



# Sands Secondary School

10840 82 Avenue, Delta, BC V4C 2B3

Phone: 604-594-3474

Fax: 604-594-1145



## COURSE PLANNING GUIDE 2025-2026

### Welcome to Sands Secondary School...

Welcome to Sands Secondary School and our online course-planning guide. This user-friendly guide is designed to assist students in making well thought out course selections for the 2024-2025 school year. Students, with their parents, will select courses online through MyEd BC. Changes to course selections will be challenging and therefore the school may not be able to accommodate requests made after the course selection process has concluded. If you have questions regarding the course selection process please contact a counsellor or visit the Sands website at [sa.deltasd.bc.ca](http://sa.deltasd.bc.ca).

At Sands, we take pride in maintaining an inclusive community in which students, parents and educators work together to support the needs and dreams of learners. Students and staff feed into the caring learning environment that exists at Sands and this contributes to the success students experience during their time at the school. Sands has a reputation for preparing students well for post-secondary life. Many graduates pursue their goals of attending college and university, apprenticing in the trades and industries, volunteering in the community and travelling the world.

Secondary school is an exciting time in a young person's life. Students continue to build upon their learning in the core areas of study and have the opportunity to choose elective courses from a broad range of areas, including the Fine and Performing Arts, Technology, Physical Education, Home Economics and District Academy Programs. Students are strongly encouraged to engage in the Secondary School life by participating in one of Sands numerous extracurricular clubs, activities and teams.

This guide will help students and parents familiarize themselves with course offerings, descriptions and requirements. Course selections need to be made thoughtfully and carefully because they lead to successful graduation and post-secondary pursuits. Please see the grad requirements pages and check the Ministry website <https://curriculum.gov.bc.ca/> for the latest updates. We hope that students and parents will read this guide carefully and discuss the important decisions they need to make in order to prepare learners for a successful school year at Sands.

**Mr. R. Mesich**  
Principal

**Mr. T. Inkster**  
Vice-Principal

**Counsellors:**  
Mr. C. Abernethy  
Mr. A. Randhawa  
Ms. A. Janda

**Career and Post-Secondary  
Advisor:**  
Ms. J. Sansregret

## CONTENTS

School Information	2	Fine Arts	13
Student Support Services	3	• Music	13
Scholarships and Awards	3	• Theatre	14
Grad Requirements	4	• Visual Arts	14
Course Selection by Grade	5	• Media Arts	15
Career Transitions	7	Languages	15
<u>Courses</u>		Mathematics	16
Applied Design, Skills and Technologies	10	Physical Education	17
• Business Education	10	Science	18
• Home Economics	10	Social Studies	19
• Technology Education	11	Inclusive Learning	20
English Language Arts	12	Other Courses	20

# COURSE PLANNING GUIDE 2025-2026



## SCHOOL INFORMATION

Sands is a Grade 8 – 12 secondary school. Currently we are operating on a semester schedule .

### STUDENT ACTIVITIES & OPPORTUNITIES

Students are encouraged to get involved in the extra-curricular activities offered at Sands: Athletics, clubs, intramurals, the performing arts, numerous leadership opportunities, Student Council and Graduation Council. Examples of activities available to the students at Sands include the following:

#### Athletics:

Sands Secondary has an excellent athletic program, which provides student athletes with the opportunity to develop their individual and team skills in a wide variety of sports. Participation on a school team or club involves a commitment of time and energy as well as a responsibility to the team or club and school, but the rewards are great. The various teams or clubs may include the following:

Fall	Winter	Spring
Cross Country	Basketball	Badminton
Soccer (boys)	Curling	Golf
Volleyball	Field Lacrosse	Ice Hockey
	Wrestling	Track & Field
		Soccer (girls)

#### **\*Athletic fees are attached to all sports teams.**

Note: Other teams and clubs will be added to our athletic program when interest is expressed and there are available coaches and/or sponsors.

#### Fine and Performing Arts:

Sands has a long tradition of providing quality extracurricular activities in fine arts. Students have numerous opportunities to develop and display their talents in all facets of the performing arts through drama productions, musicals, choir, band concerts and festivals in the community. Student art is displayed throughout the entire school.

#### Student Council:

The Student Council is responsible for overseeing and coordinating student activities. The Council plans school opening activities, dances, dress-up days and spirit week. The Student Council provides an opportunity for students to gain experience in leadership and responsibility.

### SCHOOL ROUTINES

#### Absences/Attendance:

Regular attendance is stressed in order to provide the maximum opportunity for learning. **Students are responsible for collecting and completing the work missed during their absence.** In some classes, students may have a classmate who can be contacted for work or students may be able to check for homework on the Sands website. Many teachers have a Google Classroom. The steps to access homework are the following:

- Go to <http://sa.deltasd.bc.ca/>
- Click on Students/Homework & Teacher's Websites/Teachers' Web Sites

If a student is absent from school because of sickness or an appointment, we would appreciate a telephone call on the day of the absence. Otherwise, a parent or guardian will be contacted. Families are encouraged to schedule family vacations outside of school time. Some types of class work missed due to these absences cannot be made up.

#### Lates:

Students are expected to be in each class on time.

#### Check In/Out Procedures:

Any student who wishes to leave school for reasons of illness, medical appointment, etc. **must** report to the office and **sign-out**. If a student does not have a note for early dismissal, the parents/guardians must be contacted before we can permit the student to leave.

#### Lockers:

Students may be assigned a locker during the first few days of school. It is their responsibility to keep the locker free of writing or damage and to register the lock combination and locker number with the office. Students are not permitted to move, exchange, or share lockers with other students. They must secure their locker with a combination lock. The locker is school property and, as such, may be inspected at any time. Locker checks will occur regularly throughout the year. Students are expected to keep their locker tidy.

#### Textbooks and Supplies:

Textbooks are provided at no charge; however, students **must pay for lost or damaged texts**. Teachers inform students during the first week of classes of the supplies needed for each course.

#### Lunchtime:

Many students go home for lunch. Those who wish to remain at school may purchase food in the Canteen or the Hole in the Wall. Students may not eat food or consume beverages in the Library, Gym, Weight Room or Loft. In all cases, students should take responsibility for themselves in keeping the school building and grounds free of litter.

### STUDENT FEES

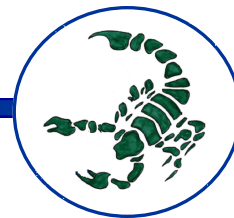
Fees or deposits may be required as follows:

- Student Activity Fees
- Student agendas School Yearbooks
- Grad Activity Fees
- Athletic fees for school team members
- Advanced Placement Exams
- Certificates for courses such as FoodSafe
- Enhanced materials for courses e.g. for a higher grade of wood than the basic quality provided by the school
- Purchase of materials for student-made projects
- Work Books for individual use (to be written in)
- Secondary Band – individual choice of instruments other than school-supplied pieces
- Individual school supplies
- Optional Field trips that enhance the learning program but are not a course requirement and where students will not be evaluated for credit
- Transportation for teams, music events, etc. when necessary.

#### Accommodating Hardship:

Where economic hardship is a barrier to participation, the school will work with parents and students to find alternate means to allow the student to participate. Questions regarding this process should be addressed to the Principal, counsellor or your child's teacher.

# COURSE PLANNING GUIDE 2025-2026



## STUDENT SUPPORT SERVICES

### COUNSELLING DEPARTMENT

Counselling is a support service for students, parents, teachers, and the community. Services are provided in the following areas:

#### Educational

- Course planning leading to graduation, post-secondary and/or work
- Monitoring student progress
- Arranging assistance for students experiencing academic difficulties
- Assistance with referrals to Learning Support
- Assistance with registration in Distance Education or night school courses
- Providing university and college information
- Providing scholarship information

#### Personal

- Assist students to set goals, make decisions and solve problems
- Assist students to accept the idea that they are in charge of and responsible for their actions
- Individual, family or group counselling as related to personal or school matters
- Provide a referral service for students for specialized resources in the community

#### **When should a parent contact a counsellor?**

If parents are concerned in any way about the progress of their child please contact a counsellor. Typical parental concerns may involve attendance, homework or home study, achievement, student illness, peer relationships, teacher-student relationships, courses and/or post-secondary planning. Sands counsellors are available to students on an appointment basis. Parents with concerns or questions related to their student's education may contact a counsellor by phoning the school at (604) 594-3474.

### CAREER AND POST-SECONDARY ADVISORS

Career development is one of the three main goals of the education system in British Columbia. A person's career is considered their journey through life, and the K-12 Career Education curriculum offers students the opportunity to pursue this in personally meaningful and goal-oriented ways. Career and post-secondary advisors provide the following services:

**Scholarships:** Scholarship information and applications, scholarship newsletters, assistance with preparing scholarship applications, website information offering current scholarships.

**Post-Secondary:** Current College and University Calendars, Post secondary education and career exploration, admission requirements, application assistance (Education Planner BC, OUAC) Student Transcript Service.

For up to date post-secondary information, visit the Sands Career Centre website under Sands, Students, then Career Centre.

### LIBRARY

The Sands library and staff provide a welcoming environment that is conducive to learning, reading and studying. It serves both the academic and recreational reading needs of students. The library is open continuously from 8:10 to 3:15 each day.

The library staff is committed to developing students' literacy skills by:

- Encouraging students to read for interest and pleasure.
- Assisting students and their teachers to develop good research habits such as effective internet searching, informational reading skills, finding appropriate books, and creating bibliographies.

The library has a collection of over 13,000 items including books, newspapers, pamphlets, magazines, and encyclopaedias. The collection is available online both at school and at home with additional features including the Ebsco Research database, and pre-selected websites that complement text resources for library-based assignments. Computer stations and wireless internet are also available along with word processing and printing. Please note that there is a small fee for printing.

### DELTA ACCESS ONLINE PROGRAM

Delta Access is a District program where students can complete a variety of grade 10-12 courses at their own pace, in their home environment using a computer and the Internet. The intention of the program is to provide flexibility for students who have the self-discipline to work through a course with some limited support from qualified Delta School District teachers. Parents are expected to work with the students in order to monitor progress through the course. Students considering an online course should discuss their plans with their school and counsellor. Courses offered by Delta Access can be found at <https://deltalearns.ca/deltaaccess/>

### ADVANCED PLACEMENT (AP) PROGRAM

The AP Program provides an opportunity for students to pursue and receive credit for university-level course work while still in secondary school. The AP Program, sponsored by the College Board, is based on the premise that college-level material can be taught successfully to motivated and sincere secondary school students. We currently offer AP Psychology and AP Studio Art. Students are responsible for the cost of the College Board Examinations. Please see a counsellor or the appropriate teacher for more information.

## SCHOLARSHIPS AND AWARDS

A scholarship is an award based on academic excellence, community, school and/or athletic involvement. The school will attempt to keep students aware of the various types of awards and how to access them. Students, however, have the final responsibility for the gathering of information and the submission of applications.

**DISTRICT AUTHORITY SCHOLARSHIPS (Provincially funded):** Available each year in April. Recognizes excellence for graduates who excel in one of the following areas: Fine Arts; International Languages; Indigenous Languages and Culture; Applied Design, Skills & Technologies; Physical Activity; Community Service; or Technical and Trades Training.

\$1,250.00 voucher (Students have 5 years to redeem)  
Awarded to 5,500 BC high school graduates and pro-rated to school districts based on enrolment. Last year, Sands was given 14 District Authority Scholarships to award to our students

#### Eligibility and Criteria:

Enrolled or registered as a home schooled with a BC public school (including a Distance Learning school) or Group 1, 2 or 4 BC Independent school, or a Continuing Education Centre

- Must be a Canadian Citizen or permanent resident
- Must be a BC resident
- Must meet graduation requirements by August 31st of the student's graduating year
- Must meet criteria determined by the local District Scholarship Committee
- Students may apply to more than one focus area but can only win one District Authority Scholarship

**BC ACHIEVEMENT SCHOLARSHIPS** Students do not apply for the BC Achievement scholarship. If a student is eligible, their grades will be automatically considered Awarded to 8,000 BC students who have top marks. As this is a highly competitive scholarship, it is possible for students to do very well academically and not secure one.

