight into many of today's geopolitical challenges, as well as a toolbox of skills to help you meet the demands of post-secondary education and the world of employment.

AP Art History

This course will appeal to a broad group of students and is especially useful to those contemplating architecture at university. We delve into topics such as the nature of art, art making and responses to art. You will explore a specific set of 250 works of art in 10 content areas beginning with art from global prehistory and ending with works from the present. In your investigation, you will consider influential forces like patronage, politics, class, belief, gender and ethnicity in your analysis of art forms. You will examine styles, techniques, themes and chronology, and compare and contrast art forms from varied perspectives. You will become an active participant in the global art world as you experience, research, discuss, read and write about art, artists, art making, and responses to and interpretations of art.

AP Comparative Government and Politics

This challenging and engaging course is designed to develop and build on your political interests and provide you with foundations of higher-level political analysis and discussion necessary for your future. We will introduce you to the wide, diverse world of governments and political practices that currently exist. As well as examining specific countries, we will use major concepts to make comparisons and interpret political relationships. You will benefit in many ways from this course, in your exposure to higher levels of learning through comparison, analysis and synthesis, as well as how you can use this knowledge as a global citizen. You should have a proven ability in English. You will engage in daily review, reading and political discussions with your peers. You will be assessed during group presentations, quizzes and assessments.

AP Human Geography

This stimulating course introduces you to core geographical themes including population, culture, economic geography, geopolitics, international development and urbanism. A foundation for future studies in the discipline of human geography, this course is also beneficial to a general liberal arts education. You should have a solid proficiency in English and a desire to learn about how our interconnected world functions. You will be encouraged to illustrate underlying concepts with contemporary examples, including your own personal experiences. Learning activities will include informal discussions, role-plays, parliamentary-style debates, video clips, simulations and local field trips. We place particular emphasis on developing digital and map literacy, and you will have the opportunity to interpret and create a variety of map types, making use of Google Maps and other GIS platforms-. You will be assessed through a variety of visual and written assignments and tests.

AP Macroeconomics

This course explores the choices that individuals and societies make about the use of resources in a competitive global economy. You will use economic concepts and models, and methods of economic inquiry to analyze current economic issues and make informed economic choices. Particular emphasis will be placed on building some understanding of economic theory in macroeconomics to create a solid theoretical base for further economic inquiry at the university level. You are provided with a thorough understanding of the principles of economics that apply to economic systems as a whole. Beyond the study of basic economic concepts such as scarcity and supply and demand, this course emphasizes national income, fiscal and monetary policy, measures of economic performance and international trade. To consolidate your understanding of key economic concepts, models and theories, you conclude the course by exploring the nature and reasons for new economic thought and, in the context of analyzing current economic issues, demonstrate how informed economic choices can be made to balance the conflicting economic objectives, rights and responsibilities of various constituents.

AP Macroeconomics/Economic Theory 12 (concurrent credit)

This comprehensive course offers you a deep dive into the principles of economics that apply to an entire economic system. By combining the provincial requirements for Economics 12 offered in term 6, with the rigorous academic standards of AP Macroeconomics in term 2 and 4, you will gain a dual understanding of the complexities of a modern economy in a global context You will earn a total of 8 course credits and will fulfill the Ministry of Education Social Studies 11/12 requirement. This course blends the rigour and pace in preparation for the AP exam and the development of skill application in an experiential approach in the final term.

AP World History

This fascinating course is designed to give you the background to a wide variety of world events, as well as developing your skills as a historian, writer, and critical thinker. You will learn about content from around the world from 1200 CE through to the present day. You will analyze historical sources, learn to make connections, and craft historical arguments. We will explore concepts like exploration and revolutions, cultural developments and interactions, governance, economic systems, social interactions, and technology and innovation. Instruction will be through simulations, seminars, projects, university-style lectures, and extensive reading. You will develop articulate, well-researched essays and short answers, and be assessed through a variety of written and visual assignments, as well as summative unit tests.

AP Psychology

This intense, yet exciting and personally applicable course provides an overview of the major schools of psychology. It will help you to understand behavioural, biological, cognitive, humanistic and psychodynamic approaches. You will participate in mini-labs to determine how vision and your other senses work together, how to condition your friends and family, and how to make a brain out of an orange and other treats. You will also participate in lectures, videos, group discussions and visits with guest speakers. We will cover the brain, motivation, emotions, personality, learning, and states of consciousness, as well as developmental, abnormal and social psychology. We will delve into why sleep is so important, why cramming for a test is not effective, why you conform or don't under group pressure, and how to tell if someone is lying to you. You will also leave with a new lens for seeing the world around you. This course is open to students in Grade 12 only.

Engineering, Technology and Design

Media Design 9 (term)

This course provides you with an opportunity to develop your technical skills in film and graphic design. You will use media conventions and design principles to create meaningful and impactful messages. You will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Assessment for this course will involve using the design process to explore and develop your ideas as you create effective media artifacts over several projects during the term.

Engineering and Design 9

This course provides an opportunity to develop your technical and design skills by building solutions to a range of digital and mechanical challenges. You will learn to use 3D design tools, circuitry and coding while exploring engineering design principles such as modularity and abstraction. By engaging in hands-on, real-world projects, you will understand how the material covered in class can be applied to your everyday lives. Learning activities will include teacher-led instruction, cooperative learning, and project-based learning.

Film Production 10 (term)

In this hands-on, project based course you will have an opportunity to learn and practice film production, screenplay, editing, directing and cinematography. Our main focus will be on the work behind the camera and editing where we will work to develop your skills and understanding in manipulating film to impact meaning and audience reception. This course builds on the skills introduced in Media Design 9.

Graphic Design 10 (term)

This hands-on, project based course will have you creating posters, logos and digital designs for a range of applications and audiences. You will have an opportunity to develop technical skills introduced in Media Design 9 to solve various design challenges. Vector and raster-based image editing tools will be used.

Electronics and Robotics 10 (term)

Electronics and Robotics 10 will introduce you to the basics of designing, building and programming a robot using the Tetrix building system and REV control module. You will complete a series of autonomous and driver-controlled challenges. Class time will be split between lessons and lab work. You will need to be self-motivated, resourceful and work well with others. You will be assessed through a combination of technical challenges, active participation and written submissions documenting the design process.

Robotics 11 (term)

Robotics 11 builds upon the skills learned in Electronics and Robotics 10. You will use the Tetrix building system and REV control module to design a robot and you will incorporate touch and color sensors to complete complex tasks with increased accuracy. You will have the option of programming in a block-based language or in Java. You will need to be self-motivated, resourceful and work well with others. You will be assessed through a combination of meeting technical challenges, active participation and written submissions documenting the design process.

Engineering 12

This hands-on, inquiry-based course is for students interested in engineering and applied sciences. Building on foundational physics knowledge, the course focuses on how physics is used in practice to design, model, fabricate, and improve real-world engineering systems. You will learn how scientists and engineers approach complex, open-ended problems, identifying relevant principles, researching unknowns, making assumptions, building models, testing ideas, and iterating designs under real constraints. You will engage in the full engineering design cycle, integrating computational modeling, data analysis, digital fabrication, electronics, programming, and automation, learning through iteration and failure, requiring persistence, creativity, and rigorous reasoning rather than predetermined answers. You will develop technical and problem-solving skills, producing a portfolio of work demonstrating your ability to apply physics knowledge, learn independently, and tackle authentic engineering challenges, preparing you for further study in engineering, applied sciences, and technical fields.

Computer Science 10 (term)

This course is the entry point into the Senior School's computer science program. Through direct instruction, research, practical activities, and programming projects you will prepare for higher-level courses in computer science and robotics. You will be introduced to computer hardware, binary numbers, logic circuits, operating systems, computational thinking, and programming concepts using Python. You will consider ethical uses of technology and build the communication skills essential to computer science. You will have opportunities to plan, write, and test programs, including games, and then share your creations and evaluate their effectiveness.

Computer Science 11 (term)

This course provides an opportunity to apply and further extend students' Python and computational thinking skills developed in Computer Science 10. Students will spend the bulk of the term designing and developing increasingly sophisticated strategies and algorithms for an AI bot that behaves autonomously in a game environment. This course will teach students to apply their computer science skills to novel and difficult challenges, as well as develop their communication and collaboration skills.

Computer Science 12 (2 terms)

This course introduces the Java language and object oriented programming, and is a recommended prerequisite for AP Computer Science A. The course will divide its time between practicing the syntax and advanced data structures of Java, and a culminating project driven by student interest.

