

ASIA Sumas Mountain

Course Planning Guide

2025-26

sumasmountain.abbyschools.ca



Abbotsford School of Integrated Arts (ASIA) SUMAS MOUNTAIN

Secondary Program
Grades 9, 10, 11 & 12

Abbotsford School of Integrated Arts
is a creative community of learners challenging
each other to
explore, express and excel

TABLE OF CONTENTS

3	SCHOOL BASED SERVICES
4	DISTRICT BASED SERVICES
5	PLANNING A THREE-YEAR GRAD PROGRAM
6	COURSES OFFERED AT ASIA SUMAS
7	HUMANITIES – ENGLISH STUDIES
9	MATHEMATICS
11	SCIENCES
13	HUMANITIES – SOCIAL STUDIES
14	PHYSICAL AND HEALTH EDUCATION
15	ADST – APPLIED DESIGN, SKILLS AND TECHNOLOGY
16	DANCE
17	DIGITAL MEDIA ARTS
17	DRAMA
18	MODERN LANGUAGES
19	MUSIC
21	VISUAL ART
22	ADDITIONAL ELECTIVE OPPORTUNITIES
23	POST SECONDARY ACCEPTED ACADEMIC COURSES
24	COURSE PLANNING FAQ
25	ABBOTSFORD CAREER PROGRAMS

“Planning for Your Future”

The courses offered at ASIA Middle/Secondary follow guidelines set out by the Ministry of Education and the Abbotsford School Board. The Graduation Program consists of a combination of required courses and elective choices totaling a **minimum** of 80 credits over grades 10, 11 and 12. Students should consider the requirements carefully when selecting their program to ensure their requirements for graduation and post-secondary goals are met.

Selecting elective courses is an important process and should be carried out in consultation with your parents/guardians. Be familiar with the course offerings and plan. If you have questions, please speak to Mrs. Kohut, Mrs. Bennett, Mrs. Dallas or one of your teachers.

NOTE: *All elective courses will only run if there are enough students requesting the course.*

Learning Support Services:

The Learning Support Services team works collaboratively with district personnel and school staff in delivering a range of support to students with diverse learning needs. At ASIA Sumas Mountain, some of the services offered by L.S.S. include:

- collaborative consultation with classroom teachers
- some individual support with academic material
- guidance and support for tests and exams
- support for adapted and modified programs
- provision for alternate exam procedures (adjudication)
- creating and monitoring IEP's for students

Students and / or parents, who wish to access LSS, may do so through the referral process either through our School Based Team, counselor or administration.

Learning Services Classroom:

The Learning Services Team provides a safe and inclusive environment to the students that are supported. Our goal is to make the students' experience at ASIA both positive and memorable. Our Learning Services Teacher and Education Assistants provide support both in the classroom and Learning Center. Students are introduced to the curriculum through the learning methods and techniques that give them the best possible chance to succeed. Other services offered by the Learning Services Team include:

- Creating and monitoring IEP's for students
- Consultation with classroom teachers
- Individual and group support for academic skills through Learning Assistance
- Supporting life skills to allow a greater level of independence for students
- Supporting social skills to allow positive interaction with peers and adults

English as a Second Language:

The purpose of this program is to assist students, whose first language is not English, with oral and written English so that they can more fully participate in the regular school program. The ELL program helps to enable students to function more successfully in the community of the school.

Physical Education

We believe that Physical Education courses should provide all students with a variety of experiences encouraging the pursuit and development of a healthy, active lifestyle. It is our aim to:

- Help students develop valuable skills for use in future leisure time;
- Help students become aware of the activities which indicate to the student the necessity of physical fitness; and
- Help students achieve so they have a sense of personal worth and esteem.

Physical Education Grades 6-9 is a required course of study in the program. P.E. 10 is a required course for graduation. Grades 11 and 12 Physical Education are elective courses.

District Based Services

District Resource Counselors

Act as advocates of the students and families and as a liaison between Ministry programs, district and schools. Consult with counselors, administrators and School Based Team regarding high-risk students. Coordinate and consult with administration on placement of students with suspension issues.

Hospital Homebound Program

This service assists students who are missing regular classroom instruction because they are hospitalized or homebound due to physical impairment. The school or parents/guardians may refer pupils by contacting Students Services.

School Psychologists

Can provide non-categorical educational assessment services designed to support students, school personnel, and parents for the enhancement of academic, adaptive, and social skills in students.

Speech/Language Pathologists

Designed to provide support for those students who's educational and/or social progress is adversely affected by communication difficulties.

Other Special Support Services available:

- Multicultural workers
- Indigenous programs
- Career Preparation and Work Experience

2025-2026 COURSE PLANNING BOOKLET GRADES 9, 10, 11 & 12

GRADUATION PROGRAM GRADE 10, 11 & 12 GRADUATION REQUIREMENTS



Grade 9			Grade 10			Grade 11			Grade 12		
	Course	Credits		Course	Credits		Course	Credits		Course	Credits
1	English 9	4	1	English 10	4	1	English 11	4	1	English 12	4
2	Math 9	4	2	A Math 10	4	2	A Math 11	4	2	Elective 12	4
3	Socials 9	4	3	Socials 10	4	3	A Science 11	4	3	Elective 12	4
4	Science 9	4	4	Science 10	4	4	A Sr Socials 11/12	4	4	Elective 12	4
5	PE 9	4	5	PE 10	4	5	Elective	4	5	Elective	4
6	ADST 9	4	6	Career Life Ed 10	4	6	Elective	4	6	Elective	4
7	Elective	4	7	Elective	4	7	Elective	4	7	Elective	4
8	Elective	4	8	Elective	4	8	Elective	4	8	Elective	4
*	Careers 9	4				*	CLC	2	*	Capstone	2

**courses are Out of the Timetable. Careers 9 as a part of ADST 9; CLC through online assignments; Capstone 30 Hr project*

Graduation Program Requirements

- 1) To graduate, you will require 80 credits total – with a minimum of 16 at the Grade 12 level, and 28 elective course credits. 52 credits are required from the following:
 - Two Career Education courses (8 credits total)
 - Physical and Health Education 10 (4 credits)
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
 - A Math 10 (4 credits), and a Math 11 (4 credits)
 - English 10, 11 & 12 (12 credits)
 - Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits)

- 2) Indigenous Study Requirement must be completed for Graduation.
 - Indigenous Content Course is taught in English First Peoples 10 at ASIA Sumas

- 3) Graduation Assessments completed throughout the grad path years. These assessments are marked on a proficiency scale of 0 to 4 and do not count towards any course grade:
 - Grade 10 Literacy Assessment
 - Grade 10 Numeracy Assessment
 - Grade 12 Literacy Assessment

Courses Offered at Abbotsford School of Integrated Arts - Sumas Mtn.