**DISTRICT AWARDS AND SCHOLARSHIPS** Available each year in April. A number of monetary awards for graduating students in the Delta School District.

**SCHOOL-BASED COMMUNITY SCHOLARSHIPS, AWARDS AND BURSARIES** Available each year in April. A number of monetary awards are available to graduating students. These awards are given to students who have achieved excellence in areas such as LEADERSHIP, COMMUNITY SERVICE, ATHLETICS, or CITIZENSHIP. To receive one of these awards a student must apply and be selected by a committee from within the school.

#### **PRIVATE EXTERNAL AWARDS**

These scholarships are controlled by private organizations and awarded directly to the individual. They are based upon specific criteria. These are usually advertised through employees or union members and various scholarship websites. If a student qualifies, the counsellor or career advisor can assist the student.



## GRAD REQUIREMENTS

### Required Courses (52 Credits)

1. Career Education (8 Credits)
  - a. Career and Life Ed. 10 /11
  - b. Career Explorations and Capstone 12
2. Physical and Health Education (4 Credits)
  - a. Physical and Health Ed. 10
3. Sciences (8 Credits)
  - a. Science 10
  - b. A Science 11 or 12
4. Social Studies (8 Credits)
  - a. Social Studies 10
  - b. A Social Studies 12
5. Mathematics (8 Credits)
  - a. A Math 10
  - b. A Math 11 or 12
6. English Language Arts (12 Credits)
  - a. An English 10
  - b. An English 11
  - c. English Studies 12
7. Arts Education or Applied Design Skills and Technology (4 Credits)\*
8. Indigenous Focused Course (4 credits)



### Elective Courses (28 Credits)

Any Grade 10, 11 or 12 course that is not a required course is considered an elective course. A minimum of 16 of these credits must be at the Grade 12 level.

### ARTS EDUCATION

Any Grade 10, 11 or 12 level Art, Drama or Music course meets the Arts Education requirement.

### APPLIED DESIGN SKILLS AND TECHNOLOGY

Any Grade 10, 11 or 12 Business Education, Home Economics or Technology course meets the Applied Skills Design and Technology requirement.

### Indigenous Focused Course

BC First Peoples 12 or English First Peoples Literary Studies + New Media 11 Fulfills this requirement. Students must take one of these courses to graduate.

### PROVINCIAL ASSESSMENTS

All students must write the following assessments:

- Numeracy 10
- Literacy 10
- Literacy 12





## COURSE SELECTION BY GRADE

### Grade 8 Course Selection

#### REQUIRED COURSES

- English Language Arts
- Social Studies
- Math
- Science
- French
- Physical & Health Education (Soccer and Volleyball)

#### ELECTIVES

- Arts (Art, Drama, & Music)
- Beginner Band or Band
- Applied Skills, Design, and Technology (Home Ec. and Tech Ed)

### Grade 9 Course Selection

#### REQUIRED COURSES

- English Language Arts
- Social Studies
- Math
- Science
- Physical & Health Education (Soccer and Volleyball)

#### ELECTIVES

##### *Applied Skills Design and Technology*

- Computer Studies
- Textiles
- Food Studies
- Woodwork and Power Technology
- Electronic and Robotics

##### *Arts*

- Concert Band
- Jazz Band
- Guitar
- Choral Music
- Drama
- Visual Arts

##### *Languages*

- French
- Spanish

### Grade 10 Course Selection

#### REQUIRED COURSES

- English Language Arts (Composition and New Media, Composition and Creative Writing, Composition and Literary Studies)
- Social Studies
- Mathematics (Foundations of Mathematics and Pre-calculus or Workplace Mathematics)
- Science
- PE (Physical and Health Education, Fit For Life or PE Leadership, Soccer and Volleyball)
- Career and Life Education

#### ELECTIVES

##### *Applied Skills Design and Technology*

- Computer Studies
- Textiles
- Food Studies
- Power Technology
- Woodwork
- Drafting and Design
- Metalwork

##### *Arts Education*

- Concert Band
- Jazz Band
- Choral Music
- Guitar
- Drama
- Theatre Company
- Visual Art
- Media Art
- Yearbook Graphic Production

##### *Languages*

- French
- Introductory Spanish 11
- Spanish

##### *Other*

- Community Ambassadors



# COURSE PLANNING GUIDE 2025 - 2026



## Grade 11 Course Selection

### REQUIRED COURSES

- At least ONE English 11 (New Media 11, First Peoples: Literary Studies + New Media 11, Creative Writing 11)
- At least ONE Social Studies 12 (BC First Peoples, Genocide Studies, Law, Philosophy, Social Justice)
- Mathematics (Foundations of Mathematics, Pre-calculus of Mathematics or Workplace Mathematics)
- Science (Life Sciences, Chemistry, Earth Science, or Physics)

\*\* One Indigenous Focused Course is required for Graduation. Can be First Peoples Literary Studies or BC First Peoples 12

### ELECTIVES

#### *Applied Skills Design and Technology*

- Computer Studies
- Textiles
- Food Studies
- Woodwork
- Drafting and Design
- Metalwork
- Entrepreneurship
- Interpersonal and Family Relationships

#### *Arts Education*

- Concert Band
- Jazz Band
- Guitar
- Choral Music
- Acting
- Film and Television
- Theatre Company
- Art Foundations
- Pre-AP Studio Art
- Media Art
- Photography
- Yearbook Graphic Design

#### *Languages*

- French
- Spanish
- Introductory Spanish

#### *Physical and Health Education*

- Active Living (Incl. Soccer and Volleyball)
- Fit For Life
- Strength and Training
- PHE Soccer
- PHE Volleyball

#### *Other*

- Psychology
- Community Ambassadors
- Creative Writing 12
- Criminology 12

## Grade 12 Course Selection

### REQUIRED COURSES

- English Studies
- Career Life Connections

### ELECTIVES

#### *Applied Skills Design and Technology*

- Computer Studies
- Textiles
- Food Studies
- Woodwork
- Drafting
- Metalwork
- Entrepreneurship

#### *Arts Education*

- Concert Band
- Jazz Band
- Guitar
- Choral Music
- Drama
- Theatre Company
- Art Foundations
- AP Studio Art
- Photography
- Film and Television
- Yearbook Graphic Production

#### *English*

- Creative Writing
- English First Peoples Literary Studies + New Media 11

#### *Languages*

- French
- Spanish

#### *Mathematics*

- Foundations of Mathematics
- Pre-Calculus of Mathematics
- Calculus

#### *Physical and Health Education*

- Active Living (incl. Soccer/Volleyball)
- Fit For Life
- Strength and Conditioning
- PHE Soccer
- PHE Volleyball

## Grade 12 Course Selection, Cont'd.

### ELECTIVES

#### *Science*

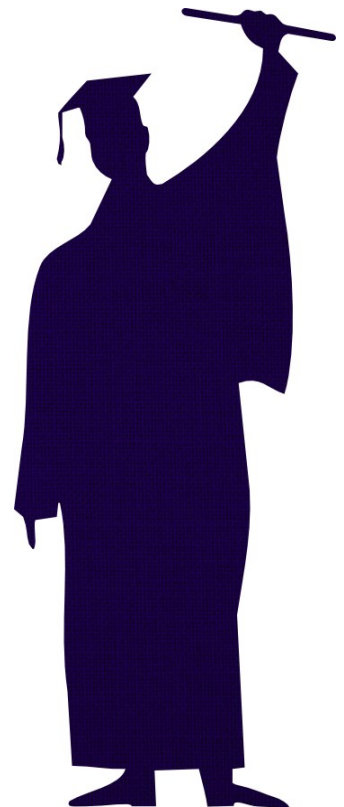
- Life Sciences/Anatomy
- Chemistry
- Physics

#### *Social Studies*

- BC First Peoples
- Genocide Studies
- Law
- Philosophy
- Social Justice

#### *Other*

- Community Ambassadors
- Psychology
- AP Psychology
- Criminology
- Creative Writing 12



# COURSE PLANNING GUIDE 2025-2026



## CAREER TRANSITIONS

Career development is one of the three main goals of the education system in British Columbia. A person's career is considered their journey through life, and the K-12 Career Education curriculum offers students the opportunity to pursue this in personally meaningful and goal-oriented ways. Students and parents can embrace the options & opportunities through administrators, teachers, career & post-secondary advisors, career facilitators, and counselors, as well as district staff, programs, events and our website. Career Education K-7, 8 & 9 helps youth begin to explore & discover who they are and who they want to be. This continues through to graduation and beyond with 8 credits of Career Education through Career Life Education (CLE) as well as Career Life Connections (CLC) & Capstone. In addition, Delta School District has a variety of excellent Career Programs options including Work Experience programs, Youth apprenticeship & Trades (Train in Trades & Work in Trades), CTC CADD, and Intro to Biomedical & Health Sciences as opportunities for students to further enhance their career-life transition. Please visit [www.deltalearns.ca/careers](http://www.deltalearns.ca/careers) for more info.



### Career Education 8 and 9 (MCE- -08/MCE- -09)

In Career Education 8 and 9, students explore concepts such as identity, leadership, personal planning, and transferable skills. Students begin to explore in greater depth their skills and passions, and begin to determine possible routes to their goals. This is done through activities that develop their self-awareness, working with others (collaboration and communication), career knowledge and awareness, and career planning. The required curriculum may include career focused learning within existing subjects, unique activities like Take Our Kids to Work Day in Grade 9, assemblies, student conferences, career fairs,

subject based career days, mentorship or other career activities.

### Career Life Education (MCLE-10)

Career Life Education is a course required for graduation. Career Life Education begins the experience & application journey. Content includes self-assessment, goal setting, lifelong learning, grad requirements, financial planning, workplace etiquette, local & global labour market trends, essential career & employability skills, post-graduation opportunities, employment standards, workplace safety, and awareness of work experience opportunities.

### Career Life Connections & Capstone (MCLC-12)

Career Life Connections & the culmination of a Capstone Project are required courses for graduation. Content will continue to emphasize the three main themes of Personal Career-Life Development, Connections with Community, and Career Life Planning, with the curricular competencies supporting these in a variety of ways. See the curriculum for details. Major outcomes are expected to include a 1) personal plan for post-graduation; 2) a career-life exploration of experiential learning (30 hours or more) which can include service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects; 3) to design, assemble, and present a capstone project to an audience. This culminating project would demonstrate personal learning and achievement (in and out of school), growth in the core competencies, and a reflection on students' post-graduation plans.

### Work Experience 12 (Career Preparation Program) (MWEX 2A/MWEX2B)

Students gain experience in the career field of their choice through a combination of employability skills training and 90 plus hours of work experience. Starting in grade 11 or 12 they develop their employability skills and are then placed with local employers in unpaid positions that align with their interests, passions, and future career goals. The community becomes the classroom where students gain experience at the workplace and will be better prepared to embrace or revise their career goals. Through employer assessment, students receive valuable real-world feedback about their employability skills and technical skills. Registration is required, contact your school career staff or counselor for further details. Additional credit can be earned for Work Experience 12B by continuing on for a second 90 hours along with the needed curriculum.

### Youth Train in Trades (MWRK -1A/MWRK2A)

Youth Train in Trades is a program for grade 11 and 12 students that offers Level 1 industry apprenticeship training, which is the first step

towards becoming a journey person. Accepted students earn dual credits toward both high school graduation and apprenticeship training. The program is offered in partnership with BCIT, VCC, KPU, and FTI and District Designated Trainer facilities. Upon completion students receive credit for the Level 1 technical training component, giving them a head start on post secondary education and valuable skills for the workforce. **If accepted, the School District pays the tuition**, while students are responsible for materials/tools, safety gear, textbooks, travel and modules. The applications process includes a site visit, and entry is competitive due to limited spaces. For more information visit <https://deltalearns.ca/careers/train-in-trades/> Applications due before **February 28 /2025 See your Career Program Facilitator.**

### Youth Work in Trades Grades 11/12

Youth Work in Trades allows students aged 15 to 19 to start their apprenticeship while still in school. Students must be employed, paid , and work under the direction of a red seal journey person., with their employer agreeing to sponsor them through SkilledTradesBC and Delta District. Students can earn up to four Grade 11/12 credits (11a, 11b 12a, 12b) Students earn four credits for every 120 hours of paid employment (up to 16 credits for 480 hours) For more visit <https://deltalearns.ca/careers/work-in-trades/> See your Career Program Facilitator for more information.

