

2024 | 2025



# SENIOR SCHOOL ACADEMIC PROGRAM GUIDE

## Table of Contents

Message from our Director of Academics.....	3
1.0 Senior School Administrative Staff.....	4
2.0 Academic Procedures & Expectations.....	6
2.1 Advanced Placement Courses .....	11
2.2 Academic Support .....	12
2.3 Academic Policies .....	16
3.0 Grade 8–9 Program Overview .....	20
3.1 Grade 8 and 9 Course Offerings .....	21
4.0 Grades 10–12 Graduation Program .....	24
4.1 Graduation Program Requirements .....	24
4.2 Grade 10 to 12 Course Offerings.....	27
5.0 Placement of English Language Learners .....	28
6.0 English .....	30
7.0 Social Studies.....	32
8.0 Mathematics .....	35
9.0 Sciences .....	38
10.0 Outdoor Leadership Trips.....	41
11.0 Applied Skills/Career and Leadership Explorations.....	42
12.0 Languages.....	45
13.0 Fine Arts: Visual Arts .....	47
14.0 Fine Arts: Drama.....	49
15.0 Fine Arts: Music.....	50
16.0 Physical and Health Education .....	51
17.0 Equestrian Program Curriculum.....	52
18.0 Post-Secondary Preparations.....	54
19.0 University Selection Process .....	55
20.0 Applying to Canadian Universities/Colleges .....	56
21.0 How to Apply—Canadian Universities/Colleges .....	58
22.0 Scholarships Canadian Universities/Colleges.....	59
23.0 Applying to American Universities/Colleges .....	60
24.0 How to Apply—American Universities/Colleges.....	62
25.0 Scholarships United States Universities/Colleges .....	63
26.0 How to Apply—United Kingdom (UK) Universities/Colleges .....	64
27.0 Graduating Student Tips & Reminders.....	65
28.0 Outdoor Leadership Packing List.....	67
29.0 Major Dates Calendar.....	69





Dear QMS Students, Families and Community Members,

For over a century, Queen Margaret's School has endeavoured to provide an education that empowers our students to see the relevance of their learning to the wider world. In 1921, our founders, Ms. Norah Denny and Ms. Dorothy Geoghegan had a vision for a school “where succeeding generations of children would come, and who, if it could be the school of our dreams, would go out into the world with the stamps of the school upon them and with its ideals in their hearts”. Today, Queen Margaret's School exists to ensure that this vision remains a reality, and students emulate the values of being curious, brave, kind and unapologetically themselves as they learn to navigate their way in a complex and dynamic world.

Each successive generation has faced challenges requiring equally different tools for thought. While some skills, such as literacy and numeracy are timeless, other skills such as critical and creative thinking, have never been more important as we face a range of contemporary issues that are unique to our lives in the 21<sup>st</sup> century. From the exponential advancements of artificial intelligence to the threat of the climate crisis, the importance of knowing how to think, rather than simply what to think, is essential learning. Students today are tasked with the importance of learning about themselves introspectively, understanding their strengths and stretches, but also to develop a conscious understanding of the urgent and interlocking issues that are central to our humanity. Beyond the content, students are grappling with understanding why diversity, equity, inclusion and justice are also essential concepts. They are considering historical injustices, reconciliation and the acknowledgement of different ways of being and worldview. This is learning that requires the ability to ask deep questions, inquire and experience learning—rather than just receiving it.

We are proud of our school and the opportunity for critical thought and challenge that is offered by our faculty and accepted by our students. Learning can be hard. We acknowledge the need for our students to challenge themselves as they grow into the succeeding generation that Ms. Denny and Ms. Geoghegan envisioned in 1921. The following handbook addresses what students will need to know, do and understand about our Senior School academic program and British Columbia Ministry of Education and Childcare requirements for graduation.

With best wishes for a fulfilling year ahead,

A handwritten signature in black ink that reads 'Alison O'Marra-Armstrong'. The signature is fluid and cursive.

Alison O'Marra-Armstrong, B. A(H), B. Ed., M. Ed. (She/Her)  
Director of Academics



## 1.0 Senior School Academic Administrative Staff

### **Deputy Head of School**

The Deputy Head of School is responsible for the articulation and implementation of daily and strategic decisions regarding the holistic education of all Senior School students, ensuring that a respectful tone is set and experienced on campus. This role is responsible for establishing systems of discipline which are just, appropriate and restorative. The Deputy Head has oversight of the professional work of the Senior School faculty. This position reports directly to the Head of School and works to promote student and faculty learning in a safe and nurturing environment. For questions, concerns and feedback about the Senior School programs, please contact the Deputy Head of School.

**Ander Monro**

[amonro@qms.bc.ca](mailto:amonro@qms.bc.ca)

### **Director of Academics**

The Director of Academics oversees the Grade 8–12 educational program as it relates to student learning experiences, teacher excellence and collaborative practice. Working collaboratively with the Deputy Head of School and Head of School, the Senior School Director of Academics is responsible for ensuring that QMS teaching and learning meets Ministry and the Canadian Association of Independent Schools (CAIS) accreditation requirements. This includes supporting the post-secondary counselling office, learning support program and as Chair of the Student Support Team. This role is also responsible for ensuring curricular programming consistency within the Senior School academic offerings, which includes Senior School BC curriculum offerings, senior learning support systems, school examinations and AP College Board Courses. Keeping abreast of current research in the field of education and best pedagogical practice, the Director of Academics seeks professional development opportunities for faculty that align with the School's strategic and innovative planning and works to advance a student-centered approach to learning.

**Alison O'Marra-Armstrong**

[aomarra@qms.bc.ca](mailto:aomarra@qms.bc.ca)

### **Post-Secondary Counselling Office**

The Post-Secondary Counselling Office supports students to identify and choose programs for future studies and pathways. The Post-Secondary Counsellors work in close partnership with students, and their parents, as academic advisors to select Queen Margaret's School courses that best meet their identified goals. Choosing a post-secondary framework that matches each student's interests, passions and talents is exciting—and challenging. The Queen Margaret's School Post-Secondary Counsellors meet with students to help find their best fit and guide them through the application process. The counsellor's work with students from Grades 8–12 to explore career options and to coordinate additional course support through the Queen Margaret's School tutoring program as needed.

**Carol Ingledeew**

[cingledeew@qms.bc.ca](mailto:cingledeew@qms.bc.ca)

**Sue Barzo**

[sbarzo@qms.bc.ca](mailto:sbarzo@qms.bc.ca)



### **Administrative Support Staff**

The Senior School Secretary is the primary point of contact for the Senior School. Administrative support staff members work with Senior School faculty and students to ensure seamless communication throughout the School. The Junior School Secretary is located in The Learning Centre (TLC) and the Senior School Secretary is in Spurgin Hall. These team members are the main conduit for daily communication between home and school. They are also responsible for all record keeping and database management for the Junior and Senior Schools.

**Maria Jones, Senior School Secretary**

[mjones@qms.bc.ca](mailto:mjones@qms.bc.ca)

**Kim Stinka, Junior School Secretary**

[reception@qms.bc.ca](mailto:reception@qms.bc.ca)



## 2.0 Academic Procedures & Expectations

### Equity, Diversity, Inclusion

At Queen Margaret’s School we endeavour to provide a place where all students, staff and families feel safe and recognized. It is important that our teaching and learning reflects the diversity of our student body, community, nation and globalized world. This includes placing value on the recognition of the place, equity, diversity, inclusion and reconciliation in our Senior School curriculum, practices and community engagement. We aim to live our values through the recognition of diversity, equity and inclusion by being brave, kind, curious, and true to ourselves—inside and outside of the classroom.

Equity means that we place value in treating people with fairness and in consideration of their individual needs. This elevates all individuals to a place where they can be empowered in our learning environment.

Diversity is represented by the characteristics that make us unique. These characteristics can be represented through race, gender identity, sexual orientation, socio-economic status, language, age, mental health, appearance, religious affiliation, beliefs and diverse abilities.

Inclusion ensures that our diverse community can see themselves represented in the teaching, learning and opportunities that are presented at school. Inclusion ensures that everyone feels safe, heard and engaged. Inclusion ensures equitable access to resources. We further value the opportunities that inclusive practices present for enriching our own learning.

Queen Margaret School endeavours to select educational resources and plan for learning with equity, diversity and inclusiveness in mind. This includes, but is not limited to, reference to the [Truth and Reconciliation Commission of Canada’s: Calls to Action](#), [SOGI 123 Inclusive Education Guide](#), and the [BC Ministry of Education and Childcare Racial Equity Together K-12 Anti-Racism Action Plan](#). QMS also employs [Focused Educational Resource K-12 Evaluated Resource Collection](#) to help us to make resource selection decisions for our classrooms. Selecting curricular resources is an ongoing, iterative process that necessitates community involvement. We welcome your input and suggestions as we look to further ensure that all voices are represented in our teaching and learning practices.

### Senior Curriculum

Our purpose is to prepare young trailblazers, as no two journeys are the same. All curricular programs aim to develop a desire in students to reach their full potential in a variety of subjects. The school encourages each student to set high standards, but also to develop a sense of curiosity, wonder and intrigue in the world around them. We want our students to ask, *why does this matter to me?*

Teachers at QMS employ a variety of pedagogical methods to support student learning. Though the school’s top priorities rest with inquiry, experiential and student-centred learning strategies. We use our 30-acre campus and our local and global communities to serve as living classrooms where “learning by doing” encourages students to apply their knowledge to complex, real-world challenges. Students in all classes, regardless of the subject area will have opportunities to investigate, inquire and respond to complex questions, problems, or challenges.



## Learning at QMS is supported through:

1. Experiential and inquiry focused learning
2. Standards based assessment
3. Student-centered, competency focused learning.

At QMS, we take a research-informed and evidence-based approach to student success. Our faculty are dedicated to offering each student the opportunity to develop their critical and creative thinking skills through exceptional teaching and assessment practices. We offer a positive student-centered environment where students can always strive to achieve their best. Interesting and challenging programs are offered to all students, and patience, understanding and support systems are in place and available to those students who need extra time to help build their confidence, self-esteem and aptitude. We believe that as self-confidence and self-discipline evolves, students gradually realize and attain their goals.

*“[E]ducation is not an affair of ‘telling’ and being told, but an active and constructive process” (Dewey, as cited in Mayo, 2010, p. 36)*

### Attendance

Rigor and personal excellence are educational pillars at QMS. In order to achieve these high standards, students are required to be present and active in their classes, in Gatherings and at school events. The primary method of instruction at Queen Margaret’s School is on campus and in person. When students miss school, appropriate supports and/or consequences will be applied, as necessary. If student absenteeism becomes a concern, an Academic Support Plan may be required.

### Approved Leave from School

We are fortunate at Queen Margaret’s School to enjoy extended school holidays in December and March each year. In order to maximize each student’s learning, we require that all students attend school when the school is in session. The major school dates calendar for the 2024–2025 school year can be found in [Section 29.0](#) and is included on our website for planning purposes. Only in family emergencies, or extenuating circumstances, will permission be given to leave or return to school outside the designated holiday dates. ***Please contact the Deputy Head of School or Director of Academics with any inquiries regarding approved leave from school prior to making arrangements for travel or approved leave.***



## Linear Timetable

All academic courses at Queen Margaret’s School are linear, beginning in September and ending in June. QMS Senior School runs on a week 1 and week 2 rotation. Every Friday will rotate between week 1 classes and week 2 classes. Week 1 classes are held on Monday and Wednesday and week 2 classes are held on Tuesday and Thursday. Electives are offered on a semester basis in Grades 8–9 only. Select courses will be offered outside of the timetable.

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50-8:15	Students Arrive				
8:15-9:00	Faculty Advisory Chapel Gathering 11–12	Faculty Advisory Chapel Gathering 9–10	Wellness Wednesday	Faculty Advisory Chapel Gathering 7–8	Faculty Advisory
9:00-10:10	Block 1	Block 1	Block 1	Block 1	Block 1
10:10-10:30	Break				
10:30-11:40	Block 2	Block 2	Block 2	Block 2	Block 2
11:40-12:05	Tutorial				
12:05-12:35	Lunch break				
12:35-1:45	Block 3	Block 3	Block 3	Block 3	Block 3
1:50-3:00	Block 4	Block 4	Block 4	Block 4	Block 4
3:30-4:45	Co-Curricular Activities				

## Study Blocks and Learning Support

At QMS, we expect our students to be fully engaged with their learning. Students in Grades 8–12 are required to be enrolled full time in QMS courses. This includes 8 courses throughout the school year. Students who are identified with IEPs, and require additional support, may be applicable for an approved learning support block. Students are not permitted to request a study block to take an online course or for part-time study at an institution outside of QMS, unless otherwise approved. A study block may be permitted for a student in Grade 11, assessed on a case-by-case basis by the Director of Academics. All students in Grade 12 are offered a study block to help support the demands of advanced coursework and post-secondary planning. Study blocks must be approved by the Post-Secondary Counsellor and Director of Academics for all other grades.





## Course Selection

Course selection will take place in February for returning students and in May-June for newly enrolled students. Students will be provided with information on course offerings for the upcoming year and will meet with the Post-Secondary Counsellor in the spring.

Students will receive an initial timetable based on their choices in August. **Please note that all elective courses are subject to sufficient enrolment and may not be offered every year.** Changes to course selections may be made with the Post-Secondary Counselling Office during the first two weeks of classes in September.

***Please note: Queen Margaret's School is unable to provide the requisite courses or administrative support for students to achieve the Dual Dogwood Diploma in French Immersion.***

<b>Required Courses</b>	<p>Required/Pre-Requisite Course</p> <ul style="list-style-type: none"><li>• These are curricular courses that are required by the Provincial Government to graduate with a Dogwood Diploma. Sometimes there are multiple options available to meet a required course. For example, Pre-Calculus 11 or Foundations 11, History 12 or Contemporary Studies 12, English First Peoples 11 or Literary Studies 11.</li></ul>
<b>Elective Courses</b>	<ul style="list-style-type: none"><li>• These are courses you elect to take for interest, to build skills, meet your credit requirements or as post-secondary pre-requisites. It is important to explore university and post-secondary pre-requisites before your Grade 11 year. For example, is there a Science 11–12 requirement for your post-secondary interests? Do you require a Language 11 requirement? Do you need Pre-Calculus or Foundations Math?</li></ul>
<b>Board Authority Courses (BAA)</b>	<ul style="list-style-type: none"><li>• These are locally developed, specialized credits that can be used toward graduation or to showcase as an area of interest on your student profile or supplementary applications. They are elective courses, and cannot be used as university pre-requisites or to meet Grade 12 required credits.</li></ul>
<b>Advanced Placement (AP)</b>	<ul style="list-style-type: none"><li>• Advanced Placement courses are rigorous academic courses that make university-level studies available to students in high school. Generally, taking AP will not influence your university admissions in Canada, though may apply to specific programs in the US or UK. AP courses offered at QMS can be applied as Grade 12 graduation credits. AP percentage grades will appear on student transcripts if taken through a BC accredited school.</li><li>• Taking the AP College Board exam may allow you to apply for advanced placement after you are admitted to a university, if you earn a qualifying score. The examination is assessed externally by the College Board on a scale of 1-5. Students are responsible for submitting their scores independently; exam scores do not appear on a student's BC high school transcript.</li><li>• AP examinations are not mandatory. However, there is a fee for each AP examination in US Dollars. Students who order an examination but choose not to write will still incur a non-write fee in US currency. This amount will be billed to student accounts.</li><li>• Students who request to write an AP Examination that is not offered as a QMS course will be required to pay an invigilation fee to support the exam administration. Please see <a href="#">Section 2.1</a> for more information.</li></ul>



### **Add/Drop a Course Deadline**

Students can change courses during the initial **two (2) weeks of classes**. Any further changes to a student's timetable will require permission from the Director of Academics, the Post-Secondary Counselling Office, and when necessary, consultation with the parent or guardian. A student who drops a course after the first reporting period may be subject to a "W" on their transcript, indicating that they have withdrawn. It is important to commit to each challenge, even when it may feel difficult. We believe at QMS this is when the best learning about ourselves occurs.

### **Homework**

Teachers may assign homework for fluency building, to check for understanding, to complete assignments or to allow for reflection. It is expected that students will complete their homework by the assigned date. Faculty Advisors will communicate student progress on a regular basis with parents and guardians.