AP Computer Science A

You will work through first-year university computer science topics, including problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes problem solving and design using the Java language. The techniques we cover represent proven approaches for developing solutions that can scale from small, simple problems to large, complex problems. Computer Science 12 is a recommended prerequisite.

Advanced Topics in Computer Science

This high level computer science course is designed to provide an entry point into important and emerging fields in computer science: machine learning, neural networks, blockchain technology and quantum computing. You should expect a significant amount of independent study and problem solving, collaborative problem-solving, and project work. AP Computer Science A and a strong foundation in mathematics are recommended as prerequisites for this course.

Modern Languages

The objective of the modern languages program is to develop literacy, fluency and creativity through imparting an awareness and appreciation of the target culture and focusing upon the four communicative skills: speaking, listening, reading and writing.

French

Beginner French 9

In this interactive course you will learn the basics of how to speak, listen, read and write in French. You will be able to conjugate verbs in the present tense and make predictions about the immediate future, as well as using the past tense (passé composé). You will be able to ask and respond to a wide range of questions in both written and oral forms. French will progressively become the language of instruction during class time with the goal of a French-only environment. You will build your vocabulary by studying the themes of introductions and greetings, family, clothing, school activities, weekend activities and descriptions, as well as a range of vocabulary on general interactions allowing you to communicate efficiently in French. You will learn the three most common tenses and a variety of grammatical concepts. You will use your new skills through frequent conversations and group activities. You will be introduced to French culture through the study of music, art and film. You will be assessed through presentations, projects, tests and quizzes, as well as through your daily practice and participation using French during class time.

French 9

In this interactive course, designed for students who have successfully completed French 8, you will learn how to express what you are doing, just did and are going to do. You will also learn how to talk about past events using the passé composé. Building your vocabulary occurs by studying the themes of describing yourself, comparing friends and family, weekend activities, food and going out. In an increasingly French-only environment, you will improve your listening comprehension and fluency in free-speaking and free-writing exercises and assessments. You will deepen your understanding of Francophone culture through the study of music, art and film. You will be assessed through presentations, projects, tests and quizzes, as well as through your daily practice and participation using French during class time.

French 9 Advanced

You should be comfortable expressing yourself in French and be able to understand most of what is said when French is being spoken at a regular speed. You will learn how to express what you are doing, just did and are going to do, as well as describe the past (imparfait and passé composé). You build your vocabulary by studying the themes of describing yourself, friends and family, weekend activities, food and going out. You will improve your listening comprehension and fluency in free-speaking and free-writing exercises and assessments. Your understanding of Francophone culture will deepen through the study of music, art, literature and film. You will be assessed through presentations, projects, compositions, tests and quizzes, as well as through your daily practice and participation using French during class time.

Beginner French 10

In this demanding, accelerated course, you will cover the French 8, 9 and 10 curricula. You should be prepared to memorize, retain and apply comprehensive lists of vocabulary on a variety of topics, including weather, date and time, home, family, transportation and school. You will learn the five most common tenses and a variety of grammatical concepts. To demonstrate skills and content, you will write quizzes and tests, listen to authentic French conversations, and participate in class discussions and interviews with the teacher.

French 10

You will learn how to make predictions about the future (futur simple) and describe the past (imparfait and passé composé). You will build your vocabulary by studying the themes of sports and health, the family house, fashion, style and shopping as well as vocabulary for travel. You will develop your proficiency in speaking, listening, reading and writing. In an increasingly French-only environment, you will improve your listening comprehension and fluency in free-speaking and free-writing exercises and assessments. Deepening your understanding of Francophone culture will occur through the study of music, art and film. Your skills and knowledge will be assessed through presentations, projects, tests and quizzes, as well as through your daily practice and participation using French during class time.

French 10 Advanced

You should be comfortable expressing yourself in French and be able to understand most of what is said when French is being spoken at a regular speed. You will learn how to make predictions about the future (futur simple) and describe the past (imparfait and passé composé). We will extend our study of grammar well beyond what is covered in French 10 and include an introduction to several complex tenses, including the plus-que-parfait, the futur antérieur, the conditionnel and the conditionnel passé. You will build your vocabulary by studying the themes of sports and health, the family house, fashion, style and shopping, as well as vocabulary for travel. In a French-only environment, you will improve your listening comprehension and fluency in free-speaking and free-writing exercises and assessments. Deepening your understanding of Francophone culture will occur through the study of music, art, literature and film. Assessment of your proficiency will be through presentations, projects, compositions, tests and quizzes, as well as through your daily practice and participation using French during class time.

French 11

In this interactive course, designed for students who have successfully completed French 10, you will learn how to make predictions about the future (futur simple) and describe the past (imparfait and passé composé). You will learn new tenses and moods, including the présent du subjonctif, passé simple, conditionnel, plus-que-parfait, conditionnel passé and the futur antérieur. You will build your vocabulary by studying the themes of physical appearance and personality, daily routines, household chores and responsibilities, the environment and outdoor activities, directions and travel. In an increasingly French-only environment, you will improve your listening comprehension and fluency in free-speaking and free-writing exercises and assessments. Finally, you will deepen your understanding of Francophone culture through the study of music, art, literature and film. You will be assessed through presentations, projects, tests and quizzes, as well as through your daily practice and participation using French during class time.

French 11 Advanced

You should be comfortable expressing yourself in French and be able to understand most of what is said when French is being spoken at a regular speed. You will develop how to make predictions about the future (futur simple) and describe the past (imparfait and passé composé). You will learn and use new tenses and moods, including the présent du subjonctif, passé simple, conditionnel and plus-que-parfait. You will also be expected to use the conditionnel passé and the future antérieur to express more complicated timelines and hypothetical situations in the past and future. You will build your vocabulary by studying the themes of physical appearance and personality, daily routines, household chores and responsibilities, the environment and outdoor activities, directions and travel. In an increasingly French-only environment, you will improve your listening comprehension and fluency in free-speaking and free-writing exercises and assessments. You will deepen your understanding of Francophone culture through the study of music, art, literature and film. You will be assessed through presentations, projects, tests and quizzes, as well as through your daily practice and participation using French during class time.

French 12

In this interactive course, the emphasis is on communication and French culture, as you refine your skills and gain confidence and fluency in your expression. You will be assessed through oral presentations, authentic listening and reading comprehensions, verb and vocabulary tests, journal writing, film studies and creative writing. Vocabulary expansion will play an important role in this course and will include the following topics: health and well-being, social behaviour, social justice, science, current events and the environment. Upon successful completion of this course, you will be able to function in an authentic French environment.

AP French Language and Culture

This is a rigorous, university-level course taught exclusively in French. You will be surrounded by students who speak French fluently and your participation in discussions is an important component of the course. Our emphasis will be on enhancing and practicing your linguistic skills and increasing your vocabulary. You will be assessed in all four linguistic competencies: speaking, listening, reading and writing. You will present three oral projects and complete two book studies, shorter reading comprehensions, listening exercises, vocabulary and verb quizzes, and journal writing, and engage in classroom debates and discussions. Upon entering the class, you will already have a large working vocabulary and a solid proficiency in all verb tenses and moods. You will improve your proficiency in French across three modes of communication – interpretive, interpersonal and presentational – by studying the following topics requiring an expansive vocabulary: families and communities, contemporary life, science and technology, beauty and esthetics, world challenges and self-identity.

Mandarin (Chinese)

Beginner Mandarin 9

You will start by learning basic greeting words in Mandarin, building your vocabulary and sentence patterns in areas such as dates, time, family members, age, names of different countries and continents, occupations and jobs, as well as daily routines. You will develop your proficiency in speaking, listening, reading and writing. In a partial Mandarin-speaking environment, you will improve your listening comprehension and fluency in oral and writing exercises and assessments. Deepening your understanding of Chinese culture will occur through the study of music, art and film. Assessment of your skills will be through presentations, projects, tests and quizzes, as well as through your daily practice and participation using Mandarin during class time.

Mandarin 9

This course is designed to further develop your oral, listening, reading and written competency. You will continue to communicate in Mandarin and study Chinese phonetics – romanization of Chinese characters or Pinyin and the written language. We will incorporate character and vocabulary building, sentence construction, written comprehension, phonetic exercises, language points and cultural insights. You will learn how to introduce your friends and family, names of countries and continents, occupations, and transportation. You will be assessed through presentations, writing exercises, projects, tests and quizzes, as well as through your daily practice and participation using the target language during class time.

