



Yukon First Nations **GRAD PLANNER**

FOR
ADMINISTRATORS,
COUNSELLORS,
TEACHERS AND
FIRST NATIONS
EDUCATORS



FNEC
"Holding up our dreams"

FIRST EDITION
2021

This is the high school **Grad Planner for Administrators, Counsellors, Teachers and First Nations Educators**. There is another, shorter version, the **Grad Planner for Students**, as well as an illustrated wall poster to accompany both versions. These materials are available free of charge by emailing education@yfned.ca or in digital format at www.yfned.ca.

This is a living document and contact information and processes can change over time. Please feel free to contact YFNED for information at any time at education@yfned.ca or 667-6962. This document will be updated annually and the latest version will be hosted on the YFNED website.

ACKNOWLEDGEMENTS

The First Nations Education Commission (FNEC), comprised of education representatives from all 14 Yukon First Nations, recognized that there is an urgent need for tools that can help students navigate their way through the school system towards graduation. They requested that the Yukon First Nation Education Directorate (YFNED) carry out this work so that parents/guardians, caregivers, school staff and administration, and other educational support staff can best support the journey of every student, and encourage and guide them to make good decisions and to work up to their potential.

Many people collaborated to produce this graduation planner: A team from YFNED included our Education Analysts (Lindsay Moore, Darby Newnham and Chris Stacey), our Post-Secondary Navigator (Greg Storey), and our communications staff (Megan Guna Jensen and Katharine Sandiford) plus our graphic designer (Chera Hunchuk of Bird's Eye Design), as well as an external education consultant (Benita Parkkari) who brings to the project many years' experience as a Yukon school counsellor and Gadzoosdaa Residence Team Leader.

This booklet was compiled using information from many sources including: BC Ministry of Education and Yukon Department of Education, as well as the expertise and guidance from our Knowledge Keepers, the First Nations Education Commission (FNEC) of the Yukon, the First Nations Education Steering Committee (FNESC) of B.C., and YFNED.

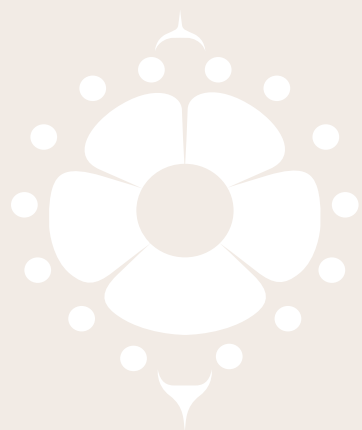


TABLE OF CONTENTS

2	Message from the Executive Director
3	Introduction
4	SECTION 1: Pathways to Complete High School Yukon & British Columbia Certificate of Graduation (Dogwood Diploma) Yukon & British Columbia Certificate of Graduation and a Diplôme de fin 'études secondaires en Colombie-Britannique (Dual Dogwood, French Immersion) Adult Graduation Diploma (Adult Dogwood Diploma) School Completion Certificate (Evergreen Certificate, not a graduation certificate)
9	SECTION 2: Categories of Courses and Student Choices
18	SECTION 3: Yukon Courses and Programs
22	SECTION 4: Factors of Students' Success
24	SECTION 5: Communicating Student Learning, Reports and Transcripts
30	SECTION 6: Options and Considerations After High School
38	SECTION 7: Financial Support
44	APPENDIX A Arts Education/Applied Design, Skills and Technologies Courses
46	APPENDIX B Yukon Developed (BAA) Course Permission Form and Course Framework Template
48	APPENDIX C BAA Course Categories
55	APPENDIX D Common External Credits
58	APPENDIX E First Nation Education Contacts
59	APPENDIX F Student Worksheets



There's so much pressure on high school students today. Pressure to do well in school, get a job, make your family or community proud, and survive everything else coming at you. If you're also Indigenous or from the communities, the challenges can sometimes seem like too much to handle. Here's the thing: The journey is yours to make. And no one path is better than another, whether you pursue truck driving or aeronautics, they are all fantastic, and equally valuable. The important part is that you found your thing and to acknowledge that obstacles and challenges are to be expected..

A wise Elder once told me "Stop telling kids to find a job that they love. Instead tell them to find a job they can do well—because nobody will ever love their job all the time!"

So find something that you enjoy doing and that you do well—and just go after it. Once you make that choice, it's amazing how much support will materialize out of apparently nowhere. And one thing's for sure, YFNED is here to support you every step of the way. We're here to hold you up and help you realize your dreams.

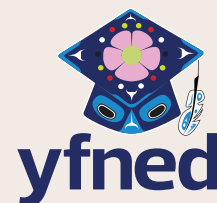
This booklet is just one of many ways YFNED is providing students with wrap-around services and programs to ensure Indigenous kids have everything they need to find their good path in life. The knowledge in this Grad Tools booklet has the potential to empower. Now our kids can navigate high school knowing clearly what choices they need to make to get where they want to go.

Mähsi.

Drin ne húzú (may the day be good for you),

Melanie Bennett
Executive Director

Yukon First Nation Education Directorate



**YUKON
FIRST NATION
EDUCATION
DIRECTORATE**

INTRODUCTION

WELCOME TO THE FIRST EDITION OF THE YUKON FIRST NATIONS GRAD PLANNER.

For too long, the path to graduation for many of Yukon's Indigenous and rural students has been marked with insurmountable challenges. Not only do Yukon's public schools often fail to reflect First Nations cultural identity and ways of learning, or address the effects of intergenerational trauma and systemic racism, they offer little in the way of clear guidelines to support their journey through high school. It's no wonder that First Nations students' graduation rates lag well behind those of non-First Nations students (as well as rural students and those on special learning plans), as documented in the 2009 and 2019 Auditor General's Reports.

This booklet aims to provide a clear, comprehensive guide for teachers and administrators to provide needed guidance and easy reference (note: a version "*Grad Planner for Students*" is also available). It also gives a brief overview of post-secondary options, admission requirements and financial assistance. This guide highlights the various pathways to graduation, the requirements for each pathway, and the choices that students have within these requirements.

The journey to graduation—or to completion of public school—begins in pre-kindergarten or kindergarten and

usually finishes in Grade 12. For the final stretch of the journey—Grades 10 through 12—there are specific pathways one can choose. No matter what a student chooses, all pathways are equal in value and are determined by the student's abilities, interests, life circumstances, future education aspirations and career choices.

These are exciting years. Students have the opportunity to take a variety of high school courses, to participate in a range of extracurricular activities, to get paid and/or volunteer for work experience, and to discover what they are passionate about.

We recognize that education is more than just academic achievement. Education should also achieve important social outcomes including a sense of social responsibility, a work ethic, as well as self-confidence and pride in one's culture. We also know that graduation isn't for everybody. Some may justifiably choose to leave high school as soon as they have completed the required courses for a particular trades or vocational program.

No matter what path a student chooses, we hope this booklet provides the information needed to activate successful decision making and to create a fulfilling learning journey.

SECTION 1: PATHWAYS TO HIGH SCHOOL COMPLETION & PARENT/ CAREGIVER ENGAGEMENT



Yukon Education follows the curriculum and graduation requirements of British Columbia (BC). The curriculum requirements include:

- literacy and numeracy foundations
- essential learning
- core competencies

The BC curriculum sets out essential learning standards and “Big Ideas” for each course, and what students are expected to know, be able to do, and understand at each grade. To graduate, students must meet all specific course requirements. For more information on the BC/Yukon curriculum requirements see

<https://curriculum.gov.bc.ca/>

All Yukon students are registered in both Yukon and BC and have both a Yukon Personal Education Number and a British Columbia Personal Education Number (PEN). As well, Yukon students who have completed courses at the Grades 10–12 level have their transcript of grades recorded in the BC Ministry of Education database.

BEST PRACTICE: *Engage Parents and Caregivers*

The career journey begins in Kindergarten and extends throughout school. In the work YFNED has done, we have heard that many parents/caregivers are not fully engaged in the process of their child’s journey. For example, we have heard of parents or caregivers that ask about university options for students that have received an Early Leaving Certificate. Such a story illustrates a profound disconnect between the intended and actual message given to parents/caregivers. How can we ensure parents/caregivers are meaningfully involved in the critical journey of their children’s education?

TIPS:

- Create an engagement plan to involve parents/caregivers in the school. Mix fun and food events with informational co-planning events.
- Ensure that multiple ways of authentic parental engagement exist and that these ways fit the needs and culture of the parents/caregivers in your community.
- For example, if report card days are not well attended, meet with parents/caregivers in a different way and in a different location that also allows for authentic two-way conversation.
- Involve the local First Nation in the creation of your engagement plan as much as possible.
- Provide support for parents/caregivers who need assistance in understanding the cultural and bureaucratic assumptions of school.
- Consider a meaningful de-colonizing conversation around school practices and policies.
- During reporting, be very clear about the level that students are at in numeracy and literacy from K to 12. When students are behind, let parents/caregivers know in clear language.
- Involve parents/caregivers in the discussion about support plans for each student who is not at level in numeracy or literacy at all grade levels.
- Elementary teachers should be given the opportunity to understand the high school program and credits.
- Start career discussions and experiential opportunities as early and meaningfully as possible.
- For those students who are not making the transition from Learn-to-Read to Read-to-Learn, develop a support plan and discuss with parents/caregivers to ensure understanding and support.
- Ensure vigorous transition planning between Elementary and Junior high school staff and/or divisions.
- Ensure that the junior high transition is not too abrupt. While some students are ready for rotating teachers and subject separation, some require more relationship building, and reading and numeracy supports.
- Ensure vigorous transition planning between junior high and high school.
- Consider offering some high school students an alternative path with more time and concentration on literacy and numeracy development and a slower attainment of credits.
- Use Work Experience and Students Work in Trades opportunities for interested students.

For teachers or administrators requesting support for any of these above-listed ideas, we are happy to discuss. Please contact one of YFNED’s Education Analysts at (867) 667-6962 or by email: education@yfned.ca.

British Columbia Certificate of Graduation (DOGWOOD DIPLOMA)

To graduate with a Dogwood Diploma (named after the provincial flower featured on the certificate), students must complete all the required courses for a total of 80 credits (see chart below). This means that a passing grade of 50% or greater is needed in each course. In addition, a student needs to complete three assessments:

- Grade 10 Literacy Assessment
- Grade 10 Numeracy Assessment
- Grade 12 Literacy Assessment.

The Grade 12 Literacy Assessment became a requirement starting in the 2021–22 school year. These required assessments are not connected to any course grades, and are marked on a scale of 1 to 4. Students have the option of rewriting these assessments two times, before graduation.

REQUIRED COURSES	CREDITS
English Language Arts 10 (Must take two 2 credit courses)	4
Mathematics 10	4
Science 10	4
Social Studies 10	4
Physical and Health Education 10	4
English Language Arts 11	4
Mathematics 11 or 12	4
Science 11 or 12	4
Social Studies 11 or 12	4
English Language Arts 12	4
Arts Education/ Applied Designs, Skills, and Technologies 10, 11 or 12	4
Four Electives at 10, 11 or 12	16
Three Electives at 12	12
Career–Life Education	4
Career–Life Connections	4
TOTAL	80

Dual Degree: Yukon & British Columbia Certificate of Graduation and a Diplôme de fin d'études secondaires en Colombie–Britannique (DUAL DOGWOOD–FRENCH IMMERSION)

To graduate with a “Dual Dogwood–French Immersion,” students must complete the required 80 credits (see chart above). Within these credits, students must take:

- Français langue seconde–immersion 10, 11, and 12 (12 credits).
- At least two courses (8 credits) in Grade 10, 11, or 12 that are taught in French.
- At least one course (4 credits) in Grade 11 or 12 that is taught in French.
- Which should total 6 courses.
- Students must also complete four Provincial Graduation Assessments, three in literacy and one in numeracy.

BEST PRACTICE: *Take Some Required Courses in English*

For academic counsellors working with French Immersion students, it is advisable to place students in courses that are in their best interest. As the Dual Dogwood requires six French courses, it may be in the best interest of students who are struggling with any given course material to take the required math or science courses in English (their first language).

Adult Graduation Diploma (ADULT DOGWOOD DIPLOMA)

Many personal factors can prevent a student from meeting the graduation requirements in the standard timeframe. For these individuals, completing high school as an adult student is a viable option.

A student must be 18 years of age or older to enter the Adult Graduation Program and complete at least three courses after entering the program. Students are allowed to attend high schools in the Yukon up until the age of 21. Adult students must complete all of the required courses for a total of 20 credits (see chart below)

After age 21, students can enroll in upgrade courses through the University Access Pathways program at Yukon University or other post–secondary institutions. Although a student will not receive a high school graduation certificate this way, it enables students to obtain prerequisites to meet admission requirements for programs at Yukon University and other academic institutions.

REQUIRED COURSES	CREDITS
English Language Arts 12	4
Mathematics 11 or 12	4
Social Studies 11 or Grade 12 Ministry approved course or External 12 course	4
Grade 12 Ministry approved course or External 12 course	4
Grade 12 Ministry approved course or External 12 course	4
TOTAL	20

PLEASE NOTE:

An Adult Graduation transcript may record more than the 20 required credits. When students complete additional courses in Grades 11 and 12, these courses will also be listed on students' transcripts.

Only two courses with start dates before a student's 18th birthday are eligible to count towards Adult Graduation.

The numeracy and literacy assessments required for the 80 credit Dogwood are not required for Adult Graduation.

School Completion Certificate (EVERGREEN CERTIFICATE)

The School Completion Certificate is commonly called an Evergreen Certificate (named after the evergreen tree pictured on the certificate) and is sometimes called a School Leaving Certificate. It is not a graduation credential, but rather, a recognition of a students' successful completion of their educational goals as set out in their Individualized Education Plans (IEP).

A School Completion Certificate does not meet graduation requirements and can only be given to students who are on an IEP.