Required Grade 9 Courses	Elective Grade 9 Courses	
English 9 Math 9 PE & Health Education 9 Science 9 Social Studies 9 ADST 9 (Applied Design, Skills & Technology) Career Education 9 (within ADST 9)	Choral Music 9: Concert Choir Dance Technique & performance 9 Dance Company Digital Media Art 9 Drama 9 Instrumental Music 9: Concert Band	Leadership 9 Visual Art 9 Jazz Band 9 (outside timetable) Vocal Jazz 9 (outside timetable)
Required Grade 10 Courses	Elective Grade 10 Courses	
PE & Health Education 10 Career Life Education 10 Science 10 Social Studies 10 English First Peoples Literary Studies 10 ONE of: Math 10 Workplace Math 10 Foundations & Precalculus	Choral Music 10: Concert Choir Dance Company 10 Dance Technique & Performance 10 Dance Choreography 10 Graphic Design/Animation/Yearbook 10 Drama 10 Instrumental Music 10: Concert Band	Leadership 10 Photography/Film Making 10 Textiles 10 Visual Art 10 Vocal Jazz 10 (outside timetable) Jazz Band 10 (outside timetable)
Required Grade 11 Courses	Elective Grade 11 Courses	
English 11 Career Life Connections 12A (2 credits) ONE of: Workplace Math 11 Foundations of Math 11 Pre-Calculus 11 ONE or more of: Anatomy & Physiology 12* (Bio 12) Chemistry 11*2026-27 Life Sciences 11* (Bio 11) Physics 11* 2025-26 ONE or more of: Exploration of Social Studies 11 20 th Century World History 12 Law Studies 12 Social Justice 12	Anatomy & Physiology 12 Physics 11 Physics 12 Creative Writing 11 Directing & Scriptwriting 11 Film Studies/New Media 11 Active Living 11 Exploration of Social Studies 11 20 th Century World History 12 Law Studies 12 Social Justice 12 Choral Music 11: Concert Choir Instrumental Music 11: Concert Band Dance Company 11	Dance Technique & Performance 11 Dance Choreography 11 Graphic Design/Animation/Yearbook 11 Photography/Film Making 11 Drama 11 Theatre Production 11 Textiles 11 Studio Arts 11: 2D Art Studio Arts 11: 3D Art Leadership 11 Peer Tutor 11 Jazz Band 11 (outside timetable) Vocal Jazz 11 (outside timetable)
Required Grade 12 Courses	Elective Grade 12 Courses	
English Studies 12 CLC 12B Capstone (2 credits) TWO GRADE 12 LEVEL ELECTIVES min--> <i>*Academics - these academic courses are accepted at most post-secondary institutions however, check with the university of your choice. Most Grade 12 courses will need the prerequisite of the Grade 11 course, but you can take the 11 course in first semester and the 12 course in second semester if available. (outside timetable) refers to after or before school programs that do not fit in the regular day.</i>	Foundations of Math 11 Pre-Calculus 11 or 12 Workplace Math 11 Anatomy and Physiology 12 Physics 11 and 12 Life Sciences 11 Explorations of Social Studies 11 Law Studies 12 20 th Century World History 12 Social Justice 12 Film Studies/New Media 11 Creative Writing 11 or 12 Graphic Design/Animation/Yearbook 12 Photography/Film Making 12 Dance Company 12 Dance Technique & Performance 12 Dance Choreography 11 or 12 <i>**students may also take Grade 11 courses of interest</i>	Drama 11 or 12 Theatre Production 11 or 12 Textiles 11 or 12 Directing & Scriptwriting 11 or 12 Studio Arts 11 or 12: 2D Art Studio Arts 11 or 12: 3D Art Choral Music 11 or 12: Concert Choir Instrumental Music 11 or 12: Concert Band Active Living 11 or 12 Leadership 11 or 12 Independent Directed Studies 12 Peer Tutoring 11 or 12 Work Experience 12A/12B Jazz Band 12 (outside timetable) Vocal Jazz 12 (outside timetable)

REGARDING ELECTIVES: It is possible to choose an elective out of your Grade Level. For example, if you have decided in Grade 12 that you would like a Visual Arts course and have never taken an Art course before, you could take Art 11.

Please note: All elective courses will only run if there are enough students requesting the course and/or qualified staff to teach the course. Please ensure that you provide 3 optional courses you are interested in.

COURSE DESCRIPTIONS

HUMANITIES - ENGLISH STUDIES

ENGLISH 9

English 9 students will explore language, stories and other texts, including First Peoples and Canadian texts, to understand themselves and make connections to others and the world. Note that “text” refers to all forms of written, oral, visual, and digital communication, including the arts. A recognition and understanding that stories and other texts are socially constructed is a vital component of English 9, and students will learn to recognize how language constructs personal, social and cultural identity. Students will explore writings and texts of various genres and learn to appreciate how different forms and features of text reflects different purposes, audiences and messages. Students will also explore a variety of sources and think critically about the validity and reliability of such sources. Finally, students can expect to express themselves both orally and in their own texts, including the arts, for a variety of purposes, including to entertain, to inform, and to express opinion.

ENGLISH FIRST PEOPLES LITERARY STUDIES/WRITING 10

Prerequisite: English 9

This academic course is broken into two parts, each with 2 credits. Literary studies is designed for students to explore First Peoples literature in a variety of contexts, genres, and media. Students will have opportunities to explore personal and cultural identities, histories, stories, and connections to land/place. Writing 10 is designed for students to write in a variety of purposes and context. This course is grounded in the exploration and application of writing processes, inviting students to express themselves as they experiment with, reflect on, extend, and refine their writing. This course satisfies the graduation requirement for Indigenous-focused coursework.

ENGLISH 11 (Literary Studies)

Prerequisite: English 10

This academic course furthers students’ ability to think critically and respond effectively. Students will also come to understand language as a human system of communication, dynamic and evolving, but it is also systematic and governed by rules. Students will have the opportunity to study literary and informational (including technical) communications and the mass media.

ENGLISH 11 -FILM STUDIES/NEW MEDIA

Prerequisite: English 10

Students will study the impact on culture and society through the different mediums of film, television, social media. The course is designed to reflect and analyze the digital media we consume and its effects on self and culture using formal literary conventions. 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. Students will learn and explore complex analysis of visual mediums, symbolism, colour, perspective, voice, and animation using conventions of the English discipline.

