

MISSION GRAD PROGRAM

COURSE PLANNING GUIDE 2019– 2020

PRINCIPAL'S INTRODUCTION

Dear Students and Parents:

This year's Course Planning Guide is designed to provide information regarding graduation requirements, awards and scholarships, post-secondary entrance requirements and, of course, trades opportunities.

Our timetable is built upon the educational plan our students make and it is critical that our students take time and care with their choices. As well, it is important for the students to meet with their counsellor and/or our career advisor to ensure that they are taking the necessary courses for their post-secondary decisions. With multiple mathematics programs, sciences, and a diverse humanities program, students need to clearly understand which courses meet the necessary requirements for trades training, college or university.

The students will identify their choice for electives, and we will accommodate these choices as much as possible. We will not be able to run courses if the registration numbers are below twenty.

Please do not hesitate to contact your counsellor, career advisor or administrators, as we are here to help. Our Course Selection Handbook is on our website at mss.mpsd.ca. We regularly update our website and it is an excellent source for current information.

Sincerely,

Jim Pearce, Principal
jim.pearce@mpsd.ca

TABLE OF CONTENTS

General Information	1-8
Post-Secondary Information	9-12
Riverside College	13-14
Work Experience.....	15
Youth Work in Trades.....	15
Counselling & Advising Services.....	16
Awards & Scholarships.....	17-19
District Promotion Policy	19
French Immersion	20-24
English	25-31
Mathematics	32-35
Science	36-41
Social Studies	42-47
Modern Languages	48-52
Applied Skills	53-61
Fine Arts	62-68
Physical Education	69-71
Career Education	72
Post Secondary Preparation	73
Leadership & Peer Tutoring	74
Index	75-80

EDUCATIONAL PHILOSOPHY

The district's educational program is designed to enable each student to develop to his or her maximum potential. The objectives for the educational program include helping each student to:

- become a productive and responsible citizen
- develop the fundamental skills essential to self-directed lifelong learning
- make appropriate educational and career plans learn and apply strategies for logical problem solving and decision making
- develop self-discipline and a sense of personal responsibility for his or her learning, decisions, and actions
- demonstrate consideration and respect for others
- make choices consistent with a healthy lifestyle
- demonstrate the ability to work well with others
- use technology effectively

School Day Schedule

The school day at Mission Secondary School extends from 8:44 AM to 2:58 PM. Students are expected to be in attendance during these hours. There are four seventy-nine minute periods in each school day and a lunch period.

Alternate schedules are followed periodically throughout the school year to allow for various activities and meetings including compulsory tutorials.

COURSE SELECTION

Students make their course selections in February and March. Since teacher assignments and course offerings are based on these selections, course change **requests** ARE NOT permitted after the September 10, 2018 deadline.

CANCELLATION, CONFLICTS OR LIMITS ON ENROLMENT

Students should be aware that an elective course that they have selected may be cancelled due to lack of enrolment. In cases where courses are cancelled, or conflict arises because of timetabling, one of the student's alternate selections will be substituted.

Due to enrolment or a limit on the number of course sections, it may be necessary to limit enrolment in some classes. The administration reserves the right to adjust student timetables should these situations occur.

Choose your alternate courses carefully, and see a counsellor immediately if you have any questions or concerns. It is the responsibility of all students to ensure

they have selected courses that will satisfy graduation requirements and also, that they have selected courses that satisfy entrance requirements for any particular post-secondary program. If you have any questions, ask a counsellor or Ms. Gill, the career advisor.

COURSE CHANGES

Course change requests may be made until the deadline, provided you follow the procedures and restrictions noted below. Please note a change may be made only if there is room in the course.

PROCEDURE: Complete a Course Change Request form, hand it in at the Counselling Office, and wait to be contacted by your Counsellor. Students must attend their assigned classes until a course change has been confirmed; a new timetable will be issued at that time.

RESTRICTIONS:

- course change requests made by the end of June will likely be possible;
- course change requests made by the end of August will only be possible if space is available;

THERE WILL BE NO COURSE CHANGE REQUESTS PERMITTED AFTER SEPTEMBER 10, 2019

Study Blocks

In order to support student learning, a limited number of Grade 12 students are permitted to have study blocks. These students are responsible for using this time wisely. Study blocks are school time and, while they are not directly supervised, students are expected to be in a designated study area on campus. If they must leave the campus during a study block, they are expected to seek parent permission and sign out at the office.

Grade 12 Students may apply for a Study Block if they meet the following criteria:

- exemplary attendance
- good work habits and grades
- will have a minimum of 88 credits
- have three acceptable Grade 12 academic courses in the semester in question

Grade 11 and 10 students are not eligible for Study Blocks.

Dropping a Course

Students may not drop a course without the approval of their Administrator. A student who drops a course will receive an F on their report card and will be required stay in that course for attendance. A study block will not be given.

Graduation Planner

We encourage all students to reach well beyond the minimum graduation requirements and to make the most of the educational opportunities which the Mission Secondary Grad Program provides. Grade 10 students, along with their counsellors, begin the discussion of the *Graduation Planner* in their Grade 10 year. Students are encouraged to review their *Graduation Plan* with parents each year before course selection begins so that long-term curriculum goals can be planned and achieved as students' progress through their high school years. All students have the opportunity to update their plans at any time by meeting with their counsellor.

Dogwood Diploma

The British Columbia Certificate of Graduation or "Dogwood" is awarded upon successful completion of the provincial graduation requirements as set out in the Graduation Program Order. Students eligible to receive a Dogwood must earn a minimum of 80 credits from designated and elective courses.

French Immersion students will receive a bilingual Dogwood Diploma.

Evergreen Certificate

The British Columbia School Completion Certificate Program or "Evergreen" is awarded to students who meet the goals of their educational program. Students will be awarded an Evergreen if that student is a student with special needs who has a IEP and who is enrolled in an educational program that does not satisfy the graduation requirements set out for the completion of the Dogwood diploma.

Student Course Load

Every student must be enrolled at MSS in the following:

- Grade 10: a minimum of eight courses each year
- Grade 11/12: a minimum of four courses each semester

GRADUATION REQUIREMENTS

MINIMUM REQUIREMENTS FOR GRADUATION FROM MISSION SECONDARY GRAD PROGRAM

Graduation class of 2020 (Grade 12)

Course	Credits
Planning 10	4
Career Education 12 (includes Capstone Project)	4
An English 10 course	4
An English 11 or Comm 11	4
An English 12 Course	4
Social Studies 10	4
A Social Studies 11 or 12	4
Science 10	4
A Science 11 or 12	4
A Mathematics 10	4
A Mathematics 11 or 12	4
A Provincial Numeracy Assessment	
An Arts or Applied Skills and Technologies 10, 11 or 12	4
Physical and Health Education 10	4

Note.... Students must complete at least one 4 credit Fine Arts or Applied Skills 10, 11 or 12 course as part of the graduation requirement.

Elective Requirements

Students must earn a minimum of 28 credits from elective courses. **A minimum of 12 credits at the Grade 12 level are required. (Including English 12) All ministry-authorized and board/authority approved courses count.

Graduation class of 2021 (Grade 11)

Course	Credits
Two Career Education Courses and a completed Capstone Project	8
Two English 10 courses (2 credits each)	4
An English 11 course	4
An English 12 Course	4
A Grade 12 Provincial Literacy Assessment	
Social Studies 10	4
A Social Studies 11 or 12	4
Science 10	4
A Science 11 or 12	4
A Mathematics 10	4
A Mathematics 11 or 12	4
A Provincial Numeracy Assessment	
An Arts or Applied Skills and Technologies 10, 11 or 12	4
Physical and Health Education 10	4

Note.... Students must complete at least one 4 credit Fine Arts or Applied Skills 10, 11 or 12 course as part of the graduation requirement.

Elective Requirements

Students must earn a minimum of 28 credits from elective courses. **A minimum of 16 credits at the Grade 12 level are required. (Including English 12) All ministry-authorized and board/authority approved courses count.

Graduation class of 2022 (Grade 10)

Course	Credits
Two Career Education Courses and a completed Capstone Project	8
Two English 10 courses (2 credits each)	4
A Grade 10 Provincial Literacy Assessment	
An English 11 course	4
An English 12 Course	4
A Grade 12 Provincial Literacy Assessment	
Social Studies 10	4
A Social Studies 11 or 12	4
Science 10	4
A Science 11 or 12	4
A Mathematics 10	4
A Mathematics 11 or 12	4
A Provincial Grade 10 Numeracy Assessment	
An Arts or Applied Skills and Technologies 10, 11 or 12	4
Physical and Health Education 10	4

Note.... Students must complete at least one 4 credit Fine Arts or Applied Skills 10, 11 or 12 course as part of the graduation requirement.

Elective Requirements

Students must earn a minimum of 28 credits from elective courses. **A minimum of 16 credits at the Grade 12 level are required. (Including English 12) All ministry-authorized and board/authority approved courses count.

*It is important to emphasize that the graduation requirements listed previously **represent the minimum program of studies for Mission Secondary students**. Entrance requirements to particular colleges and universities may be considerably more stringent. Please check university/college websites for specific faculty/program requirements.

ADVANCED PLACEMENT PROGRAM

What is the Advanced Placement Program?

The Advanced Placement Program (AP) is a collaborative effort among motivated students,

dedicated teachers, committed high schools, colleges, and universities.

Since its inception in 1955, the Program has allowed millions of students to take university-level courses and examinations and to earn university credit or placement while still in high school.

Benefits of the Advanced Placement Program

Students can prepare for success in university by taking university-level courses while still in high school.

Students:

1. Select courses that interest them - there is no set package of mandatory courses
2. Explore advanced topics - which they study in greater depths
3. Develop advanced skills - form disciplined study habits
4. AP provides students with an opportunity to earn awards, scholarships and improve their chances of university admission.
5. AP allows students to earn university credit or advanced placement credit and can provide them with:
 - Possible tuition savings
 - Flexibility in university course choices
 - Early entry to graduate/ professional schools

Students who participate:

- ✓ Out perform their peers when placed into university courses
- ✓ Are more likely to take a university course in their AP subject areas
- ✓ Are more likely to choose challenging majors
- ✓ Are more likely to graduate with a double major
- ✓ Are twice as likely opt for post-secondary study

Who Should Take AP Courses?

The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum and have the prerequisite background knowledge should be considered for admission to AP courses. Mission Grad Program supports this principle.

Enrollment is based on teacher recommendation and student interest.

The Advanced Placement Examinations

AP examinations represent the culmination of AP courses and are thus an integral part of the Program. They are offered worldwide on set dates in the month of May. They range from 2 1/2 to over 3 hours in

length. The cost to the student for each examination written is \$124.

Except for Studio Art, which is a portfolio evaluation, AP examinations contain:

- Multiple-choice questions
- Free-response sections (either essay or problem solving)

AP Examination Grades

- 5 - Extremely well qualified (Statistically equates to high A's in the comparable university course)
- 4- Well qualified (low A's and high B's in the comparable university course)
- 3 - Qualified (low B's and high C's in the comparable university course)
- 2 - Possibly qualified (low C's and high D's in the comparable college course)
- 1 - No recommendation

Course Selections for AP Courses

Both Pre AP/Honours and AP courses are offered. Students in Grade 11 may take higher-level courses if they have the pre-requisites.

Grade 11

Pre AP/Honours: English, Math, Chemistry, Physics, and Life Sciences (Biology)

Grade 12

AP 2-D Design Portfolio
AP 3-D Design Portfolio
AP Biology
AP Calculus
AP English Language & Composition
AP English Literature and Composition
AP History
AP Psychology
AP Statistics

Additional Information

Students will receive two marks in an AP course. One will be for the course itself, while the other is for the AP exam.

In May 2018, 54 MSS students wrote 73 AP examinations. The exams were written in 6 different subject areas and 78% of the students who wrote the AP exam(s) scored a 3 or higher on their exam. Along with college credit awarded, students also gained the valuable experience of a first year college/ university course load and final exam. At Mission Senior Secondary we value the process of the AP experience

for students who wish to work hard and challenge themselves.

General information on AP is available at: www.collegeboard.com

EARLY GRADUATION

Students wishing to graduate early should meet with their counsellor to determine eligibility. Once it is determined that the student can meet graduation requirements earlier than the scheduled semester of graduation, the student, with parent approval, must complete an *Intent to Graduate Early* form available from the counsellors.

GRADING

All course grades are qualified in the following manner:

- A – Excellent
- B – Above Average
- C – Average
- F – Failing

COURSE DESCRIPTIONS

Within the first five days of the semester all teachers will provide students with a course description. This description will explain the general goals of the course, the specific knowledge and skills acquired as a result of the course, the activities that will be included, and the procedures for grading.

GRADING PERIODS

Each semester is divided into two grading periods of approximately twelve weeks each. At the end of each grading period, all students will undergo an assessment in all academic courses. Students will be assigned a grade reflecting achievement for that grading period.

CALCULATING COURSE GRADES

The following point values are assigned to each letter grade (this can vary slightly with each university; check online for an online calculator for the university of choice):

- **A = 4**
- **B = 3**
- **C+ = 2.5**
- **C = 2**

HOMEWORK REQUESTS

Students are responsible for requesting homework and making up missed work (including tests and laboratories) if they are absent from class.

When students are away ill for five days or fewer, please follow these suggestions:

- review assignment sheet, if available
- review class website, if available
- email your teacher and pick up your homework package from the office in a prompt manner. Return completed work to the office.
- arrange a "homework buddy" in each class

INCOMPLETES

Students who receive a grade of "Incomplete" must complete the necessary make-up work in a timely fashion according to each teacher's guidelines before a letter grade will be assigned but no later than the next formal report card.

TRANSCRIPTS

Students may request paper unofficial transcripts through Mrs. Pearce in the Student Services Centre. Some Post-Secondary Institutions might require a fee to be submitted online prior to the request being processed.

Please note: College admission test scores are *not* included on the transcripts. Students must request these test scores to be sent directly to colleges and universities from the assessment center where the test is administered. This may be done through the web sites of the testing agencies, www.act.org and/or www.collegeboard.com.

ACADEMIC ELIGIBILITY

The primary purpose of the Mission Secondary School Graduation Program is to promote academic achievement. Therefore, students engaged in those areas of the Extracurricular/Co-Curricular program, which make significant demands on their time, must perform satisfactorily in the classroom in order to continue their participation in those Extracurricular/Co-Curricular activities. In order to be eligible to participate in an Extracurricular/Co-Curricular activity, students must meet the requirements set out by the department in consultation with the coach. It is extremely important that teachers let coaches know about performance in the classroom well in advance in order for the student athlete to improve. It is as important that the coaches inform teachers of each class to be missed due to games etc. so the teachers can provide work missed. Teachers have the final say and might not let a failing student leave class.

POST-SECONDARY GENERAL ADMISSION REQUIREMENTS

Below is a web list for most popular BC Post-Secondary Institutions. Please note that many faculties within these institutions have additional requirements, beyond the minimum general admission requirements (e.g. Faculty of Science). Please check university/college calendars, websites, and/or with the Career Advisor for specific faculty/program requirements.

***Note: Post-Secondary Institute (PSI) application deadlines vary according to the area of program study. Students should refer to the specific PSI and Faculty area of study for application deadlines**

1. **British Columbia Institute of Technology** (www.bcit.ca)
2. **Simon Fraser University** (www.sfu.ca).
3. **Trinity Western University** (www.twu.ca)
4. **University of British Columbia – Vancouver** (www.ubc.ca)
5. **University of British Columbia – Okanagan** (www.ok.ubc.ca)
6. **University of the Fraser Valley** (www.ufv.ca)
7. **University of Victoria** (www.uvic.ca)

There are two major internet resources available to assist with accessing information on post secondary institute programs and admission requirements:

- **EducationPlannerBC** provides information specific to BC post secondary institutes only.
- **MyBluePrint** provides access to post secondary institutes across Canada. A Mission Secondary School account is required. Students who have not already set up an account can do so through the Career Advisor, Counsellors, or Career Education teachers. Students can also access online videos and instructions to set their own account up.

User information on both sources is provided below and assistance is available by appointment with the appropriate MSS Counsellor or Mrs. Gill, our Career Advisor

- **ABOUT EDUCATION PLANNER:** <https://www.educationplannerbc.ca/>
- **What Does Education Planner Do?** Education Planner is an online post-secondary planning resource available to the public free of charge. Its primary purpose is to provide clear, reliable, and detailed information about post-secondary programs available in BC. The information in Education Planner is collected and verified with the cooperation of the post-secondary institutions in BC. Institutions make changes to their programs and requirements on a regular basis. As a result, Education Planner is continuously updated throughout the year.
- Once you have selected the institution and program you would like to apply to, it is important to check directly with the institution to ensure that you meet all their current institution and program admission requirements. You can contact an institution directly from each of the individual program information pages.
- Education Planner is able to search over 2000 undergraduate programs offered by BC universities, colleges, and institutes at one time. You can compare program details, such as admission requirements, tuition fees, and application deadlines. It provides access to post-secondary planning information all in one place eliminating the need to gather information from a variety of sources.
- In addition to the Program Search, the site also includes valuable advice and resources designed to help you with your initial planning and ongoing success. For example, the Plan section includes helpful information on:

- how to make a post-secondary education plan.
- how to select an institution, program, and/or major.
- when to contact the individual institutions and when to see an academic advisor.
- specific information for international students, Aboriginal students, adult learners, and parents.
- the application process including easy to follow step-by-step instructions.
- how to budget for post-secondary education and where to find financial assistance.
- how to find support and resources to ensure you are successful.
- how to transition from your post-secondary program into the workplace.

Education Planner is also used for applying to many BC post-secondary institutions. Grade 12 students must create an account on Education Planner BC (under the “Apply” tab) and can then begin applying to their choice of schools after completing their personal profile.

Education Planner is managed by the British Columbia Council on Admissions and Transfer. It is endorsed by the post-secondary institutions of BC and funded by the BC Ministry of Advanced Education.

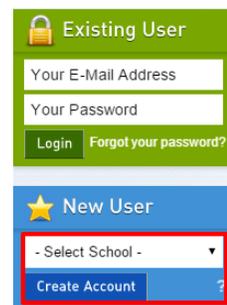
About MyBlueprint

An online educational tool that is available to over 400,000 students and is successfully implemented in thousands of elementary and secondary schools across Canada. myBlueprint allows students to begin the process of exploring education and career choices. Some of the activities on myBlueprint include:

- surveys to discover one’s learning styles, personality type, interests and more
- explore career choices and post-secondary program pathways
- track progress towards graduation and beyond
- setting goals
- learning how to budget
- create multiple portfolios *and more!*

✓ CREATE ACCOUNT

- Visit www.myBlueprint.ca/sd75 Activation Key: mission
- Click “Sign up” on the top right tab
- Select your planned high school from the drop down list and click **Create Account**
- Select your account type (e.g. Student) and your current grade.
- Enter your birth date and pupil number (Student Number)



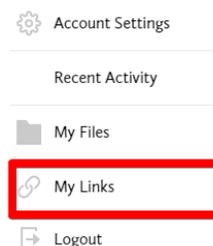
Troubleshooting Tips:

Have an account? Enter your email/password in the Existing User box

Forgot your password? Click on “Forgot your password?”

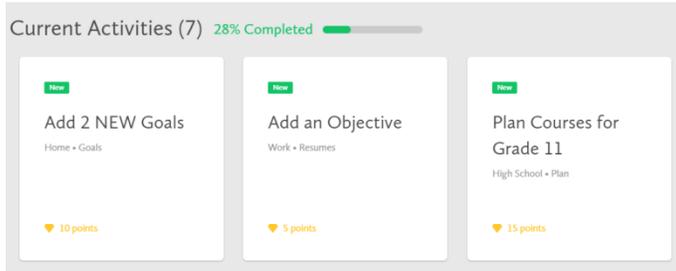
● LINK WITH A TEACHER

- You may need to link with your Teacher as part of a class activity
- From your Home Screen, click on the **Toolbox** and select **My Links**
- Click **Add Teacher**, find your teacher and click **Send Request**
Note: You can also link with your counsellors or parents



- **COMPLETE 100% PROGRESS**

- From your **Home Screen**, mouse over each box and review the requirements
- **Click** on any box to get started and complete an activity
- Once you complete every activity, your progress tracker will reach 100%
- Each September the tracker will reset and you will have new activities to complete



- ✓ **Post-Secondary Planner** – compare detailed information on apprenticeships, college programs, university programs and workplace sectors across Canada
- ✓ **Career Spectrum** – complete 6 unique assessments for self-exploration and discovery (including Learning Styles, Myers-Briggs Personality, Holland Interests, Knowledge, Motivations, and Compatibility) and be matched with suited occupations
- ✓ **Goal Setting** – add interactive SMART goals and action plans
- ✓ **High School Planner** – visually plan courses, track progress toward graduation, and instantly identify post-secondary eligibility for opportunities in every pathway
- ✓ **Occupation Planner** – compare comprehensive information on occupations
- ✓ **Resume & Cover Letter** – record experiences, build a resume, write a cover letter
- ✓ **Financial Planner** – build a budget to track income and expenses
- ✓ **Job Finder** – find real-world job postings that relate to occupations of interest
- ✓ **My Portfolio** – create a personal or career portfolio and share it with parents, teachers, or future employers. It's simple to add work you have completed in myBlueprint or add pictures and videos.

SCHEDULE A CAREER ADVISING SESSION WITH MS. GILL IN THE MSS COUNSELLING CENTER TO REVIEW ASSESSMENT OUTCOMES or LEARN HOW TO USE MYBLUEPRINT

Email sonia.gill@mpsd.ca with a request for an appointment

IMPORTANT DATES FOR CAREER PLANNING AND POST-SECONDARY

September

- Attend the **BC Post-Secondary Information Evening**
- Research college/university programs and admissions requirements
- Use My Blueprint to explore post-secondary institutions across Canada and their respective programs
- Use <http://www.educationplanner.bc.ca/> to research which colleges and universities offer what programs, institutions and program requirements, and transferability of courses within post-secondary institutions.
- **Capilano College, College of New Caledonia** and **Camosun** open for applications

October

- October 1: most post-secondary application dates open
- Watch for early scholarship opportunities in the counselling area
- Write the SAT I & II or ACT if planning to apply to a US post-secondary institution – see www.collegeboard.com or www.sat.org/start
- Register for LPI (Language Proficiency Index) exam at www.lpi.ubc.ca

November

- Deadline for U.S. universities early action (early admission)
- Canada Career Month
- Take our Kids to Work Day – Grade 9s

December

- Attend the **Canadian Education and Career Fair**

January

- Registration for Skills Canada Competition (Held Feb-Apr)
- Grade 12 students: register for a BCeID to send in transcripts to post-secondary institutions (www.studenttranscripts.gov.bc.ca) - watch how-to videos on creating an account and sending transcripts to post-secondary institutions

February

- **Deadline for most post-secondary institutions in B.C. is February 28th!**
- Register on-line to write the LPI at www.lpi.ubc.ca
- Self-report marks to post-secondary institutions that require it
- Continue checking application status for post-secondary applications for any missing documents or deadlines

March

- Art Institute's SWEAT program
- LPI sitting for grade 12s

April

- Students receive conditional offers of admissions

May

- Check counselling area for workshops offered for students
- AP exams written

June

- On-line course registration begins for universities and colleges
- Canada/BC Student Loan on-line application <http://www.aved.gov.bc.ca/studentbc/ila/welcome.htm>

RIVERSIDE COLLEGE PROGRAM OFFERINGS

Trades Programs:

AUTOMOTIVE SERVICE TECHNICIAN 1 – FOUNDATIONS (Level 1 Technical Training) ITA Trade

- 10 month Level 1
- Prerequisites – all core grade 11 courses

CARPENTER FOUNDATION (Level 1 Technical Training) ITA Trade

- 10 month Level 1
- Prerequisites – all core grade 11 courses

CONSTRUCTION ELECTRICIAN FOUNDATION (Level 1 Technical Training) ITA Trade

- 10 month program
- Prerequisites – all core grade 11 courses which include English 11 and Math 11 Foundations or Math 11 Precalculus.

HAIRSTYLIST LEVEL 1 – ITA Trade

- 11 month program
- Prerequisites – all core grade 11 courses

PIPE TRADES FOUNDATION (Level 1 Technical Training) ITA Trade

- 10 month program
- Prerequisites – all core grade 11 courses, with a minimum of a C+ in A&W Math 11

PROFESSIONAL COOK LEVEL 1 – ITA Trade

- 10 month program
- Prerequisites – all core grade 11 courses

TRADE SAMPLER - (5 WEEKS OF EACH: CARPENTRY, PLUMBING, ELECTRICAL, AUTOMOTIVE)

- 5 month program
- Prerequisites – all core grade 10 courses

Career Programs:

BUSINESS SUPPORT SPECIALIST

- 10 month program
- Prerequisites – all core grade 11 courses

COMMUNITY SUPPORT WORKER/EDUCATIONAL ASSISTANT

- 10 month program (continuous intake)
- Prerequisites – 18 years of age, attend an information session, criminal record check, TB test

ESTHETICS (Cosmetologist) (Nail Technician and Skin Care Technician)

- 10 month program or 4 month (Nail) and 6 month (Skin) programs
- Prerequisites – all core grade 11 courses

INFORMATION TECHNOLOGY TECHNICIAN

- 10 month program
- Prerequisites – all core grade 11 courses which includes Math 11 PC

INDUSTRIAL WAREHOUSE PERSON

- 3 month program
- Prerequisites – all core grade 10 courses

YOUR PATH TO APPRENTICESHIP

A trade apprenticeship is how you gain the knowledge and skills you need for a career in your trade. Some ITA Youth Trades Programs let you try out different trades to find what trade you like best. Other programs help fulfill the hours you need to complete your trade apprenticeship. Most apprenticeships take about four years to complete. Yours might be longer or shorter depending on your trade, how many hours you work and the training you take in high school.