Depending upon the academic needs of each student, co-curricular circumstances and time of the year, homework assignments can vary. All school systems, activities and philosophies at QMS are aligned to foster student success and wellness. This includes a healthy balance between a student's academic and personal life. Daily homework should range from approximately one (1) hour for Grade 8 and 9 students and up to two (2) hours for Grade 10–12 students.

Our teachers welcome comments or questions from parents/guardians and are eager to clarify expectations and provide strategies to support the completion of homework.

### **Classroom Assessment and Examinations**

Classroom assessment is central to learning and plays an important role in the instruction process. Formative and summative assessment offers a meaningful source of information about student progress. Feedback from ongoing assessment in the classroom can help our learners and their teachers personalize learning experiences and set goals. All classes will use a variety of assessment strategies including, but not limited to, student self-assessment, classroom assignments, tests, quizzes, projects and performance assessments.

There will be a cumulative assessment period scheduled at the end of each course. Examinations are not the most appropriate assessment for every course area. As such, Teachers may choose to offer an end-of-course cumulative examination, project or performance assessment at their discretion in consultation with their Department Head and Director of Academics. All forms of assessment will be relative to the course outcomes. The criteria for each assessment will be clearly communicated to students in advance. All students are expected to complete cumulative assessment requirements to demonstrate their knowledge and understanding of course outcomes. Cumulative assessment and examination exemptions can only be made by the Director of Academics in consultation with the subject area teacher.

Students attending Queen Margaret's School will be expected to complete the curricular requirements for graduation as they are set out by the [British Columbia Ministry of Education](#). This includes the completion of Graduation Assessments when they are required.

### **Re-Write Policy**

Students who achieve a failing grade on a mid-year or in-class summative test or examination will be provided with opportunities to demonstrate their learning. This may include re-writing or re-doing an assignment at a time that is convenient and mutually agreed upon by the classroom teacher. Failure to meet the learning outcomes on a final summative test or examination may require that a student re-take the course or attempt a



course challenge. Students may also choose to re-write a Graduation Assessment at a scheduled time set out by the Ministry. Students may write a single Graduation Assessment a maximum of three times.

### Graduation Assessments

Graduation Assessments have changed to align with the new curriculum. As part of the updated graduation requirements, students in the [BC Graduation Program](#) will complete three provincial assessments in Grades 10–12. These assessments focus on the demonstration and application of **numeracy** and **literacy**.

- [Grade 10 Numeracy Assessment](#)
- [Grade 10 Literacy Assessment](#)
- [Grade 12 Literacy Assessment](#)

Provincial Graduation Assessments use a four-level proficiency scale for reporting student achievement results. You will see this terminology on student report cards as well. Students receive an overall score based on all of their responses with these results placed in one of four levels of the Proficiency Scale. All provincial assessment results will be reported on students’ transcripts.

A student’s proficiency level and detailed information will be available through the Student Transcripts Service (STS).

1 - Emerging	2 - Developing	3 - Proficient	4 - Extending
The student demonstrates an <b>initial understanding</b> of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>partial understanding</b> of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>complete understanding</b> of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>sophisticated understanding</b> of the concepts and competencies relevant to the expected learning.

For more information, please visit the British Columbia Ministry of Education [Provincial Assessment](#) website.

### 2.1 Advanced Placement College Board Examinations

#### Advanced Placement (AP)

Advanced Placement (AP) courses enable students to pursue rigorous, university-level studies while still in high school. These courses are recommended for students in Grade 11 or 12 and may require pre-requisite courses from the British Columbia curriculum. A student in Grade 10 may elect to take an AP course with the permission of the Post-Secondary Counsellor. Elements of each course will be delivered both inside and outside of regular school hours.

AP courses that are offered at Queen Margaret’s School are externally accredited by the British Columbia Ministry of Education and Child Care and are reported as a percentage grade on student transcripts. Each AP course also concludes with a university-level examination or portfolio assessment that is scored externally by the College Board. Students may choose to take these examinations at an additional cost. AP examinations



are highly recommended. Students who are enrolled in an AP course at Queen Margaret's School or an externally accredited educational institution, will be permitted to write the examination here on campus.

### **Non-Timetabled AP Examinations**

Students who request to write a non-timetabled AP Examination that is not offered as a QMS course will also be expected to pay an administrative and invigilation fee. The examination structure, policies and expectations for AP exams are rigorous and require trained proctors. ***The additional invigilation fee, per exam, will be \$120. This fee is in addition to the fees incurred from the AP College Board for the cost of the examination(s).***

Students are required to sign up independently for AP examinations in November per the AP College Board deadline. Late enrolments will be subject to an additional late enrolment fee. Students are responsible for creating an account in the My AP website and indicating their examination selection; this cannot be done by the school on the student's behalf. QMS is not responsible for fees incurred when students opt out of an examination. These fees will be billed directly to student accounts in May. For more information about AP courses and examinations, please visit the [College Board](#) website.

Each AP score shows how well a student did on the AP examination. This score will be used by universities to determine if a student is qualified to be granted advanced credit. *Please note it is the responsibility of each student enrolled in an AP course to self-report their examination or portfolio scores to post-secondary institutions at their discretion. The School is unable to do this on behalf of students.*

AP scores are a weighted combination of a student's scores on the multiple-choice section and on the free-response section. The final score is reported on a 5-point scale as follows:

- 5 = extremely well qualified**
- 4 = well qualified**
- 3 = qualified**
- 2 = possibly qualified**
- 1 = no recommendation**

## **2.2 Academic Support**

### **Faculty Advisors (FA)**

Queen Margaret's School Senior School Faculty Advisory Career and Leadership Education program is designed to meet and exceed the British Columbia Ministry of Education Career Education curriculum with the inclusion of leadership learning. Our Faculty Advisors facilitate community building, leadership development, goal setting and career education. Students are encouraged to employ self-assessment, reflection and leadership skills to uncover their strengths, interests and post-secondary goals. To achieve this, students engage in leadership activities, participate in service learning, explore clubs, post-secondary options and participate in life and career planning within their faculty advisory group.

Each Senior School student has a Faculty Advisor (FA). Faculty Advisors support each student's success by monitoring their academic progress. Faculty Advisors facilitate communication between teachers, students, parents/guardians, and by promoting a positive and supportive relationship. Parents and guardians will be notified of their student's Faculty Advisor in September. It is important that communication is a two-way process. If you have questions or concerns on academic or school related issues, we appreciate you contacting us.



Who can help?	How Can They Help?
<b>Faculty Advisors</b>	Faculty Advisors can help you set personal learning goals, explore different pathways and help with post-secondary and career exploration options.
<b>Course Teachers</b>	Course Teachers can answer questions about specific course content, learning expectations and the level of difficulty or challenge you can expect.
<b>Post-Secondary Counsellors</b>	Our Post-Secondary Counsellors can help with academic advising, exploring post-secondary and future studies, scholarship opportunities and course selection. They will also help you to understand your requirements for graduation and post-secondary applications.
<b>Learning Support Team</b>	QMS has a Learning Support Team to help support students build learning, organizational and executive functioning skills. Students will have had an assessment to determine their specific diverse abilities prior to accessing the learning support team services. Most students who access this support will have an Individual Education Plan (IEP) in place, or in development.
<b>Director of Academics</b>	The Director of Academics oversees the Grade 8–12 educational program. This includes support with academic planning, adding/dropping courses, Academic Support Plans, Advanced Placement Courses, Provincial assessments, managing course expectations and acts as a liaison between students and teachers. The Director of Academics is also responsible for academic discipline and concerns related to student performance and progress.

### Tutorial and Academic Support

To support each senior student’s academic success, QMS teachers offer tutorial support in their classroom during regularly scheduled times Monday to Friday. Students can use this time to seek additional support from subject-specific teachers, work collaboratively, engage in quiet study or prepare for the afternoon. Students who do not require support may use this time as a recess prior to lunch. However, where extra help is required, students may be assigned to mandatory, scheduled tutorials and teachers may organize additional after school support at their discretion. This will be included on Academic Support Plans and tracked for students who are not able to meet their academic commitments or who need additional incentive to seek support from their classroom teachers.

### Tutors

QMS faculty members offer extra academic support during scheduled tutorial times. However, if a student requires extra assistance with their schoolwork, QMS may recommend hiring a professional tutor. These instructors will come to our campus and assist your child in their learning. Parents can request extra tutoring through the Director of Academics or Post-Secondary Counselling Office. Please note that QMS faculty members may not provide tutoring services for students enrolled in their own classes.

The cost of tutoring is **\$65.00** per hour and the tutoring fees will be charged to student accounts. Permission from parents/guardians is required before tutoring can begin.



## Challenge Policy

In accordance with Provincial policy, a student may challenge a course required for graduation according to guidelines established by the School. These guidelines are outlined below.

### QMS Challenge Guidelines

- Prior to a challenge, the student requesting to challenge must have achieved a final grade of 92% or above in the pre-requisite course, with the exception of students challenging a language course whose final grades will be reviewed by the Post-Secondary Counselling Office and Director of Academics to determine eligibility.
- Students must first receive permission from and/or be recommended to challenge by the subject teacher.
- Students must demonstrate they have met the prescribed learning outcomes. Challenge requirements will vary depending on the subject area, but can include any or all of the following: a final exam, writing samples, portfolios and skills demonstration.
- All course challenges for Grades 10 to 12 must be approved by the Director of Academics.
- Students will be awarded a letter grade and a percentage mark for a course that has been successfully challenged.
- Students will be granted permission to challenge a course only once.
- Courses that have been challenged will be identified on a student's transcript of studies.

### Equivalency

Courses taught outside the British Columbia school system that substantially match the learning outcomes of British Columbia Ministry of Education approved courses are eligible for credit through equivalency. To be deemed equivalent, there should be a match of approximately **80%** or more of the learning outcomes to a Ministry-developed course. In order to receive credits through equivalency, students must provide the appropriate documentation as proof of successful completion of the course prior to enrolment at Queen Margaret's School. Please see procedures for equivalency in [Section 4.1](#) of this handbook.

### External Credits

The British Columbia Ministry of Education has outlined policy for credit to be awarded for learning outside the traditional school setting. Typical situations include credit for fine arts, athletics, equestrian training or language study through established institutions in programs where a syllabus and methods of evaluation are published. In order to earn credit for an approved credential, students must provide the appropriate documentation proving successful completion of the external assessment, event, course or program. For more information on organizations that are approved to offer external credits by the British Columbia Ministry of Education, please visit the external accreditation [website](#).

### Online Learning

The primary method of instruction at QMS is offered through face-to-face instruction on campus. We are not an accredited distance learning school and do not offer online courses in our educational program. Students wishing to complete an online or distance course that is not offered in our regular timetable, must seek approval first from the Post-Secondary Counselling Office and Director of Academics. Costs incurred from courses offered by online providers are the responsibility of the student. Students are required to maintain their status as full-time enrolment at Queen Margaret's School. This requires that students take a minimum of eight (8) courses in Grades 8–11 and a minimum of seven (7) courses in Grade 12.



All courses in the Senior School will be organized using an online learning management platform called Microsoft Teams. This program is part of our Office 365 suite of tools and is commonly used to communicate information, materials and assignment expectations with students.

### **Outdoor and Experiential Education**

Learning in the outdoors helps students to develop critical thinking skills, an appreciation of nature, adopt sustainable practices and become stewards of the environment—having access to the unparalleled beauty of Vancouver Island’s natural spaces provides an exceptional experiential learning opportunity for our students. Outdoor Education, as its name suggests, necessitates taking learning outside. This can occur in a variety of ways, from leveraging our 30-acre campus and engaging locally in the Cowichan Valley, to participating in an expedition. Additionally, students at every grade level are provided with the opportunity to participate in an extended outdoor education experience, ranging from four to five days in length. All students will also engage in scheduled “Get Outside Afternoons” during the school year as an integral component of the outdoor education program and an opportunity to learn outside.

Students will also have multiple opportunities to extend their learning in real world contexts through field trips, guest speakers and co-curricular opportunities.

### **Independent Directed Studies**

Independent Directed Studies (IDS) is a system that allows students to meet curricular outcomes and carry out their learning independently, outside of a regularly scheduled class. Not every student will qualify for IDS. To participate in IDS, students must demonstrate the ability to work independently under teacher supervision. To qualify for IDS, students must show a demonstrable need to take a course outside of the regular timetable. This course will be administered by QMS and cannot be offered through another institution. IDS must be based on the content of a Ministry-Developed or Board/Authority Authorized Grade 10, 11 or 12 course. IDS credits may only be used to satisfy elective requirements, however, Grade 12 IDS credits may count toward the minimum of 16 Grade 12 credits required for graduation. If approved, the Director of Academics, Post-Secondary Counsellor, supervising teacher and student will develop a plan that includes course expectations and clear criteria for determining the successful completion of the course.

### **Dual Credit**

Students may earn credit towards graduation by earning credit for courses at specific post-secondary institutions. Procedures are aligned with Equivalency and External Credits. Students are entitled to earn dual credit if they are enrolled in a course from a post-secondary institution which is a member of the British Columbia Transfer System or offered in French through Educacentre.

### **Learning Materials**

All students are provided with a copy of the required materials(s) for each of their courses. Students are expected to treat all school property with respect and will be charged for lost or damaged textbooks or learning material. Students will be required to submit their textbooks, novels and any other returnable material prior to the end of the school year. Material that is not returned will be billed to student accounts based on the current cost for replacement. This is a non-refundable amount.

### **Use of Cell Phones and Electronic Devices**

Senior School students are expected to keep their phones *away for the day*, and if they need to use their phone during the day, they must make a deliberate effort to move into a private space. We would like students to engage with the people and the world around them, and as such, we need them to look up rather than



down as they move around our community. While cell phones are permitted for educational purposes in classrooms at the discretion of the course teacher, they may not be used during class time for personal use. Students who do not adhere to the [Student Information & Communication Technology \(ICT\) Policy](#) (as outlined on our website) will have their device confiscated and held by the Deputy Head of School until the end of the school day.

### **Student Agendas**

All Grade 8–12 students are asked to continue with this practice using a personal agenda to keep track of homework and school commitments.

## **2.3 Academic Policies**

### **Academic Integrity and Restorative Practice**

#### **Guiding values**

The assessment of student learning asks us to determine what students know, what they can do and what do they understand. When reporting focusses on where students are in their learning and what students need to do to improve, it can be valuable in helping parents, guardians and students focus on growth rather than only the outcomes.

#### **Artificial Intelligence: Acceptable Use Practices**

At QMS we value individuality, independent thought, problem solving, inquiry and ultimately—humanity. As technology evolves, new opportunities related to innovation and productivity emerge daily. Artificial intelligence now has the capacity for language, decision-making and the ability to reason. There is a great deal of promise with these new tools, however, there are also limitations and emerging questions related to character development and honesty. Thus, considerations related to ethics, safety, misuse and academic integrity must also be addressed when we consider acceptable use of artificial intelligence in an educational environment. The following statements outline definitions related to responsible use of “AI” within our academic program.

#### **Responsible use of Artificial Intelligence**

- Educators may employ AI in the classroom in an educational context at their discretion. Each course syllabus will articulate the teacher’s position on the acceptable and unacceptable usage of AI in their course context.
- AI generated content must be cited in accordance with the QMS Academic Integrity Policy.
- AI tools collect user data. Students should be cognizant of their privacy and confidentiality as they share information online.
- Students are expected to use AI in a responsible, honest and ethical manner. This includes following the QMS Academic Integrity Policy.

#### **Irresponsible use of Artificial Intelligence**

- Any unapproved use of AI in the classroom, on assignments or as a representation of one’s own independent skills, is unacceptable and a breach of academic integrity. Appropriate consequences will follow the restorative three-step process below.
- Multiple offences may lead to academic discipline including, but not limited to, alternative assignments, a mark of zero and when circumstances warrant, suspension.





## Academic Integrity

In most cases, students are expected to perform based on their own individual skill and merit in the class, unless otherwise specified by the teacher. Students will be expected to cite/reference work where necessary at Queen Margaret's School using the MLA format, and they will be provided with relevant instruction and support for how to do so.<sup>1</sup>

Queen Margaret's School is equally committed to the ongoing support of student learning. Teachers use a variety of assessment methods and apply student evidence of learning to determine what level of achievement best describes performance, process and progress.

