



HIGH SCHOOL HANDBOOK 2025-2026



KGMS HIGH SCHOOL PROGRAM



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Every reasonable effort is made for the details in this handbook to meet a high standard of accuracy. KGMS reserves the right to make changes as needed.

Handbook Last Updated: April 11, 2025.



KGMS HIGH SCHOOL PROGRAM

PROGRAM OVERVIEW

Kenneth Gordon Maplewood School is an inclusive education environment designed for neurodiverse students. Our high school combines academics, social interactions, work experience, personal advocacy and life skills. This is accomplished through engaging, supporting and empowering students. We use evidence-based and relationship-focussed approaches to learning that empower students to live lives of independence, joy, and contribution. The core academic program meets the learning standards required by the BC Ministry of Education for the Certificate of Graduation, known as the [Dogwood graduation program](#).

Every student at KGMS has an individual education plan (IEP). This ensures that courses and strategies are custom fit to the needs and aptitudes of the learner and provide opportunities for each young adult to succeed at their individual pace. Our highly trained and dedicated teaching, tutoring, and student services staff help students explore their own unique pathways for learning.

Foundational elements of High School are the role of the Advisor and the experience of T.H.R.I.V.E (Transitions, Health, Relationships, Independence, Vision Education) blocks.

- The role of the Advisor is to create and monitor a student's IEP and be a consistent, trusted adult throughout a student's high school experience. Students and Advisors are matched in Grade 10 and typically remain paired through the end of Grade 12.
- T.H.R.I.V.E and CLC courses showcase the integration of our mission to build confidence and capability. These are courses where students will complete requirements (Careers 10-12), receive explicit instruction in Social Emotional Learning and Executive Functioning, and engage in experiences that build resilience and community. See the "Core Concepts" pages for more.

At KGMS, we believe there are multiple pathways to success. There is no "one size fits all" approach – the needs of each individual student drives the delivery and the destination of teaching and learning. Students are supported in developing Individual transition goals for after high school: university/college, certification programs, work, and more.

KGMS HIGH SCHOOL PROGRAM

ADAPTATIONS & MODIFICATIONS

In most areas, curriculum is taught with more teacher support than in a mainstream situation, and materials are adapted or modified to the student's needs within the Universal Design for Learning model. A student's yearly targeted goals are reflected in the student's Individual Education Plan (IEP).

An adapted program addresses the learning outcomes of the Ministry curriculum but provides adaptations so the student can participate in the program. These adaptations may include alternative formats for resources (e.g., read-write, large-font/text, off-white/coloured paper printing, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues, learning aids), and assessment procedures (e.g., oral exams, additional time). Adaptations may also be made in areas such as skill sequence, pacing, methodology, materials, technology, equipment, services, and setting. Students on adapted programs are assessed using the curriculum standards and can receive full graduation credit.

Modified courses, including learning assistance time, may be an appropriate part of a student's schedule. These courses may not receive "credits" towards graduation, but would be in line with a student's IEP goals and objectives. Balancing these needs is done as a team: home, student, and school.

Our student-centred approach is unified by our mission, vision, and values:



KGMS HIGH SCHOOL PROGRAM | CORE CONCEPTS

READY TO LAUNCH

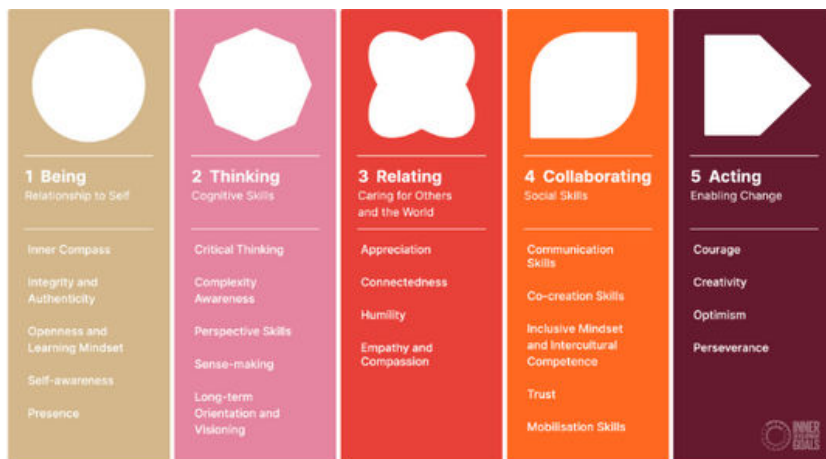
Whether for post-secondary education, training, work, upgrading, travel, or personal development, KGMS graduates are ready to launch as empowered, confident and capable individuals who can thrive in their relationships to self, others, and place.

The launch vehicle, destination, and duration are individualised. The activation is shared.



INTEGRATED SOCIAL EMOTIONAL LEARNING

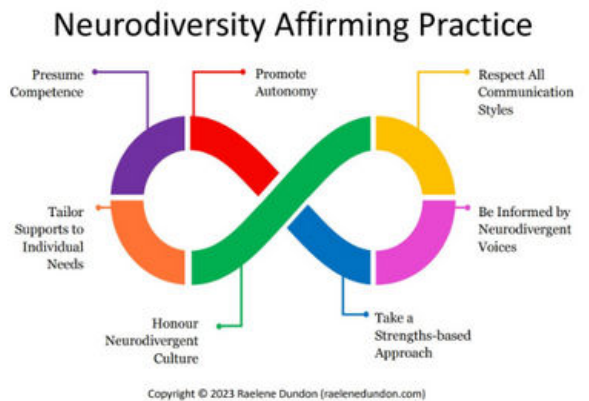
Unifying our explicit social emotional learning instruction, school conduct expectations and corrections, and implicit school culture creates a structured, continuous and mutually supportive environment. We use the gold-standard CASEL and Inner Development Goals frameworks to guide this work. Included as part of this work is age-appropriate information on healthy relationships and consent; digital safety; drug, alcohol, smoking and vaping, and other emergent topics.



KGMS HIGH SCHOOL PROGRAM | CORE CONCEPTS

INFORMED AND AFFIRMING

Integrated within our system, events, patterns, practices, policies, structures, and mindsets is a neurodiversity-affirming and trauma-informed approach. This is rooted in our core values (Inclusion), our purpose and mission (empower diverse thinkers) and the lived reality of our students, families, staff, and community.



WHOLENESS AND WELLNESS

Being “well” is not just the absence of illness or injury, but the presence of health, stability, and regulation across multiple domains. Being a “well” ecosystem is crucial for staff and students to be able to do their best within it. There are multiple domains of wellness, as outlined in the *Wellness Wheel*.



There is integration between indigenous knowledge and principles, social-emotional learning, future readiness and academic learning. Independence, Mastery, and Belonging are crucial to positive well-being at school, as outlined in the *Circle of Courage*. Incorporating the *First Peoples Principles of Learning* and the responsibilities of schools to uphold truth and reconciliation is work we do as individuals and as a collective.



KGMS HIGH SCHOOL PROGRAM | CORE CONCEPTS

Learning happens in many places, from many teachers.

While our school days are anchored by a regular class schedule that is predictable, we organize purposeful interruptions to that routine to be able to take field trips, engage in community work, foster a culture of positive connection and contribution, and practice our skills and knowledge in real-life settings. For 25/26, these experiences will usually occur on *Flex Fridays*.

Students will be given information, training, support and reflection to have these experiences be the right kind of challenge. We are committed to our experiences being accessible for each student. A few of our experiential highlights include:



COURSE-BASED FIELD TRIPS



OUTDOOR SCHOOL



VOLUNTEER DAY



JOB SHADOW DAY

EXPERIENTIAL + OUTDOOR EDUCATION

Outdoor & Experiential Education at KGMS aims to

- change the way students think, recreate and behave while exposed to natural environments around them.
- support students in developing a stronger, deeper understanding and appreciation of their sense of self and place, such as connecting to Coast Salish culture, their own identity and the foundational elements of the natural world around them.
- support the development of character within students and to foster well-being through outdoor experiences.
- develop reflection skills to observe and evaluate their experiences and how this will inform future experiences.