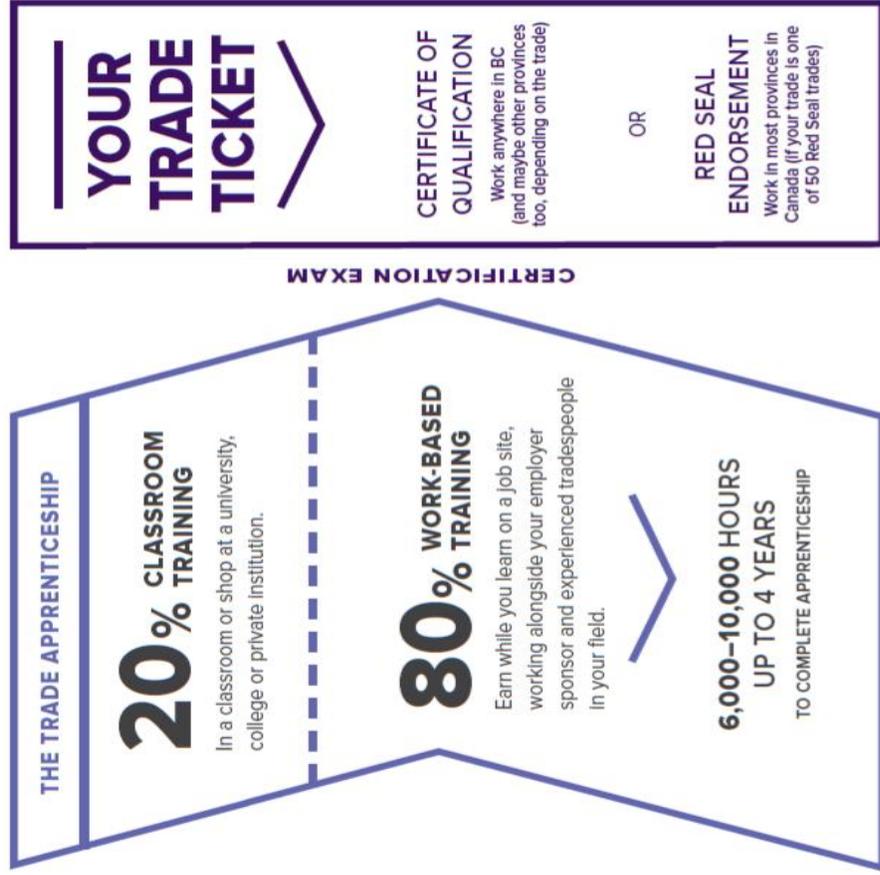
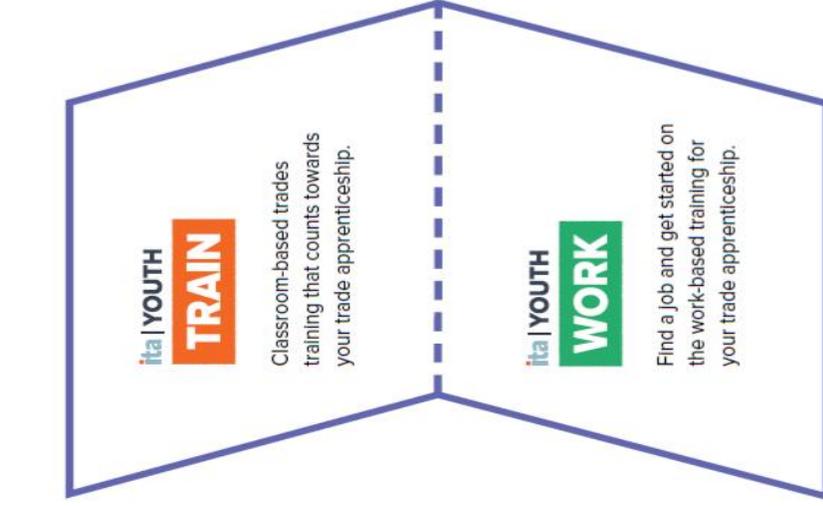
ita | YOUTH DISCOVER
Spark your interest in trades with hands-on trades activities and special events.

ita | YOUTH EXPLORE
Build your skills in a few different trades to find out what trade you like best.

ita | YOUTH TRAIN
Classroom-based trades training that counts towards your trade apprenticeship.

ita | YOUTH WORK
Find a job and get started on the work-based training for your trade apprenticeship.

As a trade apprentice, you'll spend part of your time in a classroom or shop, learning from a skilled trades instructor. The rest of the year, you'll earn while you learn, working on a job site alongside experienced tradespeople. At the end of your trade apprenticeship, ITA will award you a trade credential or "ticket" that allows you to work in different places in BC, Canada or all over the world.



CERTIFICATION EXAM

YOUR TRADE TICKET

CERTIFICATE OF QUALIFICATION
Work anywhere in BC (and maybe other provinces too, depending on the trade)

OR

RED SEAL ENDORSEMENT
Work in most provinces in Canada (if your trade is one of 50 Red Seal trades)

WORK EXPERIENCE 12A/B

Work Experience 12A and 12B is intended to provide students in grade 11 or 12 with the knowledge and skills to be successful in the world of work and the opportunity to explore career options and pathways. This program is designed to link classroom knowledge and activities to knowledge, skills and attitudes that are required in the workplace. Work Experience 12 generates four credits based on every 100 hours of work experience. Students must have completed selected lead up activities prior to being enrolled. Students can apply by completing the “Career WEX” Application Form. Work Experience is unpaid and students must complete all the necessary forms and legal documents before they can begin counting hours.

Benefits of Work Experience:

- Receive four Ministry authorized credits for every 100 hours
- Explore career choices
- Gain valuable experience with workplace situations and equipment
- Increase self-confidence and self-awareness
- Potentially leads to a Youth Work in Trades in trades technical areas
- Possibility of paid work after placement
- Gather references and contacts to assist with future job searches

For more information, or to apply, contact:

Mike Miller – Career Education Coordinator

Mission Public Schools

email: mike.miller@mpsd.ca school: 604.826.7191 ext. 1132

YOUTH WORK IN TRADES 11A/11B /12A/12B

Formerly known as: Secondary School Apprentice

Get a head start on the work-based training for an apprenticeship program while you’re still in high school. As a ITA Youth Work in Trades student, you’ll “earn while you learn” and graduate from the program with 16 high-school credits and 480 work-based training hours that count towards your trade credential. This program is geared to the students who are able to enter an apprenticeable trade and be sponsored by an employer. To view a list of apprenticeable trades, please see the ITA website: www.itabc.ca

Bonus - If you graduate while being enrolled in this program, you can apply for an ITA Youth Work in Trades \$1K Award if you:

- Have a Grade 12 Dogwood Diploma or Adult Dogwood Diploma
- Are registered with ITA as a youth apprentice.
- Have successfully completed WRK 11A, 11B, 12A and 12B
- Maintained a C+ average or better in your Grade 12 courses
- Reported 900+ hours to ITA before Dec. 31st of your 19th birthday

For more information, or to apply, contact:

Mike Miller – Career Education Coordinator

Mission Public Schools

email: mike.miller@mpsd.ca school: 604.826.7191 ext. 1132

COUNSELLING & ADVISING SERVICES

COUNSELLING

At Mission Secondary, counsellors are available to assist students and parents in matters that may be of concern to them. This includes course planning, career counselling, life-style exploration and personal counselling.

The school counsellor is a professional in the fields of education and counselling. As an integral part of the school staff, the counsellor provides students with services which:

- Directly support and compliment the work of the classroom teacher
- Contribute to the personal development of students
- Help to foster a recognition of individual value within the collective school community

CAREER EDUCATION FACILITATOR

At Mission Secondary School, the Career Education Facilitator oversees the Work Experience Program and placements.

CAREER CENTER ADVISOR

Mission Secondary has a Career Centre and a Career Advisor located in the counselling Centre. The Career Centre offers students a wide range of career and transition services including:

- personalized career research and advising
- assistance with resume/cover letter writing and interview skills
- post-secondary school information and planning
- tours to post-secondary schools and career fairs
- co-ordination of special events related to Career Education

Students may drop in or they can make an appointment with the Career Advisor if they wish to explore post-secondary or career opportunities on a more personal level. In the Career Centre, students have access to post-secondary institution viewbooks and other resources; they can also receive help with the use of the MyBlueprint Education Planner

Parents are also welcome to make an appointment to meet with the Career Advisor, Sonia Gill at sonia.gill@mpsd.ca

AWARDS AND SCHOLARSHIPS

For Grade 12 students who are graduating, several awards are available for those who excel academically and who are involved in their school and community. Students are expected to contact the Scholarship Coordinator early in the year about their specific needs. A scholarship workshop will be held for parents and students early in June of their Grade 11 year to assist with information and questions.

GOVERNMENT SCHOLARSHIPS

The grade twelve Government Scholarship Programme is composed of two parts:

1. Provincial Scholarships
2. District Scholarships

PROVINCIAL SCHOLARSHIPS

BC Achievement Scholarship

BC Achievement Scholarships recognize the top 8000 graduates in the province. The Ministry will determine recipients based on achievement in Grades 10, 11, and 12 courses that satisfy 2018 Graduation Program requirements, including elective courses. Grad Transitions will not be included. A cumulative average percentage will be calculated and form the basis for determining winners, who receive a \$1250 scholarship voucher to use towards their post-secondary tuition. Students do not apply for this scholarship.

ELIGIBILITY Recipients must:

- Meet basic eligibility requirements, and Fulfill graduation requirements of the 2018 Graduation Program by August 31, 2019
- Have a “B” (73% or above) or better grade in their Language Arts 12 course, and Write and pass a Language Arts 12 provincial examination, and have no more than one TS (Transfer Standing) or SG (Standing Granted) indicator among course marks used for the calculation of winners, excluding Language Arts 12, which must have a percentage score.

BC Excellence Scholarship

There are 55 BC Excellence Scholarships available to recognize well-rounded BC graduates. Winners will have demonstrated service and leadership, both at school and in their communities, and have shown aptitude and commitment to their chosen career paths.

NOMINATION AND APPLICATION: A student must be nominated by their secondary school in order to apply for this scholarship. Only one student from each school may be nominated. Students must inquire at their school if they would like to be considered for nomination. Applicants must confirm their nomination by having their school Principal sign and date the verification section of the application form. The application package for selected nominees is available at www.gov.bc.ca/scholarshipsprogram and includes a written statement worth 60% overall, and the resume, worth 40% overall. It must be completed online in the mandatory format, printed, signed, and submitted by mail. Scoring guides are available on the website for reference. Incomplete applications will not be accepted. Selection of winners will be finalized after August 31, 2019.

ELIGIBILITY: Nominees must:

- meet basic eligibility requirements, and be in their graduation year with graduation to occur by August 31 of the year in which they are nominated.
- be eligible for a BC Certificate of Graduation (Dogwood Diploma) and fulfill graduation requirements of the 2018 Graduation Program by August 31, 2019.
- have at least a: • “B” (73% or above) in their Language Arts 11 final mark, and a “B” average in final course marks that fulfill graduation requirements of Science 11 or 12, Math 11, and Social Studies 11 or 12, with no more than one “C+” (67% or above) final course mark, (marks lower than “C+” are not accepted)
- maintain a “B” average or better in Grades 11 and 12 final course marks required for graduation.

- write and pass a Language Arts 12 provincial examination A student cannot win both a BC Excellence Scholarship and a Pathway to Teacher Education Scholarship.

Pathway To Teacher Education Scholarship

The Pathway to Teacher Education Scholarship is awarded to 20 outstanding graduates who have demonstrated a commitment and aptitude for a career path in K-12 teaching. Each recipient will receive a \$5000 scholarship voucher to redeem when they are registered and attending an approved K-12 teacher education program at one of BC's nine Faculties of Education. Visit the BC Teacher Regulation website and select the Teacher Education tab for a list of approved programs: www.bcteacherregulation.ca

APPLICATION Complete the application package available at www.gov.bc.ca/scholarshipsprogram, including the written statement, worth 60% overall, and the resume, worth 40% overall. It must be completed online using the mandatory format, printed, signed, and submitted by mail. Scoring guides are available to assist applicants. Incomplete applications will not be accepted.

ELIGIBILITY Applicants must meet basic eligibility requirements and:

- Be in their graduation year with graduation to occur by August 31 of the year in which they apply
- Be eligible for a BC Certificate of Graduation (Dogwood Diploma) and fulfill graduation requirements of the 2018 Graduation Program by August 31, 2019
- Have at least a "B" (73% or above) in their Language Arts 11 final mark
- Have at least a "B" average in Grade 11 final course marks that fulfill graduation requirements of Science 11 or 12, Math 11, and Social Studies 11 or 12, with no more than one "C+" (67% or above) final course mark, (marks lower than "C+" are not accepted)
- Maintain a "B" average or better in Grades 11 and 12 final course marks required for graduation
- Write and pass a Language Arts 12 provincial examination A student cannot win both a Pathway to Teacher Education Scholarship and a BC Excellence Scholarship.

DISTRICT/AUTHORITY SCHOLARSHIPS

For graduating students who have demonstrated superior achievement in Trades and Technical, Fine Arts, Applied Skills, Physical Activity, International Languages, Community Service, and Indigenous Languages and Culture. District Scholarships are used to further students' post-secondary education.

Each year, the Ministry allocates each School District a number of scholarships based on a percentage of its September 30th Grade 12 enrolment. A District Scholarship consists of a voucher for \$1250.00 and is received by winners by the end of November in their graduating year.

In order to be eligible to compete for a District Scholarship, a student must:

- be a Canadian citizen or permanent resident (landed immigrant) not have won a District/Authority Scholarship in the past
- be enrolled in a BC public school, Group 1 or 2 BC Independent school, Continuing Ed Centre or registered as a home schooler with any of the above schools.
- possess superior achievement in their chosen field, a record of regular attendance and strong work habits, and be able to clearly communicate information about their post-secondary and future plans.

Students should check with the scholarship coordinator for more details.

ENTRANCE SCHOLARSHIPS

Most post-secondary institutions offer a series of Entrance Scholarships to students. These range from \$500.00 to several thousand dollars and are substantial awards. Students are urged to research information for application processes and deadlines specific to their institutions of choice.

MISSION FOUNDATION

The Mission Foundation is a non-profit organization set up and administered by citizens in Mission. Each year the Mission Foundation awards thousands of dollars to high school graduates who meet the criteria as defined by each award. General Criteria includes: be a resident of Mission, graduating in year of application and have an academic standing which reflects a student's choice of post-secondary institution. Application is due the last Thursday in February of each year.

SCHOLARSHIPS/BURSARIES

Scholarships are primarily based on academic achievement. Bursaries are primarily based on financial need. Demonstration of community mindedness in and outside of school may be expected.

LOCAL SCHOLARSHIPS

A number of community groups and businesses in the Fraser Valley award scholarships to students who are going on to a post-secondary institutions, trade school, etc. Confirmation of funding is received from benefactors in between January and May of the students graduating year. It is important that students check the scholarship information website for more information.

GOVERNMENT / PRIVATE STUDENT LOANS

Government Student Loans are distributed by the federal and provincial governments and are LOANS that must be paid back with interest; the main qualification is financial need. Students must apply on-line at www.aved.gov.bc.ca/studentaidbc. When applying for a loan, you will also be considered for a Government Grant that does not have to be paid back. Private Student Loans, offered by many financial institutions, provide special loans for post-secondary education. See specific organizations for more information.

More scholarship information can be found on the Mission Senior Secondary Scholarship Information Website <https://mssscharshipinfo.weebly>.

DISTRICT PROMOTION POLICY

SUBJECT PROMOTION - A student will advance to the next level in a subject area if he/ she successfully demonstrates the required curricular competencies in the prerequisite course.

YEAR ASSIGNMENT - A student will be "assigned" to the next grade level if they meet the established criteria (listed below). "Year Assignment" will be a designation used to indicate that the student may graduate if they successfully complete each of the remaining grade levels and satisfy all graduation requirements.

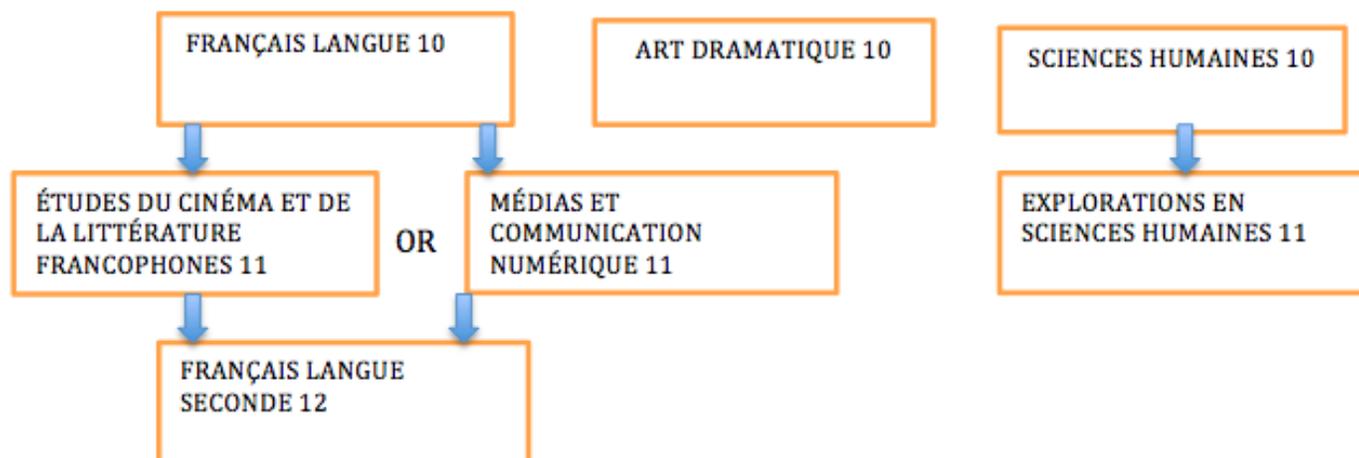
If students fail a core course (subject), they must repeat that course and obtain a passing grade before they may advance to the next level of that course.

ASSIGNED TO GRADE 11 - Students will be "assigned" to grade 11 if they pass 5 grade 10 course, at least three of which being Core Requirement courses.

*Core subjects are English, Science, Social Studies, Mathematics, and Physical Education

ASSIGNED TO GRADE 12 - Students will be "assigned" to grade 12 if they can meet the Ministry graduation requirements by the end of the school year.

FRENCH IMMERSION PROGRAM



The courses Français Langue Seconde immersion 10-12 provide students with opportunities in the areas of speaking, listening, reading, viewing, writing and representing. Gathering, organizing and presenting information effectively are also important skills.

Grade 10

FRANÇAIS LANGUE SECONDE - IMMERSION 10

Le cours de *français langue seconde - immersion 10* est conçu pour encourager l'élève à développer une confiance accrue dans les quatre compétences linguistiques: lire, écrire, écouter et parler à l'aide de multiples ressources, y compris la technologie. Les élèves démontreront une plus grande facilité d'utilisation des stratégies de révision et d'édition. L'accent sera mis sur les nouvelles littéraires, les éléments poétiques et les variations linguistiques comme points de référence culturels dans le monde francophone. L'étude grammaticale se fera dans le cadre et la séquence définis par le ministère de l'éducation de la Colombie-Britannique (les pronoms possessifs et démonstratifs, la voix active et passive, le conditionnel passé). Le but ultime de ce cours est de continuer à développer les connaissances et l'appréciation de la langue française chez l'élève. La participation au DELF B1 est optionnelle. Le cours de *Français langue seconde immersion 10* est requis pour l'obtention du Diplôme bilingue de fin d'études secondaires.

FRANÇAIS LANGUE SECONDE - IMMERSION 10

This course is designed to encourage students to increase their confidence in the four language competencies: reading, writing, listening and speaking using multiple resources including technology. Students will demonstrate greater ease with strategies to revise and edit work. The focus will be on literary short stories

from the French-speaking world, poetic elements, and linguistic variations as cultural reference points within the French-speaking world. The ultimate goal of this course is to continue to develop the student's knowledge and appreciation of the French language. Grammar study will be in a scope and sequence outlined by BC Ministry of Education (possessive and demonstrative pronouns, active and passive voice, past conditional). DELF B1 participation is optional. *Français Langue seconde - immersion 10* is required to receive the bilingual Dogwood Diploma.

SCIENCES HUMAINES 10

Le programme de Sciences humaines 10 porte sur le Canada et le monde de 1914 jusqu'au présent. Les étudiants exploreront les institutions politiques, les conflits internationaux et régionaux, et les injustices historiques et contemporaines, ainsi que leurs liens au développement de l'identité canadienne et du rôle du Canada à l'international. En étudiant les événements sociaux, économiques, politiques, environnementaux et indigènes, les étudiants découvriront une diversité de visions du monde et de perspectives par rapport au Canada en tant que pays. Pendant le cours, les étudiants développeront aussi leurs compétences et démarches d'investigation en Sciences humaines afin d'examiner les causes et les conséquences, la portée, et l'éthique, et la façon dont celles-ci influencent les questions canadiennes contemporaines. Compléter ce cours donnera à

FRENCH IMMERSION PROGRAM

l'étudiant les crédits en Sciences humaines 10 requis pour l'obtention du diplôme et des crédits qui contribueront au diplôme bilingue à la fin de la 12^e année.

The focus of Sciences Humaines 10 is Canada and world from 1914 to the present. The course explores political institutions, global and regional conflicts, and historical and contemporary injustices as they relate to the growth of Canadian identity and Canada's role in the world. Through the study of social, political, economic, environmental, and indigenous events and policies, students will encounter a diversity of worldviews and perspectives about Canada as a country. Throughout the course, students will develop their Social Studies skills and inquiry processes to look at cause and consequence, significance, and ethics as they relate to contemporary Canadian issues. Successful completion of this course will fulfil the Social Studies 10 graduation requirement and will earn credits towards the student's Bilingual Dogwood Certificate upon graduation.

ART DRAMATIQUE 10

PREREQUIS RECOMMANDÉS:

Élève doit être parti du Programme d'Immersion.

CONTENU DU COURS

Bienvenue à la salle de théâtre! Ce cours permet aux élèves d'acquérir plusieurs habilités comme communication des idées, des émotions et des perspectives par des mouvements, des sons, des images et du langage. Aussi, la participation active aux activités d'art dramatique crée des rapprochements personnels et interculturels et ouvre une fenêtre sur l'expérience humaine. On commence ce cours avec la création de communauté, et les idées de bases de l'art dramatique : la confiance, la concentration, l'observation, le développement de personnage, le travail d'équipe, jeu de rôle et le travail de scène. Les élèves vont réfléchir sur leur travail et vont participer par fournir des commentaires pour les autres et discussions en classe. Quelques compétences disciplinaires dont les élèves vont acquérir de plus sont : d'apprendre comment improviser et prendre des risques créatifs pour exprimer des intentions, développer un éventail de compétences théâtrales et de techniques au moyen de représentations et d'interprétations, et décrire, analyser et réagir en utilisant le vocabulaire spécifique à l'art dramatique.

DEVOIRS ET ACTIVITÉS:

On demandera aux élèves de remettre un journal quotidien, des projets d'écriture et recherche, des présentations (improvisées et pièces mémorisées), de participer dans des activités d'échauffement, de faire de la lecture et d'étudier des pièces francophones, de réaliser des présentations individuelles et en équipes.

MATÉRIAUX :

Les élèves devraient en avoir un cahier, un stylo et des vêtements confortables, propres et amples. Quelques accessoires ou costumes pourraient être requis de la maison selon l'activité.

EVALUATION:

L'évaluation des élèves sera basée surtout sur les présentations, préparation et participation quotidien, réflexions, et travaux remis (projets d'écriture, recherche etc.). L'évaluation formative et sommative comprendront des rubriques spécifiques pour les travaux de spectacles et des projets. L'évaluation des élèves se fait en classe individuellement et comprend les autoévaluations et évaluations du prof.

ART DRAMATIQUE 10

PREREQUISITES:

Student must be enrolled in the French Immersion program.

COURSE CONTENT

Welcome to the theatre room! This course offers students the opportunity to hone many different types of skills such as communicating ideas, emotions, and perspectives through movement, sound, imagery, and language. Further, active participation in drama creates personal and cultural connections and reveals insights into human experience. We begin this course with community building and the fundamental building blocks of drama including: trust, concentration, observation, character work, role play, group collaboration and scene work. Students will reflect on their work and participate in peer feedback and class discussions. Some of the core competencies that students will further develop include: Improvising and take creative risks to express meaning, developing a repertoire of dramatic skills and techniques through presentation or performance, describing, analyzing, and responding using drama-specific language.

CLASSWORK AND ACTIVITIES:

Students must complete a drama journal, written assignments, research assignments, presentation (both

FRENCH IMMERSION PROGRAM

improvised and polished, memorized pieces), participate in warm up and movement activities, read and study francophone texts and plays, and present both individually and in groups.

SUPPLIES:

Students will require a class workbook, paper and a pen and loose, comfortable clothes. Some costume or prop elements may need to be brought from home as required.

EVALUATION

Student assessment will be based primarily on presentations, preparation and daily participation, reflections and written work (script creation, research projects etc.). Formative and summative evaluations will use specific rubrics for both presentations and projects. Assessment is done based on the individual and will include self and teacher evaluations.

GRADE 11

Students must to complete one of the following two courses, AND Explorations en Sciences Humaines 11

ÉTUDES DU CINÉMA ET DE LA LITTÉRATURE FRANCOPHONES 11

Le cours *d'études du cinéma et de la littérature francophones 11* est conçu pour encourager l'élève à découvrir, explorer, analyser et interpréter des œuvres cinématographiques et littéraires de la francophonie. En étudiant une variété de textes, l'élève acquerra une certaine connaissance de la culture francophone qui contribuera au développement de son identité. La composante cinématographique et littéraire permettra à l'élève de découvrir une variété d'œuvres cinématographiques, de textes et d'œuvres littéraires issus d'époques, de cultures, de styles et de genres différents. De plus, l'élève développera ses capacités d'analyse textuelle, d'interprétation et de réflexion afin de mieux apprécier les œuvres cinématographiques et littéraires de la francophonie. Plusieurs genres cinématographiques et littéraires lui permettront d'explorer son imagination et de développer sa créativité, son style d'écriture et sa prise de parole. Les étudiants développeront la pensée critique. L'étude grammaticale se fera dans le cadre et la séquence définis par le ministère de l'éducation de la Colombie-Britannique (la phrase impersonnelle, l'infinitif présent

et passé, le subjonctif présent). Le cours *d'études du cinéma et de la littérature francophones 11* satisfait aux exigences de *Français langue seconde - immersion 11* requis pour l'obtention du Diplôme bilingue de fin d'études secondaires.

FRENCH-LANGUAGE FILM AND LITERARY STUDIES 11

This course is designed to encourage students to discover, explore, analyze, and interpret cinematographic and literary works of the French-speaking world. By studying a variety of texts, students will acquire knowledge of Francophone culture, which will contribute to the development of their identity. The film and literature component of the course will enable students to discover cinematographic and literary texts and works from different eras, cultures, styles, and genres. In addition, students will develop their ability to analyze, interpret, and reflect in order to better appreciate cinematographic and literary works from the French-speaking world. They will explore their imagination and develop their creativity, writing style, and spoken communication through multiple cinematographic genres. Students will develop critical thinking. Grammar study will be in a scope and sequence outlined by BC Ministry of Education (impersonal sentences, present and past infinitive, present subjunctive). Successful completion of *French-Language Film and Literary Studies 11* will fulfill the *Français Langue seconde - immersion 11* graduation requirement and will earn credit towards the student's' bilingual Dogwood Diploma.