Mandarin 10

We will build your vocabulary for colors, weather, hobbies and interests, sports, musical instruments, daily life, academic programs and for school facilities. In an increasingly Mandarin-speaking environment, you will improve your listening comprehension and fluency in free oral and writing exercises and assessments. Through the study of music, art and film, your understanding of Chinese culture will deepen. Assessment of your learning will occur through presentations, projects, tests and quizzes, as well as through your daily practice and participation using Mandarin during class time.

Mandarin 11

We will use Mandarin as the language of communication during class time. You should be comfortable expressing yourself in Mandarin and understand most of what is said when Mandarin is being spoken at a regular speed. We will build your vocabulary for describing different parts of the body, symptoms and illnesses, medical terms, western and Chinese style breakfast dishes, foods, as well as for ordering Chinese foods at restaurants. You will improve your listening comprehension and fluency in speaking and writing exercises and assessments. Through the study of music, art, literature and film, your understanding of Chinese culture will deepen. Assessment of your learning will occur through presentations, projects, compositions, tests and quizzes, as well as through your daily practice and participation using Mandarin during class time.

Mandarin 12

We will use Mandarin as the language of communication during class time. You should be comfortable expressing yourself in Mandarin and able to understand most of what is said when Mandarin is spoken at a regular speed. We build your vocabulary by studying the themes and features and characteristics of Chinese names, types of media outlets and popular social media in China, festivals and traditions in China with comparison of other cultures, volunteering and community living, and vocabulary for travel. You will improve your listening comprehension and fluency in free-speaking and free-writing exercises and assessments. Through the study of music, art, literature and film, your understanding of Chinese culture will deepen. Assessment of your learning will occur through presentations, projects, compositions, tests and quizzes, as well as through your daily practice and participation using Mandarin during class time.

AP Chinese Language and Culture

This course deepens your immersion into the language and culture of the Chinese-speaking world, typically representing the point at which students complete approximately 250 hours of college-level classroom instruction. Course work provides students with opportunities to perform Intermediate- to Advanced-level tasks. Success in the coursework requires proficiencies throughout, and sometimes beyond, the Intermediate range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. The AP course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the Standards for Foreign Language Learning in the 21st Century. It provides students with opportunities to further develop a full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture.

Spanish

Beginner Spanish 9

In this interactive course you will learn the basics of how to speak, listen, read and write in Spanish. You will conjugate verbs in the present tense and make predictions about the immediate future. You will ask and respond to a wide range of questions in both written and oral forms. We will study the themes of introductions and greetings, family, clothing, school activities, sports, and descriptions, as well as a range of vocabulary on general interactions allowing you to communicate efficiently in Spanish. You will have opportunities to use your new skills in the class through frequent conversations and group activities, and you will be introduced to the cultures of Spanish-speaking countries through the study of music, art and film. You will be assessed through presentations, projects, tests and quizzes, as well as through your daily practice and participation using Spanish during class time.

Beginner Spanish 10

This intensive course aims to give you the essential materials of both the Beginner Spanish 9 and Spanish 10 courses. You will develop your proficiency in speaking, listening, reading and writing. You will be able to conjugate verbs in the present tense, make predictions about the future, describe the past (imperfecto and pretérito), and describe daily activities using reflexive verbs, the imperative and object pronouns. You will build your vocabulary by studying the themes of family, clothing, school activities, sports, daily routines, shopping and bargaining, ordering food, transportation, and travel. Spanish will progressively become the language of instruction during the year. You will deepen your understanding of the cultures of Spanish-speaking countries through the study of music, art and film. You will be assessed through presentations, projects, tests and quizzes, as well as through your daily practice and participation using Spanish during class time.

Spanish 10

In this course, designed for students who have successfully completed Beginner Spanish 9, you will learn how to make predictions about the future, describe the past (imperfecto and pretérito), and describe daily activities using reflexive verbs, the imperative and object pronouns. You will build your vocabulary by studying the themes of daily routines, shopping and bargaining, ordering food, and transportation, as well as vocabulary for travel. You will develop your proficiency in speaking, listening, reading and writing. In an increasingly Spanish-only environment, you will improve your listening comprehension and fluency in free-speaking and free-writing exercises and assessments. Your understanding of the cultures of Spanish-speaking countries will deepen through the study of music, art and film. You will be assessed through presentations, projects, tests and quizzes, as well as through your daily practice and participation using Spanish during class time.

Spanish 11

This course will broaden your vocabulary and grammar base considerably. You will make predictions about the future, describe the past (imperfecto and pretérito), and use other complex structures to describe a wide range of authentic situations. Spanish will be the main language of instruction throughout the course with the emphasis on improving fluency in both written and spoken communication. Your understanding of the cultures of Spanish-speaking countries will continue to deepen through the study of music, art and film. You will be assessed through presentations, projects, tests and quizzes, as well as through your daily practice and participation using Spanish during class time.

Spanish 11 Advanced

This intensive course aims to give you the opportunity to apply your growing range of communication strategies and presents more complex structures in a variety of tenses and modes, interacting through discussions and gaining cultural awareness in an increasingly Spanish-only environment. Your understanding of the cultures of Spanish-speaking countries will deepen through the study of music, art and film. You will be assessed throughout the course in all four aspects of language acquisition: speaking, listening, reading and writing. You may be assessed by aural comprehension tests, oral presentations such as skits and mini-debates, written quizzes and grammar tests, and group and pair work, as well as through your daily practice and participation using Spanish during class time.

Spanish 12

This course provides a great opportunity to improve your communication and grammar skills, and gain an enriched cultural understanding of Spanish-speaking countries. You will study music, cooking, film, engage with pen pals in authentic settings, and participate in social and cultural activities. We will speak almost exclusively in Spanish. You will learn to apply previously acquired grammatical concepts while continuing to expand your active vocabulary. Emphasis is on the development of a high degree of fluency in written and spoken communication. At the end of this course, you will be able to understand authentic recorded materials, express yourself on a variety of topics, write in a variety of styles, read authentic documents and speak in a variety of situations. You will be assessed through presentations, projects, tests and quizzes, as well as through your daily practice and participation using Spanish during class time.

AP Spanish Language and Culture

This is a fast and challenging course taught exclusively in Spanish that helps you to improve proficiency across the three modes of communication: interpretive, interpersonal and presentational. In order to provide a rich and diverse learning experience, we integrate authentic resources (including online print, audio, video, magazine and newspaper articles, and literary works) that engage you in an exploration of culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices and perspectives. You will communicate using advanced vocabulary and linguistic structures, and build proficiency in all modes of communication. You will learn language structures in context and focus on the development of fluency to convey meaning, including frequent writing and presentations.

Arts Education

The objective of the arts program is to promote creativity, imagination and an appreciation of all the arts as a fundamental dimension of human behaviour, wellness and self-expression. These pursuits contribute to a thriving creative culture as well as prepare students for post-secondary and career aspirations.

Visual Art

Art 9

In this foundation course students are introduced to a range of art-making approaches. Through hands-on work, students will hone technical skills, develop creative thinking, investigate art-related topics , and build an understanding of the visual world. Personal expression and process are emphasized as students explore a variety of media such as drawing, printmaking, and painting. Assessment is ongoing and based on both application (studio assignments) and process (sketchbook work).

Digital Art 9 (term)

This computer-based art course introduces students to the fundamentals of photo manipulation and computer graphics. It caters to students new to the media as well as those with previous experience. Instruction will include an industry standard approach to Adobe PhotoShop as well as a possible combination of Adobe Illustrator vector design, digital painting, or animation. Assessment is ongoing and based on practice work, studio assignments and the design process.

3D Art 9 (term)

This course provides an introduction to working in three-dimensional spaces and creating 3D work. You will design and construct sculptural forms using a variety of materials, tools, and techniques. Materials may include but are not limited to metal/ wire, wood, plaster, foam, fiber, board, clay, and poly-based products. Assessment is ongoing and based on both application (studio assignments) and process (sketchbook).

Painting 9 (term)

This course is aimed at students who have a strong interest in visual art and a passion for image-making. Painting 9 provides the opportunity to delve deep into the techniques and the practice of painting with acrylics. You will investigate a range of traditional and current approaches with an emphasis on craftsmanship, observation and technical understanding. Most class time is spent painting and learning through doing. Assessment is ongoing and based on both application (studio assignments) and process (sketchbook).