Students who receive a School Completion Certificate are eligible to participate in graduation celebrations, both within the school itself and at First Nations Graduation. However, it is important for students and their parents/guardians to understand the implications of receiving a School Completion Certificate. The options for post–secondary education and employment opportunities with a School Completion Certificate are limited. It does not meet entry requirements of most post–secondary education institutes.

In 2016, BC introduced restrictions around the use of Evergreen Certificates so that they can only be issued to those on an Individualized Education Plan (IEP), that is, students who require a modified program due to a special need that prevents them from working toward graduation. This recommendation was made by the BC Auditor General and at the request of the First Nations Education Steering Committee (FNESC) to address the disproportionately high number of First Nations students receiving Evergreen Certificates.

In Yukon, we also have higher numbers of Indigenous students receiving Evergreen Certificates and a gap in graduation rates between First Nations and Non-First Nations students. Yukon schools are working towards limiting the number of Evergreen Certificates awarded to students, to those for which sufficient documentation warrants such a program.

BEST PRACTICE:

Place students on the least restrictive pathways to completing high school based on their abilities. Ideally, most students should be enrolled in and complete one of the Dogwood diplomas. An Evergreen Certificate is only appropriate for students on IEPs that are not capable of meeting graduation requirements. Parents/guardians must have an understanding and agree to their students' IEP goals and their high school pathway.

SECTION 2: CATEGORIES OF COURSES AND STUDENT CHOICES

Students have many choices, even within the set required courses. It is important that all school personnel who are assisting students with their graduation plans should have an understanding of students' future goals and the courses that will help them reach these goals.

There are several reasons students choose specific courses. Some of the reasons include:

- teacher preference
- aptitude/ability
- interest
- availability
- social (friends)
- relatable and applicable material
- experiential
- parental recommendation/pressure
- preconception of how difficult/easy a course may be
- post-secondary entrance requirement

Students typically take 8 courses (32 credits) a year, so it is possible for students to complete the 80 required credits in two and half years of school. This means that students have room in their timetables to explore new subject matter and try courses from a variety of different areas. As well, those who struggle in particular subject areas may have room in their timetables to take non-credit support/skills blocks for additional assistance.



2.1 SCHOOL COURSES AND STUDENT CHOICES

Schools offer both BC Ministry and Board/Authority Authorized (BAA) courses. In the Yukon, BAA courses are referred to as Yukon Locally Developed. Because schools are not able to offer all the BC Ministry approved courses, they offer locally-developed courses based on students' course selections, current teaching staff specializations, and availability of appropriate facilities and materials. Often, the larger the school, the more choices students have.

BC MINISTRY APPROVED CREDITS

These credits come from courses that the BC Ministry of Education has approved. They are taught by a BC/Yukon teacher and have a required curriculum.

13 of the 20 courses required for a Certificate of Graduation must be Ministry approved. All the required courses for an Adult Graduation must be Ministry approved, with the exception of some External Credits.

English Language Arts (ELA) 10, 11 and 12 (12 credits)

- **two courses in Grade 10:** Composition 10, Creative Writing 10, Literary Studies 10, New Media 10, Spoken Language 10, English First Peoples (EFP) Literary Studies 10, EFP New Media, EFP Spoken Language, or EFP Writing.

Note – The graduation requirement is four credits of Language Arts 10. Two different Language Arts 10 courses are required, as each Language Arts 10 course is only two credits.

- **one course in Grade 11:** Composition 11, Creative Writing 11, Literary Studies 11, New Media 11, or Spoken Language 11 OR EFP Literary Studies 11 + one of EFP New Media 11, EFP Spoken Language, or EFP Writing 11.

Note – EFP 11 is one course, composed of two modules.

- **one course in Grade 12:** English Studies 12 or English First Peoples 12.
- **additional electives ELA 12:** Composition 12, Creative Writing 12, English First Peoples 12, English Studies 12, Literary Studies 12, New Media 12, or Spoken Language 12.

Mathematics (8 credits)

- **one course in Grade 10:** Foundations of Mathematics and Pre-calculus 10, or Workplace Mathematics 10.
- **one course in Grade 11 or 12:** Computer Science 11, Foundations of Mathematics 11, History of Mathematics 11, Pre-calculus 11, Workplace Mathematics 11, Apprenticeship Mathematics 12, Calculus 12, Computer Science 12, Foundations of Mathematics 12, Geometry 12, Pre-calculus 12, or Statistics 12.

Physical and Health Education 10 (4 credits)

- **electives:** Active Living 11/12, Fitness and Conditioning 11/12, and Outdoor Education 11/12.

Science (8 credits)

- **one course in Grade 10:** Science 10.
- **one course in Grade 11 or 12:** Chemistry 11, Earth Sciences 11, Environmental Science 11, Life Sciences 11, Physics 11, Science for Citizens 11, Anatomy and Physiology 12, Chemistry 12, Environmental Science 12, Geology 12, or Physics 12.

Social Studies (8 credits)

- **one course in Grade 10:** Social Studies 10.
- **one course in Grade 11 or 12:** Explorations in Social Studies 11, 20th Century World History 12, Asian Studies 12, Comparative Cultures 12, Comparative World Religions 12, Contemporary Indigenous Studies 12, Genocide Studies 12, Human Geography 12, Law Studies 12, Political Studies 12, Philosophy 12, Physical Geography 12, Social Justice 12, Urban Studies 12, or Yukon First Nations Studies 12.

Arts Education/Applied Design, Skills and Technologies or a qualifying External Course (4 credits)

- **one Grade 10, 11 or 12:** Choose from one of many Ministry approved courses. For the full list, see Appendix A.

Examples of these courses include:

ARTS EDUCATION

- Dance: Dance Choreography 10, Dance Conditioning 11, and Dance Foundations 12.
- Drama: Drama 10, Film and Television 11, and Theatre Production 12.
- Music: Choral Music 10, Instrumental Music 11 (Band), and Contemporary Music 12.
- Visual Arts: Art Studio 10, Photography 11, and Graphic Arts 12.
- Cross Disciplinary and Interdisciplinary Arts: Media Arts 10/11/12 and Musical Theatre 10/11/12.

APPLIED DESIGN, SKILLS AND TECHNOLOGIES

- Business Education: Entrepreneurship and Marketing 10, Accounting 11, and Tourism 12.
- Home Economics and Culinary Arts: Food Studies 10, Textiles 11, and Culinary Arts 12.
- Information and Communications Technologies: Computer Programming 11.
- Technology Education: Metalwork 10, Woodwork 11, and Automotive Technology 12.

Career Life Education and Career Life Connections (8 credits)

NOTE: *These courses are not required for the Adult Graduation Program. However, both can be used as Grade 12 electives for Adult Graduation if coded MCLC-12 and MCLCB-12.*

Four additional electives at Grade 10, 11 or 12 (16 credits)

These electives can be Ministry, Yukon Locally Developed, External, Apprenticeship or Dual.

Three electives at Grade 12 level (12 credits)

These electives can be Ministry, Yukon Locally Developed, External, Apprenticeship or Dual.

NOTE: *In addition to the academic courses required for graduation, students hoping to pursue post-secondary schooling should take two to four Ministry approved academic electives at both Grade 11 and 12 levels.*

Additional Ministry Approved Electives

- Work Experience 12 and Youth Work in Trades 11/12
- Languages: Core French 10/11/12, German 10/11/12, German Introductory 11, Spanish 10/11/12, Spanish Introductory 11, and other approved languages.

Yukon Locally Developed Credits

These credits are from courses that have been developed by Yukon schools/teachers and that have been approved by a committee chaired by the Secondary Curriculum Consultant at the Yukon Department of Education. Yukon Locally Developed credits can fulfill required electives. However, only a Yukon Locally Developed course at the Grade 11 level can fulfill the one required Arts Education or Applied Designs, Skills, and Technologies course. Whereas, a Ministry Approved Arts Education or Applied Designs, Skills, and Technologies course at the Grade 10, 11 or 12 level will meet this requirement. Examples of Yukon Locally Developed courses are Ancestral Technology 10, which is part of the Wood Street CHAOS 10 Program, and Psychology 12, which is offered in several Yukon high schools.

Information for creating a Yukon Locally Developed (BAA) course, can be found at: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/board-authority-authorized-courses>

See Appendix B for Yukon Locally Developed Permission Form and Course Framework Template, and Appendix C for Approved Categories/Codes for BAA courses in BC that Yukon Locally Developed courses must fall under.

Independent Directed Studies (IDS) Credits

Students wishing to explore a Ministry or Yukon Locally Developed course curriculum at the Grade 10, 11 or 12 level in more detail are able to earn credits under the supervision of a teacher and with the approval of the principal. These are elective credits and do not meet the required course credits.

For example, a student may wish to do a more in-depth study of poetry (and/or songwriting) in Grade 11 LA Creative Writing. The supervising teacher and student would develop learning outcomes based on course curriculum, methods of assessment, timeline, and number of credits (1,2,3, or 4) to be earned upon successful completion. This course would then be coded as IDS 11 A (LA Creative Writing 11); and would not take the place of the Language Arts 11 required course.

IDS credits are also awarded to students who have completed some but not all of the content of a Ministry or Yukon Locally Developed course.

BEST PRACTICE: *Recognize Work in Uncompleted Courses*

If warranted, schools can recognize students' achievements in courses in which they were unsuccessful. For example, a student completes the painting unit in Art Studio 10 (VAST 10) and then withdraws from the class. A teacher, with approval from the principal, may award IDS credits for the painting unit coded as IDS 10 A (Art Studio 10) for partial credits.

Youth Work In Trades (formerly the Secondary School Apprenticeship Program)

Students are able to earn up to 16 credits in high school for completing hours towards an apprenticeship. Students wishing to receive apprenticeship credits must be registered as a Youth Apprentice with the Yukon's Department of Education, Apprenticeship and Trades Branch, be 16 years of age, and be paid as an apprentice under the direction of a journeyperson. They must also be registered at their school in Youth Work In Trades courses with a supervising teacher that will work with them and track their progress. The Ministry course codes are WRK 11A, WRK 11B, WRK 12A and WRK 12B. For every 120 hours of apprenticeship work, students receive 4 credits, up to a total of 480 hours. High school students planning to work as an apprentice or who are already working as an apprentice, should see their high school counsellor for more details.

Work Experience (WEX)

WEX 12A and 12B are two Ministry Approved 4-credit courses. WEX 12A or 12B may be used to meet the one required Arts Education/Applied Designs, Skills, and Technologies 10, 11 or 12 course.

WEX has a ministry curriculum, which includes in-school classroom instruction and work placements, with the majority of course time spent at the work placements. Most WEX placements are unpaid, however, a school district may allow paid work placements if deemed appropriate for students. In order to be considered for paid WEX placements, students must have a career/education plan and the work experience must align with the goals laid out in this plan. For more information on WEX visit: www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/appliedskills/wex-guide.pdf

NOTE: WEX is different from the Youth Work in Trades (WRK) courses.

Challenge a Course

Students able to demonstrate prior relevant learning may seek to challenge a course for credit. In these cases, schools must document and maintain a record of the challenge process. This documentation includes factors that demonstrate students' readiness or show evidence of relevant learning, such as recommendations from teachers or parents/guardians that includes evidence. The assessment tools to award a course through the challenge process should be based on the same standards that students have to meet when they take the course. A minimum grade of 50% is required to receive credit for a challenged course.

BEST PRACTICE: *Make it Consistent*

Schools should have a consistent and specific procedure for challenging courses. This procedure should not be onerous, but sufficient enough to demonstrate that students possess the knowledge and skills required for a given course. For example, students may have to complete the final exam, and/or complete and present a final project, and/or some other method of assessment. The procedures should be the same for all students.

Non-Credit Courses

Schools offer non-credit courses in their timetables. Examples of non-credit courses include all modified courses and support/skills/learning assistance blocks. These courses are of value and often support students' success in their required courses for graduation.

YFNED can provide up to three Yukon First Nations Students (aged 16 + and enrolled in high school) with an employer subsidy to encourage participation in a Trades Apprenticeship program. For more information, please contact the Education Analysts at YFNED at (867) 667-6962 or by emailing education@yfned.ca.

Some First Nations can also provide wage subsidies in these circumstances.

2.2 COURSES OUTSIDE THE SCHOOL SYSTEM

External Credits (EC)

The possibilities to earn ECs are numerous. EC credits come from taking courses, programs or activities outside of the school system. EC courses must meet specific criteria; they must be considered to be at the same level (or greater) as a Ministry approved Grade 10, 11 or 12 course in rigour, and the span and focus of knowledge, skills and abilities. The organizations/institutes offering these credits must be governed by a provincial, national or international body, and have certified instructors. To receive these credits, students need to provide documentation or a copy of their certification to their school counsellor. ECs can be used to meet graduation requirements for electives and may be used to meet the one required Arts Education/ Applied Designs, Skills, and Technologies 10, 11 or 12 course. See Appendix B for a sample list of ECs that are commonly earned.

NOTE: *Students who achieved the criteria of an EC prior to entering Grade 10, are entitled to receive the EC once they enter Grade 10. For example, if they participated at North American Indigenous Games in Grade 8 or 9, they are able to receive External Athlete 11 (UXSA-11) for 4 credits upon entering Grade 10. See ***Note on Session Dates below.*

External Language Credits

These credits are awarded to recognize learning/schooling in another language.

Students who have taken Indigenous languages from other jurisdictions in Canada may earn credits towards graduation. For example, a student who has taken a Grade 10 Inuktitut course for credits in NWT may receive External Inuktitut 10A (UXLC 10A) credits in BC/ Yukon.

This is also the case for students who received instruction in a first language in an international jurisdiction in Grades 7–9 (only). For example, a student from the Philippines who received instruction in their first language of Tagalog for Grades 7–9, prior to moving to the Yukon, is entitled to 12 external language credits once they enter Grade 10 in the Yukon, External Tagalog 10A (UXLC 10A) for Grade 7, External Tagalog 11A (UXLC 11A) for Grade 8, and External Tagalog 12A (UXLC 12A) for Grade 9. See **Note on Session Dates below.*

The A, B, and C in the course title/code allow the students to gain credits for more than one external language course.

