



**RICHMOND
CHRISTIAN
SCHOOL**

Course Catalogue

Secondary Campus / 2026-27

**EQUIPPING ALL STUDENTS TO JOYFULLY
SERVE CHRIST IN ALL ASPECTS OF LIFE.**



RCS MISSION, VISION AND VALUES

MISSION

It is the mission of Richmond Christian School, in obedience to the infallible Word of God and led by His Spirit, to provide a quality, Christ-centered education, equipping all students to joyfully serve Christ in all aspects of life.

VISION

It is the vision of Richmond Christian School to be a beacon in the community where students are challenged, staff are valued, families are connected, and lives are changed.

VALUES

Core values underlie our work, how we interact with each other, and which strategies we employ to fulfill our mission and vision.

Loving:

We prioritize the value of connection and fostering deep and personal relationships with God and each other. We aim to be a community where students, staff and families build strong, loving relationships with one another, reflecting the love and teachings of Christ.

Learning:

We are committed to preparing our students to be motivated, committed and curious in academics, and all other disciplines, through individualized and supportive learning environments characterized by responsive and innovative practices. Through Biblical integration we seek to nurture the spiritual, intellectual, and social growth of our students.

Leading:

We are dedicated to preparing our students for academic success and transformative lives characterized by leadership and service. This preparation requires equipping them with the knowledge, skills, and character necessary to assume fulfilling lives grounded in faith and integrity.

RCS GRADUATE PROFILE

Christ-Follower

Graduates understand God's story and their place in it. They are rooted in faith and fueled by holy imagination.

An RCS graduate is:

- Gospel inspired
- Spirit-led
- Faithful
- Biblically literate

Community Engaged

Graduates are connected to one another and their community, finding belonging, while serving and being served.

An RCS graduate is:

- Loving
- Empathetic
- Kind
- A Servant leader
- Compassionate

Competent Learner

Graduates are prepared for the future. They use their gifts and skills to find success in who God has called and created them to be.

An RCS graduate is:

- Curious
- A Problem solver
- A Critical thinker
- A Collaborator
- Motivated

Committed

Graduates appreciate their life journey, acknowledging both joyful and challenging experiences as opportunities for personal development and transformation.

An RCS graduate is:

- Self-aware
- Authentic
- Purpose-driven
- Courageous
- Persevering

CONTENTS

4 OVERVIEW OF BC CURRICULUM

6 COURSE SELECTION

- 6 Timeline of Course Selection to Finalizing a Timetable
- 7 RCS Secondary Campus Timetable
- 7 Course Change or Withdrawal from a Course
- 7 Course Cancellation
- 8 Full-time Student Policy
- 8 Study Block
- 8 Online Study Block
- 9 Timetable in Grade 9
- 10 Timetable in Grade 10-12
- 11 INCLUSIVE EDUCATION
- 11 Learning Assistance

- 11 Evergreen Path

11 ACCELERATED COURSES

12 ADVANCED PLACEMENT

12 EARNING CREDIT BEYOND RCS

- 12 Summer School
- 12 Equivalency
- 13 Challenge
- 13 External Credentials
- 13 Online Learning

13 GUIDE TO ASSESSMENT

14 STUDENT SERVICES, ACADEMIC AND POST-SECONDARY COUNSELLING

- 14 Personal Counselling
- 14 Course Selection

SC COURSE CATALOGUE (2026-27)

15 APPLIED DESIGN, SKILLS AND TECHNOLOGIES (ADST)

- 16 Culinary Arts
- 18 Information and Communication Technology
- 20 Technology Education
- 23 Business Education

24 ARTS EDUCATION

- 25 Drama
- 30 Music
- 33 Visual Arts

35 BIBLICAL PERSPECTIVES

- 35 Biblical Perspectives
- 36 Worship Leadership

38 CAREER EDUCATION

- 40 Work Experience

41 INCLUSIVE EDUCATION

- 41 Learning Assistance

42 ENGLISH LANGUAGE ARTS

- 42 General
- 44 Composition

46 INTERDISCIPLINARY

47 LANGUAGES

- 48 French
- 50 Mandarin
- 52 Spanish

54 MATHEMATICS

- 55 General
- 57 Workplace Mathematics
- 58 Foundations of Mathematics
- 59 Pre-Calculus and Calculus

62 PHYSICAL AND HEALTH EDUCATION

- 62 General Courses
- 63 Fitness and Conditioning
- 64 Active Living
- 65 Outdoor Education

66 SCIENCE

- 66 General Science
- 67 Biology
- 68 Physics
- 69 Chemistry

70 SOCIAL STUDIES

- 70 General
- 71 Senior

OVERVIEW OF BC CURRICULUM

OUR MANDATE – THE EDUCATED CITIZEN

As specified in the Statement of Education Policy Order, the purpose of the B.C. school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

To achieve this purpose, we have a collective mandate to develop the “educated citizen,” which is defined as having:

- **Intellectual Development** – to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.
- **Human and Social Development** – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.
- **Career Development** – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

Continuous improvement on student success will be guided by the following principles:

Quality teaching and leadership – Great teachers and educational leaders have always been the key to student success. The critically significant role of teachers in a student’s life will be constantly evolving to adapt to the rapidly changing context in children’s lives. Teachers will function as guides and coaches for learning for all students, including those with disabilities or diverse abilities. School leaders and teachers will focus on practices proven to achieve results, including experiential learning and technology in their classrooms, personal learning opportunities for every student, robust assessments, and time allocated for collaboration with other educators and professional development.

Student-centered learning – Students benefit from more flexibility and choice of how, when, and where their learning takes place. This requires maintaining provincial-level consistency in policy design and funding allocation, while enabling the most flexibility as possible to organize and deliver programs within schools. This will become increasingly important as B.C. takes a more inclusive approach to education, ensuring all students – regardless of ability or background – benefit from a learning environment tailored to maximize their potential. It also means offering a greater variety of pathways to graduation and more opportunities for hands-on learning.

Future orientation – Because the pace of social, economic, and environmental change is increasing, there is a greater need to enable all students to have essential skills, adaptability, global competencies and citizenship, and successful transition to employment. Our education system will enhance our efforts to prepare all students for lifelong learning, encourage the use of technology, and be prepared for graduation with practical expectations informed by employers and post-secondary institutions.

High and measurable standards – Having a modern and well-developed curriculum that reflects our values and expectations for skills, knowledge, and competencies will be effective for students only if it is complemented by rigorous and consistent learning standards and province-wide assessments. Evidence and international best practice conclude that using information on learning outcomes, especially feedback to learners from assessments, is critical to student success. British Columbia will endeavour to maintain our already high standards on learning outcomes, with a focus on literacy and numeracy, which evidence indicates offers all learners, regardless of background, the best opportunity to succeed in life and contribute to prosperous economy.

Healthy and effective learning environments – We will foster inclusive learning environments where all students feel that they are safe and belong – physically and emotionally – and where all students are inspired to explore their personal strengths and interests. To offer healthy learning environments where students, families, and educators can focus on supporting students to achieve their learning outcomes, we will continue to enhance the construction of modern learning environments, enable flexible and virtual learning delivery, and enhance our efforts on physical literacy and best practices on nutrition.

[BC Ministry of Education Curriculum](#)

[BC Ministry of Education Graduation Program Policy Guide](#)



COURSE SELECTION

TIMELINE OF COURSE SELECTION TO FINALIZING A TIMETABLE

DATE*	EVENT
Thursday February 5, 2026	Release of <i>RCS Secondary Campus Course Catalogue</i>
Monday February 9, 2026 to Thursday February 19, 2026	<p>Course Information Days: During Gr. 8 Anchor Time and Gr. 9-11 FLEX</p> <p>Reflection, Information Gathering and Program Planning: Students should consider their interests, strengths and career goals as well as speak with parents/guardians, older students and teachers to carefully and thoughtfully consider course selections.</p> <p>Academic Counsellors will be available by appointment and FLEX/lunch hour drop-in sessions.</p>
Thursday February 19, 2026	<p>Gr. 10-12 Course Selection Night: For Gr. 9-11 Families: An evening to learn about the courses offered for the upcoming school year, elective offerings, and graduation program planning.</p> <p>Course Selection Forms are sent to parent/guardian emails. Students must complete the Course Selection Form together with their parent/guardian.</p>
Tuesday February 24, 2026	<p>Gr. 9 Course Selection Night: For Gr. 8 Families: An evening to learn about the courses offered for the upcoming school year.</p> <p>Course Selection Forms are sent to parent/guardian emails. Students must complete the Course Selection Form together with their parent/guardian.</p>
Monday March 2, 2026	Course Selection Forms Due at 8:30am
April 2026	Optional: Language Challenge Assessment for current Gr. 9-12 students.
April 2026	Optional: Math 9/10 Accelerated Placement Assessment for current Gr. 8 students. (See Mathematics 9/10 Accelerated course description for details.)
March – May, 2026	Master Timetable Construction and Staffing: All student course selection requests, staffing and space requirements are taken into account to generate a master timetable.
Monday June 8, 2026	2026-2027 Draft Student Timetables Available
Monday June 15, 2026	Course Change Requests Due at 8:30am
Wednesday September 2, 2026	2026/2027 Student Timetables Available on MySchool Management.
Friday October 2, 2026	Final date to request a course change (add/drop). Course changes after this date are only considered under extenuating circumstances (ie. illness, absence from school, etc.).
Friday November 13, 2026 (Last Day of Q1)	Final date to drop a course. Course withdrawals after this date are only considered under extenuating circumstances (ie. illness, absence from school, etc.).

*Dates are subject to change.

RCS SECONDARY CAMPUS TIMETABLE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A	E	C	G	A/E
B	F	D	H	B/F
CAREER	FLEX	FLEX	COMMUNITY	CHAPEL
C	G	A	E	C/G
D	H	B	F	D/H

A-H: Eight Subject Specific Blocks

CAREER: Career Education/Life Education/Connection Blocks

FLEX, COMMUNITY, and CHAPEL: Times set aside for flexible student learning, well-being, community building, and worship together.

Please see the *Student and Family Handbook* (found in the Parent Portal of MSM) for the full description of bell schedules and FLEX Blocks.

COURSE CHANGE OR WITHDRAWAL FROM A COURSE

Student timetables are created based upon their course selections. Students who wish to change their courses will be allowed during the course change period in June, when space and prerequisites allow them to change courses. Students are required to fill out a course change request form, and this request will be approved by the Academic Counsellors if appropriate.

COURSE CANCELLATION

Some courses that are offered in this course catalogue may be cancelled due to enrolment numbers, teacher availability and other reasons as determined by RCS. We thank you for your understanding when this could affect a student's schedule.

FULL-TIME STUDENT POLICY

At RCS, we believe that education is best carried out in “community”. There is no other way to build community than by being in community. From classroom learning to chapels, fieldwork to school-wide activities, class projects to special events, education is about much more than simply gaining required credits. We desire for our students to be able to access a variety of courses and programs in order to holistically develop as students, citizens and Christ-followers.

RCS strives to be fiscally responsible to ensure that we can continue to offer diverse, high-quality education to all students. RCS receives funding based on student course load and builds staffing models and budgets in advance. As an independent school, we receive less funding than the public school system which is larger and more able to accommodate reduced course load and alternative programming. Having students who are not participating at RCS full time, significantly reduces our ability to offer diverse and engaging programming. As such, we ask our families to support the interests of the school and all students when considering student course load, and to access support from our Academic Counselor or Administration in advance when considering their graduation plan.

Students who want to reduce their course load may apply for a reduced course load; however, there is a fee associated with this. A student may not enroll in RCS if they are taking less than the equivalent of three RCS courses plus Bible and Career Life. Please contact the Secondary Campus Principal for more information on how to apply for a reduced courseload.

FOR MORE INFORMATION:

Contact Secondary Campus Principal: Bonnie Burton

STUDY BLOCK

Students in Gr. 11 and 12 are allowed one study block if they are enrolled in four academic courses each year. A course within the English Language Arts, Mathematics, Second Languages, Science, Social Studies curricular areas or an AP course is considered an academic course.

ONLINE STUDY BLOCK

Students in Gr. 11 and 12 may enroll in an online course provided through a Distributed Learning school if their online course is not offered at RCS or does not fit into their timetable. Students who are enrolled in an online course may request an Online Study Block, in addition to a study block.

TIMETABLE IN GRADE 9

Grade 9 timetables include six required courses (plus Career Education) and two elective blocks. The table below summarizes the eight blocks (A-H) of a timetable.

Students who do not enroll in a block of Languages are eligible for a second block of Arts / Applied Design, Skills, and Technologies electives.

Required course = Academic requirement

Elective course = Student choice to complete full time student timetable (eight full year blocks)

CURRICULAR AREA	COURSE	DURATION
REQUIRED COURSES		
Biblical Perspectives	Biblical Perspectives 9	Full Year
Career Education	Career Education 9	Every Monday (outside of the eight block rotation).
English Language Arts	English 9	Full Year
Mathematics	Mathematics 9 OR	Full Year
	Mathematics 9/10 Accelerated	Full Year
Physical and Health Education	Physical and Health Education 9	Full Year
Science	Science 9	Full Year
Social Studies	Social Studies 9	Full Year
ELECTIVE COURSES		
Arts / Applied Design, Skills, and Technologies*	Concert Band 9	2 Quarters
	Drama 9	2 Quarters
	Visual Art 9	1 Quarter
	Food Studies 9	1 Quarter
	Information & Communication Technology 9	1 Quarter
	Technology 9	2 Quarters
	Woodwork 9	1 Quarter
Languages	French 9	Full Year
	Mandarin 9	Full Year
	Spanish 9	Full Year
Education Student Services	Learning Assistance Block (as recommended by ESS)	Full Year

*Duration of Arts / ADST Electives are subject to change

TIMETABLE IN GRADE 10-12

Grade 10-12 student timetables provide considerably more options. In order to graduate from RCS, students are required to complete a Biblical Perspectives course each year in addition to the BC Ministry of Education Graduation Program.

A full year course provides 4 credits and a half year course provides 2 credits.

The table below summarizes the required courses from Gr. 10-12 as well as the required electives courses and assessments for graduation.