### CTC - CADD (Computer Aided Drafting & Design) - Dual Credit Opportunity Grades 11/12

Grade 11 and 12 students can apply for the Drafting Citation program at Kwantlen Polytechnic University Cloverdale to get a head start on their



Delta School District offers 3 different Career Programs that offer students the chance to gain skills, knowledge, and attitudes needed to be successful in the workplace.

#### Benefits

Explore career opportunities | Gain valuable work experience | Develop skills and attitudes for the workplace | Transition from school to work or post-secondary education | Receive personal references | Develop confidence and self-reliance | Earn four graduation credits per course

<b>WORK</b> EXPERIENCE <small>WORK EXPERIENCE is a program for Grade 11 or 12 students that prepares students for the transition from school to the workplace by integrating classroom preparation with practical experience. 4-8 graduation credits</small>	<b>itA   YOUTH</b> <b>WORK</b> IN TRADES <small>WORK IN TRADES is a paid apprenticeship program under the supervision of a certified tradesperson. The student receives high school credits along the way. Grades 10-12 4-16 graduation credits</small>	<b>itA   YOUTH</b> <b>TRAIN</b> IN TRADES <small>TRAIN IN TRADES is a dual credit program for Grades 11 and 12. Receive elective credits, post-secondary credits, and Industry Training Authority (ITA) apprenticeship training. Your tuition is paid for the school district for partnership programs. 8-24 graduation credits</small>
--	--	--

See the website for more information.

[www.deltalearns.ca/careers](http://www.deltalearns.ca/careers)



# COURSE PLANNING GUIDE 2025-2026



studies. Upon successful completion, students earn both high school graduation credits and Kwantlen credits toward their diploma. Courses are offered part-time, typically two evenings a week (Tues/Thurs) in the Spring, Fall and Summer semesters. Three courses are available, with the option to earn a fourth course credit (CADD 1100) through an assessment as students have already taken Drafting 11 and/or 12. **The District covers tuition**, while students are responsible for books and transportation. <https://deltalearns.ca/careers/cadd/> **Applications due before February 28/2025**  
See your Career Program Facilitator

**Aquatics Leadership: In partnership with the City of Delta Grade 11/12** Calling all students going in to Grade 11 or 12 in September! There is a program in which you take Bronze Cross, Bronze Medallion, Swim and Life Saving Instructor, Standard First Aid, and in addition students will receive Active Living 11 or 12 credits. Students must be able to swim at a Swimmer 6 or better. Students are expected to attend all sessions on Wednesday 6:30 am—8:30 am and 6:00 am—7:45 am September to June **Applications due before February 28.** See your Career Program Facilitator

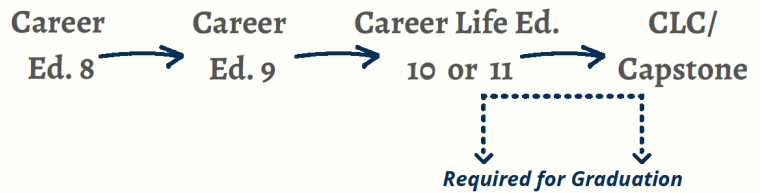
**Junior Firefighter Camp** The Junior Firefighting Program will give the applicants a true understanding of the basic components, both physical and educational, of Delta Fire/Rescue's basic training for new recruits. The educational component will test the applicant's knowledge learned in the classroom of firefighting equipment, fire behavior, the fire tetrahedron and the products of combustion, to name a few. The practical component of the program will test the applicant's strength, endurance and teamwork skills. <https://deltalearns.ca/careers/firefighting-camp/>

## Career Life Preparation

Options & Opportunities

### CAREER EDUCATION

#### Required Curriculum



### CAREER PROGRAMS

#### Optional Experiential Learning



For more information visit  
[www.deltalearns.ca/careers](http://www.deltalearns.ca/careers)



# COURSE PLANNING GUIDE 2025-2026



## Delta Career Programs

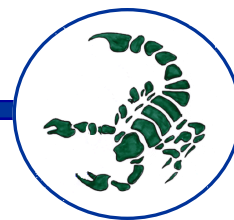


Program	Details	
Construction Electrician	Grade: 12 Location: North Delta Secondary - BCIT Satellite Campus Program Time Line: 6 months (February – July)	Credits: 20
Auto Service Technician 1	Grade: 11/12 Location: Seaquam Secondary (Day 1 linear schedule) Program Time Line: 10 months (September - June)	Credits: 20
Professional Cook 1	Grade: 11/12 Location: Seaquam Secondary (Day 1 linear schedule) Program Time Line: 10 months (September - June)	Credits: 20
Carpenter	Grade: 11/12 Location: BCIT – Burnaby Campus Program Time Line: 5 months (February - June)	Credits: 16
Millwright / Industrial Mechanic	Grade: 12 Location: Kwantlen Polytechnic University - Cloverdale Program Time Line: 24 weeks (February – July)	Credits: 20
Welder	Grade: 12 Location: Kwantlen Polytechnic University - Cloverdale Program Time Line: 28 weeks (February – August)	Credits: 24
Baking & Pastry Arts	Grade: 11/12 Location: Vancouver Community College – Downtown Campus Program Time Line: 24 weeks (August - January)	Credits: 24
Motorcycle & Power Equip. Tech	Grade: 12 Location: BCIT – Willingdon Campus Program Time Line: 20 weeks (February - July)	Credits: 16
Plumber	Grade: 12 Location: Kwantlen Polytechnic University -- Cloverdale Program Time Line: 21 weeks (February – June)	Credits: 16
Metal Fabricator	Grade: 12 Location: BCIT – Willingdon Campus Program Time Line: 23 weeks (February - July)	Credits: 20
Auto Refinishing Prep Technician	Grade: 11/12 Location: Vancouver Community College – Broadway Campus Program Time Line: 20 weeks (February - June)	Credits: 20
Commercial Painter	Grade: 11/12 Location: Finishing Trades Institute – Surrey Facility Program Time Line: 6 weeks (June - July)	Credits: 4-8
Work Experience	Grade: 11 or 12	Credits: 4-8
Work In Trades	Grade: Age 15 or older Location: Apprenticeship Training at work – year-round intake	Credits: 4-16
CADD – CTC	Grade: 11/12 Location: Kwantlen Polytechnic University – Cloverdale Program Time Line: EVENINGS 15 weeks (September - July)	Credits: 16

Please see [www.deltalearns.ca/careers](http://www.deltalearns.ca/careers) for a complete list of essential skills and pre-requisites for each program.

Refer to [www.deltalearns.ca/careers](http://www.deltalearns.ca/careers) for more information.

# COURSE PLANNING GUIDE 2025-2026



## CAREER EDUCATION



### TO SPARK AND SUPPORT ALL STUDENTS TO DISCOVER THEIR UNIQUE CAREER AND LIFE JOURNEY

#### EXPOSE (K-10)

- Discovery**
- Exposure to a wide range of options.
  - Learning to work with others.
  - Learning responsibilities.



#### EXPLORE (CLE - REQUIRED FOR GRAD)

- Skills, Attitudes and Interests**
- Learn the relationship between personal traits & work traits.
  - What do you like to do?
  - What are your opportunities?
  - How do you work best?



#### ENVISION (CLC/CAPSTONE - REQUIRED)

- Individual Goals, Planning & Decisions**
- Does this path fit your personality?
  - Who do you want to become?
  - What is the plan for achieving your personal goal?
  - Individualized transition plan.



#### EXPERIENCE (CAREER PROGRAMS OPTIONAL)

- Apply Learning**
- Work experience
  - Dual Credit
  - Work in Trades



#### OPPORTUNITIES AFTER GRADUATION

- Work
- Own a business
- College/University
- Technical Institution
- Travel



[www.deltalearns.ca/careers](http://www.deltalearns.ca/careers)



## ADST

The Applied Design, Skills, and Technologies (ADST) Department includes a combination of Home Economics, Technology Education, Computer Studies and Business Education.

### APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 8 (MADGE08) ADST8

This course is an introductory course that focuses on the Industrial Education and Home Economics in the school. ADST 8 is designed to give all Grade 8 students an opportunity to experience wood, metal, electronics, drafting, and sewing and cooking. After their well-rounded experience in Grade 8, students will be better prepared to select electives during their remaining years at Sands.

## BUSINESS EDUCATION

### APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 9 – COMPUTER STUDIES (BE301-MADIT09)

This course is designed to give students the opportunity to extend some of their basic computer skills. Students will develop in the areas of: programming, game design, 2D/3D design, 3D modeling and web publishing. This course is geared to introduce students to a variety of programs, applications, and web-based tools, and provide guided practice.

### APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 10 – COMPUTER STUDIES (MCSTU10)

This course is designed to expand upon the foundations learned in the introductory Computer Studies course. Students will further develop their skills in the areas of programming, 2D/3D design, 3D modelling & printing, web publishing, coding and problem solving. Students will utilize more

advanced programs to create and design their projects.

### APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 11/12 – COMPUTER STUDIES/ROBOTICS (MCINF11/MCINF12)

Building on the skills learned in junior Computer Studies courses, students will have the opportunity to demonstrate their programming, design, and problem solving abilities in various ways. Students will gain experience using industry level programs and software. Opportunities may include Robotics, 2D and 3D design, and a variety of programming languages. A goal is for students to progress towards designing their own projects using skills of their choice in the areas of 3D printing, wearable and sensor technology, programming, and app and game development. Several competition opportunities are available for students in computer science fields. Student projects could be designed to take part in these competitions, or used for projects in other courses.

### ENTREPRENEURSHIP 12 (MENT-12)

This is a course for students who wish to design and begin their own business. It teaches students how to take an idea from the creation stage and turn it into a successful venture. Students will work collaboratively to develop business plans, will learn about basic accounting practices, marketing and production. Furthermore, students will learn how to consider being ethical business owners in the global market. This course is open to students in Grades 11 and 12.

## HOME ECONOMICS

### APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 9-12 -TEXTILE STUDIES(MADT—TXTF)

Textile Studies 9-12 course intended for students who wish to increase their sewing competence and knowledge of fabrics. Students will study garment construction with attention given to pattern fitting, pattern and fabric selection, and the study of fibres and fabrics. Students will demonstrate their knowledge by completing two sewing projects: a pair of pyjama bottoms and a hoodie as well as two garments of their own choice. In addition students will experiment with conceptualizing an idea, going through the design process and finally implementing their concept. Students will also be integrating aspects of cross curricular design and making connections to textiles.

### APPLIED DESIGN SKILLS AND TECHNOLOGIES 9 – FOOD STUDIES (MADFS09)

This course is intended to develop confidence and creativity in the kitchen. Students will be able to execute a recipe with success and become comfortable with basic food preparation techniques. Students will explore the world of foods and nutrition through a series of demonstrations,

labs, and presentations. Students will explore passion culinary projects to enhance creativity. Some of the topics that will be covered include: planning a nutritional meal based on Canada's Food Guide, theory and practical assignments on the importance of breakfast, lunch, and dinner. Explore International cuisine, alternative food lifestyle choices and much more. Furthermore, students will participate in cooking challenges throughout the year.

### APPLIED DESIGN SKILLS AND TECHNOLOGIES 10 – FOOD STUDIES (MFOOD10)

This course continues to build from the skills developed in Foods 9. Students will continue to develop confidence and creativity in the kitchen. Students will continue to execute recipes with success and continue to build comfort and skill level with food preparation techniques. Working in groups, student will have the opportunity to take creative risks with recipes and working collaboratively with one another. Some of the topics that will be covered include: meal preparation which includes breakfast, lunch (soups and sandwiches), yeast bread theory and dinner projects and assignments. We will also be exploring careers in the culinary arts, cross curricular projects to explore local and international food choices and cuisine. Students will participate in cooking challenges throughout the year.