CREATIVE WRITING 11/12

Prerequisite: English 10

Students will explore the conventions of the English discipline and language with a focus on creation. They will create works of poetry in various forms to understand literary devices such as allusion, consonance, hyperbole, metaphor, simile, and various forms of imagery. Short stories will explore concepts of satire, expression of self, story arc, hero's journey, character development, and writing conventions. Format and style will be explored primarily through the creation of works. The development of a novella will act as the longer work explored in the class and help students practice skills that will lead to longer written literary works such as editing, workshopping, chapters, and foreshadowing. **There is a high expectation on produced work for this course.**

ENGLISH STUDIES 12

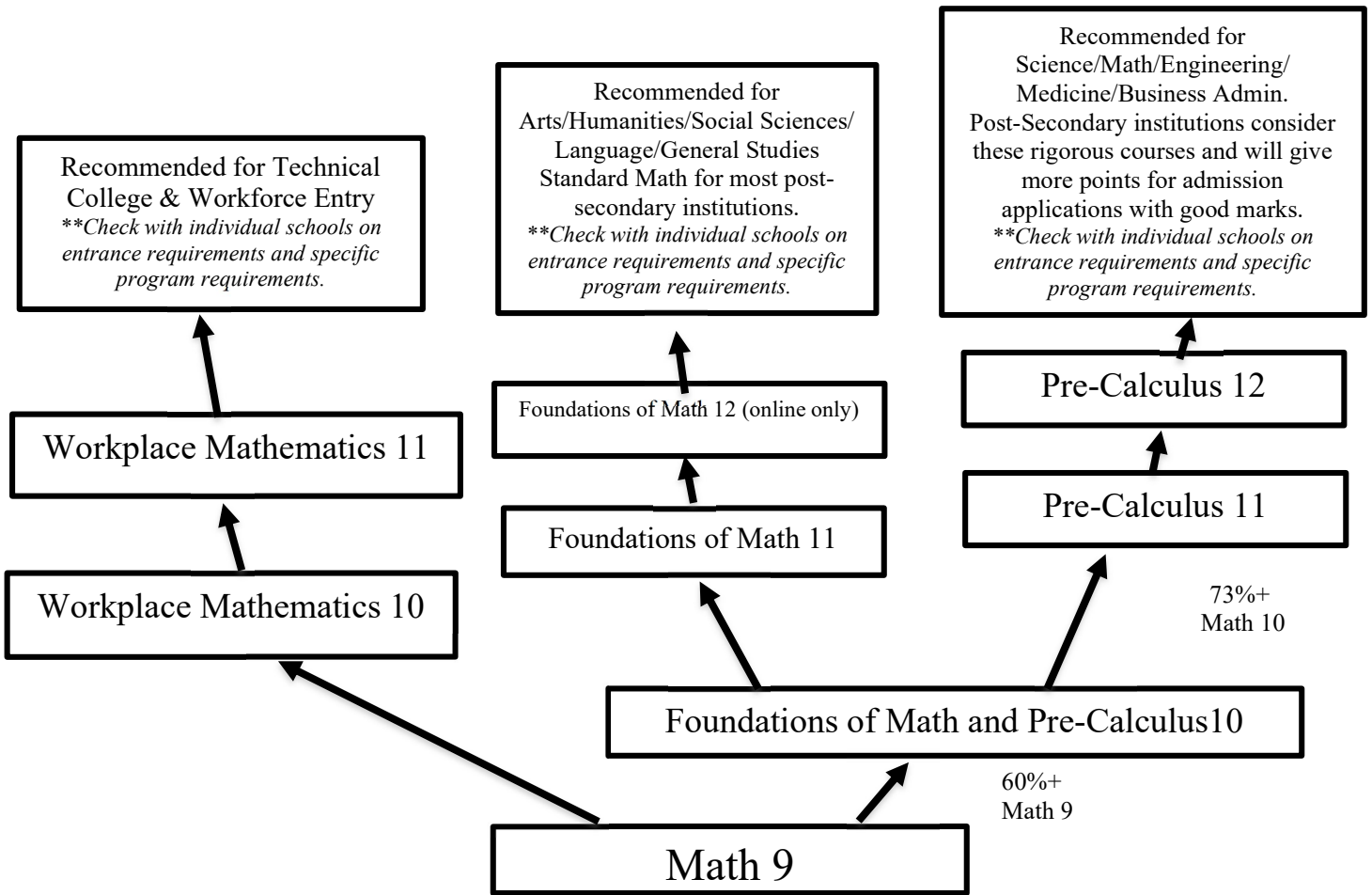
Prerequisite: English 11

English 12 is an academic course suited for students preparing to pursue post-secondary studies. This course will emphasize the mastery of composition and language skills as well as challenging students with a variety of literary works. Activities and assignments assist students in expanding their vocabularies, developing mature sentence expression and writing formally in a variety of expository forms. Literature consists of fiction and non-fiction prose, poetry and drama. A Shakespearean play will be studied.

MATHEMATICS

Mathematics is a requirement for secondary school graduation through to Grade 11. After completing Math 9, students will choose to study Foundations of Math and Pre-Calculus Pathway, or Workplace Mathematics pathway, based on their education and career plans. Regular home study and homework completion is expected of all students.

Math Pathways: Grades 9 to 12 offered at Abbotsford School of Integrated Arts



- If a student is planning to enroll in the Sciences, Math, Engineering, Medical or Business Programs at the post-secondary level, s/he should enroll in Pre-Calculus Math.
- If the requests for enrollment into Pre-Calculus Math 11 and 12 are high enough, ASIA will run those courses. If not, students must apply for a Distance Learning Block and enroll in Pre-Calculus at Abbotsford Virtual School.
- Students may take more than one Math pathway at once.

MATH 9

Prerequisite: Math 8

In this course, students study operations with rational numbers (addition, subtraction, multiplication, division, and order of operations); exponents and exponent laws with whole-number exponents; operations with polynomials, of degree less than or equal to 2; two-variable linear relations, using graphing, interpolation, and extrapolation; multi-step one-variable linear equations; spatial proportional reasoning; statistics in society; financial literacy — simple budgets and transactions

MATH 10: FOUNDATION & PRE-CALCULUS 10

Prerequisite: Math 9 with 60%+

Students will build their mathematical knowledge to be ready for post-secondary studies. They will learn operations on powers with integral exponents; prime factorization; functions and relations: connecting data, graphs, and situations; linear functions: slope and equations of lines; arithmetic sequences; systems of linear equations; multiplication of polynomial expressions; polynomial factoring; primary trigonometric ratios; financial literacy: gross and net pay.