	Grade 10	Grade 11	Grade 12
Arts Education/ ADST*	One year-long course (or equivalent) at the Grade 10, 11 or 12 level : _____		
Biblical Studies	<input type="checkbox"/> Biblical Perspectives 10	Choose two courses: <input type="checkbox"/> Biblical Perspectives 11 <input type="checkbox"/> Worship Leadership 11	<input type="checkbox"/> Biblical Perspectives 12 <input type="checkbox"/> Worship Leadership 12
Career Education	<input type="checkbox"/> Career Life Education A (2 credits) <input type="checkbox"/> Career Life Education B (2 credits) <input type="checkbox"/> Career Life Education (4 credits)	<input type="checkbox"/> Career Life Connections A (2 credits)	<input type="checkbox"/> Career Life Connections B (2 credits)
English Language Arts	Choose one course: <input type="checkbox"/> EFP Writing and Literary Studies 10 <input type="checkbox"/> Lit Studies and Comp 10 Accelerated*	Choose one course: <input type="checkbox"/> Composition 11 <input type="checkbox"/> Literary Studies 11 Accelerated*	Choose one course: <input type="checkbox"/> English Studies 12 <input type="checkbox"/> AP English Language and Composition
Mathematics	Choose one course: <input type="checkbox"/> Foundations of Math and Pre-Calc 10 <input type="checkbox"/> Workplace Mathematics 10 <input type="checkbox"/> Foundations of Math and Pre-Calc 10 Accelerated	Choose one course: <input type="checkbox"/> Foundations of Mathematics 11 <input type="checkbox"/> Pre-Calculus 11 <input type="checkbox"/> Workplace Mathematics 11	
PHE	<input type="checkbox"/> Physical and Health Education 10	None	None
Science	<input type="checkbox"/> Science 10	Choose one course: <input type="checkbox"/> Chemistry 11 <input type="checkbox"/> Life Sciences 11	<input type="checkbox"/> Physics 11 <input type="checkbox"/> Anatomy and Physiology 12
Social Studies	<input type="checkbox"/> Social Studies 10	Choose one course: <input type="checkbox"/> 20th Century World History 12 <input type="checkbox"/> Contemporary Indigenous Studies 12	<input type="checkbox"/> Social Justice 12
Electives	You must have at least four electives. Two of them must be at the Grade 12 level (Study/LA Blocks do NOT count):		
	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Indigenous-Focused Course Work	Choose one course: <input type="checkbox"/> EFP Writing and Literary Studies 10	<input type="checkbox"/> Contemporary Indigenous Studies 12	
Graduation Assessments	<input type="checkbox"/> Literacy 10	<input type="checkbox"/> Numeracy 10	<input type="checkbox"/> Literacy 12

INCLUSIVE EDUCATION

At RCS, we believe that every child is uniquely created by God with their own gifts, strengths, and learning needs. Our Inclusive Education Program (formerly known as Educational Support Services - ESS) is designed to ensure that all students, regardless of their physical, academic, social, or emotional needs, are supported and equipped to joyfully serve Christ in all aspects of life.

More detailed information about Inclusive Education at RCS can be found in the links below.

2025-26 RCS Inclusive Education Handbook (found in the Parent Portal of MSM)

[Link to Inclusive Learning Policy](#)

LEARNING ASSISTANCE

A Learning Assistance (LA) Block can be requested as an elective for students with an IEP or Learning Plan at the recommendation of the Inclusive Education department. These blocks include individualized instruction based on the student's learning profile as well as opportunities to refine and develop in executive functioning, study skills and other individualized goals.

EVERGREEN PATH

Certain students are not yet able to demonstrate an emerging proficiency of the curricular competencies for courses even with appropriate adaptations and/or accommodations. In these circumstances, a modified program may be considered for the student with consultation between parents and the Inclusive Education department.

The modified program at RCS is a balance of the student participating in classroom learning experiences and working on an individualized curriculum that may include courses in Life Skills and Work Experience. The student's educational program is designed to meet the goals set out in the Individual Education Plan, as well as the curricular competencies from lower grade levels and the core competencies set by the Ministry of Education. These components allow the student to participate in a learning program that meets his or her specific learning needs. The implication of a modified educational program is that the student will receive Evergreen Certificate signifying school completion, rather than the Dogwood Diploma, which signifies the completion of the Ministry of Education Graduation Program.

FOR MORE INFORMATION:

Contact Inclusive Education Coordinator: Jessica Holmes

ACCELERATED COURSES

The Accelerated Courses are an opportunity for students to be challenged and extend their learning as they complete two years of curriculum in one year. Students will be expected to critically connect ideas; problem solve and engage with material in an increasingly mature manner. Assessment for work in Accelerated Courses has a higher expectation for depth and breadth of understanding of the material. RCS students enrolled in accelerated courses can expect to have 60 minutes to 90 minutes of homework per class day.

We offer the following accelerated courses:

- Mathematics 9/10 Accelerated
- English 10/11 Accelerated

ADVANCED PLACEMENT

Advanced Placement (AP)[®] courses provide students with the opportunity to gain university credits. The AP courses help students to pursue intellectual activities that are challenging, develop higher level thinking skills, and promote independent study, research, and content enrichment. AP courses are open to students in Grades 11 or 12 only.

Each AP course has an optional exam that students can take in May for a fee. Students who score a 4 or 5 (out of 5) on the exam may be eligible for credit in first year courses depending on the institution. Students must register by October. We only offer AP Exams to students who are taking the course at our school.

We offer the following AP[®] Courses:

- Calculus AB
- English Language and Composition
- Psychology

RCS students enrolled in Advanced Placement[®] classes can expect to have 60 minutes to 90 minutes of homework per class day. For a balanced life, it is recommended that students take no more than two AP[®] courses.

FOR MORE INFORMATION:

Contact AP Coordinator: Janice Chan

EARNING CREDIT BEYOND RCS

SUMMER SCHOOL

Students are expected to enroll in courses that are offered by the school as they provide biblical perspectives, hands on experiences, and opportunities for field work. Students who decide to enroll in summer school should notify their Academic Counsellor and understand that they will not be prioritized for courses at RCS.

EQUIVALENCY

(Documented Prior Learning)

The BC Ministry provides a policy that describes how secondary schools award credit to students who have successfully completed an equivalent Grade 10, 11 or 12 course from an educational jurisdiction or institution outside the B.C. school system.

Please refer to the [Handbook of Procedures for the Graduation Program](#) for details.

Procedures for Equivalency

Schools will award credit through equivalency following the procedures of the board of education.

For the purpose of determining equivalency, comparison of courses may be based on factors such as the following:

- Comparison of learning standards
- Comparison of general subject matter
- Comparison of depth or breadth of coverage of subject matter
- Comparison of assessment methods, instruments, and standards.

To be deemed equivalent, sufficient content should have been covered to enable the student to be successful in further learning in the content area.

In order to receive credits through equivalency, students must provide the appropriate documentation as proof of successful completion of the course.

CHALLENGE

In cases where a student has obtained training in a course with similar learning outcomes to BC Ministry of Education or Board Authority Authorized courses, arrangements may be made to challenge a course for credit. Students must demonstrate their proficiencies in curricular competencies and content at an appropriate level set by RCS in consultation with Department Heads and the Secondary Campus Principal. Students may be asked to show their proficiency in variety of ways such as a written examination and skill demonstration. A student may only challenge a course once.

EXTERNAL CREDENTIALS

Students can earn external credentials by taking courses, programs or activities that fall outside the normal B.C. school curriculum. The BC Ministry of Education authorizes programs of certain organizations that fulfill their criteria. RCS will give transfer standing to students who show appropriate documentation for the completion of programs or courses that the Ministry has approved. Please refer to the Ministry's [Directory of Approved External Credentials](#) for a full list of organizations and programs.

ONLINE LEARNING

The BC Curriculum allows for a diverse range of courses for students to meet Graduation requirements. While RCS has courses in a variety of disciplines, RCS also recognizes that some students are looking to take specialized courses for specific post-Secondary pursuits. As part of RCS' Portrait of a Graduate, RCS allows Grade 11 & 12 students to take an online course block to complete a course of personal interest that RCS does not offer. Students who are interested in an online course must read and sign an agreement along with their parents/guardians. As the course will be offered by a Distributed Learning school, the responsibility for completion lies with the student and the registered Distributed Learning school, not RCS. There will be no academic support for online courses by RCS staff.

Students will not be permitted to register for a Distance Learning Course (online/distributed learning) if the course is offered and available to the student at Richmond Christian School.

GUIDE TO ASSESSMENT

More detailed information about Assessment Principals, The Proficiency Scale, Communicating Student Learning, Learning Standards, and Understanding Progress Reports at RCS can be found in the *Secondary Campus Guide to Assessment* (found in the Parent Portal of MSM).

STUDENT SERVICES, ACADEMIC AND POST-SECONDARY COUNSELLING

PERSONAL COUNSELLING

Please see the *Student and Family Handbook* (found in the Parent Portal on MSM) for the full description and contacts for School Counselling Services.

FOR MORE INFORMATION:

Contact School Counsellor: Eric Fontaine

COURSE SELECTION

Choosing your courses:

1. Consider your interests, personality, strengths and career goals.
2. Read the Course Descriptions and check that you have the appropriate pre-requisites.
3. Complete the [Program Planning Form](#) and [Graduation Requirements](#) to ensure you've met the requirements for graduation.
4. Research universities or other post-secondary options to determine the courses you need to meet the academic requirements for specific programs you are interested in.
5. Discuss your plans and ensure the Course Selection online form is completed by both you and your parent/guardian.

When reviewing the course descriptions, attention must be given to courses that have prerequisites and/or recommendations.

Prerequisite	A course which must be completed in order to continue study in higher level courses.
Recommendation	A course, proficiency level, prior knowledge, set of skills and/or understanding that enhance study in higher or similar courses. A recommendation helps students and their families make informed course selections for the coming year and is meant to clarify expectations and support students' learning goals.
Course Credit	The number of credits that count towards graduation.
Course Duration	How long the course takes to complete.

FOR MORE INFORMATION ON GR. 9-10 PROGRAM PLANNING:

Contact Gr. 9-10 Academic Counsellor: Chris Hawkey

FOR MORE INFORMATION ON GR. 11-12 PROGRAM PLANNING:

Contact Gr. 11-12 and Post-Secondary Academic Counsellor: Janice Chan

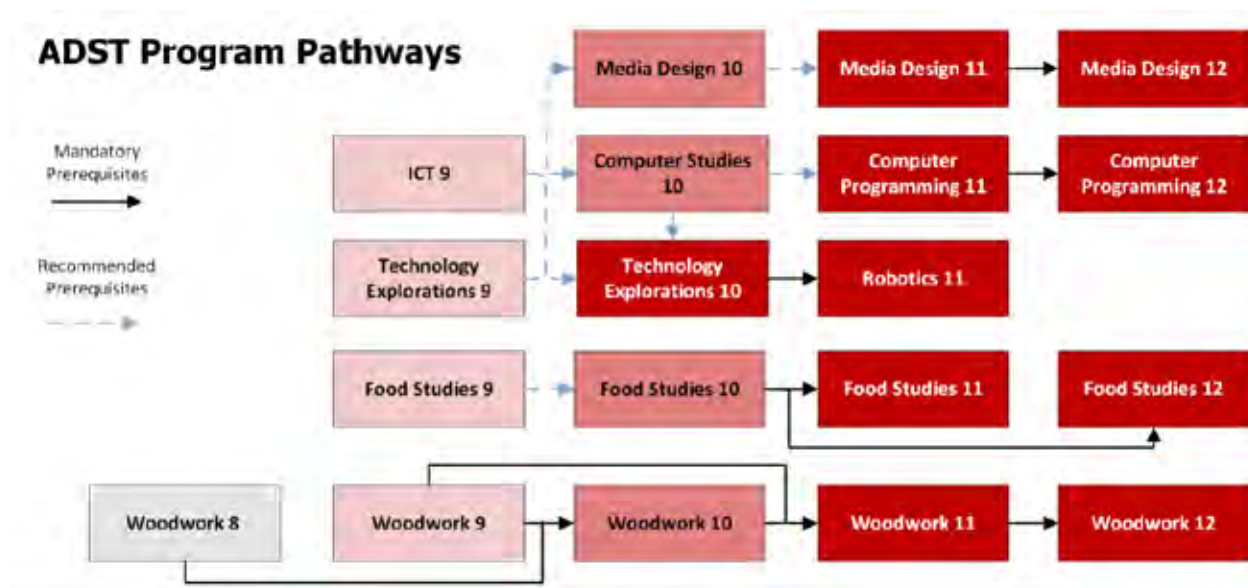
SC COURSE CATALOGUE (2026-27)

APPLIED DESIGN, SKILLS AND TECHNOLOGIES (ADST)

Applied Design, Skills, and Technologies (ADST) courses emphasize Design Thinking to nurture practical and creative skills in a Christ-centered environment. This approach encourages students to engage in hands-on learning, utilizing empathy, creativity, and critical thinking to innovate in areas like Business, Culinary Arts, Technology, and Media Design. Our curriculum, echoing BC's focus on applied learning, equips students with the tools to confidently address real-world challenges and develop a growth mindset. Students engage in the Design Thinking Framework of defining, ideating, prototyping, testing, making, and sharing as a way to allow students to become skilled creative creators.

Graduation Requirements Statement

To graduate, students must take one full-year course (or two 2-quarter courses) of ADST and/or Arts Education in the Grade 10, 11 or 12 level.



CULINARY ARTS

FOOD STUDIES 9

Prerequisite	N/A
Course Credit	N/A
Course Duration	1 Quarter

Description: This is an introductory course, where students are introduced to the world of food and cooking. Students will become familiar with basic food and kitchen safety, and baking and cooking fundamentals. Students will begin to engage in the design process as they learn to develop their own unique baking flavours. Students will also be given the opportunity to bless others through the act of cooking and baking in the form of a service project.

Additional Information: Students will be required to occasionally supply some ingredients for self-selected recipes. Students will be required to occasionally cook or bake at home for various assignments.

FOOD STUDIES 10

Prerequisite	N/A
Course Credit	2 credits
Course Duration	2 Quarters

Description: This course delves deeper into the foundations of cooking and food related topics. Skills are built in cooking and baking techniques, meal planning, recipe design and development. Students will examine the relationship between eating practices and mental and physical wellbeing and will also grow in their understanding of Indigenous foods and methods of preparation. Students will be given the opportunity to research and present on a specific food trend and will choose a baking skill that they wish to develop further.

Additional Information: Students will be required to occasionally supply some ingredients for self-selected recipes. Students will be required to occasionally cook or bake at home for various assignments.

FOOD STUDIES 11

Prerequisite	Food Studies 10
Course Credit	4 credits
Course Duration	Full year

Description: This course expands the students' knowledge of food preparation techniques, ingredients and adaptations, and the skillful use of equipment. Collaboration and creativity are fostered, and the elements of the design process are integrated into cooking labs. Many cooking and baking methods are included, along with meal and recipe design opportunities, budgeting and marketing strategies, and food labelling and marketing. Food security issues are examined, and students complete a critical examination of food guides from around the globe, including Canada's Food Guide and Canada's Food Guide for First Nations, Inuit, and Métis.

Additional Information: Students will be required to occasionally supply some ingredients for self-selected recipes. Students will be required to occasionally cook or bake at home for various assignments. This course runs every other year, in rotation with Foods 12. The next rotation will be 2026-2027.

FOOD STUDIES 12

Prerequisite	Food Studies 10
Course Credit	4 credits
Course Duration	Full year

Description: This course expands the students' knowledge of food preparation techniques, ingredients and adaptations, and the skillful use of equipment. Collaboration and creativity are fostered, and the elements of the design process are integrated into cooking labs. Multi-course meal development and preparation is a priority, and students develop the skills to adjust and develop recipes of their own. Complex cooking and baking methods are taught. Students explore food-related topics such as food justice, food policies and philosophies, and career opportunities. Students also develop important interpersonal and consultation skills for professional food production, and explore various careers opportunities in food related industries.