### FOOD STUDIES 11 (MFOOD11)

While coordinating time, money, cooking skills, and supplies, students will apply the principles upon which successful food preparation is based. Students will have the opportunity to prepare complex entrees and desserts. Students will also engage in creative cooking challenges to enhance communication and culinary skills. Students will also have the opportunity to demonstrate recipes to the class. There will be opportunities to make connections with the community with students designing their own culinary community based project. Depending on student interest, there will be opportunities for field trips and guest speakers. Students will exercise global food etiquette, meal preparation and presentation. Local history of the First Peoples cuisine will also be explored and practiced within the classroom. Overall, this course is based on practical culinary skills.

### FOOD STUDIES 12 (MFOOD12)

This course is a continuation of Foods 11 and will build upon the skills acquired from Foods 11. Students will continue build on their foundations of coordinating time, money, cooking skills, and supplies. Based on interest, students will prepare complex entrees and desserts. Students will have the opportunity to bake various products and practice cake decorating. Students will also collaborate with their peers and develop new recipes by experimenting and adjusting amounts

# COURSE PLANNING GUIDE 2025-2026



and ingredients. Students will be inviting guests in to review their culinary skills. Based on student's interest, there will be opportunities for field trips and guest speakers. Students will exercise global food etiquette, meal preparation and presentation. Local history of the First Peoples cuisine will also be explored and practiced within the classroom. The goal of this course is to focus on and solidify individual culinary skills so students will be healthy and successful after graduation.

## **Interpersonal and Family Relationships 11**

This course investigates adult life from teenagers to old age and focuses on aspects of relationships formed throughout life. Students cover topics which include young adulthood, the family, living on your own, marriage or alternative lifestyles, dating, weddings and aging. Students will examine relationships through observations, discovering the factors and components involved in interpersonal relationships and the influences surrounding decision making while in a relationship. Continued emphasis will be on one's values, goals, communication, stress and coping, and problem solving in relationships.

## **TECHNOLOGY EDUCATION**

### **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 9 – WOODWORK AND POWER TECHNOLOGY (MADW-09)**

This is an introductory combination course that expands on the wood skills learned in ADST 8. In the woodworking component, students may build a wall clock allowing them to work on every machine in the wood shop. This course is recommended for any student considering any of the senior full-year wood courses. Topics covered include: machine safety, rabbet joint, dado joint, mitre joint, wood layout, machine operations, sanding and finishing, wood selection, costing and lathe operations. Projects may include a wall clock and pen turning. The power technology component of the course is designed to introduce students to a variety of topics related to general mechanics. Students will research, design and build projects related to alternate fuels and power sources. Students will be introduced to several pieces of power equipment and will be taught how to safely use them in the construction of their projects. Topics include: basic wood fabrication theory and practice, design and drafting, introductory applied science (engineering), boat hull construction and theory, electric energy and energy transfer, friction, friction coefficients and aerodynamics, plastic thermoforming. Projects include designing and building a CO-2cartridge-powered dragster, a small electric motor-powered drag boat, a ping pong ball launcher and bridge.

### **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 9 – ELECTRONIC TECHNOLOGY (MADER09)**

Electronic Technology 9 is a yearlong course. This is an introductory course that expands on the wood & electronics skills learned in ADST 8. Topics covered are: Electronics - Bread boarding, simple circuits, reading schematic drawings, PC board layout, integrated circuitry, parts theory, soldering Wood -

machine safety, rabbet joint, dado joint, mitre joint, wood layout, machine operations, sanding and finishing. Projects may include an electronic light organ, dual strobe lights, digital dice, light organ/strobe cabinet.

### **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 10— POWER TECHNOLOGY (MTPOW10)**

This course is designed to introduce students to a variety of topics related to general mechanics and is a great initial stage for students interested in a career or hobby in automotive technology. Students will research, design and build projects related to alternate power sources. Students will learn basic engine theory while disassembling and rebuilding a small four-stroke Briggs and Stratton engine. Students will also be introduced to several pieces of power equipment and will be taught how to safely use them in the construction of their projects. Topics that will be covered include: basic engine theory, precision measuring (micrometer, vernier calipers), gears/gear ratio/pulleys etc., design and drafting, and engineering theory. Additional projects include building and operating model rockets, designing, building, and operating scale model trebuchets (catapults). This course is open to students in Grades 10, 11 and 12.

### **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 10 - WOODWORK (MWWK-10)**

This course is an introductory course that expands on the wood skills learned in grade 8. Students may build three required projects allowing them to work on every machine in the wood shop. This course is a prerequisite for any student considering Woodwork 11 and 12: Topics covered are machine safety, rabbet joint, dado joint, mitre joint, wood layout, machine operations, sanding and finishing, wood selection, costing and lathe operations. Projects may include a 1929 wooden car, bedside and end tables. This course is open to students in Grades 10, 11 and 12.

### **WOODWORK 11 (MWWK-11)**

This course is an intermediate course that expands on the wood skills learned in Woodwork 10. Students will build two required projects allowing them to work on every machine in the wood shop. The Projects will introduce plywood construction, spline joints, finger joints, cabinet hardware as well as drawer construction. Other topics covered include machine safety, rabbet joint, dado joint, mitre joint, wood layout, machine operations, sanding and finishing, wood selection, costing, drawer construction and lathe operations. Projects may include: a small entertainment cabinet, a coffee table, computer desk and a contract project (designed by student). Recommended prerequisite: ADST 9: Woodwork and Power Technology or Woodwork 10.

### **WOODWORK 12 (MWWK-12)**

This course is an advanced course that expands on the wood skills learned in Carpentry and Joinery 11. The first major project will allow students to

challenge themselves on every machine in the wood shop. The project will introduce advanced plywood construction and other fastening techniques. The second project will be designed by the student and approved by the teacher. This course is a prerequisite for any student considering a career in cabinet making. Students enrolling in this course must be highly motivated and able to work well independently. Topics covered: machine safety, advanced plywood construction, rabbet joints, dado joints, wood layout, machine operations, sanding and finishing, wood selection, tool care, tool sharpening, costing, fasteners, drawer construction and lathe operations. Projects may include: a two pedestal computer desk and a contract project (designed by student). Recommended prerequisite: Woodwork 11

### **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES - DRAFTING 10 - 12 (MTDRF)**

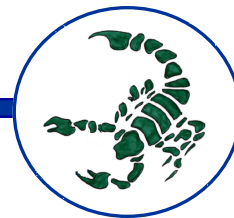
Drafting and Design is a practical course designed to familiarize students with a variety of drafting and design concepts and their applications to the field of technology. Along with this, students will develop a variety of employable skills. Students interested in a career in engineering or any of the manufacturing industries (trades) will find this course extremely valuable. Students will learn to use both conventional and computer aided design (CAD) techniques using state of the art programs from Autodesk (AutoCAD) the industry standard when it comes to drafting and design programs. These programs will be used to create both two and three dimensional designs as well as solve technical problems. Students who enroll in the course for the first time will begin at level 1 and have the opportunity to progress through the next 2 levels in subsequent years. Projects include: exercises in orthographic, pictorial, and perspective drawings, a variety of mechanical and architectural drawings, designing your own personalized logo, designing a house and a 3D creation. This course is open to students in Grades 10, 11, and 12.

Note: Students who excel at this course may have an opportunity to join an CTC (Career Technical Consortium) program, a joint venture between Kwantlen College and the Delta School District that allows students to partake in a first year trade program while still in high school and partially paid for by the district. See the career counselor for more info.

### **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES METALWORK 10—12 (MTMET)**

This is a metal fabrication course designed to teach students a variety of processes and techniques used to fabricate metal artifacts using a variety of tools, machines, and processes. Students will be required to build a variety of minor projects based on their skill level that will focus on all areas of the metal shop. This will lead into the construction of a major

# COURSE PLANNING GUIDE 2025-2026



project either chosen from a list of pre-designed projects or individually designed by the student. Topics covered include: ARC welding, MIG welding, Gas welding (Oxy-Acetylene), brazing, tool identification, fasteners, machine safety, machine operations, sheet metal fabrication, metal cutting and bending techniques, hand tools, precision measurement, and drafting and design. Projects may include: an aluminum scribe, a brass and steel drop punch, a hot plate trivet, various welding samples, a small pewter casting, and a major project (e.g. Mini Chopper, Go-Kart, Outdoor Fire Pit, Coffee Table, individually student designed).

This course is open to students in Grades 10, 11 and 12.

## ENGLISH LANGUAGE ARTS

With the introduction of the revised curriculum, English 10 and English 11 have been diversified to allow for greater student choice and focus. The English 10 course will now contain two modules where all students will focus on composition and their choice of literary studies, new media, or creative writing. For English 11, students will continue to have the choice to focus on literary studies, new media and/or creative writing as full year courses. For English 12, English Studies 12 is a new graduation requirement; Creative Writing 12 is an elective course.

### ENGLISH 8 (MEN--08)

English 8 is designed to develop students' abilities to read, write, speak, and listen. English 8 students refine their writing with attention to the combining and construction of sentences. Paragraph structure is introduced leading to the development of the multi paragraph composition. The steps of the writing process are used in all composition works with increased emphasis on refining the final written product. Spelling, basic grammar and oral language receive continual attention. Literature studies include short stories and novels, emphasizing literary devices, plot, suspense and characterization.

### ENGLISH 9 (MEN--09)

As in grade 8, the communication skills of reading, writing, speaking, and listening are emphasized in English 9. Literature interpretation and appreciation are developed through exposure to increasingly complex stories and novels. Composition is further introduced, requiring multiple paragraphs, with increased attention to structure and style. Informal and formal public speaking, mythology and media studies are also a focus. Throughout, the writing process, critical thinking and attention to elements of grammar are emphasized. Research skills are developed in conjunction with literature studies and public speaking. Recommended Prerequisite: English 8

### ENGLISH 10 - COMPOSITION AND LITERARY STUDIES (MCMPS10/MEFLS10)

In the composition component of the course, students will study, create, and write original texts for a variety of purposes. In this area, students will focus primarily on non-fiction. In the literary studies component of the course, students will study a variety of fiction (novels, short stories, poetry, and drama). Literary studies will also include literary analysis and writing. Recommended Prerequisite: English 9

### ENGLISH 10 - COMPOSITION AND CREATIVE WRITING (MCMPS10/MEFWR10)

In the composition component of the course, students will study, create, and write original texts for a variety of purposes. In this area, students will focus primarily on non-fiction. In the creative writing component of the course, students will explore personal and cultural identities, memories, and stories in a wide range of genres. Students will work independently and collaboratively to develop and write a variety of texts. Recommended Prerequisite: English 9

### ENGLISH 10 - COMPOSITION AND NEW MEDIA (MCMPS10/MNMD10)

In the composition component of the course, students will study, create, and write original texts for a variety of purposes. In this area, students will focus primarily on non-fiction. In the new media component of the course, students will examine the changing roles and responsibilities in digital and print media. Students will study and write for a variety of purposes, which may include journalism, blogging, and podcasting. Recommended Prerequisite: English 9

### ENGLISH FIRST PEOPLES LITERARY STUDIES + NEW MEDIA 11 (MELMN11)

Reinforces the development of strong communication skills in both writing and speaking as well as the development of critical thinking skills. In this course, students will study a variety of fiction and non-fiction composed by a range of Indigenous authors from BC, Canada and the world. The new media component of the course may include the study of television, film, graphic novels, and podcasts; the literary studies component of the course may include the study of oral stories, short stories, novels, poems, and plays. Recommended Prerequisite: English 10 \* **Note: this course may be taken at grade 11 to meet both the English Language Arts 11 requirement and the Indigenous focus graduation requirement.** It may also be taken at the grade 12 level as an elective course that meets the new Indigenous focus graduation requirement.