High School OEE key principles, objectives and outcomes include:

- Participation in outdoor activities, a desire to “jump in”
- Environmental stewardship
- Skills involved in outdoor activities and survival
 - Shelter building
 - Navigation
 - Leave no trace principles
 - Clothing and gear choices informed by activity, conditions & duration
 - Fire building techniques and safety
- First aid skills to be used in emergency situations
- Nutrition planning relating to outdoor activities
- Trip planning
 - Summative assessment based on the ability of students to plan and execute a day-long activity or overnight trip
- Social responsibility
 - Cultural and place-based sensitivities regarding the use of locations and resources
- Collaboration, teamwork & safety

KGMS HIGH SCHOOL PROGRAM | CORE VALUES + CONDUCT

Students and staff are guided by our *Core Values* in what we can expect from each other as members of the KGMS community.

Students and families should be familiar with the *Student Code of Conduct* and *Community Code of Conduct*, located on the [KGMS website](#).

KGMS is committed to upholding an environment that is free of discrimination, harassment, and bullying. We work hand in hand with community resources and students' home and school teams to provide education, prevention, restitution and restorative justice practices.

We stretch ourselves to:

Self-regulate- understanding how our actions affect ourselves and others, setting goals and monitoring progress, and using our self-knowledge to gauge our actions.

Self-advocate- growing our sense of self-worth, expressing needs, seeking help when needed for ourselves and others.

Be Well- being ready to learn physically and mentally, including safe choices in the community and online, and sustainable sleep, eating, physical activity and personal technology-use habits.

Persist- engaging in the fullness of KGMS including: classes, support block, community meetings, field trips, student services, development of our IEP and in regular reflections and conversations about our learning and development.



DETERMINATION & PERSEVERANCE

We contribute by:

Taking responsibility for our actions and being aware of and understanding all school rules and policies, especially those that uphold health, safety, and kindness.

Upholding a positive learning environment by not being disruptive to, supporting the ideas and efforts of, others, and being "ready to learn".

Communicating to a trusted adult about actions or situations that may cause harm.

Initiating communication with teachers before and after absences, submitting work fully and on time practicing academic honesty.



RESPONSIBILITY & LEADERSHIP

We value diversity by:

Upholding a culture that is physically safe, emotionally supportive and intellectually curious.

Protecting personal, private, and shared belongings .

Treating others fairly and generously.

Solving problems in peaceful ways.



RESPECT & INCLUSION

We show care through:

Fostering an atmosphere of mutual support and cooperation.

Upholding the dignity and respect of individuals and groups with appropriate language and the value of freedom from intimidation, discrimination, disruptions, or acts of violence.

Understanding that our words and actions impact others, and that learning from our mistakes can help us grow.

Respecting that we are all connected- to each other, to the land, and to the past and future.



BELONGING & CONNECTION

KGMS HIGH SCHOOL PROGRAM | TIMETABLE

The KGMS High School Day:

- A typical school day has 5 blocks:
 - 4 Courses (80 minutes) and 1 Support Block (30-40 minutes).
- Most courses are by Semester (September-January, February-June).
- There are variations to Friday schedules:
 - Regular (*see chart below), Flex Friday (**see text below), or No School (Professional Days, Statutory Holidays)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY*
BLOCK 1	Wellness Course Gr 10 S1- PHE 10 Semester 1/ Semester 2	T.H.R.I.V.E 10 T.H.R.I.V.E 11 CLC 12 Full Year	Wellness Course	T.H.R.I.V.E 10 T.H.R.I.V.E 11 CLC 12	Wellness Course
BLOCK 2	Academic Course Semester 1/Semester 2				
BLOCK 3	Support Block 1:1 Advisor Check In, Small Group Coaching, Homework Completion				
BLOCK 4	Academic Course Semester 1/Semester 2				
BLOCK 5	Choice Course Semester 1/Semester 2				

Flex Friday** Schedules:

- **Half Day:** Shortened classes from 8:15-11:45am, dismissal at 11:45am. As needed, students are able to stay for a self-directed study hall until 3:15pm (to wait for bus, ride, etc). *There will be 8-10 half day Flex Fridays per year.*
- **Full Day (Experiential):** Full day of experiential programming (Outdoor School, Job Shadow Day, Volunteer Day, etc) within 8:15am-3:15pm. *There will be 4-6 full day Flex Fridays per year.*

Flex Friday dates are confirmed per term and are communicated in the *Weekly Informer* and on the [School Calendar](#).

KGMS HIGH SCHOOL PROGRAM | HOMEWORK

At KGMS, students are guided to take ownership and responsibility in elements of their learning to “instil work habits and promote autonomous, self-directed learning”, consolidate their learning, complete tasks, and take balanced forms of rest and connection.

We ask, “what do we believe should happen after the end of the school day to help ensure that students retain what they have learned and are primed to learn more?” ([Edutopia, 2015](#))

The laddered expectations are:

	GRADE 10	GRADE 11	GRADE 12
INDEPENDENT WORK	Tasks: Organise, Review, Retain Completion if away ~ 20-30 minutes/day	Tasks: Organise, <i>Plan</i> , Review, Retain, <i>Preview</i> Completion if away ~30-40 minutes/day	Tasks: Organise, Plan, Review, Retain, <i>Preview</i> , <i>Extend</i> , <i>Capstone Project</i> Completion if away ~2-4 hours/week
INDEPENDENT ACTIVITIES PER TERM	1 Commitment Athletic, Social, Artistic	2 Commitments Athletic, Social, Artistic, Volunteering, Employment	2-3 Commitments Athletic, Social, Artistic, Volunteering, Employment

KGMS HIGH SCHOOL PROGRAM | BRING YOUR OWN DEVICE (BYOD)

SPECIFICATIONS FOR DEVICES



- Compatible with Google Suite for Education
- Full sized keyboard (not screen-only)
- Smartphones and small tablets are not permitted
- External mouse and headphones (essential to accesses tech accommodations)
- Laptops, Chromebooks, and full-sized tablets that have the following:
 - CPU/Processor: Any processor made within the last two years
 - Hard Drive: 250GB is recommended
 - Memory: 4GB RAM minimum
 - Operating System: English language, Windows, MacOS
 - WiFi: 802.11N or higher
 - Battery Life: Min. 6 hours
 - Extended warranty recommended (e.g. AppleCare+, extended home insurance covering device breakage, theft and maintenance)

MAINTENANCE, TROUBLESHOOTING AND REPAIRS

- We will provide initial assistance to join the school network, and ongoing troubleshooting with network access including wifi and passwords.
- Hardware issues will be the responsibility of students/families.
- Purchasing additional insurance/warranty is recommended.
- KGMS will not be responsible for loss, theft, or damage to devices or accessories.

EXPECTATIONS OF STUDENTS

- Bring a labelled, functional, and fully charged device, charger and accessories to school every day.
- Know how to use the device.
- Use the device during class time for school work only.
- Maintain network security, including *Technology User Agreement*.
- Alert a parent/guardian if their device needs maintenance or repair.
- Take care of their device while at school, including knowing where it is at all times.
- Not using, taking, or hiding the devices of others.
- Ask for a daily loaner at the start of the day if needed (limited supply).

KGMS HIGH SCHOOL PROGRAM | PERSONAL DIGITAL DEVICES

Grade 10-12 | A device-limited day

Our School's Approach:

- We uphold our Code of Conduct in all we do: Respect, Responsibility, Determination, and Belonging.
- We commit that personal digital devices can be a tool used to meet specific educational and/or medical needs outlined in student's Individualised Education Plans.
- We believe in teaching skills, attitudes, and experiences that promote digital literacy, positive digital citizenship, and a healthy relationship with technology.
- We believe that developmentally appropriate limitations of technology and behaviours can enhance learning and life experiences.