Additional Information: Students will be required to occasionally supply some ingredients for self-selected recipes. Students will be required to occasionally cook or bake at home for various assignments. This course runs every other year, in rotation with Foods 11. The next rotation will be 2027-28.

INFORMATION AND COMMUNICATION TECHNOLOGY

INFORMATION AND COMMUNICATION TECHNOLOGIES 9

Prerequisite	N/A
Course Credit	N/A
Course Duration	1 Quarter

Description: In this course, students will engage with the design thinking framework to innovate and create solutions to real-world problems. Throughout the course, students will develop their own applications using block coding and JavaScript, guided by the principles of design sprints to iteratively design, prototype, and test their ideas.

COMPUTER STUDIES 10

Prerequisite	N/A
Course Credit	2 credits
Course Duration	2 Quarters

Description: Students will learn basic computer programming in Python, and the impacts of technology use on personal health. Students will have opportunities to apply their newly acquired knowledge and skills to design, plan, and develop digital products such as apps and educational games.

COMPUTER PROGRAMMING 11

Prerequisite	N/A
Course Credit	4 credits
Course Duration	Full year

Description: This course explores computer programming from a design perspective. Students have opportunities to deepen their understanding of the design process and learn how it is related to the software development cycle. Through working on projects, both individually and collaboratively, students study strategies to decompose problems, computational thinking processes, programming language constructs, ways to modify existing program code, and uses of pre-built libraries.

COMPUTER PROGRAMMING 12

Prerequisite	Computer Programming 11 OR Outside programming course, demonstration of ability and permission from the teacher
Course Credit	4 credits
Course Duration	Full year

Description: This course explores computer programming from a game design perspective. Students expand on their coding knowledge, by learning C# coding and the game engine Unity. Students will continue to develop the computer programming, problem-solving, and collaboration skills acquired in Computer Programming 11. They will work on open-ended projects to study strategies to decompose complex problems, computational thinking processes, advanced programming language constructs, ways to modify existing program code, and uses of pre-built libraries.

MEDIA DESIGN 10

Prerequisite	N/A
Course Credit	2 credits
Course Duration	2 Quarters

Description: This course focuses on digital photography basics and graphic design. Students will have the opportunities to explore photo composition, digital image editing, and layout design in projects and use graphic design software to create various products.

MEDIA DESIGN 11: YEARBOOK

Prerequisite	N/A
Course Credit	4 credits
Course Duration	Full year

Description: Media Design 11 is an innovative senior course that operates like a real-world workplace experience, including customer relations, conceptual work, collaboration, independent productivity, critical feedback, and meeting deadlines. These marketable skills are challenging for students but invest in their future employability. Concentrating on the intricacies and fundamentals of planning, designing, preparing and producing professional page layouts, the RCS yearbook is a historical record of the year and a personal portfolio. RCS graduates have used their published pages in their portfolios to apply to design programs and in job interviews that request work samples. Students will become proficient with digital media, software programs such as Photoshop, event photography, inter-personal research and communications, and composition principles.

MEDIA DESIGN 12: YEARBOOK

Prerequisite	Media Design 11
Course Credit	4 credits
Course Duration	Full year

Description: Media Design 12 is an innovative senior course that operates like a real-world workplace experience, including customer relations, conceptual work, collaboration, independent productivity, critical feedback, and meeting deadlines. Students will take on leadership roles in managing the complexity of publishing a yearbook. Students will become highly proficient with digital media, software programs such as Photoshop, event photography, inter-personal research and communications, and composition principles.

TECHNOLOGY EDUCATION

TECHNOLOGY EXPLORATIONS 9

Prerequisite	N/A
Course Credit	N/A
Course Duration	2 Quarters

Description: This course is an immersive course that guides students through the complete design process, from understanding contexts and defining opportunities to prototyping, testing, and sharing innovative solutions. Emphasizing critical thinking, creativity, and sustainability, learners will explore how to address real-world challenges by applying design thinking, collaborative work, and responsible technology use. This course fosters essential skills in research, ideation, material selection, and digital safety, encouraging students to consider social, ethical, and environmental impacts. By the end, students will not only create meaningful products but also critically reflect on their contributions to society and the environment, prepared to make informed decisions in our increasingly technological world.

This course was previously known as Technology 9.

TECHNOLOGY EXPLORATIONS 10

Prerequisite	N/A
Course Credit	2 credits
Course Duration	2 Quarters

Description: Building on foundational skills, this course deepens students' understanding of the engineering design process with an emphasis on advanced CAD software, structural analysis, and materials science. Students will tackle complex design problems, prototype solutions using state-of-the-art tools, and explore topics in basic robotics and automation. The course aligns with BC's Engineering 11 curriculum, focusing on iterative design, project-based learning, and the application of engineering principles in real-world scenarios.

This course was previously known as Engineering 1.

ROBOTICS 11

Prerequisite	Technology Explorations 10
Course Credit	4 credits
Course Duration	Full year

Description: Robotics 11 builds on the technical and design foundations established in Engineering 10 and extends student learning into more complex design challenges both in the VEX robotics competition domain and more broad engineering work. Working in collaborative design teams, students research, design, build, program, and test autonomous and robotic systems while applying the full Design Cycle. The course introduces core concepts in engineering, robotics, coding, and prototyping, with an emphasis on iterative problem solving and performance optimization. Students participate in robotics competitions at the local and provincial levels, developing teamwork, leadership, and networking skills within a competitive technical environment. Throughout the course, students practice meeting deadlines, managing projects, and communicating effectively while gaining awareness of employable technical skills and pathways into STEM and engineering-related careers.

WOODWORK 9

Prerequisite	N/A
Course Credit	N/A
Course Duration	1 Quarter

Description: This course provides students with practical skills and knowledge in woodworking, fostering creativity, problem-solving, and craftsmanship. Students will become familiar with basic shop safety, including the safe operation of various hand tools and machinery like the band saw and power sander. Students will engage in the design process as they learn to develop their own unique style and preferences.

WOODWORK 10

Prerequisite	Woodwork 9
Course Credit	2 credits
Course Duration	2 Quarters

Description: Students will explore key concepts in woodworking, including safety protocols, tool usage, material selection, and project design. Emphasis will be placed on developing a solid foundation in both hand tools and power tools, such as chisels, hand saws, measuring devices, band saw, drill press, planer, and jointer (among others). They will complete various projects throughout the 2 quarters as they gain confidence and efficiency in the woodworking shop.

WOODWORK 11

Prerequisite	Woodwork 10
Course Credit	4 credits
Course Duration	Full year

Description: This hands-on course offers students the opportunity to build upon their woodworking skills while fostering creativity and critical thinking. Students will integrate theoretical knowledge with practical application, encouraging them to understand the principles of woodworking and apply them in the creation of functional and aesthetically pleasing projects. Students will be given choice in their project selection and engage with various service projects throughout the year. One highlight of this course is an annual indigenous carving workshop that students participate in with master carver, Jody Wilson.

WOODWORK 12

Prerequisite	Woodwork 11
Course Credit	4 credits
Course Duration	Full year

Description: This hands-on course offers students the opportunity to build upon their woodworking skills while fostering creativity and critical thinking. Students will integrate theoretical knowledge with practical application, encouraging them to understand the principles of woodworking and apply them in the creation of functional and aesthetically pleasing projects. Students will be given choice in their project selection and engage with various service projects throughout the year.

BUSINESS EDUCATION

MARKETING AND PROMOTION 11

Prerequisite	Grade 11 or 12 standing
Course Credit	4 credits
Course Duration	Full year

Description: This is a project-based course where students will participate in the process of ideating, prototyping, testing, sharing, and revising. They will conduct user-centred research to create and promote products, services, and ideas to their target markets using various marketing and promotion strategies. Students will also explore the ethics of marketing so that they can use their skills not only for personal benefit but also for the public good.

One of the learning activities in Marketing and Promotion 11 requires students to plan, execute, and facilitate an event. This component will involve one evening commitment in the spring.

Recommendations: Students should have an interest in human motivation and the dynamics of social interaction. Students should be proficient with technology such as conducting Boolean searches and curating a presentation on PowerPoint.

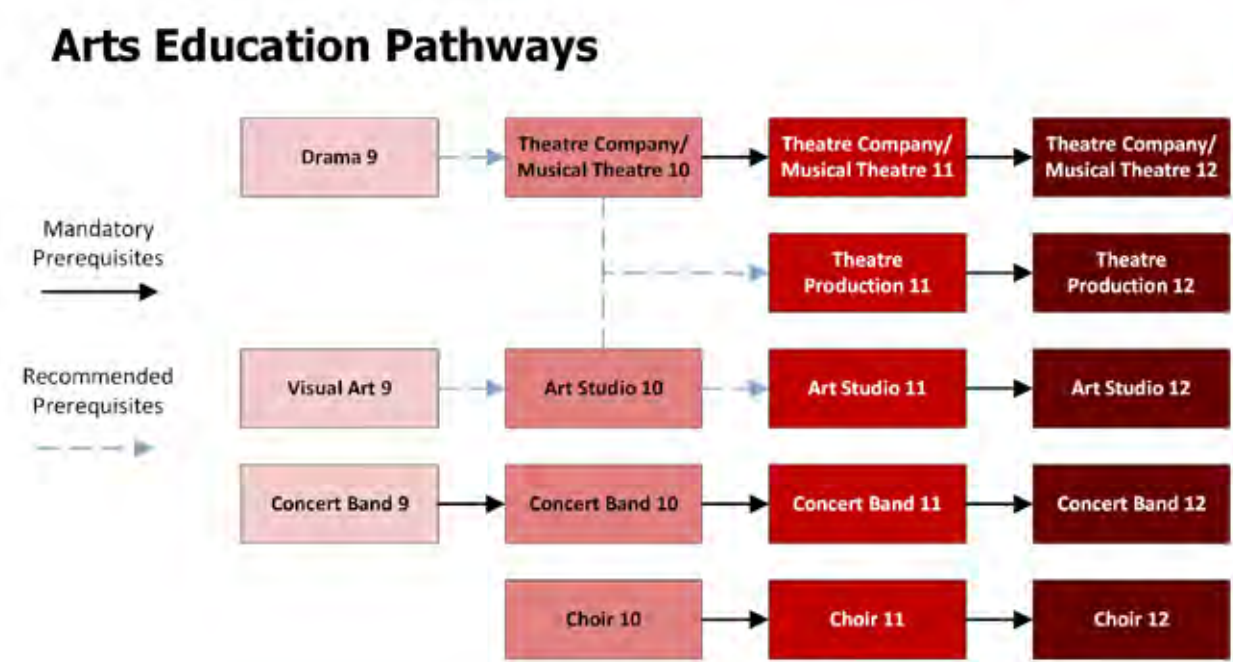


ARTS EDUCATION

The Fine Arts courses are intricately woven into the school’s mission to provide a Christ-centered education. These courses, encompassing Drama, Music, and Visual Arts, are designed to nurture creativity, encourage critical thinking and self-reflection, enhance communication and documentation skills, and broaden perspectives through connection with diverse artistic traditions. This holistic approach to arts education aligns with the school’s dedication to developing students as expressive, thoughtful, and spiritually grounded individuals, prepared to engage and contribute positively to their communities and the world.

Graduation Requirements Statement

To graduate, students must take one full-year course or two 2-quarter courses of ADST and/or Arts Education in the Grade 10, 11 or 12 level.



DRAMA

DRAMA 9

Prerequisite	N/A
Course Credit	N/A
Course Duration	2 Quarters

Description: Students explore and express their identity through drama experiences, and gain confidence in front of groups while having fun! Primarily an acting class, students collaborate to create a community that nurtures risk-taking and exploration. Improvisation, games and invented scene work cultivate creative expression and presentation confidence.

Recommendations:

- Students should be able to demonstrate respect for themselves, others, and the audience.
- Students should be able to contribute to a collaborative environment with a positive attitude.
- Students should be willing to imagine, rehearse, and perform.

THEATRE COMPANY 10

Prerequisite	N/A
Course Credit	4 credits
Course Duration	Full year

Description: Theatre Company 10 is a year-long, intensive performance-based class that engages students in all aspects of Theatre. Students will learn a variety of relevant acting skills, including audition techniques, vocal warm-ups, rehearsal, staging, and performance fundamentals. Students may also be engaged in design, technical, and backstage work if there is not a separate Theatre Production class running in the year. In addition, students will gain valuable life skills by building self-confidence, creativity, and resilience. Growth as a theatre company requires perseverance, collaboration, and reflection.

Additional Information: Enrollment in this course requires students to be fully committed to the performance dates required. Final dates will be announced in September, but there have traditionally been two medium-to-large scale shows done in a year – one in December, and one around May. A contract must be signed that ensures that students and families are aware of the performance-day commitments, as well as the after-school rehearsal-day commitments leading to the performance.

Students in this block are enrolled with Theatre Company 11 and 12 students for mentorship opportunities.

This course runs every other year, in rotation with Musical Theatre 10. The next rotation will be 2026-2027.

THEATRE COMPANY 11

Prerequisite	Theatre Company 10 OR Musical Theatre 10 OR Permission from the teacher
Course Credit	4 credits
Course Duration	Full year

Description: Theatre Company 11 is a year-long, intensive performance-based class that engages students in all aspects of Theatre. Students will learn a variety of relevant acting skills, including audition techniques, vocal warm-ups, rehearsal, staging, and performance fundamentals. Students may also be engaged in design, technical, and backstage work if there is not a separate Theatre Production class running in the year. In addition, students will gain valuable life skills by building self-confidence, creativity, and resilience. Growth as a theatre company requires perseverance, collaboration, and reflection.

Additional Information: Enrollment in this course requires students to be fully committed to the performance dates required. Final dates will be announced in September, but there have traditionally been two medium-to-large scale shows done in a year – one in December, and one around May. A contract must be signed that ensures that students and families are aware of the performance-day commitments, as well as the after-school rehearsal-day commitments leading to the performance.

Students in this block are enrolled with Theatre Company 10 and 12 students, and there is an expectation that grade 11 students will learn how to mentor the younger students and lead them in their growth and confidence.

This course runs every other year, in rotation with Musical Theatre 11. The next rotation will be 2026-2027.

THEATRE COMPANY 12

Prerequisite	Theatre Company 11 OR Musical Theatre 11 OR Permission from the teacher
Course Credit	4 credits
Course Duration	Full year

Description: Theatre Company 12 is a year-long, intensive performance-based class that engages students in all aspects of Theatre. Students will learn a variety of relevant acting skills, including audition techniques, vocal warm-ups, rehearsal, staging, and performance fundamentals. Students may also be engaged in design, technical, and backstage work if there is not a separate Theatre Production class running in the year. In addition, students will gain valuable life skills by building self-confidence, creativity, and resilience. Growth as a theatre company requires perseverance, collaboration, and reflection.