MATH 10: WORKPLACE MATH

Prerequisite: Math 9

Students will develop the skills and numeracy necessary to make sense of everyday math. Topics will include create, interpret, and critique graphs; primary trigonometric ratios; metric and imperial measurement and conversions; surface area and volume; central tendency; experimental probability; financial literacy: gross and net pay.

MATH 11: WORKPLACE MATH

Prerequisite: Workplace Math 10

Students will develop the mathematical understandings and critical-thinking skills identified for entry into most trades and for direct entry into the work force. Topics include financial literacy: personal investments, loans, and budgeting; rate of change; how probability and statistics are used in different contexts; interpreting graphs in society; 3D objects: angles, views, and scale diagrams.

FOUNDATIONS OF MATH 11

Prerequisite: Foundations & Pre-Calculus 10 (60% +)

Students will develop the mathematical understandings and critical-thinking skills identified for entry into post-secondary general studies or humanities programs that require the study of theoretical calculus. Topics include forms of mathematical reasoning; angle relationships; graphical analysis: — linear inequalities — quadratic functions — systems of equations — optimization; applications of statistics; scale models; financial literacy: compound interest, investments, and loans.

FOUNDATIONS OF MATH 12 (online option only)

Prerequisite: Foundations of Math 11

Students will develop the mathematical understandings and critical-thinking skills identified for entry into post-secondary general studies or humanities programs that require the study of theoretical calculus. Topics include geometric explorations: — constructions — conics — fractal; graphical representations of polynomial, logarithmic, exponential, and sinusoidal functions; regression analysis; combinatorics; odds, probability, and expected value; financial planning.

PRE CALCULUS 11 (Graphing Calculator required)

Prereq: Foundations & Pre-Calculus 10 (73%)

This course develops the skills for students to prepare for and enter a post-secondary math, science or engineering program that requires the study of theoretical calculus. Topics include real number system; powers with rational exponents; radical operations and equations; polynomial factoring; rational expressions and equations; quadratic functions and equations; linear and quadratic inequalities; trigonometry: non-right triangles and angles in standard position; financial literacy: compound interest, investments, loans.

PRE CALCULUS 12

(Graphing Calculator required) Prerequisite: Pre-Calculus 11

This course develops the skills for students to prepare for and enter a post-secondary math, science, or engineering program. The class will study using inverses as the foundation of solving equations, understanding the characteristics of family of functions and the connections, and examine the transformations of shapes extended to functions and relations in all their representations.

SCIENCE

SCIENCE 9 (mandatory for Grade 9)

This course is a survey course that covers topics in four fields of science: biology, chemistry, physics, and environmental science. In biology, students will learn about reproduction and cellular division. In chemistry, students are introduced to the atomic theory, compounds, and reactions. In physics, students will explore electricity and circuitry. Through environmental science, students learn about the different types of cycles and how energy moves through the ecosystem. Students develop their own understanding through inquiry-based learning and learning through hands-on experiences such as labs, projects, and skits. Through the course, the content, curricular competencies, and big ideas work together to provide necessary framework for students to become scientifically literate. For the final assessment, students will be expected to complete an exit interview.

SCIENCE 10 (mandatory for Graduation)

Prerequisite: Science 9

Science 10 covers chemistry, biology, and physics. In chemistry, students build on their understanding of chemical compounds and combine it with new knowledge of chemical reactions. Growing on their understanding of cell reproduction from Science 9, the Biology unit introduces the different types of inheritance patterns (genetics). The Physics unit covers the conversion of energy from one form to another, and also covers our understanding of the universe (astronomy). Within all the units, students will be developing their ability to hypothesize, investigate, make observations and connections, and think critically. There will be multiple forms of assessment including labs, projects, and tests.

CHEMISTRY 11

Prerequisite: Science 10 and Foundations Math 10 with a C+ or higher

Chemistry plays a large role in all sorts of aspects of life and a background in chemistry can improve your understanding of other sciences. Chemistry 11 builds on the knowledge gained in the Science 10 Chemistry unit and combines it with quantities and the concept of the mole. By the end students will be able to predict how much of a chemical is produced given certain amount of reactants. Students are evaluated using a variety of laboratory experiments, projects, assignments, and tests. *(Chemistry 11 and 12 will be available in 2026-27 but not the following year.)*

CHEMISTRY 12

Prerequisite: Chemistry 11

This course builds ideas introduced in Chemistry 11, but the focus is on how and why chemical reactions happen. Students taking Chemistry 12 will study types of reactions, reaction theory, rates of reactions, and how reactions behave under different conditions. Students are evaluated using a variety of laboratory experiments, projects, assignments, and tests *(Chemistry 11 and 12 will be available in 2026-27 but not the following year.)*

LIFE SCIENCES 11

Prerequisite: Science 10

In Life Sciences 11, students look at the range of things we consider alive: from plants, to fungi, to bacteria, to animals. It examines their taxonomy, terminology, adaptations, and connections. There are a lot of activities, projects, field trips, and labs in order to gain hands-on experience with the organisms. This course is highly recommended for anyone taking biology in university.

ANATOMY & PHYSIOLOGY 12 Prerequisite: Science 10, Life Sciences 11 is recommended but not required
Previously known as Biology 12, Anatomy & Physiology 12 will study biological molecules; metabolism and enzymes; feedback loops and regulation of the body's internal environment; transport across a cell membrane; DNA: — the cell's genetic information — replication; gene expression; proteins and their relationship to the structure and function of all cell; genomics and biotechnology; micro to macro organization; organ systems: — structure and function — structural and functional interdependence — maintenance of homeostasis; lifestyle differences and their effects on human health; holistic approach to health; disease as an imbalance in homeostasis

PHYSICS 11 Prerequisite: Science 10 and Foundations of Mathematics 10 with a C+ or higher
Physics seeks to describe our world around us by using the languages of mathematics and science. Students will gain a better understanding of how things work and why physical objects behave the way they do. Physics 11 is suitable for students who have an interest in physics or who plan to continue in science or engineering. It introduces basic physics concepts of wave motion for sound and optics, kinematics, force, energy, and Newton's Laws. A successful physics student should have an ability to visualize objects and motion and should be comfortable with math and word problems. Students are evaluated using a variety of practical laboratory experiments, projects, assignments, and tests. *(Physics 11 and 12 will be available in 2025-26 but will not be offered the following year)*

PHYSICS 12 Prerequisite: Physics 11
The first half of Physics extends the kinematics and dynamics concepts from Physics 11. The second half of the course covers the concepts of electricity: electrostatics, circuitry, and electromagnetism. Successful Physics 12 students are those who would like to go further in the concepts of Physics 11, and those comfortable with math and formula manipulation. Students are evaluated using a variety of practical laboratory experiments, projects, assignments, and tests. *(Physics 11 and 12 will be available in 2025-26 but will not be offered the following year)*

SPECIALIZED SCIENCE 12 (not offered every year) Prerequisite: Science 10
This Science class pulls from many different areas of the BC Education Curriculum such areas as Anatomy & Physiology, Chemistry, Earth Sciences, Geology, Life Sciences, and Physics. At this school, the competencies focus on science concepts within the arts. We look at the chemistry and geology of clay and pigments for visual art, how light behaves for theatre production, the muscular and skeletal systems for dance, and the physics of sound waves for music. The overarching framework is the scientific method: to question, hypothesize, experiment, and conclude. Hence there are a lot of hands-on experimentation including a final project where students choose, explore, and create their own experiment.