Our Principles for Technology and Learning:

- Empowerment and education for appropriate use to advance learning and relationships
- Protection from harm
- Progressive responsibility for independent monitoring
- Healthy and humane relationships with technology

PERSONAL DIGITAL DEVICES 2

Grade 10-12 | A device-limited day

Red Zones:

Use not permitted

Yellow Zones:

Permitted with check in

Green Zones:

Permitted with self-monitoring

PERSONAL DIGITAL DEVICES 1

HIGH SCHOOL DIGITAL DEVICE ZONES

UPDATED APRIL 2025

Red Zones: Use not permitted

- Hallways, other public spaces during class time
- Assemblies, Morning Meetings, gatherings
- During direct instruction, field trips, experiences
- During breaks while on campus

Yellow Zones: Use Permitted with Staff Check In

- Listening to music when doing work in class
- Using an organisational app or tool helpful to you (to do list, setting reminders)
- Using educational tool helpful to you

Green Zones: Use Permitted with Self Regulation

- Before 8:15am and after 3:15pm
- Off campus when signed out
- Using educational tool as instructed by staff
- Meeting a medical or learning need as in your IEP
- In case of 911 emergency or to get help for fire, injury, etc.
- At lunch when on campus

Devices are on silent and stored in your bag.

STUDENT SERVICES

Student Services is a team of Counsellors, Developmental Specialist, Speech and Language Pathologists (SLP) and Occupational Therapist (OT).

Together, these specialists work with our educators to provide additional services to students, supporting our teachers and tutors in tailoring the education plan of individual students.

In alignment with the *Universal Design for Learning* approach, these professionals assess the educational environment and teaching practices providing guidance and recommendations to ensure our learning spaces are accessible to all students.

Students may be referred to a member of the Student Services team for individual assessment, small-group instruction or short-term intervention.

TUTORING

In High School, daily 1:1 tutoring is not part of the universal program, but becomes an intervention that may be appropriate as part of a student's Individual Education Plan.

Tutoring is reserved for students who are not yet at the targeted functional learning level for Reading, Writing, or Math.

Support for social emotional learning, executive functioning, work completion or other learning needs is accomplished through other parts of the high school program, including Support Block and the Advisor role.

KGMS HIGH SCHOOL PROGRAM | REPORTING

COMMUNICATING STUDENT LEARNING

Students receive regular feedback on their learning through assignments, informal conferences, check ins, and self-reflections. Teachers will be in touch with families outside of formal reporting times when support or insight from home is needed.

Reporting on Student Learning:

- Quarter 1 Reports- November
- Learning Conferences- November/December
- Quarter 2 (Semester 1) Reports and Graduation Status Update- February
- Learning Conferences- March
- Quarter 3 Reports- April
- Quarter 4 (Semester 2) Reports and Graduation Status Update- June

Collaborating on IEPs:

- Home/School IEP Consultation- October
- Mid Year Update IEP- February
- End of Year IEP Update- June

Report cards and IEPs are shared with students and identified parents, guardians and caregivers. We recommend downloading the files for future reference. For more on the BC Ministry of Education and Child Care's guidelines on reporting, click [HERE](#).

HABITS OF LEARNING

Students receive feedback on their work habits, keeping in mind IEP goals and their unique learning profile.

Habits of Learning that students are expected to grow include:

time management, task prioritisation, self-regulation, use of technology, task switching, organising material, self-monitoring, and self-advocacy. The scale used is:

- M Mastering
- D Developing
- E Emerging
- N Needs Intervening

GRADING LEARNING

KGMS is working towards standards-based grading. This is in line with the 2018 curricular updates from the BC Ministry of Education.

Students in Grades 10-12 receive letter and number grades. The bands are below, as established by the BC Ministry of Education.

- A 86-100%
- B 73-85%
- C+ 67-72%
- C 60-66%
- C- 50-59%
- F 0-49%

IE Insufficient Evidence (*there is not enough completed, or what is completed is not yet at a minimum threshold*)

BC GRADUATION PROGRAM | DOGWOOD

DOGWOOD COURSE CREDITS

Students must complete a minimum of 80 credits, although most students will surpass this benchmark. 52 of these credits are required, and 28 are elective; this guide will demonstrate which courses are required and which are elective. KGMS is responsible for ensuring that each student's progress towards graduation is clear. Graduation status updates are provided twice per year, with the Semester 1 and Semester 2 report cards.

For more on the BC Graduation Program, click [HERE](#).

PROVINCIAL GRADUATION ASSESSMENTS

Students complete three provincial assessments between grade 10 and 12.

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

Provincial assessments are graded by the Ministry of Education on a proficiency scale. There is no minimum score required. The assessments are not based on a specific course curriculum, but are based on cumulative learning since kindergarten. Assessments are scheduled in given windows (November, April, January, June)

For more on Graduation Assessments, click [HERE](#).

CAREER LIFE CONNECTIONS: CAPSTONE PROJECT

As a part of Career Life Connections in Grade 12, students must complete a Capstone Project and share it with teachers, peers, parents, and community members. This project is selected, designed, and executed by the student with the guidance of the Careers teacher. This project is meant to represent the learning the student has achieved throughout their school journey. Successfully completing the Capstone Project is a provincial graduation requirement.

CAREER LIFE CONNECTIONS: CAREER EXPLORATION (30 HOURS OR MORE)

Career-life exploration is work or volunteer experiences (30 hours or more) that are intended to expand and/or deepen student exposure to career-life possibilities. Through this expectation, students can further refine their career-life goals and transferrable skills. Student interests, learning/independent living goals, and plans for post-graduation inform the nature of the career-life exploration component.



BC CERTIFICATE OF GRADUATION DOGWOOD DIPLOMA

COURSE CREDITS

80 credits from Grade 10 - 12 courses

- 52 required credits
- 28 elective credits

16 of the credits must be from Grade 12 courses

4 of the credits must be from an Indigenous-focussed course.

REQUIRED CREDITS

English Language Arts

- 12 credits

Mathematics

- 8 credits

Science

- 8 credits

Social Studies

- 8 credits

Physical Education

- 4 credits

ADST & Arts

- 4 credits

Career Education

- 8 credits

ELECTIVE CREDITS

28 elective credits from courses of choice, across a range of options.

Students choose courses from a variety of areas based on post-secondary program requirements and personal interest.

PROVINCIAL ASSESSMENTS

- Grade 10 Numeracy
- Grade 10 Literacy
- Grade 12 Literacy



The [School Completion Certificate](#) (Evergreen Certificate) is an additional option for high school completion. It is not currently offered at KGMS.

ADDITIONAL CREDIT OPTIONS



EXTERNAL CREDITS

The BC Ministry of Education authorizes certain courses and credentials for credit toward graduation that are taken by students outside of school.