Additional Information: Enrollment in this course requires students to be fully committed to the performance dates required. Final dates will be announced in September, but there have traditionally been two medium-to-large scale shows done in a year – one in December, and one around May. A contract must be signed that ensures that students and families are aware of the performance-day commitments, as well as the after-school rehearsal-day commitments leading to the performance.

Students in this block are enrolled with Theatre Company 10 and 11 students, and there is an expectation that grade 12 students will provide leadership, mentorship, and direction to younger students in the class.

This course runs every other year, in rotation with Musical Theatre 11. The next rotation will be 2026-2027.

MUSICAL THEATRE 10

Prerequisite	N/A
Course Credit	4 credits
Course Duration	Full Year

Description: Musical Theatre 10 is a year-long intensive performance class that engages students in every aspect of musical theatre, incorporating acting, singing, and choreographed dancing with the intent of putting on **a full-length Musical production in May**. Students will learn a variety of relevant musical theatre skills, including audition techniques, vocal warm-ups, music theory, and rehearsal, staging and performance fundamentals. In addition, students will gain valuable life skills by building self-confidence, creativity, and resilience. Growth as a theatre company requires perseverance, collaboration, and reflection.

Additional Information: Because the school incurs a significant cost in renting a professional venue for our performance (**GATEWAY THEATRE**), enrollment in this course requires students to be fully committed to the performance dates required. Final dates will be announced in September, but the show will usually run in mid-late May. A contract must be signed that ensures that students and families are aware of the performance-day commitments, as well as the after-school rehearsal-day commitments leading up to the performance. This course and venue arrangement gives students an exciting opportunity to experience what working in a professional venue with professional technicians is like.

Students in this block are enrolled with Theatre Company 11 and 12 students for mentorship opportunities.

This course runs every other year, in rotation with Theatre Company 10. The next rotation will be 2027-28.

MUSICAL THEATRE 11

Prerequisite	Theatre Company 10 OR Musical Theatre 10 OR Permission from the teacher
Course Credit	4 credits
Course Duration	Full year

Description: Musical Theatre 11 is a year-long intensive performance class that engages students in every aspect of musical theatre, incorporating acting, singing, and choreographed dancing with the intent of putting on **a full-length Musical production in May**. Students will learn, as well as mentor younger students in a variety of relevant musical theatre skills, including audition techniques, vocal warm-ups, music theory, and rehearsal, staging and performance fundamentals. In addition, students will gain valuable life skills by building self-confidence, creativity, and resilience. Growth as a theatre company requires perseverance, collaboration, and reflection.

Additional Information: Because the school incurs a significant cost in renting a professional venue for our performance (**GATEWAY THEATRE**), enrollment in this course requires students to be fully committed to the performance dates required. Final dates will be announced in September, but the show will usually run in mid-late May. A contract must be signed that ensures that students and

families are aware of the performance-day commitments, as well as the after-school rehearsal-day commitments leading up to the performance. This course and venue arrangement gives students an exciting opportunity to experience what working in a professional venue with professional technicians is like.

Students in this block are enrolled with Musical Theatre 10 and 12 students, and there is an expectation that grade 11 students will learn how to mentor the younger students and lead them in their growth and confidence.

This course runs every other year, in rotation with Theatre Company 10. The next rotation will be 2027-2028.

MUSICAL THEATRE 12

Prerequisite	Theatre Company 11 OR Musical Theatre 11 OR Permission from the teacher
Course Credit	4 credits
Course Duration	Full year

Description: Musical Theatre 12 is a year-long intensive performance and leadership class that engages students in every aspect of musical theatre, incorporating acting, singing, and choreographed dancing with the intent of putting on a full-length Musical production in May. Students will learn, as well as mentor and lead younger students in a variety of relevant musical theatre skills, including audition techniques, vocal warm-ups, music theory, and rehearsal, staging and performance fundamentals. In addition, students will gain valuable life skills by building self-confidence, creativity, and resilience. Growth as a theatre company requires perseverance, collaboration, and reflection.

Additional Information: Because the school incurs a significant cost in renting a professional venue for our performance (**GATEWAY THEATRE**), enrollment in this course requires students to be fully committed to the performance dates required. Final dates will be announced in September, but the show will usually run in mid-late May. A contract must be signed that ensures that students and families are aware of the performance-day commitments, as well as the after-school rehearsal-day commitments leading up to the performance. This course and venue arrangement gives students an exciting opportunity to experience what working in a professional venue with professional technicians is like.

Students in this block are enrolled with Musical Theatre 10 and 11 students, and there is an expectation that grade 12 students provide leadership, mentorship, and direction to younger students in the class.

This course runs every other year, in rotation with Theatre Company 10. The next rotation will be 2027-2028.

THEATRE PRODUCTION 11

Prerequisite	N/A
Recommendation	Studio Art 10 OR Theatre Company 10
Course Credit	4 credits
Course Duration	Full year

Description: Students gain real-world theatre experience by working within a functioning theatre company, whether through the RCS musical or dramatic productions. During musical years, the course emphasizes more on practical competencies such as the of building props, sets, and working in a theatre alongside theatre professionals. They contribute to the creative assembly of costumes and sets and conduct a marketing campaign. During non-musical years, students build portfolios including costume designs and set models, developing a professional response to a “creative brief”. In either year, students practice skills such as perseverance and resilience, becoming adaptable, innovative, resourceful and confident under pressure. Involvement is beneficial for CV and university applications.

THEATRE PRODUCTION 12

Prerequisite	Theatre Production 11
Course Credit	4 credits
Course Duration	Full year

Description: Taking leadership roles, Theatre Production 12 students fulfill responsibilities within a functioning theatre company. This course prepares all the technical aspects for the RCS Musical, whether during a musical year or not. Lead students design and create props, make-up, sound, and lighting effects. Students design and conduct a marketing campaign, as well lead the creative assembly of costumes and sets. As running crew captains, students grow in leadership, mentoring, and real-world chain-of-command in a professional theatre setting. Collaborating and clear communication will ensure that all production challenges are solved through creativity, innovation, and professional resourcefulness. Involvement is beneficial for CV and university applications.

MUSIC

CHOIR 10

Prerequisite	N/A
Course Credit	4 credits
Course Duration	Full year

Description: This course introduces students to the fundamentals of choral music, focusing on vocal technique, sight-singing, and group performance. Through studying and performing a variety of choral repertoire, students will develop an understanding of melody, rhythm, and expression while exploring the cultural and historical contexts of music. Opportunities to participate in school and community performances encourage teamwork and personal growth.

Recommendations: Students should be proficient in reading music and counting rhythms.

CHOIR 11

Prerequisite	Choir 10
Course Credit	4 credits
Course Duration	Full year

Description: Building on foundational skills, Choir 11 emphasizes advanced vocal techniques, musicianship, and interpretative skills. Students will deepen their understanding of the structural elements of music, refine their ear training, and explore the relationship between lyrics, rhythm, and expression. Engagement with historical and cultural contexts enriches their repertoire and performance preparation. Regular performances provide a platform for skill application and community involvement.

Recommendations: Students should be proficient in reading music and counting rhythms.

CHOIR 12

Prerequisite	Choir 11
Course Credit	4 credits
Course Duration	Full year

Description: In this capstone course, students refine their vocal artistry and musicianship, mastering complex choral works and demonstrating fluency in sight-singing, rhythm, and expression. Emphasis is placed on analyzing and interpreting music within its historical, cultural, and stylistic contexts. Leadership opportunities, concert production, and reflective practices prepare students for lifelong participation in music. Performances showcase their technical and interpretative growth while fostering community connection and artistic advocacy.

Recommendations: Students should be proficient in basic music theory.

CONCERT BAND 9

Prerequisite	Middle School experience OR Min. 1 Year of Musical experience OR Permission from the teacher
Course Credit	N/A
Course Duration	2 Quarters

Description: This course is designed to help students develop foundational skills in playing a band instrument, improving their technique, ensemble playing, and rhythm reading. Students will have opportunities to perform in school concerts, showcasing their progress. Ear training will be a key component of the course and will be done using computer-based tools, focusing on rhythm development. To succeed, students are expected to practice regularly at home to reinforce their skills and build confidence.

Recommendations: Students should already know how to name musical notes and have basic playing proficiency on a concert band instrument, violin, or piano.

CONCERT BAND 10

Prerequisite	Concert Band 9 OR Min. 2 Year of Musical experience OR Permission from the teacher
Course Credit	4 credits
Course Duration	Full Year

Description: This course builds upon the skills developed in Concert Band 9, focusing on improving musicianship and tone quality. Students will work on sight-reading, a vital skill for band musicians, and will continue their rhythm and ear training using computer-based tools. Regular home practice is essential to develop a strong tone and maintain the high standard required for performing grade 10-12 level pieces.

Students will have several performance opportunities in school concerts and can also participate in optional band trips that take place during the spring. These trips provide an exciting chance to bond with other band members and showcase their talents in new settings.

Recommendations: Students should be comfortable with reading and counting rhythms accurately.

CONCERT BAND 11

Prerequisite	Concert Band 10 OR Min. 3 Year of Musical Experience OR Permission from the teacher
Course Credit	4 credits
Course Duration	Full Year

Description: This course is aimed at advancing students' skills on their instruments, with a strong emphasis on developing musical expression and phrasing. Students will explore the emotional and artistic aspects of music while continuing to strengthen their technical abilities. Performances at school concerts remain a central component, and optional spring band trips provide additional performance opportunities.

Ear training will continue to focus on rhythm development, using computer tools to support learning. Regular practice at home will be important for achieving a polished and expressive sound.

Recommendations: Students should already have a solid ability to read and interpret music.

CONCERT BAND 12

Prerequisite	Concert Band 10 OR Min. 4 Year of Musical Experience OR Permission from the teacher
Course Credit	4 credits
Course Duration	Full Year

Description: As the most advanced level in the Concert Band program, this course focuses on leadership and advanced musicianship. Students are expected to take active roles in leading the band, including running warm-up exercises, conducting, and leading sectional rehearsals. These responsibilities will help students build confidence and develop leadership skills alongside their musical abilities.

The course will also focus on ear training and rhythm skills, with students continuing to use computer tools to enhance their learning. Performances at school concerts are a highlight of the year, and students are encouraged to join the optional spring band trips, which provide further opportunities for collaboration and growth.

Recommendations: Students should have a good understanding of basic music theory and be prepared to contribute as leaders within the band.

VISUAL ARTS

VISUAL ARTS 9

Prerequisite	N/A
Course Credit	N/A
Course Duration	1 Quarter

Description: This course will focus on skill development and will require students to work in a variety of two-dimensional and three-dimensional mediums. The students will have the opportunity to learn to express him/herself as a person who is made in the image of the Creator God. The student will grow as an artist by focusing on the creative process through thought, experimentation, perseverance, risk-taking, reflection and self-evaluation.

To see samples of student art work and projects please visit <https://richmondchristianart.weebly.com>

ART STUDIO 10

Prerequisite	N/A
Recommendation	Visual Arts 9
Course Credit	2 credits
Course Duration	2 Quarters

Description: This course will focus on skill development and will require students to work in a variety of media, both two-dimensional and three-dimensional. The students will have the opportunity to learn to express him/herself as a person who is made in the image of the Creator God. The student will grow as an artist by further developing creative processes and supporting it with the practice of technique and more abstract thought.

Recommendations:

- Students should have an interest in creating artistic works using imagination and personal inquiry.
- Students should be able to demonstrate respect for self, others, and place.

To see samples of student art work and projects please visit <https://richmondchristianart.weebly.com>

ART STUDIO 11

Prerequisite	N/A
Recommendation	Visual Arts 9 and/or Art Studio 10
Course Credit	4 credits
Course Duration	Full year

Description: Art Studio 11 provides opportunities for students to engage in a focused and in-depth study of various visual expression areas. The Art Studio 11 course provides opportunities for students to develop their technical skills in relation to perceiving, responding to, creating, and communicating about art forms both two-dimensional and three-dimensional. This course is meant to challenge students to engage with the world around them and to use art as a means of expression and ministry.

Recommendations:

- Students should be proficient in applying basic drawing and shading techniques using observational skills.
- Students should be proficient in reflecting on personal and cultural values.

To see samples of student art work and projects please visit <https://richmondchristianart.weebly.com>

ART STUDIO 12

Prerequisite	Art Studio 10
Recommendation	Art Studio 11
Course Credit	4 credits
Course Duration	Full year

Description: Art Studio 12 is a continuation of the Art Studio 11 course that builds on the many skills they have learned through different styles and media. This course places an emphasis on independent problem-solving and choice-based projects. This year's topics may include the following: drawing, painting, design, digital arts, conceptual art, sculpture and printmaking.

Recommendations: Students should be able to demonstrate an ability to independently explore artistic possibilities and be willing to take creative risks.

To see samples of student art work and projects please visit <https://richmondchristianart.weebly.com>

BIBLICAL PERSPECTIVES

The Biblical Perspectives department is designed to nurture and challenge students in their faith. Teaming with the home and the church, the RCS Biblical Perspectives department seeks to prepare students for a life-long journey with and for Jesus Christ. With that perspective in mind, our course offerings and teaching methods hope to reflect the nature of God- creative, lively, relational, active, accessible, Spirit-led, and rooted in Truth, in order to enable students to reflect the likeness of Christ for His kingdom. In view of this goal, the Biblical Perspectives Department offers a variety of courses to provide sound biblical teaching, foster deeper understanding and connection with Christ, and to equip students to serve and engage a modern society.

Graduation Requirements Statement

To graduate from RCS, students must take Biblical Perspectives 10, one Biblical Perspectives 11 course and one Biblical Perspectives 12 course.

BIBLICAL PERSPECTIVES

BIBLICAL PERSPECTIVES 9

Prerequisite	N/A
Course Credit	N/A
Course Duration	Full year

Description: In Grade 9, we ensure that all students learn basic theological principles in order to provide a foundation for higher-level Biblical Perspectives courses. Students will learn to confidently share the message of the Gospel and explain its transformational power, as well as identify elements of the Gospel Story in popular culture. Additionally, students will engage in activities to help them understand that Jesus was God and identify practical ways that they can begin to take ownership of their faith.

BIBLICAL PERSPECTIVES 10

Prerequisite	N/A
Course Credit	4 credits
Course Duration	Full year

Description: Through the Apologetics 1 course, students will have opportunity to tackle 5 of life's biggest questions and equip them to confidently discuss their faith. Additionally, this course offers tools to help students make wise decisions, through an in-depth study of Wisdom Literature from Scripture and different cultures. Finally, this course introduces spiritual disciplines in depth and begins to open up new means to connect with God in their own quiet time- and this year we focus on the medium of prayer.

BIBLICAL PERSPECTIVES 11

Prerequisite	N/A
Course Credit	4 credits
Course Duration	Full year

Description: This course explores the intersections between Christianity and culture. Students will contrast popular culture with the counter-cultural mission and message of Jesus Christ through the Sermon on the Mount and learn practical tools to apply these teachings to their lives. Additionally, students will consider, “Who is my neighbour?” and be introduced to different worldviews and religious perspectives, learning to dialogue respectfully with those of differing beliefs. Finally, students will study “Healthy Relationships” and learn and practice Scriptural principles for dealing with different relationships.