Art Studio 10

This course provides an important foundation in drawing, painting, printmaking, graphic design and 3D approaches to making art, stressing process, skills, analysis and understanding of art-related topics. The learning is experiential, hands-on, and engages with multiple projects. The course considers a range of historical and contemporary artwork and discuss these in regard to their social and cultural significance. Studio practice leads to formal assignments where you can transfer and synthesize your skills and understanding into your own creative expression. The course builds on work in Grade 9 art classes, however, you can join without prior experience. Assessment is ongoing and based on both application (studio assignments) and process (sketchbook work).

Painting 10 (term)

Designed for students with a strong interest in visual art, Painting 10 provides an in depth exploration of watercolour painting techniques and practices. Building on foundational skills, the course covers both traditional and contemporary approaches, with a focus on colour, composition, and technical understanding. The majority of class time is hands-on, allowing students to learn through practical experience. The course builds on work in Grade 9 art classes, however, students can join without prior experience. Assessment is ongoing and based on both application (studio assignments) and process (sketchbook work).

Studio Arts 3D 10 (term)

This 3D course builds on sculptural techniques and asks the students to apply them to their own research and expression. Students will design and construct realistic and abstract sculptural forms using a variety of materials, tools, and techniques. Materials may include but are not limited to metal/ wire, wood, plaster, foam, fiber, board, clay, and poly- based products. The course builds on work in Grade 9 art classes, however, students can join without prior experience. Assessment is ongoing and based on both application (studio assignments) and process (sketchbook).

Digital Art 10 (term)

This course builds upon the foundational skills and explores techniques and concepts within digital media. Still anchored in the Adobe Suite, you will delve deeper into the use of software like Photoshop, as well as techniques in character design and animation or graphic novel production. The course builds on work in Grade 9 art classes, however, you can join without prior experience. Assessment is ongoing and based on both application (studio assignments) and process.

Art Studio 12

This course builds upon skills developed in Art Studio 10 and encourages the emergence of the your own artistic voice while increasing the expectations of technical proficiency, understanding of materials, and self-directed confidence. The course explores the interconnection of the visual arts to history, the individual and to society through an examination of a range of art-related topics. Assessment is ongoing and based on both application (studio assignments) and process (sketchbook work).

Digital Art 12

This course is entirely computer-based and caters to students new to the media as well as those with significant previous experience. It applies the essential elements of art and principles of design to industry standard graphic applications and expands visual communication skills for the growing digital world. Assignments bolster portfolios and resumés with a practical knowledge of the technical tools used in creative professions, including Adobe Photoshop and Adobe After Effects. Projects include photo manipulation, image montage, digital painting, vector art, animation and special-effect movies. Assessment is ongoing and based on practice work, studio assignments and the design process.

Studio Arts 3D 12

This course shares a selection of fundamental 3D manipulation and construction techniques. It reflects on the interaction between an object of art, its surroundings and its audience, focusing on the creative process as the model for approaching design challenges and solutions. Assessment is ongoing and based on both application (studio assignments) and process (sketchbook work). This is an excellent option for those who intend to take AP 3D Art and Design in Grade 12.

Art Studio Inquiry 12

This course is designed for Grade 12 students who have completed Art Studio 12, Studio Arts 3D 12, or Digital Art 12 and are ready to pursue independent, inquiry-driven artmaking. You will develop a personal line of inquiry and investigate an idea, theme, or question that matters to them through sustained studio practice. With guidance from the teacher, you will select and refine media, techniques, and processes that best support your intentions. The course emphasizes experimentation, reflection, and thoughtful decision-making, and culminates in a resolved body of work or public presentation. Assessment is ongoing and considers both the creative process (research, planning, and reflection) and the quality and intention of the final artworks.

AP Art and Design (2D Design, 3D Design or Drawing)

AP Art and Design courses are for motivated students interested in the study of art beyond high school. The program demands significant commitment: you should be self-motivated and able to work on assignments outside regular class time. The AP Art and Design program is based on the production of a portfolio which can be developed in any of the following areas: 2D Design, 3D Design, or Drawing. An AP 2D Art and Design portfolio can include photography, digital media, drawing, painting, collage or any other 2D still media that focuses on the layout and design of the image. An AP 3D Art and Design portfolio would include all sculpting 3D media and mixed media. An AP Drawing portfolio focuses on the "mark-making" of the artist such as the ability to render textures, form, colours and lines in various painting and drawing media. It is possible for you to complete more than one of these portfolios before graduation. While intended for Grade 12 students, this course can be taken by a Grade 11 if consultation with their teacher and Head of Department deem it appropriate.

Theatre & Drama

Drama 9 Improvisation (term)

This term-long course emphasizes improvisation, both short and long-form. Through improvisation, you will look at character, plot, setting, and action. You will learn how each element of the theatre works together to create meaning for a live audience. You will be taught the fundamentals of acting, what it means to be "a character," and how different characters can interact on stage. Drama 9 Improvisation can be taken in conjunction with Drama 9 Playwriting.

Drama 9 Playwriting (term)

This term-long course emphasizes writing and performing our own scenes and plays. Through dramatic writing exercises, you will look at character, plot, dialogue, and action. We will take a closer look at writing scripts in a variety of forms, from monologues to group scenes, culminating with an in-class presentation of our work. Drama 9 Playwriting can be taken in conjunction with Drama 9 Improvisation.

Drama 10 (full-year and term)

Drama is an experientially based learning program…we learn by doing. Participation affects everything you do in this class. Foundation work will provide an opportunity for all students to develop trust and cooperation within an ensemble, through games, activities, and exercises. Drama forms that may be explored include tableaux, slow motion, improvisation, role-play, storytelling, creative movement, stage combat, and other theatre techniques. We dive deep into the creative process in order to develop our own performances, presented within the class. You will expand your understanding of physical and textual action, choreography, blocking, and staging in a variety of dramatic genres. You will have the opportunity to play a wide range of characters. You will develop the skills necessary to show the audience a greater range of emotion, expression and characterization. Drama offers dynamic ways of exploring our identity and sense of belonging, while also cultivating collaboration through critical reflection, creative cooperation, and the exchange of ideas. No experience is required!

Theatre Company 11 and Theatre Company 12

Theatre Company is a performance-based, conservatory style program in which students gain hands-on, practical experience in working with script and developing characterization. This course is for actors who want more opportunities to perform and who wish to explore the craft in greater depth. We will focus on developing your awareness of the skills, power, dynamics, and confidence required on stage. Theatre Company trains ensemble members to audition, adapt, perform, and produce fully-staged productions in front of a live audience. You will have opportunities for the training of body and voice to communicate an honest, compelling story using text, movement, and sound. You will cover scripted material, textual analysis, blocking and choreography, and an exploration of acting styles used in different theatrical genres. Creativity, imagination, commitment, and passion will be the keys to your success.

Music – Band, Choir, and Strings

The Music Program offers three complementary streams of curricular music—Band, Choir, and Strings—designed to support musical development while fostering technical skill, musical understanding, and artistic expression. Students progress from foundational skill-building to advanced ensemble performance, with increasing opportunities for leadership, collaboration, and independent creative work.

Each ensemble has a grade-level class within the timetable that also rehearses and performs with its respective large ensemble. Students enrolled in music classes are required to attend Wednesday morning 8:00 AM rehearsals throughout the year in order to rehearse with the combined ensemble. Participation in scheduled concerts is required.

Band 9

Band 9 is designed for intermediate wind and percussion players. Students perform repertoire from a variety of genres, including concert band, classical, jazz, and popular music. Rehearsals focus on consolidating instrumental skills, with particular emphasis on tone production, rhythm reading, music literacy, and developing instrumental independence. Students should have 1–3 years of prior experience; those with less experience require director approval. Participation in scheduled concerts is required.

Advanced Grade 9 students seeking additional challenge may be invited to rehearse with the Senior Concert Band during Wednesday morning rehearsals.

Concert Band 10

Band 10 emphasizes further skill development through combined classes with students in Grades 10–12, with all Grade 10 students performing as part of the Senior Concert Band. Students study increasingly complex repertoire that demands advanced technique and nuanced musicianship, while continuing to refine core fundamentals such as technique and rhythm reading. Establishing consistent and effective individual practice routines is strongly encouraged, as a greater level of commitment and musical independence is required. Students enrolled in this course must attend Wednesday morning rehearsals at 8:00 a.m., and participation in scheduled concerts is required.