### ENGLISH 11 – CREATIVE WRITING (MCTWR11)

English 11 continues to reinforce the development of strong communication skills in both writing and speaking as well as the development of critical thinking skills. Creative Writing 11 is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and strengthen their skills through writing and design processes. Recommended: Prerequisite: English 10

### ENGLISH 11 – NEW MEDIA (MNMD-11)

English 11 continues to reinforce the development of strong communication skills in both writing and speaking as well as the development of critical thinking skills. New Media 11 is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. New Media 11 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media. Recommended Prerequisite: English 10

### ENGLISH STUDIES 12 (MENST12)

#### Graduation Requirement

English Studies 12 is a required course that provides students with opportunities to refine their ability to communicate effectively in a variety of contexts, think critically and creatively about the uses of language, deepen their understanding of themselves and others in a changing world, gain insight into the diverse factors that shape identity, and appreciate the importance of self-representation through text. In this course students will study a variety of fiction and non-fiction texts that reflect diverse worldviews, and students will write in narrative, descriptive, expository, persuasive, and literary forms. There is no longer a provincial exam for this course. Recommended Prerequisite: English 11

### CREATIVE WRITING 12 (MCTWR12)

Creative Writing 12 is a creative writing elective designed for students who have a flair and passion for writing. Students will have opportunities to develop writing skills in a variety of genres including short stories, poetry, letters, articles, reviews, dialogues, plays, children's stories, scripts,

# COURSE PLANNING GUIDE 2025-2026



storyboards and essays. Students will also write daily journals to help record their personal ideas and insights. The course will develop students' individual writing styles. To increase students' awareness of the publishing process, information will also be offered on the broader writing community. Recommended Prerequisite: English Language Arts 10 or English Language Arts 11

## FINE ARTS

### ARTS 8 (FA200-MAE-08)

Art 8 is a three component course consisting of Visual Art, Dram and Music. Each component will consist of one school term.

In the Visual Art component, students study a variety of art-making methods, including drawing, painting, printmaking, and sculpture. A number of sketchbook assignments enable students to develop their skills and explore their creativity.

In the Drama component, students will create dramatic works collaboratively and individually using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Students will be introduced to the dramatic elements of character, time, place, plot, tension, mood, focus, contrast, and balance, utilizing a variety of dramatic forms including mime, tableau, improvisation, story theatre, script work and digital forms. Relationships between identity, place, culture, society and belonging will be explored.

When there is a music component, students will explore music in a variety of ways and discover what music is about at Sands. Students will develop melodic and performance skills by playing wind instruments and/or string instruments (provided by the school), rhythm skills in a percussion ensemble, and listening skills focusing on the music they listen to.

## MUSIC

### SANDS MUSIC PROGRAM

**"Music washes away from the soul the dust of everyday life."**

Students in the Sands Music Department develop their skills and appreciation so that music will play a part in their lives no matter what their chosen career. Music students of all levels participate in rehearsals, performances, festivals and tours

throughout the year. Students improve their practical and theoretical musical skills, and gain an appreciation of music from all ages, cultures and genres, through their performances. In the music department we encourage a community of cooperation and responsibility, which is a necessary foundation to a successful and cohesive ensemble.

### ARTS 8: BEGINNER CONCERT BAND (MMU--08-BA)

This course is open to all students who want to be in band. Students will learn basic theory and listening skills. Music students will be evaluated in the areas of performance (playing/singing tests, participation in concerts), theory (written tests, listening skills), and personal responsibility (regular practice, attendance at concert band rehearsals, preparation of music).

### MUSIC 9: BEGINNER AND INTERMEDIATE CONCERT BAND (MMU--09)

This course is open to all students in Grade 9 interested in playing in the Concert Band. Students who have taken band in elementary school or Concert Band 8 are all welcome to take this course. Beginning students will learn a band instrument, and be taught basic theory and listening skills. Intermediate students will continue to develop their musical skills and learn more challenging music. Music students will be evaluated in the areas of performance (playing/singing tests, participation in concerts), theory (written tests, listening skills), and responsibility (regular practice, attendance at concert band rehearsals, preparation of music).

### INSTRUMENTAL MUSIC 10: CONCERT BAND (MMUCB10), CONCERT BAND 11 (MIMCB11), & CONCERT BAND 12 (MIMCB12)

The focus at this level is on refining skills learned in Concert Band 8 and 9, developing knowledge and skills in the areas of musical interpretations and style, and performance of difficult music. Students in this course must be members of the Sands Wind Ensemble and take active leadership roles within the ensemble and the department. Music students will be evaluated in the areas of performance (playing/singing tests, participation in concerts), theory (written tests, listening skills), and personal responsibility (regular practice, attendance at rehearsals, preparation of music).

### MUSIC 9: JAZZ BAND (MMU--09),

### INSTRUMENTAL MUSIC 10 - 12 JAZZ BAND (MUJB10/MUJB11/MUJB12)

This course is for students who wish to play jazz. This course focuses on the basic jazz styles (swing, Latin, ballad, funk) and the development of improvisation. The class is open to all wind instruments and rhythm section consisting of Electric Guitar, Electric Bass, Piano and Drums. It is recommended that the equivalent grade of Concert Band be taken concurrently or that the student receive permission of the instructor.

### MUSIC 9: GUITAR (MMU--09GUI)

This is an introductory course for Grade 9 students who want to learn to play the guitar. Guitar Ensemble is a course designed to teach students to play guitar in a school band setting. Students will explore a variety of different guitars from Nylon string and Steel stringed acoustics. The students will study and perform a literature of all styles – from classical, movie, Broadway, to pop scores. All students are evaluated on their participation in class and preparation for performance tests. Proper playing techniques and the basics of music theory will be studied through a variety of music including reading music basic chord knowledge, and reading guitar tablature. Guitars will be provided for classroom use however it is recommended that students have their own guitar for home practice.

### INSTRUMENTAL MUSIC 10/11: GUITAR (MU410/MU510-MUGT)

This course is for Grade 10, 11, and 12 students who want to learn to play the acoustic/electric guitar or bass. A fundamental understanding of basic reading skills and chord charts will be studied. A variety of styles will be explored and performed from blues, rock, pop, Motown, reggae, and country. There will be opportunities for performance. Some instruments will be provided for classroom use however it is recommended that students have their own instrument for home practice.

### INSTRUMENTAL MUSIC 12: GUITAR (MIMG11/MIMG12)

This course is an extension of Guitar 11 and available to students in Grades 11, and 12 and is designed for students who have completed at least one year of Beginner/ Intermediate guitar or can show by audition, proficiency on their instrument. Proper playing techniques and music theory will continue to be studied through a variety of music. Further instruction will be given in band etiquette, instrument role, dynamics and showmanship. Students will be given the opportunity to participate in performances throughout the year if they wish. There will be opportunities for recording. Some instruments will be provided for classroom use however it is recommended that students have their own instrument for home practice.

### MUSIC 9: CHOIR (MMUC-09), CHORAL MUSIC 10 (MU430), CHORAL MUSIC 11 (MU530), & CHORAL MUSIC 12 (MU630-MUCC)

This course is for all students interested in choral singing. No musical experience is necessary. Students will learn choral singing technique—vocal production, lyric diction, basic music theory and sight singing, and develop knowledge in musical

# COURSE PLANNING GUIDE 2025-2026



interpretation and style. The group will sing a variety of traditional choral music in a variety of languages, but may also include jazz, folk, and pop. Music students will be evaluated in the areas of performance (playing/singing tests, participation in concerts), theory (written tests, listening skills), and personal responsibility (regular practice, attendance at rehearsals, preparation of music). Students with the ability to play piano are also welcome to receive course credit as accompanist for the ensemble.

## THEATRE

### SANDS THEATRE PROGRAM

Drama offers students a dynamic way of exploring one's identity and sense of belonging. Growth as an artist, requires risk taking, perseverance, resilience, and reflection. Drama students will have opportunities to develop creativity, innovation, and collaboration. Drama is an ensemble (group) process towards the creation and performance of meaningful original and/or scripted stories.

### ARTS 9: DRAMA (MDR--09)

This course builds on the Arts 8:Drama course, with a focus on developing movement skills, voice, dynamics, self confidence, communication and collaboration. Students will explore a variety of dramatic forms – mime, tableau, improvisation, story theatre, script work and integrated digital forms. Relationships between identity, place, culture, society and belonging will be explored. They will be expected to apply the elements of drama and theatre (focus, tension, contrast and balance) to all their work.

### DRAMA 10 (MDRM10)

Drama 10 is intended to broaden the student's theatrical experience as performer, spectator, and critic. In this course students will communicate ideas, emotions, and perspectives through movement, sound, imagery and language. Through active participation in drama students will create personal and cultural connections and reveal insights into the human experience. Participation in productions outside of class time is optional, although encouraged. It is expected that students will have a genuine interest in all aspects of theatre.

### DRAMA 11 - (MDRM11)

This course will help students develop their acting skills and will provide opportunities for students to present student created and scripted material to a variety of audiences. Students will be expected to present work using a variety of dramatic forms. Involvement in at least one extra-curricular production, either as performer, stage crew, or promoter is encouraged. It is expected that students will have a genuine interest in all aspects of theatre. Recommended prerequisite: Drama 10 or permission of the instructor.

### THEATRE COMPANY 10/11/12

#### (MDRTC10, MDRTC11, MDRTC12 )

This is a performance and production based after school course which will be offered as a "block X". Open to students who are interested in ACTING or TECHNICAL THEATRE. All students interested in acting will be cast. Anyone interested in learning to build sets, costumes, props, or run sound and lights can focus on their areas of interest. Theatre Company tech students will also help with tech for various school events like assemblies. Growth as a Theatre Company requires perseverance, collaboration, and commitment. Students need to be able to commit to all after school rehearsals and an occasional Saturday rehearsal.

### DRAMA 12 (MDRM12)

Drama 12 focuses on drama as a performance art. By participating in formal and informal performances in a variety of settings, students gain confidence, self-esteem, and a sense of commitment. Theatre Performance is collaborative in nature. Students will learn the skills and attitudes necessary to work within a performance group, including teamwork, adaptability, support and leadership. As in Drama 11, students are encouraged to be involved in the extra-curricular productions, either as performer, stage crew, or promoter. It is expected that students will have a genuine interest in all aspects of theatre. Recommended prerequisite: Drama 11 or permission of the instructor.

## VISUAL ARTS

### ART 9 - VISUAL ARTS (MVA- -09)

Visual Art 9 is a year-long course which builds on some of the art-making methods and processes introduced in Fine Arts 8. This course also gives students the opportunity to broaden their art-making experiences by exploring drawing, painting, printmaking, ceramics, and sculpture more thoroughly to create images that are personally relevant. Students will deepen their understanding of creative image development and pursue emerging technical proficiency with a variety of materials. Students will also practice particular skills and explore visual concepts through an assortment of teacher-directed and self-directed sketchbook assignments.

### VISUAL ART 10 (MVAST10)

Visual Art 10 is a course which encourages students to advance their visual creativity and to further develop their intermediate technical proficiency. This is achieved through continued practice and experimentation with a variety of materials and processes, including drawing, collage, painting, printmaking, ceramics, and sculpture. Students will have opportunities to pursue their own areas of

strength and to create images that are both complex and personally relevant. Students will also practice particular skills and explore visual concepts through an assortment of teacher-directed and self-directed sketchbook assignments.

### ART STUDIO 11 (MVAST11)

Art Studio 11 is a course which is appropriate for both those students who are relatively new to visual art and those who are experienced in this area of study. The course provides challenges and rewarding learning experiences for not only those students with a strong art background, but also for those who are somewhat new to art but who are interested in exploring their creative potential. Students will advance their technical proficiency, creativity, conceptual and compositional skills while exploring personal ideas and imagery through an assortment of materials and processes, including drawing, painting, printmaking, and ceramics. Students will also practice particular skills and explore visual concepts through an assortment of teacher-directed and self-directed sketchbook assignments. Recommended prerequisite: Visual Art

### ART STUDIO 12 (MVAST12)

Art Studio 12 is a course which provides students the opportunities to build on their experiences in Art Studio 11 by pursuing advanced technical proficiency and delving deeper into the creative process. This is achieved through working with a variety of two-dimensional and three-dimensional materials and processes. In developing a body of artwork, students will be encouraged to personalize their learning through creating projects which are both thematic and technical, and which utilize personally relevant imagery and concepts. Students will also practice particular skills and explore visual concepts through an assortment of teacher-directed and self-directed sketchbook assignments.