***NOTE ON SESSION DATES:** *The session date indicates the date the school received a copy of the required documentation (certificate or letter) from the student. The date of the certificate or other verification can be earlier than the session date in which it is reported.*

Dual Credits

High school students are able to earn credits by taking post-secondary courses while still attending high school. The granting institutes must be members of the British Columbia Transfer System. These courses must also count towards a post-secondary certificate, diploma or degree. High School upgrading courses do not qualify for dual credits.

Historically, Yukon high school students have taken courses such as first year English, Math, and Psychology at Yukon College (now Yukon University), while still attending high school. Students will earn 4 credits towards high school graduation for each completed, approved post-secondary course, as well as earn credits at the post-secondary institution. Yukon University courses are coded PAB--2A to PAB--2J.

The A, B, and C in the course title/code allow the student to gain credits for more than one post-secondary course.

NOTE: *The Yukon Department of Education covers a set amount of tuition for two post-secondary courses per year for Grade 11 and 12 students. See your high school academic counsellor for more information on the specific amount of tuition covered. Students are still responsible for other associated costs, such as student fees and administration fees.*

IMPORTANT NOTE: *Although students may complete all the graduation requirements, they may still not meet the entrance requirements for their chosen post-secondary institution. Each post-secondary program has its own set of required courses and grades a student will have to meet.*

BEST PRACTICE: *Meet Each Semester*

Academic school counsellors should meet students each semester to provide information on graduation requirements, course selection and options, and to discuss post-secondary interests. Information gathered from this meeting will help counsellors create balanced timetables where both semesters are equally rigorous. Another consideration in timetabling is to place the most difficult course in the first semester, as students are often more motivated at the beginning of the year. This also allows students the opportunity to retake the same course in the second semester if they need to upgrade their marks.

SECTION 3: YUKON COURSES AND PROGRAMS



Yukon Locally Developed Courses

The following are the current approved Yukon courses: Aesthetics 10–12, Ancestral Technology 10, First Fish 10, Hairstyling 10–12, Leadership 12, Learning Strategies 12, Outdoor Education 10, and Psychology 12. At the time of compiling this First Nation Graduation Planner, additional courses were in the process of acquiring approval.

Yukon First Nations Studies 12 (YFN 12)

This is a BC Ministry Approved Social Studies 12 course that is recognized at post-secondary institutes. This course may be used for Adult Graduation. Curriculum can be found at:

<https://static1.squarespace.com/static/5ddc27b50cfd2a79a6da6595/t/6110349a8826c00682/4afef8/1628451996532/YFNS12+Curriculum+document.pdf>

Yukon First Nations Studies 12 is a BC Ministry Approved course (not considered BAA/Yukon Locally Developed). The curriculum reflects Yukon First Nations voice, content and educational priorities. Delivery of Yukon First Nations Studies 12 looks different for each community, as each community's history and ways of knowing, doing and being are unique. Themes addressed include: Relationship to the Land, The Historical Journey, Contemporary Developments (self-government, treaties), and Cultural Expression.

Yukon First Nations Language Courses

In the Yukon, there are several First Nations languages taught in school for credits. These languages are taught at the Grade 10, 11 and 12 levels. These courses may be used for the Grade 11 language requirement at some post-secondary institutions.

Yukon School Specific Programs

These programs are unique to the Yukon. Yukon schools have a rich history in creating high-interest, relevant and experiential School-Within-A-School programs designed for students to have a more intensive experience in an area of interest. Programs are semester-long and either full-day or half-day. Benefits to participating in such programs include: fewer teachers (usually one), non-traditional school day (no rigid schedule or bells), alternate settings, hands-on and experiential learning, smaller classes, and continuity of classmates encouraging long-lasting, meaningful relationships.

Wood Street Centre

Several experiential programs are hosted out of downtown's Wood Street Centre and are open to all Yukon students. They are highly competitive and require an entrance application. Visit the Wood Street Centre website for application information: www.woodstreetcentre.ca

ACES 10 (Achievement–Challenge–Environment–Stewardship): Science 10, Social Studies 10, Physical Education and Health 10, and Outdoor Education 11

CHAOS 10 (Community–Heritage–Adventure–Outdoors–Skills): English First Peoples 10, Literary Studies and Spoken Language 10, Social Studies 10, Ancestral Technology 10, Physical Education and Health 10

FACES 10 (French–Achievement–Environment–Stewardship): L'Education physique et sante' 9, Sciences 10, Sciences humaines et sociales 10, and Mode de vie sain et actif 11

MAD 10 (Music–Art–Drama): English 10, Social Studies 10, Physical Education 10, and Health 10, and Drama 10

Experiential Science 11: Chemistry 11, Physical Geography 12, Active Living 11, Life Sciences 11, and Visual Arts/Media Arts 11

MAD 11 (Music–Art–Drama): English First Peoples 11, Dance 11, Drama 11, a Social Studies 12 course, and an additional Drama 11 course

MAD 12 (Music–Art–Drama): English 12, Dance 12, Drama 12, a Social Studies 12 course and an additional Drama 12 course

Porter Creek Secondary

These programs are open to Porter Creek Secondary School students and require an application process. Students from other schools may seek special permission to apply/attend as cross-enrolled students.

FADS (Fashion Art Design School): Social Studies, Textiles, Visual Arts and Studio Arts: Fabric & Fibre

LEAD 10–12 (Leadership Education and Athlete Development): Physical and Health Education 10, Active Living 11 or 12, and Fitness and Conditioning 11 or 12

WILD (Wilderness Initiatives for Leadership Development): Environmental Science 11, Physical Geography 12, Outdoor Education 12, and Mechanics.

F.H. Collins Secondary

These programs are open to F.H. Collins Secondary School students and require an application process. Students from other schools may seek special permission to apply/attend as cross-enrolled students.

Academy of Indigenous Studies 10: English First Peoples 10, Social Studies 10, Career Life Education, Leadership 11 and Arts Education 10

Sports 4 Life Program 10 – Physical and Health Education 10, Career and Life Education, Sport Performance and Human Performance.

Sports 4 Life Program 11/12 – Active Living 11/12, Sport Performance and Human Performance.

This semestered half-day program is based on the Canadian Sport School model used in British Columbia.

Whitehorse Individual Learning Centre (ILC)

The ILC provides an alternative setting and a flexible structure for students who struggle with the regular school system. The ILC offers programming choices for students of varying ages and abilities through self-paced continuous courses, in a supportive environment, while providing opportunity for graduation, lifelong learning, and good citizenship. Students at the ILC are working towards graduation, either the 80 credit Dogwood or the 20 credit Adult Dogwood, not the Evergreen Certificate. Students' programs are individualized and self-paced. Visit website for more info: ilc.yukonschools.ca

Teen Parent Centre (TPC)

The TPC offers a safe and caring environment for teen parents to complete their secondary education, and provides childcare during the school day. Students work towards their high school graduation, while also gaining knowledge on raising healthy families. Students' programs are individualized and flexible. For more info go to: tpcyukonschools.ca

Aurora Virtual School (AVS)

AVS offers a home education (home schooling) alternative to the regular school system. It also offers full-time/part-time students registered at another Yukon high school the opportunity to take some additional courses online. Visit website for more info: www.auroravirtualschool.ca

Gadzoosdaa Student Residence

Gadzoosdaa is a student residence located in Whitehorse that provides a housing option for rural students coming from Yukon communities that do not offer high school programming. Students must be registered as full-time students at F.H. Collins Secondary School, Vanier Catholic Secondary School or Wood Street Centre and be in good standing at the school attended the previous year and/or semester. Visit website for more info: gsr.yukonschools.ca

Rural/Community Schools

Senior Rural Experiential Model (Senior REM)

Students from several rural high schools gather in a designated rural community each year to participate in a week-long, intensive, hands-on, 2-credit IDS course. Courses that have been offered at previous REMs include: Hair and Esthetics, First Nations Fine Art, Woodshop, and Ancestral Technologies.

Launching in August 2021, The Academy of Indigenous Studies is a full-year, half-day 20-credit program open to FH Collins students. While a broad focus on the Yukon Indigenous culture is examined, students will experience a more holistic approach with local Yukon culture. Students will participate in authentic, hands-on Indigenous activities aimed at enriching their understanding of the local culture, while making a positive contribution to the community. This is a unique and innovative opportunity for students to gain a greater sense of how their interaction with local Indigenous culture has an effect on future generations of Yukoners.

SECTION 4: FACTORS OF STUDENTS' SUCCESS

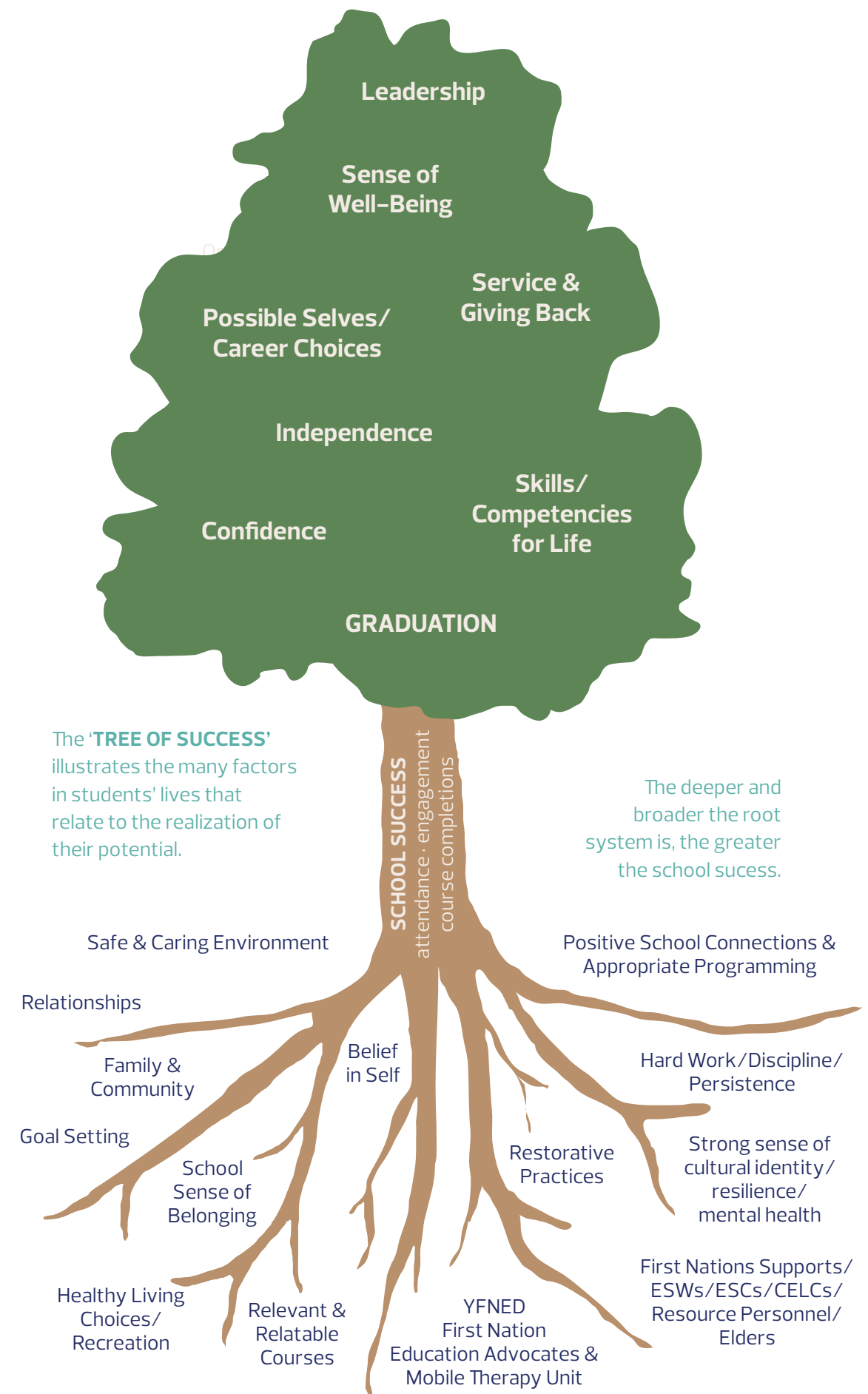
Supportive and positive relationships are the central root behind students' success. The more supportive people there are in a student's life, the more successful they will be in school. Parents/guardians are central to encouraging and supporting their kids in their schooling. First Nations support workers, Education Support Workers (ESW), Education Support Coordinators (ESC) and Community Education Liaison Coordinators (CELC)—as well as First Nation Education Advocates from YFNED—play an important role connecting the school with students and their families and provide students with educational and personal support at school.

The outgrowth of this extensive root system is a solid trunk and the growth of strong and abundant branches. The trunk is at the heart of student success; a solid trunk means that the student has graduated well because they finish school with the required knowledge, skills, experiences, courses and grades to pursue their post-secondary choices. The branches represent the health and potential of students, and their ability to give back to their community.

This model takes into consideration ideas from The First Nations Holistic Lifelong Learning Model, which is a "tree depicting the cycles of learning for an individual and identifies the influences that affect individual learning and collective well-being" https://firstnationspedagogy.com/CCL_Learning_Model_FN.pdf and the Circle of Courage presented by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern https://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/courage_poster.pdf

🌸 BEST PRACTICE: *Engage Parents and Caregivers*

- Placing students on the graduation pathway that is least restrictive
- Creating students' timetables based on appropriate course selections and course readiness
- Providing courses that have relevant and relatable curriculum
- Setting up additional supports for students (support/skills/learning assistance blocks, tutoring and homework support)
- Wisely matching students to teachers



SECTION 5: COMMUNICATING STUDENT LEARNING, REPORTS AND TRANSCRIPTS



Communication Between the School and Parents/Guardians

Yukon high schools are required to communicate students' learning by providing parents/guardians with two informal reports on students' progress per semester. Informal reports include: emails, phone calls, written reports, and parent-teacher meetings. As well, one face-to-face conference is scheduled each semester between parents/guardians, students, and each of their teachers. This scheduled conference is meant to be a dialogue where all participants get to share and ask questions. If students and their parents/guardians feel they need additional support at these conferences, they may bring a friend or additional family member. Parents can ask for support from First Nation CELCs, ESWs, ESCs and YFNED Advocates.