Concert Band 11

Grade 11 students continue their musical development as experienced contributors in the Senior Concert Band, taking on increasing responsibility and independence. The course emphasizes refinement of technique, tone, and ensemble skills through challenging repertoire, rehearsals, and occasional clinics or masterclasses tailored to individual growth. Students are encouraged to take responsibility for their own practice, contribute meaningfully to the ensemble, and develop solo repertoire. Students are encouraged to audition for the Senior Jazz Band, pit orchestra, and symphony orchestra. Students enrolled in this course must attend Wednesday morning rehearsals at 8:00 a.m., and participation in scheduled concerts is required.

Concert Band 12

Band 12 students take on leadership roles within the Senior Concert Band. The course emphasizes advanced individual development and meaningful ensemble contribution as well as the opportunity for solo performances. Grade 12 musicians anchor the program's major performances and engage with the ensemble's most sophisticated repertoire. Students are encouraged to audition for the Senior Jazz Band, pit orchestra, and symphony orchestra. Students enrolled in this course must attend Wednesday morning rehearsals at 8:00 a.m., and participation in scheduled concerts is required.

Jazz Band – Junior and Senior (Extra Curricular)

Students must be enrolled in a scheduled, credit-bearing Band course in order to participate in Jazz Band. This non-credit, extracurricular ensemble meets one morning per week. Depending on enrollment, instrumentation, and student interest, Jazz Band may be divided into Junior and Senior ensembles. The jazz bands typically attend the West Coast Jazz Festival and participate in additional performance opportunities separate from the Concert Band.

Choir 9

This introductory choir course is designed to help students build confidence as singers while fostering foundational skills such as vocal independence, vocal technique, and music literacy. Students will explore a variety of repertoire, developing essential skills such as musical expression, breathing, resonance, and pitch accuracy. The program emphasizes teamwork and collaboration, including a weekly grade 9-12 ensemble rehearsal and regular performances. The year concludes with an exciting music video project that showcases the students' growth and creativity. This course provides a welcoming environment where students can discover their voices and cultivate a love of music.

Concert Choir 10

This performance-based course introduces students to refined vocal techniques and ensemble singing in a mixed-grade classroom of grades 10-12. Students will continue to master the elements of healthy and effective singing, including breath, posture, and resonant placement. Musical understanding is emphasized through contextual exploration of repertoire and the development of music literacy. Concerts and weekly grade 9-12 ensemble rehearsals provide opportunities to strengthen performance skills through teamwork and collaboration. The Grade 10 choir lays the foundation for advanced work in later grades and includes opportunities for independent, creative exploration, such as songwriting, solo or small group performances, or composition. While prior experience is beneficial, support is available for students needing additional guidance with pitch-matching and foundational skills.

Concert Choir 11

Building on prior choral experiences, the Grade 11 choir program supports students as they enhance their vocal skills, performance abilities, and musical understanding. Students continue to focus on developing vocal technique and expressive singing while building greater confidence in their abilities. Leadership development becomes a greater focus in Grade 1. Students are encouraged to mentor younger singers and contribute to the group's success during weekly grade 9-12 ensemble rehearsals in preparation for performance opportunities throughout the year. These experiences help build their confidence and sense of responsibility within the choir. Independent-study projects, such as songwriting, solo or small group performances, or composition, allow students to explore personal interests and demonstrate their growth. While prior experience is beneficial, support is available for students needing additional guidance with pitch-matching and foundational skills.

Concert Choir 12

As the most advanced level of the choral program, Concert Choir 12 challenges students to excel in their vocal and musical skills while embracing leadership and mentorship roles. The curriculum emphasizes advanced vocal techniques, expressive interpretation, and confidence-building. Students develop a deeper understanding of music by exploring repertoire contextually and honing their music literacy. Grade 12 students are leaders in the program, modeling collaboration and guiding younger singers during weekly grade 9-12 ensemble rehearsals and regular performances throughout the year. These experiences foster personal growth, leadership skills, and readiness for future musical or collaborative endeavours. In addition to ensemble work, students are encouraged to pursue independent projects that reflect their unique skills and interests, such as songwriting, solo or small group performances, or composition.

Strings 9

This course is a continuation of the school's Junior and Middle School strings programs and is designed for students with some previous strings experience. We recommend that you have a minimum of three years' playing experience on an orchestral stringed instrument, and if unsure, a consultation with the strings teacher can alleviate any concerns. You will work towards improving the fundamental aspects of string playing, like sound quality, intonation, articulation, dynamics, and phrasing, in the context of ensemble playing. You will also start developing your collaborative skills as well as your level of self-awareness when it comes to your musical growth. Since the strings program is based on orchestral playing, your participation in the school orchestra is a crucial part of your musical experience.

Strings 10

In this course, you will review and develop existing skills, as mastery of any single component of playing is ongoing. You will work on more complex repertoire to deepen your technical proficiency, musical expression and understanding, self-awareness and musical growth, as well as your collaborative skills as a team member. You will be encouraged to perform more often, in smaller ensemble groups and in the orchestras.

Strings 11

As you mature technically, you will find that you are able to express musical ideas with greater clarity, so it is at this stage in your training that we explore musical and interpretive aspects more fully. You will learn more challenging repertoire as you continue to develop quality in your instrumental technique, musical expression and understanding, musical growth and collaborative skills. You will learn to understand the repertoire you play from a more sophisticated lens as you develop orchestral leadership skills.

Strings 12

At this point in your musical studies, you will have an extensive repertoire and much performing experience. You will perform with an interpretive maturity and will be able to recognize the intentions of the composer in the music being played. As your instrumental technique, musical expression and understanding, collaborative skills and musical growth solidify, you will develop your orchestral leadership skills to actively contribute to the Large Ensemble and by extension, the school community.

Physical and Health Education

The objectives of the physical education program are to develop the knowledge, skills and attitudes necessary to support a healthy, active lifestyle, with an emphasis on the links between exercise, learning and mental health.

The Senior School Physical Education department is committed to an environment that is inclusive to everyone, accepting of all ability levels, gender identities, sexual orientations, races, ethnicities, and cultural backgrounds. Recognizing that our Grade 9 and 10 PE courses are divided into girls' and boys' classes, we want to ensure that each student feels comfortable in their class placement. We acknowledge that this division may not suit everyone for a wide range of reasons. Please feel welcome to reach out to your teacher or academic advisor to discuss an option that will be the best fit for you.

Physical and Health Education 9

This is an exploration of various movement experiences, minor games and activities that promote and incorporate physical, cognitive, social and emotional development. Through individual and team sports, motor skill development, fitness and physical literacy, you will experience the physiological and neurological benefits that promote well-being and academic success. We encourage lifelong participation through building community relationships and peer connections, and include educational components on social, emotional and mental health.

Physical and Health Education 10

This course offers activities that promote your physical, cognitive, social and emotional development. Our regular fitness development sessions and health and wellness components provide you with the opportunity to improve your physical, emotional and social well-being. Participation, personal and social responsibility, and motor skill development are key components in an active, healthy lifestyle, and foster personal growth, academic success and overall well-being.

Sport Science 10 (term)

This course is for students with a strong interest in sport, athletic development and performance. We will cover principles of training, human anatomy, physiology, nutrition, and strength training and programming. Our classroom sessions are supported in an experiential setting with gymnasium and fitness centre-based classes, where topics discussed in class will be explored in an active fashion. You will visit community institutions such as the Canadian Sports Institute to experience their athletic facilities. This course can be taken sequentially with Athletic Leadership 10, but it can also be taken independently.

Athletic Leadership 10 (term)

This course is for students with a strong interest in sport, athletic development and leadership. We will cover the prevention and management of injuries, sport psychology, motor learning and skill acquisition, teaching and instruction methods, as well as strength training and programming. Our classroom sessions are supported in an experiential setting with gymnasium and fitness centre-based classes, where topics discussed in class will be explored in an active fashion. This course can be taken sequentially with Sport Science 10, but it can also be taken independently.

Active Living 11 Standard

These course options provide you with exposure to a wide variety of both team and individual activities, as well as daily fitness-development sessions, emphasizing the link between exercise and learning. These courses are designed to foster a cooperative, positive environment, while developing leadership skills and an understanding of the importance of lifelong fitness and wellness.

Lifestyle and Fitness

Here you will develop the knowledge, skills and attitudes necessary to incorporate a variety of physical activities into your regular routines in order to live an active, healthy lifestyle. Fitness is an important component of this course, as brain research has linked exercise to academic achievement, optimal learning conditions, and managing stress and anxiety. You will participate in physical activities in a non-competitive environment, including minor games, individual pursuits and team-building activities. You will be introduced to a variety of fitness modalities designed to improve your overall functional health and fitness, including strength training, yoga, Pilates and our SMUS Fit boot camp-style workouts. This course is appropriate for all levels of fitness.