Typical external credits include:

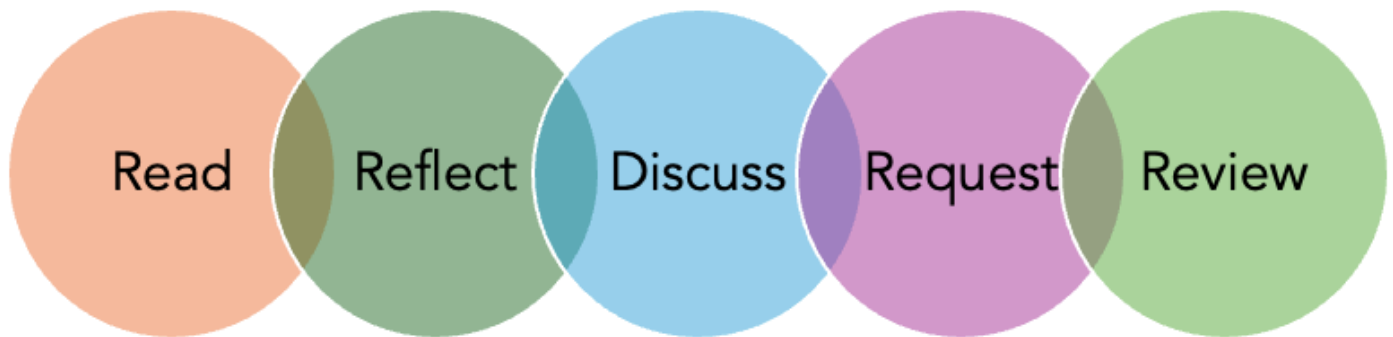
- Elite-level sports (training, coaching, officiating)
- ICBC Driver's Licensing courses
- First Aid and Lifeguarding certifications
- First Nations language and culture programs

Students who have questions about earning external credits or believe they may qualify for external credits can ask their Advisor or the High School Principal.

Student should bring the correct documentation (approval letter or certificate) to their Advisor or Principal in order for external credit to be assessed and possibly added to their transcript.

For more information on external credits, click [HERE](#).

COURSE SELECTION PROCESS



#1 Read and Participate- Students should read this handbook, participate actively in the course planning workshops during Support Blocks and Homeroom times in April 14th-24th.

Parents, guardians, and caregivers are invited to the following:

- **Into Grade 10 Presentation-** Tuesday April 8th, 6:30pm @ ZOOM*
- **Into Grade 11 and 12 Presentation-** Wednesday April 9th 6:30 @ ZOOM*
- **Into Grade 10-12 Drop In Q and A-** Thursday April 24th, 4-5pm @ ZOOM*

**ZOOM links are sent by email. Contact Sarah Coates as needed.*

#2 Reflect- Use the course planning worksheet. The document is available below and on Google Classrooms, and must be accessed using a KGMS student account:

- [Into Grade 10](#)
- [Into Grade 11 and 12](#)

#3 Discuss- Share your thinking with your Advisor, trusted mentors, your parents/guardians, and current teachers.

#4 Request- Submit your requests using the form [KGMS Course Requests for](#) by **May 2, 2025**. The submission should be done by students (help is ok!)

#5 Review- You will receive your preliminary schedule in June. Consider it carefully and then keep your eye open for the “Back to School” emails to parents and students in late August. There will be a small window for course change requests for Semester 1 courses in August and Semester 2 courses in December.

For help or clarification at any point, contact [Sarah Coates](#).

COURSE DESCRIPTIONS 2025-2026

USING THIS GUIDE

This guide will support students and families during the course selection process.

Students are not restricted to courses in their grade level and may request a combination of courses from across grades 10, 11 and 12 in line with their post-secondary goals, interests, and abilities. These requests will be taken into consideration and where possible will be honoured within the student's yearly schedule.

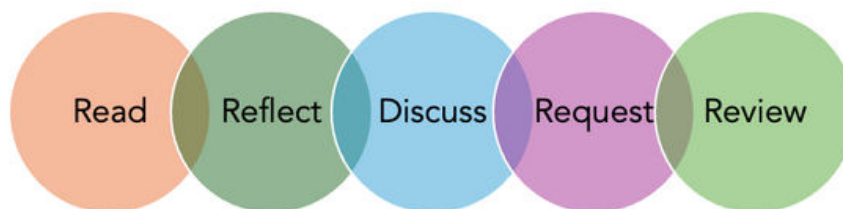


AVAILABILITY OF COURSES

To meet the needs of the greatest number of our students, we base our decisions on a review of student interest and the best use of the academic resources of the school (teachers and spaces), student enrolment, and in accordance with graduation requirements. It may not always be possible to offer all of the courses listed in this Course Catalogue.

COURSE REQUEST PROCESS

A student's schedule is a collaborative process and includes student and family reflection, Advisor insight, and teacher consideration. See more on the next page.



Students must carefully select required and elective courses in consultation with their network of trusted adults. Students are offered a short course change window before the start of each Semester. Once a student has begun a course, it is expected that they will stay in that course.

SAMPLE GRADE 10 SCHEDULE

GRADE 10

A Grade 10 schedule is mostly the BC Ministry of Education-required courses as part of the Dogwood Diploma.

6 COURSES (22 CREDITS) ARE REQUIRED

4-CREDITS



- English First Peoples 10 New Media and Spoken Language

4-CREDITS



- Foundations of Mathematics and Precalculus 10 or Workplace Mathematics 10

4-CREDITS



- Science 10

4-CREDITS



- Social Studies 10

4-CREDITS



- Physical & Health Education 10

2-CREDITS



- Career Life Education 10A
*completed within T.H.R.I.V.E 10
remaining 2 Credits of 10B in Grade 11*

ADAPTED SCHEDULE

KGMS courses use *Universal Design for Learning* principles. At times, some students will require further support or adaptations as part of their IEP.

This may include:

- additional learning assistance blocks
- strategically spreading required courses over multiple years of study
- modified courses
- 1:1 or small group tutoring
- modified schedule

REMAINING CREDITS: ELECTIVES

The remaining credits are typically a combination of Arts and/or ADST courses for 2 or 4-credits each.

Students are encouraged to select a range of courses to have a broad base of experiences and skills they can build upon in future years.

SAMPLE GRADE 11 SCHEDULE

GRADE 11

A Grade 11 course schedule has three requirements which have some choice (an English course, a Science course, a Math course) and two required courses (Career Life 10B, Explorations in Social Studies 11). Students may spread these requirements into their Grade 12 year, though this should be done with care and consultation.

5 COURSES (18 CREDITS) ARE REQUIRED

4-CREDITS



- Creative Writing 11 or New Media 11

4-CREDITS



- Workplace Mathematics 11 or Foundations of Mathematics 11 or Precalculus 11

4-CREDITS



- Any Science 11 or 12 course

4-CREDITS



- Explorations in Social Studies 11

2-CREDITS



- Career Life Education 10B *completed within T.H.R.I.V.E 11*

ADAPTED SCHEDULE

KGMS courses use *Universal Design for Learning* principles. At times, some students will require further support or adaptations as part of their IEP.

This may include:

- additional learning assistance blocks
- strategically spreading required courses over multiple years of study
- modified courses
- 1:1 or small group tutoring
- modified schedule

REMAINING COURSES AND CREDITS: ELECTIVES

The remaining credits are typically a combination of Physical Education, Arts, and ADST courses for 2 or 4-credits each.

Additional Science and Social Studies courses are also available as electives.

Students may start to hone in on types of courses or areas of interest, and should consider requirements for future plans.

SAMPLE GRADE 12 SCHEDULE

GRADE 12

A Grade 12 course schedule has two remaining required courses (English First Peoples 12, Career Life Connections 12). Any remaining required courses and a collection of required elective credits are completed towards graduation.

2 COURSES (8 CREDITS) ARE REQUIRED

4-CREDITS



- English First Peoples 12

4-CREDITS



- Career Life Connections 12

REMAINING COURSES AND CREDITS: ELECTIVES

Students should be selecting their remaining courses based on interest, entry requirements for future plans, beneficial learning for future plans, and a selection of courses that complete a well-rounded education.



ADAPTED SCHEDULE

KGMS courses use *Universal Design for Learning* principles. At times, some students will require further support or adaptations as part of their IEP.