MÉDIAS ET COMMUNICATION NUMÉRIQUE 11

Le cours de *médias et communication numérique 11* est conçu pour que l'élève explore, découvre, interprète et analyse l'évolution du rôle et de l'influence croissante des médias numériques et imprimés dans la société actuelle. Le cours reconnaît que la littératie numérique est essentielle au développement du citoyen numérique. Ce cours amènera l'élève à réfléchir de façon critique à la manière dont les médias changent et influencent les comportements en société, la manière

FRENCH IMMERSION PROGRAM

de communiquer et la compréhension du monde. Le cours offre de nombreuses occasions à l'élève de démontrer sa compréhension et de communiquer ses idées à travers une variété de médias et communications numériques. De plus, il explorera les nouvelles possibilités d'expression créative qu'offrent les médias numériques. L'élève aura conscience des comportements en société conformes à la loi et à l'éthique afin de prendre des décisions réfléchies. Les étudiants développeront la pensée critique. L'étude grammaticale se fera dans le cadre et la séquence définis par le ministère de l'éducation de la Colombie-Britannique (la phrase impersonnelle, l'infinitif présent et passé, le subjonctif présent). Le cours **médias et communication numérique 11** satisfait aux exigences de **Français langue seconde - immersion 11** requis pour l'obtention du Diplôme bilingue de fin d'études secondaires.

MEDIA AND DIGITAL COMMUNICATION 11

This course is designed to lead students in exploring, discovering, interpreting, and analyzing the changing role and influence of digital and print media in today's society. It recognizes that digital literacy is essential to the development of digital citizens. The course will motivate students to reflect critically on how media shapes and influences patterns of behaviour in society, how we communicate, and our understanding of the world. The course offers numerous opportunities for students to demonstrate their understanding and communicate their ideas through a variety of digital media and communications. They will also explore the new possibilities for creative expression provided by digital media. Students will be able to identify ethical, law-abiding social behaviours that can help them make informed decisions. Grammar study will be in a scope and sequence outlined by BC Ministry of Education (impersonal sentences, present and past infinitive, present subjunctive). Successful completion of **Media and Digital Communication 11** will fulfill the **Français Langue seconde immersion 11** graduation requirement and will earn credit towards the student's' bilingual Dogwood Diploma.

EXPLORATIONS EN SCIENCES HUMAINES 11

L'objectif des Explorations en Sciences humaines 11 est de fournir aux étudiants un survol d'une diversité de domaines d'étude en Sciences humaines. Ancré dans l'étude de l'histoire mondiale du 20^e siècle, ce cours

explorera une variété de thèmes et d'événements, y compris la justice sociale, les peuples autochtones, le génocide, la philosophie et/ou la culture francophone. Les étudiants investigueront les mouvements religieux, ethniques et culturels, les conflits régionaux et globaux, et l'impact de ceux-ci sur la société, la politique, l'économie, la culture et l'environnement autour du monde. Le processus d'enquête sera fondé dans l'avancement continu des compétences et des démarches d'investigation en Sciences humaines de l'étudiant ; les étudiants étendront et approfondiront leurs capacités d'évaluer la portée, la crédibilité, les preuves et l'éthique des actions et des événements passés et au présent. Compléter ce cours donnera à l'étudiant les crédits en Sciences humaines 11-12 requis pour l'obtention du diplôme et des crédits qui contribueront au diplôme bilingue à la fin de la 12^e année.

The aim of Explorations en Sciences Humaines 11 is to provide students with an overview of a diversity of fields in the Social Sciences. Using 20th-Century world history as a foundation, this course will explore a variety of themes and events including social justice, First Peoples, genocide, philosophy and/or Francophone culture. Students will investigate religious, ethnic and cultural movements, conflicts at the regional and global level, and the impact of these events and ideas on society, politics, economy, culture and the environment around the world. All areas of study will be based in the ongoing advancement of the student's Social Studies skills and inquiry processes; students will extend and deepen their ability to assess the significance, credibility, justification for and ethics of actions and events in the past and present. Successful completion of this course will fulfil the Social Studies 11-12 graduation requirement and will earn credits towards the student's Bilingual Dogwood Certificate upon graduation. Students will require a class workbook, paper and a pen

GRADE 12

FRANÇAIS LANGUE SECONDE – IMMERSION 12

L'objectif du cours de **Français langue seconde - immersion 12** est d'intégrer et d'approfondir les compétences langagières et les connaissances linguistiques et culturelles acquises lors des expériences d'apprentissage antérieures. Ce cours permet à l'élève d'avoir un aperçu des divers facteurs qui façonnent son identité bilingue. Le cours offre de nombreuses occasions à l'élève d'approfondir la

FRENCH IMMERSION PROGRAM

connaissance de soi et des autres dans un monde en évolution. De plus, l'élève explorera des textes de plusieurs genres et modes, provenant de sources diverses et reflétant des perspectives de la francophonie et des peuples autochtones. L'accent sera également mis sur le symbolisme ainsi que l'écriture de la dissertation, du blogue, du courriel et de la lettre formelle et amicale. L'étude grammaticale se fera dans le cadre et la séquence définis par le ministère de l'éducation de la Colombie-Britannique (la proposition subordonnée relative, le subjonctif passé). Ce cours amènera l'élève à utiliser sa pensée critique et créative pour analyser diverses situations de communication. Finalement, l'élève affinera sa communication dans divers contextes afin d'atteindre ses objectifs personnels et professionnels. La participation au DELF B2 est optionnelle. Le cours de **Français langue seconde - immersion 12** et l'**Examen de littératie en immersion (ELI)** sont requis pour l'obtention du Diplôme bilingue de fin d'études secondaires.

FRANÇAIS LANGUE SECONDE – IMMERSION 12

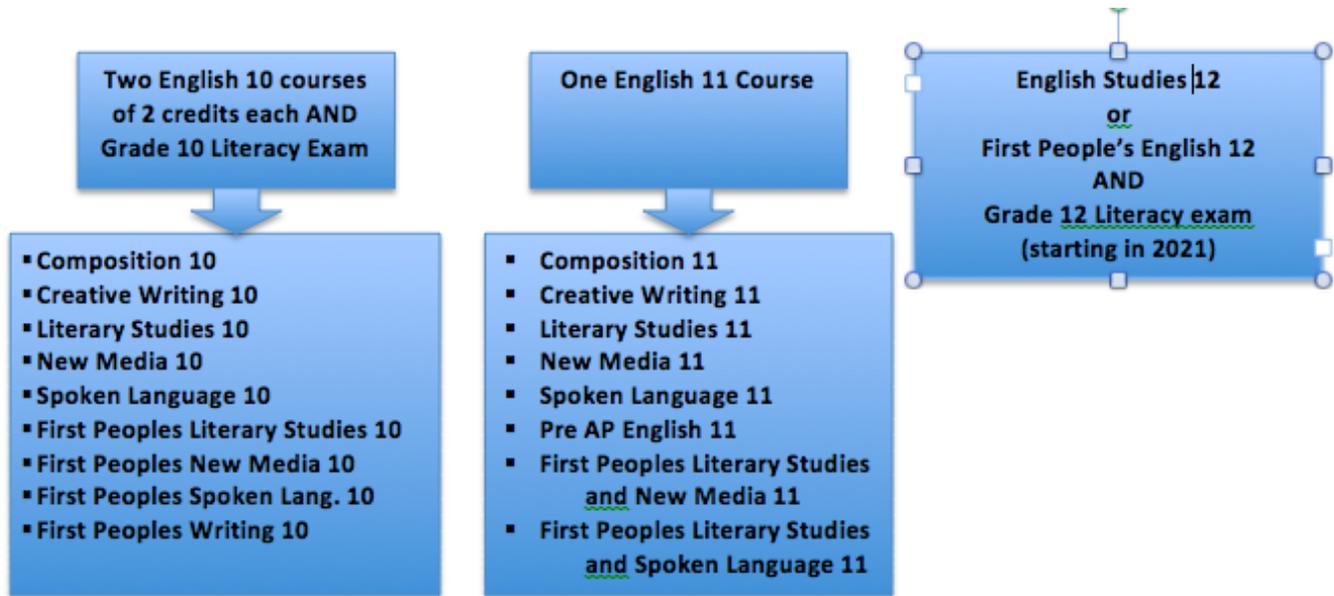
The objective of **Français langue seconde - immersion 12** is to help students to integrate and enhance the linguistic competencies and linguistic and cultural knowledge acquired during past learning experiences. French Immersion 12 will enable students to gain an overview of the various factors that shape their bilingual identity. It offers many opportunities for students to deepen their knowledge of themselves and others in a changing world. In addition, students will explore different types and genres of texts, from various sources, that reflect Francophone and First Peoples' perspectives. The focus will also be on symbolism and writing essays, blogs, e-mails, and formal and friendly letters. Grammar study will be in a scope and sequence outlined by BC Ministry of Education (relative subordinate clauses, past subjunctive). The course will encourage students to use critical and creative thinking to analyze various communication situations and refine their communication skills in diverse contexts in order to achieve their personal and career objectives. DELF B2 participation is optional. **Français langue seconde – immersion 12** and the **Graduation Literacy Assessment (ELI) in FRENCH** are required to receive a bilingual Dogwood Diploma.

EXPRESSION ORALE ET COMMUNICATIONS 10

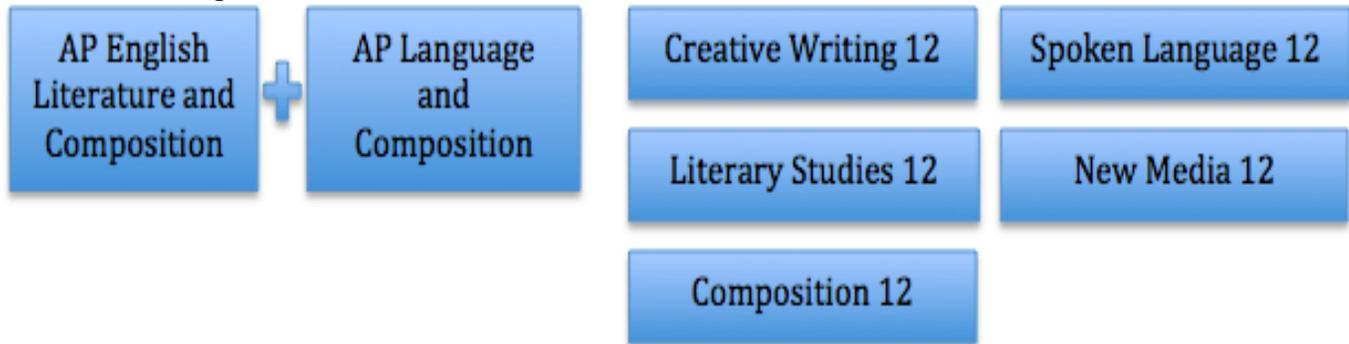
This course is designed to support students in their development of spoken communication through processes of questioning, exploring, and experimenting. The course builds students' spoken language competencies by introducing them to varied structures, forms, and styles of oral compositions, and by providing opportunities for students to individually and collaboratively study, draft, and use language to create original pieces in a variety of modes. This elective course will also provide students with opportunities for performance, storytelling, and public speaking. The following are possible areas of focus in Expression orale et communications 10: spoken word, poetry, slam; presentation of poems and fables; plays, reader's theatre, skits; improvisation; radio, podcasts, video; songs; public speaking; debating and argumentation; oral presentations; First Peoples stories; advertising.

ENGLISH DEPARTMENT

Graduation Requirements for English:



Other Elective English Courses Available



ENGLISH 10 COURSE OPTIONS: (choose Two)

Each course is two credits and has a RECOMMENDED PREREQUISITE of English 9

COMPOSITION 10

This course is designed to build students' skills in their development of written communication through a critical process of questioning, exploring, and sampling. Within a supportive community of writers, students will work individually and collaboratively to explore and create clear and purposeful compositions. Developing their craft through processes of drafting, reflecting, and revising, students will also read and study compositions by other

models for the development of their own writing.

Possible areas of focus within Composition 10 are:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines

CREATIVE WRITING 10

This course is designed for students who have an interest in creative expression through language and writing. The course provides students opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally

ENGLISH DEPARTMENT

grounded in the sampling of writing processes, inviting students to express themselves creatively as they experiment with, reflect on and practice their writing.

Possible areas of focus within Creative Writing 10 are:

- contemporary creative forms such as slam poetry, oratory, rap, drama, song, graphic novels
- creative non-fiction, historical fiction
- poetry, song lyrics
- multimodal creative forms that combine visual, written, and oral texts

LITERARY STUDIES 10

This course is designed for students who are interested in literature in general or literature of a particular period, geographical area, or theme. The course aims to increase students' literacy skills through close reading of appropriately challenging texts and to develop higher-level thinking and learning skills.

Possible areas of focus in Literary Studies 10 are:

- genre-specific studies—poetry, short stories, novels, drama, graphic novels, children's literature
- Canadian literature
- First Peoples texts
- thematic studies
- specific author studies

SPOKEN LANGUAGE 10

This course is designed to support students in their development of spoken communication. The course builds students' spoken language skills by introducing them to diverse structures, forms and styles of oral compositions from a variety of cultures, and by providing opportunities for students to individually and collaboratively study, draft and use language to create original pieces. This area of choice will also provide students with opportunities for performance, storytelling, and public speaking.

Possible areas of focus in Spoken Language 10 are:

- spoken word/slam poetry
- oral storytelling
- readers' theatre
- speech writing and presenting
- First Peoples' oral traditions and oral texts

NEW MEDIA 10

This course is designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. New Media 10 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework provides students with a set of analytical and reflective skills vital for success in an increasingly complex digital world and may include personal blogging.

Possible areas of focus in New Media 10 are:

- media and film studies
- journalism and publishing
- digital communication and blogging

ENGLISH FIRST PEOPLES WRITING 10

This course is designed for students who are interested in writing for a variety of purposes and contexts. This area of choice provides students with opportunities to become better writers through the exploration of personal and cultural identities, memories, stories, and connections to land/place. Within a supportive community, students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging compositions. This course is grounded in the exploration and application of writing processes, inviting students to express themselves as they experiment with, reflect on, extend, and refine their writing.

Possible areas of focus in English First Peoples Writing 10 are:

- community-focused texts
- writing for advocacy
- writing for expression
- exploration of First Peoples themes

ENGLISH FIRST PEOPLES LITERARY STUDIES 10

This course is designed for students who are interested in exploring First Peoples' literature in a variety of contexts, genres, and media. This area of choice provides students with opportunities to explore personal and cultural identities, histories, stories, and connections to land/place. This course is grounded in the understanding of how texts are historically and culturally constructed. Students will work individually and collaboratively to broaden their understanding of themselves and the world.

ENGLISH DEPARTMENT

Possible areas of focus in English First Peoples Literary Studies 10 are:

- thematic study of First Peoples literature (family, humour, connection to land, resistance, belonging, identity)
- locally developed First Peoples texts
- specific First Nations, Métis, or Inuit author study
- First Peoples children's literature
- storytelling in a First Peoples context

ENGLISH FIRST PEOPLES SPOKEN LANGUAGE 10

This course is designed for students who are interested in studying First Peoples' oral traditions and in developing their oral self-expression and communication in a variety of contexts. Within a supportive community, students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging oral texts for a variety of purposes. This area of choice will provide students with opportunities for performance and public speaking.

Possible areas of focus in English First Peoples Spoken Language 10 are:

- performance of spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts related to First Peoples themes
- oral tradition
- professional applications (speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts related to First Peoples themes)

ENGLISH FIRST PEOPLES NEW MEDIA 10

This course explores genres such as Media and Film, Journalism and Digital Communication. Students will learn about the representation of Indigenous peoples in film, including documentaries and other forms of media. Students will also explore the role of journalism in the revitalization and preservation of Indigenous languages and culture. This course will cover a variety of common themes in Indigenous texts including the importance of oral traditions, narrative structures, Indigenous connections to the land and the formation of Indigenous identity.

Possible areas of focus in English First Peoples New Media 10 are:

- media and film studies related to First Peoples themes
- journalism and publishing related to First Peoples themes
- digital communication related to First Peoples themes
-

ENGLISH 11 COURSE OPTIONS:

Each course is four credits and has a RECOMMENDED *PREREQUISITE* of English 10

ENGLISH 11 PRE-AP (HONOURS)

This is an elective course based on teacher recommendation. Besides covering the usual English 11 curricular competencies, this course offers an enriched learning environment, challenging readings and exposure to a greater range of texts. This course is for students who are enthusiastic about reading and writing, and is strongly recommended for students who plan to take AP English Language & Composition or AP English Literature & Composition

SPOKEN LANGUAGE 11

This course is designed to support students as they refine, clarify, and adjust their spoken communication through practice and revision. The course provides opportunities for students to, with increasing independence, study, create, write, and present original and authentic pieces for a range of purposes and real-world audiences. They will develop confidence in their abilities as they consolidate their spoken language skills.

Possible areas of focus in Spoken Language 11 are:

- performance (spoken word/slam poetry, poetry recitation, oral storytelling, readers theatre)
- professional applications – suggested topics include speech writing/presenting, proposals, interviewing, even facilitation, radio/podcasts/video posts, voice overs
- debates/seminars

ENGLISH DEPARTMENT

CREATIVE WRITING 11

This course is for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes through a wide range of genres. This course is founded in the exploration and application of writing processes, inviting students to express themselves creatively as they reflect on, adjust, and extend their writing skills, within a collaborative and supportive community.

Possible areas of focus in Creative

Language 11 are:

- short fiction and poetry
- creative non-fiction (columns, features, articles, reporting, interviews, reviews, advertising, titles, bylines, sample readings)
- memoirs

COMPOSITION 11

This course is designed to support students as they refine, clarify, and adjust their written communication through practice and revision. The course provides opportunities for students to study, create, and write original and authentic pieces for a range of purposes and real-world audiences. They improve their writing by drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations.

Possible areas of focus in Composition 11 are:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and purposes
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

NEW MEDIA 11

This course is a course designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. The course is centered on students' interests, needs, and abilities. Compared with New Media 10, New media 11 features tasks and texts of greater complexity and sophistication. As well, the Grade 11 course extends the topics and activities offered in New Media 10.

Possible focus areas in New Media 11 are:

- media and film studies
- journalism and publishing
- digital communication (blogging)

LITERARY STUDIES 11:

This course is designed to allow students to delve deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time increase their literacy skills through close reading of appropriately challenging texts, expand their development as educated global citizens, and further develop higher-level thinking and learning skills

Possible focus areas Literary Studies 11 are:

- genre specific studies (novels, drama, short stories, graphic novels, children's literature)
- varieties of literature – First Peoples, world, diasporic, feminist, Canadian, specific author studies

ENGLISH FIRST PEOPLES LITERARY STUDIES AND WRITING 11

This course is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature, focusing on the renaissance of Canadian Indigenous authors, but not exclusively so. Using the First Peoples Principles of Learning as a guide, the class will experiment within a supportive community, enabling students to work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions.

Possible focus areas in English First Peoples Literary Studies and Writing 11 are:

- identity
- creation myths
- the tradition and role of the Trickster

ENGLISH DEPARTMENT

ENGLISH FIRST PEOPLES LITERARY STUDIES AND NEW MEDIA 11

This course is designed for students who are interested in studying First People literature and examining the evolving role of technology in today's society, especially the increasing importance of digital media in communicating and exchanging ideas and engaging in social advocacy. Students examine the increasingly complex digital world and have opportunities to demonstrate understand and communicate sophisticated ideas through a wide variety of digital and print media. Through the study of literature and critical engagement with new media, students will extend their capacity to deepen and expand their understand of themselves and the world, and what it means to be educated Canadian and global citizens.

Possible focus areas in English First Peoples Literary Studies and New Media 11 are:

- the influence of new media on First Peoples personal and cultural identities
- exploration of First Peoples themes as represented in new media
- new media performance art in relation to First Peoples themes

ENGLISH FIRST PEOPLES LITERARY STUDIES AND SPOKEN LANGUAGE 11

This course is designed for students who are interested in studying First Peoples literature and oral tradition and in strengthening their oral language proficiencies. The course emphasizes oral self-expression and communication in a variety of contexts. Students explore the First Peoples oral and written literature in a range of media to explore various themes, authors, and topics to form a foundation where they will think critically and creatively. This course will help to extend their capacity to communicate effectively in a variety of contexts, deepen their understanding of themselves and the world, and what it means to be educated Canadian and global citizens.

Possible focus areas in English First Peoples Literary Studies and Spoken Language 11 are:

- First Peoples oral tradition
- exploring the relationships between First Peoples literature, oral tradition, and personal and cultural identities

- oral language related to First Peoples cultures
- performance in relation to First Peoples themes

ENGLISH 12 COURSE OPTIONS: GRADE 12 ENGLISH OPTIONS

ENGLISH STUDIES 12

This is a required course that builds on and extends students' previous Grade 10 and 11 English learning and experiences. It is designed for all students and provides them with opportunities to communicate effectively, think critically, explore a variety of texts and deepen their understanding of themselves and others in our global and constantly changing world.

OR

ENGLISH FIRST PEOPLES 12

This is a required course that builds on and extends students' previous Grade 10 and 11 English learning and experiences. The course is grounded in the First Peoples Principles of Learning and is designed for all students, Aboriginal and non-Aboriginal, who are interested in exploring First Peoples oral and written literature and visual texts in association with First Peoples' experiences, values, beliefs, and lived realities.

OR

AP ENGLISH LANGUAGE & COMPOSITION & AP ENGLISH LITERATURE & COMPOSITION

(These two courses are taken concurrently)

RECOMMENDED PREREQUISITE: Honours English 11 or Teacher Recommendation

This program will include three separate English courses: AP English Literature, AP English Language and English 12. The course will run every day from September to June with students writing two Advanced Placement exams in May.

Students who take this course will become prepared for university learning, become proficient at academic writing, express ideas and opinions in sophisticated ways and gain confidence in their ability as readers and writers.

ENGLISH DEPARTMENT

Students should have a genuine love of literature and be eager to improve their writing.

Successful students will receive credit for English 12 as well as the two AP courses. In addition, students who receive a mark of 4 or 5 on their AP exams will be granted university credit.

The program is highly demanding and requires a great deal of reading, writing and discussion. In this program, students will study great works of literature from the 1600's to the present day, will develop skills to be proficient writers in a variety of contexts, will learn the ways that language is used to communicate.

GRADE 12 ENGLISH ELECTIVES

SPOKEN LANGUAGE 12

This course is designed to support students in the refinement of spoken language. Through drafting, reflecting, revising, practicing and presenting, the course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, write, and present original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness.

Possible focus areas in Spoken Language 12 are:

- performance of spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts
- oral tradition (oratory, local story knowledge, oral history)
- professional applications (speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts, voice-overs)

NEW MEDIA 12

This course is designed to reflect the changing role of modern technology and the increasing importance of digital media in communicating and exchanging ideas. This course allows students to recognize that digital literacy is an essential characteristic of the educated citizen. Coursework aims to offer numerous opportunities for students to demonstrate understanding and communicate

increasingly sophisticated ideas through a wide variety of digital and print media.

Possible focus areas in New Media 12 are:

- media and film studies
- journalism and publishing
- digital communication (blogging, writing for the web, writing for social media, gaming, podcasting)

LITERARY STUDIES 12

This course is designed to deeply investigate literature through increasingly complex texts. Students will explore specific themes, periods, authors, and areas of the world through literary works, both fiction and non-fiction. Coursework aims to increase literacy skills through close reading and analysis and further refine higher-level thinking and learning skills

Possible focus areas in Literary Studies 12 are:

- genre-specific studies – poetry, short stories, novels, drama, graphic novels, children's literature
- Canadian and world literature
- diasporic literature
- feminist literature
- First Peoples texts
- period-based literature—Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century

CREATIVE WRITING 12

This course is designed for students who are interested in creating a body of written work that reflects sophistication and depth of skill. Students engage in the exploration of personal and cultural identities, memories, and stories, in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes, celebrating successes.

Possible focus areas in Creative Writing 12 are:

- fiction and poetry (flash fiction, graffiti, adventure, children's literature, comic/graphic, fantasy)
- creative non-fiction (columns, features, articles, queries, captions, layout, reporting, interviews, reviews)
- memoir

ENGLISH DEPARTMENT

COMPOSITION 12

This course is designed to support students in their refinement and pursuit of mastery of written communication. Students will read and study exemplary compositions by other writers and be exposed to a variety of styles as models for the development of their writing. Through drafting, reflecting, and revising, the course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, and write original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness.

Possible focus areas in Composition 12 are:

- narrative, expository, descriptive, persuasive, and opinion pieces, with attention to areas such as thesis development, structure, transitions,
- planning, drafting, and editing processes
- writing for specific professional audiences and specific academic disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

ENGLISH FOR LANGUAGE LEARNERS

RECOMMENDED PREREQUISITE: None

COURSE CONTENT:

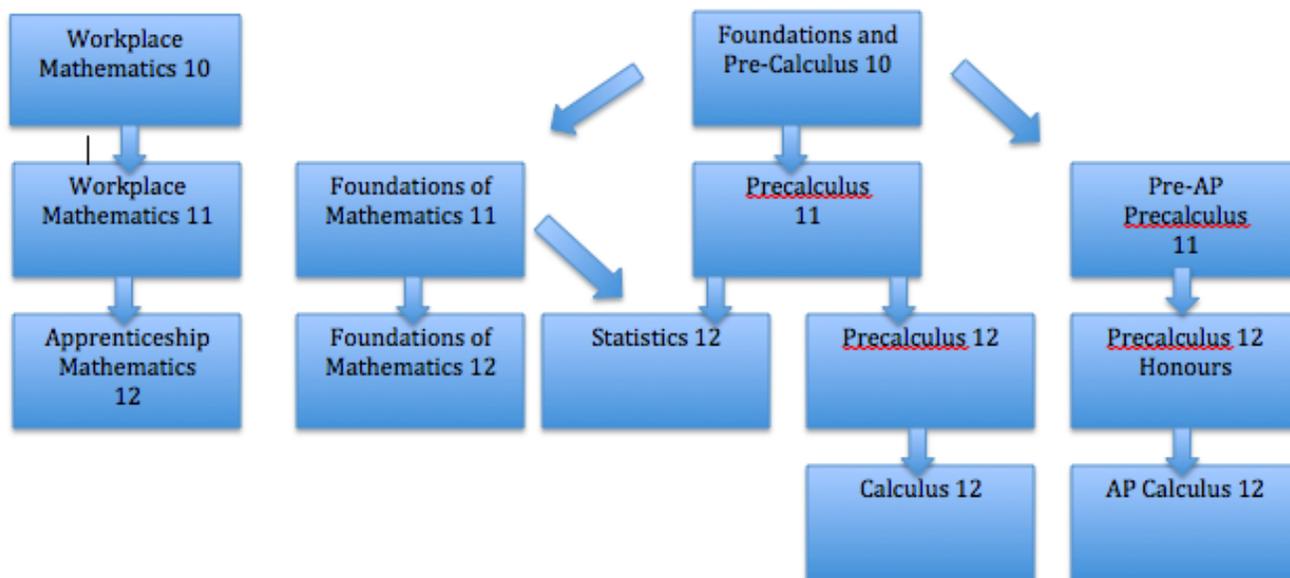
This course is designed to develop the ESL learner's language skills through a rigorous, academic English skills-based program. This program will support and work in conjunction with the Academic English program offered at the school. ESL learners will work on the four main English language skills of reading, writing, listening, and speaking. This course is developed for the international and landed immigrant student whose goal is graduation from a B.C. School and whose English language skills are low and developing. The goal of the course is to support the ESL learner in such a way that they achieve a level of fluency in English commensurate with the age and ability of their peer group.