## Principles of Fair Assessment

- **Grades should reflect learning.**
  - Emphasize non-grade-based penalties for cheating.
  - Consequences for cheating and plagiarism should address underlying causes.
- **Grades should be motivational.**<sup>2</sup>

Building trust is at the center of the learning process. Honesty and academic integrity are deeply connected to the values of respect, responsibility and personal excellence. Academic integrity policy can be summed up as follows: *The learning material you present in class must reflect your own effort, knowledge and understanding.*

When the academic integrity of student work is in question, teachers will take the following three step process to address the situation.

## Restorative Three Step Process

- Fostering student understanding over exclusion.
- Emphasizing social engagement and student voice over control.
- Prioritizing meaningful accountability and learning opportunities over punishment.<sup>3</sup>

If a student is found to have breached this policy, the following steps will be taken.

### **Step 1: Investigation**

When it is suspected that a student has violated the Academic Integrity Policy, the classroom teacher will investigate in order to confirm that a violation has occurred, and if so, to understand what led the student to violate the policy. This will be followed by a conversation with the classroom teacher and faculty advisor, and if warranted, may include the involvement of the Director of Academics. Follow up will be timely and documented in an internal record of events.

### **Step 2: Learn**

If a violation has occurred, the student and teacher involved should determine an appropriate "redo" or "retake" assignment (with no grade-based penalties). The student will receive an 'I' for the work ('I' = In progress) for the assignment a time when they can meet the learning outcomes. When the violation appears due to a lack of understanding, the teacher will support the student to address the knowledge gap.

---

<sup>1</sup> Credit to the QMS STEM Department (2021–2022)

<sup>2</sup> Credit to the Academic Integrity and Restorative Practice Policy of the Barrie Middle and Upper School, Silver Spring, MD

<sup>3</sup> Credit to the Academic Integrity and Restorative Practice Policy of the Barrie Middle and Upper School, Silver Spring, MD



### **Step 3: Repair**

Following any instance of academic integrity violations, teachers will notify the student's family and Faculty Advisors to inform them of the infringement. Based on the investigation, the teacher, in coordination with the Director of Academics, and other staff members as it is deemed necessary, can pursue one or multiple of the following reparative strategies:

- Meetings with the student, potentially including the student's family, to help the student understand the importance of academic integrity and adhere to the policy.
- Support for the student to use time effectively and seek appropriate assistance. This includes, but is not limited to, the development of an Academic Support Plan.
- Assign research or writing projects that help the student understand the importance of academic integrity.
- If multiple, willful violations of the academic integrity policy occur across a student's time at Queen Margaret's School, additional measures may include:
  - Recording the violations in the student's official file.
  - Revocation of privileges that depend on student trust and integrity (i.e. leadership positions, unsupervised evening prep, etc.)
  - Alternative testing/assessment environments to mitigate the risk of academic integrity violations.
  - Academic Support Plan: QMS students are encouraged to demonstrate rigor and personal excellence. However, in the situation where a student is unable to meet minimum learning outcomes, they will be supported with an Academic Support Plan that is overseen by the Director of Academics.
  - Withholding a student's offer of re-enrolment for the following year.
  - In serious cases of repeated transgressions, and in collaboration with the Deputy Head of School, a student may be suspended from school.

The following are definitions of breaches of academic integrity:

#### **Cheating**

Cheating includes, but is not limited to, copying from the work of another student, allowing another student to copy from one's own work, consulting with another student during examinations, using unauthorized aids during an examination, falsifying data and the theft or unauthorized possession of an examination paper or other materials. This includes the use of AI or ChatGPT for the express purpose of cheating.

#### **Plagiarism**

Plagiarism is the act of presenting the ideas or works of another as one's own. This applies to all materials including essays, term reports, laboratory reports, presentations, computer programs, research projects and results, and statistical data. The use of such material, either directly or indirectly, without proper acknowledgment (i.e., footnotes, endnotes, or parenthetical reference) will result in appropriate consequences. This includes the use of AI or ChatGPT for the express purpose of representing the work of artificial intelligence as one's own.

#### **Collaborative Process**

An abuse of the collaborative work process involves the reliance of one student upon the efforts of others for their own benefit in group work or collaborative activities. Examples include a student who is not contributing or pulling their own weight on a group assignment or in group work. Conversely, it may also include not



providing opportunities for other group members to participate equally in the collaborative process. Collaboration on an assignment that was intended to be completed by an individual is also considered an abuse of the collaborative process.

### **Academic Support Plans**

QMS students are encouraged to demonstrate rigor and personal excellence, even when learning is tricky. However, in a situation where a student is unable to meet learning outcomes, with support, an academic support plan will be developed. This is both an opportunity to explore learning needs, but also to address learning behaviours, strategies and habits of mind. Academic Support Plans are updated and maintained by faculty advisors and will be reviewed by the Director of Academics each reporting period. Academic support plans will articulate specific goals related to the following areas:

- Strategies to improve attendance, organization or to support executive functioning.
- Additional academic support in the form of tutorial attendance, tutoring, peer tutoring or learning support.
- Recommendations for additional social-emotional or counselling support outside of school, as/if needed.
- Strategies for effective use of class time, habits of mind and work habits.
- Recommendations for further assessment if needed.

Academic probation may be applied if an Academic Support Plan does not result in academic improvement.

### **Re-enrolment**

Queen Margaret's Senior School policy states that the passing mark for courses is 50%, and grades of 65% are recommended for admission to courses at the next grade level. This is set in place to ensure acquisition of pre-requisite skills for the following academic year. Students in Grades 8–12 who do not achieve 65% in an academic course may be required to hire a tutor or engage with supplementary studies as recommended by the School during the summer months.

Re-enrolment may not be offered when a student is unable to meet the expectations of QMS socially or academically, as outlined in the Academic Support Plan or learning outcomes for a required area of study. Parents, guardians and students will be provided with multiple opportunities to engage in conversations about this process with the Director of Academics before a final decision is made regarding re-enrolment status.

### **Athletic Competitions**

Student athletes are expected to maintain their academic performance in all of their courses. In a situation where a student is unable to meet learning outcomes, course expectations or requirements for attendance in class, appropriate consequences will be applied. This may include being unable to participate in athletic practices, events or competitions. Any exemption to this will be at the discretion of the Director of Academics or Deputy Head of School in consultation with the Director of Athletics or Director of Equestrian.



### 3.0 Grade 8–9 Program Overview

At Queen Margaret’s School, we recognize that our programs have the potential to provide transformative learning experiences for our students. Over the last 20 years, research has shown us the critical impact schools can have during early adolescence.

Students in Grades 8–9 learn their curricular content through an integrated project-based learning framework. Students will be working with a core team of middle years’ teachers who specialize in the Humanities (English and Social Studies) and STEM (Science and Math) teaching fields. Students will benefit from the opportunity to learn the content from each curricular area, by engaging in real-world, relevant and engaging unit projects. Each core co-teaching team will provide students with an exciting and balanced curriculum where students will develop their independence, leadership capacities, self-confidence and passion for learning. Students will continue to learn the content from each curricular area and are taught the skills that are necessary to succeed, though they will also learn about the cross-disciplinary contexts and why each subject area “matters” outside of school. Core teachers will also serve as the homeroom faculty advisors. As middle years’ educators, the teaching team understands the needs of learners at this exciting physical, social and emotional stage in their development. Student wellbeing and the provision of a safe and nurturing environment are central to the Grade 8–9 Program.

Modern languages, Athletics, Arts and Applied Design Skills will provide the framework for elective learning opportunities and will integrate the use of innovation, inquiry, experiential learning and technology. The in-depth exploration of topics will allow students to develop expertise in inquiry methods, make connections across disciplines, and find experimental applications for their learning in the real world. With elective options in the afternoon, students will also experience the transition to a Senior School program.

All Courses offered in the Grade 8–9 Program meet the requirements of British Columbia’s curriculum for Kindergarten–Grade 9. Students will have the opportunity to choose among several elective choices that are either half-year elective courses or full-year immersive opportunities. Course selections will be reviewed upon completion by the Post-Secondary Counsellor and students will be advised if any changes need to be made.

If English is not a student’s primary language, they will be tested when they arrive in September and they may be placed in an English Language Development class to further develop their English language proficiency.

Our teachers are passionate educators who are looking forward to supporting each student with their best-of-self as they return to school in September. This includes establishing a learner-centered environment that champions student success and enables each individual to build confidence, character and compassion.

Further information and key features of British Columbia’s curricular model can be accessed on the [British Columbia Ministry of Education](#) website.



### 3.1 Grade 8 and 9 Course Offerings

Grade 8 Course Offerings	Grade 9 Course Offerings
Faculty Advisory 8: Career and Leadership Education	Faculty Advisory 9: Career and Leadership Education
Project Based Learning Humanities 8: English & Social Studies	Project Based Learning Humanities 9: English and Social Studies
Project Based Learning STEM 8: Science and Mathematics	Project Based Learning STEM 9: Science and Mathematics
French <b>or</b> Spanish Language 8	French <b>or</b> Spanish Language 9
Physical Health Education <i>and/or</i> Equestrian Program 8–9	Physical Health Education <i>and/or</i> Equestrian Program 8–9
English Language Development 8 (For ELL Students)	English Language Development 9 (For ELL Students)
<b><u>Half-Year Fine Arts Exploratory Courses 8–9</u></b>	
<p><b>Drama:</b> Exploratory Drama 8–9*</p> <p><b>Media Arts:</b> Introduction to Media Arts 8–9</p> <p><b>Visual Arts:</b> Introduction to Visual Arts 8–9</p> <p><b>Musical Theatre:</b> Theatre Performance Class 8–9</p> <p><i>Students may select two arts electives with the exception of Drama which is year-long*</i> <i>Please see the Drama and Theatre program description below</i></p>	
<b><u>Half-Year Applied Skills Exploratory Courses 8–9</u></b>	
<p><b>Entrepreneurship:</b> Introduction to Business Studies and Entrepreneurial Thinking 8–9</p> <p><b>Cooking and Foods:</b> Introduction to Cooking and Food Studies 8–9</p> <p><b>Textiles:</b> Introduction to Sewing 8–9</p> <p><b>Woodworking:</b> Introduction to basic Woodworking 8–9</p> <p><b>The Art of Living Outdoors:</b> Nature Lab — Introduction to Outdoor Skills 8–9</p> <p><i>Students may select two of the above electives</i></p>	
<b><u>Full-Year Elective Courses 8–9</u></b>	
<p><b>Concert Band 8–12:</b> Offered outside of the timetable on Wednesday after school from 3:15–5:00pm</p> <p><b>Musical Theatre:</b> Offered inside and outside of the timetable. Requires performance in Musical production.</p>	



### **Faculty Advisory: Career and Leadership Explorations 8–9**

In Grades 8 and 9, students explore concepts such as identity, leadership, career exploration, personal planning and transferable skills. Students begin to explore their skills and passions in greater depth and determine their future goals. Students will identify the value of work in our lives and explore their community and society from diverse perspectives. The curricular competencies that are emphasized include self-awareness, working with others, collaboration and communication, career knowledge and awareness, and career planning. These subjects are offered through the Faculty Advisory program.

### **Drama and Theatre Production in Grades 8–9**

#### **Exploratory Drama 8–9**

Exploratory Drama 8–12 is an exciting and fun course that welcomes students of all levels and interests in drama and theatre production. In a supportive and inclusive environment, students will delve into the fundamentals of acting, including ensemble work, improvisation, character development, voice, and stage movement. Through immersive activities and collaborative projects, participants will foster their creativity and build confidence. The course culminates in a community performance, providing students with an opportunity to showcase their talents and newfound skills. Whether you are an aspiring actor or simply seek to boost your confidence, this course will equip you with invaluable skills for both the stage and life.

#### **Musical Theatre 8–12**

Musical Theatre is a dynamic course where students design, rehearse, and perform the main stage senior school play. Open to Grade 8–12 students with a passion for acting, singing performance and/or technical theatre, this course offers an incredible opportunity to cultivate valuable skills in collaboration, play analysis, acting techniques, and production design. Musical Theatre provides students with an immersive exploration of the interdisciplinary art form that seamlessly combines music, drama, and movement. This dynamic course invites students to embark on a creative journey through the world of musical theatre, where they will develop their skills as performers, creators, and collaborators in a school performance. To ensure the success of our performance, commitment is essential. All students enrolled in this class must be available for additional rehearsals on Mondays during co-curricular time and on weekends in March/April leading up to the performance. Step into the spotlight and be part of an unforgettable creative experience!

***Please note:** This is a year-long elective option. Students in this class will be a part of a Theatre Company in with Grade 10–12 students and will be a part of a main stage performance.*

### **Project Based Learning 8–9**

We know that learning does not happen in isolation. With project-based learning, students can engage further with the course content when they see connections to what they are learning in school and the world around them. Homeroom teachers will be comprised of one Humanities English and Social Studies teacher and one STEM Science and Math teacher. Teaching teams will work together to build student understanding of curricular content through integrated projects. The first two blocks of every day will be set aside for classroom learning and project development. Additionally, dedicated time will be set aside to explore project applications through field trips, experiential learning and additional time to build deeper understanding through project development. Student learning will be further supported with personal leadership opportunities. In addition to Physical Education or Riding, students will also have the opportunity to select interest-based electives in the Arts, Applied Skills and Modern Languages.



### **Outdoor Education 8: Exploratory Program**

This is a four-day exploratory place-based trip which will provide students with an opportunity to experience outdoor education, leadership and collaborative learning at **Strathcona Park Lodge**. Students will challenge themselves through a variety of outdoor activities including canoeing, kayaking and high ropes initiatives. Through these experiences, students will begin to develop an emerging understanding of personal and group leadership skills.

### **Outdoor Education 9: Facing Challenges**

This is a four-day introductory place-based trip designed to help build the core competencies of thinking and communication while simultaneously developing students' personal understanding of leadership in the outdoors. Students will be introduced to basic outdoor education planning and safety, leadership skills and the fundamentals of outdoor wilderness survival at **Strathcona Park Lodge**. Through these experiences, students will learn how to build shelters, cook outdoors and prepare safely to enjoy an outdoor camping experience.



### 4.1 2024-2025 Graduation Program Requirements

## Certificate of Graduation Dogwood Diploma

### 2024–2025 Graduation Program Requirements

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

**Of these 80 credits:**

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12
- At least 28 credits must be elective course credits
- At least 4 credits must be an Indigenous Focused Course Option

**52 credits are required from the following:**

- Career-Life Education (4 credits) – Delivered through Faculty Advisory
- Career-Life Connections (4 credits) – Delivered through Faculty Advisory
- Physical and Health Education 10 (4 credits)
- Science 10 (4 credits), and a Science 11 or 12 (4 credits)
- Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
- A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
- A Language Arts 10, 11 and a required 12 (12 credits total)
- An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

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

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





## Queen Margaret's School Expectations

In addition to requirements that are set out by the Ministry of Education, Queen Margaret's School expects that all students will become fully engaged in our educational program. Our promise as a school is to provide an exceptional and rigorous education that builds confidence, character and compassion. This requires an equal commitment from our students to take advantage of the academic and co-educational opportunities that we have designed to support personal learning, growth and excellence.

### The following expectations are held of all students:

- Full time enrolment is required of each student in our Senior School:
  - Grade 8–11 students are required to be enrolled in a minimum of 8 QMS courses, unless otherwise approved.
  - Grade 12 students will be enrolled in a minimum of seven (7) QMS courses, unless otherwise approved.
- Queen Margaret's School provides a breadth and depth of course offerings. Students, parents and guardians are asked to become familiar with our academic and elective course offerings in advance of enrolment. We do not offer online courses at QMS at this time.
- All students are expected to participate fully in our co-curricular athletic, arts and service programming opportunities, this may also occur as a result of community involvement.
- All students are expected to participate in experiential and outdoor education programming. Queen Margaret's School faculty will maintain our commitment to support challenge by choice on these excursions.

## British Columbia International Student Graduation Credit Policy

This policy recognizes that international students working towards a Dogwood Diploma may begin their studies in a British Columbia school at a point other than the beginning of their Grade 10 year. Regardless of when students begin their graduation program, international students must meet all of the graduation requirements of a Dogwood Diploma. *QMS cannot, at this time, support a Double Dogwood Diploma.*

International students who enter a British Columbia school after Grade 10 are restricted to the courses that they may use for to earn a Dogwood Diploma. This includes credit through equivalency, external credentials, or a course challenge for skills and knowledge obtained in a language other than English or French.