HUMANITIES - SOCIAL STUDIES

SOCIALS STUDIES 9

Social Studies 9 examines 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.

SOCIAL STUDIES 10

Prerequisite: Social Studies 9

Social Studies 10 is the study of government, First Peoples governance, political institutions, and ideologies; environmental, political, and economic policies; Canadian autonomy; Canadian identities; discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments; advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission; domestic conflicts and co-operation; international conflicts and co-operation.

The BC Curriculum requires for Graduation a selection of Humanities courses. The following are put out to ASIA Sumas Students during course selection time to determine classes to run for the following year. Classes will be determined by interest/numbers for the course.

EXPLORATIONS OF SOCIAL STUDIES 11

Prerequisite: Social Studies 10

Students will investigate a variety of topics in history, geography, politics, culture, and economics. Students develop critical thinking and inquiry skills while exploring global and Canadian issues, diverse perspectives, and current events. This course helps students understand how past and present events shape society and their role as informed citizens. It offers flexibility for students to focus on areas of personal interest, preparing them for future social studies courses and active civic engagement.

20th CENTURY WORLD HISTORY 12

Prerequisite: Social Studies 10

Students will explore through the curricular competencies the knowledge of authoritarian regimes; civil wars, independence movements, and revolutions; human rights movements, including indigenous peoples movements; religious, ethnic, and/or cultural conflicts, including genocide; global conflicts, including World War I, World War II, and the Cold War; migrations, movements, and territorial boundaries; social and cultural developments; interdependence and international co-operation; communication and transportation technologies

LAW STUDIES 12

Corequisite: be enrolled in Grade 12 or by permission of teacher

Students in Law 12 will learn to understand legal rights and responsibilities that allow citizens to participate more fully in society. They will study laws that can maintain the status quo and also be a force for change. Students will look at a society's laws and legal framework that affect many aspects of people's daily lives and they will look at how laws are interpreted and how these interpretations may evolve over time as a society's values and worldview change.

SOCIAL JUSTICE 12

Corequisite: be enrolled in Grade 12

The students in Social Justice move through three stages of social engagement. Initially, awareness of social justice issues is developed as students begin to explore SJ issues from various perspectives. Next, students analyze SJ issues to gain a more thorough understanding of them. Finally, students pick specific issues to focus on and develop their own personal action plans for making change in an area they feel passionate about. In this way, they progress from awareness to analysis and action on a social justice topic of their choice.

PHYSICAL AND HEALTH EDUCATION

The ASIA Physical Education Department believes our PE courses should provide all students with a variety of experiences encouraging the pursuit and development of a healthy, active lifestyle. Our aims are to:

- *help students develop the competence and confidence to participate in an active and healthy lifestyle*
- *help students understand and apply the theories, concepts, and techniques of physical fitness*
- *help students develop a growth mindset and achieve a sense of personal worth and esteem.*

Physical Education 9 and 10 are required courses. Physical Education is an elective course in Grades 11 & 12.

Note: P.E. strip is a requirement and marks are deducted because of classes missed due to the lack of proper strip.

PHYSICAL AND HEALTH EDUCATION 9

(Required Grade 9)

Physical and Health Education 9 is a continuation of the concepts, theories and skills developed in PHE 8. The goal of PHE is to build students' physical and emotional well-being through the promotion of active living, movement skills, fair play and leadership. Students will also develop the ability to make healthy choices with respect to their emotional and mental well-being, and incorporate strategies for developing positive relationships. Students will engage in a variety of activities to further develop their knowledge and skills in this curricular area. A supplemental fee may be charged to cover the cost of extra-curricular field trips and guest instructors when available.

PHYSICAL AND HEALTH EDUCATION 10

(Required for Graduation)

Physical and Health Education 10 is a continuation of the concepts, theories and skills developed in PHE 9. The goal of PHE is to build students' physical and emotional well-being through the promotion of active living, movement skills, fair play and leadership. Students will also develop the ability to make healthy choices with respect to their emotional and mental well-being, and incorporate strategies for developing positive relationships. Students will engage in a variety of activities to further develop their knowledge and skills in this curricular area. A supplemental fee may be charged to cover the cost of extra-curricular field trips and guest instructors when available.

ACTIVE LIVING 11/12

Prerequisite: PE & Health Education 10

Active Living is a senior elective that builds on concepts and skills developed in junior PHE courses with a focus on non-competitive activities. Students will be introduced to and participate in a variety of cooperative and individual games and recreational activities, with a focus on both mental and physical health and wellness. Some examples of recreational activities are Pilates, yoga, meditation, circuit training, spin classes, curling, golf, bowling, and hiking. Students will also be introduced to community based recreational opportunities through field trips and outside instructors. A supplemental fee may be charged to cover the cost of extra-curricular field trips and guest instructors.

APPLIED DESIGN, SKILLS & TECHNOLOGY

The Applied Design, Skills, and Technologies (ADST) curriculum is an experiential, hands-on program of learning through design and creation that includes skills and concepts from traditional and First Peoples practice; from the existing disciplines of Business Education, Home Economics and Culinary Arts, Information and Communications Technology, and Technology Education; and from new and emerging fields. It fosters the development of the skills and knowledge that will support students in developing practical, creative, and innovative responses to everyday needs and challenges.

ADST 9 (required course for all Grade 9 students)

The Applied Design, Skills, and Technologies curriculum builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways. It harnesses the power of learning by doing and provides the challenging fun that inspires students to dig deeper, work with big ideas, and adapt to a changing world. It provides learning opportunities through which students can discover their interests in practical and purposeful ways. Applied Design, Skills, and Technologies curriculum includes skills and concepts from the disciplines of Business Education, Home Economics and Culinary Arts, Information and Communications Technology, and Technology Education, as well as rich opportunities for cross-curricular work and space for new and emerging areas.