Reports

Parents/guardians receive two written reports each semester. Progress Reports are issued at the mid-point of each semester and Final Summative Reports are issued at the end of each semester. These reports contain information on students' level of performance in relation to standard learning outcomes for each subject. The four levels of performance are: extending, proficient, developing and emerging. In addition, these reports include letter grades, percentages, and comments on behaviours for success.

BEST PRACTICE: *Provide Credit Recovery*

Teachers may provide the opportunity for credit recovery for students who earned marks between 40-50%. The Yukon Department of Education also offers summer school for credit recovery in the month of July.

LETTER GRADE/PERCENTAGE EQUIVALENTS

Letter Grade	Description	Proficiency Scale
A	86%-100%	Extending
B	73%-85%	Proficient
C+	67%-72%	Developing
C	60%-66%	Developing
C-	50%-59%	Developing
F	40%-49%	Emerging

BEST PRACTICE: *Consider Thresholds*

When assigning final grades, teachers should consider threshold grades. In the best interest of students, a typical practice is to round 48% or 49% to 50%. Teachers should also consider other percentage thresholds for this practice. These thresholds include the letter grade cut-offs (see Table above) and the 80% criteria for designated courses eligible for Yukon Excellence Awards. Mathematically speaking, it is less of an increase to raise a mark from 79% to 80% than to raise a mark from 49% to 50%. See the section on Yukon Excellence Awards (pg. 39 of this booklet) for eligible courses and the financial rewards available. Also, it is important for teachers to know that many post-secondary institutes have Automatic Entrance Scholarships. For example, the University of Alberta offers a \$1500 Entrance Scholarship for all self-identified First Nations applicants with a minimum 80% average.

Graduation Program 2018



Personal Education Number 123456789	Birthdate	Issue Date
Name of School YUKON SCHOOL NAME		
Street Address or P.O. Box No.		
City	Postal Code	

Last Name, First Name

These are the 13 required courses and the 3 assessments

Courses/Assesments	Course/Asment Code	Req	Equ	Course/Asment Code	Gr 12 School %	Gr 12 Exam %	Final % Asmnt Score	Final Letter Grade	Credits
ART STUDIO (11)	VAST 10			2019/01			93	A	4
COMPOSITION 10	CMPS 10	1		2018/11			88	A	4
FOUNDATIONS OF MATH AND PRE-CALCULUS 10	FMP 10	6		2019/01			91	A	4
LITERARY STUDIES 10	LSTS 10	1		2019/01			85	B	4
PHYSICAL EDUCATION 10	PHED 10	10		2019/06			SG		4
SCIENCE 10	SC 10	8		2019/06			85	B	4
SOCIAL STUDIES 10	SS 10	4		2019/06			89	A	4
OPEN WATER DIVER 10	UPOW 10			2019/06				TS	2
VISUAL ARTS 10: GENERAL	VAG 10		EQ	2018/01			86	A	4
SOUTHERN TUCHONE 10	YLOE 10A			2019/01			90	A	4
EFP LITERARY STUDIES AND WRITING 11	EFLS 11	2		2020/06			76	B	4
ELA COMPOSITION 11 SONGWRITING	IDS 11A			2020/06			80	B	4
EXTERNAL LIFESAVING 11	UXLS 11			2019/01				TS	2
FOUNDATIONS OF MATHEMATICS 11	FOM 11	7		2020/01			87	A	4
INTRODUCTORY SPANISH 11	BSP 11			2018/06			93	A	4
LIFE SCIENCES 11	LFSC 11	9		2020-06			83	B	4
ATHLETE 11	UXSA 11			2018/06				TS	4
STUDIO ARTS 3D 11	VAC 11			2019/11			90	A	4
ENGLISH FIRST PEOPLES 12	EFP 12	3		2021-06			80	B	4
20TH CENTURY WORLD HISTORY 12	WH 12			2020/01			88	A	4
FOUNDATIONS OF MATHEMATICS 12	FOM 12			2021-01			86	A	4
YUKON UNIVERSITY PSYCHOLOGY 100	PAB--2A			2021-04			75	B	4
WORK EXPERIENCE 12 A	WEX 12A			2021-06			88	A	4
YT PSYCHOLOGY 12	YPSYC 12			2020/06			95	A	4
YUKON FIRST NATIONS STUDIES 12 (5)	FNSY 12			2020-01			90	A	4
CAREER LIFE EDUCATION	CLE (12)			2019/01			87	A	4
CAREER LIFE CONNECTIONS	CLC (13)			2021/06			90	A	4
LITERACY ASSESSMENT 10 (15)	LTE 10			2019/11			RM	N/A	N/A
NUMERACY ASSESSMENT (16)	NME 10			2019/11			2	N/A	N/A
LITERACY ASSESSMENT 12 (14)	LTE 12			2021/06			3	N/A	N/A

1 to 4 credits earned per completed course

Student had a medical condition and was not able to complete the course, but had demonstrated sufficient level of performance to be granted credit

This course was taken when student was in Grade 9 in a jurisdiction outside BC/Yukon and was granted Equivalency

IDS credits

External Credit - Student participated in NAIG prior to Grade 10 - EC codes begin with 'U'

Dual Credits

Yukon Locally Developed course

RM stands for requirement met

Transcripts

Transcripts show a student's academic record of all completed courses, graduation assessments, and external and dual credits.

In Progress/Incomplete (I), Withdrawn (W), and Failed (F): These courses are not seen on the transcript. As well, when students choose to repeat a course for a higher mark, only the highest mark received in a course shows on the transcript.

Standing Granted (SG): A teacher may award a Standing Granted (SG) to recognize that although a student has not completed the normal requirements of a course, in the best interests of the student, the student has demonstrated a sufficient level of performance to be granted credit for the course. SGs may be used in extenuating circumstances such as serious illness, and late entry or early leaving of a course. SG must be approved by the school administration and is only used for credits acquired in school-based courses and is not used for external credits.

Transfer Standing (TS): is awarded to recognize that a student achieved a credential from an institution/organization other than a school. Students must provide proof/copy of their qualifying credentials. A school may also choose to give a letter grade or percentage (midpoint of letter grade) for an external credit if appropriate.

Aegrotat Standing (AEG): is granted to students that have been exempted from writing provincial exams. AEG should only be used when unpredictable circumstances prevent students from writing. These circumstances may include sudden serious illness, injury, or another critical situation that would negatively impact students ability to write an exam. AEG should only be considered if adaptations or a deferral of an exam are not appropriate.

Requirement Met (RM): is recorded on a student's transcript to show the completion of a Ministry Assessment.

Equivalency (EQ): Courses taken in jurisdictions outside BC/Yukon may be granted Equivalency (EQ) for BC Ministry or BAA courses if there is sufficient similarity in subject matter covered, learning outcomes, and assessment standards.

Students' transcripts are only updated when the school reports the successful completion of courses to the BC Ministry. While students are continuing to acquire the required credits for graduation, their transcripts are considered unofficial. Final official transcripts are issued and sent to high schools at the end of July, after students have completed the requirements for graduation. Schools are required to retain these transcripts for 55 years.

Students may request an official transcript from their schools and schools may issue these official transcripts if requested. An official school transcript is a copy of the Ministry-issued transcript and must bear the school seal and principal's signature.

Based on the information provided by the school, this student has met the graduation requirements of the 2018 Graduation Program.
End of Unofficial Transcript of Grades

Diploma Verification Reports (DVR)

DVRs are available for each student in the Yukon Student Information System. They are a quick and useful tool for school personnel to monitor a student's courses, potential credits, credits earned, marks, and required graduation requirements. Students may request copies of their DVRs for their records.

BEST PRACTICE: *Distribute DVRs*

It would be helpful if schools included copies of DVRs within the final June report card for Grades 10 and 11. This gives students and their parents/guardians a clear visual of what graduation requirements have been met and what is left to complete.

Transcript Verification Report (TVR)

TVRs show if students are on track to graduate and if not, and displays which courses are required for graduation. When TVRs are monitored regularly, there should be no surprises with students' graduation status.

BEST PRACTICE: *Get Familiar with TVRs*

School Counsellors and/or anyone responsible for monitoring the graduation status of students should be very familiar with the TVR. They are available on the School Secure Web at www.bced.gov.bc.ca/exams/tsw/princ_terms.jsp. The principal's user ID and password are required to access this site. TVRs are updated once daily with the data submitted from the school to the BC Ministry. See the most recent copy of the BC Graduation Program Handbook of Procedures for detailed information on submitting data to the BC Ministry.

Language Proficiency Index (LPI) and Canadian Academic English Language Test

The LPI was a standardized English language exam that assessed reading and writing skills. In the past, all Yukon students on the Dogwood graduation path were encouraged to take the LPI, as post-secondary institutes used LPI scores to determine English language proficiency and readiness for post-secondary programs. The LPI was discontinued in July, 2020. Students who wrote the LPI in the past are still able to access their results until July, 2022.

Creating a BC Ministry Account/Ordering Transcripts

After the first semester of Grade 10, students should create an account with the BC Ministry of Education, Student Transcript Services (STS) so they can access and review their unofficial transcript at any time. When students log into the STS site, they can view all their completed courses and credits.

It is the responsibility of students to ensure the accuracy of their transcripts. **If they see any inaccuracies, they need to contact their high school counsellor to correct and update their unofficial transcript.**

Students can also view and print their Provincial Graduation Assessment results (required literacy and numeracy assessments) and unofficial transcripts.

In Grade 12, students are able to designate up to 25 post-secondary institutions (PSI) that they wish to receive their official transcript at no charge. After Grade 12, students can order transcripts or have transcripts sent to any third party for a processing fee.

To create an account on the Ministry STS site (www.studenttranscripts.gov.bc.ca), students will need their full legal name (preferred names are not allowed), date of birth, email address, and their Personal Education Number (PEN). **If students don't know their PEN, they should ask for it from their school counsellor or school office personnel.**

SECTION 6: OPTIONS AND CONSIDERATIONS AFTER HIGH SCHOOL

PROGRAM CHOICES IN SECONDARY SCHOOL

GRADUATION PROGRAM

Students choose courses they need to graduate.
When they finish they get a **Dogwood Diploma.**

ADULT GRADUATION PROGRAM

Students over the age of 18 take courses to complete graduation.
When they finish they get an **Adult Dogwood Diploma.**

SCHOOL COMPLETION CERTIFICATE

Students study an individualized program.
When they finish they get an **Evergreen Certificate.**

EARLY DEPARTURE FROM SECONDARY SCHOOL

UPGRADING

POST- SECONDARY EDUCATION

Students continue training after graduation to prepare for a career.

There are three main types of institutions:

- **Universities**
- **Colleges**
- **Institutes**

PRIVATE/ VOCATIONAL/ COMMUNITY COLLEGE

pilot · flight attendant ·
massage therapist · doula
EMR tech · animal health
technician · dental assistant

FINE ARTS

photographer · graphic
designer · cinematographer ·
performer · artist musician ·
jewellery / fashion designer

TRADES

carpenter · plumber ·
electrician · welder · cook ·
baker · hairstylist ·
auto technician

HUMANITIES

teacher · youth worker ·
counsellor · HR coordinator ·
paralegal · editor · lawyer

SCIENCES

nurse · engineer · biologist
doctor · mathematician
nutritionist · geologist ·
agriculturist · veterinarian

NO POST-SECONDARY EDUCATION

labourer · delivery driver ·
cashier · server · custodian
maintenance worker · nanny
sales person · security officer

There are far more options available to students now. Students can expect to have many careers and possibly even return to school for additional education/training between careers. There are several helpful websites to assist students in planning their future: WorkBC, Education Planner BC, and BC Dogwood Planner.

WorkBC is a fabulous resource to explore career options. Under each career is listed its job description, requirements, work-related skills, duties, work environment, earnings and outlook, and workforce and employment statistics. Several of the careers also have a video clip of someone currently working in the field. www.workbc.ca

Education Planner BC is rich with information about what post-secondary programs in BC best suit a student's career goals. It is loaded with information to help plan and apply for post-secondary programs offered in BC. www.educationplannerbc.ca/plan

BC Dogwood Planner provides timelines and checklists to assist students with planning out their Grade 12 year. www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/graduation/bc_dogwood_planner_eng.pdf

Upgrading

Students wanting to upgrade high school coursework have two options. They can return to high school for an additional semester or school year or they can take upgrading courses at a post-secondary institute. Choosing to return to high school for upgrading is the cheaper of the two options. However, there is funding available for upgrading high school courses at post-secondary institutes. See section on Financial Support in this handbook for financial assistance for upgrading.

Work and/or On the Job Training

Students may, for various reasons, choose to immediately enter the workforce upon completing high school. For some, this may be the right choice. Employers provide training on the job and employees may be able to earn a fair wage. Although this may seem appealing to students as they are earning money right out of high school, generally, post-secondary schooling increases one's long-term earning potential, career options and advancement opportunities.

Trades: Pre-Apprenticeship and Apprenticeship

Trades are defined as jobs that require hands-on training, skill development, and acquisition of knowledge through an apprenticeship program. There are several hundred designated trades in Canada. Most trades fall under the categories of construction, transportation, manufacturing and service. Examples of trades are: electrician, plumber, carpenter, automotive technician, heavy duty technician, metal fabricator, millwright, cook, baker, and hairstylist.