### Procedures for Equivalency

Schools can award credit based on equivalency for Grades 10, 11 and 12 Ministry-developed courses and Board Authorized courses.

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 additional learning in the content area. For a Grade 11 or 12 course, there should be a match of approximately 80 percent or more of learning standards.



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

**To earn a Dogwood Diploma, all international students must meet all [graduation requirements, including all required exams and assessments](#).**

International students whose educational program was not instructed in either French or English for at least two years prior to arriving in British Columbia must earn credits through instruction from a British Columbia-certified teacher (not through Equivalency review or Challenge process) for the following courses:

- A Language Arts course at the Grade 11 level (minimum 4 credits)
- A Language Arts course at the Grade 12 level (minimum 4 credits)
- A Social Studies course at the Grade 11 or 12 level (minimum 4 credits)
- A Science course at the Grade 11 or 12 level (minimum 4 credits)
- A Mathematics course at the Grade 11 or 12 level (minimum 4 credits)
- Career-Life Education (4 credits)
- Career-Life Connections + Capstone (4 credits)

*Source: British Columbia Ministry of Education (2019)*



## 4.2 Grades 10 to 12 Course Offerings

*Courses are subject to sufficient enrolment and may not be offered every year.*

<b>English Language Arts</b>	<b>Career Education</b>
English First Peoples: New Media & Composition 10	Career-Life Education 10
Composition & Literary Studies 10	Career-Life Connections 11
Literary Studies 11	Career-Life Connections + Capstone 12
English First Peoples Literary Studies & Writing 11	
English First Peoples 12	<b>Applied Design, Skills and Technology</b>
English Studies 12	Culinary World Tour 10–12
	Film & TV Basics 10
<b>Social Studies</b>	Film & TV Advanced 11–12
Social Studies 10	Accounting 11
Social Studies 11	E-Commerce 12
Contemporary Indigenous Studies 12	Work Experience 12
20th Century History 12	Yearbook: Photojournalism 11–12
Philosophy 12	Sewing and Textiles: 10–12
Comparative Cultures 12	
Human Geography 12	<b>Languages</b>
AP Macroeconomics 12	French 10
AP Psychology 12	French 11
	Introductory Spanish 11
<b>Mathematics</b>	Spanish 11
Foundations of Mathematics & Pre-Calculus 10	French 12
Workplace Math 10	Spanish 12
Computer Science 11–12	
Pre-Calculus 11	<b>Fine Arts</b>
Foundations of Mathematics 12 (May be taken in Grade 11)	Studio Art: Visual Art 10–12
Pre-Calculus 12	Studio Art: Material Art 10–12
Calculus 12	Pottery 10–12
AP Calculus AB 12	AP Studio Art 12 2D
AP Pre-Calculus 12	AP Studio Art Drawing
AP Statistics 12	Musical Theatre 10–12
	Concert Band 10–12
<b>Sciences</b>	
Science 10	<b>Physical Education</b>
Medical Sciences 11	Physical and Health Education 10
Environmental Sciences 11–12	Physical and Health Education 11–12
Life Sciences 11	Fitness and Conditioning 11–12
Chemistry 11	Fitness and Conditioning: High Performance 11–12
Pre-AP Biology 11	
Physics 11	<b>Equestrian Program</b>
Anatomy & Physiology 12	Equine Science: Anatomy & Physiology 10–11
AP Biology 12	Equestrian Athlete 10–12
Chemistry 12	
Physics 12	<b>English Language Development</b>
	English Language Development 10
	<b>Outdoor Leadership Trips</b>
	Outdoor Leadership Trip 10
	Outdoor Leadership Trip 11
	Outdoor Leadership Trip 12



## 5.0 Placement of English Language Learners

The English language development program at QMS has been designed to support the development of academic language skills for students who are learning English as an additional language. Students are provided with opportunities to develop their academic language proficiency and understanding of school-based texts. Development of subject-specific vocabulary to assist comprehension in mainstream academic courses is highlighted. English language development support is available for students in Grades 8–10. Students in Grades 11–12 are expected to have sufficient English proficiency to navigate the cognitive academic language proficiency that is required for courses taught in English.

### Placement of ELL Students

The first step of our placement process begins with the Admissions Department. Personal information is gathered, prior learning experiences are assessed, an interview in which all four literacy domains (speaking, writing, reading, and listening) are used takes place, and an English placement test is given.

This information provides preliminary data for our ELL specialist teacher to review prior to ELL student arrival on campus.

The second step of the ELL Student placement process occurs in September. When students arrive at QMS, they are assessed by our Language specialist teachers using the following tools:

- Interview—graded on standardized criteria
- Personal writing sample—graded against QMS English Language Proficiency Levels
- Formal writing—graded against QMS English Language Proficiency Levels
- SLATE\* assessment—graded on standardized criteria

\*SLATE (Secondary Level Assessment Test of English) is specially designed to measure the English proficiency of Middle and High School students. It measures reading, listening and grammar.

An international student whose home language is a language other than English and who has attended an international school where the language of instruction is in English will also participate in placement testing. Professional recommendations from prior core subject teachers will be taken into consideration for these students in placement decisions.

Based on the results of the assessment tools noted above, ELL students receive an English Language Development course placement.

Upon arrival at QMS, a language specialist will test students to further determine language needs and placement. The following will take place: an informal interview, personal writing sample submission and a formal writing sample submission.



## Assessment Chart

Senior ELL Program Equivalency	Vital English 2	IELTS	TOEFL JR	TOEFL IBT	SLATE	CET
ELL Program for Grades 8-9	40 - 65%	4.5 - 6.5	646 - 850	32 - 89	2.1 - 3.5	B1, B2
ELL Program for Grade 10	50 - 79%	4.5 - 6.5	746 - 850	40 - 89	3.5 - 4.9	B1, B2
Potential for Regular Program	80 - 100%	7.0 - 9.0	> 850	90 - 120	5.0 - 6.0	C1, C2

### Mainstream Courses Available:

1. English Language Development 8
2. English Language Development 9
3. English Language Development 10

### English Language Development 8

#### **Required Course for ELL**

**Pre-requisite: None**

Students will use their basic interpersonal communication skills in ELD 8 to develop their listening comprehension, confidence and fluency in speaking, reading comprehension and writing for different purposes. Students will be further supported in the development of their academic language proficiency through exploration of subject-specific vocabulary and use of specific writing forms including expository, narrative and persuasive school-based texts. This course will also introduce students to the research process and the use of writing for academic purposes that they may encounter in their mainstream academic courses.

### English Language Development 9

#### **Required Course for ELL**

**Pre-requisite: None**

Using their emerging basic interpersonal communication skills, students in ELD 9 will further develop their listening skills and oral communication accuracy. Students will begin to make oral presentations, and with support, will begin to read in English for meaning and context through supported reading tasks. Additionally, students will continue to develop their writing skills for a variety of academic purposes including, but not limited to, expository, narrative and persuasive school-based texts. Students will engage in research projects and further develop their study skills. Increasing their understanding of subject-specific vocabulary, students will gain the ability to organize their ideas and increase the accuracy in their writing for academic purposes.

### English Language Development 10

#### **Required Course for ELL 4 Credits**

**Pre-requisite: None**

Students in ELD 10 will continue to be supported in the development of their interpersonal communication skills and academic language proficiency. Students will be able to communicate with increased accuracy, listen for context and express their thoughts, opinions and ideas in English. Students will further develop their academic writing accuracy through the organization of ideas, selection of research material, selection of subject-specific vocabulary and the use of expository, narrative and persuasive school-based texts. Additionally, students will be able to read for a variety of purposes and will develop confidence in their oral presentation skills. This course will support students in their critical thinking, but also in the management of their mainstream academic courses across the curriculum.



### **English First Peoples: New Media & Writing 10**

**May be used as a required course 4 Credits**

**Pre-requisite: English 9**

In English First Peoples: New Media & Writing 10, students will explore themes of identity, resilience, and reconciliation. A variety of texts and media will broaden students' exposure to diverse First Peoples' voices, highlighting how self-representation can foster justice. Students will explore the history and impact of oral language traditions and examine how new media platforms are expanding the reach of Indigenous voices. They will review intellectual property rights and learn about community protocols. As digital citizens, they will assess sources for authenticity, accuracy, and reliability, learn strategies to identify bias, contradictions, and distortions, and inquire into their roles and responsibilities in an increasingly globalized society. Through literature circles, blogging, and class discussions, students will exchange ideas and viewpoints to build shared understanding and extend thinking. By drafting, crafting, and revising their writing, students will investigate the impact of their own cultural contexts, values, and perspectives, practice the conventions of Canadian spelling, grammar, and syntax, and develop their personal voice and style.

### **Literary Studies & Composition 10**

**May be used as a required course 4 Credits**

**Pre-requisite: English 9**

This course focuses on the analysis of language and literature. Students will develop their own understandings of written texts through responding in personal, creative, and critical ways. Through close reading, exploring diverse perspectives, and making progressively complex connections, students will explore how language shapes ideas. Students will have the opportunity to read a variety of forms of literature, including poetry, short story, plays, novels and non-fiction texts. This course is also designed to support students in their development of written communication through a critical process of questioning, exploring and sampling. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. Students will read and study compositions by other writers and consider a variety of styles as models for the development of their writing. This course builds students' writing competencies by introducing them to varied structures, forms, and styles of compositions. Students have opportunities to individually and collaboratively study, create, and write original pieces, exploring audience and purpose. They also develop their craft through processes of drafting, reflecting and revising.

*This course is taken in combination with Composition 10.*

### **Literary Studies 11**

**May be used as a required course 4 Credits**

**Pre-requisite: Language Arts 10**

This course allows students to delve deeply into language and literature. Students will explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) and a variety of media. Students will increase their literacy skills through close reading of appropriately challenging texts. They will enhance their development of the English Language Arts curricular competencies, both expressive and receptive, and expand their development as educated global citizens. Possible areas of focus, as they relate to written composition, include narrative, expository, descriptive, persuasive and opinion pieces. Students will engage in the planning, drafting and editing processes while writing for specific audiences and specific disciplines. This course will also emphasize how to cite sources, consider the credibility of evidence and evaluate the quality and reliability of the source.



## **English First Peoples: Literary Studies and Writing 11**

**May be used as required Course 4 Credits**

**Pre-requisite: Language Arts 10**

English First Peoples: Literary Studies + Writing 11 is a course designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. In this course, students will delve deeply into a wide range of First Peoples literature to explore various themes, authors, and topics. Students will work individually and collaboratively to explore these works and create powerful and purposeful compositions in a variety of forms. We are excited to offer this course that will be an exciting blend of the competencies and big ideas of Literary Studies 11, but it is completely immersed in First Peoples content.

## **English First Peoples 12**

**May be used as required course 4 Credits**

**Pre-requisite: Language Arts 11**

English First Peoples 12 is a course designed for students who are looking to continue studying Indigenous literature, stories, and communication styles. This course will delve deeply into Indigenous Oral traditions and examine a wide range of First Peoples literature. This content will allow the class to explore various themes, authors, time periods, and topics. Students will work individually and collaboratively to complete a variety of assignments that will help them understand the competencies and prepare them for life after graduation. We are excited to offer this course as a continuation of English First Peoples 11, and as another opportunity for students to meet their graduation requirements.

## **English Studies 12**

**May be used as a required course 4 Credits**

**Pre-requisite: Language Arts 11**

The required English Studies 12 course builds upon and extends students' previous learning experiences in English 10 and 11 courses. It is designed for all students and provides them with opportunities to refine their ability to communicate effectively in a variety of contexts and to think critically and creatively about the uses of language, explore texts and literature from a variety of sources, in multiple modes, reflective of diverse worldviews. Students will deepen their understanding of themselves and others in a changing world. Students compose a variety of written responses, including expository, synthesis and literary analysis essays.

## **Creative Writing 12**

**Elective Course 4 Credits**

**Pre-requisite: Language Arts 10**

This course provides students with opportunities to specialize and publish in real-world contexts. Students engage in the exploration of personal and cultural identities, memories, and stories, in a wide range of genres. Creative Writing 12 is designed for students who are interested in creating a body of written work reflective of a sophisticated breadth and depth of skill. Areas of focus can include fiction, poetry, creative non-fiction, and memoir studies. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes, celebrating successes and refining their ability to write in complex, controlled styles with effectiveness and impact.

*Note: This course does not meet the Language Arts 12 Graduation requirement.*



### **Social Studies 10**

**Required Course 4 Credits**

**Pre-requisite: Social Studies 9**

Social Studies 10 uses social studies inquiry processes to explore the social, political, economic and global forces that have shaped Canada and the world from 1919 to the present. Students will understand the influence of different political ideologies and institutions, the impact of domestic and global conflict, the development and function of Canadian, First Nations and other political institutions and the impact of discriminatory policies and injustices on Canadian and global populations. Students who take this course will be able to assess differing perspectives, justify accounts and make reasoned judgments about issues in the past and the present.

### **Social Studies 11**

**Elective Course 4 Credits**

**Pre-requisite: Social Studies 9**

Explorations in Social Studies 11 uses Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas about areas of interest that are drawn from a wide spectrum of societal topics. This includes the pursuing critical inquiry into areas that may pertain to political studies, philosophy, genocide studies, geography, social justice and indigenous studies. By exploring a variety of perspectives in a thorough and balanced manner, students develop the skills to approach persistent problems, questions and issues with confidence and purpose. Sample topics may include issues also related to contemporary studies such as fake news, post-truth, the study of activism and climate change or human challenges and conflict—both past and present.

### **Contemporary Indigenous Studies 12**

**Elective Course 4 Credits**

**Pre-requisite: Social Studies 9**

In contemporary indigenous studies 12, using inquiry skills and processes, we will examine how indigenous societies, cultures and peoples have survived, resisted and thrived through and despite the ongoing impacts of colonialism around the world. We will explore both our personal awareness and responsibilities in relation to these topics, and how personal cultural identities are linked to positive outcomes and self-growth necessary for reconciliation. We will delve into how these cultures are linked to place, especially through our local lens of the Pacific Northwest, and interact with elders and knowledge holders as they share their experiences, worldviews and culture. In doing so we hope to promote positive bridges of communication between communities and promote long term lasting changes around these living cultures' rights to self-determination and healing as we address the injustices of the past, while embodying and incorporating the First Peoples Principles into our own lives and paths towards positive growth, learning and understanding of self and place.

### **20<sup>th</sup> Century History 12**

**Elective Course 4 Credits**

**Pre-requisite: Social Studies 10**

Students in this course will learn to use historical inquiry processes and skills to ask questions, analyze ideas and communicate findings and decisions about significant historical events in the 20<sup>th</sup> century. The study of 20<sup>th</sup> Century history will help students to develop and understanding of historical perspective and apply this understanding to their current realities in the 21<sup>st</sup> Century. Students will learn to think critically about cause and affect relationships and assess how prevailing conditions and the actions of individuals or groups affect events, decisions and development. Through the study of significant global events between the time periods of 1919 and 1991 students will begin to make reasoned ethical judgments about controversial actions in the past, or present, and determine whether we have a responsibility to respond.





## **Philosophy 12**

**Elective Option 4 Credits**

**Pre-requisite: None**

Philosophy is a discipline that examines the fundamental nature of knowledge, reality and existence. Students in this course will use philosophical inquiry processes and reasoning skills to respond to arguments and questions related to major issues in philosophy. Philosophy provides tools for investigating meaning and fostering understanding of different ways of thinking. This course will enable students to assess the relevance of philosophical ideas for everyday life and current social and political issues. Students will explore metaphysical theories about the nature of reality and epistemological theories about knowledge and truth. This course will support students in their understanding that while philosophical questions often examine issues with no definitive answers, logic and reasoned arguments can show which answers have more or less value.