ARTS EDUCATION

DANCE

Dance 9

Students will learn the principles of movement (alignment, flexibility, strength, balance, centering and breath) through the study of various modern, contemporary and ballet techniques. Students will demonstrate discipline-specific dance vocabulary, terminology, skills, techniques and will develop an articulate and expressive body through anatomically and developmentally sound movement principals. Students learn the muscular and skeletal systems of the human body and their importance in dance training, injury prevention and rehabilitation. Units in nutrition and the creation of individualized strength and flexibility conditioning programs give students information required to maintain a healthy relationship with dance. As dance is a performing art, performance is an integral part of the program. Dynamics, focus, stage presence, performing energy, clarity of execution, working as a group, effective translations of the composition are elements that enhance performance. These elements are analyzed, practiced and shared in class and formal performances. Opportunities to observe and discuss other dance performances are provided. **All performances are mandatory.**

Dance Company 10-12

Co-requisite: Dance Tech & Perf , Grade 10-12 only by approval of teacher

The emphasis in this course is on performance with a Dance Director approach. Students will learn, rehearse, and perform choreographic works. They will develop an articulate body as an instrument of expression, and learn to prepare physically and mentally for rehearsals and performances. They can expect to perform in a variety of venues and environments. **All performances are mandatory.**

Dance 10-12: Technique & Performance

All dance students take Tech&Perf. Co-req for Dance Company

Students will learn the principles of movement (alignment, flexibility, strength, balance, centering and breath) through the study of various modern, contemporary and ballet techniques. Students will demonstrate discipline-specific dance vocabulary, terminology, skills, techniques and will develop an articulate and expressive body through anatomically and developmentally sound movement principals. Students learn the muscular and skeletal systems of the human body and their importance in dance training, injury prevention and rehabilitation. Units in nutrition and the creation of individualized strength and flexibility conditioning programs give students information required to maintain a healthy relationship with dance. As dance is a performing art, performance is an integral part of the program. Dynamics, focus, stage presence, performing energy, clarity of execution, working as a group, effective translations of the composition are elements that enhance performance. These elements are analyzed, practiced, and shared in class and formal performances. Opportunities to observe and discuss other dance performances are provided. **All performances are mandatory.**

Dance Choreography 10-12

Co-requisite: Dance Tech & Perf , Grade 10-12 only by approval of teacher

Students will pursue choreography in our course, focusing on Elements of Dance and vital Compositional Skills. Explore dance as a medium for self-expression and belonging, using the body as a canvas to translate abstract ideas into concrete movement. Learn the art of communication through creative expression and collaborative exploration. Through reflection, cooperation, and idea exchange, develop a nuanced understanding of choreographic collaboration.

DIGITAL MEDIA ARTS

DIGITAL MEDIA ARTS 9

Students introduces students to creative expression through digital technology. Students explore graphic design, photography, video production, animation, and other digital media forms. They learn essential skills in design software, digital storytelling, and media literacy while developing their artistic voice. Through hands-on projects, students experiment with techniques, collaborate with peers, and reflect on their creative process. This course encourages innovation, critical thinking, and personal expression, preparing students for further studies in digital arts.

GRAPHIC DESIGN/YEARBOOK/ANIMATION 10/11/12

This course is for students to have hands-on experience in visual storytelling, design, and digital media creation. Students will develop skills in graphic design software, layout, typography, photo editing, and animation techniques while contributing to real-world projects like the school yearbook. They will explore principles of design, motion graphics, and project planning, working both independently and collaboratively. This integrated approach fosters creativity, technical proficiency, and critical thinking, preparing students for future digital arts courses and creative industries.

DRAMA/THEATRE

DRAMA 9 /10

This course expands on previous experience and includes: exploring, scripting, characterization, mime, dance, improvisation, role play, sense, stage play, blocking, storytelling, theater culture, cultural appropriation in theater, choral speaking, cooperative game playing and more exploration. Ongoing participation, written reflection, personal evaluation is expected. **All performances are mandatory and must be done before an audience.**

DRAMA 11/12

Prerequisite: Drama 10 or permission of teacher

Students will develop a deeper understanding of theatre arts through the study of various theatre skills and practical experiences in performance. The student actor at this level will be expected to perform in several productions of various lengths, theatre styles and complexity. Improvisation, Modern, Naturalistic, classic, and indigenous performance styles are all covered in this comprehensive acting course. Additionally, the history of theatre and the technical aspects of theatre production that includes lighting, sound, and various staging possibilities will be covered. Evaluation will be based on performance in various projects and productions, quizzes on theatre history and stage craft, and class participation. **All performances are mandatory and must be done before an audience.**

DIRECTING & SCRIPTWRITING 11/12

Students will explore roles and responsibilities of scriptwriters and directors; literary techniques, devices, and forms as applied to scriptwriting; theory, vocabulary, and practices related to a variety of directing environments; dramatic elements; dramatic form; scriptwriting and directing vocabulary, skills, and symbols strategies, techniques, and technologies to support creative processes; traditional and contemporary First Peoples worldviews, history, and stories communicated through directing and scriptwriting; ethics of cultural appropriation and plagiarism; health and safety protocols and procedures. **All performances are mandatory.**

TEXTILES 10/11/12

Students will work with the teacher to design the course around interests and experience. Projects may include costume design, textile exploration and personal growth in experience and skills. Students will explore the world of textiles by engaging in user-centered research and empathetic observation, design for the life cycle including consideration of social and environmental impacts; Personal design interests requiring the evaluation and refinement of skills.

THEATRE PRODUCTION 11 / 12

Prerequisite: None, although Drama 10 is recommended and some carpentry experience and a desire to build and design theatre sets recommended.

Theatre Production 11/12 is designed to allow students keen on exploring the technical sides of theatre and the performing arts an opportunity to develop design, construction, lighting and stage-managing skills. Students should be prepared to be involved in ALL school productions; as well as being exposed to numerous elements of the historical sides of theatre production as a valuable learning perspective. Student evaluation is carried out daily, depending on the students' positive class participation and creative technical growth.