### PRE-AP ART and DESIGN 11 (MVAST11-AP)

This course is the first half of a two-year program of studies designed to satisfy the portfolio submission requirements of the AP College Board for AP Art and Design. It is a rigorous course aimed at the student who has a particular interest or passion for the visual arts. Students will have the opportunity to visually and conceptually develop a theme or topic of their choice (Sustained Investigation). Students will develop and apply a deeper understanding of the elements of art and principles of design. In creating a volume of work which explores their chosen theme or topic, emphasis will be placed on students experimenting, revising their work, engaging with assorted materials and processes, and developing their concept. Group critiques will be scheduled at regular intervals and student participation in these is essential. Note: students will be responsible for the cost of their AP portfolio evaluation (\$130.00 Cdn). Recommended

# COURSE PLANNING GUIDE 2025-2026



prerequisite:

course fee of \$25.00

## **ADVANCED PLACEMENT ART and DESIGN 12(ASAD-12/A2DP-12)**

This course is the continuation and completion of a two-year program of studies designed to satisfy the portfolio submission requirements of the AP College Board for AP Art and Design. It is a rigorous course intended for students who have completed Pre-AP Art and Design 11 and who intend to complete the volume of work (Sustained Investigation) required for portfolio submission to the AP College Board. Students are expected to demonstrate an advanced understanding of the elements of art and principles of design while exploring their chosen theme or topic. Emphasis will be placed experimentation, revision of work, engagement with assorted materials and processes, and development of concept. Group critiques will be scheduled at regular intervals and student participation in these is essential. Note: Successful portfolio evaluation from the AP College Board may provide students with credit for a 3-credit first-year post-secondary course at an institution which recognizes the AP program. Recommended prerequisite: Pre-AP Art and Design 11

## **MEDIA ARTS**

### **MEDIA ARTS 10/11 (MVAM10/MVAMT11)**

Students will learn Photography (composition, basic and advanced camera modes), Editing (Photoshop and Lightroom, to edit photos, manipulate them), Graphic Design (using Illustrator for Digital art, creating sticker and t shirt designs), and Video (planning, filming, and editing short movies and animations). Response to and analysis of other people's media is also involved through discussion. Students will be expected to work on projects independently and in groups. Access to your own camera is not required. For printing photos, making a magazine, stickers and a tshirt, there is a course for of \$30.00

### **PHOTOGRAPHY 11/12 (MVAPH11/MVAPH)**

No camera or previous experience is required. The course will review and expand on the basics of photography composition and editing (using Adobe Lightroom and Photoshop), and then work on more creative projects including communicating a message in their images and learning the style of professional photographers. Students will learn how to use a dslr camera, studio lighting and other special equipment. There is an emphasis on creativity, experimentation, and thoughtfulness. Students taking Photography for the second year will find many projects will change year to year so they can learn new things. Students will need to be able to work well independently, and be able to handle greater responsibility to complete assignments on their own. Students will print and display some of their work, including a large dry mounted print and a class magazine, so there is a

## **FILM AND TV 11/12 (AR540-DFT/AR640-DFT)**

Students will learn and practice all aspects of film productions, including cinematography, lighting, directing, screenwriting, sound recording, editing, effects, and pre-production. Students must be self-motivated and are expected to write and direct their own films, as well as happily perform a variety of jobs on set on other students' films, including acting. They must be able to work effectively with others, to direct their own sets and work under other directors. Students who have already taken Film 11 will continue to further develop their skills in Film 12 with some higher expectations, and are expected to take more of a guiding and leadership role to the other students.

## **YEARBOOK 10-12 (MGRPR11)**

Yearbook runs like a company: there are jobs for graphic designers, photographers, editors, journalists, marketers, organizers, business people, encouragers, and layout artists. Most students will learn and do a variety of tasks. Yearbookers will work independently, in small teams, and as part of the entire group. Being reliable, creative, and friendly are highly valued. Students will develop skills around time management communication creative problem solving, working with others, giving and receiving criticism, reflection, responsibility to a group, and contribution to the school. Students will develop numerous pieces of work, reflect on their work and the work of others in order to offer suggestions. With an important project to the school at stake and deadlines with financial penalties, students must be organized self directed and possess a strong work ethic to be successful. An application form will be available in April. Second and Third year yearbookers are expected to take a leadership role, especially in mentoring the new yearbook students. They will have opportunities to apply to be an Editor in Charge of a particular area or skill. The leadership team will be involved in planning and running the Yearbook class. Students will examine other yearbooks (including past Sand's yearbooks) to suggest improvements and identify successful components. They will seek inspiration and ideas for theme and design elements, and guide the implementation to produce an impressive and unified product.

## **LANGUAGES**

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

This course will introduce students to the French language. Students will learn the basic, practical vocabulary and language structures needed to function in a variety of real life situations. Students will develop their communication skills with the goal of expressing themselves and talking about the

world around us in French. Students will listen and view with intent, and participate actively in reciprocal interactions. Using creative works students will experience culture and will work to deepen their understanding of French Culture as well as our own.

### **FRENCH 9 (MFR--09)**

The ability to communicate in both of Canada's official languages can have many benefits. Acquiring French provides opportunities to explore our own cultural identity from a new perspective. Students will use Francophone creative works to explore Francophone culture. Students will continue to listen and view with intent to strengthen their understanding of French, will participate in meaningful conversations about things that are important to us in French, and students will participate in story telling to interpret and share knowledge, thought and feelings. Ongoing attention to language structure will enable students to express themselves and communicate with greater confidence. Recommended prerequisite: French 8

### **SPANISH 9 (MSP--09)**

Spanish is one of the most widely spoken languages in the world, used by approximately 340 million people. It is a valuable skill, useful for travel, employment, business and academic opportunities. Spanish 9 emphasizes communication and offers an introduction to the language and cultures of the Spanish-speaking world. Students will learn the basic, practical vocabulary and language structures needed to function in a variety of real life situations. Language skills are learned using themes such as school, relationships, parties, sightseeing and family and travel. Get ready to make pinatas, to hear Spanish rap songs and to make delicious tacos.

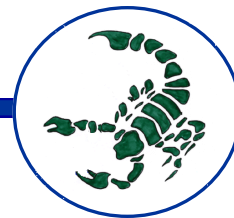
### **FRENCH 10 (MFR--10)**

French 10 gives students an opportunity to broaden their knowledge of French language and culture. As in French 9, students will continue to improve their communication skills with a goal of engaging in short conversations. Students will express themselves with growing fluency orally and in writing. An emphasis will be placed on vocabulary acquisition as well as using the past, present and future tenses. As students acquire the French language, new opportunities to appreciate and value creative works and cultural diversity arise. Recommended Prerequisite: French 9

### **SPANISH 10 (MSP--10)**

Spanish 10 builds on the vocabulary, verb forms and language structures learned in Spanish 9. A variety

# COURSE PLANNING GUIDE 2025-2026



of useful verb tenses are introduced and practiced, particularly in the contexts of travel, shopping, sports, restaurants, and the family. Students will broaden their understanding of the cultures and lifestyles of both Latin America and Spain. Communication continues to be the focus in Spanish 10. Written exercises, listening practice, conversation and several small projects are used to learn and reinforce new knowledge. Get ready to engage with Spanish artists such as Gaudi and Frida Kahlo. Be prepared to engage in interesting and useful cultural projects such as examining the life of Spanish speaking musicians, rap artists and actors. Get ready to try some Spanish cuisine!

## **FRENCH 11 (MFR--11)**

French 11 gives students an opportunity to broaden their knowledge of French language and culture. This course builds on the communication skills (listening, speaking, reading and writing) from previous years. Course content is delivered through theme-based lessons using the communicative approach. Cultural aspects of the francophone world recur throughout the themes. The study of grammatical structures is linked to the various themes. This course will prepare students to pursue French 12 the following year. Recommended prerequisite: French 10

## **INTRODUCTORY SPANISH 11 (MBSP11)**

This course is for grades 10-12 students who are interested in taking a second language but haven't had the opportunity to take it in previous years. This is a blend of Spanish 9 and 10, so it is an exciting and fast paced course. Students who pass Beginners Spanish 11 can take Spanish 11 the following year, which gives them the opportunity to further learn Spanish in a fun and engaging classroom setting. In Introductory Spanish 11 students learn basic communication skills, learn to read and write in Spanish and learn about the different cultures that exist in over 21 Spanish speaking countries of the world. You will learn to communicate in Spanish on a variety of themes such as shopping, food, travel, and other interesting themes. Students will listen to Spanish music, sample Spanish food and learn basic vocabulary.

## **SPANISH 11 (MSP--11)**

Spanish 11 is based on the skills introduced in Spanish 9 and 10. Students will develop their listening, speaking, reading and writing skills to a higher level in preparation for Spanish 12. New verb tenses, grammar points and vocabulary will be presented through a variety of themes that will expand the students' communication abilities. Students can expect to do written and oral exercises as well as fun and engaging cultural projects. and The cultures of the Spanish-speaking world will continue to be explored through readings, films, short stories, and music. Students whose first language is Spanish are encouraged to challenge this course. Recommended prerequisite: Spanish 10

## **FRENCH 12 (MFR--12)**

This course emphasizes building on structures and vocabulary learned in the previous grades. Oral and written communication is of primary importance. New vocabulary and grammar serve mainly to make communication clearer and more interesting. Francophone culture from around the world is examined through literature, music, films, projects, skits, and presentations. Class activities include ongoing quizzes and tests, short compositions, both oral and aural work, varied reading comprehension and grammar as it relates to composition and oral expression. Recommended prerequisite: French 11

## **SPANISH 12 (MSP--12)**

Spanish 12 emphasizes building on the grammatical structures, vocabulary and verb tenses learned in Spanish 9-11. Development of higher levels of written and oral communication is a priority. New grammar and vocabulary serve to make communication clearer, more detailed, and more interesting. Course work continues to be presented through thematic units that further develop understanding of the diverse cultures of the Spanish-speaking world. Students can expect to use written, oral exercises, short compositions, projects, films, literature, music and other cultural opportunities to master the course material. Recommended prerequisite: Spanish 11

## **MATHEMATICS**

Each pathway is designed to provide students with the mathematical understandings, rigour and critical-thinking skills that have been identified for specific post-secondary programs of study and for direct entry into the work force. When choosing a pathway, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year. Please note:

In order to maintain all career possibilities, students may choose to select more than one Mathematics course.

### **Workplace Mathematics**

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

### **Foundations of Mathematics**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the field of theoretical calculus. Topics in this pathway include

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

### **Pre-Calculus**

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

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

This course provides students with all the Mathematics skills necessary to fulfill all potential post-secondary pathways; university, college, apprenticeship, or work. Topics include: perfect squares and square roots, percentages, ratios, rate, multiplication and division of fractions and integers, graphing and solving linear equations, the Pythagorean Theorem, 3-D objects, surface area, volume, financial literacy, logic, data analysis and probability.

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

Mathematics 9 covers topics which allow students to choose Workplace Mathematics 10 or Foundations & Pre-Calculus Mathematics 10. Topics include: powers, linear relations, graphing, linear equations, polynomial operations, similar figures, spatial reasoning and logic, order of operations, financial literacy, statistics and probability. Recommended prerequisite: Mathematics 8

### **WORKPLACE MATHEMATICS 10 (MWP10 -10)**

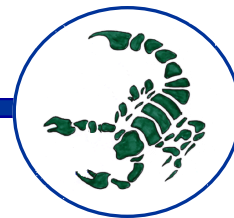
This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include: puzzles and games, Imperial & Metric measurement, graphing, trigonometry, surface area and volume, angle geometry, central tendency, experimental probability, financial literacy.