## **Comparative Cultures 12**

**Elective Course 4 Credits**

**Pre-requisite: None**

Comparative Cultures 12 is a course designed to give students an understanding and knowledge of the accomplishments of past civilizations. This course will examine the beliefs, accomplishments and values of Global civilizations that have greatly influenced the world. Topics will include achievements in such disciplines as art, architecture, philosophy, religion, technology and history. Possible areas of investigation include: The Origins of Humans, Egypt of the Pharaohs, Classical Greece, Imperial Rome, Dark Ages/Age of Chivalry, The Renaissance, The Age of Exploration, The Enlightenment, The Emperors/Dynasties of China, Ancient India, Feudal Japan, Early Islamic Civilization, Ancient Persia, The Byzantine Empire, The Ottoman Empire, The Meso-American cultures of the Aztecs, Mayans and Incas.

## **Human Geography 12**

**Elective Course 4 Credits**

**Pre-requisite: None**

Human Geography allows students to understand the world by examining location, place, human-environment interaction, movement, and regions. This course is about critical thinking, thoughtful discussion, and exploration of various places and spaces. We will also engage in experiential and place-based learning. Through the lens of geography, students will examine the spatial patterns, processes, and interactions that shape human behavior, culture, and the built environment on local, regional, and global scales. The curriculum integrates concepts from various disciplines, including anthropology, sociology, economics, and political science, providing students with a holistic understanding of the complex interplay between humans and their surroundings.

## **AP Macroeconomics 12**

**Elective Course 4 Credits**

**Pre-requisite: Administrative Approval**

AP Macroeconomics provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behaviour. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems (Source: AP College Board). This is a very challenging course in terms of content and time, and the successful student will spend a minimum of four (4) hours a week on homework and reading outside of class. Attendance is compulsory. AP final exams are conducted in May. Students who score 3/5 or above on the final exam may be able to gain a first-year credit at university.



## **AP Psychology 12**

**Elective Course 4 Credits**

**Pre-requisite: Administrative Approval**

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behaviour and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice (Source: AP College Board). This is a very challenging course in terms of content and time, and the successful student will spend a minimum of four (4) hours a week on homework and reading outside of class. Attendance is compulsory. AP final exams are conducted in May. Students who score 3/5 or above on the final exam may be able to gain a first-year credit at university.



### **Foundations of Mathematics and Pre-Calculus 10**

**Required Course 4 Credits**

**Pre-requisite: Math 9**

Foundations of Mathematics and Pre-Calculus 10 starts students on the pathway designed to provide them with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs. Main topics include linear, area and volume measurement, in both SI and imperial units; right-angle trigonometry; irrational numbers; integral and rational exponents; polynomial expressions, including common factors and trinomial factoring; functions; linear relations; and systems of linear relations. *A graphing calculator is required for this course. The TI-84 Plus CE is the recommended model to purchase.*

### **Workplace Math 10**

**May be used as a required course 4 Credits**

**Pre-requisite: Math 9**

Workplace Math 10 is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into the majority of trades and direct entry into the work force. Expect a heavy emphasis on measurements, visualization, and practical projects involving math. Topics covered include unit conversions, trigonometry, 3D shapes, graphs, data analysis, and financial literacy. *A scientific calculator is required for this course.*

### **Computer Science 11–12**

**Elective Course 4 Credits**

**Pre-requisite: None**

Have you ever wanted to learn to write your own games or software? Computer Science is about learning to use a computer to write code to solve unique problems. You will learn the structure and rules of a programming language, but the focus is on solving problems and computer science concepts such as algorithms and data types. In this course, students will learn to create code. Computer Programming 11 and later, Computer Science 12, emphasizes programming language. Students will focus on ways to transform their concepts and translate their design ideas into source code. Students will become familiar with programming tools including Python, inline commenting to document source code and the use of text case to detect logical or semantic errors.

### **Pre-Calculus 11**

**Required Course 4 Credits**

**Pre-requisite: 65% in Foundations of Mathematics and Pre-Calculus 10**

Pre-Calculus 11 continues on the pathway designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs. Main topics include absolute value; radicals and radical expressions and equations; rational expressions and equations; right-angle trigonometry, sine and cosine laws; quadratic, absolute and reciprocal functions and systems of equations. The emphasis is on formal mathematical processes and symbol manipulation in preparation for the study of calculus and other higher-level mathematics courses. *A graphing calculator is required for this course. The TI-84 Plus CE is the recommended model to purchase.*



## **Foundations of Math 12**

**May be used as a required course 4 Credits**

**Pre-requisite: Workplace Math 10 or Foundations of Mathematics and Pre-Calculus 10**

This course is intended for students who are pursuing post-secondary studies that do not require the theoretical study of calculus. It may be taken by students in Grades 11 or 12. Students will explore topics such as probabilistic thinking and how it informs decision making in situations involving chance and uncertainty. Students will learn how to model data and the understanding of a variety of functions, this includes mathematical analysis and the ways in which it informs financial decisions. Through explorations of spatial relationships, students will develop a geometrical appreciation of the world. *A scientific calculator is required for this course.*

## **Pre-Calculus 12**

**Elective Course 4 Credits**

**Pre-requisite: 65% in Pre-Calculus 11 or Administrative Approval**

Pre-Calculus 12 is a rigorous math course designed to encourage problem solving, communication of mathematical ideas and the use of mathematics in modeling real-world scenarios. It aims to expose students to the underlying ideas such as patterning, relationships and uncertainty that form the fabric of mathematical thought. There continues to be a focus on using technology as a tool to solve problems in new ways and preparing students for the highly technological environment of their future. Main topics covered in this course are transformations and graphs of functions, logarithms and their applications, advanced trigonometry, permutations and combinations. *A graphing calculator is required for this course. The TI-84 Plus CE is the recommended model to purchase.*

## **Calculus 12**

**Elective Course 4 Credits**

**Pre-requisite: 65% in Pre-Calculus 11 or Administrative Approval**

Calculus has two parts: Differentiation and Integration. Students will learn rules for computing derivatives so that they can apply them to curve-sketching and optimization problems in the fields of engineering, biology, physics, economics and business. Many of the general laws of nature find their most useful form in equations that involve rates of change. Students will study these differential equations, also known as anti-derivatives (or integration). Calculus 12 is a challenging course intended for those students wishing to study Engineering, Mathematics, Science or Business at a post-secondary institution. *A graphing calculator is required for this course. The TI-84 Plus CE is the recommended model to purchase.*

## **AP Calculus AB 12**

**Elective Course 4 Credits**

**Pre-requisite: 80% in Pre-Calculus 11 or Administrative Approval**

Advanced Placement Calculus (AB) consists of a full academic year of work that is comparable to the first calculus course in college or university. The course focuses on students' understanding of calculus concepts and provides experience with methods and applications. Although computational competence is an important outcome, the main emphasis is on a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are important (Source: AP Course Overview). This is a very challenging course in terms of content and time, and the successful student will spend a minimum of four (4) hours a week on homework and reading outside of class. Attendance is compulsory. AP final exams are conducted in May. Students who score 3/5 or above on the final exam may be able to gain a first-year credit at university. *A graphing calculator is required for this course. The TI-84 Plus CE is the recommended model to purchase.*



## **AP Pre-Calculus 12**

**Elective Course 4 Credits**

**Pre-requisite: 80% in Pre-Calculus 11 or Administrative Approval**

AP Pre-Calculus is an enriched curriculum which covers the topics in Pre-Calculus 12 and more, but at a quicker pace. It is a preparatory course for university level Calculus courses. The goal of the course is to provide students with adequate math skills regardless of where they intend to go to university. Topics covered includes Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, and an optional unit on Matrices and linear algebra (Source: AP Course Overview). This is a very challenging course in terms of content and time, and the successful student will spend a minimum of four (4) hours a week on homework and reading outside of class. Attendance is compulsory. AP final exams are conducted in May. Students who score 3/5 or above on the final exam may be able to gain a first-year credit at university. *A graphing calculator is required for this course. The TI-84 Plus CE is the recommended model to purchase.*

## **AP Statistics 12**

**Elective Course 4 Credits**

**Pre-requisite: 80% in Pre-Calculus Math 11 Administrative Approval**

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving and writing as they build conceptual understanding (Source: AP Course Overview). This is a very challenging course in terms of content and time, and the successful student will spend a minimum of 4 hours a week on homework and reading outside of class. Attendance is compulsory. AP final exams are conducted in May. Students who score 3/5 or above on the final exam may be able to gain a first-year credit at university. *A graphing calculator is required for this course. The TI-84 Plus CE is the recommended model to purchase.*



### Science 10

**Required Course 4 Credits**

**Pre-requisite: Science 9**

In Science 10, students will make observations aimed at identifying their own questions, including increasingly complex ones, about the natural world. Students will work collaboratively and individually to plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative). They will assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods and those of others and apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information. This course is focused on the following four big ideas: genes are the foundation for the diversity of living things; chemical processes require energy change as atoms are rearranged; energy is conserved and its transformation can affect living things and the environment; and the formation of the universe can be explained by the big bang theory (Source: BC Ministry of Education).

### Medical Sciences 11

**Elective Course 4 Credits**

**Pre-requisite: Science 9**

Have you ever seen a medical report on the news that referred to a disease or operation and wondered what the terms really meant? What is Stage 4 cancer, or a coronary bypass, hypertension or bipolar disease? What really is inflammation? How do antibiotics work? How does a fracture heal? This course will answer some of those questions and provide the tools to confidently and methodically investigate all things medical. Students will work with a Senior School teacher and Surgeon in Residence from our local health care system to learn about the context, content and applications of various pathways in the medical sciences. Students will explore units in general physiology, clinical studies (with hands on practical opportunities to practice clinical methods), neurology and psychiatry, embryology and pediatrics and of course personal wellness. Students will obtain first-hand perspectives from doctors, surgeons and those who are involved in the allied medical practices. This course is open to students in Grades 10–12.

### Environmental Science 11-12

**Elective Course 4 Credits**

**Pre-requisite: Science 9**

Environmental Sciences 11 and 12 examine natural cycles of the earth, oceans, and atmosphere, with special focus on human impacts to ecosystems. Students will explore the broad topics of climate change, land management, ecological conservation, and environmental ethics. Outdoor labs investigating biodiversity, water quality, and ecosystem restoration will connect learning with real-world outcomes. ES 11 explores the diversity, fluidity, destruction, and restoration of ecosystems. ES 12 broadens these discussions to a global scale by studying perturbations to soil, water, and climate systems in terms of causes, outcomes, and sustainable living.

### Life Sciences 11

**Elective Course 4 Credits**

**Pre-requisite: Science 10**

Life Sciences 11 is designed as an overview of the diversity of living organisms on Earth from the smallest microscopic bacteria to the largest mammal. The foundation of the course is the five kingdoms classification system, and the content is studied through the integration of three major themes: unity and diversity, evolutionary relationships and ecological relationships. Students observe live and preserved organisms to determine how species have changed over time based on anatomical, physiological and behavioural characteristics. Students will also expand their critical thinking skills as they explore the impact of natural and anthropogenic changes on the development and interactions of living organisms.



## **Chemistry 11**

**Elective Course 4 Credits**

**Pre-requisite: Science 10**

This course is designed to be an introduction to the major branches of chemistry, including chemical bonding, atomic structure, reactions, the mole, solubility and organic chemistry. Laboratory experiments are an integral part of this course. Students can expect to see explosions and fireworks created and explained. This is a dynamic course that explains many aspects of how matter behaves.

## **Pre-AP Biology 11**

**Elective Course 4 Credits**

**Pre-requisite: Science 10**

This first-year university level course is designed to provide students with inquiry and reasoning skills for the study of advanced topics at a college/university. Topics include chemistry of life, cell structure and function, cellular energetics, cell communication, heredity, gene expression and regulation, natural selection and ecology. This course will be offered over two years. The first year, will earn a Life Sciences 11 credit, and then the second year will earn an AP Biology credit.

## **Physics 11**

**Elective Course 4 Credits**

**Pre-requisite: 65% in Science 10 or Administrative Approval**

This introductory physics course exposes students to a variety of topics within the world of physics. A highly mathematical approach is taken to the study of kinematics and dynamics, vectors, energy, wave motion and geometrical optics, nuclear fission and fusion, and special relativity. This course is suitable for students who intend to pursue a career in the sciences or medicine and for students who simply wish to discover more about the fundamental physical laws of the universe.

## **Anatomy & Physiology 12**

**Elective Course 4 Credits**

**Pre-requisite: 65% in Life Sciences 11 or Administrative Approval**

This is a rigorous course designed to provide an introduction to cellular biology, molecular genetics and human physiology. Students will first explore the structure and function of biological molecules as they relate to cellular transport and respiration. They will further develop their critical thinking skills through their study of DNA replication, protein synthesis and the role of biotechnology and bioethics in this rapidly changing scientific field. The latter part of the course will focus on the maintenance of homeostasis by the digestive, circulatory, respiratory, nervous, excretory and reproductive systems of the human body.

## **AP Biology 12**

**Elective Course 4 Credits**

**Pre-requisite: Administrative Approval**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students should be able to describe how to collect data, use data to form conclusions, and apply their conclusions to larger biological concepts. Students should also develop an understanding of how changes in the design of the experiments would impact the validity and accuracy of their results. Many questions on the AP exam are written in an experimental context, so these skills will prove invaluable for both concept comprehension and exam performance. (Source: AP College Board). This is a very challenging course in terms of content and time, and the successful student will spend a minimum of four (4) hours a week on homework and reading outside of class. Attendance is compulsory. AP final exams are conducted in May. Students who score 3/5 or above on the final exam may be able to gain a first-year credit at university.



## **Chemistry 12**

**Elective Course 4 Credits**

**Pre-requisite: 65% in Chemistry 11 or Administrative Approval**

This course lays the groundwork for advanced topics in chemistry. Laboratory work is an integral part of the course, with a focus on theory and calculations. Topics include the study of reaction kinetics, equilibrium, acid/base chemistry and oxidation/reduction reactions. Students will be required to research a chemical demo and perform this for an audience. *A scientific calculator is required.*

## **Physics 12**

**Elective Course 4 Credits**

**Pre-requisite: 65% in Physics 11 & Pre-Calculus 11 or Administrative Approval**

This course builds on some of the topics covered in Physics 11 and introduces several new ones. It is intended for those students who may continue studies in physics or engineering at a post-secondary level. A strong background in mathematics is required. Topics discussed include vector kinematics and dynamics, vector momentum, equilibrium, energy, circular motion, gravitation, electrostatics, electric circuits, and electromagnetism.





## 10.0 Outdoor Leadership Trips

### **Outdoor Leadership 10: Building Relationships**

**QMS Course 4 Credits**

**Pre-requisite: None**

A place-based course, Outdoor Leadership 10 is designed to help build upon the core competencies of thinking and communication while simultaneously improving students' confidence and leadership in the outdoors. It will take place over five (5) days each May at Strathcona Park Lodge. In addition to developing their collaborative group communication and leadership skills, students will also develop the foundational risk management and basic technical skills that are necessary for a short outdoor expedition (hiking, canoeing, caving or rock climbing). These experiential learning opportunities will help to build an appreciation for learning in the outdoors and introduce some of the competencies that are necessary to learn, lead and collaborate with others in an outdoor context.

### **Outdoor Leadership 11: Building Confidence**

**QMS Course 4 Credits**

**Pre-requisite: None**

Outdoor Leadership 11 is designed to help build upon the core competencies of thinking, and communication while simultaneously developing students' leadership facilitation and wilderness expedition skills. It will take place over five (5) days each May. Students will develop an appreciation for the historical, social, cultural and economic significance of the local environment to First Nations communities on Vancouver Island. Additionally, students will build upon their group and personal leadership skills and further develop a repertoire of technical outdoor skills while learning hard skills such as mountain biking, hiking, sea kayaking or ocean canoeing. These experiential learning opportunities will help to build an appreciation for learning in the outdoors and introduce some of the competencies that are necessary to learn, lead and collaborate with others in an outdoor context.

### **Outdoor Leadership 12: Leading Sustainability**

**QMS Course 4 Credits**

**Pre-requisite: None**

This is an outdoor education experience that builds upon a school-wide approach to experiential, inquiry-based, sustainable innovation and entrepreneurial thinking. Using an inquiry and/or design thinking approach, students will participate in one of several possible immersive experiential programs in the Pacific Northwest. Examples may include sea kayaking, hiking, canoeing or participating in an environmental education program. These experiential learning opportunities will help to build an appreciation for learning in the outdoors and introduce some of the competencies that are necessary to learn, lead and collaborate with others in an outdoor context.