BIBLICAL PERSPECTIVES 12

Prerequisite	N/A
Course Credit	4 credits
Course Duration	Full year

Description: In their final Biblical Perspectives course at RCS, our goal is to equip students to be able to take practical steps to live out the life of a Christ-follower; know firmly what they believe and why; and be able to comfortably and confidently engage in discussions about controversial issues. This will be done through these three units: Unit 1 – James; Unit 2 – Theology; and Unit 3 – Spiritual Capstone Final Project. This course will provide students opportunity to practice their faith, learn their theology, and give them tools to have difficult conversations.

WORSHIP LEADERSHIP

WORSHIP LEADERSHIP 11

Prerequisite	Application and Interview
Course Credit	4 credits
Course Duration	Full year

Description: In this course, students will learn foundational concepts of planning, organizing and executing weekly chapel worship gatherings, through a mixture of classroom theory, practical, hands-on experience, and mentorship from the senior Worship Leadership 12 students. It is expected that students will become skilled at engaging in and deepening their relationship with Jesus Christ through the historic spiritual disciplines, essential worship gathering set-up, curating, engagement, and review.

Recommendations: This course is for students who consider themselves followers of Jesus, are willing to intentionally take their own time to grow in their faith, and who are able to serve our community musically or provide audio/video support.

Additional Information: The [Worship Leadership 11 Application](#) form is due on March 2, 2026 at 8:30am and the interview and audition will be scheduled.

WORSHIP LEADERSHIP 12

Prerequisite	Worship Leadership 11 and endorsement of Worship Leadership 11 teacher
Course Credit	4 credits
Course Duration	Full year

Description: In this course, students will move from learner to mentor, teaching and mentoring Worship Leadership 11 students on foundational concepts of planning, organizing and executing weekly chapel worship gatherings. Students will be challenged to model a life of faith and obedience to God through teaching spiritual disciplines, praying for peers, modeling a Christ-centered life. Students will take lead roles in weekly worship experiences (planning and executing) and will delegate roles and responsibilities. Students will continue to engage in and deepen their relationship with Jesus Christ through the historic spiritual disciplines, essential worship gathering set-up, curating, engagement, and review.



CAREER EDUCATION

The goal of the Career Education department is to give opportunities for students to explore, plan for and reflect on the different paths their lives can take. We seek to equip students with the skills, competencies and mindsets that they will need to be successful in all aspects of life that the Spirit leads them which would in turn impact not only themselves but their communities.

Graduation Requirements Statement

To graduate, students must take Career Life Education (Grade 10), Career Life Connections A (Grade 11) and Career Life Connections B, which is their Capstone project (Grade 12).

CAREER EDUCATION 9

Prerequisite	N/A
Course Credit	N/A
Course Duration	Full year

Description: In this course, students will reflect on their identity and who they want to be, as well as the stewardship of time. Students will also learn about workplace safety. It is hoped that after completing this course, students will be able to have the foundation needed to be able to explore God's calling for them.

CAREER LIFE EDUCATION

Prerequisite	N/A
Course Credit	4 credits
Course Duration	Full year

Description: In this course, students will reflect on the competencies that will help not only in school but in work settings. Students will also create an initial résumé and participate in mock job interviews. They will also work on creating a personal budget, as well as review academic options for possible career paths. It is hope that students will have more concrete skills that will help them further with their career planning. Additionally, students will explore the BC Ministry of Education graduation program and initially explore different career paths.

Additional Information: This course is taken during the Grade 10 year.

CAREER LIFE CONNECTIONS A

Prerequisite	Career Life Education
Course Credit	2 credits
Course Duration	Full year

Description: The goal of the Career Life Connections A is to equip students with the skills they need to navigate life effectively and with ease. These skills should be transferred to any student, whether they plan to go to post-secondary education, work, or seek a career out of high school. Career-Life Connections A focuses on applying personal, career-life management knowledge, skills, and strategies to one's own personal life journey. In this course students will apply what they learned in Career Education 9 and Career Life Education 10 about identity and personal skills and passions explore career options and post-secondary training necessary for these careers. Students will use this information to start thinking about the Capstone project that they will complete in their Grade 12 year.

Additional Information: This course is taken during the Grade 11 year.

CAREER LIFE CONNECTIONS B

Prerequisite	Career Life Connections A
Course Credit	2 credits
Course Duration	Full year

Description: This course provides time and guidance for students as they complete their Capstone Project. This is a culminating project, presentation or performance that allows students the opportunity to showcase their learning from both school and life experience into a meaningful product. It is designed to allow students a variety of inquiry, innovation, critical thinking and cross-curricular knowledge to inspire their final product.

Additional Information: This course is taken during the Grade 12 year.

WORK EXPERIENCE

TEACHING ASSISTANT 11

Prerequisite	Grade 11 standing, previously taken the course and additional requirements found in postings
Course Credit	4 credits
Course Duration	Full year

Description: Teaching Assistant 11 provides students with an opportunity to experience the task of teaching and to come to a better understanding of the role that education plays in our society. The course consists of a classroom portion where students practice presentation skills, teaching and classroom management, among study of various issues related to education, including educational psychology, educational philosophy and social issues related to education, and also an experiential portion where students will work in the classroom of a teacher, completing various tasks ranging from helping with administrative work to developing and teaching their own lessons (despite two sections, this course has the same number of hours as others). Students will be encouraged to view teaching and education of great importance, and also something that holds different and special significance to Christians and the church. Although ideal for students considering a future in teaching, the skills developed by students will prove valuable in other professions and courses of study.

Additional Information:

- This course had two parts. A theory portion that takes place outside the block and a practical portion where students will be part of a class where they will support the teacher and students in that class.
- Students are expected to fill out the [Teaching Assistant Application](#)
- View the TA Postings:
 - [Teacher Assistant – Library](#)
 - [Teacher Assistant – Athletics](#)
 - [Teacher Assistant – Classroom](#)

INCLUSIVE EDUCATION

Through a team effort, students with diverse learning needs will become successful and independent learners, who realize and celebrate their God-given abilities and God-designed potential. We will achieve this growth by valuing diversity, cultivating authentic relationships, and fostering a growth mindset.

Graduation Requirements Statement

Courses in the Inclusive Education department (formerly known as the ESS department) do not receive credits towards graduation.

LEARNING ASSISTANCE

Prerequisite: Teacher Recommendation or Prior Assessment

Description: God has created each person to be a unique individual with diverse learning needs. This scheduled period is for students who benefit from direct teacher support to understand and complete assignments. Time in this period is also used to develop executive functioning skills, such as time management, organization and planning. Students are guided to discover how their unique learning style can be a blessing to himself and to the rest of the community.



ENGLISH LANGUAGE ARTS

Through providing opportunities for students to apply critical and divergent thinking skills to analyze a variety of different texts and engage with both concrete and abstract concepts, the English department helps students develop the ability communicate clearly in a variety of different contexts and for various audiences, take risks in the curation and creation of language to reveal new facets of their world and selves, and seek authentic engagement with texts, ideas, and people. By developing an appreciation for literature and language, and respect for the influence our manner of communication has, students can articulate the importance of individuals' stories to their greater purpose and identity, build up those around them, as well as apply the skills they develop into deepening their personal walk with God.

Graduation Requirements Statement

To graduate, students must take one full-year English Language Arts 10 Course, one English Language Arts 11 Course and English Studies 12.

GENERAL

ENGLISH 9

Prerequisite	English Language Arts 8
Course Credit	N/A
Course Duration	Full year

Description: This course is a foundational language course that aims to build essential literacy and communication skills. Students will be challenged to think critically, as they engage with a variety of texts and stories to experience collaborative learning and how to exchange ideas in meaningful ways. Students will work towards increasingly sophisticated methods of communication in order to effectively articulate ideas to achieve our purpose as writers.

ENGLISH FIRST PEOPLES LITERARY STUDIES AND WRITING 10

Prerequisite	English Language Arts 9
Course Credit	4
Course Duration	Full year

The English First Peoples Writing 10 course component is designed to develop students' ability to appreciate the written form of language as well as the art of public expression through a First Peoples' lens. Students will be trained to apply standard conventions of the English language in their writing through analyzing First People's literature, songs and poetry and developing analytic and narrative writing in response. As this course forms the foundation of the senior level English program, students will be expected to express and articulate their opinions in an increasingly sophisticated manner. The hope for this course is for students to use their God-given talents, experiences, and voices to effectively communicate in writing and to build their capacity to objectively analyze the text and media around them.

The English First Peoples Literary Studies 10 course component aims to open students' eyes to the richness of First Peoples literature and storytelling with its cultural and historical roots. Students will be expected to make connections between stories and their own lives, expressing their ideas and supporting them with evidence from the appropriate texts. As this course forms the foundation of the senior level English program, students will be expected to read and engage with a variety of texts in both non-fiction and fiction genres, participating in rich literature circle discussions, working on writing personal narratives and completing an oral storytelling project to demonstrate their understanding. The deep hope for this course is to inspire students to build their comprehension and communication skills through multiple perspectives, as well as build understanding and empathy for Indigenous experiences within North America.

Additional Information: EFP Literary Studies and Writing 10 fulfills the 4 credits to fulfill the Indigenous-Focused Graduation Requirement.

ENGLISH 10/11 ACCELERATED

Prerequisite	English Language Arts 9 Endorsement of English 9 Teacher
Course Credit	4
Course Duration	Full year

Description: English 10/11 Accelerated is intended for students who are gifted in communication, critical and divergent thinking, and literary analysis and explication, providing a greater depth and breadth of exposure to literature, philosophy, and rhetoric. It combines texts from both the Literary Studies 10, Composition 10 and Literary Study 11 curricula, demanding more in terms of quality and quantity in both reading and writing, but preparing students well for more advanced coursework in language arts.

Recommendations:

- Students should be highly Proficient in formal essay writing and writing conventions.
- Students should be Extending in their critical and divergent thinking skills.
- Students should be Extending in their reading comprehension skills.

Additional Information: Accelerated does not fulfill the 4 credits of the Indigenous-Focused Graduation Requirement. Students will be required to take Contemporary Indigenous Studies 12 in Grade 11 or 12.

ENGLISH STUDIES 12

Prerequisite	English Language Arts 11 Grade 11 standing
Course Credit	4 credits
Course Duration	Full year

Description: English Studies 12 explores the breadth and depth of how the English language is used to communicate ideas. Students will engage with a variety of texts representative of the development

of the Canadian literary perspective, including First Peoples texts and the Bible. Emphasis will be placed on cultivating the skills essential for university studies and professional success, such as reading comprehension, literary analysis and interpretation, as well as expository and creative expression. The overarching aim of this course is to inspire students to continuously strive to be the light of this world as they grapple with the challenging issues of our shared existence.

COMPOSITION

COMPOSITION 11

Prerequisite	Language Arts 10 Course at RCS
Course Credit	4 credits
Course Duration	Full year

Description: Composition 11 allows students to explore the craft of writing, equipping them to make intentional writing choices for various purposes, audiences, and contexts. Through discussion and instruction on the writing process, revision, rhetoric, dialogue, and textual analysis, students will be given the opportunity to respond both personally and academically in ways that are respectful of the truth, themselves, and others. While intended to prepare students for formal academic essay writing, the scope of Composition 11 also allows students flexibility in their responses to literature, non-fiction, personal writing, and media. Ultimately, the goal of composition is to teach students how to use God’s gift of language for “building others up according to their needs” and “speak[ing] the truth in love” (Ephesians).

AP® ENGLISH LANGUAGE AND COMPOSITION

Prerequisite	English 11
Recommendation	86% in Language Arts 11 Course at RCS Endorsement of English 11 Teacher
Course Credit	4 credits
Course Duration	Full year

Description: Advanced Placement English Language and Composition is designed to give students opportunities to pursue advanced studies in argument, academic discourse, rhetoric, reading, synthesis, and composition – these skills not only help ensure future academic success in post-secondary studies, but allow students to become critical consumers of literature, media, and discourse, contributing in an articulate and intelligent way their own thoughts and ideas through application of creativity, and both critical and divergent thinking. Students will be prepared to write research essays of various types, and three specific pieces (those included on the AP exam) – synthesis essays, rhetorical analyses, and argumentative essays – requiring application of a rhetorical mindset when both reading and writing, and a scholarly approach to research and reading, trading predatory reading and confirmation bias for objectivity and the pursuit of truth. To develop the skills

necessary for university level English writing, students will read extensively non-fiction (including visual texts, contemporary essays, speeches, letters) and literature centered around a variety of themes and issues worthy of significant dialogue – preparation and participation in class discussions and activities are intended to model and help develop skills in preparation for the AP Exam, and course assignments.

Recommendations:

- Students should be highly Proficient in formal essay writing and writing conventions.
- Students should be Extending in their critical and divergent thinking skills.
- Students should be Extending in their reading comprehension skills.

Additional Information:

- Students in the course will get credit for both English Studies 12 and AP English Language and Composition.
- While the AP exam is in May, the course continues until the end of the RCS school year.
- There is an optional AP exam (fees apply).



INTERDISCIPLINARY

AP® PSYCHOLOGY

Prerequisite	Grade 11 or 12 standing
Recommendation	86% in Science 10 86% in most recent English Language Arts course
Course Credit	4 credits
Course Duration	Full year

Description: This course is intended to prepare students to take the College Board AP Psychology exam, the successful completion of which may grant, depending on their score and post-secondary institution, a number of first year psychology credits. It will introduce students, in a fair degree of depth, to various concepts throughout the discipline of Psychology, allowing them to better understand the behaviour and mental functioning of human beings. Students will be expected to not only know and understand various concepts and theories associated with this area of discourse but be able to apply their knowledge to case studies, the media, and their own education and life. Through increasing our knowledge of the workings of the human brain, we not only appreciate more the intricacy of God's creation but understand how he has constructed us to respond to it and to respond to each other, furthering our ability to engage with His creation and other individuals within it in the way that He intended.

Recommendations: Students should be able to quickly and efficiently process information delivered in written form and in significant quantities.

Additional Information:

- While the AP exam is in May, the course continues until the end of the RCS school year.
- There is an optional AP exam in May (fees apply).

LANGUAGES

Through learning a new language and understanding a new culture we hope that students will respect and appreciate similarities and differences between them and others, as well as use their language knowledge to reach out and care for others.

RCS Secondary Languages

Second Languages offered at the Secondary Campus include:

- French
- Mandarin
- Spanish

All these languages are Second Language, not immersion options. Students will be able to read, write, understand, and converse in their second language on specific topics at a conversational level, but not fluently. The goal of a high school language classroom is competency, not fluency.

Considerations when deciding on the language stream

What language does my child demonstrate an aptitude for?

- **French** and **Spanish** are very similar, are Romance languages, and use the same alphabet as English
- **Mandarin** – tonal in nature, no alphabet, different character for each word

What language will help my child in their future life choices (job, travel, missions)?