MODERN LANGUAGES

***Please Note:** Students who are planning to attend university may require a Grade 11 language credit for admission. Please check with post-secondary institute websites for admission requirements. If there is not enough students interested in a modern language courses, they will not be offered. Students who require courses for post-secondary education may sign up for an independent study block to do distance education through the Abbotsford Virtual School or other online platforms.*

French 9/10

Communicative approach using basic listening, speaking, reading and writing activities

- Communication supported through basic vocabulary and grammatical structures
- Identification of cultural aspects of Francophone countries and resources
- Various assessment strategies used to evaluate student progress

MUSIC

CHORAL MUSIC 9/10/11/12: CONCERT/CHAMBER CHOIR

Concert/Chamber Choir is a course that will aid students in developing proper singing habits and techniques. The ensemble will study a wide variety of repertoire within numerous genres such as gospel, folk, pop, cultural and traditional works. Students will be guided through a variety of exploratory activities that promote collaboration and integration while challenging to help each individual gain more independent skills, knowledge, and understandings within the learning process. With an emphasis on process over product, at-home practice is not a requirement but is beneficial for further growth and development as a singer and musician. Students' learning will be assessed through preparation, participation, and monthly assessments that target a holistic approach to learning music that celebrates all types of learners. Lastly, Choir has elements of performance of which the ensemble often participates in the Fall, Winter, and Spring Music Program Concerts, the school's Remembrance Day Ceremony and Exhibition of Learning, and our school district's annual choral festival.

INSTRUMENTAL MUSIC 9/10/11/12: CONCERT BAND

Concert Band is an exploratory and appreciation-based course that highlights elements, principles, vocabulary, symbols, and theory of music; techniques specific to individual or families of instruments, including brass, woodwind, and percussion. Note: Students are expected to make genuine efforts to explore and get to know their instrument of choice by familiarizing themselves with techniques related to their instrument(s). Often ensemble members choose new instruments to explore or try as this ensemble, similar to the choir, does not place an emphasis on the product but, rather, the process of learning. In doing so, this ensemble is more about increasing all ensemble members' self-awareness for empathy and challenges their true foundational understandings of music. As the instrument of choice is often viewed as a "tool" within the learning process, there is a balance between performance and appreciation-based activities. In the end, students will learn to play but also analyze and heighten their understandings of music through a variety of musical works and genres. Lastly, Concert Band members can expect the opportunity to perform at the Fall, Winter, and Spring Music Program Concerts, the school's Remembrance Day Ceremony and Exhibition of Learning, and our school district's annual band festival.

JAZZ BAND 9/10/11/12

Prerequisite or Corequisite: Band 9, 10, 11, 12 & permission of the teacher

Jazz Band is a performance-based course for students who would like to continue to develop and refine their abilities to perform on their instrument. Instruments found within the jazz band vary from alto, tenor, and baritone saxophones, trombones, trumpets, piano, guitar, bass, and drums. The Big Band works on a wide variety of jazz standards, anywhere between 12-16 charts, to help expand the skills and concepts learned in previous levels of instrumental music. Students will work towards mastering, through establishing a growth mindset, while learning to set goals for themselves and learn to become accountable for their learning. Students will be assessed through the development of a personal, practice portfolio to log their practice time and process, while also increasing their ability to reason, reflect, communicate, and document their thoughts through recording projects and a variety of performance opportunities or experiences. Lastly, as a performance-based class, participation often is reflected beyond time spent rehearsing and offers opportunities to perform at community events within the city of Abbotsford. The Jazz Band hosts an annual spring jazz gala, as well as strives to go on provincial and international tours every other year if the times permit. In the end, all ensemble members participation and involvement is emphasized and often viewed as mandatory - especially for all festivals and local community presentations.

VOCAL JAZZ 9/10/11/12 Prerequisite or Corequisite: Choral Music 9,10,11,12 & perm of the teacher

Vocal Jazz / Show Choir is a performance-based course for students who would like to continue to develop and refine their abilities to perform and entertain audiences with their singing voice. Opportunities to participate in this ensemble do extend to instrumentalists for those who want to learn to play in small ensemble settings as well as the rhythm section for the ensemble. Vocal Jazz often works on a wide variety of jazz standards, anywhere between 8-10 charts, as well as popularized works to help expand the skills and concepts learned at previous levels of choral music. Students will work towards mastering, through establishing a growth mindset, while learning to set goals for themselves and learn to become accountable for their learning. Students will be assessed through the development of a personal, practice portfolio to log their practice time and process, while also increasing their ability to reason, reflect, communicate, and document their thoughts through recording projects and a variety of performance opportunities or experiences. Lastly, as a performance-based class, participation often is reflected beyond time spent rehearsing and offers opportunities to perform at community events within the city of Abbotsford. The Vocal Jazz Ensemble hosts an annual spring jazz gala, as well as strives to go on provincial and international tours every other year if the times permit. In the end, all ensemble members participation and involvement is emphasized and often viewed as mandatory - especially for all festivals and local community presentations.

VISUAL ARTS

VISUAL ARTS 9 / 10 – GENERAL

Art 9 / 10 is a survey course in which students work with a wide variety of 2D and 3D art mediums and on various techniques. Students continue to build on previous experiences and develop strong skills, critical thinking, and image development strategies. Each year, students do different projects so that Art 10 is not a repeat of Art 9. Art 9 is needed for Art 10, and Art 10 is needed for students who are planning to take Visual Art courses at the senior level.

STUDIO ARTS 11/12: 2D DRAWING & PAINTING

Prerequisite: Visual Arts 10 (or permission of instructor); 2D 12 requires 2D 11
Drawing and Painting 11 and 12 concentrate on 2 dimensional mediums. Students will focus on drawing and painting using such materials as water colour, acrylic paint, charcoal, pastels, and printing ink. Projects will vary in length and may include some group assignments. Weekly sketchbook assignments are a part of the course. Through the projects and practice, students will continue to build on their knowledge of the elements and principles of design, art terminology, and history; as well as increase their technical, creative, and expression skills.

STUDIO ARTS 11/12 3D CERAMICS & SCULPTURE

Prerequisite: Visual Arts 10 (or permission of instructor); 3D 12 requires 3D 11
Ceramics and Sculpture 11 and 12 students use a variety of processes and materials such as clay to create 3D pieces. Knowledge of the Elements and Principles of Design will be reexamined to focus on their sculptural components. Students will express their ideas, who they are, and different themes while examining cultural and historical influences and impacts.

PHOTOGRAPHY/FILM MAKING (10/11/12)

This class will give students hands-on experience in visual storytelling through both still and moving images. Students will develop technical skills in camera operation, composition, lighting, and editing, while exploring creative approaches to photography and film production. Through individual and collaborative projects, they will plan, shoot, and edit photos and videos, learning to convey mood, message, and narrative. This course encourages creative expression, critical thinking, and media literacy, preparing students for advanced digital media courses and future creative opportunities.