*\*These trips **all** require additional clothing and equipment. Please refer to the Grades 8 to 12 outdoor leadership packing list in [Section 28.0](#) of the Senior School Academic Program Guide.*



## 11.0 Applied Skills/Career and Leadership Explorations

### **Career Life Education 10**

**Required Course 2 Credits**

**Pre-requisite: None**

Career Life Education offers individual students the opportunity to acquire the knowledge and competencies necessary for success in school, in the workplace, and in their daily lives. Career Life Education 10 will be offered through our Faculty Advisory program. During this time, students will also have the opportunity to explore personal interests and leadership development. Students will use self-assessment and reflection tools to set personal, academic and career-related goals, consider the impact of leadership on the wider school community and identify and explore the role of self-assessment and reflection. Throughout the year, students will develop a personal learning profile and begin to plan their future academic and post-secondary goals. Students will continue to consider the role of public identity, financial planning, and workplace etiquette as they create an initial career and education plan.

*\*This course is delivered through our Faculty Advisory Program.*

### **Career Life Connections 11**

**Required Course 2 Credits**

**Pre-requisite: Career-Life Education 10**

The Career Life Education curriculum offers students many opportunities to explore and develop personal interests, passions, and competencies while making connections with learning opportunities, post-graduation options, and career and life path possibilities. Students will discover careers and engage in the beginning of a journey that involves lifelong planning and learning. Career education will be offered through our Faculty Advisory program. Students will be expected to use self-assessment, reflection and leadership skills to uncover their strengths, interests and post-secondary goals. To achieve this, students will engage in leadership activities, participate in service learning, leadership development, post-secondary explorations and life and career planning.

*\*This course is delivered through our Faculty Advisory Program.*

### **Career Life Connections + Capstone 12**

**Required Course 4 Credits**

**Pre-requisite: Career-Life Connections 11**

The Career Life Education curriculum involves students in research, problem solving, and decision making relevant to career planning. Students will be provided with opportunities to explore and research a multitude of educational and career pathways. In Career-Life Connections + Capstone 12 students will participate in a year-long capstone inquiry project focused on their goals and areas of interest. It will include reflective practice throughout the year in a capstone portfolio, research, relationship-building with a school or community-based mentor, experiential learning opportunities and a capstone exhibition of learning that demonstrates their personal development. The capstone asks students to consider how they see themselves contributing positively to society post-graduation.

*\*This course is delivered through our Faculty Advisory Program.*



### **Culinary World Tour 10–12**

**Elective Course 4 Credits**

**Pre-requisite: None**

This course introduces students to the exciting world of foods, cooking, intercultural culinary practices and the history of foods. Students will consider the social, ethical and sustainability considerations related to food, agriculture, fishing and foraging. They will be introduced to the creative, cultural and technical elements of foods and food preparation. In this course, students will be able to cook and prepare foods using safe food handling and personal safety techniques in a culinary environment. They will further develop their skills using recipes, food service tools, kitchen equipment, units and types of measurement, and various components of food cooking methodology. Students will be encouraged to generate new and innovative ideas and learn about diverse food cultures and traditions, both locally and globally.

### **Film and Television Basics 10**

**Elective Course 4 Credits**

**Pre-requisite: None**

Develop your creativity, innovation, and collaboration through motion picture production. Filmmaking offers dynamic ways to explore identity and develop a sense of belonging. Understand how history, culture, and community influence and are influenced by film and television. In this class you will learn the building blocks of pre-production, production, and post-production strategies, techniques, and technologies. Experimenting through individual and group exercises, you will learn to express yourself with this medium through structure, form, and narrative and be exposed to a variety of genres of local, national, and intercultural cinematic traditions.

### **Film and Television Advanced Principles 11–12**

**Elective Course 4 Credits**

**Pre-requisite: Administrative Approval**

This course is designed for students who have mastered the fundamental skills of film production and desire to develop their skills and creativity to the next level. Students will develop larger format productions with the opportunity to compete at local and international levels. Creating personal, cultural, intellectual, engaging, and entertaining productions with higher production quality is the aim of the program, giving students greater chances of placement at leading universities specializing in the applied arts. Much of the creative effort takes place beyond the classroom, shooting on weekends, and editing in the evenings. In-class teachings focus on learning the various skills required at every level of production. Units of study include producing, directing, cinematography, sound design, editing, live switching and broadcast coordination.

*This course requires administrative approval from the Head of Film Arts & Sciences.*

### **Accounting 11**

**Elective Course 4 Credits**

**Pre-requisite: None**

In this course students will examine the role of accounting in business. Students will explore the accounting cycle, principles of accounting, and learn how to carry out various functions of accounting including bookkeeping and the preparation of financial documents. Students will understand industry best practices in accounting and engage in practical applications through hands on experiential learning, projects and real-life business applications. By the end of the course, students will understand the big ideas that services and products can be designed through consultation and collaboration, financial literacy promotes sound and effective business design and tools and technologies can be adapted for specific purposes.



## **E-Commerce 12**

**Elective Course 4 Credits**

**Pre-requisite: None**

What does it mean to be a business owner? How do you think like an entrepreneur? How has the marketplace changed in our modern world? Through hands on experiences and authentic opportunities to learn about the world of business, students will explore the global marketplace, the place of change and innovation in today's economy and different technologies that can be used in the process of marketing, sales and entrepreneurial endeavours. Students will explore topics such as cyber-marketing, revenue models, global e-commerce and entrepreneurship opportunities in today's world.

## **Work Experience 12**

**Elective Course 4 Credits**

**Pre-requisite: Administrative Approval**

Work experience provides students with the chance to develop competencies that can be used in future work opportunities. Students are placed in authentic workplace environments within the Queen Margaret's School community. Here, they will complete 100 hours of work experience, four (4) units of theory, self-evaluations and a work log. This course will allow individual students opportunities to acquire experience with the critical skills, knowledge and competencies necessary for success in a specific workplace.

## **Yearbook: Photo Journalism 11–12**

**Elective Course 4 Credits**

**Pre-requisite: None**

Yearbook: Photo Journalism 11-12 is a yearlong course that offers students total involvement in the production of the Senior School yearbook. Project based learning will focus on advertising, communication, use of technology, layout planning, design, photography, copy writing, and proofing. Students are expected to be involved in every aspect of the yearbook, be responsible, self-motivated, and prompt in meeting deadlines. It is an excellent choice for students considering careers in publishing, writing, reporting, and business.

## **Sewing and Textiles 10–12**

**Elective Course 4 Credits**

**Pre-requisite: None**

The Sewing and Textile course is designed to provide students with foundational skills in the art of sewing, empowering them to create and customize clothing and textile projects. Through hands-on experiences and guided instruction, students will learn fundamental sewing techniques, machine operation, and pattern interpretation. This course will foster creativity, problem-solving, and attention to detail while emphasizing safe and sustainable sewing practices. Students will begin by familiarizing themselves with sewing equipment, tools, and materials, including various types of fabrics and threads. They will learn to select appropriate materials for different sewing projects, considering factors such as fabric weight, texture, and color coordination. This course is carried out at Innisfree Farm.



## 12.0 Languages

### French 10

**Elective Course 4 Credits**

**Pre-requisite: French 9**

The purpose of this course is for students to develop their reading, writing, speaking and listening competencies in French. Students will examine multiple socio-historical, and cultural perspectives and inquire into *culturelles de la Francophonie*. Students will be expected to read and understand themes and symbols in novel studies and identify poetic elements and implicit messages in French poetry. Through a variety of learning activities and projects, students will practice the past, present and future tenses and learn strategies for word choice, expression and the application of the passive and active voice.

### French 11

**Elective Course 4 Credits**

**Pre-requisite: 65% in French 10**

Students in this course will continue to build upon their reading, writing, speaking, listening, and visual communication competencies in French. Through a variety of activities, students will learn about the importance of different social-cultural influences and diverse points of view in French communities. They will gain skills in researching, communication strategies, the interpretation of French texts and subject-specific writing skills. Students will continue to employ the past, present and future tenses with increasing accuracy and complexity. They will be expected to read for explicit and implicit understanding and apply writing and oral communication skills in both formal and personal contexts.

### Introductory Spanish 11

**Elective Course 4 Credits**

**Pre-requisite: None**

Introductory Spanish 11 is designed for students that have no previous knowledge of Spanish. Students will explore the big idea that expressing ourselves in a new language requires courage, risk taking, and perseverance. Through a variety of strategies, students will learn to read, write, listen and speak in basic Spanish. Many aspect of cultural expression allows will also be explored to allow students the opportunity to experience and appreciate cultural diversity.

### Spanish 11

**Elective Course 4 Credits**

**Pre-requisite: Introductory Spanish 11 or Equivalent**

Spanish 11 is a course that is designed for students who have completed Intro to Spanish 11. It is an advanced course, designed further improve comprehension, writing, listening, and speaking abilities. This is an excellent course to develop proficiency in a new language that will provides opportunities for careers, travel, personal growth, and study abroad. There are over 559 million Spanish speakers globally and it will help you in many countries across the globe. Once this course is completed, students are ready to take Spanish 12.

### French 12

**Elective Course 4 Credits**

**Pre-requisite: 65% in French 11**

In this course, students will continue to build upon their reading, writing, speaking and listening competencies in French. They will be able to moderate, negotiate and re-formulate their ideas and thoughts in French. Additionally, students will gain an understanding of the role of bilingualism in their future personal and career paths and develop an appreciation for the richness and complexity of French texts, including their symbolic dimensions. They will be able to express divergent perspectives and understand cultural and historical elements and stylistic processes in French material. Students will employ the writing process in the past, present and future tenses with increasing complexity and accuracy. They will be expected to use the subordinate and relative clauses and identify appropriate language for different forms of writing and oral communication.



## **Spanish 12**

**Elective Course 4 Credits**

**Pre-requisite: Spanish 11 or Equivalent**

For grade 12, students will express themselves effectively, with fluency and accuracy, orally and in writing in Spanish. Conversations and discussion in this class increase in complexity and students will develop a proficiency with Spanish vocabulary, sentences, expressions and reading comprehension.



## 13.0 Fine Arts: Visual Arts

### Visual Art Studio 10

**Elective Course 4 Credit**

**Pre-requisite: none or Administrative Approval**

Students in Art 10 will be given the opportunity to build upon foundational skills and to develop personally meaningful themes. The elements and principles of design are explored through a variety of 2-D materials and processes. Topics may include, but are not limited to, careers in art, art in social contexts, emerging forms of painting and portraiture. Students are expected to practice reasoned criticism of their work and the work of others.

### Visual Art Studio 11–12

**Elective Course 4 Credit**

**Pre-requisite: none or Administrative Approval**

In Art Studio 11 and 12, the course will include drawing, painting, graphic communications, printmaking, and art history. Portfolio preparation for post-secondary entrance is offered at this level. Emphasis is on design strategies and personal expression through the use of a variety of tools and techniques. Students will have the opportunity to gain expertise in art processes and to develop their potential to respond critically to aesthetic phenomena.

### Material Art Studio 10–12 3-D

**Elective Course 4 Credits**

**Pre-requisite: none or Administrative Approval**

Students in Material Art 10 will be given the opportunity to build upon foundational skills and to develop personally meaningful themes. The elements and principles of design are explored through a variety of 3-D materials and processes. Topics may include, but are not limited to, careers in art, art in social contexts, emerging forms in clay, textile arts, sculpture and installations. Students are expected to practice reasoned criticism of their work and the work of others.

In Material Art Studio 11 and 12, the course will include 3-D techniques and applications including, sculpture, art history and ceramics. Portfolio preparation for post-secondary entrance is offered at this level. Emphasis is on design strategies and personal expression through the use of a variety of tools and techniques. Students will have the opportunity to gain expertise in art processes and to develop their potential to respond critically to aesthetic phenomena.

### Pottery 10–12

**Elective Course 4 Credits**

**Pre-requisite: none or Administrative Approval**

Pottery 10–12 aims to develop student skills and confidence in the process of wheel-turned pottery from start to finish. Beginning with the preparation and handling of clay through to removing finished glazed pieces from the kiln, students will be immersed in a hands-on process developing the skills and techniques to work independently. We will explore the basics of centering clay on the wheel, opening piece clay to form varied vessels, and pulling up walls, trimming leather hard pieces to refine shape, bisque firing, methods for applying glaze, and glaze firing.

*This course is limited in enrollment. Preference will be given to students who have not previously been enrolled in pottery.*



## **AP Studio Art 2-D Design**

**Elective Course 4 Credits**

**Pre-requisite: Administrative Approval**

For this course, students work with diverse media, styles, subjects, and content to develop their artistic voice and highlight technical mastery. The Sustained Investigation section requires students to conduct a sustained investigation based on an inquiry of the student's choosing. The work in this section should reflect ongoing practice, experimentation and revision. The Selected Works section requires students to demonstrate skillful synthesis of materials, processes and ideas. AP Studio Art courses are designed to be the equivalent of a one-semester, introductory college course. Students are expected to work in an independent manner and commit to a minimum of three to four hours of work per week outside of class time. Students taking this course must also register in and attend Art 11 or 12. AP final portfolios are submitted in May. Students who score 3/5 or above on their portfolio may be able to gain a first-year credit at university.

This is a very challenging course in terms of content and time, and the successful student will attend classes both inside and outside of the timetable. Attendance is compulsory. Because AP Studio Art 2-D Design is designed as an intensive course and requires more time than traditional offerings, some students may prefer to complete this option over more than one year beginning in Grade 11.

## **AP Studio Art Drawing**

**Elective Course 4 Credits**

**Pre-requisite: Administrative Approval**

Students will work with diverse media, styles, subjects and content to develop their artistic voice and highlight technical mastery. The Sustained Investigation section requires students to conduct a sustained investigation based on an inquiry of the student's choosing. The work in this section should reflect ongoing practice, experimentation, and revision. The Selected Works section requires students to demonstrate skillful synthesis of materials, processes, and ideas. AP Studio Art courses are designed to be the equivalent of a one-semester, introductory college course. Students are expected to work in an independent manner and commit to a minimum of three to four hours of work per week outside of class time. Students taking this course must also register in and attend Art 11 or 12. AP final portfolios are submitted in May. Students who score 3/5 or above on their portfolio may be able to gain a first-year credit at university.

This is a very challenging course in terms of content and time, and the successful student will attend classes both inside and outside of the timetable. Attendance is compulsory. Because AP Studio Art Drawing is designed as an intensive course and requires more time than traditional offerings, some students may prefer to complete this option over more than one year beginning in Grade 11.

*\*Questions often arise regarding the distinction between the Drawing Portfolio and the 2-D Design Portfolio. There is a large area of possible overlap between the two portfolios. The distinction in many cases is a matter of the focus of the work (Source: AP Course Overview).*





## 14.0 Fine Arts: Drama

### Exploratory Drama 10–12

**Elective Course 4 Credits**

**Pre-requisite: None**

Exploratory Drama 8–12 is an exciting and fun course that welcomes students of all levels and interests in drama and theatre production. In a supportive and inclusive environment, students will delve into the fundamentals of acting, including ensemble work, improvisation, character development, voice, and stage movement. Through immersive activities and collaborative projects, participants will foster their creativity and build confidence. The course culminates in a community performance, providing students with an opportunity to showcase their talents and newfound skills. Whether you are an aspiring actor or simply seek to boost your confidence, this course will equip you with invaluable skills for both the stage and life.

### Musical Theatre 10–12

**Elective Course 4 Credits**

**Pre-requisite: None**

Musical Theatre is a dynamic course where students design, rehearse, and perform the main stage senior school play. Open to Grade 8–12 students with a passion for acting, singing performance and/or technical theatre, this course offers an incredible opportunity to cultivate valuable skills in collaboration, play analysis, acting techniques, and production design. Musical Theatre provides students with an immersive exploration of the interdisciplinary art form that seamlessly combines music, drama, and movement. This dynamic course invites students to embark on a creative journey through the world of musical theatre, where they will develop their skills as performers, creators, and collaborators in a school performance. To ensure the success of our performance, commitment is essential. All students enrolled in this class must be available for additional rehearsals on Mondays during co-curricular time and on weekends in March/April leading up to the performance. Step into the spotlight and be part of an unforgettable creative experience!