Pre-Apprenticeship programs are programs taken in advance of registering for an apprenticeship. Students wishing to become apprentices may have difficulty finding a sponsoring employer and journey person to work with. For these students, taking a pre-apprenticeship program allows students to gain knowledge, skills and experience in a given trade. Students who have successfully completed a pre-apprenticeship program are often considered to be more desirable employees and apprentices. They may also be allowed to challenge the Level 1 Apprenticeship exam.

Apprenticeship programs are for students already registered as apprentices and working in the trade. Beginning apprentices may or may not have taken a pre-apprenticeship program. Typically, most apprenticeship programs take four years to complete. Each of the four years consists of a combination of on-the-job training (minimum of 1560 hours/year), in-school training (approximately 8 weeks/year), and writing/passing the certification exam. There are some apprenticeship programs that only require two or three years of on-the-job training and in-school training. Examples of shorter apprenticeship programs include cook/chef (3 years), hair stylist (2 years), and heavy equipment operator (1 to 2 years).

Admission requirements vary from trade to trade. Pre-apprenticeship and apprenticeship programs have the same admission requirements. Most require a minimum of Grade 10 Math and Grade 10 English. However, high school graduation is recommended for success. Some pre-apprenticeships and apprenticeships, such as electrician, require a minimum of Grade 11 Math, Grade 11 English, and Science 10. Students need to research admission requirements, as each trade and each institution may have slightly different requirements.

Dual Credits: Pre-Apprenticeship Programming at Yukon University

With the approval of school principals and/or guidance counsellors, high school students who meet the entrance requirements for Pre-Apprenticeship programming at Yukon University are eligible to apply as Dual Credit Students. If accepted into a pre-apprenticeship program, students can access training and practical experience offered at Yukon University campuses and receive Grade 12 elective credit(s) that count towards graduation.

Private and Vocational Schools

There are numerous programs and institutes that offer specific vocational training. Examples include Canadian Armed Forces, RCMP, City Police (Vancouver, Calgary and Edmonton), Colleges of Massage Therapy, Equine Therapy schools, and Vancouver Art Institute. Each program/institute has specific admission requirements.

NOTE: Most, but not all, of these programs are accredited or recognized. This is an important consideration, as the certification from non-accredited programs may not be recognized or qualify for funding.

Universities, Colleges and Institutes of Technology

Universities, Colleges and Institutes of Technology offer certificate, diploma and undergraduate degree programs. Historically, there was a big difference in the programming each of these post-secondary institutes offered. Today, there is far more overlap. For example, Yukon University offers university, college and trades programming.

University Admission Requirements

University admissions requirements include four-to-six specific Grade 12 academic courses and the overall average of these courses. Post-secondary institutes in BC require four academic courses at the Grade 12 level. However, most post-secondary institutes in other Canadian provinces require five or six Grade 12 courses, most of which must be academic. Although there may be required Grade 11 courses, the marks in these Grade 11 courses are not considered in the admissions average. Universities often publish their Competitive Grade Point Average (GPA), which is the approximate average (or last year's average) required to be considered for admission. There is no guarantee that the published Competitive GPA will be the current year's standard as the competitive average is based on the competitiveness of the applicant pool.

The following are general admission criteria for universities in British Columbia. If students plan on applying to universities in other provinces, they will need additional Grade 12 courses. Be sure to check the specific required courses and minimum percentages for each prospective program.

Science Programs (e.g., Biology, Geology, Environmental Science, Applied Science)

English 12

Pre-calculus 12

Science 12

Science 12

*May require Calculus 12 for some programs, such as Applied Science/Engineering.

*Many science programs require Chemistry 11 and Physics 11.

*May require a second language at Grade 11 level or a letter of exemption.

Arts/Humanities Programs (e.g., Philosophy, History, Journalism, languages)

English 12

Three approved academic 12s

*May require a second language at the Grade 11 level.

*May require Pre-calculus 11 or Foundations 12 as the Math requirement.

Fine Arts Programs (e.g., Painting, Sculpture, Printmaking, Dance)

English 12

Two approved academic 12s and one approved academic 12 or one fine arts 12 plus Portfolio or Audition

*May require a second language at the Grade 11 level.

*May require Pre-calculus 11 or Foundations 12 as the Math requirement.

Colleges

Typically, colleges offer certificate and diploma programs that are aimed to prepare you for a particular career. Most of these college programs require English 12 and a Certificate of Graduation. Of the numerous programs available, some examples include: business administration, administrative assistant, paralegal, veterinary assistant, education assistant, home support worker, brewmaster, and childcare.

In recent years, colleges have expanded their programming to offer university, trades and technology programming. These programs will have specific admissions criteria.

Institutes of Technology – Northern Alberta Institute of Technology (NAIT), Southern Alberta Institute of Technology (SAIT) and British Columbia Institute of Technology (BCIT)

Institutes of Technology offer programs that are hands-on, applied and technology-based. The admissions requirements vary greatly from program-to-program. The degree programs and many of the technician programs (e.g., Animal Tech, Paramedic and Forest Tech) have similar requirements to the university requirements shown above. The trades programs and some entry-level technology programs require Grade 10 or 11 courses.

NOTE: If applying to post-secondary institutes across Canada, there are course equivalencies. For example English 12 from BC/Yukon is English 30 in Alberta/Sask, English 40S in Manitoba, and English 4U in Ontario. Students need to check the provincial course equivalencies if applying to post-secondary institutes from jurisdictions outside BC/Yukon.

NOTE: Some post-secondary institutes don't have application deadlines because they offer seats on a first-come-first-serve basis to those applicants who meet all the criteria. So it is very important to apply early, once the application process opens for the upcoming year. This may be October for the following September.

NOTE: Some post-secondary institutes have designated a number of spots each year for First Nations students. To be considered for these spots, you need to self-identify as First Nation during the application process and have the required course prerequisites.

NOTE: Students applying to US post-secondary schools need to be aware that these schools may look at students' GPAs from Grades 9 through 12. US schools also require students to write a Scholastic Assessment Test (SAT) or American Testing Assessment (ACT), which measure students' readiness for college.

There are several factors for students to consider after choosing a program of study:

1. What institutes offer programs in the area of study they are interested in? Are there differences in these programs? Do they want to go to a small/large institute?
2. Where are these institutes located? What is the distance from the Yukon and the ease of travelling to and from? Do they have family or friends in the area?
3. What is the availability of housing? Is there a student residence on campus? Do they want a roommate? Is there a meal plan on campus?
4. What is the transit system like in the city? Do they want/need their own vehicle? Is there parking? What does parking cost?
5. What is the cost of living?
6. What is the cost of tuition?
7. What are the other advantages of picking a particular institute? Is it close to recreational activities? Does the institute have support services or a welcome centre for Indigenous students? Is it possible to participate in varsity or intramural sports?

TIMELINE

GRADE

8/9

- Undertake career counselling work with School Counsellor or First Nation Education office, to map out potential career paths.

GRADE

10

MARCH - JUNE

- Meet with counsellor to select Grade 11 courses.
- Create Ministry Account - Student Transcript Services (STS).

GRADE

11

MARCH - JUNE

- Identify areas of interest and possible career paths.
- Research and narrow down the program(s) you are interested in and the required high school courses for admission.
- Meet with counsellor to select Grade 12 courses. Make sure you are on target to graduate!

GRADE

12

FALL

- Research post-secondary institutes that offer the program(s) you are interested in.
- Consider the factors in choosing a post-secondary program, mentioned above, in your decision.
- If you have a high GPA, consider applying to post-secondary institutes in the Fall. Some universities have Early Admission or Entrance Award deadlines from early October to late December (e.g., UBC Early Admission is December 1 and U of Alberta Entrance Award deadline is December 15). If you receive an offer for an admission/entrance award you must maintain the grades you submitted for Early Admission/Entrance Award.
- Some universities will also make early offers based on Grade 11 marks, such as U of Calgary, for students who have 90% or higher in four academic Grade 11 courses, including English 11.
- Complete PSI selections in your BC Ministry Account - STS. This is free for the first 25 post-secondary institutes, so be sure to pick every potential institute you are interested in.

GRADE

12

JANUARY - FEBRUARY

- Apply to post-secondary institutes. There are application fees for each institution. Often students apply to multiple institutes, on average students apply to three institutes, but this could be more or less.
- Be aware of deadlines. Most post-secondary institutes have application deadlines of mid-January to late-February.
- To apply to institutes in BC, Alberta or Ontario, use Apply BC, Apply Alberta, Ontario Universities' Application Centre (OUAC) and ontariocolleges.ca.
- Self-report your final grades for first semester to the post-secondary institutes.

GRADE

12

APRIL - JUNE

- Consider offers of admission. Usually there is a timeline in which you have to accept an offer of admission. There is usually an acceptance fee you must pay to confirm/hold your spot. Don't rush and take the first offer if there is a program that is more desirable, as you probably have some time to wait before the acceptance deadline.
- Apply for scholarships. This may be done earlier in the year as well.
- Create an account in the Student Financial Assistance Application Portal and apply for Yukon Grant or Student Training Allowance <https://yukon.ca/en/education-and-schools-student-financial-support>

GRADE

12

AROUND GRADUATION

- Pick your courses and create your post-secondary timetable. Some programs have set classes and you have little choice, whereas with other programs, you will have choice in the courses and the sections of courses. Meaning that you can design your timetable to go to school in the mornings or evenings or when is best for you.
- Apply for Yukon Excellence Awards you have earned. You need to have receipts for books or tuition to apply.

SECTION 7: FINANCIAL SUPPORT



There are countless sources for education funding, whether they be in the form of a scholarship, a grant, loan or special fund. Below we outline the main options available to Yukon high school graduates.

Student Financial Assistance (Department of Education, Government of Yukon)

Students meeting the criteria of a “Yukon Student” may be eligible for one of these post-secondary funding programs over their lifetime. To view the criteria of each, visit www.yukonstudentaid.com or contact Student Financial Assistance at sfa@yukon.ca or call 1-867-667-5929.

Funding from the Yukon Government is awarded based on the number of weeks students are in school. Typically, a semester program is 17 weeks and a year program is 34 weeks. The funding amounts are adjusted for inflation on a yearly basis. You can apply for funding as early as four months before your classes start. Deadlines for each program are available online. In order to apply for funding, students need to create an account with Student Financial Assistance at: <https://apps.gov.yk.ca/sfai/f?p=220:LOGIN:44390371718:::>

NOTE: *Not all programs qualify for funding; The post-secondary institute offering the program must be accredited in order for its students to receive funding.*

Student Training Allowance

Full-time students enrolled at Yukon University or Alkan Air in a program that is three or more weeks in length are eligible for the Student Training Allowance. For the 2020–2021 school year, the funding amount is \$112/week. Students with dependents are eligible for additional funding for each dependent up to four dependents.

Yukon Grant

Yukon students who have attended a Yukon high school for at least two years and are completing full-time post-secondary programs are eligible to apply for a maximum of 170 weeks of funding. The funding amount for the 2020–21 year is \$144/week.

NOTE: *The lifetime funding available for Student Training Allowance and Yukon Grant is 170 weeks (approximately 5 years) combined.*

Travel Allowance

Students receiving the Yukon Grant are eligible for \$1500/year to travel to a post-secondary institute outside the territory. Students from rural Yukon communities may be eligible for an additional amount of travel allowance to travel from their home communities to Whitehorse.

Extra Funding for Upgrading

Yukon-Grant-eligible students that choose to take full-time preparatory courses at Yukon University to upgrade their high school marks or coursework are eligible for an additional 68 weeks of funding under the Student Training Allowance program. Students who receive this extra funding are eligible to also receive the full 170-week funding under the Student Training Allowance or Yukon Grant.

Yukon Excellence Awards

The Yukon Government provides Excellence Awards as an incentive for and acknowledgement of Yukon students' school success. Students receive an Excellence Award of \$300 for obtaining a grade of 80% or higher in each qualifying course. These monies are kept in trust for students and can be accessed for post-secondary schooling. Currently, the following courses qualify: Language Arts 10, Mathematics 10, Science 10, an additional Grade 10 course, Mathematics 11, two additional Grade 11 courses, Language Arts 12, and two additional Grade 12 courses. The Language Arts 10 courses are currently awarded \$150 each for a total of \$300. If they achieve 80% or higher in all ten qualifying courses, students can earn up to a total of \$3000 in trust.

NOTE: *Please refer to Best Practice under Report Card section on page 25.*

Canada Student Loan and Grants

Yukon students enrolled in full-time post-secondary programs can apply for federal funding through the Yukon Student Financial Assistance Office. This is a needs-based program and is calculated based on total family income and expenses during school.

Yukon First Nations Funding

Ross River Dena Council, Kluane First Nation, and northern B.C. First Nations may apply to Indigenous Services Canada at: <https://www.sac-isc.gc.ca/eng/1100100033679/1531406248822>

All other Yukon First Nations need to check with their First Nation to see what funding is available. See Appendix E for a full list of Education Contacts for each Yukon First Nation.

For non-Yukon First Nations and Indigenous and Metis students seeking funding beyond the Yukon Grant, contact your First Nation or Indigenous government.

Apprenticeship and Trades Branch, Yukon Department of Education

This branch primarily funds apprenticeship programs at Yukon University and institutions in Alberta. The funding they provide is broken down into categories: travel, books, transportation and living allowance.

TRAVEL: For students travelling outside the Yukon to attend a program, one return trip a year is funded in a lump sum, either for vehicle transportation or flight. In addition, students receive \$79/night for accommodation while on route if driving. Students travelling from rural Yukon communities to attend a program in Whitehorse also receive funding for travel.

BOOKS: Students receive \$200 for books.

Transportation: All students receive \$20/week. Students who commute from a rural Yukon community to Whitehorse to attend post-secondary are eligible for daily funding, which is paid weekly.

LIVING ALLOWANCE: This varies, depending on whether the student is living at home, living away from home, or maintaining a second residence while away from home.