### **FOUNDATIONS OF MATHEMATICS AND PRE-CALCULUS 10 (MFMP10)**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the field of theoretical calculus. Topics include: operations on powers with integral exponents, relationships among data, graphs, and situations, linear relations, including slope and equations of lines, solving systems of linear equations, multiplication of polynomial expressions, polynomial factoring, primary trigonometric ratios, experimental probability, financial literacy: gross and net pay. Recommended prerequisite: Mathematics 9



# COURSE PLANNING GUIDE 2025-2026



## PLEASE NOTE:

A MATH 11 COURSE IS REQUIRED FOR GRADUATION. MANY UNIVERSITIES REQUIRE FOUNDATIONS OF MATH 12 FOR GENERAL ADMISSION, AND PRE-CALCULUS 12 FOR UNIVERSITY SCIENCE & MATH PROGRAMS.

## WORKPLACE MATHEMATICS 11 (MWPM11)

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include Surface Area, Volume, Scale Diagrams, Personal Budgets, Interest Rates, and Data Analysis.

## FOUNDATIONS OF MATHEMATICS 11 (MA500-MFOM11)

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the field of theoretical calculus. Topics include Proportional Reasoning, Angle Geometry, Deductive & Inductive Reasoning, Quadratic Functions, Linear Inequalities, and Statistics. Recommended prerequisite: Foundations of Mathematics 10

## PRE - CALCULUS 11 (MA501-MPREC11)

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include Radicals, Absolute Value, Rational Expressions, Trigonometry, Factoring, Quadratic Functions, Linear Systems, Inequalities, Sequences and Series. Recommended prerequisite: Foundations of Math 10

## FOUNDATIONS OF MATHEMATICS 12 (MFOM12)

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the field of theoretical calculus. Topics include Financial Mathematics, Logic & Reasoning, Set Theory, Polynomial Functions, Exponential Functions, Permutations & Combinations, Probability, and Statistics. Recommended prerequisite: Foundations of Mathematics 11 or Pre-Calculus 11

## PRE - CALCULUS 12 (MPREC12)

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include Transformations of Functions, Polynomial Functions, Trigonometric Functions, Exponential & Logarithmic Functions, Permutations and Combinations. Recommended prerequisite: Pre-Calculus 11

## CALCULUS 12 (MCALC12)

This course is intended for very capable students who plan to continue mathematics at the post-secondary level. It provides a foundation for students planning to take any university or college courses involving calculus. Major topics include limits, differentiation, applications of derivatives, anti-differentiation and transcendental functions. Recommended prerequisite: Pre-Calculus 11 and Pre-Calculus 12 or Pre-Calculus 11 and a recommendation of your teacher. Calculus 12 can be taken concurrently with Pre-Calculus 12

## PHYSICAL EDUCATION

Physical Education classes, all students are required to wear a T-shirt/sweat shirt, shorts/sweat pants, socks, and running shoes that have laces and provide proper arch and lateral support. Students should also have an extra lock to be used to secure their belongings in a gym locker while participating in P.E. or other athletic activities.

## PHYSICAL AND HEALTH EDUCATION 8 (MPHE-08)

Physical Education 8 is an activity-oriented course that will expose students to a variety of activities that will stress participation, promote skill development and improve knowledge and fitness. This required course will include both team and individual sports. While Badminton, Basketball and Volleyball are the constant units in Grade 8, other units may include Active Health, Gymnastics, Wrestling, Field Hockey, Floor Hockey, Football, Minor Games, Rugby, Soccer and Softball.

## PHYSICAL AND HEALTH EDUCATION 9 (MPHE-09)

Physical Education 9 will review activities taught in Physical Education 8. While participation remains very important, this course will promote greater skill development and improve knowledge and fitness. This required course includes both team and individual sports. Generally, Badminton, Basketball and Volleyball are the constant units in Grade 9. Other units may include Active Health, Dance (girls), Golf, Gymnastics, Wrestling, Field Hockey, Floor Hockey, Football, Lacrosse, Minor Games, Rugby, Soccer and Softball.

## PHYSICAL AND HEALTH EDUCATION 10 (MPHED10)

This course will review activities taught in Physical Education 9 while promoting participation, developing skills, improving fitness and knowledge and encouraging physical activity as a lifelong pursuit. Physical Education includes both team and individual sports. While Basketball and Volleyball are the constant units in Grade 10, other units may include Aerobics, Active Health, Badminton, Dance, Golf, Gymnastics, Tennis, Wrestling, Field Hockey,

Floor Hockey, Football, Lacrosse, Minor Games, Rugby, Soccer and Softball.

## PHYSICAL AND HEALTH EDUCATION 10 LEADERSHIP (MPHED10)

This co-ed Leadership course focuses on teaching students to be leaders in the area of recreation and requires students to help organize and run the school's intramural program and the elementary school tournaments. Since service hours are mandatory, students may also be trained to become minor officials, referees, scorers and timekeepers for extra-curricular activities. Participation in some school-wide events is also mandatory. While students will participate in some of the same activities as the regular Physical Education 10 classes, other activities such as racquetball, squash, rock-climbing, hiking, bowling, curling, golf and ice-skating may be available. Students are selected on the basis of leadership skills, attitude, participation and skill level. Please see a Counsellor for more details.

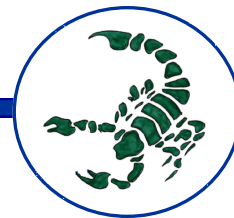
## PHYSICAL AND HEALTH EDUCATION 10/11/12 FIT FOR LIFE – ENHANCED (MACLV11/MACLV12)

The emphasis of this course is to provide a non-competitive environment where girls+, female identifying students and non binary students will be excited about being physically active and pursuing a healthy lifestyle. Health Education focusing on food selection, preparation and nutrition, first aid, sexual health and the importance of rest and balance in one's life will be covered. This course will expose students to a variety of sports, games and recreational activities that many have not had a chance to participate in before such as: Yoga, Step Classes, Pilates, Weight Training, Spinning Classes, Aqua Fit, Skating, etc. A course fee will be required to pay for activities that will take place in recreational establishments throughout the lower mainland and students will mostly be walking to community facilities however they will be responsible for their own transportation to facilities outside of walking distances.

## ACTIVE LIVING 11 (FORMERLY PE 11) (MACLV11)

Active Living 11 is a co-ed class that will promote participation, develop skills, improve fitness and knowledge and encourage physical activity as a lifelong pursuit. This elective course will include both team and individual sports. Units may include Aerobics, Active Health, Badminton, Basketball, European Handball, Dance, Golf, Gymnastics, Tennis, Wrestling, Field Hockey, Floor Hockey, Football, Lacrosse, Minor Games, Rugby, Soccer, Volleyball and Softball. This class may participate in some optional field trips such as rockclimbing, bowling, curling, golf and iceskating. Students will also be involved in some extracurricular school leadership programs.

# COURSE PLANNING GUIDE 2025-2026



## ACTIVE LIVING 12 (MACLV12)

Physical Education 12 is a co-ed class that will enable all students to enhance their quality of life through a variety of team and individual sports and recreational activities. Units may include Aerobics, Active Health, Badminton, Basketball, European Handball, Dance, Golf, Gymnastics, Tennis, Wrestling, Field Hockey, Floor Hockey, Football, Lacrosse, Minor Games, Rugby, Soccer, Volleyball and Softball. This class may participate in some field trips such as rock-climbing, bowling, curling, snowshoeing, skiing, camping, golf and iceskating. Students may also be involved in extracurricular school leadership programs.

## PHYSICAL AND HEALTH EDUCATION 11/12

**STRENGTH TRAINING** This course is suited for individuals who are highly motivated and able to work independently. Students will learn how to use weight training equipment in a safe and effective manner. Students will be required to keep a training log dedicated to their health and fitness goals. Students will be required to learn basic anatomy and physiology theory (for example bones, muscles, movement patterns). A variety of training methods will be incorporated. Students will learn how to plan and implement their own weight lifting program. Students may also participate in team and individual activities throughout the year.

**PHE Soccer Class** P.H.E. soccer is designed for soccer players who wish to participate in a soccer focused Physical Health Education environment. The class will focus on individual skill development, strength and conditioning and optimal nutrition habits for soccer players. . In addition, students will learn strategies and techniques to enhance motivation, confidence and love of soccer. Class locations will include Mackie turf, Sands grass , and Sungod Recreation Centre. There is no fee to join the class, however there will be an option to purchase uniforms, in addition to optional field trip opportunities off campus.

**PHE Volleyball** This course includes the examination of core volleyball skills, offensive and defensive strategies, positional play and systems of play used at all levels of volleyball (amateur, club, collegiate, and professional). Students will study current international volleyball trends in strategy and play. The course will follow the LTAD (Long Term Athlete Development) model set out by Volleyball Canada to ensure the safety and appropriate development of young athletes. Students will apply principles and theories through various aspects of team play and individual play on the volleyball court.

**AQUATICS ACTIVE LIVING** This course is a collaboration between the Delta School District and Delta Parks and Recreation and is designed to provide students with an opportunity to receive Active Living 11 or 12 credits as well as four (4) certificates: Canadian Red Cross Standard First Aid

with CPR-C, Lifesaving Society Bronze Medallion, Lifesaving Society Bronze Cross, and Lifesaving Society Swim and Lifesaving Instructor. These certificates qualify students to apply to the City of Delta for the Aquatics Instructor position. Furthermore, candidates will achieve the prerequisites to enroll in the National Lifeguard certification course to become a lifeguard. Interested students are required to complete an application and must have Swim for Life: Swimmer 6 or will be required to undergo a swimming assessment.

## SCIENCE

**SCIENCE 8 (MSC--08)** Science 8 focuses on science to the real world and giving students an appreciation of how it may affect their lives. Students will study how life processes are performed at the cellular level, the behaviour of matter that can be explained by the kinetic molecular theory and atomic theory, energy can be transferred as a particle and as a wave, and the theory of plate tectonics is the theory that explains Earth's geological processes. Learning is both an individual and social process. The course includes activities such as laboratory experiments, library projects, class presentations, cooperative learning, and a dissection. A strong emphasis is placed on concept development and thinking skills. Students learn how to apply scientific skills such as observation and data collection, and use analysis to classify and see relationships in their data. In addition, students are taught about the importance of safety in the science lab.

## SCIENCE 9 (MSC--09)

Science 9 is designed to give students a continued appreciation for the nature of Science and how it is relevant to their lives. There is a focus on skill development and thinking abilities. Students study reproduction and genetics in biology, atoms and elements and characteristics of electricity in physical science, and the deep connections between energy and biomes and nutrient cycles on Earth. This course includes activities such as laboratory experiments, library projects, poster and class presentations. There is a continued emphasis on the scientific skills of observation, data collection and the subsequent analysis of this data. As in Science 8, there is a further emphasis on safety in the science lab. Recommended prerequisite: Science 8

## SCIENCE 10 (MSC--10)

The Science 10 program continues with the understanding that learners construct their scientific knowledge and ideas as a result of personal experience and through social interactions. The content of Science 10 is built around four big ideas in the disciplines of biology (genes are the foundation of diversity in living

things), chemistry (chemical processes require energy change as atoms are rearranged), physics (energy is conserved and its transformation can affect living things and the environment), and earth science (the formation of the universe can be explained by the big bang theory). There is focus on skill development, critical thinking ability, and safety in the science lab. Prerequisite: Science 9

## CHEMISTRY 11 (MCH--11)

Chemistry 11 is a challenging introductory course that involves the study of green chemistry, chemical reactions, the mole concept, solution chemistry, atomic theory, stoichiometry and organic chemistry. There is a strong focus on the understanding of concepts and applying these to problem solving. Recommended prerequisite: Strong grade in Foundations of Mathematics 10 and Science 10 .