*\*This course is offered both inside and outside of the regular timetable and requires a commitment for some weekend rehearsals.*



### Concert Band 10–12

**Elective Course 4 Credits**

**Pre-requisite: Concert Band 9 or Administrative Approval**

This course includes performance of musical literature from various periods, demonstrating technical competency and stylistic interpretation. Students will analyze and use rhythms reflective of a variety of cultures and styles. They will create, perform and use appropriate music terminology to describe a range of melodic patterns in various clefs and keys. Elements of expression, structure and context will be addressed, including historical and cultural interrelationships. Students will develop skills in instrument maintenance, sight-reading, and conducting.

*\*This course is offered outside of the regular timetable.*



## 16.0 Physical and Health Education

### Physical and Health Education 10

**Required Course 4 Credits**

**Pre-requisite: None**

Physical Education 10 further refines and develops the skills learned in Physical Education 9. The goal of this program is to develop the knowledge, skills and attitude that allow students to adopt and maintain a healthy and active lifestyle. The course is divided into units of activity which emphasize the acquisition of fundamental physical literacy skills and a basic knowledge of the rules and strategies of various athletic pursuits. Students participate in a wide variety of activities including individual and team sports. The health education component covers topics such as sources of health and wellness information, healthy decision making, nutrition, physical fitness, stress management, substance abuse, the consequences of bullying, and first aid. Students may also meet this curricular requirement through the QMS Equestrian program.

### Physical and Health Education 11–12

**Elective Course 4 Credit**

**Pre-requisite: None**

PHE 11-12 provides opportunities for students to experience a variety of recreational pursuits, career interests and activities that promote lifelong, healthy living. Students participate in activities that promote social interaction, community responsibility and skill development. Activities may include fitness, weight training, Pilates, golf, bowling, martial arts, yoga, skating, billiards, lawn bowling, archery and curling. Students also learn about the potential consequences of health decisions, including substance misuse, healthy eating guidelines and healthy relationships.

### Fitness and Conditioning 11–12

**Elective Course 4 Credits**

**Pre-requisite: None**

Our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels. Students in this course will be able to identify, apply, and reflect on strategies utilized to pursue personal fitness goals. This course will introduce students to concepts related to human anatomy and physiology, principles of training and social responsibility as it pertains to safety. Students are expected to participate in physical activities designed to enhance and maintain the health components of fitness. They will be able to identify and describe how muscles produce movement in different parts of the body and how to train those muscles. Students in this course will develop and demonstrate appropriate exercise techniques for a variety of fitness activities and develop the skills necessary to create and implement a personalized fitness program.

### Fitness and Conditioning: High Performance 11-12

**Elective Course 4**

**Credits**

**Pre-requisite: Administrative Approval**

Fitness and Conditioning for High Performance is a comprehensive course designed to enhance physical fitness, athletic performance, and overall well-being for individuals striving for excellence in sports and other physical activities. Through a combination of theory, practical training, and personalized programming, students will develop the knowledge, skills, and habits necessary to optimize their athletic potential and achieve peak performance. Some of the course objectives include developing comprehensive fitness, improving athletic performance, preventing injury and understanding recovery, nutrition and hydration, mental preparation, and cardiovascular and muscular conditioning.

*This course requires administrative approval from a Coach, Athletic Director or PHE Department Head.*



## 17.0 Equestrian Program Curriculum

QMS students may choose to participate in our unique English riding program. We are committed to providing a nationally recognized, integrated Hunter, Jumper and Equitation rider training program using the Equestrian Canada Rider levels curriculum. We inspire and prepare recreational and competitive riders with a comprehensive and supportive training program. Please see the Equestrian Program Handbook for more information.

### EQUESTRIAN ACADEMIC COURSE OPTIONS

#### **Equine Science 10: Anatomy & Physiology**

**Elective Course 4 Credits**

**Pre-requisite: None**

**Also available to QMS students who are not enrolled in the Equestrian Program**

This is a locally developed course approved by the BC Ministry of Education covering many aspects of horse knowledge and care. Subjects covered include Stable Management and Stewardship, Equine Health and Disease Prevention and First-Aid. Students may choose to take this course in Grades 10, 11 or 12. This course is a pre-requisite to the Introduction to Equestrian Management and Introduction to Equestrian Instructing courses.

#### **Equine Science 11: Anatomy & Physiology**

**Elective Course 4 Credits**

**Pre-requisite: Equine Science 10**

**Also available to QMS students who are not enrolled in the Equestrian Program**

This course is designed to further promote a scientific approach to equine husbandry and introduce basic veterinary principles to all students. Common stable management practices are expanded upon to offer learners an academic approach to equine care and facility management. Students are encouraged to further investigate and supplement their competitive and career goals with the help of the materials, lessons, projects and field trips offered through this course.

#### **Equestrian Athlete 10**

**Elective Course 4 Credits**

**Pre-requisite: Registration in Team QMS Riding Program**

This course is tailored to give committed equestrians the appropriate balance of riding instruction, equestrian related theory and practical stable management classes. Through a combination of in class lessons and outside workshops, students will be introduced to Rider Health and Wellness, Horse Health and Wellness, Preparing for Competition and Leadership in the Horse Industry. Students will learn how to incorporate these core concepts into their daily equestrian activities.

#### **Equestrian Athlete 11**

**Elective Course 4 Credits**

**Pre-requisite: Equestrian Athlete 10 & Registration in Team QMS Riding Program**

This course is tailored to give committed equestrians the appropriate balance of riding instruction, equestrian related theory and practical stable management classes. Through a combination of in class lessons and outside workshops, students will continue exploring Rider Health and Wellness, Horse Health and Wellness, Preparing for Competition and Leadership in the Horse Industry. Students will be expected to actively incorporate these core concepts into their daily equestrian activities, both at home and at horse shows.



## **Equestrian Athlete 12**

**Elective Course 4 Credits**

**Pre-requisite: Equestrian Athlete 11 & Registration in Team QMS Riding Program**

This course is tailored to give committed equestrians the appropriate balance of riding instruction, equestrian related theory and practical stable management classes. Through a combination of in class lessons and outside workshops students will further their exploration of Rider Health and Wellness, Horse Health and Wellness, Preparing for Competition and Leadership in the Horse Industry. Students will be responsible for creating and carrying out a yearly training plan based on these core concepts.





Dear Grads of 2025,

Building post-secondary pathways can be an exciting and emotional process. The purpose of this section of the Senior School Academic Program Guide is to help answer some of the questions you may have and assist you on the path of applying for a post-secondary education.

Please know that you are not alone in the application process. There are a number of people who are here to help support you through the application process, including:

- your parents
- your agent
- your faculty advisor
- your teachers
- the Post-Secondary Counselling Office
- the Director of Academics
- the Deputy Head of School

Your support team will help you with research, filling out applications, writing references letters, sending transcripts and assist you in making an informed decision.

In this section, you will find tips and tricks about how to apply for post-secondary options, how to write an application essay (your English teacher will help you through this) and important things to remember.

Please note that in addition to your individual meetings with the Post-Secondary Counsellor, there will be presentations, field trips and a number of seminars throughout the year to support you with this process.

We look forward to working with you in the coming year!

Sincerely,

A handwritten signature in black ink, appearing to read 'C Ingledew', written in a cursive style.

Carol Ingledew  
Post-Secondary Counsellor



A handwritten signature in black ink, appearing to read 'Susan Barzo', written in a cursive style.

Sue Barzo  
Post-Secondary Counsellor



## 19.0 University Selection Process

Determining the universities you would like to apply to can be a challenging process because there are many options to choose from around the world. Students should talk to their parents, friends, and the Post-Secondary Counselling Office about the process of applying to a university. Many of the universities in Canada, the US, the UK and Australia visit our campus each year to offer informational sessions about their universities and the application and selection process. There is also the option given to attend online information sessions as well so students can gain access to recruitment officers from the universities they are interested in around the world. Students should also think about the following criteria when making their decisions. Here are a few questions to start your discussion:

1. **Campus Location and Size**
  - a. Would you be more comfortable in a large city or a small city with a big or small campus?
  - b. What is the distance from your home and parents?
  - c. How much travel will be involved?
  
2. **Cost**
  - a. How much can you afford?
  - b. Who is paying?
  - c. How can you apply for scholarships or bursaries?
  - d. Should you apply for a loan?
  
3. **Lifestyle**
  - a. Are you looking for certain clubs or sports programs?
  - b. Do you want to attend a school with undergraduate research opportunities?
  
4. **Quality of Academics**
  - a. Is ranking important to you (or to your parents)?
  - b. Will your professors be researchers or teachers?
  - c. How can you determine the quality of your chosen program?
  
5. **Co-op or Internships**
  - a. Does your chosen university or program offer co-op education or internships?
  - b. Have you completed any work experience or experiential learning?
  
6. **Requirements**
  - a. What is the required academic average?
  - b. Will you require a portfolio or audition?
  - c. Will you require IELTS/TOEFL/SAT results for admission?
  - d. What pre-requisite courses are required for your program?
  
7. **Application Process**
  - a. When are the deadlines?
  - b. Are you required to write an essay?
  - c. Is the school required to submit a school profile?
  - d. Do you require recommendation letters?
  - e. Are you required to document your extra-curricular activities?



## 20.0 Applying to Canadian Universities/Colleges

### What you may need to apply:

- Application form
- Transcript
- Supplementary Form/Essay/Recorded Video (for select programs)
- Portfolio
- Proof of Language Proficiency
- Credit card

### Language Proficiency:

TOEFL and IELTS are widely accepted in most Canadian schools and required scores vary between universities and programs. **Please check with each university you are applying to and ensure that you meet their language requirements.**

The required IELTS score is usually 6.5, with no band less than 6. Some programs require higher scores.

The required TOEFL score is usually 100 with no band less than 20, but every university has different requirements.

*These requirements are subject to change and you are encouraged to double check the requirements with each university during the application process.*

Make time to study for your TOEFL and IELTS exams. You are unlikely to improve your result if you do not make the effort to prepare.

Currently, you are able to write your IELTS exam in Victoria at Global Village and TOEFL exam at various sites in Vancouver. Due to the difficulty of getting to Vancouver on weekends, it is expected that you will try to complete TOEFL prior to returning to school in September. Students are required to complete the Off-Campus Exam Permission form and have it signed by the Deputy Head of School and the Post-Secondary Counsellor prior to registering for an exam.

Remember, you must arrange to have your scores sent directly to the universities you are applying for by the required deadline.

### Need help?

- 1) Practice your English
- 2) Take an IELTS prep class online
- 3) Get a tutor
- 4) Try an app





### **Grade Requirements:**

Most universities calculate your academic average based on your English 12 results and your top five to six (5 to 6) academic subjects.

- If you are applying to Engineering or Science at Ontario or Quebec universities, they will also use Calculus to calculate your academic average.
- Most universities will calculate your average on five (5) academic subjects, including English 12.
- The University of Calgary and the University of Alberta will calculate your average based on English 12, four (4) academic subjects and an elective subject such as Art, etc.

Each program may also have an additional set of admission requirements. Please check additional program requirements through each university website.

Some universities will accept you early based on your Grade 11 marks. Most universities will require you to complete Grade 11 requirements but will not take your Grade 11 marks into account. However, if there is a large discrepancy between your Grade 11 and Grade 12 marks, universities will call this into question.

### **Second Language Requirements:**

The University of British Columbia (UBC) and Simon Fraser University (SFU), require a second language 11. This can be met through taking French 11, or through granting equivalency of your first language (i.e., Mandarin, Japanese, Spanish, and Korean, etc.).

### **Supplementary Essays:**

Many programs will require you to submit a supplementary application. You will be assigned a particular topic and given a word count. This is your opportunity to highlight your achievements, awards, leadership positions, extra-curricular activities and anything else about yourself that you feel would help an admissions board make a decision. Be aware of the word count and make sure you proofread your essay for spelling and grammar.

**Always make sure your Post-Secondary Counsellor proofreads your essay before submission.**

### **References:**

If you are asked to provide references, be sure to ask your reference provider for permission prior to submitting their name and contact information. If they are required to write a letter on your behalf, please give them **three weeks' notice** and be specific about what you would like them to say. It is recommended that students give the reference provider a resume to support the writing process.

### **Music, Drama, Art, or Architecture Programs:**

Many of these programs require you to provide a portfolio, audition, interview or recording. Each institution requires you to submit this in a different way and you will need to check individual institution requirements on their websites.

### **Deadlines:**

Deadlines vary year to year and between provinces. There are separate deadlines for TOEFL/IELTS results, portfolio submissions, and residence applications. Make sure you mark these on your calendar.

***Just because a deadline is in March does not mean you should wait until then! You should aim to complete all applications prior to the Winter Break.***



## 21.0 How to Apply—Canadian Universities/Colleges

### BC

- Applications to most post-secondary institutions in BC are to be completed through the EdPlanner BC Website: [www.educationplannerbc.ca](http://www.educationplannerbc.ca)
- A separate account is created for each institution

### Alberta

- Most applications to post-secondary institutions in Alberta are to be completed through the Apply Alberta website: [www.applyalberta.ca/](http://www.applyalberta.ca/)
- Apply to the University of Alberta through their website.
- Students can access *Apply Alberta* through each university's website

### Ontario

- Applications to Ontario universities are made through the Ontario Universities' Application Centre: [www.ouac.ca/](http://www.ouac.ca/)
- 
- Students can apply to *three* universities for a set fee and are then charged for additional programs/university applications
- Each university/program also has a supplemental fee

### Saskatchewan, Manitoba, Quebec, New Brunswick, Nova Scotia, PEI, and Newfoundland

- Apply directly through the website of the university to which you are applying.

### Helpful Hints:

- Each university has separate entrance requirements and these can change from year to year. Remember to check entrance requirements and course pre-requisites for each university/program you are intending to apply to.
- The University of British Columbia (UBC) now requires a personal profile and the minimum GPA for consideration is 86%.
- If a supplemental application is optional, fill it out.
- Do not be afraid of essays. They are there to show universities you are a deserving applicant.
- Many universities have a minimum grade requirement for English 12. Some universities such as McGill requires a minimum of 80% in English 12. Applicants must have a minimum of 70% in English 11 to apply for UBC, Waterloo requires 70% in English 12 for many programs, and SFU requires 70% in English 12.

All science programs in British Columbia require Physics 11 and Chemistry 11.

**It is important to keep track of all student numbers, passwords and deadlines.**



## 22.0 Scholarships for Canadian Universities/Colleges

Many universities offer entrance scholarships for students who have demonstrated academic achievement. Some entrance scholarships are offered automatically based on academic average, while other universities require an application to be considered. Many universities have a graduating scale for entrance awards (85%+ receives \$1000, 90%+ receives \$2000, etc.).

Each university also has a number of scholarships available to first-year students for academic achievement, service, leadership, extra-curricular involvement, and sport. These can be found on the *Scholarships and Financial Aid* section of each institution's website. Be sure to check deadlines for these scholarship applications.

There are also a large number of national scholarships available, such as the *Loran Award*, *TD Scholarship*, *Royal Bank*, *Schulich*, etc. Information about these scholarships can be found on the Post Secondary Information Teams site.

Also, check with your parents to see if their employers offer scholarships or bursaries to graduating children of staff.

You can research out these websites:

[www.yconic.com](http://www.yconic.com)

[www.scholarshipscanada.com](http://www.scholarshipscanada.com)

### **Financial Aid/Loans**

Loans and financial aid are available through your bank or through Student Aid BC. The university that your child has been accepted to will help with this process if assistance is required.

If you are applying for student loans, you will need to speak with your parents. Many applications require your parents to disclose their financial portfolio.

If you are a BC student, you may also apply for the Dogwood District Authority Award which provides a tuition voucher to students who demonstrate superior achievement in a specialty area such as music, leadership, sport, community service, art, etc.



## 23.0 Applying to American Universities/Colleges

### What you may need to apply:

- Application form
- Transcript
- Supplementary form/Essay
- Letters of Recommendation
- School Report
- Portfolio
- Proof of Language Proficiency
- Interview
- Credit card
- Patience

### Deadlines:

American university deadlines are much earlier than those in Canada. Early Action deadlines are usually around November 1<sup>st</sup>. General Admission Deadlines are usually January 1<sup>st</sup>. Some art schools and colleges have rolling deadlines for international applicants.

Most American deadlines are final. This means that all documents must be received by the university by that deadline, including recommendation letters, transcripts, and proof of language proficiency.