- **French:** Canada is a bilingual country, and many RCS students have a foundation in this language. Over 500 million people world-wide speak it and many Canadian government jobs require it. French is the fifth most spoken language globally and it is the language of instruction for 93 million students.
- **Spanish:** Much of the Western Hemisphere, and over 500 million people world-wide speak it. Canada has strong ties to the USA and Mexico so is helpful for business, tourism, and hospitality careers. Spanish is the second most natively spoken language and fourth most spoken language overall globally.
- **Mandarin:** Over 1 billion people worldwide speak this language. Canada has strong ties to China in business and Richmond/Vancouver have a strong Mandarin speaking community. Mandarin is the most widely spoken language in the world after English.

Graduation Requirements Statement

Students do not require a second language to graduate.

Grade 9 Language Pathway

Students opting to take a language course as one of their electives, will indicate this on their Course Selection Form. All students who would like to take a language course in Grade 9 will be placed in that class. Our Grade 9 language courses are designed to support all learners, regardless of prior knowledge or experience. Our language teachers will support all students in their linguistic growth and confidence, in relation to the Learning Standards.

A Grade 9 student may choose not to take a language course in Grade 9, but in Grade 10 they might be interested in selecting a language class as one of their electives. This is permitted; however, a process for determining if joining their grade-level peers is the best fit for their linguistic growth and confidence and will be determined by the process outlined below.

Language Pathway Consideration

If a current Grade 9-11 student has not taken a pre-requisite for a language course, they will indicate this in their Course Selection Form. A school-based process for determining the best language class grade level for each student will be communicated with the student. This process will involve a conversation with the subject teacher, and an evaluation of student demonstrated proficiency in relation to the subject's Learning Standards.

Note: Students who were placed in a particular grade level based on a Placement Assessment that took place in Spring 2025, will still have these decisions honoured and recognized in planning for the upcoming school year.

Language Course Challenge

Students have the opportunity to earn credit for a Language 11 or 12 course by challenging the course. Challenging the course is a way for students to earn credit without taking the course during the school year. A challenge assessment is not envisioned as a way for students to improve their course mark or as a replacement for the valuable experience of learning in a classroom setting. Only students who are in Grade 10, 11, or 12 are eligible to apply to take the challenge assessment. The Language Department provides this as an opportunity for students to earn credit for their prior knowledge and ability. If a student would like to apply to complete the challenge assessment, they must indicate on their Course Selection Form that they would like to be considered to complete the Challenge assessment.

Students who successfully challenge the Grade 11 or 12 level on their language challenge assessment will be given the option to complete a cultural portfolio assignment to receive credit for either Language 11 or 12.

Challenge is not envisioned as a way for students to improve their course marks, or as a replacement for the valuable experience of learning in a classroom setting. Challenge is intended to acknowledge student learning so that students do not have to participate in courses, which would be repetitive for them. It also allows students to broaden their high school program by selecting additional courses or to enrich their lives in other ways, such as pursuing personal passions in ADST or the Fine Arts.

FRENCH

FRENCH 9

Prerequisite	French 8
Course Credit	N/A
Course Duration	Full year

Description: French language courses build on pre-existing grammatical knowledge and abilities to enhance reading, writing, listening, and speaking skills. Students will be learning and incorporating past and future tenses and other grammatical structures that allow for more detailed communication. Students will use their language skills to simulate real-life situations, sing worship songs and read Scripture in French, and they will have opportunities to explore Francophone culture, tradition, and holidays. French is an official language in 29 countries and is widely spoken around the globe. Speaking French is especially useful for work in government, diplomacy, and in missions.

FRENCH 10

Prerequisite	French 9
Course Credit	4 credits
Course Duration	Full year

Description: In French 10 students will build on pre-existing grammatical knowledge and abilities from French 9 to enhance reading, writing, listening, and speaking skills. Students will be learning and incorporating past continuous, simple future, and conditional tense as well as other new grammatical structures that allow for more nuanced communication. Students will use their language skills to simulate real-life situations, sing worship songs and read Scripture in French, and they will be given opportunities to explore the lives and contributions of French-Canadians. Recommendations: Students should be proficient in conjugating French verbs in present tense and passé composé tense.

FRENCH 11

Prerequisite	French 10
Course Credit	4 credits
Course Duration	Full year

Description: In French 11 students will build on pre-existing grammatical knowledge and abilities from French 10 to enhance reading, writing, listening, and speaking skills. Students will be learning and incorporating new grammatical structures that allow for more sophisticated communication. Students will use their language skills to simulate real-life situations, sing worship songs and read Scripture in French, and they will be given opportunities to explore Francophone culture. Recommendations: Students should be proficient in conjugating French verbs in present, passé composé, and past continuous tense.

FRENCH 12

Prerequisite	French 11
Course Credit	4 credits
Course Duration	Full year

Description: In French 12 students will continue in their acquisition of speaking, reading, listening, and writing skills. Students will be incorporating pluperfect and subjunctive tense as well as other new grammatical structures that allow for more expressive communication. Students will use their language skills to simulate real-life situations, sing worship songs and read Scripture in French, and they will be given opportunities to explore Francophone culture. Recommendations: Students should be proficient in conjugating French verbs in present, passé composé, past continuous tense, and simple future tense.

MANDARIN

MANDARIN 9

Prerequisite	N/A
Course Credit	N/A
Course Duration	Full year

Description: Mandarin 9 is an entry-level course of Mandarin Chinese designed for students who are beginning learners of the language and have little-to-no background in written and/or oral Mandarin Chinese. Students who read/write little to no Chinese characters or who speak another Chinese variety at home may also take this course. The core skills of reading, writing, listening, speaking, and interacting in Mandarin Chinese will be developed, with a focus on communication in meaningful, practical contexts. This course aims not only to teach the language in both written and oral forms but also to teach about the culture of Chinese people around the globe. It is also the hope of this course that they may use the language skills and cultural knowledge to spread the love of Christ to the people of Chinese heritage that they will encounter throughout their lives. We will be using a variety of materials to learn Mandarin speaking, reading, writing and listening skills. Students will learn Pinyin (Chinese Romanization System), and learn to write some basic Chinese characters and to have basic conversations in Mandarin. By the end of the course, the student will learn around 250 Chinese characters and will be able to engage in dialogues that introduces oneself and one's family, food, routines, and celebrations.

Recommendations: Recommended for those with very little to no language skills in Mandarin speaking or writing.

MANDARIN 10

Prerequisite	Mandarin 9
Course Credit	4 credits
Course Duration	Full year

Description: The Mandarin 10 course builds on the big ideas and skills established in Mandarin 9. Through learning a new language and understanding a different culture, students will respect and appreciate similarities and differences between themselves and others. By the end of the course, the student will learn another 220 Chinese characters; the study of language will be intertwined with culture, through thematic units, during which students will engage in dialogues about school life, leisure activities, places that we live and socializing. Students will be able to use their language knowledge to reach out and care for others, connecting with and showing the love of Christ to the people of Chinese heritage.

Recommendations: Students should be proficient in Pinyin (Chinese Romanization System), be able to write some basic Chinese characters and to have basic conversations in Mandarin.

MANDARIN 11

Prerequisite	Mandarin 10
Course Credit	4 credits
Course Duration	Full year

Description: Mandarin 11 is the logical progression after Mandarin 10 and continues with more challenging and complex work. Students will hone and greatly increase their knowledge. At the Grade 11 level practical real-life conversations are expected. Mandarin 11 aims not only to teach the language in both written and oral forms but also to teach about the culture of Chinese people around the globe. It is also the hope of this course that they may use the language skills and cultural knowledge to spread the love of Christ to the people of Chinese heritage that they will encounter throughout their lives. By the end of the course, the student will learn another 200-220 Chinese characters and will be able to engage in topics such as transportation, diet, nutrition as well as weather and travel.

Recommendations: Students should be proficient in Pinyin, be able to read and write Chinese characters and speak Mandarin relatively competently.

MANDARIN 12

Prerequisite	Mandarin 11
Course Credit	4 credits
Course Duration	Full year

Description: This course builds on the big ideas and skills established in Mandarin 11. Language skills will be refined through the exploration of thematic and cultural topics, such as shopping, health, and summer activities. Mandarin 12 aims not only to teach the language in both written and oral form but also to teach about the culture of Chinese people around the globe. It is also the hope of the course that they may use the language skills and cultural knowledge to spread the love of Christ to the people of Chinese heritage that they will encounter throughout their lives. By the end of Mandarin 12, students will have learned approximately 900 Chinese characters. Students will write a range of text types and conduct presentations, for diverse audiences.

Recommendations: Students must be able to use Mandarin proficiently with all 4 language skills – listening, speaking, reading and writing.

SPANISH

SPANISH 9

Prerequisite	N/A
Course Credit	N/A
Course Duration	Full year

Description: Spanish 9 is an introductory level Spanish course designed for students that would like to gain practical Spanish skills – listening, speaking, reading and writing. Students will start learning from the very beginning, with ABCs and 123s, and gradually build their vocabulary. By the end of the year, students will be able to conjugate regular verbs in a sentence, as well as some irregular verbs, and write short paragraphs. The study of language will be intertwined with culture, through thematic units, such as greetings, weather, common activities and hobbies, likes and dislikes, personality traits, body and health, cuisine, and how to pray. Students will have the opportunity to play games and worship the Lord in Spanish, with musical instruments. Spanish is spoken by over 500 million people worldwide and over twenty different nations. As Christians, we are encouraged to serve those in need. Through learning a new language, and understanding a new culture, students will respect and appreciate similarities and differences between themselves and others, and also use their language knowledge to reach out and care for others. Speaking Spanish enables youth to competently communicate on mission activities and trips such as local migrant worker missions and the recurrent RCS Missions trips to Latin America.

SPANISH 10

Prerequisite	Spanish 9
Course Credit	4 credits
Course Duration	Full year

Description: This course builds on the big ideas and skills established in Spanish 9; Spanish 10 is when things start to get really interesting and more challenging. We move on from basic vocabulary, grammar and a few select verbs to carrying on a greater conversation both in writing and by speaking. Students will become proficient in the Spanish present tense and start to learn the past tense, in order to have more enriching conversations with others. Students will discover and convey meaning through a variety of text types; the emphasis will be on acquiring the language for everyday purposes. Language skills will be honed through thematic and cultural topics, such as family, celebrations, residence, shopping, leisure activities, volunteer service and technology. As followers of Christ, we are called to help those less fortunate than ourselves; many of which live in Spanish speaking countries. Students will have the opportunity to play games to learn to interact with Spanish speakers and worship the Lord in Spanish, with musical instruments.

Recommendations: Students should be proficient in conjugating regular Spanish verbs in the present tense.

SPANISH 11

Prerequisite	Spanish 10
Course Credit	4 credits
Course Duration	Full year

Description: Spanish 11 is the logical progression after Spanish 10 and continues with more challenging and complex work. We continue to gain greater knowledge with full utilization of the past as well as informal future tenses. Students will hone and greatly increase their knowledge. At the Grade 11 level practical real-life conversations are expected. Sophisticated writing also becomes possible, as we introduce past and future tenses. Language skills will be refined through the exploration of thematic and cultural topics, such as school subjects and activities, extra-curricular activities, routines and preparing oneself in the morning, shopping, clothing and gifts, and remembering one's childhood. As followers of Christ, we are called to help those less fortunate than ourselves; many of whom live in Spanish speaking countries. The more Spanish a student understands and can use, the more they will be able to communicate effectively with Spanish speakers; Spanish 11 students are presented with real life opportunities to engage with and serve native Spanish speakers, in partnership with our local Migrant worker ministries.

Recommendations: Students should be proficient in conjugating Spanish verbs in both the present and preterite past tenses.

SPANISH 12

Prerequisite	Spanish 11
Course Credit	4 credits
Course Duration	Full year

Description: In Spanish 12, students are expected to engage in increasingly complex and spontaneous oral and written interactions in which they demonstrate their facility with Spanish. Students are able to locate information with confidence, skim for relevant facts, and use Spanish-language resources in their community and elsewhere. As students develop increasing facility with oral and written language, they experience and can respond to both contemporary and traditional works in a variety of genres. Although not required for many post-secondary programs, taking a language 12 is recommended especially if you are going into Arts (as it is required for graduation from some University programs) or are not sure what you are going to do in the future, to keep your options open. By the end of Spanish 12, students will be able to conduct presentations in Spanish, for diverse audiences, and converse on important thematic and cultural topics, including natural disasters, crisis situations and rescues, emergencies, accidents, entertainment preferences, food and cooking, travel and global tourism.

Recommendations: Students should be proficient in conjugating Spanish verbs in the present tense, irregular verbs and past tenses (preterite and imperfect).

MATHEMATICS

The vision of the mathematics department is to give opportunities for students to develop their mathematical skills, knowledge and competencies in the hope of developing reasoning skills that are interdisciplinary. We hope to provide a space that encourages risk-taking and views errors as opportunities for further learning, as well as a place to cultivate perseverance and tenacity. Our ultimate goal is that by doing so, students can continue to grow in the understanding and appreciation of God's creation.

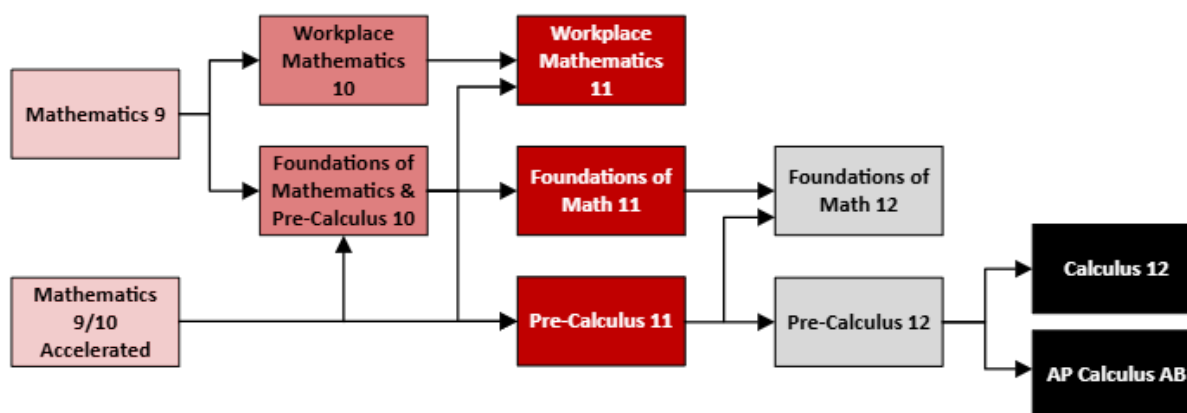
The BC Curriculum is designed for all students to have the same foundational Math program for Math 9.

The **Workplace route** is designed for students who are entering the field of trades and apprenticeships right out of high school. The main objective in each Workplace course is to help students make calculations based on geometrical 2D and 3D shapes. These courses provide students with the skills needed to use technology with mathematics in everyday settings. Students who choose this pathway cannot switch to the Foundations of Mathematics or Pre-Calculus pathway moving forward.