MATHEMATICS DEPARTMENT

Areas of Learning

The British Columbia Mathematics curriculum aims to ensure that our citizens are numerate and embody mathematical habits of mind. It develops skills and processes citizens can use to critically analyze information encountered at work, in finances, and in daily life, while providing the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics Course Selections



GOALS OF MATHEMATICS CURRICULUM

The British Columbia mathematics curriculum contributes to students' development as educated citizens through the achievement of the following goals.

Students are expected to:

- develop a deep understanding of both factual (content) and processed-based (curricular competencies) information; each of these forms of knowledge are needed to solve complex problems
- reason mathematically using their understanding of numbers, patterns, spatial relationships, and data analysis, in order to problem solve
- become financially literate and able to make sound financial decisions
- use flexible, effective, and accurate strategies to analyze and solve increasingly complex problems
- explore how mathematics complements and includes other ways of knowing, such as First Peoples knowledge and other world views
- develop perseverance and confidence to apply mathematical thinking in various abstract and concrete contexts
- view and navigate their world with a mathematical perspective
- develop the ability for abstract thinking, including the critical thinking skills necessary for understanding global issues in society

NOTE: To qualify for graduation in British Columbia each student must complete one of the two Mathematics 10 courses as well as a minimum of one of the eleven Mathematics 11/12 courses.

MATHEMATICS DEPARTMENT

WORKPLACE MATHEMATICS 10

RECOMMENDED PREREQUISITE: Mathematics 9

The Big Ideas

- Proportional reasoning is used to make sense of multiplicative relationships.
- 3D objects can be examined mathematically by measuring directly and indirectly length, surface area, and volume.
- Flexibility with number builds meaning, understanding, and confidence.
- Representing and analyzing data allows us to notice and wonder about relationships.

Calculator requirement: Scientific calculator

FOUNDATIONS OF MATHEMATICS AND PRE-CALCULUS 10

RECOMMENDED PREREQUISITE: *Mathematics 9*

The Big Ideas

- Algebra allows us to generalize relationships through abstract thinking.
- The meanings of, and connections between, each operation extend to powers and polynomials
- Constant rate of change is an essential attribute of linear relations and has meaning in different representations and contexts.
- Trigonometry involves using proportional reasoning to solve indirect measurement representations and problems
- Representing and analyzing situations allows us to notice and wonder about relationships.

Calculator requirement: Scientific calculator

WORKPLACE MATHEMATICS 11

RECOMMENDED PREREQUISITE: *Workplace Mathematics 10*

The Big Ideas

- Proportional reasoning is used to make sense of multiplicative relationships.
- Mathematics informs financial decision making.
- 3D objects are often represented and described in 2D space.
- Flexibility with number builds meaning, understanding, and confidence.
- Representing and analyzing data allows us to notice and wonder about relationships.

Calculator requirement: Scientific calculator

FOUNDATIONS OF MATH 11

RECOMMENDED PREREQUISITE: *Foundations of Mathematics and Pre-Calculus 10*

The Big Ideas

- Similar shapes and objects have proportional relationships that can be described, measured, and compared.
- Optimization informs the decision-making process in situations involving extreme values.
- Logical reasoning helps us discover and describe mathematical truths.
- Statistical analysis allows us to notice, wonder about, and answer questions about variation.

Calculator requirement: TI-83 or TI-84 graphing calculator

PRE-CALCULUS 11

RECOMMENDED PREREQUISITE: *Foundations of Math and Pre-Calculus 10*

The Big Ideas

- Algebra allows us to generalize relationships through abstract thinking.
- The meanings of, and connections between, operations extend to powers, radicals, and polynomials.
- Quadratic relationships are prevalent in the world around us.
- Trigonometry involves using proportional reasoning to solve indirect measurement problems

Calculator requirement: TI-83 or TI-84 graphing calculator

STATISTICS 12

RECOMMENDED PREREQUISITE: *Foundations of Mathematics 11 or Pre-Calculus 11*

The Big Ideas

- Statistics plays an integral role in research, decision making, and policy in society.
- The research question and practical and ethical issues determine whether a statistical study should be observational or experimental.
- Statistical analysis allows us to explore, describe, model, and explain variation.
- We can develop statistical thinking to help make inferences intuitive.
- Statistical findings gain value through effective communication.

MATHEMATICS DEPARTMENT

FOUNDATIONS OF MATHEMATICS 12

RECOMMENDED PREREQUISITE: *Foundations of Mathematics 11 or Pre-Calculus 11*

The Big Ideas

1. Probabilistic thinking informs decision making in situations involving chance and uncertainty.
2. Modelling data requires an understanding of a variety of functions.
3. Mathematical analysis informs financial decisions. Through explorations of spatial relationships, we can develop a geometrical appreciation of the world around us.

Calculator requirement: TI-83 or TI-84 graphing calculator

PRE-CALCULUS 12

RECOMMENDED PREREQUISITE: *Pre-Calculus 11*

The Big Ideas

1. Using inverses is the foundation of solving equations and can be extended to relationships between functions.
2. Understanding the characteristics of families of functions allows us to model and understand relationships and to build connections between classes of functions.
3. Transformations of shapes extend to functions and relations in all of their representations.

Calculator requirement: TI-83 or TI-84 graphing calculator

CALCULUS 12

RECOMMENDED PREREQUISITE: *Pre-Calculus 12*

The Big Ideas

- The concept of a limit is foundational in developing calculus.
- Differential calculus develops the concept of instantaneous rate of change
- Integral calculus develops the concept of determining a product involving a continuously changing quantity over an interval.
- Derivatives and integrals are **inversely related**

Calculator requirement: TI-83 or TI-84 graphing calculator

AP PATHWAY

This path is designed for capable math students who are considering taking Advanced Placement (AP) Calculus in their Grade 12 year. Students taking AP courses write exams in the first week of May each year. In order to accommodate grade 12 students taking Pre-Calculus 12 followed by AP Calculus 12 it is necessary for students to begin a slightly accelerated and enriched program in math as early as Grade 11. This is the purpose of offering Pre-Calculus 11 Honors. Students that complete Pre-Calculus 11 Pre AP will begin the Pre Calculus 12 Honours in the first semester of their grade 12 year. This will be followed by AP Calculus in the second semester.

PRE-CALCULUS 11 PRE-AP (HONOURS)

RECOMMENDED PREREQUISITE: *Foundations of Mathematics and Pre-Calculus 10*

The Big Ideas

1. Algebra allows us to generalize relationships through abstract thinking.
2. The meanings of, and connections between, operations extend to powers, radicals, and polynomials.
3. Quadratic relationships are prevalent in the world around us.
4. Trigonometry involves using proportional reasoning to solve indirect measurement problems

Calculator requirement: TI-83 or TI-84 graphing calculator

Successful completion of this course provides the student with the necessary prerequisites for HONOURS Calculus 12.

In **Pre-Calculus 11 Pre AP** students will cover some Pre-Calculus 12 material in preparation for **Pre-Calculus (AP) 12**.

It is important for students to understand that in order to be part of the honours program in math, enrollment begins in grade 11. It will not be possible to begin it in grade 12. If, however, a student's requirements change they would be at no disadvantage by reverting to the standard Pre-Calculus 11 or 12 courses.

MATHEMATICS DEPARTMENT

PRE-CALCULUS 12 HONOURS

RECOMMENDED PREREQUISITE: *Pre-Calculus 11*

The Big Ideas

- Using **inverses** is the foundation of solving equations and can be extended to relationships between functions.
- Understanding the characteristics of families of **functions** allows us to model and understand relationships and to build connections between classes of functions.
- **Transformations** of shapes extend to functions and relations in all of their representations.

Calculator requirement: TI-83 or TI-84 graphing calculator

Successful completion of this course provides the student with the necessary prerequisites for AP Calculus.

AP CALCULUS 12

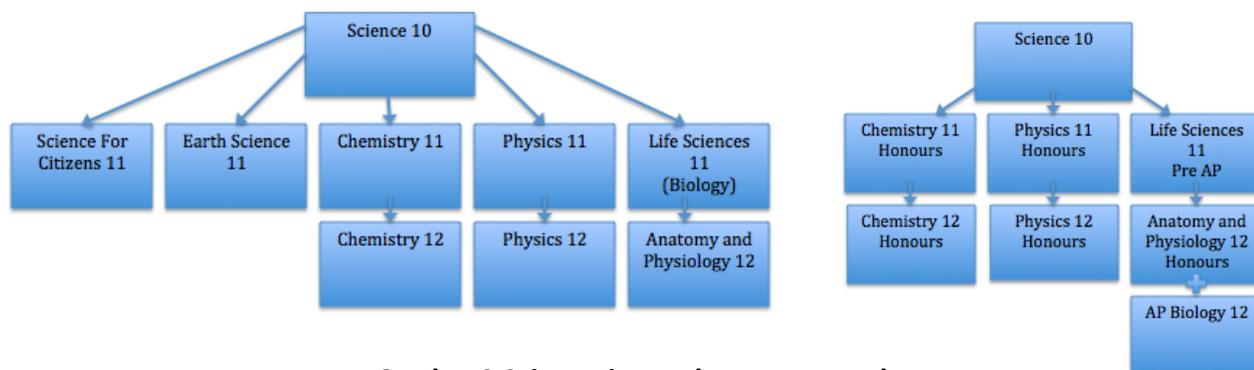
COREQUISITE: *Pre-calculus 12 Honours*

AP Calculus AB is a one-year/one credit class that introduces the three main concepts of calculus: limits, differentiation, and integration and their applications. This course is highly recommended for those students who plan science or mathematics-related careers. Evaluation in this class is based on student success on assignments, unit evaluations, and use of Technology. Optional summer review packet will be available.

Calculator requirement: TI-83 or TI-84 graphing calculator

SCIENCE DEPARTMENT

SCIENCE DEPARTMENT SEQUENCE



Grade 10 Science is taught as a general course.

Grade 11 students may begin to specialize in areas of Biology, Physics, Chemistry, Earth Science and Geology.

SENIOR SCIENCE STUDENTS:

Students planning on entering a post-secondary science program should carefully check recommended prerequisites. A Science 11 or 12 course is required for Graduation

SCIENCE 10

RECOMMENDED PREREQUISITE: Science 9

COURSE CONTENT: Science 10 puts a heavy emphasis on the four main areas of Science (Biology, Chemistry, Physics and Earth Science) and provides students with a sound basis for taking senior level courses. Areas that will be covered during the year are: • Sustainability of Ecosystems • Chemical Reactions & Radioactivity • Motion • Energy Transfer in Natural Systems • Plate Tectonics

ASSIGNMENTS OR ACTIVITIES: Various assignments, questions, lab activities, tests and lab exams are assigned. In addition, regular home study (review) is necessary.

LIFE SCIENCES 11 (BIOLOGY)

RECOMMENDED PREREQUISITE: Science 10 with a minimum mark of "C." Students intending to take Biology 12 should also take Chemistry 11.

COURSE CONTENT:

- levels of organization
- cell structure and function
- sexual and asexual reproduction
- energy transformations in cells
- First Peoples understandings of interrelationships between organisms
- viruses

- microevolution:
 - adaptation to changing environments
 - changes in DNA
 - natural selection
- macroevolution:
 - speciation
 - processes of macroevolution
 - evidence for macroevolution
- artificial selection and genetic modifications
- single-celled and multi-celled organisms
- trends in complexity among various life forms
- evidence for phylogenetic relationships
- taxonomic principles for classifying organisms
- binomial nomenclature
- First Peoples knowledge on classification
- similarities and differences between domains and kingdoms

ASSIGNMENTS OR ACTIVITIES:

Most chapters are supported by a laboratory component including questions. Other chapters might have projects or other types of assignments to check understanding. 20% of the course mark is a final test written in June. When possible, optional field trips may include: Bamfield Marine Station (West Coast of Vancouver Island) and Vancouver Public Aquarium. These trips are paid for by students.

SCIENCE DEPARTMENT

LIFE SCIENCES 11 (BIOLOGY) PRE AP

RECOMMENDED PREREQUISITE: Science 10 with a minimum of 70% and Foundations of Math 10 with a minimum mark of 60%. Students intending to take HONOURS Biology 12 should also take Chemistry 11.

COURSE CONTENT: Same as Life Sciences 11 Mechanisms of speciation and principles of classification are more developed than in Life Sciences 11 with a specific emphasis placed on building cladograms and on their interpretation. There is an added section introducing basic principles of genetics (Mendelian, non-Mendelian, and population genetics including Hardy-Weinberg equilibrium model and corresponding calculations).

ASSIGNMENTS OR ACTIVITIES:

Same as in Life Sciences 11 with a stronger emphasis on analysis and critical thinking skills (including data analysis, use of statistics, and graph interpretation). Assignments and Tests are marked the same way they are in Life Sciences 11 Tests are the same as in Life Sciences 11 When possible, optional field trips may include: Bamfield Marine Station (West coast of Vancouver Island) and Vancouver Public Aquarium. These trips are paid for by students.

ANATOMY AND PHYSIOLOGY 12

RECOMMENDED PREREQUISITE: Life Sciences 11 and Chemistry 11 are recommended, with a minimum mark of C+ in both courses. Chemistry 12 is advisable as more than half of the course includes chemistry concepts. Anatomy and Physiology 12 is more challenging than Life Sciences 11; a rigorous and regular program of home study is essential to succeed in this course.

COURSE CONTENT:

- biological molecules
- metabolism and enzymes
- feedback loops and regulation of the body's internal environment
- transport across a cell membrane
- DNA:
 - the cell's genetic information
 - replication
- gene expression
- proteins and their relationship to the structure and function of all cells
- genomics and biotechnology
- micro to macro organization

- organ systems:
 - structure and function
 - structural and functional interdependence
 - maintenance of homeostasis
- lifestyle differences and their effects on human health
- holistic approach to health
- disease as an imbalance in homeostasis

ASSIGNMENTS OR ACTIVITIES:

There is one lab per chapter with the lab report due before the corresponding test can be written. 20% of the course mark is a final test written at the end of the semester. When possible, there is an optional field trip to Playland (effects of various rides on human systems). This trip is paid for by students.

ANATOMY AND PHYSIOLOGY 12 HONOURS

RECOMMENDED PREREQUISITE: Life Sciences 11 Honours and Chemistry 12, both with a minimum course mark of C+. Chemistry 12 can be taken concurrently with honours Anatomy and Physiology. Strong work habits are necessary to succeed in this course.

COURSE CONTENT: Same as in Anatomy and Physiology 12 with enriched sections on biochemistry, cell membrane, cell exchanges and cell communication, gene expression, homeostasis as well as defense mechanisms against infections.

ASSIGNMENTS OR ACTIVITIES:

Same as in Anatomy and Physiology 12 with an emphasis on analysis and critical thinking skills (including data analysis and graph interpretation). Assignments and tests are marked the same way they are in Anatomy and Physiology 12. The Added sections on assignments and tests will count toward the AP Biology mark. 20% of the course mark is a final test written at the end of the semester. When possible, there is an optional field trip to Playland (effects of various rides on Human systems). This trip is paid for by students.

AP BIOLOGY 12

RECOMMENDED PREREQUISITE: Life Sciences 11 Honours, Anatomy and Physiology 12 Honours, Chemistry 11, Chemistry 12, and Principles of Math 11 all with a minimum course mark of C+

SCIENCE DEPARTMENT

COURSE CONTENT:

AP Biology is the equivalent of a full-year introductory college course in biology with 25% of the time spent on the laboratory component. The AP exam, taken at the beginning of May, consists of multi-choice questions and a reading period followed by free-response questions. Questions may be included from lab investigations. This exam tests students' understanding of overarching concepts that unite the major content areas: evolution as a driver to life diversity, energy cycles to fuel life processes, and maintain homeostasis, information processing in living organisms as well as interactions from molecule to ecosystem. There is a math component to this course, mostly statistics as well as graph analysis. A strong emphasis is placed on chemical processes.

ASSIGNMENTS OR ACTIVITIES:

Formal lab reports are required; all of them include open ended inquiries. 20% of the course mark is a year-end test (the AP exam mark is not received on time to be included in the course mark, and not all students choose to write the AP exam). When possible there is an optional field trip to the Biology department of one or more universities. This trip takes place in May, and is financed by students.

CHEMISTRY 11

RECOMMENDED PREREQUISITE: Foundations of Math & Pre-Calculus 10 (C+ or better) and Science 10 (C+ or better).

Good work and study habits are required. It is recommended that Pre-Calculus 11 be taken concurrently or previously completed.

Chemistry 11 is recommended for all students who wish to pursue academic studies or career training in biology, geology, physics, medicine, pharmacy, chemical engineering, forestry, dentistry, nutrition or agriculture. A study of chemistry can also help to prepare young people to be informed decision-makers in our increasingly technological world where the techniques of chemistry and the products of chemical industry are so extensively used and sometimes abused.

COURSE CONTENT:

Chemistry 11 reviews and introduces a wide range of topics: Lab Safety, Introduction to Chemistry, the Mole Concept, Chemical Reactions, the Periodic Table, Chemical Bonding, Atomic Structure, Solution Chemistry, Organic Chemistry, and composition calculations.

ASSIGNMENTS OR ACTIVITIES:

Experimentation is an important part of this course. Formal lab reports are required for each experiment. An assignment is given each class.

CHEMISTRY 11 HONOURS

RECOMMENDED PREREQUISITE: Successful completion of Science 10 with teacher recommendation.

Chemistry 11 Honours is similar to the regular Chemistry 11 course, but examines the topics in greater depth and proceeds at a faster pace. There is also a greater emphasis on laboratory work. This course is recommended for students considering AP Chemistry 12 or Chemistry 12 Honours, however it is open to all grade 11 and 12 students with a keen interest and above average ability in math and science.

COURSE CONTENT:

Chemistry 11 reviews and introduces a wide range of topics: Lab Safety, Introduction to Chemistry, Introduction to Matter, Inorganic Naming, the Mole Concept, Chemical Reactions, the Periodic Table, Chemical Bonding, Atomic Structure, Solution Chemistry, Organic Chemistry, and composition calculations.

CHEMISTRY 12

RECOMMENDED PREREQUISITE: Pre-Calculus 11 (C+ or better) and Chemistry 11 (C+ or better)

It is recommended that Pre-Calculus 12 be taken concurrently.

Chemistry 12 is recommended for all students who wish to pursue academic studies or career training in scientific, technical and medical fields. It is a prerequisite for many programs at College, University and Technical Schools.

COURSE CONTENT:

Chemistry 12 examines fewer topics than Chemistry 11 but studies them in much greater depth. There are five basic units of varying length: Reaction Rates, Equilibrium in Chemical Reactions, Solubility of Ionic Substances, Acids, Bases and Salts and Oxidation-Reduction Reactions. This course is more theoretical and mathematical than Chemistry 11.

ASSIGNMENTS OR ACTIVITIES:

Lab work makes up about 20% of class time. Homework/study is assigned in each class.

CHEMISTRY 12 HONOURS

SCIENCE DEPARTMENT

RECOMMENDED PREREQUISITE: Completion of Chemistry 11 Honours with at least a “B” or completion of Chemistry 11 with teacher recommendation. Pre-Calculus 12 completed or taken concurrently. Chemistry 12 Honours is similar to the regular Chemistry 12 course, but examines the topics of Chemistry 12 in greater depth and proceeds at a faster pace. There is also a greater emphasis on chemical calculations, mathematical formulations and laboratory work. This course is open to all grade 12 students with a keen interest in chemistry; however, it is strongly recommend that students have a strong "B" in both Chemistry 11 and Math 11 before enrolling in Chemistry 12 Honours.

COURSE CONTENT: Chemistry 12 examines fewer topics than Chemistry 11 but studies them in much greater depth. There are five basic units of varying length: Reaction Rates, Equilibrium in Chemical Reactions, Solubility of Ionic Substances, Acids, Bases and Salts and Oxidation-Reduction Reactions. This course is more theoretical and mathematical than Chemistry 11.

ASSIGNMENTS OR ACTIVITIES:

Experimentation is an important part of this course. Formal lab reports are required for each experiment. An assignment is given each class.

PHYSICS 11

RECOMMENDED PREREQUISITES: Science 10 with a minimum course mark of C+, and Foundations and Pre-Calculus Math 10 with a minimum course mark of B

COURSE CONTENT:

The topics for Physics 11 2018 curriculum include the big ideas of:

- An object’s motion can be predicted, analyzed, and described
- Forces influence the motion of an object.
- Energy is found in different forms, is conserved, and has the ability to do work.
- Mechanical waves transfer energy but not matter.

Specifically, students need to know:

vector and scalar quantities; horizontal uniform and accelerated motion; projectile motion; contact forces and the factors that affect magnitude and direction; mass, force of gravity, and apparent weight; Newton’s laws of motion and free-body diagrams; balanced and unbalanced forces in systems; conservation of energy; principle of work and

energy; power and efficiency; simple machines and mechanical advantage; applications of simple machines by First Peoples; electric circuits (DC), Ohm’s law, and Kirchhoff’s laws; thermal equilibrium and specific heat capacity; generation and propagation of waves; properties and behaviours of waves; characteristics of sound; resonance and frequency of sound; graphical methods in physics

ASSIGNMENTS OR ACTIVITIES:

There are many laboratory experiments that require reports. Problems are assigned to apply concepts learned. Tests are also required.

PHYSICS 11 HONOURS

RECOMMENDED PREREQUISITES: Honours Science 10 with a minimum mark of 70% on the school exam and Foundations of Math and Pre-calculus 10 with a minimum mark of 67% on the school exam. Students intending to go on to AP Physics 2 should also take Chemistry 11. Students must be enrolled in Pre-Calculus 11 concurrently or have already completed it. A & W Mathematics and Foundations of Mathematics are not at a suitable level for this course.

COURSE CONTENT: Same as in Physics 11. Multiple dimensions are introduced as opposed to pure linear motion.

ASSIGNMENTS OR ACTIVITIES: Same as in Physics 11 with a stronger emphasis on analysis and critical thinking skills (including data analysis, use of statistics, and graph interpretation). Assignments are marked the same way they are in Physics 11. Tests are the same as in Physics 11 with an added section. The added sections on assignments and tests will count toward AP Physics 1 or AP Physics 2 mark. 20% of the course mark is a final test written in June. When possible, optional field trips may include: Playland and TRIUMF. These trips are paid for by students

PHYSICS 12

RECOMMENDED PREREQUISITE: Physics 11 with a minimum course mark of C+, and Pre-Calculus 11 Math with a minimum course mark of B

COURSE CONTENT:

The topics for Physics 12 2018 curriculum include the big ideas of:

- Measurement of motion depends on our frame of reference.
- Forces can cause linear and circular motion.

SCIENCE DEPARTMENT

- Forces and energy interactions occur within fields.
- Momentum is conserved within a closed and isolated system.

Specifically, students need to know:

frames of reference; relative motion within a stationary reference frame; postulates of special relativity; relativistic effects within a moving reference frame; static equilibrium; uniform circular motion: First Peoples knowledge and applications of forces in traditional technologies; gravitational field and Newton's law of universal gravitation; gravitational potential energy; gravitational dynamics and energy relationships; electric field and Coulomb's law; electric potential energy, electric potential, and electric potential difference; electrostatic dynamics and energy relationships; magnetic field and magnetic force; electromagnetic induction; applications of electromagnetic induction; impulse and momentum; conservation of momentum and energy in collisions; graphical methods in physics

ASSIGNMENTS OR ACTIVITIES:

There are laboratory experiments that require reports. Problems are assigned to apply concepts learned. Tests are also required.

PHYSICS 12 HONOURS

RECOMMENDED PREREQUISITE: Completion of Honours Physics 11 with at least a "B" or completion of Physic 11 with teacher recommendation. Pre-Calculus 11 (C+ or better) and Physics 11 (C+ or better). It is recommended that Pre-Calculus 12 be previously completed or taken concurrently.

Physics 12 Honours is recommended for students who have a particular interest in physics or who plan to continue in science or any engineering field.

COURSE CONTENT:

The topics in Physics 12 Honours include kinematics, dynamics, and momentum in two dimensions using vector algebra for analysis. Other topics are equilibrium, gravitation, electricity and magnetism, circular motion, energy and power.

ASSIGNMENTS OR ACTIVITIES:

The laboratory experiments require reports, and the problem assignments are much more challenging than in Physics 11.

EARTH SCIENCE 11

RECOMMENDED PREREQUISITE: Science 10 Earth Science 11 is highly recommended, but not mandatory, prerequisite for students planning to enrol in Geology 12.

COURSE CONTENT:

Earth Science 11 provides a broad scope of investigation into the principles of Geology, Historical Geology, Oceanography, Atmospheric Science, Earth Resources and Astronomy. This course also provides the student with the critical thinking skills necessary for understanding the relationship between the earth's processes, human usage and future implications for wise decision-making.

ASSIGNMENTS OR ACTIVITIES:

Assigned readings, lectures, lab activities and research papers.

ENVIRONMENTAL SCIENCE 12

RECOMMENDED PREREQUISITE: Science 10. Also, it would be a benefit to students to have taken or to be enrolled in Biology 11 and Chemistry 11.

COURSE CONTENT:

This course is an academic course designed for students with an interest in understanding and addressing the environmental issues faced by our society today both locally and globally. Students will be encouraged to think critically about many of these issues and conduct risk analysis to weigh the costs and benefits of various human activities that affect the world we live in. This is a science based course so students need to have experienced success in science courses they have taken in the past. Topics will include:

- Global Water Systems
- Global Warming and Climate Change
- Land Use and Sustainability
- Global Environmental Changes

ASSIGNMENTS OR ACTIVITIES:

Various assignments, projects and labs will be completed in the classroom. This will include participation in a conservation program in which endangered Western Painted Turtles are raised in our classroom and then will be released back into the wild to help increase their population numbers. In addition, students may have the opportunity to participate in various field investigations in the local community such as field and stream management surveys or other ecological management tasks. It may also be possible

SCIENCE DEPARTMENT

to arrange for participation in a major field investigation in another country during a spring break trip.