NOTE: *Pre-apprenticeship students are not eligible for apprenticeship funding as they are not registered as apprentices. Pre-apprenticeship students access the Student Training Allowance or the Yukon Grant.*

SCHOLARSHIPS

Yukon Department of Education

Yukon Department of Education administers four scholarships: Aviation Technology Scholarship, Canadian Army Yukon Scholarship, Yukon Art Society Scholarship, and Husky Scholarship.

Students apply for these scholarships when applying for the Student Training Allowance or the Yukon Grant. See: www.yukonstudentaid.com

For students applying to university, contact your First Nation Education office, or contact the YFNED Education Team for more information about funding and scholarships. Citizens of Daylu Dena Council, Dease River First Nation, Kluane First Nation or Ross River Dena Council can contact Aboriginal Affairs and Northern Development Canada (AANDC) <https://www.rcaanc-cirnac.gc.ca/eng/1334340118426/1616951676957>. The YFNED Education team is also available to provide information about scholarships and funding, please contact education@yfned.ca or 667-6962.

APPLICATION DEADLINES

are generally as follows:

Fall: July 15

Winter: November 15

Spring: March 31

Yukon Non-Government Scholarships

The following scholarships and bursaries are available from a variety of Yukon NGOs:

- Yukon Nursing Bursary (6 available)
- Health Professionals' Education Bursary
- Medical Education Bursary
- The Early Childhood Education Bursary
- Yukon Teachers' Association (6 available)
- Yukon Conservation Society – The Ted Parnell Scholarship
- Fireweed Lions Cub (2 available)
- The Yukon Foundation (130 available)
- Yukon Energy Corp (2 available)
- Knights of Columbus

YOU CAN FIND THE APPLICATION CRITERIA AND PROCESS AT:

yukon.ca/en/education-and-schools/financial-support-students/find-non-government-scholarship

Yukon Professional Associations/ Foundations and Northern Companies

Several professional associations have bursaries, awards and/or scholarships for Yukon students pursuing post-secondary education in their given profession. Some examples include:

- The Association of Professional Engineers Yukon gives out two awards and one of these is specifically reserved for First Nations and/or female applicants.
- Physiotherapy Association of Yukon gives out one bursary to a Yukoner enrolled in a Masters of Physiotherapy.
- Yukon Law Foundation awards scholarships to Yukoners pursuing law and law-related studies. The amount and number of awards is dependent upon the applications received. <https://www.yukonlawfoundation.com/clientuploads/Scholarship%20Information%20Package%20Application%202019%20-%20fillable%20PDF.pdf>
- NorthwesTel offers six scholarships through its Northern Futures Scholarship Program. Three of the six scholarships are reserved for Indigenous students. <https://www.nwtel.ca/sites/default/files/Sponsorship/Northern%20Future%20Scholarship%20-%20Guidelines%20Aug%202015.pdf>
- ATCO Yukon awards six scholarships with preference given to Yukon First Nations applicants.

Canadian Scholarships

A list of Canadian scholarships can be found at www.scholarshipscanada.com

Indigenous Bursaries

Indigenous Services Canada website has an Indigenous Bursaries Search Tool to discover almost 700 bursaries, scholarships and incentives from across Canada that are aimed at Indigenous students. www.sac-isc.gc.ca/eng/1351687337141/1531406419657

Indspire Bursaries and Scholarships

Financial support for First Nations, Inuit and Métis students. <https://indspire.ca/programs/students/bursaries-scholarships/>

Post Secondary Funding

Most post-secondary institutes offer scholarships, awards and financial assistance. Some offer entrance scholarships for students with high GPAs. Students should check with the university they are planning to attend for possible funding.



ARTS EDUCATION

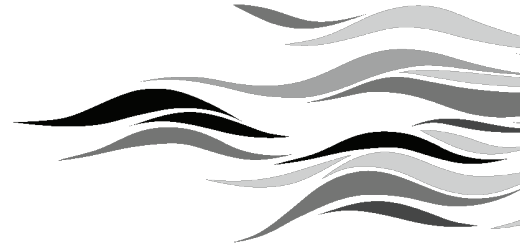
Dance Curriculum	Drama Curriculum	Music Curriculum	Visual Arts Curriculum
Dance Choreography 10 Dance Company 10 Dance Foundations 10 Dance Technique and Performance 10	Drama 10 Theatre Company 10 Theatre Production 10	Choral Music 10 (Concert Choir, Chamber Choir and Vocal Jazz) Contemporary Music 10 Instrumental Music 10 (Concert Band, Orchestra, Jazz Band or Guitar)	Art Studio 10 Photography 10 Studio Arts 2D 10 Studio Arts 3D 10
Dance Choreography 11 Dance Company 11 Dance Conditioning 11 Dance Foundations 11 Dance Technique and Performance 11	Directing and Script Development 11 Drama 11 Film and Television 11 Theatre Company 11 Theatre Production 11	Choral Music 11 (Concert Choir, Chamber Choir and Vocal Jazz) Composition and Production 11 Contemporary Music 11 Instrumental Music 11 (Concert Band, Orchestra, Jazz Band or Guitar)	Art Studio 11 Graphic Arts 11 Photography 11 Studio Arts 2D 11 Studio Arts 3D 11
Dance Choreography 12 Dance Company 12 Dance Conditioning 12 Dance Foundations 12 Dance Technique and Performance 12	Directing and Script Development 12 Drama 12 Film and Television 12 Theatre Company 12 Theatre Production 12	Choral Music 12 (Concert Choir, Chamber Choir and Vocal Jazz) Composition and Production 12 Contemporary Music 12 Instrumental Music 12 (Concert Band, Orchestra, Jazz Band or Guitar)	Art Studio 12 Graphic Arts 12 Photography 12 Studio Arts 2D 12 Studio Arts 3D 12

Cross-disciplinary and Interdisciplinary

- Media Arts 10 Musical Theatre 10
- Media Arts 11 Musical Theatre 11
- Media Arts 12 Musical Theatre 12

APPLIED DESIGN, SKILLS AND TECHNOLOGIES

Business Education	Home Economics and Culinary Arts	Information and Communication Technologies	Technology Education
Entrepreneurship and Marketing 10	Culinary Arts 10 Family and Society 10 Food Studies 10 Textiles 10	Computer Studies 10 Media Design 10 Web Development 10	Drafting 10 Electronics and Robotics 10 Metalwork 10 Power Technology 10 Technology Explorations 10 Woodwork 10
Accounting 11 Marketing and Promotion 11 Tourism 11	Culinary Arts 11 Food Studies 11 Interpersonal and Family Relationships 11 Textiles 11	Computer Information Systems 11 Computer Programming 11 Digital Communications 11 Graphic Production 11 Media Design 11	Automotive Technology 11 Drafting 11 Electronics 11 Engineering 11 Metalwork 11 Robotics 11 Woodwork 11
Accounting 12 Business Computer Applications 12 E-Commerce 12 Economics 12 Entrepreneurship 12 Financial Accounting 12 Tourism 12	Child Development and Caregiving 12 Culinary Arts 11 Fashion Industry 12 Food Studies 12 Housing and Living Environments 12 Specialized Studies in Food 12 Textiles 12	Computer Information Systems 12 Computer Programming 12 Digital Media Development 12 Graphic Production 12 Media Design 12	Art Metal and Jewellery 12 Automotive Technology 12 Drafting 12 Electronics 12 Engine and Drivetrain 12 Engineering 12 Furniture and Cabinetry 12 Industrial Coding and Design 12 Machining and Welding 12 Mechantronics 12 Metalwork 12 Robotics 11 ROVs and Drones 12 Woodwork 11



Department Authorized/Locally Developed Course Permission Form

Date: _____
 School: _____
 Name of Course: _____
 TRAX Number: _____

_____ would like permission to offer _____
School Name Locally Developed Course
 in our school. We would like to offer this course beginning _____
Date to offer course

To be completed by Locally Developed/Department Authorized Chair

Permission has been granted for _____ to offer the course
School Name
 _____, _____ in their school beginning _____
Course Name Course Code Date offer

Secondary Curriculum Consultant _____
Signature to grant permission of use

Date: _____



Locally Developed/Department Authorized Course Framework Template

Developed by:	Date Developed:
School Name:	Signature of Superintendent:
Committee Approval Date:	Committee Chair Signature:
Course Name:	Grade Level of Course:
Number of Course Credits:	Number of Hours of Instruction:

Department Authorized Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

Goals and Rationale:

Yukon First Nations Perspectives:

Course Name: _____ Grade: _____

BIG IDEAS

--	--	--	--	--

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i>	<i>Students are expected to know the following:</i>
Big Ideas – Elaborations	
Curricular Competencies – Elaborations	
Content – Elaborations	

Recommended Assessment Components: Ensure alignment with the [Communicating Student Learning E-book](#) and the [Principles of Quality Assessment](#)

Learning Resources:

Additional Information:

Board/Authority Authorized (BAA) Core Course Categories

TRAX Core Course Codes	Core Course Grouping	Description	Examples of BAA course titles and the Core Course Grouping to which they could be assigned
YAAPS 10A,B,C YAAPS 11A,B,C YAAPS 12A,B,C,D, E, F	AGRICULTURE, AGRICULTURAL PRODUCTION/SCIENCES	A summary of groups of instructional programs that prepare individuals to apply scientific knowledge and methods, and technical skills in support of agribusiness and agricultural activities concerned with the production and propagation of crops and animals, supplies and services, mechanics, products processing and marketing, and horticulture. A summary of groups of instructional programs that describe the production, processing, and distribution of food and fibre.	Equine Studies Horticulture Green Cert-Cattle Support System Rodeo Livestock
YAED 10A,B,C YAED 11A,B,C,D,E,F YAED 12A,B,C	ARCHITECTURE AND ENVIRONMENTAL DESIGN	A summary of groups of instructional programs that describe the methods to create, adapt, alter, preserve, and control our physical and social surroundings.	Housing & Interior Design Painting and Decorating Residential Landscape Technician Understanding Art & Architecture
YAES 10A,B,C YAES 11A,B,C YAES 12A,B,C	AREA AND ETHNIC STUDIES	A summary of groups of instructional programs that describe the history, society, politics, culture, and economics of either a particular geographic region or a particular subset of the population sharing common racial characteristics or common traits and customs.	Aboriginal Culture Bison Hunt Contemporary Jewish Values First Nations Studies World Language and Culture
YAH 10A,B,C YAH 11A,B,C,D YAH 12A,B,C,D,E	ALLIED HEALTH	A summary of groups of instructional programs that prepare individuals to assist qualified health professionals in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to patients in health care facilities, the home, and the community.	Dental Receptionist Human Services Medical Office Assistant Sports Rehab Medicine
YBMO 10A,B,C YBMO 11A,B,C YBMO 12A,B,C	BUSINESS, MANAGEMENT, OFFICE	A summary of groups of instructional programs that describe the processes of purchasing, selling, producing and interchanging of goods, commodities and services in profit making and non-profit, public and private institutions and agencies. Prepares individuals for a variety of activities in planning, organizing, directing, and controlling all business office systems and procedures. Includes instruction in preparing, transcribing, systematizing, and preserving written communications and records; preparing and analyzing financial records; collecting accounts and receiving and disbursing money; gathering, processing and distributing information and mail; operating office machines and electronic data processing equipment; storing, distributing, and accounting for inventories of materials; operating telephone switchboards and delivering messages; and performing other business office duties.	All About Money Customer Service Keyboarding Office Assistant Word Processing
YCAIS 10A,B,C YCAIS 11A,B,C,D,E,F YCAIS 12A,B,C,D,E,F,G,H	COMPUTER AND INFORMATION SCIENCES	A summary of groups of instructional programs that describe the coding, processing, and storage of data through repetitious and highly complex mathematical operations at high speed, and in accordance with strictly defined systems and procedures.	Info Tech in a Global Society Cisco Computer Applications Computer Support Technician

TRAX Core Course Codes	Core Course Grouping	Description	Examples of BAA course titles and the Core Course Grouping to which they could be assigned
YCCT 10A,B,C,D,E,F YCCT 11A,B,C,D,E,F,G,H YCCT 12A,B,C,D,E,F,G,H,I,J,K	COMMUNICATIONS, COMMUNICATION TECHNOLOGIES	A summary of groups of instructional programs that describe the creation, transmission, and evaluation of messages. That prepare individuals to support and assist communication professionals and skilled communication workers. Programs stress specialized, practical knowledge related to the mechanical, scientific or technical aspects of communications.	Animation Broadcasting Broadcast & Media Communications Intro to 3D Animation Photojournalism
YFCOT11A,B,C YFCOT12A,B,C	TECHNOLOGIE DES COMMUNICATIONS		
YCOT 10A,B,C YCOT 11A,B,C,D,E,F YCOT 12A,B,C,D,E,F	CONSTRUCTION TRADES	A summary of groups of instructional programs that prepare individuals to erect, install, maintain, and repair buildings, highways, airports, missile sites, and other structures using materials such as metal, wood, stone, brick, glass, concrete, and composition substances. Includes instruction in cost estimating; cutting, fastening, and fitting various materials; the use of hand and power tools; and in following technical specifications and blueprints.	Boat Building Plumbing Roofing Trades Prep
YCPA 10A,B,C,D YCPA 11A,B,C,D YCPA 12A,B,C,D,E	CITIZENSHIP/CIVIC ACTIVITIES AND PUBLIC AFFAIRS	A summary of groups of instructional programs that describe how individuals can facilitate governmental functions and contribute to the well-being of their community through civic action. A summary of groups of instructional programs that describe the formulation, implementation, administration, evaluation, and management of public policies and programs, including those services which are directed toward the betterment of economic and social conditions.	Apps Of Leadership - First Aid Community Support Worker First Nations Leadership Leadership Social Service Prep
YFCPA 10A,B,C YFCPA 11A,B,C YFCPA 12A,B,C	CIVISME, ACTIVITÉS CIVIQUES, AFFAIRES PUBLIQUES		Actualité politique internationale Bénévoles 2010
YCPM 10A,B,C YCPM 11A,B,C,D,E,F YCPM 12A,B,C,D,E,F,G,H,I,J	CONSUMER, PERSONAL, AND MISCELLANEOUS SERVICES	A summary of groups of instructional programs that prepare individuals to provide a variety of services to individual consumers as well as to organizations such as businesses and industries.	Airline Services Children's Services Hair Design Hairdressing Floral Arranging Makeup Waxing
YED 10A,B,C,D YED 11A,B,C,D,E,F YED 12A,B,C,D,E,F	EDUCATION	A summary of groups of instructional programs that involve individuals in the educational/instructional field.	Active Teaching Classroom Assistant Educational Assistant Gym Teaching Assistant Lab Tech Assistant Teacher Helper
YFED 10A,B,C YFED 11A,B,C YFED 12A,B,C	ÉDUCATION		Aide-enseignant