ADDITIONAL COURSES

Grade 9 Required: Career Education (outside of timetable)

Grade 10 Required: Career Life Education CLE

Grade 11 Required: Career Life Connections CLC (outside of timetable)

Grade 12 Required: Capstone (outside of timetable)

INDEPENDENT DIRECTED STUDIES 12 (Applied Skill)

Prerequisites: permission of the principal. Needs to show proof of excellent work habits

This course allows students to design and pursue their own learning based on a topic of personal interest, with guidance from a teacher. Students create learning plans, set goals, conduct research, and demonstrate their learning through projects, presentations, and portfolios. This course encourages self-motivation, critical thinking, and independent learning skills while allowing students to explore subjects not covered in regular courses. IDS students must have strong time management, problem-solving, and reflection skills, as the course is not teacher led but supported with regular check ins.

LEADERSHIP 9/10/11/12

Prerequisite: consistently good work habits

The Leadership program provides opportunities for students to become meaningfully involved in both school and community activities. It is based on the concept that leadership can be developed through a variety of service opportunities. Students enrolled in this course will be given opportunities to organize, run, and analyze events in the school and community. In addition, they will develop their own leadership and teamwork skills. The purpose of the course is for students to develop a life-long appreciation of the importance of contributing to their communities and helping others. As part of the course, each student must complete a minimum of 20 hours of service per term and must take an active role in school events outside regular school hours.

PEER TUTORING 11/12

Prerequisites: Excellent work habits and permission of teacher

The Learning Concepts 11 course is a challenging combination of teaching/learning theory and application with an emphasis on peer tutoring in a specific area of subject/grade level. It allows for students to connect with the instructor one-on-one or in a small group in the student's designated block. Current research literature related to the teaching/learning process is examined, discussed, and applied in practicum situations. Assessment focuses on the students' use of knowledge and complex reasoning processes rather than on their recall of information. Finally, this course provides students interested in the Human Services and teaching profession an opportunity to experience teaching in a real classroom setting.

WORK EXPERIENCE 12A/12B

corequisite: Need to be employed

This course is run out of the timetable and is directly connected to your job. If you have an employer who is willing to support you with paperwork for Worksafe BC, evaluations and scheduling, this could be an extra credit course for your transcript. Please see our counsellor for more information and if this is a good fit.

Course Planning FAQ

Why didn't I get enrolled into all the courses that I had requested?

Getting a student into every single course they request is not uncommon. Each student is given an independent review and evaluation when being assigned to their courses. The following scenarios can make it difficult to schedule a student according to their exact wishes:

- 1) A student may request one or more courses that run during the same block.
Example: Photography and Dance both run during block "D"
- 2) A student may request an elective that runs during the same block as a ministry required course
Example: You might need Math 11 to graduate on time but you want to take Theatre during the same block.
- 3) A student may have failed a course and has therefore not completed the prerequisite course.
Example: A student cannot take a Science 11 course without passing Science 10

What considerations are given when selecting my courses?

The following considerations are given when developing any student's timetable:

- 1) Will this student be able to graduate on schedule with their current course load?
 - a. All Ministry of Education required courses should be scheduled according to grade.
 - b. The student should have at least 80 course credits completed by the end of grade 12
- 2) Has the student successfully completed the prerequisite courses for their request?
- 3) Will this student's course load meet their current post-secondary goals?
- 4) Is this student capable of succeeding in the course(s) that they have requested?
- 5) Has this student been scheduled into enough electives to meet their own passion and interests?

What do I do if I need to adjust my currently assigned courses?

Courses changes based on preference can be given up to 10 school days after a course has started. Course changes that are required to meet graduation and post-secondary entrance requirements will be considered after that time and only on a case by case basis.

If you would like to request a course change please do the following:

- 1) Ensure that the course you plan to drop and the new course requested fall within the same block.
- 2) Complete and submit a course change request sheet (located outside Mrs. Kohut's office)
- 3) Continue going to your originally scheduled course until a course change is granted and you have been notified that a change has been made.
- 4) If you need further clarification before making your course selection please book an appointment with Mrs. Kohut by indicating this on your course selection form.

Please avoid requesting a course change in the following ways:

- 1) Asking school staff in passing. (We may forget if it's not documented in writing)
- 2) Sending course change requests through email directly to the counsellor or school administration. Please use the provided forms so that this can be done in an orderly fashion.
- 3) Please do not make an additional course request if that same request has already been denied.

How can I obtain a Learning Support (LSS) block?*

Support blocks are granted only to those students who meet the following criteria:

- 1) A student who is enrolled in 6 or more academic courses
- 2) A student who is taking 2 or academic courses outside of the regular school timetable
- 3) A student who has been identified by an academic teacher as needing extra support
- 4) A student with a documented history of exceptional learning needs

Students who do not qualify for a support block:

- 1) A student who is unsatisfied with their course offerings during a block
- 2) A student who would rather enroll in an online course that is already being offered in the timetable
- 3) A student who is trying to drop a course to avoid an undesirable grade
- 4) A student who would like to take a support block to avoid their current teacher

A support block cannot be assigned if:

- 1) There is no support class available during a block
- 2) The support block is full

**Priority is given to students with exceptional learning needs*

How can I obtain an IDS (Independent Directed Study) block?

Grade 11 and 12 students may apply for an IDS block by submitting a proposal to admin. A proposal should include the following information:

- 1) Their topic of Interest and their current level of knowledge or skill in this area
- 2) An outline of their learning goals (What do you intend to gain from this course)
- 3) How will you demonstrate your learning?
- 4) How would you like to be assessed in your learning?

Example: Personal reflections, performance, final project display

I really want to get into a specific class but it's full. How can I get in?

The school district has given us a policy as to how many students we can enroll in any given course. We are expected to adhere to that policy. Students may be placed on a waitlist and can be transferred into their requested course if a spot opens. A waitlisted student will only be eligible for a course change for up to 10 school days after a course has started. Course changes based strictly on course preference will not take place after this point.

Apply now & get a jump start to your career!



Abbotsford School District Career Program Options

TRADES PROGRAMS

- Automotive Service Technician
- Carpentry
- Electrician
- Hairstylist
- Heavy Equipment Operator
- Professional Cook
- Welder Foundation

UNIVERSITY TRANSITION PROGRAMS

- Aviation Ground School

TECHNOLOGY PROGRAMS

- Architectural Drafting
- Cybersecurity

REGIONAL CAREER PROGRAMS

- Automotive Collision Repair and Refinishing
- Heavy Duty Mechanical
- Joinery
- Plumbing and Piping

KWANTLEN POLYTECHNIC

UNIVERSITY PROGRAMS

- Arborist Technician
- Landscape Horticulture
- Masonry
- Metal Fabrication
- Millwright/Industrial Mechanic
- Parts and Warehousing
- Plumbing and Piping
- Welder

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