Human Performance

Here you will develop the knowledge, skills and attitudes necessary to improve your athletic performance and to live an active, healthy lifestyle. You will develop sport-specific personal fitness and effective social skills, such as cooperation, sportsmanship and fair play. Our activities will include traditional sports, innovative games and minor games, as well as an introduction to training principles. It is recommended that you have a solid base of cardiovascular fitness and a confident level of sport-related skills, as this is a more competitive course.

Yoga and Wellness

This course focuses on developing an active and healthy lifestyle through the exploration of different yoga disciplines, ranging from Vinyasa to Yin to Hatha Flow, as well as a variety of meditative and other mindfulness techniques. You will learn about yoga philosophies, physiology and anatomy, which will help you develop your own practice and discover techniques to promote balance and wellness in your lives. We include a leadership component, in which you will have the opportunity to practice your own teaching techniques.

Blended

We offer this course to students who are unable to fit any other senior physical education course into their timetables. You will track 150 minutes of physical activity per week, which you submit with a written reflection component every two weeks. You will also attend one weekly class workout session scheduled outside the timetable. The course uses an online platform to support learning in many areas of health, fitness and wellness, including regular discussions. There are three active-living projects over the course of the year, where you have the latitude to pursue your areas of interest and support your personal fitness journey. Your application to register for this course will be reviewed by your academic advisor and the Head of Physical Education.

Fitness and Conditioning 11

You will enhance your practical knowledge and physical capabilities in fitness training and sport performance. We take a personalized approach by including strength training, sport-specific training, general training and conditioning as appropriate. We will develop your core fitness competencies, helping you acquire the skills and knowledge necessary to pursue your own fitness journey. Due to the nature of individualized programming in this course, you should possess a high level of interest, self-discipline and motivation in this area.

Active Living 12

Active Sport

This course is designed to provide you with a stimulating and challenging activity-based program. We include a variety of traditional sports, fitness activities and recreational pursuits. This course is well-suited to you if you have a confident level of sport-related skills and are looking for an opportunity to maximize your participation and improve your fitness, and if you enjoy a high level of class involvement and competition.

Yoga and Wellness

This course focuses on developing an active and healthy lifestyle through the exploration of different yoga disciplines, ranging from Vinyasa to Yin to Hatha Flow, as well as a variety of meditative and other mindfulness techniques. You will learn about yoga philosophies, physiology and anatomy, which will help you develop your own practice and discover techniques to promote balance and wellness in your lives. We include a leadership component, in which you will have the opportunity to practice your own teaching techniques.

Fitness and Conditioning 12

You will enhance your practical knowledge and physical capabilities in fitness training and sport performance. We take a personalized approach to your fitness by including strength training, sport-specific training, general training and conditioning. We will develop your core fitness competencies, helping you acquire the skills and knowledge necessary to pursue your own fitness journey. Due to the nature of individualized programming in this course, you should possess a high level of interest, self-discipline and motivation in this area. We may also cover the promotion, support and management of factors beyond the classroom that impact your overall fitness, health and well-being.

Outdoor Education

Outdoor Leadership 12

The Outdoor Leadership program is a Grade 12 course open to students in their Grade 11 year. You will begin the course in the fall term of your Grade 11 year and finish the course by the fall of your Grade 12 year. To fulfill the course requirements, you will need to participate in a backcountry winter camping trip, a spring sea kayaking or hiking expedition and a final leadership trip with younger students. Throughout the course, you'll be challenged to develop both your outdoor technical skills as well as your leadership and communication skills. During the final leadership component of the course, you will take on the role of a student outdoor leader, working alongside the professional outdoor guides leading the trip. The course runs outside of classroom time and a number of trip options exist so that you can select course components that match your other commitments and schedules. Completion of the course includes 25 service hours.

Career Education

Career Education 9

You will use the SMUS Portrait of a Learner as a guide to explore self-assessment as it pertains to your lifestyle, learning and career preferences. Your personal character skills and traits will be examined in order to prepare you for future work experiences. Discovery of yourself through an exploration of pathways and toolkits will prepare you to engage in, lead and serve the needs of our diverse world. Assessment will take place through concrete examples of your active commitment to the course, as well as your completion of summary toolkits and reports.

Career Life Education 10

The aim of Career Life Education 10 is skill development: becoming a self-directed individual who sets goals, makes thoughtful decisions, and takes responsibility for pursuing your goals set in high school and beyond. This mandatory course is designed to help your post-secondary and career pathway, set goals and aspirations, and identify and develop the competencies you need to reach those goals. The curriculum offers you the opportunity to pursue your journey in personally meaningful ways. You will explore topics that lead to greater self-awareness, career knowledge and career planning. Lessons will provide you with the opportunity to learn about and practice resumé writing, interview skills, safe work practices, budgeting and preliminary planning for possible career-life pathways. You will be assessed in a variety of ways, including projects, reflections, written tasks, engagement and experiential activities.

Career Life Connections 11

In this course, taken in Grade 11, you will consider important factors in career-life decision making, including exploration of your strengths and interests, and potential post-secondary pathways. You will be asked to set short- and long-term goals for academic and post-secondary planning success, learning key skills for self-advocacy and self-knowledge along the way. Lessons will include topics such as college and university application systems (e.g., Canada, US, UK) and their requirements; how to research universities and programs, comparing and contrasting factors in choice-making; being a reflective, lifelong learner and considering how this will impact your post-secondary journey.

A major focus in the spring will be refining your post-secondary pathway options, in preparation for the fall of Grade 12 university application season. You will be assessed in a variety of ways on written tasks, small projects and assignments, and will earn a percentage grade, all designed to allow you to demonstrate your learning as you plan for life after high school. During this course, you will be introduced to the BC Ministry of Education Capstone project that all students in the province must complete to graduate. You will present your Capstone project in Grade 12.

Career Life Connections 12

In this course, taken in Grade 12, you will develop the tools, habits and fluency to continue your post-secondary planning; a significant portion of class time in the fall is devoted to preparing and submitting university and scholarship applications. Meanwhile, you will also have lessons on the various skills and lifelong learning habits required to be successful in post-secondary life, including time management, goal setting, personal finance, and work/career options. Along the way, you are fully expected to drive the application process and manage your own deadlines, using your Academic Advisor as a resource and guide. Purposeful reflection and decision-making will be critical to your success. Upon completion of the course, you will be able to identify a clear post-secondary plan, explain your reasons for this chosen pathway, articulate your unique strengths and aptitudes, and demonstrate independence, self-awareness and personal agency. The primary focus of the assessed portion of this course is based on the major BC Ministry of Education Capstone project which you will work on in terms 4 - 6, and present in May of your Grade 12 year.

Frequently Asked Questions

When do I select my courses for the different terms?

All courses are selected *before the start of the year, usually in the spring of the previous academic year*. While the majority of courses at SMUS are linear and run on a six term schedule from September to June (see Appendix B for the year timetable), some courses in Grades 9 and 10 are term-long.

What if I start a course and it's not the right fit or level for me. Can I change?

There is a week at the beginning of each course where students are provided the time to ensure they are in the right course. If a change is desired, students will need to meet with their Academic Advisor by the end of that first week to discuss options. Changes will be allowed but may be limited by the timetable and by class size.

I am in Grade 9 or 10 and I want to take AP courses. Is this possible?

The Grade 9 and 10 programs are designed to offer a breadth of experiences which tend to conflict with the Advanced Placement programming. The school may consider allowing access to AP courses in exceptional cases (typically only in Grade 10), under special arrangement with the academic departments teaching the courses. These arrangements are made only after appropriate assessments are undertaken in consultation with the Academic Advisors.

I am in Grade 9 or 10 and do not wish to take a full timetable; I would like to have a study block. Is this possible?

All Grade 9 students take a full timetable of courses. Study blocks are not possible for Grade 9. A few Grade 10 students may end up with a study block if they are substantially accelerated in one or more academic areas, but this is rare and only permitted in consultation with the Academic Advisors after the school year has begun.

I wish to take more courses than the eight courses the timetable will accommodate. What can I do?

In some cases, SMUS courses offered outside the regular timetable can satisfy this need. Some students take distance education courses in addition to their regular school-day courses. These additional courses should only be taken after consultation with the student's Academic Advisor.

I have transfer credits from another school. How will SMUS transfer those credits to my transcript?