SCIENCE FOR CITIZENS 11

RECOMMENDED PREREQUISITE: Science 10

COURSE CONTENT: The topics this course :

- Scientific processes and knowledge inform our decisions and impact our daily lives.
- Scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for places of employment.
- Scientific understanding enables humans to respond and adapt to changes locally and globally.

Specifically, students need to know: evidence-based decision making through science; personal and public health practices, including First Peoples traditional health and healing practices; impact of technologies; personal safety and awareness; workplace safety; certifications; practical applications of science in the workplace; impacts of technology in the workplace; applications of materials science; beneficial scientific innovations; natural hazards and responses; human impact on Earth's systems; global environment, including those of First Peoples

ASSIGNMENTS OR ACTIVITIES: Worksheets, projects, class discussion, role plays, and other traditional forms of assessment used.

Science for Citizens 11 does not meet the requirement for college/university programs that require a grade 11 Science for entry. It does meet graduation requirements.

SPECIALIZED SCIENCE 12: MARINE BIOLOGY

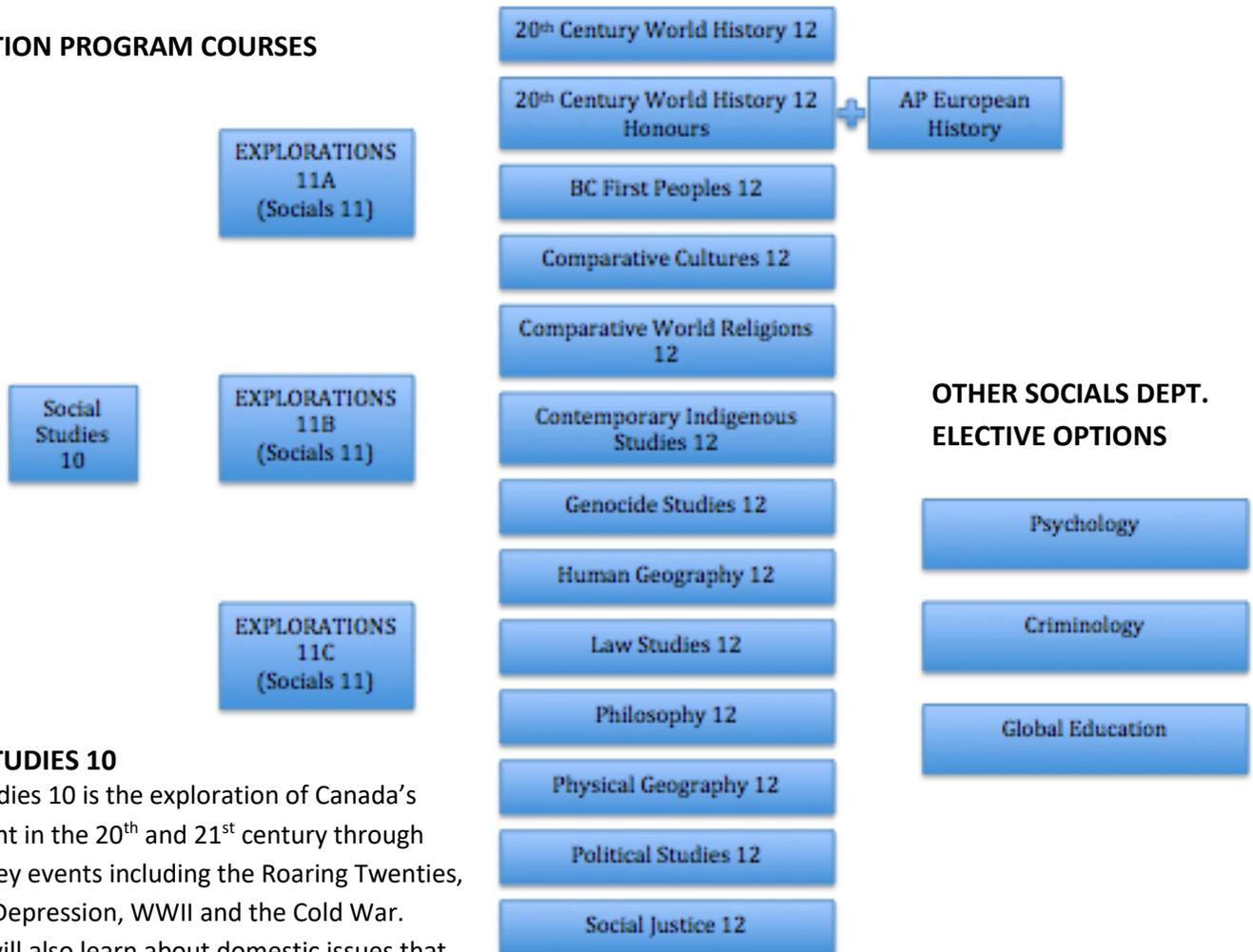
RECOMMENDED PREREQUISITE: Science 10 with at least 60%

This course will introduce students to the world of marine biology and give them the opportunity to enhance their learning through biological methods of experimentation such as microscopy and dissection. Students should have a good understanding of biological concepts taught in science 8 – 10 including the use of microscopes, the structure of cells, sexual and asexual reproduction and ecology. Students should have good work habits and have achieved at least a 60% average in Science 10. Topics will include:

- The Earth's Ocean
- Marine Life
- Marine Ecosystems
- Impact of Human Activities

SOCIAL STUDIES DEPARTMENT

GRADUATION PROGRAM COURSES



SOCIAL STUDIES 10

Socials Studies 10 is the exploration of Canada’s involvement in the 20th and 21st century through different key events including the Roaring Twenties, the Great Depression, WWII and the Cold War. Students will also learn about domestic issues that Canadians faced including Canada’s push to total independence, Quebec’s desire to separate and problems and issues that First Nations people faced throughout the country. Students will utilize the six historical competencies to analyze and critique Canada’s involvement in both global and domestic affairs from 1919 to 2019, including Ethical Judgment (What historical wrongs has Canada been a part of during this period in time?), Historical Perspective (What was life like for First Nations people during the 1920’s? How did it compare to that of Immigrants coming to Canada?) and Historical Significance (What criteria is used to decide which events in our past make it into our History books and which are left out?). Students who successfully complete this course will have a greater understanding of the development of Canada’s global identity and involvement in world affairs.

EXPLORATIONS 11A (SOCIAL STUDIES 11)

COURSE CONTENT: Explorations 11 is a survey course that will introduce students to the ten courses of study offered in Grade 12. Some areas of focus are Comparative Cultures, 20th Century World History, Genocide, Social Justice, Physical Geography, Human Geography, etc. Students will spend two to three weeks gaining the basic background, knowledge, and skills needed in those upper-level courses.

ASSIGNMENTS OR ACTIVITIES: Reading, writing, thinking, and communication skills continue to be reinforced. Several forms of presentations, projects, and research papers are introduced. Cognitive skills of logic, reasoning, and defending your point of view become crucial in courses such as this.

SOCIAL STUDIES DEPARTMENT

EXPLORATIONS 11B (SOCIAL STUDIES 11) **(Focus on Social Justice, Indigenous Studies, Physical Geography)**

This course will explore the interconnection between social justice issues, Indigenous people's connection to the land, and the influence of human and environmental factors. The "Big Ideas" for this course include understanding:

- that individual worldviews shape and inform the understanding of social justice issues;
- that the identities, worldviews, and languages of indigenous peoples are renewed, sustained, and transformed through their connection to the land;
- how incorporating data from a variety of sources allows us to better understand our globally connected world.

Field study opportunities will be offered to students.

EXPLORATIONS 11C (SOCIAL STUDIES 11) **(Focus on Genocide Studies, Social Justice, Political Studies)**

This course will explore the interconnection between social justice issues, including how political institutions and ideology impact recent and historical genocides around the world. The "Big Idea" for this course include understanding:

- how individual worldviews shape and inform the understanding of social justice issues
- how political institutions and ideology shape both the exercise of power and the nature of political outcomes
- that despite international commitments to prohibit genocide, violence targeted against groups of people has continued to challenge global peace and prosperity.

Field study opportunities will be offered to students.

20TH CENTURY WORLD HISTORY 12

The only thing necessary for the triumph of evil is for good men to do nothing. – Edmund Burke (1729 - 1797)

This course will focus on three big ideas:

- Nationalist movements can unite people in common causes or lead to intense conflict between different groups.
- The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes.

- The breakdown of long-standing empires created new economic and political systems.

Exploration:

20th Century World History examines major world events of the 20th Century. It will focus on major global conflicts including World War I, World War II and the Cold War. Topics will include the rise of authoritarian regimes like the Third Reich, religious and ethnic conflicts and social and cultural developments. This course will focus on the skills to make ethical judgements about history and recognize patterns in history that relate to present day events.

History 12 will prepare you for both post-secondary schooling and lifetime success!

AP EUROPEAN HISTORY

COURSE CONTENT:

This university level course gives students the basic chronology of major events from approximately 1450 through the present. An understanding of some of the principal themes in modern European history and the development of the ability to analyse historical evidence are the major objectives. This course requires excellent reading and writing skills, and its structure is designed to prepare students for the AP test in May. Students should expect a nightly minimum reading assignment of 10-20 pages and one short paper every 2-3 weeks. Areas of study will include:

- Reformations
- Religious wars
- European Exploration and Conquest
- Absolutism and Constitutionalism
- Revolutions in Politics
- Industrial Revolution
- Emerging Urban Society
- Scientific Revolution
- Enlightenment
- World Wars and Cold War

BC FIRST PEOPLES 12

This course is open to all students in grade 11 and 12 and fulfills the Social Studies 11/12 Graduation requirement.

COURSE CONTENT:

The course content is academically demanding and will challenge your abilities in Social Studies. Generally, the course gives students an understanding of both local

SOCIAL STUDIES DEPARTMENT

First Nations (the Sto:lo) and First Nations people across BC. History, culture and traditions are emphasized. Specifically, we will study the Sto:lo people both before and after European arrival. We will examine this century's major world wars and their effects on Native veterans. Residential schooling, treaty negotiations, art and literature are other major areas of study. Students wanting to pursue careers in education, law or human services would benefit from this course content. ASSIGNMENTS OR ACTIVITIES: Students are expected to regularly complete both small and large assignments. Essays will be written, and library research will be conducted.

COMPARATIVE CULTURES 12

COURSE CONTENT: If you love people and enjoy learning about different cultures, then this course is for you. Both modern and ancient cultures will be explored in this course. The theme of this course is to live curiously. You will learn a great deal about a variety of cultures. Some of the areas that we will focus on include fashion, sports, religious beliefs, music, art, family roles, architecture and language. A variety of cultures will be studied and include the Maya, Aztecs, Inca, Waodani (an Amazonian culture), Mesopotamia (Sumer, Assyria, and Persia), India, Egypt, Israel, Greece, and Rome.

COMPARATIVE WORLD RELIGIONS 12

COURSE CONTENT:

Comparative World Religions examines the role of religious beliefs in different human societies across time and place. The course will assess how religious beliefs have shaped world events and have been used to organize and define different groups of people. Comparative World Religions will also investigate how the search for existential insight and transcendence can be shaped by a variety of different religious, spiritual, and/or philosophical traditions. The course will examine both eastern and western forms of religion as well as incorporate traditional forms of spirituality. Students will demonstrate their understanding of core concepts through project-based learning (individual and group) and a variety of assessment styles. Students are encouraged to be active thinkers and be willing to communicate, both verbally (debates, class discussions, presentations) and through their written product.

Comparative World Religions will stress the development of research, presentation, and communication skills.

CONTEMPORARY INDIGENOUS STUDIES 12

This course explores themes such as Indigenous culture and identity, self-determination and healing in post-colonial Canada as we move toward Reconciliation. Students will learn about the interconnection between land, family and communities, as well as their role in Indigenous identity formation. Students will also explore local, national and international Indigenous organizations and governance systems that work toward Indigenous resurgence and moving forward together. The goal of this course is to allow both Indigenous and non-Indigenous students the opportunity to learn about and respect Indigenous movements and resilience since 1945 that work toward healing and reconciliation. This course will use both Western and Indigenous Ways of Knowing. These will include class discussions thorough sharing circles, selected readings, visual and oral presentations, written assignments and student driven inquiry-based projects. Field study opportunities will be offered to students.

GENOCIDE STUDIES 12

RECOMMENDED PREREQUISITE: Enrolled in Grade 12 or teacher recommendation.

This course will focus on the conditions that lead to genocide, the stages of genocide, and responses to genocide by examining several 20th Century Genocides around the world. Students will complete an in-depth study of the Holocaust, Rwanda and the cultural genocide of Indigenous Peoples, as well as explore topics of individualized student interest within the themes of this course. This course will include class discussions, selected readings, visual and oral presentations, written assignments and student driven inquiry-based projects. Field study opportunities will be offered to students.

HUMAN GEOGRAPHY 12

COURSE CONTENT:

Have you ever wondered what the differences were between first, second, and third world countries? What are the characteristics of developed and developing nations? How can we use demographic measures to

SOCIAL STUDIES DEPARTMENT

analyze and compare the level of development between different countries? Human Geography is the study of human populations, their characteristics and how they interact with and are shaped by their physical surroundings. Human Geography encompasses the social, political, economic and cultural characteristics of diverse locations and aims to give students a better understanding and appreciation for other peoples and places.

Students will demonstrate their understanding of core concepts through project-based learning (individual and group) and a variety of assessment styles. Students are encouraged to be active thinkers and be willing to communicate, both verbally (debates, class discussions, presentations) and through their written product. Human Geography will stress the development of research, presentation, and communication skills.

LAW STUDIES 12

COURSE CONTENT:

Law 12 may be taken by Grade 11 or 12 students. Students interested in the Criminal Justice System might consider Law 12 as an elective in Grade 11 in preparation for Criminology 12. Law 12 provides an overview of Canadian Law. Criminal Law is emphasized, however, torts, family law, the Young Offenders Act, and business and consumer laws will be addressed.

ASSIGNMENTS AND ACTIVITIES: Students will be expected to complete case studies, participate in discussions and role plays and attend field trips to courts and the University College of the Fraser Valley.

EVALUATION: Student evaluation will be based upon quizzes, tests, participation, assignments and case studies.

PHILOSOPHY 12

COURSE CONTENT: Students will examine the fundamental nature of knowledge. Students will look in to the tools used for investigating meaning and fostering understanding of different ways of thinking. The course will help students develop a better way of understanding their own beliefs and learn about logic and reasoning within arguments. Some units of study will be methods of reasoning and argument, metaphysical theories about nature of reality, theories of morality and ethics.

ASSIGNMENTS OR ACTIVITIES: Reading, writing, thinking, and communication skills continue to be reinforced. Several forms of presentations, projects, and research papers are introduced. Cognitive skills of logic, reasoning, and defending your point of view become crucial in courses such as this.

PHYSICAL GEOGRAPHY 12

Students who are interested in learning more about our fascinating planet should consider taking this course. We will study the physical processes which shape the earth and the impact that humans have on its environment. Students will understand how the land, air and water of earth function to better appreciate how its environment reacts to human activities and how we can sustain our planet for future generations. This course has field study opportunities for students.

The “Big Ideas for Physical Geography 12 are for students to understand how incorporating data from a variety of sources allows us to better understand our globally connected world; that natural processes have an impact on the landscape and human settlement and that interactions between human activities and the atmosphere affect global weather and climate. We will explore such topics as extreme weather and climate, the biomes of the world, rivers, caves, glaciation, rocks and minerals, earthquakes, fossil fuels, volcanoes, land use and much more. Field study opportunities will be offered to students.

POLITICAL STUDIES 12

Students who enjoy politics and want to expand their knowledge of politics and political theory should take this course. Political studies 12 will introduce you to the key concepts and ideas of politics, major areas of study in the discipline, including political theory such as liberalism, conservatism, Marxism, socialism and anarchism. Political Studies 12 also offers an introduction to areas of study including political theory, Canadian politics, comparative politics, international politics, gender and politics and indigenous politics.

SOCIAL STUDIES DEPARTMENT

The “Big Ideas” for Political Studies 11 are understanding:

- how political decisions are made and that they are critical to being an informed and engaged citizen;
- that political institutions and ideology shape both the exercise of power and the nature of political outcomes
- that decision making in a democratic system of government is influenced by the distribution of political and social power

Specific topics of study include: major ideologies and political systems; political power in democratic and non-democratic societies and methods used by media, governments, or political groups to influence public opinion. Field study opportunities will be offered to students.

SOCIAL JUSTICE 12

RECOMMENDED PREREQUISITE: Enrolled in Grade 12 or teacher recommendation.

Social Justice 12 aims to raise students' awareness of social injustices locally, nationally and globally. Its goals are to enable them to analyze situations from a social justice perspective, to provide knowledge and skills and an ethical framework to advocate for a socially just world. Social Justice 12 promotes the pursuit of social justice as an important responsibility for all and encourages students to develop the commitment and ability to work toward a more just society. This course has field study opportunities for students.

The “Big Ideas” for Social Justice 12 are for students to understand that social justice issues are interconnected; individual worldviews shape and inform the understanding of social justice issues; the causes of social injustice are complex and have lasting impacts on society; and social justice initiatives can transform individuals and systems. Possible Social Justice 12 topic areas of study are Human Rights, Globalization, Poverty, Racism, Aboriginal Peoples, Status of women, Children’s rights, LGBT (Lesbian, Gay, Bisexual, and Transgender), Genocide, Marginalized members of

Society, Environment and Animal Rights. The content of this course is for mature students only. Field study opportunities will be offered to students.

CRIMINOLOGY 12

Criminology 12 has been developed with the cooperation of the criminology Department of the University of the Fraser Valley to prepare students for post-secondary criminology course work. Students in Criminology 12 will improve skills in public speaking, essay writing, debating, and critical thinking while exploring the Canadian criminal justice system. This course intends to examine elements of and contemporary issues arising from criminal law and its application. It connects current issues reflected in the media with details of the law, theories of criminology and the operation of the system.

PSYCHOLOGY 11

Have you ever asked yourself any of the following questions?

- Why do we behave the way we do?
- Where does mental illness come from? Anxiety? Schizophrenia?
- What do your dreams mean?
- What is developmental psychology?
- How does my brain work?
- How do you get addicted to something?

Course Content:

Psychology is a social science that explores several aspects of human behavior and mental processes. You will be exposed to psychological theories that are of interest to adolescents and adults alike. You will learn about various topics that most people are not exposed to unless they attend post-secondary school. The course emphasizes critical thinking skills and the application of theory. It is an exciting field of study with various career opportunities. Topics include: history of psychology, developmental psychology, the human brain, psychological disorders and social psychology introduction. After going through this course, the way you see the world around you may change forever.

PSYCHOLOGY 12

SOCIAL STUDIES DEPARTMENT

Recommended prerequisites: Psychology 11

Have you ever asked yourself any of the following questions?

- How do optical illusions work?
- How do I learn best?
- Where do memories come from?
- What influences social psychology?
- Where does research for psychology come from?

Psychology 12 is a continuation of Psychology 11. It continues to provide an introduction and continuation of selected areas in the field of psychology. Emphasis is placed on psychology as a natural science (theories, methodology and statistics). The focus is on the investigation of major psychological processes such as sensation, perception, learning, memory, consciousness, stress and the biological foundation of behavior.

PSYCHOLOGY 12 HONOURS

Recommended prerequisite: Psychology 11 or recommendation of teacher

Course Content: This course will cover the same content and outcomes of Psychology 12 but will allow students to explore the subject more deeply. Students will cover their own inquiry into psychology during this course-including Art Therapy, Forensic Psychology, Stress Reduction, and other interests of the students in the class. This course will run in conjunction with AP Psychology 12.

AP PSYCHOLOGY 12

Recommended Prerequisite: Psychology 11 with a B or higher or meeting with the teacher.

Course content:

The purpose of the year-long Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of behavior and mental processes of humans and animals. Students are exposed to the psychological theories, principles and phenomena associated with each of the major sub fields within psychology. They also learn about the methods psychologists use in science and practice. Specific topic areas include: biological bases of behavior, sensation and perception, states of consciousness, learning, memory, cognition,

personality, research, history/theories, careers, motivation, emotion, development, abnormal psychology, social psychology and treatment of psychological disorders. This course will provide the students with a learning experience equivalent to that obtained in an introductory university psychology course. Students should possess strong reading skills. Students who enroll in this course are expected to take the AP Exam in May. If students score well on the AP Exam, they will be able to get university credit depending on their university of choice.

GLOBAL EDUCATION 10-12

Note : An interview and teacher references are required. There will be physical labour during the two week in-country work experience. Students are to cover the cost of the field trip in conjunction with community fundraising. Projected cost will be \$3000-\$3500. Parent's permission and yearlong fundraising required.

This curricular course is for students who are interested in becoming involved with international humanitarian education. It is aimed at attracting students who are interested in overseas relief work in a developing country which will be selected. An in-country contact will be established, and a relief project set up before the course begins. In the classroom, students will be immersed in the culture of the selected country and learn about poverty, women's rights, social justice and many other topics.

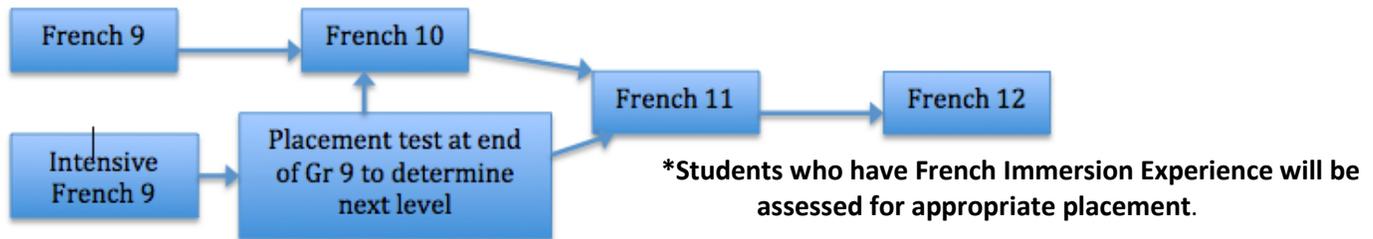
The program is organized around three-week units on geography, history, politics, economics, environmental studies, global stewardship, anthropology, social justice, archeology, religion, literature, fine arts (music, theatre, art) language and domestic studies of the selected region. The class will then go on a two to three week working field trip and work experience to the region and help construct an infrastructure project (a school classroom, library, etc.) with local people. It is anticipated that culture shock will be lessened as a result of the knowledge gained in the classroom. Emphasis in this course will be placed on participation, team work and self-discipline. This course can lead to a host of organizations in the future such as Amnesty International, World Vision, CUAO, United Nations and the Red Cross to name a few

MODERN LANGUAGES

The Modern Languages courses will cover the essential competencies of reading, writing, listening, speaking and interacting by using culture as a vehicle. We will use the context of culture to teach grammar using a variety of texts which would include oral, written, visual and digital communication. By integrating all these essential competencies students will be able to communicate with purpose and understanding. Students will be taught using the Know Do Understand Model which covers the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) which all work together to support deeper learning. By using the Know Do Understand model students will know content (grammar & vocabulary), demonstrate by doing the curricular competencies (reading, writing, listening, speaking & interacting) and then acquire deeper understanding and awareness of themselves and others (expressing themselves using the big ideas of the new curriculum).

SELECTING YOUR PROGRAM:

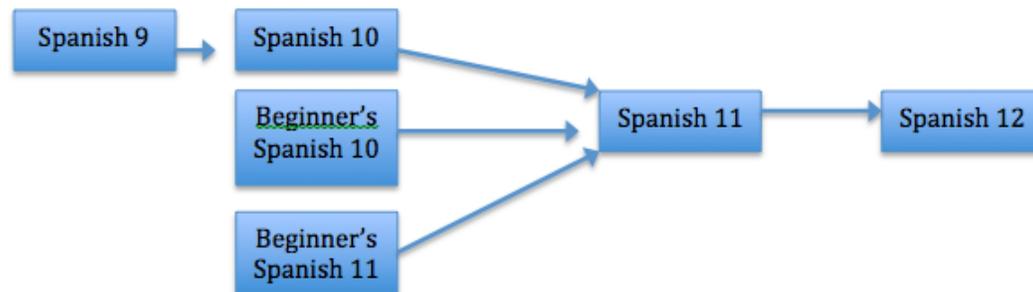
FRENCH STREAM



JAPANESE STREAM



SPANISH STREAM



*Students with other prior experience in any of these three languages, may request a placement assessment as needed

FRENCH

Salut les amis! You are invited to take a three-year adventure in exploring French. French is a global language as it is spoken on 5 continents; it is an asset to both careers and travel. By the end of French 12, you should be able to communicate in French speaking countries around the world. Successful completion of French 11 will satisfy the language requirements for universities in British Columbia.

MODERN LANGUAGES

FRENCH 10

RECOMMENDED PREREQUISITE: French 9

COURSE CONTENT: This course is recommended to students who have completed French 9 who have an interest in further practice of the language. Students will be reading, writing, listening, speaking and interacting in French which are the essential core competencies of the course. Students will be exposed to French culture through a variety of texts and grammar will be taught within authentic cultural contexts. Students will learn by using the Know Do Understand Model. Teachers will assess these learning outcomes using a variety of formative and summative assessments.

FRENCH 11

RECOMMENDED PREREQUISITE: French 10

COURSE CONTENT: This course is recommended to students who have a strong background in French and wish to meet their university language requirements. **COURSE CONTENT:** With advance preparation, students are expected to coherently understand, interpret and express their ideas orally or in writing. International French culture is discussed. Authentic literature and videos will be used.

***Please note there is an opportunity to study French across Canada through the Summer Language Bursary Program www.myexplore.ca*

FRENCH 12

RECOMMENDED PREREQUISITE: French 11

This course is highly recommended for students who wish to continue their language education at university.

COURSE CONTENT: With advance preparation and on occasion spontaneously, students are expected to understand, interpret and express their ideas both orally and in writing. Advanced verb tenses and grammar will be studied. Selections from French literature and film will be used.



MODERN LANGUAGES

JAPANESE

Konnichiwa students of the Pacific Rim! Welcome to the fascinating language of Japanese. Have you ever wondered what you're missing in Anime? Are you considering a career in Business, Economics, Science, Technology, Commerce or Hospitality and Tourism? Perhaps you'd just like to try something completely new in languages. There are many reasons people study this fascinating and challenging language. Students of Japanese learn to read and write in Japanese script and to converse in various everyday situations. Japanese customs and traditions also form part of this program of study. Successful completion of Japanese 11 will satisfy the language requirements for many of universities in British Columbia. Japanese is an academic program in which students are expected to do daily homework. A lot of memory work is required. Textbooks are provided.