This may include:

- additional learning assistance blocks
- strategically spreading required courses over multiple years of study
- modified courses
- 1:1 or small group tutoring
- modified schedule

BC CURRICULUM

QUICK GLANCE



**APPLIED SKILLS DESIGN
& TECHNOLOGY**



ARTS



CAREERS



ENGLISH LANGUAGE ARTS



PHYSICAL EDUCATION



MATHEMATICS



SCIENCE



SOCIAL STUDIES



CULINARY ARTS (FOODS)

Foods courses focus on planning and preparing nutritious food for individuals and groups. Students develop various skills from planning menus to presenting attractive meals, and increase their knowledge of the nutritional, social, and economic factors that affect food selection and preparation. Students consider safety and the prevention of food-borne illnesses as they handle equipment and food supplies and use appropriate cooking and storage methods. As well as preparing and presenting food, students learn to budget food purchases and manage time and energy. In addition, they assess global issues related to food production and consumption.

Students in Grade 11 and 12 may also have the opportunity to study for [Food Safe Level 1](#) and [Level 2](#) certification.

COURSES INCLUDE

Culinary Arts 10

Culinary Arts 11

Culinary Arts 12

Available as 2 or 4 credits.





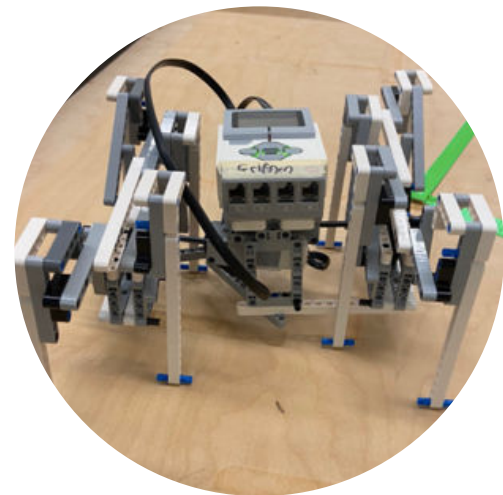
ELECTRONICS, ROBOTICS, ENGINEERING

Electronics, Robotics, and Engineering courses provide valuable opportunities for students to develop practical skills in technology, design, engineering, and entrepreneurship, fostering creativity, critical thinking, and problem-solving abilities that are essential for success in today's rapidly evolving world.

These courses are offered in partnership with local experts and maker spaces. In 2024-25, we partnered with [Zen Maker Lab](#) on the Engineering 11 course.

Electronics and Robotics

This course immerses students in the fundamentals of designing, programming, and building robots. Through hands-on projects using tools like VEX and FIRST robotic kits, students develop skills in electronics, coding, and problem-solving. The curriculum emphasizes safety, creativity, and collaboration, preparing students for advanced studies in technology and engineering fields.



Engineering

Engineering is a hands-on course where students apply design principles to develop solutions to real-world engineering challenges. The curriculum encompasses various engineering disciplines, including civil, mechanical, aerospace, and electrical engineering, fostering creativity, problem-solving, and teamwork skills.



COURSES AVAILABLE ON ROTATION

Electronics & Robotics 10

Electronics 11

Electronics 12

Engineering 11

Available as 2 or 4 credits.



ENTREPRENEURSHIP

This set of courses takes students through the process of creating and implementing their own business venture. While learning the different aspects of business, students will develop their own business plan which they will use to successfully implement their idea into a real venture. Students will also examine and develop entrepreneurial skills, study a variety of entrepreneurs and understand what it takes to be a successful entrepreneur. Students will analyse business plans by assessing their feasibility and proposing areas for improvement.

COURSES INCLUDE

Entrepreneurship 10

Marketing & Promotion 11

Entrepreneurship 12

Available as 2 or 4 credits.



Student Work

The 2022-2023 classes hosted the KGMS Spring Carnival. Beginning with proposals and a Dragon's Lair-style pitch, through to planning and execution of the event.

TEXTILES

Textiles courses are introductory and intermediate level that focus on developing foundational sewing skills through hands-on projects.

Students will learn to create wearable garments, understand design principles, and explore the cultural significance of textiles, connections between fashion and culture, and explore sustainability in the clothing and fashion industry through repair and upcycling.

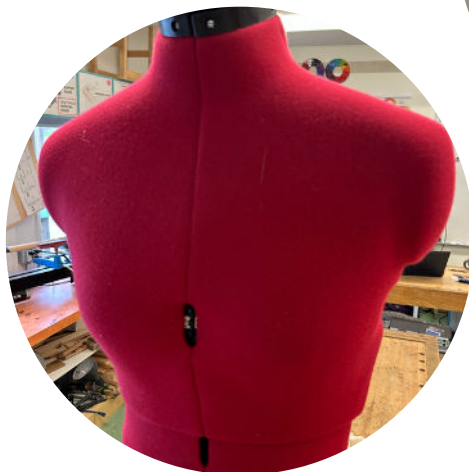
COURSES INCLUDE

Textiles 10

Textiles 11

Textiles 12

Available as 2 or 4 credits.

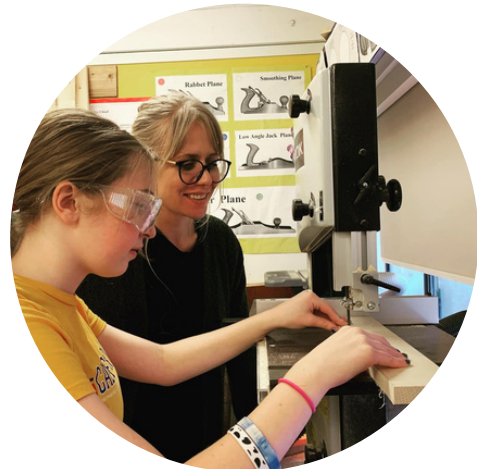


WOODWORKING



WOODWORKING 10

Explore the foundations of carpentry, including safely working with tools and instruments, the principles of design, and construction techniques. Students develop their skills in planning and problem solving during this project-based course. This course is taught in collaboration with Jeremy Tomlinson, Founder of the [Urban Woodworker](#).



WOODWORKING 11 & 12

Students who develop a strong base of skills in Woodworking 10 may be invited to continue an offsite experience of Woodworking 11 and 12 in partnership with [The Urban Woodworker](#).



VISUAL ARTS

Visual arts are an integral part of a student's holistic development. From learning to communicate and express ideas to developing solid ground for critical thinking, visual arts play an essential role in our global society. Students learn the importance of visual culture throughout history, as well as its influence on modern society. Further, students will expand their understanding and appreciation of visual arts mediums through looking at its history, as well as traditional and contemporary First Peoples perspectives as expressed through visual arts.

COURSES INCLUDE

Graphic Arts: 11, 12: apply drawing and design skills to both hypothetical and actual design problems through the use of graphic arts media (e.g. traditional printmaking, graphic design software)

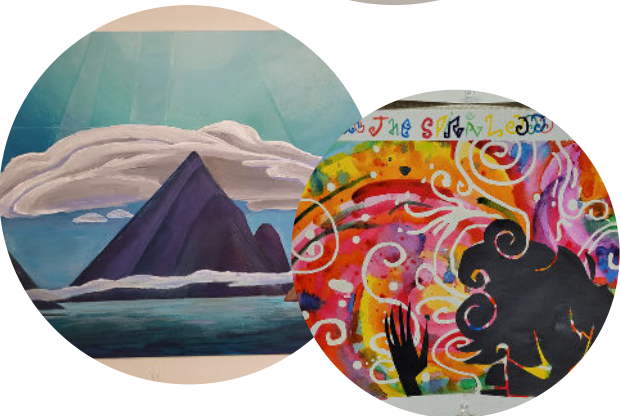
Media Arts: 10, 11, 12: explore the connections between Media Arts and computer technology by creating and exploring a variety of Media Arts works.

Studio Arts 2D: 10, 11, 12: create two-dimensional artwork, using a variety of processes, techniques and materials, especially drawing and painting.

Studio Arts 3D: 10, 11, 12: create three-dimensional artwork, using a variety of processes, techniques and materials including clay and sculpture.

Photography: 10, 11, 12: students explore the art of digital and film photography.

Available as 2 or 4 credits.