SMUS depends on official paperwork from your school or agency in order to award transfer credit. This paperwork will come in the form of official final transcripts from your past school(s). Transfer credit starts for Grade 10 courses and up, and can only be awarded via a transcript, not from report cards alone. These transcripts are sent to the school in paper format or, more commonly, uploaded by parents to the SMUS application site. Additional transcript information may come from external agencies or services (e.g., language examination services, or music conservatory examinations). This information must also come in official transcript format. *Note that* ***not all*** *external course or examination work can be given transfer credit. Credit policies are governed by BC Ministry of Education policy. Transfer credits requested must adhere to the Ministry's requirements.*

I tried to make my course choices online but couldn't get into the system. What should I do?

The course selection system is accessed through the SMUS Parent Portal. Periodically, the system is shut down for data compilation, especially in the late spring of each year. Usually, the system opens again within two days of shutting down.

I want to take more electives in Grade 11 than my timetable will allow. What can I do?

Graduation requirements can be satisfied over the entire three years of the BC Graduation Program. This means that, for example, the BC Ministry of Education science credit can be taken in Grade 11 or 12. The same applies to social studies and math credits. Physical education and arts education credits can also be taken in Grade 11 or 12. Moving required courses from the Grade 11 year to the Grade 12 year sometimes solves the problem. Careful planning is required. It is wise to leave room in the Grade 12 timetable for a minimum of four higher-level academic courses to facilitate university entrance (unless such courses have been taken in Grade 11).

Many students seem to have a tutor, but I do not. Should I get a tutor?

Students are encouraged to seek additional support from their classroom teacher first. Additionally, in most academic departments, there is a teacher scheduled for lunch help most days. If the student finds they require more support than can be obtained through these sources, they might choose to seek the help of a qualified, external tutor. There is a robust network of peer tutors as well. Students can speak with the Academic Advising department to determine the level of support needed and have access to the SMUS approved roster of tutors.

Frequently Asked Questions by Department

AP Capstone

I am only interested in completing AP Seminar and AP Research, and no other AP courses. Is that permitted?

Yes. Students who complete AP Seminar and AP Research will receive the AP Capstone Certificate.

I have not taken AP Seminar. Can I still register for AP Research?

No. In order to register for AP Research, students must have completed the prerequisite AP Seminar course.

English

Can I read ahead to prepare for the next grade?

Each grade level makes use of a wide variety of texts including short stories, novels, articles and essays and teachers are not constrained to teach a common text. That said, we encourage students to read for enrichment and to ask their current English teacher for a summer reading list. Our Head of Library also releases a summer reading list.

Are there any elective English courses?

Yes, Creative Writing 12 is offered to Grade 12 students, but they must be concurrently enrolled in English Studies/English First Peoples 12, AP English Literature and Composition, or AP English Language and Composition to fulfill their graduation requirements.

Is there additional support for students in writing for English classes?

Throughout the year our teachers offer an after school Writing Support Centre. Students are invited to drop in and work through their course materials and other written assignments.

Mathematics

How do I choose the correct mathematics course?

It is important that a student take a course in which they will have the greatest chance of being successful in terms of mathematical growth and confidence. Students should base their decisions on current proficiency in mathematics and future post-secondary plans. Students should identify which pathway best supports their post-secondary aspirations.

I scored below 75% in Foundations of Mathematics & Pre-Calculus 10, am I ready for Pre-Calculus 11?

Maybe. This grade is in the developing range of proficiency and indicates there are a variety of skills in which you have yet to acquire proficiency. It is a good idea to discuss your options with your math teacher and academic advisor.

I took Pre-Calculus 11 but would now like to take Foundations of Mathematics 12. Is this possible?

Yes. For students who are planning on social science degrees, humanities or fine arts, this is one possible pathway. Be sure to check the math requirements for your preferred post-secondary pathway.

I am entering Grade 11. I have credit for Pre-Calculus 11 which I took in Grade 10. May I take AP Calculus in Grade 11 at SMUS?

Students taking AP Calculus in any grade must have a prerequisite credit in Pre-Calculus 12. Pre-Calculus 12 is not available to Grade 11 students who do not already have a Pre-Calculus 11 credit.

Do all students take calculus? Do I have to take calculus for university?

No, calculus is not required for graduation from high school. It is recommended for some university programs, such as sciences, engineering and some commerce programs.

Can I take Grade 10, 11 or 12 mathematics courses in the summer?

We do not recommend this option as summer courses do not cover the topics with the same depth and sometimes omit topics. Students should discuss any intention of taking a summer school course with their mathematics teacher and their Academic Advisor.

Can I self-study a Grade 10, 11 or 12 mathematics course over the summer independently and then challenge the course to gain credit?

Yes. Some students are successful in this endeavour. It requires a thorough review of all topics in the course to be challenged. It is recommended that students speak to their current Math teacher to discuss this option and to gain access to any resources that may help them in their independent study.

When am I able to challenge a course to gain credit?

Course challenge exams are offered in term 1 in September. Students will receive an email and must sign up with the link provided. A conversation with the Head of the Department is also recommended. If you plan to challenge a mathematics course, it is recommended to speak with your Academic Advisor and register for the higher level course in term 2. Once the challenge result is known, then a decision can be made about which course to continue with at the start of term 2. Note: a course may only be challenged once and the result of the challenge becomes the transcript grade for the course. If you prefer not to accept the challenge result, then you must enroll in the year-long course in order to gain credit.

Sciences

Can I take science courses in the summer?

We do not recommend this option because shortened science courses lack the building of laboratory skills. It is particularly not recommended to take Physics 11 in summer school as there is insufficient time to build the necessary conceptual thinking and problem-solving skills for a successful participation and achievement in Physics 12 or in an AP Physics course.

Do I need the school's permission to take science by distance or online education?

Only international students need the school's permission to register in BC distance courses. However, we recommend that all students discuss their plans with a current science teacher and their Academic Advisor.

I took Chemistry (for example) in Grade 10. May I take AP Chemistry at SMUS in my Grade 11 year?

Course work in Chemistry in Grade 10 is not sufficient background for success in the AP Chemistry course. Registration in AP science courses requires a Pre-AP (Honours or Advanced) Grade 11 course in the specific subject. AP sciences require advanced background knowledge over and above the standard Grade 11 science curriculum.

Should I take three science courses in Grade 11?

Very few university programs require three science courses at the Grade 11 and 12 level. It is important to seek advice from your Academic Advisor.

Who decides if I should be in a Pre-AP class?

Students select their own courses in science. It is important that students be in a course in which they will have the greatest chance of being successful. The head of the Science department and teachers will review the course requests in May and ensure that a reasonable choice has been made.

Should I be taking AP science courses?

A student with a high aptitude, interest and level of success in a particular science may wish to challenge themselves by taking an AP course. In biology and chemistry, we recommend students take the Pre-AP 11 course. In physics, students start AP Physics 1 in Grade 11. AP Environmental Science is open to anyone with Science 10.

Social Studies

What are the graduation requirements for social studies?

Students must earn credit in at least one social studies course in Grade 11 or 12.

Which SMUS courses satisfy the Social Studies 11 and 12 graduation requirements?

- Contemporary Indigenous Studies 12: Decolonization
- Economic Theory 12
- World History 12
- Law Studies 12
- Social Justice 12: Criminology

Many of these courses are designed to prepare students for success in a related AP course. Students are encouraged to take the Grade 12 level course in their Grade 11 year, and the AP course in their Grade 12 year.

Do AP courses meet the BC Ministry of Education Social Studies 11/12 graduation requirement?

No, AP courses do not satisfy the BC Ministry of Education social studies graduation requirement. However, students can opt to earn credit through a challenge process in an approved Social Studies 11/12 course while taking their AP course and thereby fulfill the graduation requirement.

Modern Languages

How will I be placed in a language course?

All Grade 9 students will take a second language and it is important that a student be placed in a level in which they will have the greatest chance of being successful both in terms of their linguistic growth and confidence. Depending on their language choice(s), students will be assessed throughout September to ensure accurate placement.

At what point can I move to a different level in a language course?

Following course selection, the placement of students is reviewed towards the end of the school year. Generally, placement is based on the student's achievement and the recommendation of their teacher. Students may take modern language courses higher than grade level if they are authorized to do so after an interview with a member of the Modern Languages department, or if they have prerequisite credit from a recognized education authority.

Can I take a second foreign language course?

Yes. As a Grade 9, 10, 11 or 12 elective course, the department offers French, Mandarin and Spanish.