BEGINNER'S JAPANESE

THIS IS AN INTRODUCTORY COURSE

The course provides a basic foundation in four skills: speaking, listening, reading, and writing. This course introduces the Japanese syllabaries, basic sentence patterns, expressions, vocabulary, and the basic ideas and information about Japan in various aspects. At the completion of this course, students will have survival level communication skills to communicate effectively in Japanese in some familiar situations.

JAPANESE LEVEL 2

RECOMMENDED PREREQUISITE:

Beginner's Japanese 10 or demonstration of equivalent Japanese language skills

This course is a continuation of Beginner's Japanese; it continues to provide a foundation of four skills: listening, speaking, reading and writing in Japanese. Students will increase their ability to communicate in more familiar situations, using more complex grammatical structures and more characters for reading and writing. Various aspects of the Japanese culture will be discussed.

JAPANESE 11

RECOMMENDED PREREQUISITE: Japanese Level 2 (C+ or higher))

This course is a continuation of Japanese Level 2. Students will reinforce and foster four foundation skills (speaking, listening, reading, and writing). Students will increase their ability to exchange ideas and information for multiple purposes. This course also aims to promote further understanding of Japanese culture by examining Japanese cultures in various perspectives and comparing it with the students' own culture. At the completion of this course, students should be able to recognize different degrees of formality and cultural points of view and communicate effectively in Japanese on a variety of topics, both orally and in writing.

JAPANESE 12

RECOMMENDED PREREQUISITE:

Japanese 11 (B or better)

Mastery of Japanese 11 skills is essential prior to starting Japanese 12. This course continues to offer four foundation skills (speaking, listening, reading, and writing). Through the textbook and a variety of authentic reading materials, students will increase sentence patterns, expressions, and vocabulary and explore the diverse forms of cultural expression. They will also continue to examine a variety of topics about Japanese culture and learn different perspectives of cultural practices and ideas in Japan. At the completion of this course, students will be able to carry conversations by responding more complex questions as well as sharing feelings, and opinions and beliefs in various situations and for multiple purposes. They will also demonstrate their ability to analyze ideas and information through a cultural lens.



MODERN LANGUAGES

SPANISH

Hola! You are invited to learn the language spoken by almost one third of the world's people. By the end of Spanish 12, you should be able to make yourself understood in Spanish speaking countries. You will have also been exposed to a variety of the cultural practices of many Spanish speaking people. Successful completion of Spanish 11 will satisfy the language requirement for many universities in British Columbia. Emphasis in Spanish classes is communicative; students will be learning how to speak the language, as well as to understand, read and write it. Spanish is an academic course and students should expect to receive homework every night. A textbook and workbook are provided at the beginning of each course.

SPANISH 10

RECOMMENDED PREREQUISITE: Spanish 9 (C+ or better)

This course is recommended to students who have completed Spanish 9 who have an interest in further practice of the language. While emphasis continues to be on communication, more emphasis is placed on the structure of the language. They will be reading, writing, listening & speaking in Spanish covering all the prescribed learning outcomes. Students are exposed to Spanish culture through songs, rhymes, crafts and simple stories. Students actively compare a variety of cultural experiences based on their own heritage to those of Hispanic cultures, using a variety of formats. Students will continue to use the textbook and workbook from the Spanish 9 course.

EVALUATION:

Evaluation will cover the four different language skills which are speaking, listening, reading and writing. Teachers will assess these skills using a variety of formative & summative assessments.

INTRODUCTORY SPANISH 10

COURSE CONTENT: This course is designed for students who would like to take Spanish who were not able to take it in Grade 9. This course covers the same material covered in Spanish 9 and 10. Students will be reading, writing, listening, speaking and interacting in Spanish which are the essential core competencies of the course. Students will be exposed to Spanish culture through a variety of texts and grammar will be taught within authentic cultural contexts. Students will learn by using the Know Do Understand Model. Teachers will assess these learning outcomes using a variety of formative and summative assessments.

INTRODUCTORY SPANISH 11

This course is designed for students who would like to take Spanish who were not able to take it in Grade 9. This course covers the same material covered in Spanish 9 and 10. The course focuses on the basic language skills speaking, writing, reading & listening. Students identify strategies used to acquire information from English resources as well as Spanish ones. As the course progresses, they are able to present information in simple sentence and paragraph formats. Students are exposed to Spanish culture through songs, rhymes, crafts and simple stories. Students actively compare a variety of cultural experiences based on their own heritage to those of Hispanic cultures, using a variety of formats. Students will be using the same textbook & workbook as the other Spanish courses.

EVALUATION:

Evaluation will cover the four different language skills which are speaking, listening, reading and writing. Teachers will assess these skills using a variety of formative & summative assessments.

SPANISH 11

RECOMMENDED PREREQUISITE: Spanish 10 (C+ or better)

Spanish 11 is a vigorous academic course. Successful completion of Spanish 11 will satisfy the language requirement for many of universities in British Columbia. Activities involve communication, structure of the language, writing, and the reading of a variety of authentic documents. Students will be able to express themselves in a variety of ways including conversations, journal & essay writing using various verb tenses. The textbook has an accompanying workbook.

EVALUATION:

Evaluation will cover the four different language skills which are speaking, listening, reading and writing. Teachers will assess these skills using a variety of formative & summative assessments.

MODERN LANGUAGES

SPANISH 12

RECOMMENDED PREREQUISITE: Spanish 11 (C+ or better)

Students will continue using the communicative approach in their study of Spanish language and culture. Through conversation, the textbook and authentic reading materials, students will express ideas, plans and goals, and give be able to support points of view. The will learn everyday vocabulary along with reviewing all the tenses so that they will be able express themselves in writing as well as in speaking. They will interact in Spanish effectively and with some spontaneity in situations drawn from real life. Their final assessment will be a presentation which will assess all four language skills.

EVALUATION:

Evaluation will cover the four different language skills which are speaking, listening, reading and writing. Teachers will assess these skills using a variety of formative & summative assessments. The final assessment will be a Final Presentation which will allow students to express themselves in Spanish using all the language skills.



APPLIED SKILLS

AUTOMOTIVE

SKILLS EXPLORATIONS 10 (MECHANICS)

This course will cover the basic theory of operation of the two and four cycle, engine while disassembling, inspecting and reassembling a small lawnmower type engine. Students will be provided with the basic knowledge of safe shop practices and hand and related power tool operation. A section of the course will focus on cycle operation and maintenance. Students will be encouraged to bring a bicycle to 'tune-up'. This course will also cover the basic operation of an automobile

AUTOMOTIVE LIFESTYLES 11

In this course students will explore the basic skills needed to operate and maintain a car. The course will cover everything from tire pressures and oil changes, to exterior care and maintenance, and even what to look out for when buying a used car. As well as having access to the shop to fix your own vehicle, you will have access to our online software repair manuals, scanners, and tools. Students taking this course will be learning valuable life skills that will save them time and money, now and in the future.

AUTOMOTIVE LIFESTYLES 12:

In this course students will explore the basic skills needed to operate and maintain an automobile. Course section topics may include: tire requirements, driving tips, car stereo installations, interior car care, car customization, and more. Course content can vary depending on previous experience. As well as having access to the shop to fix your own vehicle, you will have access to our online software repair manuals, scanners, and tools. Students taking this course will be learning valuable life skills that will save them time and money, now and in the future

AUTOMOTIVE TECHNOLOGY 11

Whether you are planning a career in the automotive industry or are just curious how to care for your car, this course can be interesting, rewarding and enjoyable. This entry level course will cover the theory and maintenance of major automotive systems and the troubleshooting and

repair of common problem areas. Approximately 60% of class time will be devoted to practical work with the remaining 40% for theory and tests. Safe operation of all equipment and the development of safe and productive work habits will be necessary for success. Coveralls are required. Access to a vehicle would be helpful. Students may also continue to develop their skills by enrolling in Automotive Technology 12. Students interested in this option MUST discuss their plans with the instructor.

AUTOMOTIVE TECHNOLOGY 12

RECOMMENDED PREREQUISITES: Automotive Technology 11

Students will further expand their basic knowledge and skills developed in Automotive Technology 11. Students can expect an in-depth coverage of the operation, service and repair of major automotive components and auxiliary systems. Approximately 70% of class time will be devoted to practical work with the remaining 30% for theory and tests. Safe operation of all equipment and the continuing development of safe and productive work habits will be necessary for success. Coveralls are required. Students may also continue to develop their skills by enrolling in Automotive Technology 12: Engine and Drive Train. Students interested in this option MUST discuss their plans with the instructor.

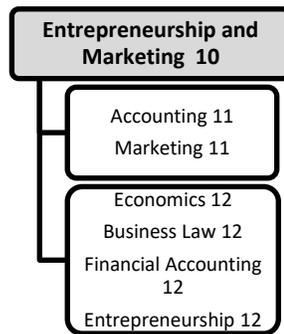
AUTOMOTIVE TECHNOLOGY 12: ENGINE & DRIVE TRAIN

RECOMMENDED PREREQUISITES: Automotive Technology 12

Automotive Technology 12 Students will further expand their basic knowledge and skills developed in Automotive Technology 12. Students can expect an in-depth coverage of the operation, service and repair of engine, transmissions (standard and automatic) and differentials. Approximately 70% of class time will be devoted to practical work with the remaining 30% for theory and tests. Safe operation of all equipment and the continuing development of safe and productive work habits will be necessary for success. Coveralls are required.

APPLIED SKILLS

BUSINESS EDUCATION



ENTREPRENEURSHIP AND MARKETING 10

Do you want to go through life working for someone else? Or, would you rather be your own boss? Owning your own business allows you to work for yourself, dictate your own hours, and the money you make is YOURS! Marketing and Entrepreneurship 10 will give you skills necessary to begin taking control of your future.

MARKETING 10

Marketing is all around us every day - commercials, posters, clothing, cars, and social media are all forms of marketing. All of your favorite companies use marketing to both inform and persuade. You will learn how marketing affects our everyday lives and how companies, and you, can use it to sell products, services and ideas that matter.

ENTREPRENEURSHIP

When you are your own boss – you are an entrepreneur. In this course, you will learn how to create and run your own business. Being an entrepreneur isn't easy but it will be one of the best learning experiences you'll ever receive in life. This course is project oriented and brings together the study and practice of marketing and entrepreneurship. You may even finish this course with a successful business in place that could make you more money than your friends with part-time jobs, and you won't have to wear a hair net! Marketing and Entrepreneurship 10 won't be easy, but if you put in the time and bring your very best effort – YOU could create the next biggest thing used all over the world.

“Your time is limited, so don't waste it living someone else's life.” -- *Steve Jobs*

ACCOUNTING 11

RECOMMENDED PREREQUISITE: Math 10

This course satisfies the Fine Arts or Applied Skills graduation requirement.

This is an introductory course designed to teach personal financial skills as well as those needed for business. Students will learn the basic procedures for gathering, organizing, and reporting financial information. The information will then be used to teach the students to problem solve in a variety of situations.

FINANCIAL ACCOUNTING 12

RECOMMENDED PREREQUISITES: Accounting 11

This course is designed as an introduction to financial accounting concepts for those planning to pursue post-secondary studies in accounting, finance, business management or commerce. It covers basic accounting concepts for both financial and managerial accounting and will give you a good head start on accounting courses at the college or university level.

BUSINESS LAW 12

RECOMMENDED PREREQUISITE: Enrolled in grade 12

This course is designed to satisfy the curiosity of students who are interested in learning about the law as it relates to various aspects of business. Students will gain a greater understanding of their legal rights and responsibilities as an individual, employee, manager, and business owner. General legal topics discussed include contracts, property, employment rules and regulations, business organization, finance, as well as technology, environment, entertainment and sports law. Students will participate in daily discussions about current legal events, review “real world” cases and verdicts, and participate in lively arguments and debate. In addition, guest speakers, collaborative team projects, and small group activities allow for students to work together developing a greater understanding of the law and a more authentic learning experience.

APPLIED SKILLS

ECONOMICS 12

RECOMMENDED PREREQUISITE: Enrolled in grade 12

This course satisfies the Fine Arts or Applied Skills graduation requirement.

Students will learn basic theories of supply and demand as well as discover examples of how to allocate resources in a world with limited resources but unlimited wants and needs! Evaluating economic data, drawing conclusions from the data, and presenting this information in an understandable form will become necessary skills. The economy is a dynamic, changing system and analyzing the factors of production enables students to observe how changes in one sector of the economy can impact other sectors while the role of markets examines the roles of technology, capital formation, trade, and currency exchange rates and how these forces act on one another. Students will also have the opportunity to see the impact of government decisions on an economic system (e.g., taxes, tariffs, central bank policies).

ENTREPRENEURSHIP 12

Learn how to run your own business! In Entrepreneurship 12 you will have the opportunity to create a business venture and the opportunity to carry out that venture! Topics in the course include the skills necessary to become an entrepreneur, how to acquire those skills and how to implement them in a business situation. You will also learn how to manage a stock portfolio and run an online version.

MARKETING AND PROMOTION 11/12A (Outside Timetable)

RECOMMENDED PREREQUISITE: Interview with the Instructor

Marketing and Promotion 11/12A is a hands-on approach to marketing in a realistic setting of a student run and operated café. Students will benefit greatly from the experiences that they will obtain and will be an asset when seeking future employment. **Students will be enrolled during the out of timetable blocks at The Roadrunner Café (school café) in the morning (before school), during lunch or after school and occasionally in the evenings or on weekends at special events.**

This course satisfies the Fine Arts or Applied Skills graduation requirement.

COURSE CONTENT:

Store procedures, cashing in, cashing out, store displays, pricing merchandise, sales promotions, sales management, inventory control and steps of a sale. All routine aspects of running a café will be extensively applied. Attendance and performance will be very closely monitored.

MARKETING AND PROMOTION 11/12B (Semester Timetable)

Interview with the Instructor is Required

Marketing and Promotion 11/12B is a hands-on approach to marketing in a realistic setting of a student run and operated café. Students will benefit greatly from the experiences that they will obtain and will be an asset when seeking future employment. **Students will be enrolled during the in-block sessions at The Roadrunner Café (school café).**

This course satisfies the Fine Arts or Applied Skills graduation requirement.

COURSE CONTENT:

Store procedures, cashing in, cashing out, store displays, pricing merchandise, sales promotions, sales management, inventory control and steps of a sale. All routine aspects of running a café will be extensively applied. Attendance and performance will be very closely monitored.

APPLIED SKILLS

CARPENTRY

WOODWORK 10

This is a course which allows students to continue developing the skills learned in previous woodworking courses (students who have not previously taken woodworking are welcome and will be able to learn the necessary skills to be successful in this course). Fundamental skills will be reviewed and reinforced through the construction of new and exciting projects. Students will also gain independence and confidence on all of the various pieces of shop machinery. Hopefully this course will spark a love and appreciation for heirloom quality works of art in the woodwork trades.

WOODWORK 11

RECOMMENDED PREREQUISITE: Woodwork 10

This is a mid-level woodworking course for those with some skill and competency in the wood shop already. Students will build a major cabinetry project of substantial value (possibly another small one as time permits). Frame and panel construction, mortise and tenon joinery, and other advanced machinery techniques will be used to create an heirloom quality cabinet.

WOODWORK 12

RECOMMENDED PREREQUISITE: Woodwork 11

This is a higher-level woodworking course building on the skills from Carpentry & Joinery 11. Students will be given the option to choose one of several major cabinetry projects. Theory and skills taught in this course focus on getting students ready for the workforce in related trades, where skilled workers can make good money. Students will complete the course with a piece of heirloom quality furniture worthy of handing down to future generations.

DRAFTING 10

This introductory course gives students the opportunity to learn various drafting and design processes that are being used in the Manufacturing and Construction Industry today. Many areas will be covered, including sketching and drawing, using both 2D and 3D CAD computer software like AutoCAD, Rhino, Revit and Inventor. Students will learn both Architectural and Engineering drawing

formats. Students' final projects may include using the Plotter, Vinyl Cutter and/or CNC Plasma Cutter.

DRAFTING 11

This course offers a combination of knowledge and "hands-on" skills that will prove valuable over a lifetime, and will open doors to a variety of careers. The areas of focus will include a blending of technical sketching, measurement, and a variety of software applications, primarily AutoCAD, Inventor and Torchmate CAD with an emphasis on architectural and mechanical drawings. Students will apply the acquired skills in the design and drawing of teacher/student selected projects.

ENGINEERING & DESIGN 10

This course is an introduction to Engineering and Industrial Design. It is a combination of Technology, Art and Science and is designed for a creative, self-motivated academic student to gain hands on experience. Students will develop problem-solving skills by following a Design Process; they will research, design and draw out the building plans and then construct projects. Students will spend approximately half their time designing and drawing, and the other half constructing their projects. Students will use a variety of hand tools, machine tools and computer technology and will work with a variety of materials. Projects done in the course may include Model Planes, Automotive or Bridge Design, Structural Engineering, Model Rockets and CNC Manufacturing.

ENGINEERING AND DESIGN 11

This course is an introduction to Engineering and Design. Students who have taken Engineering and Design 10 will be working on more advanced problems and modelling. It is a combination of Technology, Art, and Science and is intended for creative, self-motivated academic students to gain practical skills. Students will actively use the design process to solve real world problems through design challenges. In the last 2/3 of the course, students will design and build their own working prototype. This prototype will be built through hand sketches, paper/carboard models, 2d and 3d computer modelling, and then output and built with using computer-controlled machines.

APPLIED SKILLS

CULINARY ARTS

COURSE CONTENT for Culinary Arts Programs:

- Food Safe Level I Certification
- Receiving and storing of foods
- Basic knife handling skills and safety
- Understanding and safe operating of kitchen equipment
- Introduction into systems of measurement
- Writing recipes in chronological order and recipe conversions.
- Plant and equipment sanitation and maintenance
- Basic preparations of salads, dressings and sandwiches
- Basic baking (cookies, cakes, muffins)
- Basic meats/poultry/seafood cutting, trimming, portioning, boning
- Preparation of stocks, soups, sauces, meats, starches & vegetables
- Work experience in catering, receptions, sit-down dinners & buffets

Students must purchase a chef's coat for \$25 at the beginning of the course. Food Safe Level I certification is mandatory; it will be offered throughout the year for those students not yet certified, at a cost of \$25 to the student for the certification fee.

CULINARY ARTS 10

RECOMMENDED PREREQUISITE: Foods 9

Students will gain the knowledge and training in foods that will be of value in the commercial and industrial field or in further training in a vocational school. Students will also improve on personal skills that will assist in getting and keeping a job in the food service and any other industries.

CULINARY ARTS 11

RECOMMENDED PREREQUISITE: Foods 10

Students will gain the knowledge and training in foods that will be of value in the commercial and industrial field or in further training in a vocational school. Students will also improve on personal skills that will assist in getting and keeping a job in the food service and any other industries.

CULINARY ARTS 12

RECOMMENDED PREREQUISITE: Culinary Arts 11
Students will have opportunities to improve the skills required to do satisfactory work in the commercial field.

FOODS

INTERNATIONAL FOOD STUDIES 10

This course focuses on basic theory and food preparation principles. Improve your health and well-being while preparing a variety of delicious and nutritious foods. The recipes you will prepare, serve and enjoy will be from a variety of different cultures. Students will have an international foods cookbook of their recipes to take home at the end of the year. **There is a \$30 fee for this course.**

FOOD STUDIES 11

RECOMMENDED PREREQUISITE: Food Studies 10

This course explores advanced food techniques, different food preparation equipment and global food issues. A wide variety of recipes for every day and special occasions will be explored. Students will be assessed through tests and practical labs. Students will have a complete file of recipes when they finish the course.

There is a \$30 fee for this course.

FOOD STUDIES 12

RECOMMENDED PREREQUISITE: Food Studies 11

This course explores advanced food techniques, different food preparation equipment and global food issues. A wide variety of recipes for every day and special occasions will be explored. Students will be assessed through tests and practical labs. Students will have a complete file of recipes when they finish the course.

There is a \$30 fee for this course.

FOOD ART 11

RECOMMENDED PREREQUISITE: Food Studies 10

This course explores the visual elements of food and design, including food decorating techniques, non-edible food art, candy making, the art of chocolate, and food plating/presentation. This is a primarily hands-on course.

There is a \$30 fee for this course

APPLIED SKILLS

INTERPERSONAL FAMILY RELATIONSHIPS 11

(Family Studies)

This course is an introduction to adolescent psychology and sociology. It teaches you new ways to look at yourself and your peers. It is recommended for students exploring the possibility of a career in any human service field.

COURSE CONTENT:

- Homes and Design
- Family Past and Current
- Family Finances

ASSIGNMENTS & ACTIVITIES:

Regular attendance, participation in class discussions, group activities, readings, research projects, oral presentations, interviewing family and friends, tests, and maintaining an up-to-date notebook are all used for learning experiences.

METALWORK

METALWORK 10

This is an introductory course to students where no prior knowledge is needed. It is an exploration of metalwork with an emphasis on design and artistic expression as well as on building a basic skill set. Projects and processes will be based on small tools and equipment with a priority placed on safety. The course covers safety, hands tools, sheet metal, machining, fabricating, lathe work, foundry, forging, welding, plan reading and project design.

ASSIGNMENTS AND ACTIVITIES:

Students will be given a number of assigned projects and activities to complete. Students will have an opportunity to design and work on their own projects as time allows.

METALWORK 11

RECOMMENDED PREREQUISITE: Metalwork 10

This course is essential for students planning to take Metal 12. The course covers the use of hand tools, safety, casting of molten metal, machining, fabricating, oxyacetylene welding, arc welding, mig welding, sheet metal work, plan reading and project design.

ASSIGNMENTS AND ACTIVITIES:

Students will be given a number of assigned projects and activities to complete. Students will have an opportunity to design and work on their own projects.

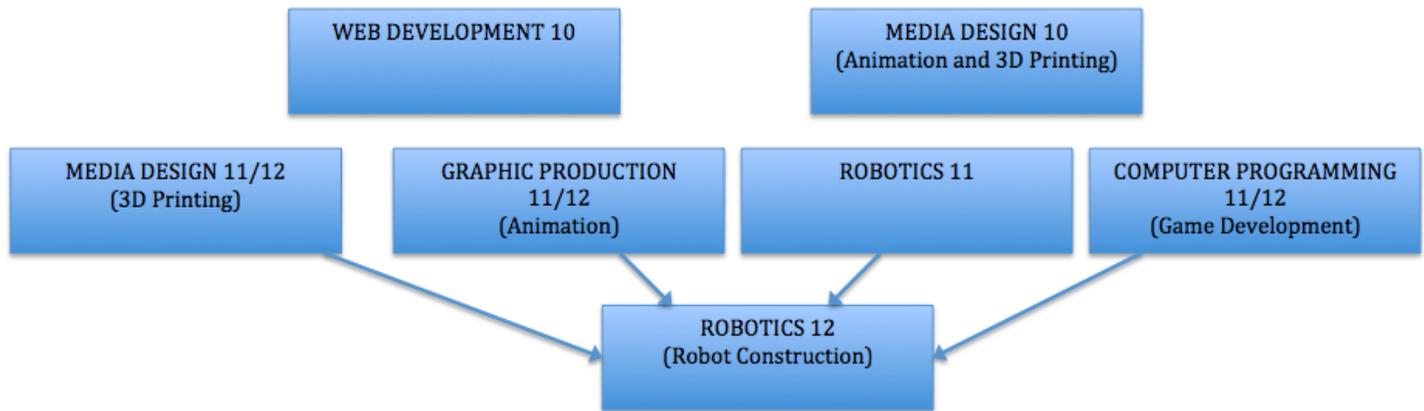
METALWORK 12

RECOMMENDED PREREQUISITES: Metalwork 10 or 11

From earliest times, metal has been an integral part of our society. Metals are durable, versatile, and recyclable, and found in everything from basic household items to sophisticated aerospace products. The Metal Fabrication and Machining 12 curriculum is designed for students who want to learn foundational theory and basic practical skills related to machining, welding, fabrication, metallurgy, sheet metal, and art metal.

APPLIED SKILLS

Computer Technology



INFORMATION /COMPUTER TECHNOLOGY

WEB DEVELOPMENT 10

In this course, you will learn how to design and create professional web pages. We will embark on a journey that will help guide you to create the best looking website you have ever seen.

The course is project oriented and you will work with various aspects of web page design including coding, graphic design, style sheets, and active scripting. In addition, students will have an opportunity to work with programs like Wordpress, Wix, Scratch, and Notepad.

Once you have completed this course, you will be able to create websites for yourself, friends, family and businesses that need your service. This will be valuable asset through your life and could even be turned into a career!

Course Highlights:

- Create an Electronic Portfolio
- Develop a Business Website
- Write up a Personal Blog
- Make your own Computer Game

MEDIA DESIGN 10 (Animation and 3D Printing)

Students will learn beginner computer animation techniques. Drawing will be part of the course and students should be able to complete basic drawing for use in their computer animations. This course will introduce students to a variety of computer animation techniques. Students will use various types of software including but not limited to: Blender, Google Drive and

Sketchup, Scratch, Alice, HTML5 with JavaScript. Students will be expected to work individually and in small groups on their own animation projects. They will also be expected to create a short, finished animation for the end of the course. Students will maintain a website or One-Drive account of their work.

MEDIA DESIGN 11/12 (3D PRINTING)

This course introduces basics 3D Printing using the available school 3D printers. Each student will print at least one object from the internet or of their own creation. Students will be expected to have a created a complex, print ready, 3D object by the end of the course. Extra objects printed by the students may have a cost associated based on materials used (One cell phone case costs about \$4.00). We will be using a variety of software based, including the Free Blender Foundation Software.

GRAPHIC PRODUCTION 11/12 (ANIMATION)

RECOMMENDED PREREQUISITE: Animation 10 or Art 10

In this course, students will learn beginner computer animation techniques. Students should be able to complete basic drawings for use in their computer animations. This course will introduce students to a variety of computer animation techniques. Students will use various types of software including but not limited to: Blender, One-Drive and Sketchup, Scratch and Alice. Students will be expected to work individually and in small groups on their own animation projects. They will also be expected to create a short, finished animation by the end of the course. Students will maintain a website or One-Drive account of their work.

APPLIED SKILLS

COMPUTER PROGRAMMING 11/12

(GAME DEVELOPMENT)

This course will look at the growing game industry from a non-programmers point of view, allowing students several ways to make a final computer game project. Students will learn some HTML, CSS, and Javascript. They will also use various types of software including, but not limited to: Blender, Python, Phonegap, Cloud9 and Github. The focus will be on the techniques needed to create 2D computer games.

New technology will always be a part of this course. Some students will be encouraged to learn advanced software techniques including: Machine Learning, MySQL, PHP, and others.