## CHEMISTRY 12 (MCH--12)

Chemistry 12 builds on the skills and knowledge acquired in Chemistry 11. This specialized course involves understanding the mechanisms of a chemical reaction and applying that understanding to problem solving. The areas of study in Chemistry 12 are reaction kinetics, dynamic equilibrium, solubility equilibrium, acids, bases and salts and electrochemistry. Recommended prerequisite: Chemistry 11&Pre-Calc11

## PHYSICS 11 (MPH--11)

This is a high level science course dealing with motion, force, energy, electric current and waves. This course is for those with an established ability to manipulate algebraic equations and who wish to learn the mechanics that make the world work. Recommended: Mathematics 10 and Science 10

## PHYSICS 12 (MPH- -12)

This is a high level science course continuing on from the prerequisite of Physics 11 and dealing with the measures of motion, both linear and circular, forces and energy interactions within fields, and how momentum is conserved within a closed and isolated system. This course deals with an elemental of suspended logic and relies heavily on a students' ability to theorize the analogical system. It is recommended that students have a strong background with manipulating algebra. Recommended prerequisite Pre-Calculus 11 and Physics 11

## LIFE SCIENCES 11 (MLFSC11)

This is an intensive course that focuses on life, introducing the levels of organization, and the characteristics of living organisms. There is an emphasis on microbiology, evolution, plant and animal biology and ecology. This course involves a study of the domains and kingdoms of living things

# COURSE PLANNING GUIDE 2025-2026



with special importance given to classification and the application of biological terms and concepts. Recommended prerequisite: Science 10.

## **ANATOMY AND PHYSIOLOGY 12 (MATPH12)**

This course focuses on human biology. Homeostasis is the general theme, in order to understand how the internal balance of the body is maintained. The systems of the body are studied in detail, including biochemistry at the cellular level. Some of the topics covered are DNA, cellular processes, digestion, circulation, respiration and reproduction. Students are required to learn and apply a considerable amount of course material related to biological terms and concepts. Important skills such as reading, note-taking, memorizing and critical thinking are emphasized. A fair amount of time must be devoted to this course in order to master the course material. The course will be composed of 70% theory and 30% labs and activities. Recommended prerequisite: Biology 11 and/or Chemistry 11

## **EARTH SCIENCES 11 (MESC-11)**

This is a course that introduces students to the areas of Geology, Astronomy and Meteorology. Geology includes the study of Earth materials, plate tectonic theory, earthquakes, volcanoes and some meteorology. Astronomy includes the origins of the Earth and Solar System and the study of planets, stars and galaxies. Meteorology includes how the transfer of energy in the atmosphere creates weather, how this transfer is affected by climate change, and the distribution of water can affect weather and climate. Earth Science 11 is accepted as an entrance science requirement for college or university. Students will examine human interaction and stewardship of Earth resources in the past, present, and future. Watch volcanoes erupt and hear earthquakes rumble, all from the comfort of your classroom as we study plate tectonics. Embark upon both virtual and real geology field trips. Recommended prerequisite: Science 10

## **SOCIAL STUDIES**

Social Studies courses emphasize the development of six distinct disciplinary skills: significance, evidence, continuity and change, cause and consequence, perspective, and ethical judgment. These skills and processes form the key pillars of the learning process. In all courses, current events may be discussed on a regular basis and student inquiry may play an important role in the learning process.

## **SOCIAL STUDIES 8 (MSS--08)**

The Social Studies 8 curriculum primarily explores the historical development of world civilizations from the 7th century to 1750. Course content includes social, political, and economic systems and

structures, including those of at least one indigenous civilization; scientific and technological innovations; philosophical and cultural shifts; interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations; exploration, expansion, and colonization; and changes in population and living standards.

## **SOCIAL STUDIES 9 (MSS--09)**

The Social Studies 9 curriculum examines the historical development of primarily North America and Europe from 1750 to the start of the 20th century. Course content includes political, social, economic, and technological revolutions; the continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world; global demographic shifts, including patterns of migration and population growth; nationalism and the development of modern nation-states, including Canada; local, regional, and global conflicts; discriminatory policies, attitudes, and historical wrongs; physiographic features of Canada and geological processes. Recommended prerequisite: Social Studies 8.

## **SOCIAL STUDIES 10 (MSS--10)**

The Social Studies 10 curriculum develops in students a greater appreciation and understanding of modern Canada and its complex relationship to the global community. The course is divided into three distinct organizers: Canadian government and the legal system, Canadian history from 1914 to present (World War I, the Interwar, World War II, post WWII Canada), and an introduction to human and environmental geography. Course content will be studied through an issues based approach to learning with specific focus on culture, society, identity, economy, environment, autonomy, politics, law, social justice and First Peoples. Students will make connections between the past and the present and ultimately gain greater insights into their future. Recommended prerequisite: Social Studies 9.

## **PSYCHOLOGY 11 (YPSYC)**

Note: Psychology does NOT count towards the grad requirement of a Social Studies elective. This course is of interest to the practical as well as the scientifically minded student. Psychology 11 will introduce students to the fundamentals of human behaviour. Some of the topics are as follows: states of consciousness (such as sleep, drugs, and hypnosis), social psychology, psychological disorders and memory. A wide range of learning activities is utilized including case studies, psychoanalysis, cooperative learning, research projects, text based theory and critical thinking.

## **BC First Peoples 12 (MINST12)**

This course alternates each year with contemporary Indigenous studies 12. Content focuses on but is not limited to Truth & Reconciliation, Indigenous

world views, self governance and cultural identity. **This course fulfills the Indigenous focussed course required for graduation.**

## **Criminology 12 (YPSS-2AD37)**

Why do people commit crimes? Can anything be done to prevent people from pursuing a Criminal lifestyle? Criminology 12 is designed as an introductory course in the science of criminology. The course deals with theories of crime causation, modern police techniques, individual case studies, and will provide students with information on crime in Canada and the United States.

## **GENOCIDE STUDIES 12 (MGENO12)**

Genocide Studies 12 will explore the conditions that created, and outcomes of acts of genocide (intentional destruction of an entire people) in modern history.

## **LAW 12 (MLST-12)**

Have you ever wondered if the police can search your bag? Are principals allowed to search your lockers? What happens if you are falsely accused of a crime? In Law 12 you will learn about all of these topics and more. You will have a chance to participate in Mock Trials where you see what it's like to be a judge, lawyer, or witness in a trial. You will have a chance to debate your classmates on such topics as should capital punishment be legalized? You might even have a chance to sue Mr. Fahrman.

## **PHILOSOPHY 12 (MPHIL12)**

Philosophy 12 introduces different areas of philosophical study. Are we living in a simulation? Can we rationally prove the existence of God? Could artificial intelligence be granted status as a person? Is freewill an illusion? Is it morally permissible to sacrifice one person to save five others? Students will learn critical thinking skills, then apply them to formulate and defend their own arguments regarding the answers to these and other questions.

## **SOCIAL JUSTICE 12 (MSJ--12)**

In this course you will examine inequalities (Ex. economic inequalities, racism, climate change, etc.) their causes, and the lasting impact they have on individuals, groups, and society. This course involves current events, discussion, critical thinking and the opportunity to do something to address social justice issues in your community.

## **ADVANCED PLACEMENT PSYCHOLOGY 12 (MPSY-12)**

This course will provide students with an introduction to the science of psychology. Course content will build on Psychology 11. Students will take part in reading assignments, class discussion,

# COURSE PLANNING GUIDE 2025-2026



interviews, and active learning experiments. A good level of reading comprehension is an asset in this course. Although the Advanced Placement examination is not a requirement, this course will prepare students to write the Advanced Placement Examination in May. Students have the opportunity to earn post-secondary credits based on their examination results. Note: Students will be responsible for the cost of the AP Examination: Recommended prerequisite: Psychology 11

and debate, students will learn aspects of the history and culture of Canada.

## INCLUSIVE LEARNING

### LEARNING SUPPORT 8-12

The learning support program is designed for students who currently hold a learning disabilities designation (Q) or are struggling significantly with their academic course work. Placement in learning support is decided by the School Based Team which looks at a student's work habits, past performance, educational testing, and teacher recommendations. The goal of the program is to provide students with the academic support and skill development necessary for success in their core subject areas of English, Math, Science and Social Studies. This course does not replace the requirement for students to do regular homework. Parents need to be actively involved in monitoring their child's progress.

### COMMUNITY AMBASSADORS 11/12 (YMIS-1CD37/YIPS-2AD37)

Students will participate in activities to improve their local and school community. They will work during class time to develop their projects and may have opportunities to carry out community based projects. Ideas for projects will be developed by students and may include but are not limited to: volunteering to support local community, setting up school based social activities, building a community garden. They will also participate in discussions and complete written assignments and reflections. For the purpose of this course, ambassadors means having an intentional positive influence on the lives and behaviour of others. This course will accommodate a variety of individual learning styles and levels. It will enable students of all intellectual levels to work together and experience success, while helping others. This is an inclusive course, that joins students in grades 9-12 with students with special needs.

## ENGLISH LANGUAGE LEARNING

### ENGLISH LANGUAGE LEARNING

Sands offers three multi-graded courses for students who are learning English as a second language. Students who are identified in elementary school as needing language instruction will continue to receive help at Sands. New students to the school and those arriving from other countries will be assessed to determine the level of assistance needed.

### ELL ENGLISH LANGUAGE DEVELOPMENT

This course is designed for students with beginning to intermediate level of English language proficiency. Students will have the opportunity to develop their facility with reading, writing, listening, and speaking within the secondary school context. This course will also include an emphasis on viewing materials and representing understandings in multimedia forms. As well, it will focus on the development of a strong classroom community as newcomer ELL students develop their knowledge of English and Canadian context.

### ELL EXCEL (8-12)

ELL EXCEL is designed to accelerate language learning for students who are learning English as an additional Language. The focus in this class is on developing intermediate and advanced literacy skills, including reading, writing and oral language to support students in completing grade-level English classes. For this reason, it is recommended that this course be taken alongside an English class. Additionally, students focus on better understanding and using grammar, developing vocabulary, and writing paragraphs and short multi-paragraph compositions.

### ELL STRATEGIES (8-12)

This course is designed to familiarize and extend a student's abilities to use various learning strategies independently in content-based courses. Emphasis will be on the comprehension of important concepts, linking current information to prior knowledge and the application of strategies and skills learned. Students will become familiar with a variety of learning skills and Canadian assessment techniques. As well, through discussion

### SUPPORTIVE LEARNING PROGRAM

The Supportive Learning Program at Sands is a district program designed to assist students who have experienced behavioural challenges in the past and require individualized support to address these difficulties. In order to make their experience at Sands a successful one, these students will receive support in both large and small group settings, individualized attention (behaviourally and academically). Referral to this program is made through a District screening committee.

### MODIFIED ACADEMIC PROGRAM

The Modified program at Sands is a district program designed to provide an alternative program for students who have moderate intellectual disabilities. The curriculum is totally individualized with support in all academic course work. Curriculum goals include a focus on functional Lifeskills, consumer skills, social and recreational skills. The students are integrated into classes with support. Referral to this program is made through a District screening committee.

### DIVERSIFIED ABILITIES PROGRAM

This program at Sands is a district program designed to provide an alternative educational program for students with developmental delays. Emphasis is placed on the development of independence in community-based skills, life skills and social skills. Curriculum areas include functional academics, mobility skills, consumer skills, community recreation skills, shopping and restaurant skills, environmental awareness and work experience exposure. Referral to this program is made through a District screening committee.

### INDEPENDENT DIRECTED STUDY (YIPS11B/ YIPS12A)

Students have the opportunity to earn credits towards graduation for independent work based on a subset of learning outcomes of any Grade 10, 11 or 12 Ministry course or Board Authority Authorized course. Students may wish to pursue an elective that is not currently offered at the school with the understanding that they are able to complete the expected outcomes independent of direct teaching. Students may study one or more learning outcomes in depth, or study more broadly a wide variety of learning outcomes from a single course. The maximum number of credits for a single IDS course is four credits. The number of credits a student earns for an IDS will be set out in the plan developed by that student and a teacher, and approved by a principal. Grade 12 IDS credits may count toward the 16 Grade 12 "elective" credits required for graduation. Students may have a maximum of 16 independent directed study credits. Please see a counsellor for further information.