The **Foundational of Mathematics route** seeks to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus, mostly in the field of the arts, humanities, and social sciences. The main objectives in each of Foundations 11 and Foundations 12 is to help students build on different strategies for reading real world data from graphs, articles, and game-theory. This course provides students with exploratory learning through trial and error, and critical thinking skills on real-world scenarios.

The **Pre-Calculus route** is designed for students who are passionate about pursuing studies in the STEM field in post-secondary. The main objectives in each of Pre-Calculus 11 and Pre-Calculus 12 is to help students build on different strategies for solving and manipulating equations requiring variables and cartesian plane graphing. This course provides students with algorithmic based learning, and critical thinking skills based largely on expression manipulation. The content is largely theoretical with minimal immediate real-world applications and is used to build a foundation for calculations in Physics, Chemistry, and Calculus.

Math Program Pathways



Students in the Mathematics 9 Accelerated stream are on the pathway to taking AP Calculus AB or BC in grade 12. If a student not in the Accelerated stream wants to take one of the Calculus courses in their grade 12 year, they must take either Mathematics 10 or Pre-Calculus 11 during the summer. We highly recommend students take Mathematics 10 in the summer as both the density and difficulty of the course is less than Pre-Calculus 11 and students may have a more thorough learning experience of the grade 11 course during the school year.

Graduation Requirements Statement

To graduate, students need to take one Mathematics 10 course and one Mathematics course at the Grade 11 or 12 level.

GENERAL

MATHEMATICS 9

Prerequisite	Mathematics 8
Course Credit	N/A
Course Duration	Full year

This course provides many of the tools needed to understand God’s creation and is a foundational course for further studies in senior mathematics. Topics include rational numbers, powers and exponents, linear relations, linear equations, polynomials, spatial proportional reasoning, financial mathematics and data analysis. The main objective of the course is to have students be comfortable with performing the BEDMAS operations on fractions and decimals, as well as learning the basic algorithms of solving for variables. Students will also be encouraged to strengthen their mental math skills, particularly for numerical operations for digits between 1-15 for the basic operations (Adding, Subtracting, Multiplying, and Dividing).

In this course, students are encouraged to strengthen their mental math skills, and to be less reliant on calculators for the units on rational numbers. Students are also encouraged to develop their math proficiency so that they are able to complete timed tests within the time frames provided. At the end of this course students are prepared for Foundations and Pre-Calculus 10.

MATHEMATICS 9/10 ACCELERATED

Prerequisite	Mathematics 8 School Endorsement (Math 8 Teacher Recommendation, Placement Assessment, Grade 8 Term 2 Progress Report)
Course Credit	4 credits
Course Duration	Full year

Description: This course is designed to challenge students who have been gifted in the field of Mathematics. It combines Mathematics 9 and Foundations of Math and Pre-Calculus 10 curricula

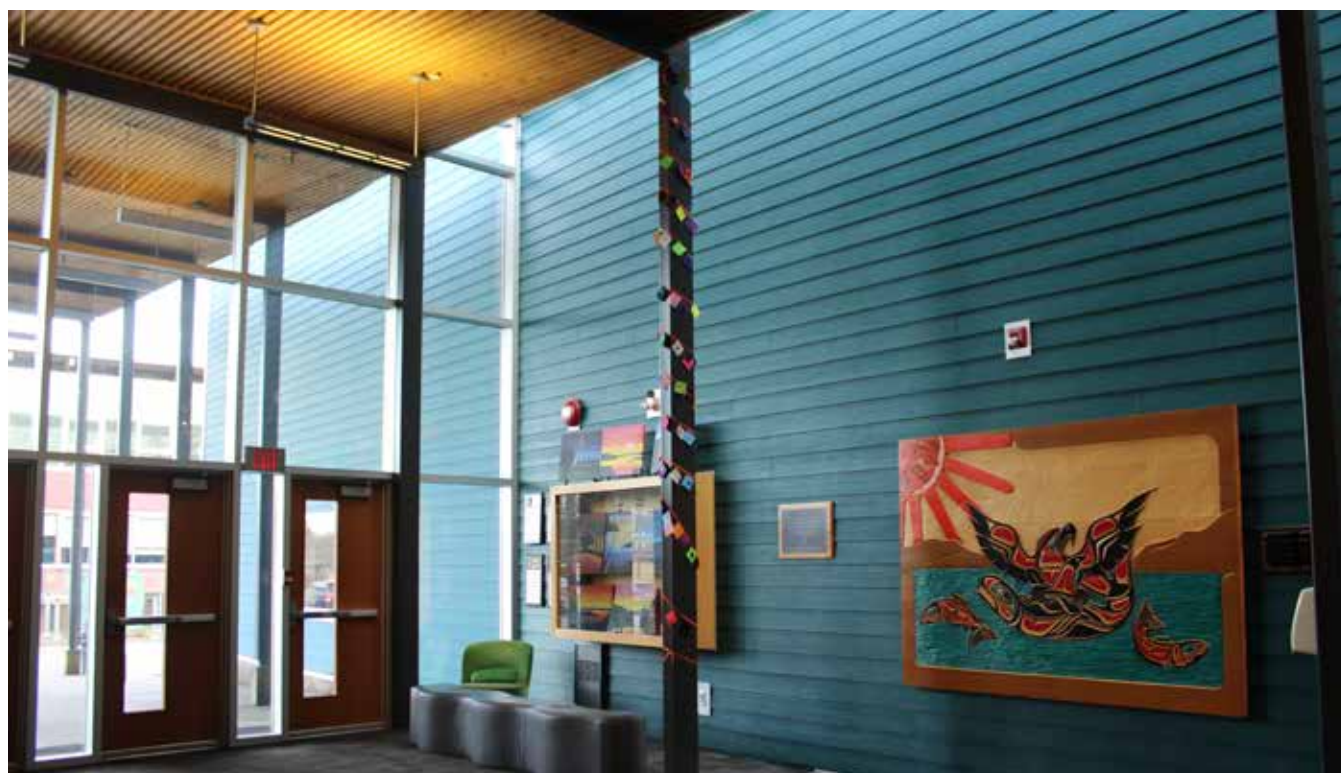
in one year. It provides students with the mathematical understandings and critical thinking skills identified for post-secondary studies for both the arts and sciences. At the end of this course, students are prepared for Pre-Calculus 11. Students should be able to perform basic BEDMAS operations with decimals and fractions. Mental math multiplication for numbers up to 20 is extremely helpful. Additionally, they should be comfortable with performing two-step equations with variables. As this course contains two full year courses in one school year, students must be prepared for additional practice outside of the classroom in the form of homework or review assignments.

FOUNDATIONS OF MATHEMATICS AND PRE-CALCULUS 10

Prerequisite	Mathematics 9
Course Credit	4 credits
Course Duration	Full year

Description: This course is designed to provide students with mathematical understandings and critical thinking skills identified for post-secondary studies in both the arts and the sciences. This course is based on the new BC Educational Plan. Topics include trigonometry, prime factorization, powers and exponents, arithmetic sequences, polynomials, relations and functions, linear equations and finance. Students are expected to be proficient in their usage of the scientific calculator, solving mathematical equations with variables. The main purpose of the course is to have students understand game-theory and probabilistic thinking on real-world situations. Students are recommended to be proficient in their mental math abilities for basic operations on numbers up to 15 to help them understand patterns. Additionally, students should be able to graph and solve basic multi-step linear equations.

This course will prepare students to go into Pre-Calculus 11 or Foundations of Mathematics 11.



WORKPLACE MATHEMATICS

WORKPLACE MATHEMATICS 10

Prerequisite	Mathematics 9
Course Credit	4 credits
Course Duration	Full year

Description: Workplace Mathematics 10 equips students with practical math skills for everyday life and work. The course covers proportional reasoning, measurement of 3D objects, unit conversions, data analysis, probability, and financial literacy. Emphasis is placed on real-world applications, critical thinking, and problem-solving.

This course will prepare students to take Workplace Mathematics 11 but not Pre-Calculus 11 or Foundations of Mathematics 11. Workplace Mathematics is designed for students who go straight into the workforce or intend to pursue an apprenticeship after graduation.

WORKPLACE MATHEMATICS 11

Prerequisite	Mathematics 10
Course Credit	4 credits
Course Duration	Full year

Description: Workplace Mathematics 11 equips students with practical math skills for everyday life and work. The course covers financial literacy, rate of change, data interpretation, and 3D objects. Emphasis is placed on real-world applications, critical thinking, and problem-solving.

Workplace Mathematics is designed for students who go straight into the workforce or intend to pursue an apprenticeship after graduation.

FOUNDATIONS OF MATHEMATICS

FOUNDATIONS OF MATHEMATICS 11

Prerequisite	Foundations of Math and Pre-Calculus 10
Course Credit	4 credits
Course Duration	Full year

Description: This pathway is designed for students who pursue the Humanities in the post-secondary programs. The completion of Foundations of Mathematics 11 and 12 is necessary for entrance to university. 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 study of theoretical calculus. Topics include financial mathematics, geometry, scale models, logical reasoning, graphical analysis, quadratic functions, systems of equations, optimization and applications of statistics. The main objectives of the course are having students understand how scale models and triangular formations impact our lives on a daily basis. Additionally, a thorough understanding of financial literacy is covered in depth in Foundations of Mathematics 11. Students should be proficient in using scientific calculators for basic BEDMAS operations. They should also be proficient in graphing points and lines on the cartesian plane.

FOUNDATIONS OF MATHEMATICS 12

Prerequisite	Foundations of Mathematics 11 OR Pre-Calculus 11
Course Credit	4 credits
Course Duration	Full year

Description: This pathway is designed for students who pursue the Arts and Humanities in the post-secondary programs. 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 study of theoretical calculus. Topics include financial planning, probability and chance, graphical analysis, logarithmic and trigonometric functions, and 3-dimensional geometry.

PRE-CALCULUS AND CALCULUS

PRE-CALCULUS 11

Prerequisite	Foundations of Math and Pre-Calculus 10
Recommendation	70% in Foundations of Math and Pre-Calculus 10
Course Credit	4 credits
Course Duration	Full year

Description: This pathway is designed for students who pursue the Mathematics, Sciences and Business subjects in the post-secondary programs. This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and real number system, powers with rational exponents, quadratics, radical, polynomial, rational, linear and financial literacy, and trigonometry. Students should be able to perform basic operations without a calculator on numbers up to 20. Additionally, students are recommended to be highly proficient in using mathematical algorithms to solve equations. Students must have a good understanding of the basic Trigonometric functions. The main goal of this course is to have students solidify their understanding of factoring, completing the square, and solving and graphing trigonometric equations.

Recommendations:

- Students should be highly proficient in polynomial operations, including adding, subtracting, multiplying, dividing, and factoring.
- Students should be proficient in graphing two variable equations.
- Students should be highly proficient in translating word problems into mathematical language.
- Students should be highly proficient in using trigonometric functions to solve questions relating to triangles.

PRE-CALCULUS 12

Prerequisite	Pre-Calculus 11
Recommendation	70% in Pre-Calculus 11
Course Credit	4 credits
Course Duration	Full year

Description: This pathway is designed for students who pursue the Mathematics, Sciences and Business subjects in the post-secondary programs. This course 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 transformation of relations and functions (polynomial, exponential, rational and logarithms), trigonometry and geometric sequences and series. Students should have an extensive understanding of factoring, completing the square, and

solving trigonometric equations. Students should be highly proficient in their usage of algorithmic methods when solving for complex equations. The main objective of the course is to have students translate graphs involving polynomial, radical, rational, logarithmic, and trigonometric equations.

Recommendations:

- Students should have an extensive understanding of algebraic operations and factoring.
- Students should be highly proficient in creative and critical thinking skills, as well as analytical skills for applying the new concepts.
- Students should have flexible and strategic approaches to solve problems.

CALCULUS 12

Prerequisite	Pre-Calculus 12 Grade 12 Standing
Recommendation	70% in Pre-Calculus 12
Course Credit	4 credits
Course Duration	Full year

Description: Calculus is the mathematical study of dynamic (changing) phenomena, and it is fundamentally different from any other mathematics course. It attempts to achieve through indirect methods what appears impossible directly. It is no less than a celebration of human ingenuity, which if perceived correctly, gives glory to God who magnanimously created us in His image. This course allows students to delve into the more complex aspects of God's creation and the number of applications of calculus is almost limitless. This course is the introduction of Calculus for university which covers the concepts of limits, derivatives, applications of differentiation, integrals, and the fundamental theorem of calculus. Students will develop problem-solving and analytical skills through real-world applications and mathematical modeling. Emphasis is placed on conceptual understanding and procedural fluency, fostering a strong foundation for future mathematical pursuits.

AP[®] CALCULUS AB

Prerequisite	Pre-Calculus 12 at RCS Grade 12 Standing
Recommendation	86% in Pre-Calculus 12
Course Credit	4 credits
Course Duration	Full year

Description: Calculus is the mathematical study of dynamic (changing) phenomena, and it is fundamentally different from any other mathematics course. It attempts to achieve through indirect methods what appears impossible directly. It is no less than a celebration of human ingenuity, which if perceived correctly, gives glory to God who magnanimously created us in His image. This course allows students to delve into the more complex aspects of God's creation and the number of applications of calculus is almost limitless. An advanced Placement course in calculus consists of a full high school academic year of work that is comparable to calculus courses in colleges and universities. The main objective of the course is to cover instantaneous rates of change for real world applications, as well as infinite summations to calculate areas. Students must be comfortable in solving all functions and graphing questions at the Pre-Calculus 12 level without a calculator. The homework load of Calculus AB is quite extensive and students must be prepared for additional homework outside of the classroom.

Recommendations:

- Students should have an extensive foundation in reasoning with algebraic symbols and working with algebraic structures.
- Students should have an extensive foundation in algebra, geometry, trigonometry, analytic geometry and elementary functions such as linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise-defined functions.
- Students should have an extensive knowledge of the properties of functions, the composition of functions and the graphs of functions

Additional Information:

- While the AP exam is in May, the course continues until the end of the RCS school year.
- There is an optional AP exam in May (fees apply).

PHYSICAL AND HEALTH EDUCATION

The Physical and Health Education courses are designed to teach students the skills to live an active and healthy lifestyle. Throughout the course, they will have opportunities to connect with each other, connect with nature, as well as develop wellness and leadership skills. It is the hope that students will have a growth mindset and feel safe to challenge themselves in new ways. Students are encouraged to develop leadership through understanding their own unique strengths and how to use them in community.

Graduation Requirements Statement

To graduate, students need to take Physical and Health Education 10.

GENERAL COURSES

PHYSICAL AND HEALTH EDUCATION 9

Prerequisite	Physical and Health Education 8
Course Credit	N/A
Course Duration	Full year

Description: Physical and Health Education 9 focuses on exposing students to different types of physical activity to increase physical literacy as well as personal health and fitness goals. Students will learn that healthy choices influence their physical, emotional and mental well-being. Students will learn about physical and mental health. Additionally, they will participate in a variety of sports and activities both on and off campus including Aquatics, Racquet Sports, Team Sports, Individual and Dual Activities such as Dance and Personal Fitness.