Is a second language a requirement or a benefit for admissions at the post-secondary level?

High school credit in modern language studies is required by some specific faculties and programs at some institutions particularly in areas of study such as journalism, arts and humanities, and cultural or regional studies. Some more competitive American post-secondary institutions strongly recommend three or four years of study (in high school) of a second language.

Arts Education

Is AP Art History a studio art course?

No, this is a course for students who like history, writing and looking at broad issues; the course is a social studies offering. It is particularly useful for students who will be studying architecture at university as a large part of the course deals with the history of architecture. It is also of use to any students studying art or other design programs.

How is the linear, evening Studio Arts 3D 12 scheduled?

This is a regular credit course that is scheduled in the evening, and runs all year long. The course runs for 3 hours on Tuesday or Wednesday evenings and students sign up for one day or the other. Students should carefully consider their enrolment in this course and their extracurricular commitments since the course will take priority.

I don't see any Art 11 level courses.

We have decided to offer only Art 12 level courses to all Grade 11 and 12 students. This ensures fairness between students, offers students high-level credits and eliminates confusion. Art Inquiry 12 is a great follow-up course for any student who has taken Art Studio 12, Studio Arts 3D 12, or Digital Art 12 already and who is ready for more focused enrichment in their pursuit of visual art.

If I am interested in taking AP Studio Art courses in Grade 12, which course should I take in Grade 11?

Most students take Art Studio 12, but other visual art courses are also potential paths to AP Art courses such as Studio Arts 3D 12, and Digital Art 12. Students should speak with their art teacher to determine the best option.

Is it possible to take more than one AP Studio Art course in a year?

Students have done this in the past. It is very important that you are attached to a teacher for each portfolio you take on. Please discuss the feasibility of this option with the Art Department Head since there are several aspects to consider.

I don't know if I should pick AP 2D Design, AP 3D Design or AP Drawing. How do I decide?

You are welcome to discuss this with your teacher. Also know that you can change your mind and switch portfolios within the first few weeks of the first term. Make your best decision and things can be changed if need be.

Should I take an arts course in Grade 12? Is this important for university applications?

Many universities are now using broad-based admission practices in Canada, the United States and abroad. This means that the breadth of a student's overall program, including fine and performing arts, is considered and a variety of disciplines should be represented. Some post-secondary schools do consider Visual Art marks in admissions averages; you should consult with your University Counsellor about details.

Can piano or guitar be selected for the music courses at SMUS?

There is no direct instruction for piano or guitar within the Band, Choral or Strings programs. Private lessons can be arranged and the students are billed for these on their school accounts. There are many pianists and guitar players at SMUS who perform in chapel, at formal and informal events on and off campus, with the bands (concert band and jazz band), the vocal jazz group, choir, orchestra or the annual musical theatre production.

Is it possible for me to take two music courses (i.e. choir and band, strings and choir, or band and strings) in Grade 9?

Although it is not possible to initially sign up for two music courses at the same time, there are options for accommodating such requests on an individual basis. It is best to indicate your first choice on SDS course requests, and then to talk to the music teacher about participating in another ensemble.

Are there options for singing/song writing, rock band jamming, piano/voice pop etc. at the school?

All the SMUS equipment and music spaces are available to all students to use when they are not in use by the teachers. There is jam space in the strings room, and microphones set up in the choir and strings rooms. Students are invited to use the grand pianos in the classrooms whenever they are available.

Are private lessons offered at SMUS?

We have several excellent teachers who come to our campus, specifically to teach our boarding students who wish to have lessons. If they have room in their schedules, they would be happy to teach day students as well. Please ask a music teacher if you would like help to set up music lessons. This year we have lessons for piano, violin, cello, bass, classical guitar, non-classical guitar, voice, percussion/drums and most wind instruments.

Physical Education

Can I take Sport Science 10 and Athletic Leadership 10 instead of Physical & Health Education 10?

No. Physical & Health Education 10 is a course required by the Ministry of Education for every Grade 10 student. Sport Science 10 and Athletic Leadership 10 are elective courses. Sport Science 10 and Athletic Leadership 10 are term courses. Is either one a prerequisite for the other? No, they can be taken individually, or both can be taken in any order.

Can I get credit for physical education courses in both Grade 11 and 12?

Yes, students earn credit in Active Living 11 and 12, even if they take the same stream (e.g. Yoga, Human Performance) each year; the same applies to Fitness and Conditioning 11 and 12.

Engineering, Technology and Design

Can I skip Computer Science 10?

We recommend Computer Science 10 for all students planning to take Computer Science in Senior School. For those students with extensive experience in Python or other text-based coding language, it may be suitable to enroll directly into Computer Science 11.

Do I need experience in coding for Computer Science 10 or AP Computer Science Principles?

Computer Science 10 is our junior level entry point for the Computer Science courses at the Senior School. It requires no prerequisite knowledge in any coding language. Similarly, AP Computer Science Principles is an excellent entry point into Computer Science for students in grades 11 and 12 and does not require any previous experience with coding.

What is the difference between AP Computer Science A and AP Computer Science Principles?

AP Computer Science A is a course designed for students who are considering post secondary studies in Computer Science, Engineering or a related field. Students who are not planning to pursue those areas in post-secondary, but are interested in building their general understanding of technology and Computer Science should consider taking AP Computer Science Principles instead. We do not generally recommend students to take both.

Can I take Advanced Topics in Computer Science without taking AP Computer Science A?

No, students must first take AP Computer Science A in order to have access to Advanced Topics in Computer Science.

Will participating in the STEAM experiential limit my Computer Science options?

Students who take part in the STEAM experiential will have an opportunity to choose a computer science study at the end of the program in order to challenge the CS 12 credit and not fall behind their peers who did not participate in the STEAM program.

Do I need to take Robotics 10 to do Robotics 11?

Robotics 11 builds on the skills developed in Robotics 10. Students are expected to have experience with the tools, motors, and coding environment we use in Robotics 10 before enrolling in Robotics 11. Only students who have had club experience or have had exposure from another school's program should consider skipping Robotics 10.

Appendix A

Course Planning Timeline

January	• Updated *Academic Program Guide* is released
February	• Students receive instruction in their Career Education classes (CE 9, CLE 10, CLC 11) about academic planning and course offerings • Grade 10s/11s meet one-on-one with their Academic Advisors to discuss academic planning
March	• Course planning information sessions offered for parents (virtual) • All Senior School students make their 'first round' course requests in SDS before Spring Break
April	• Current Grade 9s meet with their Academic Advisors to discuss academic planning • Current Grade 8s are presented with Course Selection information, including elective options; opportunity to meet Senior School Academic Advisors for Q&A • Current students in Grades 8 - 11 complete 'final' course requests in SDS
June	• Course request conflicts resolved
August	• Timetables released on SDS Parent/Student Portal
September	• Students have the first full week of the first term of a course to make sure it's the right fit for ability and challenge level • Students may request a meeting with their Academic Advisor to discuss course change requests as necessary

Appendix B

The Senior School Timetable Structure

SMUS Senior School runs a six-term timetable, each term being approximately 6 weeks in length. Students will take the same courses in terms 1, 3, and 5 to a maximum of four courses per term; they will take another set of courses in terms 2, 4, and 6. A few points to note:

- A full-year course is made up of three terms of study;
- Core academic courses (including AP courses) are all full-year courses;
- AP courses all occur in terms 1, 3 and 5, in order to complete the curriculum in time to write the AP exams in May (this means students can take a maximum of 4 AP courses in a given academic year);
- Some elective courses just run for one term (i.e. approximately 6 weeks of study); these are mostly in the Grades 9 and 10 offerings; there are a limited number of Grade 11 and 12 term-long electives.

In the chart below, each letter corresponds to a course; a student would have Courses A, B, C and D in terms 1, 3, 5 and Courses E, F, G, and H respectively in terms 2, 4, 6.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A	E	A	E	A	E
B	F	B	F	B	F
C	G	C	G	C	G
D	H	D	H	D	H

Students in Grades 9 and 10 will have a **full timetable**; all their core requirements will be full year (i.e. three terms), and then they will have a combination of full-year and term-long electives to fill their timetable.

Most students in Grade 11 will take seven courses, meaning they'll have a spare in three of their terms (which terms will depend on their specific course selections). A few students in Grade 11 will take a full timetable with no spare course blocks.

Most students in Grade 12 will take six courses, i.e. two spare course blocks, which may be in the same terms, or in alternating terms, again depending on their specific course selections.

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