TRAX Core Course Codes	Core Course Grouping	Description	Examples of BAA course titles and the Core Course Grouping to which they could be assigned
YERT 10A,B,C YERT 11A,B,C YERT 12A,B,C,D	ENGINEERING, ENGINEERING AND ENGINEERING-RELATED TECHNOLOGIES	A summary of groups of instructional programs that prepare individuals to support and assist engineers and other professionals. Programs stress specialized practical knowledge related to the mathematical, scientific, or technical aspects of engineering and related sciences.	Intro To Engineering
YESFL 10A,B,C,D,E YESFL 11A,B,C,D,E YESFL 12A,B,C,D	ELL/ESL	English Language Learning.	ELL Academic Prep ELL Canadian Studies ELL Christian Perspectives ELL English Language Acquisition
YHEC 10A,B,C,D,E,F YHEC 11A,B,C,D,E,F YHEC 12A,B,C,D,E,F	HOME ECONOMICS	A summary of groups of instructional programs that describe the relationship between the physical, social, emotional and intellectual environment in and of the home and family, and development of individuals. Includes instruction in the natural and social sciences and humanities in the development of attitudes, knowledge, and ability pertaining to clothing and textiles, consumer education, food and nutrition, home management, housing, human development and family studies, and institutional management.	Baking Consumer Education International Cuisine Mastering School & Parenting On Your Own Foods
YHRA 10A,B,C,D,E YHRA 11A,B,C,D,E,F,G YHRA 12A,B,C,D,E,F,G,H	HEALTH RELATED ACTIVITIES	A summary of groups of instructional programs that describe the promotion of the health of individuals.	Aerobic Fitness Gym Leadership Personal Training Sports Performance Weight Training
YFRA10A,B,C YFRA11A,B,C YFRA12A,B,C	ACTIVITÉS RELATIVES À LA SANTÉ		
YIA 10A,B,C,D YIA 11A,B,C,D,E,F,G,H YIA 12A,B,C,D,E,F,G,H	INDUSTRIAL ARTS	A summary of groups of instructional programs that provide individuals with knowledge that: (a) pertains to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities like experimenting, designing, constructing, evaluating, and using tools, machines, materials, or processes; and (b) assists individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.	Aviation Technology Farm Machinery Wood Art/Crafts
YIPS 10A,B,C,D,E YIPS 11A,B,C,D,E,F YIPS 12A,B,C,D,E,F	INTERPERSONAL SKILLS	A summary of groups of instructional programs that describe how to effectively live and interact with others, social organizations, being a congenial friend and companion, establishing courses of action for others, and influencing others to follow.	Peer Mediation Peer Resolution Peer Tutoring Student Leadership & Government
YFIPS10A,B,C YFIPS11A,B,C YFIPS12A,B,C	HABILITÉS INTERPERSONNELLES		Aide-camarade Tutorat en paire

TRAX Core Course Codes	Core Course Grouping	Description	Examples of BAA course titles and the Core Course Grouping to which they could be assigned
YLAW 10A,B,C YLAW 11A,B,C YLAW 12A,B,C	LAW	A summary of groups of instructional programs that describe the principles and procedures, in the form of legislation, decisions, regulations, and orders, developed and enforced by institutions of government in order to maintain social order.	Conveyancing & Canadian Law Criminology Jewish Law Solidarity & Justice Restorative Justice
YLE 10A,B,C,D YLE 11A,B,C,D,E YLE 12A,B,C,D	LETTERS/ENGLISH	A summary of groups of instructional programs that describe sounds, literature, syntax, phonology, morphology, semantics, sentences, prose and verse, as well as the development of skills and attitudes used in communicating and evaluating thought and feelings through oral and written language.	Academic & Cultural Literacy Communications Debate & Speech Technical Professional Communications
YFLE 10A,B,C YFLE 11A,B,C YFLE 12A,B,C	LETTRES/FRANÇAIS		Littérature français Atelier de français
YLOE 10A,B,C,D YLOE 11A,B,C,D YLOE 12A,B,C,D	LANGUAGES OTHER THAN ENGLISH	A summary of groups of instructional programs that describe the structure and use of language common or indigenous to people of the same community or nation, the same geographical area, or cultural traditions; including such features as sounds, literature, syntax, phonology, morphology, semantics, sentences, prose and verse, as well as development of skills and attitudes used in communicating and evaluating thoughts and feelings through oral and written language.	All other languages (where the language of instruction is English), including First Nations and French. Note 1: courses where the language of instruction is French have a French code in their core course grouping. Note 2: courses are recognized as being taught in either English or French – our two official languages.
YLRA 10A,B,C,D,E,F,G,H,I,J,K YLRA 11A,B,C,D,E,F,G,H,I,J,K,L,M,N,O YLRA 12A,B,C,D,E,F,G,H,I,J,K	LEISURE AND RECREATIONAL ACTIVITIES	A group of instructional programs that describe the development of an appreciation for, and competency in, recreational and leisure-related activities.	Advanced Hockey Brazilian Jiu Jitsu Canadian Bridge Fundamentals Of (Insert Specific Sport) Hockey Canada Skills Kayaking Recreational Leadership Rugby Coaching Sailing Weight Training Yoga
YFLRA10A,B,C YFLRA11A,B,C YFLRA12A,B,C	LOISIRS ET ACTIVITÉS RÉCRÉATIVES		Compétence milieu aquatique Compétence milieu terrestre
YMATH 10A,B,C YMATH 11A,B,C YMATH 11A,B,C	MATHEMATICS	A summary of groups of instructional programs that describe the sciences of logical symbolic language and their applications.	Probability Strategies for Learning Math Trades Math

TRAX Core Course Codes	Core Course Grouping	Description	Examples of BAA course titles and the Core Course Grouping to which they could be assigned
YMD 10A,B,C YMD 11A,B,C YMD 12A,B,C	MARKETING AND DISTRIBUTION	A summary of groups of instructional programs that prepare individuals for occupations directed toward and integral to the flow of industrial and consumer goods in channels of trade, or the provision of services to consumers or users. These programs are concerned with marketing, sales, distribution, merchandising, and management, including ownership and management of enterprises engaged in marketing. Prepares individuals to perform one or more of the marketing functions, such as selling, buying, pricing, promoting, financing, transporting, storing, market research, and marketing management. In addition, instructional programs include varying emphases on technical knowledge of products or services marketed, related communication and computation skills, and abilities and attitudes associated with human relations and private enterprise.	Hospitality/Management Marketing & Retailing Retail Sales Warehousing
YFMD 10A,B,C YFMD 11A,B,C YFMD 12A,B,C	MARKETING ET DISTRIBUTION		
YMS 10A,B,C YMS 11A,B,C,D YMS 12A,B,C,D	MULTI/INTER-DISCIPLINARY STUDIES	A summary of groups of instructional programs, the components of which, derive from two or more separate conventional academic instructional programs.	Education For Peace First Nations Humanities Gender & Society Innovative Technology Women's Studies
YMR 10A,B,C YMR 11A,B,C,D YMR 12A,B,C,D	MECHANICS AND REPAIRERS	A summary of groups of instructional programs that prepare individuals in the adjustment, maintenance, part replacement, and repair of tools, equipment, and machines.	Autobody Auto Service Technician Small Engine Repair
YMSCT10A,B,C YMSCT11A,B,C YMSCT12A,B,C	MILITARY SCIENCES/ TECHNOLOGIES	A summary of groups of instructional programs that describe the causative factors and tactical principles of warfare, armed conflict and defence, and that prepare individuals to undertake the broad range of technical tasks required to keep the armed forces combat ready. Programs stress specialized, practical knowledge related to the mechanical, scientific or technical aspects of military science in a variety of areas such as communications and weapons systems.	Military Studies
YPA 10A,B,C,D,E,F,G,H,I YPA 11A,B,C,D,E,F,G,H YPA 12A,B,C,D,E,F	PERSONAL AWARENESS	A summary of groups of instructional programs that describe a person's self-perception, values, attitudes, beliefs, and emotional responses.	Self & Society Transition & Personal Development
YPHR 10A,B,C,D,E,F YPHR 11A,B,C,D,E,F YPHR 12A,B,C,D,E,F	PHILOSOPHY AND RELIGION	A summary of groups of instructional programs that describe the critical examination of the categories for describing reality, the nature and contexts of human experience, the methodology of rational inquiry and criteria of practice philosophy, and the investigation of organized forms, beliefs, and practices related to eternal principles or transcendent spiritual entities (Religion).	Adventist Eschatology Bible Studies Cross Cultural Missions Discipleship Doctrines of the Christian Faith Jewish Philosophy Worship Leadership
YPLS 10A,B,C,D YPLS 11A,B,C,D YPLS 12A,B,C,D	PHYSICAL AND LIFE SCIENCES	A summary of groups of instructional programs that describe the behaviour and experience of people and living organisms and that describe inanimate objects, processes of matter, energy, and associated phenomena.	Astronomy Science & Technology Quantum Physics and Cosmology

TRAX Core Course Codes	Core Course Grouping	Description	Examples of BAA course titles and the Core Course Grouping to which they could be assigned
YPPR 10A,B,C YPPR 11A,B,C YPPR 11A,B,C	PRECISION PRODUCTION	A summary of groups of instructional programs that prepare individuals to produce precision goods and materials by hand or machine. In many instances, instructional activities are designed to cultivate an ability to interpret detailed instruction and specifications, and to produce or manufacture goods at low tolerances.	Drafting and Design
YPR 10A,B,C YPR 11A,B,C YPR 12A,B,C	PARKS AND RECREATION	A summary of groups of instructional programs that describe the principles and procedures of providing parks and recreational facilities and services for the benefit of the general public.	Advanced Backcountry Experiences Challenge Recreation First Nations Outdoor Education Outdoor Leadership Summit Experience Valhalla Wilderness Program
YFPR 10A,B,C YFPR 11A,B,C YFPR 12A,B,C	PARCS ET RÉCRÉATION		
YPSS 10A,B,C YPSS 11A,B,C YPSS 12A,B,C	PROTECTIVE SERVICES	A summary of groups of instructional programs that describe the principles and procedures for providing police, fire and other safety services, and for managing penal institutions.	Crime Scenes Investigation Fire Academy Training Fire Management & Silviculture Forensic Science Ground Search And Rescue Security Guard Training
YPSYC 10A,B,C YPSYC 11A,B,C YFSSC 11A,B,C YFSSC 12A,B,C	SERVICES DE PROTECTION		
YRNR 10A,B,C YRNR 11A,B,C,D,E,F,G YRNR 12A,B,C,D,E,F,G	PSYCHOLOGY	A summary of groups of instructional programs that describe the behaviour and experience of people.	Crime, science et investigation Biopsychology Child Psychology
YFNR 10A,B,C	PSYCHOLOGIE		
YRNR 10A,B,C YRNR 11A,B,C,D,E,F,G YRNR 12A,B,C,D,E,F,G	RENEWABLE NATURAL RESOURCES	A summary of groups of instructional programs that prepare individuals for activities involving the conservation and/or improvement of natural resources such as air, soil water, land, fish, and wildlife for economic and recreational purposes.	Aquaculture Climatology & The Environment Conservation Forest Engineering Marine Biology Resource Management Truck Logging Wildlife
YFRNR 10A,B,C	RESSOURCES NATURELLES RENOUVELABLES		
YSEVC10A,B,C YSEVC11A,B,C,D,E YSEVC12A,B,C,D,E,F	SPECIAL EDUCATION – VOCATIONAL CAREER PREPARATION, CAREER EXPLORATION	Generalized job interests and aptitudes; manual dexterity and motor integration.	Art Careers Creative Expression Abroad Health & Career Education Industry Experience International Co-Op Education Internship The Work Place Personal Futures Via prof/securité/normes du travail Insertion sociale-professionnelle
YFSEV10A,B,C YFSEV11A,B,C YFSEV12A,B,C	MÉTIERS, PRÉPARATION À LA CARRIÈRE ET EXPLORATION DE CARRIÈRE		

TRAX Core Course Codes	Core Course Grouping	Description	Examples of BAA course titles and the Core Course Grouping to which they could be assigned
YSSC 10A,B,C,D YSSC 11A,B,C,D YSSC 12A,B,C,D	SOCIAL SCIENCES	A summary of groups of instructional programs that describe the substantive portions of behaviour, past and present activities, interactions, and organizations of people associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.	Birth of the Modern World Chinese History Creative Expression Abroad Current Events Rock & Roll History War & Society World Cultures
YFSSC10A,B,C YFSSC11A,B,C YFSSC12A,B,C	SCIENCES HUMAINES	A summary of groups of instructional programs that prepare individuals to operate and control equipment used to facilitate the movement of people or materials.	Actualité politique internationale Défi d'orama Perspectives mondiales
YTMM 10A,B,C YTMM 11A,B,C,D YTMM 12A,B,C	TRANSPORTATION AND MATERIAL MOVING	A summary of groups of instructional programs that emphasize the acquisition of competencies (including skills and job attitudes) needed for securing and holding paid employment at the entry and advanced levels, and/or preparing for advancement in occupations that use home economics education knowledge and skills. Vocational home economics education instructional programs are developed from home economics education subject matter areas to meet the unique requirements of the specific vocations. Programs that prepare individuals for paid employment include: (1) services to individuals/families; (2) assistance to professional home economists and professionals in fields related to home economics in industry, business, and public and private agencies; and (3) other services and/or assistance directly related to one or more of the home economics subject matter areas, offered in formal and/or informal settings combined with supervised laboratory and work experiences.	Aviation Navigator Transportation, Power & Energy
YVHE 10A,B,C YVHE 11A,B,C,D,E YVHE 12A,B,C,D,E	VOCATIONAL HOME ECONOMICS	A group of instructional programs that generally describe the historic development, aesthetic qualities, and creative processes of the visual and performing arts.	Baking & Pastry Arts Cafeteria Training Catering Hospitality Foods Residential Care/Home Support
YFVHE 10A,B,C YFVHE 11A,B,C YFVHE 12A,B,C	CARRIÈRES EN ÉCONOMIE DOMESTIQUE	A group of instructional programs that generally describe the historic development, aesthetic qualities, and creative processes of the visual and performing arts.	Art History Hip Hop History Through Drama Improvisation Indigenous Fine Arts Latin & Ballroom Dance Theatre History Theory of Music
YVPA 10A,B,C,D,E,F,G,H,I,J,K,L YVPA 11A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P,Q,R,S YVPA 12A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P,Q,R,S	VISUAL AND PERFORMING ARTS		
YFVPA 10A,B,C YFVPA 11A,B,C YFVPA 12A,B,C	ARTS VISUELS ET DE LA SCÈNE		

Please visit the Ministry of Education Course Registry to verify available course codes for each category.

http://www.bced.gov.bc.ca/datacollections/course_registry_web_search/search-home.en.php

Please direct any questions regarding selection or availability of TRAX course codes to student.certification@gov.bc.ca.