ROBOTICS 11

This course is a basic introduction to Robotics. We have electronic construction sets so that students can experience making circuits that control devices. New technology will always be a part of this course. Presently the course uses the Particle.io Photon and Argon (a wifi and mesh Arduino style microcomputer that can interact with the internet) to activate lights, motors and sensors, so that students can make a proof of concept robot of their design.

ROBOTICS 12 (ROBOT CONSTRUCTION)

RECOMMENDED PREREQUISITE: At least one of Robotics 11, 3D printing11, or Computer programming, or Permission of the teacher

This course will build on the topics mastered in the beginner Robotics 11 course, the coding skills mastered in Computer Programming 11, and the Media Design Skills introduced in 3D Printing 11. Students are expected to fully construct a robot of their own design! Unlike Robotics 11, where the students make a proof of their concepts, in this course students are required to get their ideas working. Students often design 1 or 2 backup projects in case they can't successfully complete their main project.

New technology will always be a part of this course. Presently the course uses the Particle.io Photon and Argon (a wifi and mesh Arduino style microcomputer that can interact with the internet) to activate lights, motors and sensors. The school has a wide variety of Sensors and Actuators that students can use for their

final design. A few students purchase their own materials so that they can take their final project home with them at the end of the course.

YEARBOOK 10-12

This course specifically addresses the multi-faceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students will demonstrate skills in the specific skills of journalism, including layout and design, photography and publishing. An integral part of this course will be the demonstrable production of newsletters and a school yearbook. These class-based activities are envisaged as providing students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines and producing a publication. The course will include studies of the following units: Concept, Coverage, Photography, Desktop Publishing, Reporting and Writing, Basic Design, and Graphic Design. This course is meant to allow students to develop and demonstrate the skills of journalism, communications and publishing. The course is closely related to the real-world experience of meeting deadlines by creating a product that must be sold and delivered. Students in this course will be required to demonstrate use of concepts, ideas and activities that will help them in their future endeavors.

APPLIED SKILLS

TEXTILE STUDIES

TEXTILE STUDIES 10

This course is designed to meet the graduation requirements of grade 10, 11 or 12 students who have not previously taken Textile Studies 9. It is also designed to strengthen and reinforce the basic sewing skills studied in Textile Studies 9. Correct care and safe use of sewing tools, pressing equipment, sewing machine and serger will be emphasized. A variety of fabric and intermediate garment construction techniques will be incorporated into projects. Students are responsible for purchasing their own patterns, fabric and notions for each project.

COURSE CONTENT: Projects: gym bag with zippered pocket (for charity - supplies provided), zippered hoody, skirt, pants or shorts and summer dress or summer coordinates.

There is a \$15 fee for this course

TEXTILE STUDIES 11

RECOMMENDED PREREQUISITE: Textile Studies 9 or 10 or teacher's permission

This course is designed for students who have a strong interest in this area and want to expand their sewing skills acquired in Textile Studies 9 and 10. A variety of intermediate to advanced garment construction techniques will be incorporated into projects. Students will work with a variety of fabrics throughout the course. Students are expected to work more independently on projects.

Students are responsible for purchasing their own patterns, fabric and notions for each project.

COURSE CONTENT:

Projects: child's knit project (for charity - supplies provided), lined make-up bag, lined skirt or jeans or dress pants, blouse or shirt or unlined jacket and semi-formal dress.

There is a \$15 fee for this course

TEXTILE STUDIES 12

RECOMMENDED PREREQUISITE Textile Studies 11 or teacher's permission

This is an advanced course for students who possess a strong desire and sewing skills to further their knowledge in this field. Textile Studies 12 will include industrial short cuts and techniques required for working with special occasion fabrics.

Students will increase their knowledge in fitting and clothing construction techniques. Students are expected to work more independently on projects.

Students are responsible for purchasing their own patterns, fabric and notions for each project.

COURSE CONTENT:

Projects: child's knit project (for charity-supplies provided), lined make-up bag, lined jacket or lined coat, winter formal dress or special occasion project (prom dress) or 2 piece coordinates (suit).

There is a \$15 fee for this course

FASHION INDUSTRY 12

This is a project-based course, which focuses on the fashion industry fashion design and merchandising of fashion related products. Topics include an overview of the fashion industry, the evolution, trends and movement of fashion, career development, merchandising, promotion, fashion and accessory design.

There is a \$15 fee for this course

HOUSING AND LIVING ENVIRONMENT 12

(Interior Design)

This is a project-based course where design is explored as it relates to housing and commercial interiors. It integrates the application of design principles with the living environment, environmentally friendly design, colour, and the efficient use of design in the context of individual and family lifestyles. Emphasis is on using available resources effectively to meet individual and housing needs.

FINE ARTS

ARTS

DRAWING & PAINTING 10

This is a studio course for highly motivated art students who are seriously interested in improving their drawing and painting skills.

ART STUDIO 10

This studio course introduces students to the elements and principles of two and three-dimensional design through drawing, painting, graphic design print making, photography and sculpture. Students have the opportunity to experiment with a variety of art materials, mediums, and techniques. Art theory and history are explored in the course. There is an emphasis on individual interpretation and expression.

ART STUDIO 11/12 (ART FOUNDATIONS)

This is a general art course in which students will explore 2D and 3D techniques such as drawing, painting, graphic design, print making, photography and sculpture in more depth than in Art 9 and 10. Studio art projects will encourage the exploration of famous artists and their techniques.

As basic drawing skills will be taught, students do not have to be able to draw beforehand. An open mind and a strong desire to learn are the important prerequisites for this course.

ART STUDIO 11 PRE –AP (HONOURS)

This is an advanced art class. Students in Grades 11 who are interested in taking on the challenges of a first year university course, in their graduating year, may participate. This is the introductory course for students who intend to submit for AP Studio Arts credit. This course fulfills 4 credits of Fine Arts, for High school Graduation, but it is still recommended that future AP candidates concurrently take at least one other Visual Arts class.

This course has been developed to accommodate students who have expressed an interest in completing either the AP Drawing Portfolio Exam, or the AP 2D Design Portfolio. Students will gain an understanding of the three sections of the AP Studio Art requirements, choose an appropriate portfolio, and complete a series of teacher initiated assignments with the purpose of introducing students to a variety of mediums,

techniques, approaches to develop concepts and ideation, and problem solving using the Principles of Design. Students are expected to complete a term quota of work, and attend one outside the timetable life- drawing class per week.

STUDIO ARTS 3D 11/12 (CERAMICS & SCULPTURE)

RECOMMENDED PREREQUISITE: Art 9/10

This course will focus on several different aspects of three dimensional art. Students will investigate a variety of areas including hand-built ceramics, clay sculpture and pottery and wire/plaster/stone sculpture. The development and evolution of three dimensional art through the course of history will also be explored.

PHOTOGRAPHY 11

Students will study a variety of effects and techniques and explore the work of famous print makers. In addition to digital photography, students will explore other printmaking techniques, such as monoprint, linocut and collograph.

Students will work with found imagery, image transfer, camera-less printing in the darkroom, and learn basic camera and light theory, and digital photo manipulation. This course teaches students to create powerful photographs using basic digital camera functions and the principles of design. This course will cover a sampling of photographic forms such as portrait, landscape, still-life, photo-essay, and action photography. Students will learn basic photo-editing using Adobe Photoshop Elements. Photo-related art projects and the study of influential photographers are an important aspect of the curriculum. Students will share their work via slide shows, power-point and prints.

SUPPLIES: Each student must bring a 2G or higher USB memory stick to this course in order to store and transport images. There are a small number of digital cameras available in the classroom for student use.

However, it is highly recommended that students provide their own digital camera, camera cables and instruction manual. Class photo shoots will be held often, including several bus trips to points of interest around the Mission area.

If students choose to work with film, some 35 mm cameras are available for loan.

FINE ARTS

PHOTOGRAPHY 12

The course builds on the skills introduced in Printmaking 11.

Students will use their studio, darkroom and research skills to create works that show more maturity and depth. Students must be able to work independently in the darkroom and computer lab. An objective of this course is to prepare an outstanding portfolio of work for either securing a job, for admission to a post-secondary school or for personal development.

STUDIO ARTS 2D 11/12 (DRAWING & PAINTING)

This course is designed for those students who wish to continue specializing in these visual expression areas. Students will be expected to work in a studio format and to develop and build on previous course work. They will also be expected to develop and build a personal approach to imagery. Students will maintain a sketchbook and a folio of finished works. Assignments in graphite, acrylic, conte crayon, charcoal, etc. will be given. Students will be required to develop critical judgments concerning art. Historical and contemporary aspects of drawing and painting will be considered and researched. Grade 12 students will be expected to show increased mastery in compositional and expressive skills in drawing and painting. ***Students will be required to supply their own pencil sets, acrylic flat paint brushes, prism color pencil crayons, white and kneaded erasers and 9"x12" sketch book (white paper).***

AP STUDIO ARTS

AP STUDIO ARTS PORTFOLIO DEVELOPMENT: BREADTH

This is an advanced art class. Students in Grades 10, 11 and 12 who are prepared to take on the challenges of a first year university course, may participate. This is the first of two mandatory courses for students who intend to submit for AP Studio Arts credit. This course fulfills 4 credits of Fine Arts, for High school Graduation, but it is still recommended that AP candidates concurrently take at least one other Visual Arts class.

This course has been developed to accommodate students who have expressed an interest in completing either the AP Drawing Portfolio Exam, or the AP 2D Design Portfolio. Students will gain an understanding of the three sections of the AP Studio Art requirements,

choose an appropriate portfolio, and complete a series of teacher initiated assignments with the purpose of introducing students to a variety of mediums, techniques, approaches to develop concepts and ideation, and problem solving using the Principles of Design.

As this is a course intended to fulfill requirements for challenging First Year university coursework, the expectation is that students complete a term quota of work, and attend one outside the timetable life-drawing class per week. Students must subsequently take AP Studio Arts Portfolio Development: Concentration in order to complete the AP Portfolio. Students who successfully complete an AP Studio Arts Portfolio, have completed an admissions portfolio for Post-Secondary Visual Arts programs, and, depending upon score achieved, may receive Post-Secondary course credit.

AP STUDIO ARTS PORTFOLIO DEVELOPMENT: CONCENTRATION

Recommended prerequisite: AP Studio Arts Portfolio Development: Breadth

This is the second course in a set of two advanced art classes for students in Grades 10, 11 and 12 who are prepared to take on the challenges of a first year university course in AP Studio Arts. Students must successfully complete the Breadth section of the course before taking the Concentration piece. This course fulfills 4 credits of Fine Arts, for high school graduation, but it is still recommended that AP candidates concurrently take at least one other Visual Arts class.

This course has been developed to accommodate students who have begun work on the completion of either the AP Drawing Portfolio Exam, or the AP 2D Design Portfolio. The main focus of the program is the development of specific imagery suitable for the Concentration study. Class time will be devoted to defining and describing successful approaches to the highly personal nature of Concentration work, through in class and homework assignments. In class discussion and critique, as well as bi-weekly mentoring appointments will provide peer support and professional guidance in the completion of the Concentration and completing the final portfolio. Students who successfully complete an AP Studio Arts Portfolio, have completed an admissions portfolio for

FINE ARTS

Post-Secondary Visual Arts programs, and depending on score achieved, may receive Post-Secondary course credit.

PERFORMING ARTS

DRAMA 10

Students are expected to work co-operatively with all members of the class to develop and present work in the following areas: Monologues and Scripted Scenes, Playwriting, Mask, Movement, and Play Building. Students will delve more deeply into character development and explore community issues. Students will reflect on their work in writing and participate in peer feedback and class discussions. Final presentations will be video-taped and critiqued. Students will perform publicly. Students will have an opportunity to see professional theatre.

SUPPLIES:

Students will require a class workbook, paper and a pen and loose, comfortable clothes. Some costume or prop elements may need to be brought from home as required.

EVALUATION:

Students will be evaluated by clearly defined, class-generated criteria and rubrics specific to the assignment. Both self and teacher evaluation will be included in reporting to parents.

DRAMA 11

RECOMMENDED PREREQUISITE: Drama 9 and 10 and/or previous acting experience.

This course is designed for students with a keen interest in theatre and acting. Good attendance is critical for success in this course.

Students are expected to work cooperatively with all members of the class to develop further skills in speech, movement, concentration and relaxation, character development and script analysis. Research will increasingly be incorporated into presented work. Students will have an opportunity to perform for the public. Students will reflect on their work in writing and participate in peer feedback and class discussions. Final presentations will be video-taped and critiqued. This is a performance based class and students are expected to rehearse outside of class time. Students will have an opportunity to see professional theatre.

SUPPLIES:

Students will require a class workbook, paper and a pen and loose, comfortable clothes. Some costume or prop elements may need to be brought from home as required.

EVALUATION:

Students will be evaluated by clearly defined, class-generated criteria and rubrics specific to the assignment. Both self and teacher evaluation will be included in reporting to parents.

DRAMA 12

RECOMMENDED PREREQUISITE: Acting 11 or permission of the instructor.

This course is designed for students with a keen interest in theatre and acting. Good attendance is critical for success.

COURSE CONTENT:

Students are expected to work co-operatively with all members of the class to develop further skills in speech, movement, concentration and relaxation, character development and script analysis. Self-awareness and increasing skill levels will be the foundation of this course. Theatre History will be studied as well as student direction. The class will perform the roles of a theatre company. Research will increasingly be incorporated into presented work. Students will have the opportunity to perform for the public. Students will reflect on their work in writing and participating in peer feedback and class discussions. Final presentations will be video-taped and critiqued. This is a performance-based class, and students are expected to rehearse outside of class time. Students will have an opportunity to see professional theatre.

SUPPLIES:

Students will require a class workbook, paper and a pen and loose, comfortable clothes. Some costume or prop elements may need to be brought from home as required.

EVALUATION

Students will be evaluated by clearly defined, class-generated criteria and rubrics specific to the assignment. Both self and teacher evaluation will be included in reporting to parents.

FINE ARTS

DANCE COMPANY 10-12

Students do not need previous dance experience to take this course. Good attendance is required.

COURSE CONTENT:

This course is designed to help students further their dance skills and technique, explore different genres of dance and choreography, and learn about the importance of dance in society. Most importantly, dance education helps to develop a positive self-image in students by encouraging students to build confidence, self-discipline and express themselves through movement. All students will be challenged to improve their strength, flexibility, and technique. Various genres and styles will be explored throughout the year. Guest instructors and choreographers will come in to workshop with dancers. Advanced students will have the opportunity to choreograph. Students will perform to at a polished level multiple times throughout the year for a variety of audiences (in-class performances for each other, school-wide ceremonies and showcase evenings at community theatres). Students may be required to rehearse outside of the timetable. This course is highly collaborative, students will rehearse together and provide positive feedback for each other as well as film themselves in order to review and refine their technique. This is a fun, face-paced, busy course where students will be out of their desks and creating together daily!

CLASSWORK AND ACTIVITIES:

Students will participate in and lead daily physical warm-ups, floor work and technique, they will work on trust and ensemble building, use appropriate dance vocabulary, create combos and narratives within choreography, develop audition preparation skills, work on improvisation and expression, respond to music and choreographic intent, participate in and reflect on the rehearsal and performance processes, create own choreography, participate in professional, evening showcase performances for the public.

SUPPLIES:

All students are required to bring appropriate dance strip to each class. Water bottles are necessary. Students may wear socks, bare feet, dance footwear and runners depending on the genre of the day. Students may need to provide basic costume items.

EVALUATION:

Students will be evaluated throughout the course during rehearsals and performances using various self, peer and teacher assessment models. Students will be

self-evaluating throughout the course, including self-reporting at the end of each term based on the curricular competencies

THEATRE 10

Theatre 10 is a course that allows students to collaborate and develop as a member of a theatre community. This course is offered outside of the timetable allowing for students to collaborate with each other after traditional school hours as well as other members of the community (students from other schools, workshop professionals etc.) while participating in a variety of performances throughout the school year. The performance of a theatre work requires the collaborative efforts of the entire theatre company. Students learn about the nature of a theatre company and the interconnected roles and responsibilities of people who work within it. They examine the requirements for leadership, teamwork, commitment, and backstage and front-of-house communication protocol. They learn the synthesis of content and context in the theatre environment. Through participation in the rehearsal and performance process, as actors and technicians students learn the skills and attitudes necessary to perform within a theatre company, including valuable personal and interpersonal skills that students can apply in broader social and career contexts.

CLASSWORK AND ACTIVITIES:

Students will participate in daily warm-up activities, work on ensemble-building; trust, teamwork and cooperation, develop audition preparation skills, examine theatre review & critique, work on devising & play-building, characterization & script analysis and theatrical forms.

SUPPLIES:

Students will need: a pen, a journal, loose, comfortable clothing, water bottle and occasionally may be required to bring in a prop or costume item.

EVALUATION:

Students will be evaluated throughout the course during rehearsals and performances using various self, peer and teacher assessment models. Students will be self-evaluating throughout the course, including self-reporting at the end of each term based on the curricular competencies.

FINE ARTS

THEATRE COMPANY 10-12

RECOMMENDED PREREQUISITE:

Drama, acting or theatre experience. This course is designed for students with a keen interest in theatre. Good attendance outside of the timetable is critical for success. Students must be prepared to audition for each production.

COURSE CONTENT:

In Theatre Production courses, students gain the skills, knowledge and attitudes necessary to become theatre performers and technicians. This class allows students to gain experience in stage management and to improve their practical skills in the areas of design, lighting, sound, set construction, costumes, makeup and props. The course is largely experientially based, however, students will be expected to learn theatre history and theory, as well as do research. Through participation in the rehearsal and performance process, students gain confidence, self-esteem and a sense of commitment. Theatre production is collaborative in nature. Students learn the skills and attitudes necessary to work within a performance group including teamwork, adaptability, support, and leadership. This course is offered outside of the timetable allowing for students to participate in two full-length professional plays annually! We offer a modern or contemporary production in the fall and a Shakespearian production in the spring, excellent opportunities for portfolio building!

CLASSWORK AND ACTIVITIES:

Students will participate in daily vocal warmups, develop audition preparation skills, collaborate on production design, technical theatre and theatre management, develop character, prepare for an present a professional standard production for public audiences, reflect and refine performances, understand the processes of putting up a full-length production (including auditions, table-reads, script analysis, rehearsal scheduling, blocking and movement, run-throughs, dress rehearsals, costume and set design, opening and closing night tasks and traditions etc.).

SUPPLIES:

Students will need: a pen, their scripts, a journal, loose, comfortable clothing, water bottle and occasionally may be required to bring in a prop or costume item

EVALUATION

Students will be evaluated throughout the course during rehearsals and performances using various assessment models based on the curricular

competencies. Performances are a major part of the course mark.

THEATRE PRODUCTION 11/12: TECHNICAL THEATRE

This is a course designed to familiarize students with the basic areas of technical theatre. Students will learn about tool and scene shop safety, theatre geography, set design, set construction, scene painting, light design, and production technologies. The course includes theory, hands-on experiences, and will culminate with a design project.

MUSIC

Note: All students in performing ensembles will be expected to provide their own Music Department uniform (black pants, black socks, black shoes, and black collared, long-sleeved dress shirt).

JUMPSTART BAND 10 - 12 (BEGINNING BAND)

Jumpstart Band is an entry-level course in to the exciting world of instrumental music. This course is recommended for students who wish to learn to play a woodwind, brass, or percussion instrument.

ACTIVITIES:

Basic music theory, instrument care and elementary technique on a woodwind, brass, or percussion instruments are stressed in this course. Students will experience the joy of making music in a group setting. Regular daily practice at home will account for the bulk of the assignments, along with rhythmic and aural dictation and theory assignments. There may also be extra rehearsals, performances and concerts.

EVALUATION:

Evaluation will be based on musicianship, class preparation (home practice), class and concert attendance, and various playing and theory quizzes.

CONCERT BAND 10 – 12

RECOMMENDED PREREQUISITE: One year of successful playing experience in a large ensemble.

Intermediate band is for students who have successfully completed one year of a beginning band program, having *up to one year of experience* playing in an ensemble. This course is recommended for students who are looking to continue building their skills as an instrumentalist.

FINE ARTS

ACTIVITIES:

Intermediate music theory and technique will be explored in this course, through playing music in a group setting. Regular daily practice at home will be required. There will be out of the regular timetable rehearsals, performances and concerts. This group may be a touring group.

CONCERT CHOIR 10 – 12

This course satisfies the Fine Arts or Applied Skills graduation requirement. Concert Choir focuses on singing techniques, such as breath support, vowel equalization, pitch and blend. Students will also learn a wide variety of music literature and music styles. A willingness to learn and acceptance of new and different forms of music is a requirement. It is recommended, but not required, that students have the ability to read music. Students are required to perform an entrance audition for proper voice range placement.

ACTIVITIES:

Regular daily practice will account for the bulk of the assignments, along with rhythmic and aural dictation and theory assignments. There will also be extra-curricular concerts and rehearsals.

EVALUATION:

Evaluation will be based on musicianship, vocal techniques, class preparation (home practice), class and concert attendance, and various playing and theory quizzes. Performance in concerts and festivals is a major part of the course mark.

VOCAL JAZZ “B” 11

“Beginning Vocal Jazz”

RECOMMENDED PREREQUISITE: None.

Beginning Vocal Jazz will focus on the beginning techniques required for vocal jazz literature. Students will also learn a wide variety of music literature and music styles. It is recommended, but not required, that students have the ability to read music. Students are required to perform an entrance audition for proper voice range placement.

ACTIVITIES:

Regular daily practice will account for the bulk of the assignments, along with rhythmic and aural dictation and theory assignments. There will also be extra-curricular concerts and rehearsals.

EVALUATION:

Evaluation will be based on musicianship, vocal techniques, class preparation (home practice), class and

concert attendance, and various playing and theory quizzes. Performance in concerts and festivals is a major part of the course mark.

VOCAL JAZZ “A” 12

“Affirmation”

RECOMMENDED PREREQUISITE:

Beginning Vocal Jazz, or permission of the instructor.

Affirmation is an auditioned ensemble that focuses on advanced singing techniques. A willingness to learn and acceptance of new and different forms of music is a requirement. It is recommended, but not required, that students have the ability to read music. Students are required to perform an entrance audition for proper voice range placement.

ACTIVITIES:

Regular daily practice will account for the bulk of the assignments, along with rhythmic and aural dictation and theory assignments. There will be out of the regular time table rehearsals, performances and concerts. This group will be goal oriented and will aim to participate in highly competitive festivals.

EVALUATION:

Evaluation will be based on musicianship, vocal techniques, class preparation (home practice), class and concert attendance, and various playing and theory quizzes. Performance in concerts and festivals is a major part of the course mark.

JUNIOR JAZZ BAND 10 - 12

“Roadrunner Jazz B”

RECOMMENDED PREREQUISITE: *Must be enrolled in a large ensemble, or permission of instructor.*

This ensemble is for students who have one year or less of experience in a jazz band setting. *Students must be in the regular in-school band program to take part in this ensemble, at discretion of director.* Limited to alto sax, clarinet, tenor sax, bari sax, trumpet, trombone, piano, bass, drums and guitar. The course is based upon learning jazz literature and concepts. In Roadrunner Jazz B, students will learn Jazz instrumental techniques, Scales, Jazz Styles (Swing, Bossa Nova, Samba, Jazz Rock), Jazz Articulations, knowledge of solo techniques. *Students are required to attend classes outside of the regular timetable.* Students are also required to participate in concerts and possibly festivals.

FINE ARTS

ACTIVITIES:

Regular daily practice will account for the bulk of the assignments, along with rhythmic and aural dictation and theory assignments. There may also be extra rehearsals, performances and concerts.

EVALUATION:

Evaluation will be based on musicianship, class preparation (home practice), class and concert attendance, sectionals, and various playing and theory quizzes. Performance in concerts and festivals is a major part of the course mark.

SENIOR JAZZ BAND 10 – 12

“Roadrunner Jazz A”

RECOMMENDED PREREQUISITE: Must be enrolled in a large ensemble, or permission of instructor.

This ensemble is for students who have more than one year of experience in a jazz band setting.

Students must be in the regular in-school band program to take part in this ensemble, at discretion of director.

Limited to alto sax, clarinet, tenor sax, bari sax, trumpet, trombone, piano, bass, drums and guitar. The course is based upon extending jazz literature and concepts. Students will expand their Jazz instrumental techniques, Scales, Jazz Styles (Swing, Bossa Nova, Samba, Jazz Rock), Jazz Articulations, and solo techniques. *Students are required to attend classes outside of the regular timetable.* Students are also required to participate in concerts, festivals, and community events.

ACTIVITIES:

Regular daily practice will account for the bulk of the assignments, along with rhythmic and aural dictation and theory assignments. There may also be extra rehearsals, performances and concerts.

EVALUATION:

Evaluation is based upon instrumental performance and preparation, as well as attendance at out-of-school concerts and festivals. Music will be of a senior level. Performance in concerts and festivals is a major part of the course mark.

GUITAR ENSEMBLE 10 – 12

Students must supply their own acoustic guitar.

This course is designed to provide you with basic guitar playing skills and music knowledge, along with performance opportunities. You will learn to identify different types of guitars as well as some of the many different genres of guitar music and their composers -

you should expect to learn many different types of guitar music in this course, some will be familiar and others not so much. There will be opportunities to perform for the school as part of this ensemble. With work, you will come away from this course a better musician and knowledgeable beginning guitarist, which will automatically make you one of the coolest kids in school!

ACTIVITIES:

Students will be expected to participate in this course through discussion, research, reflection and performance.

EVALUATION:

Students will be evaluated through written assignments, playing tests and performances. Performances are a major part of the course mark.

MUSICAL THEATRE 10 -12

RECOMMENDED PREREQUISITE:

Student must be prepared to audition for a singing/acting/playing position, or bid for a backstage role.

This course is designed to provide you with the opportunity to participate in a full scale, professional quality, musical! You will learn to identify different roles in the realm of musical theatre including singer, instrumentalist, dancer, pit member, choreographer, costume, set design, light design, sound technician, stage hand and props. There will be opportunities to audition for specific roles on stage, as well as people needed for the backstage work - if being in the limelight isn't your 'thing!' Possibilities include Annie, The Sound of Music, Grease, Fame... you name it, we are thinking about it! This course is guaranteed to be one of your most memorable moments of high school... so come on out and give it a try! *Students are required to attend classes outside of the regular timetable. Some of the classes may take place off campus, as we will work with other schools, or at the community theatre for our rehearsals and performances!*

ACTIVITIES:

Students will be expected to participate in this course through discussion, research, reflection and performance.

EVALUATION:

Students will be evaluated through formative and summative assessments. Performances are a major part of the course mark.