Additional Information:

- Students are required to wear athletics shoes, athletic shorts or pants, and an RCS shirt for class.

PHYSICAL AND HEALTH EDUCATION 10

Prerequisite	Physical and Health Education 9
Course Credit	4 credits
Course Duration	Full year

Description: Physical and Health Education 10 focuses on equipping students to be 'Fit for Life' so they will be internally motivated to remain active for the rest of their life. Students will learn that healthy choices can be influenced by their physical, emotional, and mental well-being. Regardless of their natural athletic ability, students will learn to understand their strengths, weaknesses, and personal preference to help them achieve their healthy living goals. This means they will be exposed to a variety of sports and activities, both on and off campus so they will feel comfortable participating in these activities outside of class. Units in this course, with a different emphasis from PHE 9, include: Team Sports, Racquet Sports, Golf, Self-Defense, and an introduction to weight training.

Additional Information:

- Students are required to wear athletics shoes, athletic shorts or pants, and an RCS shirt for class.

FITNESS AND CONDITIONING

FITNESS AND CONDITIONING 11

Prerequisite	Physical and Health Education 10
Course Credit	4 credits
Course Duration	Full year

Description: The course is geared towards RCS student-athletes who would like to learn more extensively about and practice active living, fitness programs, and strength training. Students will have the opportunity to train in specific fitness and conditioning programs to improve their ability to perform in competition for their RCS sports teams. Students will also learn about human anatomy and physiology, the principles and techniques of training, and proper nutrition for training. There is a leadership element to this course. It is meant for students who are highly motivated to participate in a fitness and skill training program.

Additional Information: Students are required to wear athletics shoes, athletic shorts or pants, and an RCS shirt for class.

FITNESS AND CONDITIONING 12

Prerequisite	Fitness and Conditioning 11
Course Credit	4 credits
Course Duration	Full year

Description: The course is geared towards RCS student-athletes who have a base understanding of strength training and weightlifting techniques. Students will be expected to expand on the personal workout plans they created in Fitness and Conditioning 11. Students will also have the opportunity to continue training in areas such as strength and endurance to improve their ability to perform for their RCS sports teams or to achieve personal fitness goals. There is an added leadership element to this course as returning students will be expected to lead warmups and workouts throughout the year. It is meant for students who are highly motivated and consistent participation is required each class.

Additionally, Fitness and Conditioning 12 students will take on a leadership role through 8 hours of volunteer service to the RCS Athletics community. These hours could be completed, but not limited to minor officiating and scorekeeping, managing a team, coaching at the MC, helping run sports clubs at the EC, etc.).

Additional Information: Students are required to wear athletics shoes, athletic shorts or pants, and an RCS shirt for class.

ACTIVE LIVING

ACTIVE LIVING 11

Prerequisite	Physical and Health Education 10
Course Credit	4 credits
Course Duration	Full year

Description: Active Living 11 is a co-ed mixed grade course. This course emphasizes that physical activity is an important part of overall health and well-being. The focus shifts more to achieving individual fitness and wellness goals as well as prioritizing game play and strategy, over skill development. Students will learn to safely participate in a variety of sports and activities, both on and off-campus. Additionally, students will learn how nutrients can impact health and performance.

Additional Information: Students are required to wear athletics shoes, athletic shorts or pants, and an RCS shirt for class.

ACTIVE LIVING 12

Prerequisite	Active Living 11 or Fitness and Conditioning 11
Course Credit	4 credits
Course Duration	Full year

Description: Active Living 11 is a co-ed mixed grade course. This course emphasizes that physical activity is an important part of overall health and well-being. The focus shifts more to achieving individual fitness and wellness goals as well as prioritizing game play and strategy over skill development. Students will learn to safely participate in a variety of sports and activities, both on and off campus. Additionally, students will learn how nutrients can impact health and performance.

Additionally, Active Living 12 students will take on a leadership role through 8 hours of volunteer service to the RCS Athletics community. These hours could be completed, but not limited to minor officiating and scorekeeping, managing a team, coaching at the MC, helping run sports clubs at the EC, etc.).

Additional Information: Students are required to wear athletics shoes, athletic shorts or pants, and an RCS shirt for class.

OUTDOOR EDUCATION

OUTDOOR EDUCATION 11

Prerequisite	Physical and Health Education 10 Grade 11 standing
Course Credit	4 credits
Course Duration	Full year

Description: Outdoor Education 11 is an experiential learning-based course that immerses students in the beauty of the outdoors while developing technical skills, teamwork, and understanding of the natural environment. Through activities such as hiking, backpacking, snowshoeing, paddling, and first aid training, students will build confidence in outdoor environments while learning to assess risks and respond to challenges. One of the main goals of the course is to be able to foster a deep appreciation for creation while learning more about oneself in relation to the world outside the classroom. With multiple excursions, students will gain lifelong memories while cultivating a sense of adventure, resilience, and gratitude for the environment around them.

Recommendations:

This course is recommended for responsible students who:

- Love being outside
- Are open to personal growth and physical challenges
- Desire to engage in self-reflection while growing in relationship with others
- Are ready to actively participate in a variety of lessons and activities

Additional Information:

- The application form: [Outdoor Ed 2026-2027 Application Form](#) is required for this course and is due on Mar. 2, 2026 at 8:30am.
- New this year, students will be required to complete both a community and RCS reference. Students can send the following link to their references to fill out: [Outdoor Ed 2026-2027 Reference Form](#)
- Students are responsible for covering a portion of the course related costs. The fee will range between \$475-600 and is due within the first month of school.

SCIENCE

In science classes students will develop the ability to use the scientific method to answer their questions about the universe. They will form questions and hypotheses, design experiments to test these hypotheses, and analyze the results to draw conclusions that can be applied to further study. Our goal is that our students will be curious, think scientifically, have a deep understanding of the knowledge passed down from scientists before them, and see God in the order and beauty of the creation they are studying. We hope they will leave RCS with a very firm foundation in content and skills that will serve them well in their future studies.

Graduation Requirements Statement

To graduate, students need to take Science 10 and a Science course at the Grade 11 or 12 level.

GENERAL SCIENCE

SCIENCE 9

Prerequisite	Science 8
Course Credit	N/A
Course Duration	Full year

Description: This course focuses on four major areas of science: chemistry, electricity, reproductive biology, and environmental science. In addition to this content students will learn basic lab skills and how to acquire meaningful data in order to answer their questions. They will also learn to communicate their findings through properly formatted lab reports.

SCIENCE 10

Prerequisite	Science 9
Course Credit	4 credits
Course Duration	Full year

Description: This course focuses on four major areas of science: genetics, chemistry, astronomy, and energy. In addition to this content, students will continue building their lab skills and producing lab reports that are increasingly detailed.

BIOLOGY

LIFE SCIENCE 11

Prerequisite	Science 10 Grade 11 standing
Course Credit	4 credits
Course Duration	Full Year

Description: Life Science 11 concentrates on ecology, cellular biology, evolution, and taxonomy, exploring innumerable interesting and exciting facts and theories about prokaryotic cells, plants, and animals, focusing on the importance of biological diversity. The lab skills will involve the use of microscopes and dissection tools; lab reports will focus on specific topics that appear in the curriculum.

ANATOMY AND PHYSIOLOGY 12

Prerequisite	Science 10 Grade 11 standing
Recommendation	Chemistry 11
Course Credit	4 credits
Course Duration	Full Year

Description: This course encompasses two major topics of study: biochemistry and human body systems. Areas of concentration in biochemistry will focus on cell structure, cell compounds, macromolecules, DNA, protein synthesis, and cancer. The human body systems unit will emphasize the six major body systems: circulatory, digestive, respiratory, nervous, urinary, and reproductive. The lab skills will involve the use of microscopes and dissection tools; detailed lab reports will focus on specific topics that appear in the curriculum.

PHYSICS

PHYSICS 11

Prerequisite	Science 10 Foundations of Math and Pre-Calculus 10 Grade 11 standing
Course Credit	4 credits
Course Duration	Full Year

Description: In this course, students develop and use mathematics tools and experimentation to study the nature of motion and the forces affecting motion. These are extended to the study of gravity, inertia, the conservation of energy and electric circuits. The course also gives an overview of the nature of light and waves. The lab skills will focus on measurement and construction; lab reports will focus on specific topics that appear in the curriculum.

Recommendations:

- Students should be highly proficient in algebra and trigonometry.

PHYSICS 12

Prerequisite	Physics 11 Grade 12 standing
Recommendation	Pre-Calculus 11
Course Credit	4 credits
Course Duration	Full Year

Description: This course is designed to provide students with grounding in the discipline of physics. There is a greater emphasis on the use of logical, analytical inquiry than in Physics 11. The range of topics includes equilibrium and circular motion, fields (gravitational, electric, and magnetic), momentum, and special relativity. The lab skills will focus on measurement and construction; lab reports will focus on specific topics that appear in the curriculum.

Recommendations:

- Students should be highly proficient in drawing free-body diagrams, problem solving, algebra, vector addition, and trigonometry.

CHEMISTRY

CHEMISTRY 11

Prerequisite	Science 10 Foundations of Math and Pre-Calculus 10 Grade 11 standing
Course Credit	4 credits
Course Duration	Full Year

Description: This course provides a comprehensive overview of all aspects of chemistry and challenges the student to explore and appreciate the intricacies of the world that God created with love and care at the atomic level. The major areas of study include atomic theory, classification of matter, the mole concept, chemical reactions, stoichiometry, solution chemistry and organic chemistry. The lab skills will focus on using Bunsen burners, field-specific glassware, and selecting appropriate tools to take precise measurements. Lab reports will be connected to chemistry concepts being studied and continue to build students' abilities to collect and analyze data.

Recommendations:

- Students should be highly proficient in naming compounds, writing and balancing chemical reactions, problem solving, algebra, ratios, and percentages.

CHEMISTRY 12

Prerequisite	Chemistry 11 Grade 12 standing
Recommendation	Pre-Calculus 11 Pre-Calculus 12 (concurrently)
Course Credit	4 credits
Course Duration	Full Year

Description: The purpose of this course is to provide the student with an opportunity to discover more sophisticated theories and concepts as they explore how chemistry relates to daily life, industry and the environment. The major areas of study include reaction kinetics, dynamic equilibrium, solubility equilibrium, acids and bases, and oxidation-reduction chemistry. There is an emphasis on mathematical calculations and problem solving. The lab skills will focus on using Bunsen burners, field-specific glassware, and selecting appropriate tools to take precise measurements. Lab reports will be connected to chemistry concepts being studied and continue to build students' abilities to collect and analyze data.

Recommendations:

- Students should be highly proficient in unit conversions, stoichiometry, solution chemistry, and the nature of chemical reactions.

SOCIAL STUDIES

With a focus on inquiry-based learning, the Social Studies department aims to empower students to develop a genuine desire for global stewardship and social justice. Social Studies courses will explore our personal and social histories and see how they intersect with our present cultural and social narratives. We will provide opportunities for real-world action and celebrate when students choose to take risks and act. We will work to critique the impact of colonization and hegemonic structures, both past and present, while honouring Indigenous culture and history. Exploring a variety of worldviews, we will equip students to engage in respectful discourse to help bring God's kingdom closer to reality.

Graduation Requirements Statement

To graduate, students need to take Social Studies 10 and a Social Studies course at the Grade 11 or 12 level.

GENERAL

SOCIAL STUDIES 9

Prerequisite	Social Studies 8
Course Credit	N/A
Course Duration	Full year

Description: This course focuses on the early exploration and colonization of North America and the interactions with First Peoples, as well as the major European revolutions. Students learn how historical forces have had an impact on the world. In particular, they will study the Industrial Revolution, the French Revolution, and modern-day revolutionary movements. In addition, we will study the formation of Canada as a nation, the development of democracy, and persisting societal inequalities. Students will explore themes of immigration, First Nations history and culture, geography, and politics.

SOCIAL STUDIES 10

Prerequisite	Social Studies 9
Course Credit	N/A
Course Duration	Full year

Description: Social Studies 10 is an essential course for students to become active, informed and responsible citizens. Throughout the year, we will investigate the complexity of defining Canada's identity and strive to learn from the knowledge systems of Indigenous Canadians. We begin the course by delving into the study of Canadian government and Canada's roll in the First and Second World Wars, before studying about important issues such as social equality, living standards around the globe, the Holocaust and how humans impact the environment. As we are studying these topics, we will also compare and contrast differing worldviews and perspectives so that we may not only become citizens of the world, but also Christ's ambassadors in the world.

SENIOR

20TH CENTURY WORLD HISTORY 12

Prerequisite	Social Studies 10 Grade 11 Standing
Course Credit	4 credits
Course Duration	Full year

Description: The 20th century was marked by competing ideologies, recurring crises, and destruction on an unprecedented scale. It was also a century of hope, redemption, and evidence of God's faithfulness. This course examines twentieth-century world history with the goal of understanding the forces that shaped the contemporary world and the lasting impact of historical events on political, economic, and social life.

Throughout the course, students will explore the influence of nationalism, authoritarianism, and the rapid development of technology as recurring themes. The course begins with an examination of the aftermath of the First World War and the conditions that led to the most devastating conflict in human history: the Second World War.

The course concludes with an exploration of the Cold War era, focusing on global tension and cooperation, ideological conflict, and the ongoing struggle for equality around the world.

CONTEMPORARY INDIGENOUS STUDIES 12

Prerequisite	Social Studies 10 Grade 11 Standing
Course Credit	4 credits
Course Duration	Full year

Description: This course will use a social justice lens to explore themes and challenges that Indigenous peoples have encountered in the face of colonialism in Canada and across the globe. Students will use the social studies inquiry processes and skills as they gather, interpret, and analyze ideas as well as communicate findings and decisions. In this course, students will be exposed to and explore topics relating to identity, worldview, resilience and the importance of connection to land as well as considering what it means to engage in the reconciliation process, share truth and bring healing in Canada and around the world.

Additional Information: This course fulfills the required 4 credits to fulfill the Indigenous-Focused Graduation Requirement.

SOCIAL JUSTICE 12

Prerequisite	Social Studies 10 Grade 11 Standing
Course Credit	4 credits
Course Duration	Full year

Description: “He has shown you, O mortal, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God” (Micah 6:8). Social Justice 12 is a course where students are challenged to critically reflect on what it means to live in a just society and commit to explore their capacity to offer an alternative way of life that points towards Kingdom living because all life has dignity and value. Using social studies inquiry processes and skills, students will gather, interpret, and analyze ideas about topics such as genocide, human trafficking, power inequities, poverty, and ecocide. They will make ethical judgements about the causes of these issues by relating to biblical teachings and historical documents like the Universal Declaration of Human Rights. This course will end with the students crafting and executing a personal action plan that allows them to put into practice what they have learned throughout the course of the year.