MUSIC

Music courses at KGMS provide students with the opportunity to express themselves with various styles of music. Students explore intermediate levels of structural elements in melody, rhythm and harmony. Instruments include percussion, ukulele, acoustic and electric guitar, bass guitar, keyboard, brass, woodwinds, and voice. Students are invited to perform in settings that are comfortable for them. Students will gain experience reading, rehearsing and performing selected pieces for concert performances. Musical concepts, theory and performance techniques will also be used to enhance the experience for both performer and audience. Extension opportunities are offered and include song writing, music production, performance improvisation, transposition, harmonizing, sight reading, and combining vocals with instrumentation.



COURSES INCLUDE

Contemporary Music: 10, 11 and 12
Individual Directed Studies (IDS)

Available as 2 or 4 credits.



DRAMA

Explore the arts of mime, movement, and public speaking. In addition, students will engage in role drama, improvisation and character development. Students will develop their acting skills as well as their imaginations. Students will also engage in play building, script analysis and script creation.

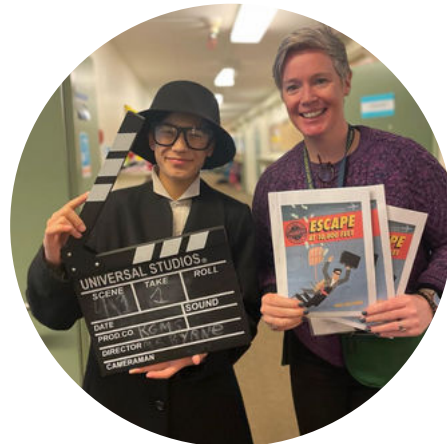
COURSES INCLUDE:

Drama 10

Drama 11A

Drama 11B

Generally available as 2 credits.



CAREERS 8-CREDITS REQUIRED

CAREER LIFE EDUCATION 4-CREDITS



Career Life Education introduces students to the opportunities available to them after graduating high school and helps them recognise and showcase their unique skills and interests that are relevant to success in the workplace. Topics covered in this course can include graduation/transition planning, personal financial management, self-care, interview/success skills, resume/cover letter content and design, post secondary school and career research, and young workers rights.

At KGMS, we divide this course into CLE10A (Grade 10) and CLE 10B (Grade 11) and for 2025-2026, they are included as part of T.H.R.I.V.E 10 and 11

CAREER LIFE CONNECTIONS 4-CREDITS



Career Life Connections prepares students for the transition to post-secondary whether that's further education or the workplace. Students explore different post-secondary opportunities and visit local universities and colleges. Students research prerequisites for future education programs, and continue to pursue career research for future professions. Students practice interview skills and build on their employment portfolios. Students also explore workers rights, and how to be respectful and valued in the workplace.

This course also includes:

1. At least 30 hours of work/volunteer experience, including:
 - Prior or current paid or unpaid work experience
 - Volunteerism or community service
 - Work Experience 12A/B or Youth Work in Trades 11/12
 - Fieldwork, entrepreneurship, and projects
2. Capstone Project & Presentation



WORK EXPERIENCE (WEX) 4-CREDITS (UP TO 8 CREDITS)

WEX courses provide students with an opportunity to build their employability and collaboration skills within authentic workplace environments. Enrolled students complete a WorkSafe BC student safety certificate and then are placed in unpaid work experiences within the school timetable that match their unique needs and interests. Alternatively, students can request to use current paid or unpaid work outside of school towards these credits, provided that the workplace approves participating in the WEX requirements. Completion of a four-credit WEX course meets the Applied Design, Skills, and Technologies graduation requirement. It may also be used toward fulfilling the Career-Life Exploration (30 hours or more) graduation requirement.

Successful participation in Work Experience and Youth Work in Trades requires additional independence and maturity. Suitability will be determined in consultation with a student's Advisor and the WEX/WRK teacher.



YOUTH WORK IN TRADES (WRK) 4-CREDITS (UP TO 16 CREDITS)

The Youth Work in Trades (WRK) Program is an opportunity for students (typically in grade 12) who are ready to begin their Trades Apprenticeship journey. Students/families find a prospective employer to sponsor the paid apprenticeship, and the school curriculum supports by registering the student with Skilled Trades BC, and focusing on connecting, applying, reflecting on, and refining workplace skills and safety, work ethic, and job readiness. Students can earn up to 16 graduation credits and 480 work-based training hours towards their Red Seal. Completion of a four-credit WRK course meets the Applied Design, Skills, and Technologies graduation requirement. It may also be used toward fulfilling the Career-Life Exploration (30 hours or more) graduation requirement.



ENGLISH LANGUAGE ARTS

GRADE 10 - 4 CREDITS REQUIRED (2 COURSES THAT ARE 2 CREDITS EACH)

Grade 10 English courses are 2 credits each. At KGMS, the two courses are integrated to feel like one. Beginning 2023-2024, students meet the indigenous-focused graduation requirement through their Grade 10 English Language Arts course.

For more on the Indigenous-focussed graduation requirement, click the image below.



ENGLISH FIRST PEOPLES SPOKEN LANGUAGE 10 2-CREDITS

Explore the elements, conventions and functions of text with special attention paid to the methods, instances, and cultural significance of spoken language and the oral tradition.



ENGLISH FIRST PEOPLES NEW MEDIA 10 2-CREDITS

Explore writing conventions, literary genres, and literary analysis using multimedia and multimodal texts. Students also explore the concept of digital citizenship and changing methods of communication in a modern world, and the ethics of inter-cultural appreciation and inter-cultural appropriation.

The banner features logos for British Columbia, the Ministry of Education and Child Care, and fnesc. The main text reads 'Indigenous-Focused Graduation Requirement' with a red underline, followed by 'Change to the B.C. Graduation Program'. On the right, there is a graphic of a person holding a torch, overlaid with a circular image of a traditional Indigenous canoe.

GRADE 11 1 COURSE (4 CREDITS)



NEW MEDIA 11 4 CREDITS

Explore writing conventions, literary genres, and literary analysis using multimedia and multimodal texts. Students also explore the concept of digital citizenship and changing methods of communication in a modern world. This course includes a novel study.

CREATIVE WRITING 11 4 CREDITS



This course is designed for the student who loves to write creatively, and wants to refine their creative writing skills. Several different types of creative writing will be explored throughout the course including graphic novels, short stories, poetry, memoir, flash fiction and myths. Students will strengthen their skills through exploration and application of writing and design processes .

GRADE 12 1 COURSE (4 CREDITS) REQUIRED



ENGLISH FIRST PEOPLES 12 4 CREDITS

With a focus on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text - including oral story, poetry, song, performance, film, and prose - we will deepen our understanding of Indigenous issues and perspectives, both past and present. Throughout students will be encouraged to think critically, creatively and reflectively to explore ideas within and between texts; they will write in a variety of genres, structures, and forms, and will be supported in extending their capacity to communicate effectively in a variety of contexts.

INDEPENDENT DIRECTED STUDIES (IDS) AND LANGUAGES



INDEPENDENT DIRECTED STUDIES 11 & 12 (2 AND 4 CREDITS)

Do you have an area of interest that you'd like to pursue more deeply? Are you a self-starter and are able to set and manage personal learning goals? If yes, you may want to apply for Independent Directed Studies.

For this course, students propose a meaningful, ongoing project or inquiry that expands their knowledge, skills or experience in a creative discipline. Students complete a series of weekly assignments, design and execute self led projects, build relationships with mentors in the school and/or greater community.

This course is a collaboration between students, teachers and mentors that requires each student to take full leadership their learning.



WORLD LANGUAGES 12 (4 CREDITS)

World Languages is an introductory language course for students who would like to *learn how to learn* a new language or deepen their knowledge of a language they already know. The course provides a foundation in multiple world languages, exploring the basics of language structure, cultural practices, and the connections between language and identity. This is a locally developed course and does not satisfy post-secondary requirements for a second language, for which KGMS students are generally exempt.