COMMON EXTERNAL CREDITS

This is not a complete list. See your high school counsellor for more details.

Canadian Association of Snowboard Instructors

- Level 1 (USNI-11) – 2 credits
- Level 2 (USNI-12) – 2 credits

Canadian Forces

- Basic Military Qualification (UBMQ-11) – 4 credits
- Black Bear (UBBP-11) – 4 credits
- Bold Eagle (UBEP-11) – 4 credits
- Raven (URP-11) – 4 credits
- Sea Cadet Phase 3/Army Cadet Silver Star/Air Cadets Level 3 (UXCA-10) – 4 credits
- Sea Cadet Phase 4/Army Cadet Gold Star/Air Cadet Level 4 (UXCA-11) – 4 credits
- Sea Cadet Phase 5/Army Cadet Master Cadet/Air Cadet Level 5 (UXCA-12) – 4 credits

Canadian Red Cross Society

- Water Safety Instructor (URCW-11) – 4 Credits

Canadian Ski Instructor's Alliance (CSIA)

- Level 1 (USKI-11) – 2 credits
- Level 2 (USKI-12) – 2 credits
- Snow Park Certification (USPI-11) – 2 credits

Duke of Edinburgh's Award

- Bronze Level (UDE-10) – 2 credits
- Silver Level (UDE-11) – 2 credits
- Gold Level (UDE-12) – 2 credits

Girl Guides of Canada

- Canada Cord (UXGU-11) – 4 credits
- Trailblazer Leadership Gold Award (UXGU-12) – 4 credits

Justice Institute of BC

- Emergency Medical Responder (UEMR-12) – 4 credits
- Ground Search and Rescue (USGR-11) – 2 credits

Note: several Dual Credits are also available

Professional Association of Diving Instructors (PADI) or Scuba Diving International (SDI)

- Open Water Diver (UPOW-10) – 2 credits
- Advanced Adventure Diver (UPAP-11) – 4 credits
- Rescue Diver (UPRD-12) – 4 credits

Royal Life Saving of Society Canada

- Bronze Cross (UXLS-11) – 2 credits
- Bronze Cross and Lifesaving Instructor (ULSI-11) – 3 credits
- National Lifeguard (UXLS-12) – 2 credits
- Lifesaving Instructor (ULSI-11) – 2 credits

Royal Conservatory of Music

- Practical Certificate Grade 6 & Intermediate Rudiments – 4 credits (UMRC-10)
- Practical Certificate Grade 7 & Intermediate Rudiments – 4 credits (UMRC-11)
- Practical Certificate Grade 8 & Advanced Rudiments – 4 credits (UMRC-12)

*If you have UMRC-12 for Piano, it is possible to get UMRC-12 B,C,D,E, and F for certifications in other instruments.

The Royal Conservatory of Music (Speech and Drama) also awards credits with similar rigour and certification as above.

Scouts Canada

- Chief Scout's Award – 4 credits (UXST-11)
- Queen's Venturer Award – 4 credits (UXST-12)

Sports Credits – Three categories: Athlete, Coaching and Officiating

ATHLETE PROGRAMS – Students require a verification letter from their sport governing body that acknowledges the required criteria for credits has been met.

- Pre-Approved Programs: North American Indigenous Games – Athlete 11, Sport Canada Assistance Program – Athlete 12, and Canada Games (BC equivalent) – Athlete 12
- Pre-Approved sports (see link below for list and sport specific criteria)
 - Athlete 10 (UXSA-10) – 4 credits
 - Athlete 11 (UXSA-11) – 4 credits
 - UXSA 12 (UXSA-12) – 4 credits

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/external-credentials/external-sport-credentials-program/athlete-programs>

COACHING PROGRAMS – courses and credits only available at Grade 11 and 12

- Coach 11 (UXSC-11) – 2 credits

Must meet all three requirements:

1. Completion of one of the following National Coaching Certification Program (NCCP) courses: a) trained status granted in Community Sport Initiation, Competition Introduction, or Instructor Beginner, b) Competition of Introduction Multi Sports Modules, which includes: Making Ethical Decisions, Planning a Practice, Design a Basic Sport Program, and Teaching and Learning, or c) Run Jump Throw Certification Course.
2. Completion of Making Ethical Decision online evaluation (through their portal, the "Locker").
3. Coaching experience (30 hours) that has been monitored and reviewed by a certified coach in the sport that the student is being evaluated in.

In order to receive certification, students must present NCCP certifications, a letter from the certified coach that verifies the practical coach experience, and Making Ethical Decisions "Evaluated" module.

- Coach 12 (UXSC-12) – 4 credits (only four sports have been approved for this level of certification: BC Athletics, BC Lacrosse, BC Sailing, and Gymnastics)

Must meet all requirements:

1. A minimum of 100 NCCP course hours (courses are specific to each sport).
2. Coaching experience that has been monitored and reviewed by a certified coach in the sport that the student is being evaluated in (number of required coaching hours are sport specific).

For more details, see: www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/external-credentials/external-sport-credentials-program/coach-programs

OFFICIATING PROGRAMS – The sport must have a recognized officiating program.

- Official 10 (UXSO 10) – 2 credits

Completion of a theory component, an exam (oral or written), and be evaluated on 25 hours of officiating

- Official 11 (UXSO 11) – 4 credits

Completion of a theory component, an exam (oral or written), and be evaluated on 50 hours of officiating

- Official 12 (UXSO 12) – 4 credits

Completion of a theory component, an exam (oral or written), and be evaluated on 50 hours of officiating

For approved officiating programs and the level of theory required for credits at each Grade level, see: www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/external-credentials/external-sport-credentials-program/official-programs

Transport Canada

- Canadian Private Pilot's Licence 11 – 4 credits (UPPL-11) Pilot Permit Ultra-Light Aeroplane or Recreational Aeroplane or Pilot License Glider
- Canadian Private Pilot's Licence 12 – 4 credits (UPPL-12) Pilot License Balloon, Private Pilot License Aeroplane or Helicopter

To see a full list of External Credits (EC) visit: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/external-credentials/organizations-offering-approved-external-credentials>

To see EC for Athlete, Coach and Official Programs visit:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/external-credentials/external-sport-credentials-program>

FIRST NATION EDUCATION CONTACTS

First Nation	Phone	Education Contact
Carcross/Tagish First Nation	867-332-2063 ext. 8229	Judy Dean judy.dean@ctfn.ca
Champagne/Aishihik First Nations - Whitehorse Office	867-634-4200 867-456-6876	Erin Pauls epauls@cafn.ca
First Nation of Nacho Nyak Dun	867-996-2265 ext. 120	educationmanager@nndfn.com
Kluane First Nation	867-841-4274 ext. 235	Kathleen Johnson we.director@kfn.ca
Kwanlin Dün First Nation	867-633-8422 ext. 508	Dawn Waugh dawn.waugh@kdfn.net
Liard First Nation	867-536-5203	Valerie Eveillard educationmanager@liardfirstnation.ca
Little Salmon Carmacks First Nation	867-863-5576 ext. 267	Karmen Cozens karmen.cozens@lscfn.com
Ross River Dena Council	867-969-2277	Verna Nukon vernasukon@gmail.com
Selkirk First Nation	867-537-3331 ext. 503	Tara Roberts education2@selkirkfn.com
Ta'an Kwach'an Council	867-668-3613 ext. 408	Jessica Bryant developmentmanager@taan.ca
Teslin Tlingit Council	867-390-2532 ext. 315	James Smarch james.smarch@ttc-teslin.com
Tr'ondëk Hwëch'in First Nation	867-993-7100 ext. 112	Caley Boulter caley.boulter@trondek.ca
Vuntut Gwitchin Government	867-966-3261 ext. 235	Cheryl Charlie educdir@vgfn.net
White River First Nation	867-862-7802 ext. 106	Candice Boyle eto@wrfn.ca
Dease River First Nation	250-239-3000	Yvonne Moon drfn.executive@gmail.com
Daylu Dena Council	250-779-3161	Canaan Khoza executivedirector@dayludenacouncil.com
Taku River Tlingit First Nation	250-651-7739	Jorge Buznego tflc.mgr@gov.trtfn.com
Tahltan Band Council	250-235-3151	Isabelle Reid isabel.reid@palebluedot.ca

APPENDIX F
STUDENT
WORKSHEETS

ALL ABOUT ME

Key Words to Describe Me

Favorite Activities

(Hobbies, Sports, Music, Other)

School Subjects I Like or I Am Good At

Things I Do Well

Personality Traits (Adaptable, Caring, Introvert/Extrovert, Cooperative, Curious, Empathetic, Friendly, Generous, Helpful, Humble, Humorous, Loyal, Reflective, Reliable, Sociable, etc.)

Certifications (Babysitter Course, First Aid, Driver's Lic., Food Safe, Coach, PAL, HEED, Lifesaving, etc.)

Work or Volunteer Experience

Transferable Skills (Adaptable, Artistic, Cooperative Creative/Critical Thinker, Detail Oriented, Good Communicator – Speaking/Writing, Imagination, Leader, Logical, Organized, Problem Solve, Teamplayer, Trouble Shoot, Time Management, Visualization, etc.)

Careers That Interest Me

COURSE/CREDIT TRACKING SHEET

REQUIRED COURSES	COURSE NAME	DATE	MARK	CREDITS
	Language Arts 10 (2)			
	Language Arts 10 (2)			
	Mathematics 10 (4)			
	Science 10 (4)			
	Social Studies 10 (4)			
	Physical & Health Ed 10 (4)			
	Arts/Applied Skills 10, 11 or 12			
	Career Life Education			
	Elective 10, 11 or 12			
	Grade 10 Literacy Assessment			
	Grade 10 Numeracy Assessment			
	Language Arts 11 (4)			
	Mathematics 11 or 12 (4)			
	Science 11 or 12 (4)			
	Social Studies 11 or 12 (4)			
	Elective 10, 11 or 12			
	Elective 10, 11 or 12			
	Elective 10, 11 or 12			
	Language Arts 12			
	Elective 12			
	Elective 12			
	Elective 12			
	Career Life Connections			
	Grade 12 Literacy Assessment			
	Additional Course			
	Additional Course			
	Additional Course			
	Additional Course			
	Additional Course			
	Additional Course			

COURSE/CREDIT TRACKING SHEET

Career Exploration	CAREER 1	CAREER 2	CAREER3
Job Title			
Duties			
Work Environment			
Salary/Wage			
Work Related Skills			
Post Secondary Education Requirement			
Related Careers			

POST SECONDARY COMPARISON WORKSHEET

	Post Secondary Institute	Post Secondary Institute	Post Secondary Institute
Name of Institute			
Location			
Name of Program			
Length of Program			
Credential Earned (Certificate, Diploma, Degree)			
Prerequisites – List Required High School Courses			
Application Deadline			
Tuition & Books			
Housing Costs			
Food (Groceries or Meal Plan)			
Other Expenses			

REFERENCES

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/supports/curriculum_brochure.pdf

http://www.red-seal.ca/trades/tr.1d.2s_c.1n.1d.1-eng.html

<https://careersintrades.ca/what-are-the-skilled-trades/>

http://lss.yukonschools.ca/uploads/4/5/5/0/45508033/yukon_csl_update-final.pdf

https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/graduation/handbook_of_procedures.pdf

https://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/courage_poster.pdf

<http://www.pcssrams.ca/what-to-expect-in.html>

<http://www.fhcollins.ca/>

<http://www.fnesc.ca/wp/wp-content/uploads/2020/02/Career-Journeys-PARENTS-STUDENTS-GUIDE-WEB-V2.pdf>



**YUKON
FIRST NATION
EDUCATION
DIRECTORATE**

Suite 300 – 204 Black Street
Whitehorse, Yukon Y1A 2M9

T: 867.667.6962
F: 867.668.6189

E: admin@yfned.ca
www.yfned.ca

our children. our education. our way.