### SAT Scores:

Most American universities and colleges require students to complete the SAT or the ACT exams. These are aptitude tests that measure your abilities in reading, writing, and math. It is very important to complete a preparatory course prior to writing the SAT as there are very specific strategies on how to successfully write the exam.

SAT exams take place in October, November, December, January, May and June. Most QMS students write the exam hosted by Brentwood College School or Shawnigan Lake School.

You should aim to complete your first SAT in May or June of your Grade 11 year so that you have time to improve your score before your second attempt. Remember, you must arrange for your scores to be sent directly to the universities for which you have applied for entry. You can register at [www.sat.collegeboard.org/register/](http://www.sat.collegeboard.org/register/).

### Need help?

- 1) Attend a course or register for an online SAT course
- 2) Do the online SAT practice exams
- 3) Sign up for the practice SAT question of the day:  
[www.sat.collegeboard.org/practice/satquestion-of-the-day/](http://www.sat.collegeboard.org/practice/satquestion-of-the-day/)
- 4) There are many apps to help with SAT vocabulary, math, and comprehension



**Language Proficiency:**

Refer to the Applying to a Canadian University [Section 20.0](#) of this handbook for details. Many universities will require you to provide a language proficiency exam result, no matter how long you have studied in Canada. Most universities in the United States require students to submit a TOEFL score.

**Second Language Requirements:**

The majority of U.S. universities require you to present proof of a second language. Some will require a minimum of one year, while others require four (4) years. If your second language is English and you are able to receive credit for your first language, this will help you meet your language requirements.

**Other Requirements:**

American universities care about your academic average and SAT results. However, they also want proof that you have passion, are giving of your time and are well rounded. They look for good moral character. Even top students may not be accepted if the school feels that the student would not be the “right fit” for their institution.

**Letters of Recommendation and Personal Statements:**

- Most U.S. universities require letters of recommendation and a school report.
- QMS Post-Secondary Counsellors write *all* school reports and comments on your academics, extracurricular involvement, moral character, etc.
- QMS Post-Secondary Counsellors will also read all personal statements or essays before they are sent to assist with proofreading.



## 24.0 How to Apply—American Universities/Colleges

A large number of American universities require you to apply through the *Common Application* website. This is a university clearing house that allows you to apply online, and then passes your information on to individual universities. U.S. applications are very detailed and require students to submit essays on assigned topics. They also require your teachers and Post-Secondary Counsellor to complete references about your academic standing, extra-curricular involvement and moral character. Universities which do not subscribe to Common Application or Coalition will require you to apply directly through their website.

### **Terms to Know:**

*Early Action* — A type of early admission process for admission to colleges and universities in the United States. Students apply in mid-November and receive their decision in December which is not legally binding.

*Early Decision* — A program under which a student receives early notification of a college's admissions decision, if the student agrees (legally binding agreement) in advance to enroll if accepted. Students may apply for *Early Decision* to only *one* college. It should be a clear first choice.



## 25.0 Scholarships for American Universities/Colleges

Each university offers entrance scholarships to students who apply with a high academic average. Scholarships and financial awards are also offered for sports, demonstrated leadership, portfolios and auditions.

Each university will also have a number of scholarships/financial awards that may be need-based, academic-based or leadership-based. Check the scholarship page of the universities for which you are applying for admission.

### Helpful Hints:

- Attending an American university is very expensive. It is important to discuss the costs of attending an American university with your family prior to submitting an application.
- As the deadlines in the US are much earlier than in Canada, the process must begin early in your Grade 11 year. Most essays should be through the draft stage upon your return in September, and you should intend to write your first SAT in May or June of your Grade 11 year.
- American university applications are competitive and admissions offices expect your essays, extra-curricular record, academic transcript and references to be outstanding.
- Your Post-Secondary Counsellor is required to include information on your career as an academic student and any disciplinary issues during your time in high school.



## 26.0 How to Apply—United Kingdom (UK) Universities/Colleges

All university applications go through UCAS: [www.ucas.ac.uk/](http://www.ucas.ac.uk/).

The Universities and Colleges Admissions Service (UCAS) allows you to complete a course search through all UK universities. This will tell you about each university in the United Kingdom (UK) that offers your chosen program of study. Students are allowed to choose and apply to five (5) universities using UCAS. Universities do not share application information with each other, so they do not see that you may have applied to other universities or programs.

### A United Kingdom (UK) university application consists of:

- Personal information
- Course/University Selection
- UCAS statement (personal statement outlining who you are and your academic/career goals)
- Reference (written by your Post-Secondary Counsellor)
- Predicted grades

### Predicted Grades:

The UCAS application requires predicted grades for the courses taken in Grade 12. Post-Secondary counsellors work in collaboration with teachers and these students to predict the grades that they believe will be achieved by the final reports.

### Deadlines:

The deadline is **January 31** for most universities. Oxford and Cambridge universities and most veterinary and medicine programs have a deadline of **October 15**.

### Requirements:

Each university/program will have its own requirements. Most Scottish universities require 85% and above (or an excellent personal statement and a slightly lower average). However, there are universities in the UK for everyone.

### Language Proficiency:

Refer to the Applying to a Canadian University [Section 20.0](#) of this handbook for details. Many universities will require you to present a language proficiency exam result, no matter how long you have studied in Canada.

### Helpful Hints:

- UK universities make their decision based on a candidate's suitability to the program they have applied for. Any experience or skills that can be used to highlight your aptitude in the program you are applying for and future career needs to be highlighted in your UCAS statement.
- All UK applications must be completed prior to the Christmas break.
- Many UK universities offer direct entry programs such as Medicine, Law, Veterinary Science, and Pharmacy. Please note that these programs are rigorous, can be expensive and there may be concerns about transferring your degree so that you are able to qualify to practice with foreign qualifications.
- UCAS statements must be carefully prepared, written and proofread.
- Attending a university in the UK is very expensive. It is important to speak of the cost of attending a UK university with your family prior to submitting an application.





## 27.0 Graduating Student Tips & Reminders

### What you are required to do:

- Keep a notebook of all student numbers, passwords, etc. that you are given for each account/application
- Read your emails and answer them in a timely manner
- Check pre-requisites for the programs to which you are applying
- Ensure you have met the language requirements and SAT requirements
- Make an appointment for extra help with the Post-Secondary Counsellor
- Ask for letters of recommendation and school reports at least *three weeks* prior to the deadline
- Forward emails to the Post-Secondary Counselling Office if you do not understand the content and/or need help responding to correspondence
- Work hard — if your grades are not high enough, you will not get in

### What your Post-Secondary Counsellor will do for you:

- Meet with each Grade 12 student individually to help with a plan and timeline
- Help with research and discuss university choices
- Read over applications and essays
- Write school reports and letters of recommendation
- Read teacher recommendations
- Host university/college presenters at QMS
- Send updates by email
- Arrange trips to University Fairs
- Answer emails and help contact universities
- Attend Post-Secondary Counsellor days
- Help you register for SAT/TOEFL/IELTS exams
- Support students with transcript requests

### Remember:

- A 90% average does not guarantee you a place at a university or college.
- The whole year matters. Once you have been accepted, universities will still expect you to maintain the average you had when you applied. If your mark drops, they can pull your offer and withdraw scholarship offers.
- Deadlines matter!
- Leadership matters, particularly in business! Highlight your leadership skills in your application.
- *You* are the applicant—this means that the Post-Secondary Counselling Office and your parents can help contact the university, but *you* are the only person they will speak with.
- Always have a backup plan!



This is a fun and exciting time. You get to outline your future educational goals and create the plan to get there. There is plenty of support given to help with this process

You, the graduating class of 2024, are all in this important life phase together. Be supportive of each other and know your support system.

The QMS Post-Secondary Counselling Office is here to help and if they do not have the information readily available, they will help you find someone who does.



## 28.0 Outdoor Leadership Packing List

### GRADES 8–12 PACKING LIST

All program participants require appropriate clothing and equipment to participate in the Outdoor Education Program. *Please do not bring electronics or valuables with you on any of the outdoor leadership trips—including cell phones.* A yearbook camera will be provided for school pictures.

### CLOTHING

The importance of proper rain gear cannot be overstated. **Rain gear must be waterproof** (coated PVC or Gore-Tex). If you cannot stay dry while wearing your rain gear in the shower, you may become wet in the outdoors.

For active outdoor pursuits, the best way to regulate body temperature and to maintain warmth is to wear layers of clothing that can be adjusted depending on the weather, temperature and activity level. Layers should include long underwear, warm mid-layers and waterproof outerwear. Wool, nylon, polyester and synthetic fleece are recommended as clothing materials because they provide insulation even when wet and dry quickly. **Cotton is NOT appropriate for outdoor programs as it absorbs moisture, provides no insulation when wet, and dries slowly. This includes all jean and denim clothing.**

- Rain jacket and rain pants
- 2 fleece/wool/acrylic tops or sweaters
- 3 pairs of pants (2 – nylon/fleece/lycra)
- Wool/synthetic long underwear top and bottoms
- Warm fleece or synthetic filled jacket
- 3 t-shirts (cotton or synthetic)
- 3+ pairs wool socks
- Socks & underwear (for 3 nights)
- Bathing suit & towel
- 2 pairs shorts
- Pajamas
- Sun hat/baseball cap
- Fleece/wool toque & gloves

### FOOTWEAR

- 2 pairs running shoes/Hiking boots
- Sport-style sandals with back strap (optional), no flip flops please!
- Rubber rain boots

### EQUIPMENT

***This equipment is mandatory for safety purposes. It is recommended that students arrive with this gear in September.***

- Sleeping bag rated to a min. of -5° Celsius in stuff sack (3 season synthetic fill preferable, down-fill insulates poorly when wet)
- Sleep pad (for under your sleeping bag)
- 60 litre backpack or soft duffle bag  
\*Suitcases will not be permitted
- Day pack (School back packs will work)
- 1 litre water bottle
- 1 set unbreakable cup, bowl, plate and utensils
- Toiletries & towel
- Flashlight/headlamp with spare batteries
- Watch
- Sunglasses
- Sunscreen SPF 15 or higher
- 2 sets of medications  
(if medications are required)
- 10 garbage bags
- 5 **Large** Ziploc bags for waterproofing gear



## OPTIONAL ITEMS

- Camera
- Journal & pencil/deck of cards
- Bandana/small pillow
- Insect repellent
- Spending money



# 29.0 Major Dates Calendar



## QMS MAJOR SCHOOL DATES 2023–2024

<p><b>September 2023</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<p>Sept. 2 Returning Grade 12 Boarders and Boarding Leaders Arrive</p> <p>Sept. 4 New Boarders Arrive</p> <p>Sept. 4 Labour Day (School Closed)</p> <p>Sept. 5 Returning Boarders Arrive</p> <p>Sept. 5 Senior &amp; Junior School New Student Orientation Day</p> <p>Sept. 6 First Day of Classes, Kindergarten &amp; ECE Gradual Entry</p> <p>Sept. 29 Truth &amp; Reconciliation Day Observed (School Closed)</p> <p>Sept. 30 Truth &amp; Reconciliation Day</p>	<p><b>January 2024</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>Jan. 5 Professional Development (ECE Closed)</p> <p>Jan. 8 Classes Resume</p> <p>Jan. 29 Faculty Collaboration Day (ECE Open)</p>							
S	M	T	W	T	F	S																																																																																								
					1	2																																																																																								
3	4	5	6	7	8	9																																																																																								
10	11	12	13	14	15	16																																																																																								
17	18	19	20	21	22	23																																																																																								
24	25	26	27	28	29	30																																																																																								
S	M	T	W	T	F	S																																																																																								
	1	2	3	4	5	6																																																																																								
7	8	9	10	11	12	13																																																																																								
14	15	16	17	18	19	20																																																																																								
21	22	23	24	25	26	27																																																																																								
28	29	30	31																																																																																											
<p><b>October 2023</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<p>Oct. 9 Thanksgiving (School Closed)</p> <p>Oct. 20 Professional Development (ECE Open)</p>	<p><b>February 2024</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29			<p>Feb. 16 Mid Term Break (ECE Closed)</p> <p>Feb. 19 Family Day (School Closed)</p>							
S	M	T	W	T	F	S																																																																																								
1	2	3	4	5	6	7																																																																																								
8	9	10	11	12	13	14																																																																																								
15	16	17	18	19	20	21																																																																																								
22	23	24	25	26	27	28																																																																																								
29	30	31																																																																																												
S	M	T	W	T	F	S																																																																																								
				1	2	3																																																																																								
4	5	6	7	8	9	10																																																																																								
11	12	13	14	15	16	17																																																																																								
18	19	20	21	22	23	24																																																																																								
25	26	27	28	29																																																																																										
<p><b>November 2023</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		<p>Nov. 10 Mid Term Break (ECE Closed)</p> <p>Nov. 11 Remembrance Day</p> <p>Nov. 13 Remembrance Day Observed (School Closed)</p>	<p><b>March 2024</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>Mar. 8 Professional Development (ECE Open)</p> <p>Mar. 9 to Mar. 24 Spring Break (School Closed)</p> <p>Mar. 25 Classes Resume</p> <p>Mar. 29 Good Friday (School Closed)</p>
S	M	T	W	T	F	S																																																																																								
				1	2	3																																																																																								
4	5	6	7	8	9	10																																																																																								
11	12	13	14	15	16	17																																																																																								
18	19	20	21	22	23	24																																																																																								
25	26	27	28	29	30																																																																																									
S	M	T	W	T	F	S																																																																																								
					1	2																																																																																								
3	4	5	6	7	8	9																																																																																								
10	11	12	13	14	15	16																																																																																								
17	18	19	20	21	22	23																																																																																								
24	25	26	27	28	29	30																																																																																								
31																																																																																														
<p><b>December 2023</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>Dec. 16 to Jan. 7 Christmas Break (School Closed)</p>	<p><b>April 2024</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					<p>Apr. 1 Easter Monday (School Closed)</p> <p>Apr. 26 Professional Development (ECE Open)</p>
S	M	T	W	T	F	S																																																																																								
					1	2																																																																																								
3	4	5	6	7	8	9																																																																																								
10	11	12	13	14	15	16																																																																																								
17	18	19	20	21	22	23																																																																																								
24	25	26	27	28	29	30																																																																																								
31																																																																																														
S	M	T	W	T	F	S																																																																																								
	1	2	3	4	5	6																																																																																								
7	8	9	10	11	12	13																																																																																								
14	15	16	17	18	19	20																																																																																								
21	22	23	24	25	26	27																																																																																								
28	29	30																																																																																												
<p><b>Boarding House Break Details</b></p> <p><b>Christmas Break</b></p> <p>Dec. 15 Boarding students depart</p> <p>Dec. 16 Boarding Houses close</p> <p>Jan. 7 Boarding Houses open and boarding students arrive</p> <p><b>Spring Break</b></p> <p>Mar. 7 Boarding students depart</p> <p>Mar. 8 Boarding Houses close</p> <p>Mar. 24 Boarding Houses open and boarding students arrive</p>	<p><b>May 2024</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>May 17 Professional Development (ECE Closed)</p> <p>May 20 Victoria Day (School Closed)</p>																																																		
	S	M	T	W	T	F	S																																																																																							
				1	2	3	4																																																																																							
5	6	7	8	9	10	11																																																																																								
12	13	14	15	16	17	18																																																																																								
19	20	21	22	23	24	25																																																																																								
26	27	28	29	30	31																																																																																									
<p><b>June 2024</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<p>Jun. 19 Last Day Junior School Classes</p> <p>Jun. 20 Junior School Closing Ceremony</p> <p>Jun. 20 Last Day Senior School Classes</p> <p>Jun. 21 Senior School Speech Day</p> <p>Jun. 21 Last Day of ECE</p> <p>Jun. 22 Boarding Houses Close</p> <p>Jun. 22 Grad Banquet</p>																																												
S	M	T	W	T	F	S																																																																																								
						1																																																																																								
2	3	4	5	6	7	8																																																																																								
9	10	11	12	13	14	15																																																																																								
16	17	18	19	20	21	22																																																																																								
23	24	25	26	27	28	29																																																																																								
30																																																																																														



Queen Margaret's School  
660 Brownsey Avenue, Duncan, British Columbia, Canada V9L 1C2  
T: 250.746.4185 | [reception@qms.bc.ca](mailto:reception@qms.bc.ca)  
[qms.bc.ca](http://qms.bc.ca)