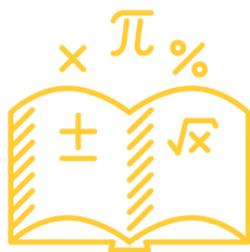
GRADE 10 1 COURSE (4 CREDITS) REQUIRED



WORKPLACE MATHEMATICS 10 4 CREDITS

Explore math for the workplace and focus on real-world applications. The course focuses on helping students build skills around four main ideas: proportional reasoning; measurement of 3-dimensional objects; number sense and flexibility with numbers; and representing and analyzing data to make sense of it.

Next course: Typically Workplace Mathematics 11



FOUNDATIONS OF MATHEMATICS AND PRE-CALCULUS 10 4 CREDITS

Explore mathematical understanding and critical thinking skills identified for entry into most post-secondary programs, both those that require Calculus and those that do not. In consultation with teachers, students taking this course will decide whether to pursue Foundations of Math 11 or Pre-Calculus 11. Topics include Rational and Irrational Numbers, Exponents, Polynomials, Linear Functions, Trigonometry, and Financial Literacy.

Next course: Typically Foundations of Mathematics 11 or Pre- Calculus 11.

The choice of math class is informed by: student interest, past evidence of learning, parent/guardian consultation and teacher consultation. For Grade 10 students, Math is the first course that is divided into streams. Future plans should be considered when choosing a Math class, along with current interest and abilities in Math. e.g. post-secondary program requirements.

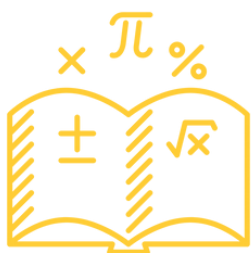
GRADE 11 1 COURSE (4 CREDITS) REQUIRED



WORKPLACE MATHEMATICS 11 4 CREDITS

This course may be right for students heading straight into the workforce after graduation, or for those intending to pursue an apprenticeship or trade, and will build upon and extend mathematics learning from Workplace 10.

Previous Course: Typically, students have completed Workplace Mathematics 10 in Grade 10.



FOUNDATIONS OF MATHEMATICS 11 4 CREDITS

This course may be right for students with developing mathematical understandings, and are considering post-secondary programs that do not require theoretical calculus. Topics in this course include logical reasoning, geometry, measurement, relations and functions and statistics.

Previous Course: Typically, students have completed Foundations and Pre calculus Mathematics 10 in Grade 10.



PRE-CALCULUS 11- 4 CREDITS

Explore mathematical skills that are foundational for use in pre-calculus and calculus. This course explores quadratic relationships, their prevalence around us, and the use of algebra to generalize these relationships through abstract thinking. Students will explore the connections between operations extending to powers, radicals and polynomials, and proportional reasoning to solve indirect measurement trigonometric problems.

Previous Course: Typically, students have completed Foundations and Precalculus Mathematics 10 in Grade 10, and were able to be highly independent in that course.

MATHEMATICS

GRADE 12

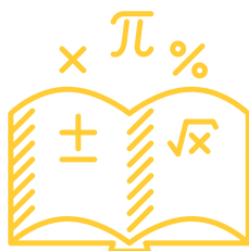
See the previous pages for general descriptions of the three math pathways.

Typically, students will have completed the Grade 11 equivalent course before they begin the Grade 12 course. This ensures students have the previous knowledge, skills and practice to be successful in learning more advanced content and skills.

A math course is not required in Grade 12 however, students may request a math course for personal interest, preparation for post-secondary learning or as a requirement for post-secondary programs.



WORKPLACE MATHEMATICS 12



FOUNDATIONS OF MATHEMATICS 12



PRE-CALCULUS 12

PHYSICAL & HEALTH EDUCATION

GRADE 10 1 COURSE (4 CREDITS) REQUIRED



PHYSICAL & HEALTH EDUCATION 10

Explore a variety of physical activities and healthy living habits. This course uses individual and classroom activities, activity logs, reflections and assignments to encourage the overall health and fitness of the students involved.

GRADE 11/12 COURSES (2 OR 4 CREDITS)



FITNESS & CONDITIONING 11 & 12

Using the Ron Andrews Community Center, students explore safe exercise techniques, positive body image, and other health related topics. Students will gain confidence in using gym spaces and creating fitness plans to assist them in meeting their own goals contributing to life-long health.



ACTIVE LIVING 11 & 12

Using local outdoor and indoor recreation facilities (climbing, yoga, trails, community centre classes) Active Living focuses on the importance of regular physical activity for maintaining overall health and well-being. The course emphasizes engaging in diverse recreational activities, understanding the relationship between nutrition and physical performance, and developing leadership skills in physical activity settings.



OUTDOOR EDUCATION 11 & 12

Outdoor Education introduces students to a wide range of outdoor activities, emphasizing inclusivity and accessibility for diverse abilities in natural settings. The course fosters the development of leadership, safety, and environmental stewardship skills, while providing opportunities to explore nature through adaptive methods. Students will engage in activities like hiking, kayaking, and orienteering, learning how to adapt outdoor experiences to meet group and individual needs.

GRADE 10 1 COURSE (4 CREDITS) REQUIRED



SCIENCE 10 4-CREDITS REQUIRED COURSE

Science 10 forms the basis for further science courses in Grade 11 and Grade 12, as well as general scientific literacy for life-long learning and experiences. Students will explore four main topics: Biology, Chemistry, Physics and Earth Science. In these topics, students work on lab skills, scientific inquiry skills, and content knowledge.



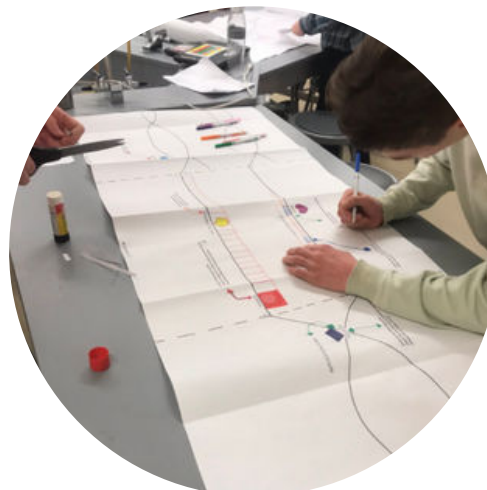
Science 10
Biology



Science 10
Chemistry



Environmental Science 11



Science 10
Earth Science

SCIENCE COURSES THROUGH HIGH SCHOOL

For the BC Graduation Program, Science 10 and one Grade 11/12 science course is required. Any additional courses count towards the 28 required electives. After Grade 10, science courses are separated by content areas: biology, chemistry, environmental sciences, and physics.

Students are encouraged to take science courses throughout their high school years to continue to foster analytical skills and scientific literacy. Course availability is subject to change.

ENVIRONMENTAL SCIENCES



ENVIRONMENTAL SCIENCES 11- 4 CREDITS

Explore the environment which we live in and our interaction with it. This course examines the human impact on our natural environment including changing climate systems, water systems, and land use and degradation. Students also explore alternative energy sources and methods for sustainable living.



ENVIRONMENTAL SCIENCES 12- 4 CREDITS

Explore the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them.

BIOLOGY



LIFE SCIENCES 11 4 CREDITS

Life Sciences 11 is all about living things! First, we will examine life on a small scale, learning about how DNA works, how viruses affect their hosts and how cells carry out important functions. Second, we will learn about evolution, both how new traits become more common and how new species come to be. Third, we will discover how humans make sense of the diversity of living things by creating groups based on DNA patterns and physical characteristics. Finally, we will learn about applications of biology to stop the spread of viruses, improve food production and heal genetic diseases.



ANATOMY & PHYSIOLOGY 12 4 CREDITS

Explore cell structure, function and processes as well as the human body. It focuses on big ideas related to homeostasis, DNA and cells, and organization of organ systems. There are 6 main units of study: Cells and Biochemistry; DNA, RNA and Protein Synthesis; Cell Membrane and Enzymes; Digestive and Urinary Systems; Circulatory and Respiratory Systems; Nervous and Reproductive Systems.



Life Sciences 11
Dissection (starfish anatomy)



Anatomy & Physiology 12
Dissection of cardiovascular and respiratory systems (pig anatomy)

CHEMISTRY



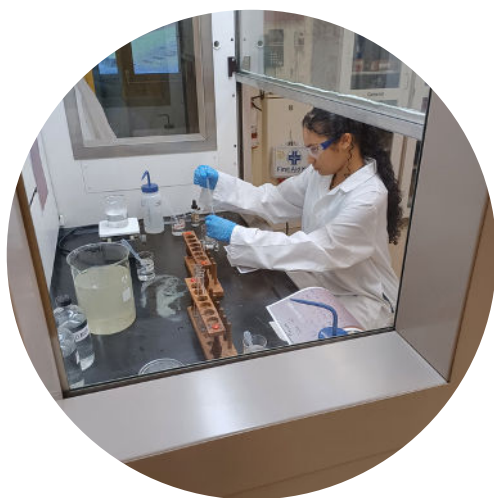
CHEMISTRY 11 4 CREDITS

Explore the world of science on an atomic level and build knowledge of core chemistry concepts. The course focuses on big ideas related to atoms, molecules and moles, chemical reactions and energy, solution chemistry, and organic chemistry. Chemistry 11 emphasizes real-life applications of chemistry and helps students connect their learning to the world around them.



CHEMISTRY 12 4 CREDITS

Explore chemical reactions: why and how they happen, and chemical systems in equilibrium. This course builds on students' knowledge of core chemistry concepts and focuses on big ideas related to reaction rates, dynamic equilibrium, saturated solutions, acid and base strength and oxidation/reduction.



Chemistry 11

Students measure quantities of Sodium chloride, Copper (II) chloride, Calcium carbonate, water and copper metal by applying their knowledge of chemical formulas, Avogadro's number and molar mass



PHYSICS

Physics uses a number of mathematical tools, Confidence in the following is beneficial:

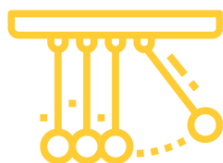
- Solving basic mathematical equations with Algebra
- Understanding 2 variable X & Y graphs
- Basic right-triangle Trigonometry

Speak with your Math 10 and Science 10 teachers for further details.



PHYSICS 11 4 CREDITS

Explore the world of motion and energy. This course is designed to build students' knowledge of core physics concepts. The course focuses on four big ideas; An object's motion can be predicted, analyzed and described; Forces influence the motion of an object; Energy is found in different forms, is conserved, and has the ability to do work; Mechanical waves transfer energy but not matter.



PHYSICS 12 4 CREDITS

Explore the world of motion and fields. This course is designed to build on the knowledge the student gained in physics 11. The course focuses on four big ideas; Measurements of motion depends on our frame of reference; Forces can cause linear and circular motion; Momentum is conserved within a closed isolated system; Forces and energy interactions occur within fields.

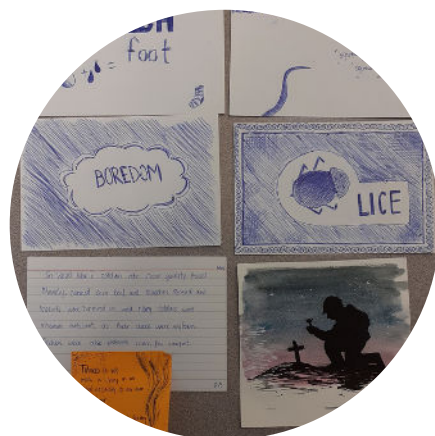
SOCIAL STUDIES

GRADE 10 1 COURSE (4 CREDITS) REQUIRED



SOCIAL STUDIES 10 - 4 CREDITS

This course provides students with opportunities to reflect critically upon events and issues in order to examine the present, make connections with the past, and consider the future. Students will explore 19th and 20th Century World History through the lens of Canada's development as a nation and its involvement in world events, such as World War I, as well as how Canada has dealt with global economic, technological and political shifts.



Social Studies 10
Examples of Student work

GRADE 11 1 COURSE (4 CREDITS) REQUIRED



EXPLORATIONS IN SOCIAL STUDIES 11 4 CREDITS

This course provides students with opportunities to reflect critically upon events and issues in order to examine the present, make connections with the past, and consider the future. Students will explore key social, political and economic issues of 20th and 21st Century World History through the lens of Canada's involvement in world events, such as World War II, as well as how Canada continues to deal with and be shaped by current local and global events.

SOCIAL STUDIES

GRADE 11/12 COURSES- 4-CREDITS

THESE COURSES ARE OFFERED ON ROTATIONAL BASIS



COMPARATIVE CULTURES 4 CREDITS

Explore, analyze, compare and contrast human societies, civilizations and cultures throughout history and across the globe. Students explore the influence of language, religion, political organization, and recreation of various societies as well as how these cultural phenomena have influenced international conflict, infrastructure, technological advancements and world economies.



LAW STUDIES 12 4 CREDITS

This course looks at the Canadian criminal and civil systems, and learn from visits to the Law Courts and guest speakers. Students consider moral dilemmas, classic and modern philosophers, and work to recognise how their own perspectives and experiences shape their beliefs about justice. Law 12 is a dynamic course that explores concepts related to law, power, governance, systems, and issues in society.



URBAN STUDIES 4 CREDITS

New York. London. Tokyo. Mexico City. Paris. Vancouver. Montreal. Each follows its own rhythm, shaped by geography, history and the people who live there. Explore how residential and commercial areas, community spaces, public services and transportation all work together to form a city's unique personality.

Learn through play with the Rise of Civilizations interactive course game! Students will be challenged to take their civilization from agrarian society through to the industrial age.

Visit the Law Courts and see theory come to life!



SCHOOL CONTACTS

THE HIGH SCHOOL STAFF TEAM FOR 2025-26

Mr. Shaun Ahluwalia (Math, Advisor 12)
Mr. Scott Barker (Outdoor and Experiential Education)
Ms. Stana Cermakova (Art, Advisor 12)
Ms. Sarah Coates (Principal, Teacher)
Ms. Andrea Falco (Supervisor- Specialty Services)
Ms. Lia Festila (Resource Support Math and Science)
Mr. Eric Hansen (ADST, English, Math, PHE, Advisor 11)
Ms. Melissa Howells (English, Social Studies, Advisor 10)
Ms. Stephanie Jackson (Music)
Mr. Adam Leverette (PHE, Science, Advisor 10)
Ms. Despina Pelekos (Personal Counsellor)
Ms. Josie Morrison (ADST, Art, English, Social Studies, Advisor 11)
Ms. Kathryn Stewart (Careers, WEX, Guidance, Advisor 11)
Mr. Freeman Woolnough (Personal Counsellor)
Ms. Alpha Wong (ADST, Science, Advisor 12)

The core High School team works in close collaboration with colleagues in Specialty Services (SLP, OT, Developmental Specialist) and Tutoring as appropriate to each student's Individual Education Plan.



THE KGMS LEADERSHIP TEAM

Head of School:
[Suzanne MacLeod](#)

Principal, Junior & Middle School:
[Lisa Upton](#)

Vice Principal, Junior & Middle School:
[Sara Ferguson](#)

Principal, High School:
[Sarah Coates](#)

Supervisor, Specialty Services:
[Andrea Falco](#)

Director, Marketing & Admissions:
[Erika Gomos](#)

Director, Finance:
[Olga Zueva](#)



CAMPUS INFORMATION

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Email: office@kgms.ca

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North Vancouver BC, V7H 1S8