PHYSICAL EDUCATION

The department of Physical Education strives to ensure that students learn how to develop lifetime wellness by being prepared to make healthy and responsible lifestyle decisions while engaging in activities that establish positive physical social and emotional habits. We encourage positive, healthy, decision making.

Students gain the knowledge and skills necessary to become healthy, lifelong learners through fitness based curriculum and a comprehensive health education program. The foundation for cognitive, motor and social development begins with activities and discussions during the formative years. Following the foundation courses, students have choices in a variety of fitness courses, cardiovascular and team activities, strength training, outdoor activities, sports academies and leadership opportunities.

We make a commitment to provide each individual student with an equal opportunity for daily physical education regardless of his/her athletic ability or physical capabilities. The individual needs of the student will determine his/her physical education choices.

PHYSICAL AND HEALTH EDUCATION 10

COURSE CONTENT:

Students will:

- learn how to maintain and improve through regular participation personal fitness,
- understand factors that influence our health.
- learn how healthy choices influence their physical, emotional and mental well-being.
- participate in a variety of physical activities including individual and dual activities, games and outdoor activities.
- know how short and long term consequences of health decisions.
- Understand how self-awareness helps us plan and achieve our goals

ACTIVE LIVING 11 & 12 (P.E.)

This course is ideal for those students with a keen interest in acquiring and developing improved levels of knowledge, skills and attitudes related to athletics, recreation and leadership. The course will allow students to make wise decisions in regard to an active life style.

COURSE CONTENT:

This is an elective program which provides opportunities for the progressive development of the psychomotor, cognitive and affective domains in activities chosen from the four program dimensions: performance oriented activities, leisure oriented activities, active health activities and personal development activities. Students will take an active part in organizing, officiating and developing recreational and class activities. Extracurricular service work is required through volunteer service in the school or community. There will be a cost for activities outside of the school environment.

PHYSICAL EDUCATION FOR GIRLS 10 - 12

COURSE CONTENT:

This course is designed to allow students to work on personal fitness and nutrition as well as participate in team and individual activities. Students will be introduced to Pilates, aerobics, Tae-Bo, core training and water workouts, in addition to regular PE 10-12 curriculum activities. **There will be a cost for activities/instructors outside of the school environment.**

ATHLETIC INJURIES 11

This course will be designed to teach students how to identify, assess and manage common athletic injuries. Further, students will be able to analyze a proactive management approach to ensure that the occurrence of future injuries is minimized. The learning outcomes in the course are grouped under 6 main curriculum organizers: The Role of the Athletic Trainer, Human Anatomy and Physiology, Injury Assessment and Management, Common Athletic Injuries, Injury Prevention, and Practical simulations. Students will complete CPR and First Aid certifications. **There will be a \$60 course fee for this course.**

OUTDOOR EDUCATION 10

Outdoor Education is a course designed for students who enjoy being active, but who would like to try something different from traditional PE. This class will expose students to popular individual activities while focusing on teamwork. Further concepts include using leisure activities and adventure outings as motivation towards attaining a healthy lifestyle.

Most adventure activities take place outside regular school hours. A total of 55 adventure hours are required to earn credit for this course.

PHYSICAL EDUCATION

Proposed units: Team Building, Lifetime Sports and Fitness (volleyball, basketball, soccer, circuit training, jogging etc.), Swimming (length swimming and pool activities), Leisure Opportunities (golf, martial arts, yoga, curling etc.), Adventure (Hiking, backpacking, camping, river rafting, caving, rock climbing, snow sports, mountain biking, outdoor ethics and safety.)

Note: Units will vary depending on instructor training and student interest, experience, accessibility to specialty gear and the weather. Units will be run concurrently throughout the whole year.

A typical week would see the students do a mixture of in-school sports, swimming and teambuilding activities, and out of school leisure activities. Time will be set aside during class time to plan at least one adventure outing per term in each four main adventure areas: Trek, River, Rock and Snow.

EVALUATION: Student evaluation is based on theory tests, written reflections, and on a successful demonstration of competency in each of the unit areas. Thoughtful participation is crucial for success.

Note: There is a cost for the Leisure and Adventure portion of the course. However, if you choose not to participate, you will have the option of completing a corresponding written assignment in order to earn credit.

OUTDOOR EDUCATION 11 - 12

Outdoor Education is a course designed for students who enjoy being active, but who would like to try something different from traditional PE. This class will expose students to popular individual activities while focusing on teamwork. Further concepts include using leisure activities and adventure outings as motivation towards attaining a healthy lifestyle.

Note: Most adventure activities take place outside regular school hours. A total of 55 adventure hours are required to earn credit for this course.

Proposed units: Fitness (circuit training and running), Lifetime Sports (volleyball, basketball, soccer etc.), Swimming (length swimming and pool activities), Leisure Opportunities (golf, martial arts, yoga, curling, skating etc.), Adventure (Hiking, backpacking, camping, river rafting, caving, rock climbing, snow sports, mountain biking, outdoor ethics, safety and leadership.)

Units will vary depending on instructor training and student interest, experience, accessibility to specialty gear and the weather.

Note: Units will be run concurrently throughout the whole year. A typical week would see the students do a

mixture of in-school sports, swimming and teambuilding activities, and out of school leisure activities. Time will be set aside during class time to plan at least one adventure outing per term in each four main adventure areas: Trek, River, Rock and Snow.

EVALUATION:

Student evaluation is based on theory tests, written reflections, and on a successful demonstration of competency in each of the unit areas. Thoughtful participation is crucial for success.

Note: There is a cost for the Leisure and Adventure portion of the course. However, if you choose not to participate, you will have the option of completing a corresponding written assignment in order to earn adventure credit for this portion of the course.

OUTDOOR EDUCATION EXTREME 10-12

Outdoor Education Extreme is an **outside the timetable course** for the outdoor enthusiast who is looking for timetable flexibility and a greater challenge than provided by regular physical education courses. **The course itself is available free of charge to any grade 10, 11, or 12 student.** Students complete on-line lessons in preparation and safety in each of the four major adventure areas: **rock, snow, river, trek.** On-line **Blogs** will be entered for each adventure outing completed to get adventure hour credit. Students can successfully complete the course by completing the safety and prep lessons, and completing the major assignment in each adventure area. Alternatively, students can demonstrate mastery of the learning outcomes by successfully planning for and completing various optional enrichment activities. Activities will include indoor and outdoor rock climbing, camping, caving, white water rafting and kayaking, hiking, multi-night backpacking trips, and snowboarding. Each year nearly **500** hours of adventure are available to choose from.

Note: Most adventure activities take place **outside regular school hours.** Students must accumulate a total of **100** hours over the school year.

Note: There is a cost for the Adventure Activities. However, if you choose not to participate, you will have the option of completing a corresponding written assignment in order to earn adventure credit for this portion of the course.

Note: Units will vary depending on instructor training and student interest, experience, accessibility to specialty gear and the weather.

PHYSICAL EDUCATION

EVALUATION:

Student evaluation will be based on theory tests, written reflections, and on a successful demonstration of competency in each of the unit areas. Thoughtful participation is crucial for success.

BASKETBALL 10 - 12: SPORT SPECIFIC

THIS COURSE WILL BE RUN OUTSIDE THE TIMETABLE, Tuesday and Thursday mornings.

RECOMMENDED PREREQUISITE: prior participation on a school team, regional, or provincial team .

This course will develop basketball theory and skills through specific individualized training.

Focused individual skills:

shooting, ball handling and passing. The following team skills will be developed through group training:

defensive and offensive team concepts, offensive to defensive transitions

Students will be expected to demonstrate the skills learned in a competitive setting.

FOOTBALL 10 - 12: SPORT SPECIFIC

This course has been developed to encourage students in becoming proficient in skill and knowledge of a particular sport. This course will assist students in enhancing their competency in Football. It will provide opportunities to develop leadership and officiating skills and certification. Students will explore knowledge and skill sets related to Football.

HOCKEY ACADEMY 10 – 12: SPORT SPECIFIC

This is a high level skill development program for aspiring hockey players. Comprised of both on-ice and dry land training, the course is designed to provide strong leadership skills, personal development opportunities and superior hockey skills. Coaches are well-trained to provide the latest strategies and drills for all aspects of hockey training.

LACROSSE ACADEMY 10 - 12: SPORT SPECIFIC

The lacrosse academy is designed to provide aspiring lacrosse players greater choice in meeting their learning goals and graduation requirements ,while offering the opportunity to further develop and refine their lacrosse-related skills. The academy will offer student athletes a high performance lacrosse program focused on developing their total game including: individual fundamental skills, offensive & defensive team strategies, competitive preparation, strength &

conditioning and mental toughness. An application form must be completed. See mss.mpsd.ca to apply online or to download a paper copy to be completed and returned to the school prior to April 6, 2018.

RUGBY 10 – 12: SPORT SPECIFIC

This course will help develop Rugby skills and knowledge, allowing student's to be confident and competent in their decision making and application of skills. Both on and off the field students will have the opportunity to build individual, team and leadership skills through a variety of activities.

The fitness component will be aimed at developing the whole 'Student Athlete,' encompassing cardio-vascular strength, power and endurance.

FITNESS AND CONDITIONING 10 - 12

This course allows students to improve their strength by lifting weights, performing plyometric drills, and running drills. Students will be taught basic training, pyramid training, split routines and cardiovascular-based training techniques along with Performance Nutrition, basic anatomy and physiology.

FITNESS AND CONDITIONING-GIRLS 10 - 12

This course allows students to improve their strength by lifting weights, performing plyometric drills, and running drills. Students will be taught basic training, pyramid training, split routines and cardiovascular-based training techniques along with performance nutrition, basic anatomy and physiology.

VOLLEYBALL 10 – 12 LEADERSHIP: SPORT SPECIFIC

This course is designed to assist students in enhancing their skills and competency in volleyball. It will include all levels of skill: beginner, recreational and competitive. Basic skills and advanced skills will be offered. Training and officiating will also be covered. These leadership skills will demonstrated at school tournaments, intramurals and Elementary School events.

CAREER EDUCATION

Career Life Education 11 (CLE 11)

Career Life Education is a course that asks students “Where do you want to go?” and provides them with the resources and time to discover and explore their goals as part of their career education graduation program. Students explore how decisions are made in a recurring cycle, how decisions are influenced by internal and external factors, how to cultivate networks and reciprocal relationships, how finding balance between personal and work life promotes well-being, and how learning fosters career-life opportunities. Career Life Education is a core requirement for graduation and provides 4 credits of the required 8 credits of Career Education towards graduation.

**Career Education requires 30 hours of Career-Life Explorations which refers to experiential learning – the process of engaging in and reflecting on direct experiences beyond traditional classroom settings. Students may begin their 30 hours of Career-Life Explorations in grades 10-12 through experiences such as: service learning, volunteerism, employment, fieldwork, entrepreneurship, and projects focused on an area of deep interest (e.g. Capstone).*

Career Life Connections 12 (CLC 12)

Career Life Connections continues to ask students “Where do you want to go?” while developing ongoing cycles of exploring, planning, reflecting, adapting, and deciding to “get you there.” This exploration supports

the development of an integrated learning plan that builds on students’ sense of purpose, career-life balance, and career-life opportunities. Career Life Connections enables students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Students will also have completed their 30 hours of Career-Life Explorations (which they can start as early as grade 10) and their Capstone presentation by the end of Career Life Connections 12 (4 credits).

Capstone (Integrated in CLC 12)

The Capstone is a culminating project that allows students the opportunity to demonstrate the knowledge, competencies, and passion(s) from their school and life experiences into a meaningful and relevant product. Students will use innovation, cross-curricular knowledge, and critical thinking skills in an area of interest as the basis for the project. The Capstone is a representation of the student’s learning journey and provides an opportunity to reflect and synthesize as well as showcase and celebrate. Students will present their Capstone projects to an audience which may include classmates, friends, family, teachers, community, post-secondary and career mentors. The Capstone is a requirement for Career Life Connections and for graduation.

POST SECONDARY PREPARATION

POST SECONDARY PREPARATION PROGRAM 11/12

This course is developed for the high school student who has university and college goals. The post-secondary preparation program is for students who attend regularly and are between the C+ to A grade category, but may struggle with some aspect of school, like note-taking, organizational and/or completion challenges. The program is complemented with field trips to a variety of universities. In the last few years, these have included U.F.V. (Abbotsford and Chilliwack), S.F.U. (Burnaby and Surrey), U.B.C. (Vancouver and Kelowna), T.R.U. (Kamloops), UVIC (Victoria) and VIU (Nanaimo).

Using the proven AVID (**A**dvancement **V**ia **I**ndividual **D**etermination) program skills and teaching methods, this course will provide Grade 11 and 12 students with the skills that they need to prepare for university acceptance and success. Grade 10 students must apply and be interviewed for acceptance into the program.

Emphasis will be on the following skills:

Writing:

- in-depth writing of effective notes, that are invaluable in studying
- effective paragraph writing and essay writing at the university level

Inquiry:

Students will participate in weekly **Tutorials**, where students bring questions from their academic courses and have Tutors guide them to the answer by using:

- Costa's levels of questioning
- Critical thinking skills
- Skilled questions
- Public speaking skills

Discussion/Oral Presentation skills

- Debates and Socratic Seminars
- Group work

Collaboration:

- Working in small groups and study groups
- Jigsaw activities
- Intelligent discourse on academic subjects

Organization:

- Deadlines for tutorials and assignments are enforced
- Time to organize binders and courses given throughout course
- Time for independent study and catch up

Reading:

- Reading for understanding at the post-secondary level
- Summaries of academic material
- Reader Responses
- Understanding challenging texts

STUDENT LEADERSHIP

ABORIGINAL MENTORSHIP 10 - 12

The Aboriginal Leadership Course has been designed to give students a practical experience with respect to being leaders, and therefore will take them into field studies of work placements. For students at Mission Secondary their work placement has been at Mission Central Elementary. In addition, this course will also require students to do academic work; within their scope of academic work they will conduct research on both historical and contemporary Aboriginal Leaders. They will also be given “in class assignments” designed to invite students to critically analyze what being a leader means. Therefore, in term one, as in term two, the learning outcomes is a synthesis of both the practical experience and the theoretical understanding of leadership. It is hoped that this will encourage students to act as leaders within our school community, their home communities and in their day to day living as Canadian citizens.

ATHLETIC AND RECREATIONAL LEADERSHIP 10 - 12

Athletic and Recreational Leadership is designed to help students develop community and culture. Students will look at what it takes to be an effective leader in the school and community. The class will be separated into two core sections; (1) Athletics and (2) Recreation. As part of the Athletics component, students will learn and explore many of the different roles and responsibilities in the area of Sport while assisting with the variety of school athletic events. As part of the Recreation component, students will gain experience in developing, instructing, and evaluating different recreational programs. This course will look at the option of allowing students to get their certification in areas of recreation. This class will be conducted outside the regular timetable. Credit hours and participation will be logged by the students and the advisor. Students will have the flexibility to organize their hours around their own schedules. There may be cost for the course if students chose to obtain recreational certification.

LEADERSHIP 10 - 12

Leadership is designed to help develop school spirit and culture and to teach students how to become more effective leaders within the school and community. Students will develop lifelong skills in the area of personal leadership (styles), communication, team building, goal setting, organizing and planning, decision making, problem solving, project implementation and public relations. The leadership class will host spirit events, dances, and school improvement projects. Students will have the opportunity to attend leadership conferences and seminars. Classes will be conducted outside of the regular timetable. Credit hours and participation will be logged by the student and advisor. Students will have the opportunity to acquire evidence and documentation to add to their graduation portfolios and resumes.

PEER TUTORING 11 - 12

RECOMMENDED PREREQUISITE: Completion of grade 10, recommendation of subject teachers and counsellors and approval of the Peer Tutoring teacher. Students who have excellent study habits, are committed to their studies and are genuinely interested in helping peers in academic or non-academic courses are invited to apply to become a Peer Tutor.

COURSE CONTENT:

Peer Tutoring offers an opportunity to learn how to assist peers in several departments in our school. Tutors will either tutor individual students in academic courses through the counselling department or be placed in classrooms to assist peers. Tutors consult with the Peer Tutoring teacher and/or course teachers to provide supplemental instruction and study assistance to students. Guidance and support for these responsibilities are provided by the Peer Tutoring teacher and the course teacher. Additional, and regular assignment submissions will be required. Attendance in all assigned tutoring blocks is a course requirement.

If you are interested in tutoring, please see your counsellor

COURSE INDEX

Course Name	Page #	CrnsNo	Department
20TH CENTURY WORLD HISTORY 12	43	MWH—12	Social Studies
ABORIGINAL MENTORSHIP 10	74	YCPA-0A-AB	Leadership
ABORIGINAL MENTORSHIP 11	74	YCPA-1C-AB	Leadership
ABORIGINAL MENTORSHIP 12	74	YCPA-2D-AB	Leadership
ACCOUNTING 11	54	MAC—11	Applied Skills
ACTIVE LIVING 11 (PE)	69	MACLV11	P.E.
ACTIVE LIVING 11 (PE) GIRLS	69	MACLV11--G	P.E.
ACTIVE LIVING 12 (PE)	69	MACLV12	P.E.
ACTIVE LIVING 12 (PE) GIRLS	69	MACLV12--G	P.E.
ANATOMY AND PHYSIOLOGY 12 (Biology)	37	MATPH12	Science
ANATOMY AND PHYSIOLOGY 12 (HONOURS)	37	MATPH12--H	Science
AP BIOLOGY 12	37	ABIO-12	Science
AP CALCULUS 12	35	ACAL-12	Mathematics
AP ENGLISH LANGUAGE & COMPOSITION 12	29	AEN—12	English
AP ENGLISH LITERATURE & COMPOSITION 12	29	AELC-12	English
AP EUROPEAN HISTORY 12	43	AHI—12	Social Studies
AP PSYCHOLOGY 12	47	APSY-12	Social Studies
AP STUDIO ART: PORTFOLIO DEVELOPMENT- BREADTH	63	ASAD-12	Fine Arts
AP STUDIO ARTS PORTFOLIO DEV.- CONCENTRATION	63	A2DP-12	Fine Arts
ART DRAMATIQUE 10	21	FDRM-10	French
ART STUDIO 10	62	MVAST10	Fine Arts
ART STUDIO 11 (Art Foundations)	62	MVAST11	Fine Arts
ART STUDIO 11 PRE-AP (HONOURS)	62	MVAST11--H	Fine Arts
ART STUDIO 12 (Art Foundations)	62	MVAST12	Fine Arts
ATHLETIC INJURIES 11 BA	69	YAH--1A	P.E.
ATHLETIC LEADERSHIP 10 BA	74	MIDS-0C	P.E.
ATHLETIC LEADERSHIP 11 BA	74	MIDS-1D	P.E.
ATHLETIC LEADERSHIP 12 BA	74	MIDS-2D	P.E.
AUTO TECH 12: ENGINE & DRIVE TRAIN	53	MTEAD12	Applied Skills
AUTOMOTIVE LIFESTYLES 11	53	MTAUT11LIF	Applied Skills
AUTOMOTIVE LIFESTYLES 12	53	MTAUT12LIF	Applied Skills
AUTOMOTIVE TECHNOLOGY 11	53	MTAUT11	Applied Skills
AUTOMOTIVE TECHNOLOGY 12	53	MTAUT12	Applied Skills
BASKETBALL 10 SPORT SPECIFIC BA	71	YLRA-0A	P.E.
BASKETBALL 11 SPORT SPECIFIC BA	71	YLRA-1A	P.E.
BASKETBALL 12 SPORT SPECIFIC BA	71	YLRA-2A	P.E.
BC FIRST PEOPLES 12	43	MBCFP12	Social Studies
BUSINESS LAW 12	54	YLAW-2B	Business Ed.
CALCULUS 12	34	MCALC12	Mathematics
CAREER LIFE CONNECTIONS & CAPSTONE	72	MCLC-12	Career Education
CAREER LIFE EDUCATION	72	MCLE-10	Career Education
CHEMISTRY 11	38	MCH—11	Science
CHEMISTRY 11 HONOURS	38	MCH--11--H	Science

COURSE INDEX

CHEMISTRY 12	38	MCH—12	Science
CHEMISTRY 12 HONOURS	39	MCH--12--H	Science
COMPARATIVE CULTURES 12	44	MCMCL12	Social Studies
COMPARATIVE WORLD RELIGIONS	44	MWRL-12	Social Studies
COMPUTER PROGRAMMING 11 (GAME DEVELOPMENT)	60	MCMPR11	Information Tech
COMPUTER PROGRAMMING 12(GAME DEVELOPMENT)	60	MCMPR12	Information Tech
CONCERT BAND 10	66	MMUCB-10	Fine Arts
CONCERT BAND 11	66	MIMCB11	Fine Arts
CONCERT BAND 12	66	MIMCB12	Fine Arts
CONCERT CHOIR 10	67	MMUCC-10	Fine Arts
CONCERT CHOIR 11	67	MCMCC11	Fine Arts
CONCERT CHOIR 12	67	MCMCC12	Fine Arts
CONTEMPORARY INDIGENOUS STUDIES 12	44	MINST12	Social Studies
CRIMINOLOGY 12 BA	46	YLAW-2A	Social Studies
CULINARY ARTS 10	57	MCUL-10	Applied Skills
CULINARY ARTS 11	57	MCUL-11	Applied Skills
CULINARY ARTS 12	57	MCUL-12	Applied Skills
DANCE COMPANY 10	65	MDNCM10	Fine Arts
DANCE COMPANY 11	65	MDNCM11	Fine Arts
DANCE COMPANY 12	65	MDNCM12	Fine Arts
DRAFTING 10	56	MTDRF10	Applied Skills
DRAFTING 11	56	MTDRF11	Applied Skills
DRAMA 10	64	MDRM10	Fine Arts
DRAMA 11	64	MDRM-11	Fine Arts
DRAMA 12	64	MDRM-12	Fine Arts
DRAWING AND PAINTING 10	62	MVAD-10	Fine Arts
EARTH SCIENCE	40	MESC-11	Science
ECONOMICS 12	55	MEC—12	Business Ed.
ENGINEERING AND DESIGN 10	56	MTEXP10	Applied Skills
ENGINEERING AND DESIGN 11	56	MENR-11	Applied Skills
ENGLISH COMPOSITION 10	25	MCMPS10	English
ENGLISH COMPOSITION 11	28	MCMPS11	English
ENGLISH COMPOSITION 12	31	MCMPS12	English
ENGLISH CREATIVE WRITING 10	25	MCTWR10	English
ENGLISH CREATIVE WRITING 11	28	MCTWR11	English
ENGLISH CREATIVE WRITING 12	30	MCTWR12	English
ENGLISH FIRST PEOPLES 12	29	MENFP-12	English
ENGLISH FIRST PEOPLES LIT. STUDIES & NEW MEDIA 11	29	MELNM11	English
ENGLISH FIRST PEOPLES LIT. STUDIES & SPOKEN LANG. 11	29	MELSL11	English
ENGLISH FIRST PEOPLES LIT. STUDIES & WRITING 11	28	MEFLS11	English
ENGLISH FIRST PEOPLES LITERARY STUDIES 10	26	MEFLS10	English
ENGLISH FIRST PEOPLES NEW MEDIA 10	27	MEFNM10	English
ENGLISH FIRST PEOPLES SPOKEN LANGUAGE 10	27	MEFSL10	English
ENGLISH FIRST PEOPLES WRITING 10	26	MEFWR10	English

COURSE INDEX

ENGLISH FOR LANGUAGE LEARNERS 10 BA	31	YESFLOC	English
ENGLISH FOR LANGUAGE LEARNERS 11 BA	31	YESFL1C	English
ENGLISH FOR LANGUAGE LEARNERS 12 BA	31	YESFL2C	English
ENGLISH LITERARY STUDIES 10	26	MLTST10	English
ENGLISH LITERARY STUDIES 11	28	MLTST11	English
ENGLISH LITERARY STUDIES 12	30	MLTST12	English
ENGLISH NEW MEDIA 10	26	MNMD-10	English
ENGLISH NEW MEDIA 11	28	MNMD-11	English
ENGLISH NEW MEDIA 12	30	MNMD12	English
ENGLISH PRE AP 11 (HONOURS)	27	MCMP511-H	English
ENGLISH SPOKEN LANGUAGE 10	26	MSPLG10	English
ENGLISH SPOKEN LANGUAGE 11	27	MSPLG11	English
ENGLISH SPOKEN LANGUAGE 12	30	MSPLG12	English
ENGLISH STUDIES 12	29	MENST12	English
ENTREPRENEURSHIP 12	55	MENT-12	Business Ed.
ENTREPRENEURSHIP AND MARKETING 10	54	MADEM10	Business Ed.
ENVIRONMENTAL SCIENCE 12	40	MEVSC12	Science
ÉTUDES DU CINÉMA ET DE LA LITTÉRATURE FRANCOPHONES 11	22	FLTST11	French
EXPLORATIONS EN SCIENCES HUMAINES	23	FEPSS11	French
EXPLORATIONS IN SOCIAL STUDIES 11A	42	MEPSS11--A	Social Studies
EXPLORATIONS IN SOCIAL STUDIES 11B	43	MEPSS11—B	Social Studies
EXPLORATIONS IN SOCIAL STUDIES 11C	43	MEPSS11—C	Social Studies
EXPRESSION ORALE ET COMMUNICATIONS 11	24	MIDS-0E	French
FASHION INDUSTRY 12	61	MFIND12	Applied Skills
FINANCIAL ACCOUNTING 12	54	MFA—12	Business Ed.
FITNESS AND CONDITIONING 10 BA	71	YHRA-0A	P.E.
FITNESS AND CONDITIONING 10 GIRLS BA	71	YHRA-0A--G	P.E.
FITNESS AND CONDITIONING 11	71	MFTCD11	P.E.
FITNESS AND CONDITIONING 11 -GIRLS	71	MFTCD11--G	P.E.
FITNESS AND CONDITIONING 12	71	MFTCD12	P.E.
FITNESS AND CONDITIONING 12 -GIRLS	71	MFTCD12--G	P.E.
FOOD ART 11 - SPECIALIZED STUDIES IN FOOD 12	57	MSPSF12	Applied Skills
FOODS STUDIES 11	57	MFOOD11	Applied Skills
FOODS STUDIES 12	57	MFOOD12	Applied Skills
FOOTBALL 10 SPORT SPECIFIC BA	71	YLRA-0C	P.E.
FOOTBALL 11 SPORT SPECIFIC BA	71	YLRA-1C	P.E.
FOOTBALL 12 SPORT SPECIFIC BA	71	YLRA-2C	P.E.
FOUNDATIONS OF MATH AND PRE-CALCULUS 10	33	MFMP-10	Mathematics
FOUNDATIONS OF MATHEMATICS 11	33	MFOM-11	Mathematics
FOUNDATIONS OF MATHEMATICS 12	34	MFOM-12	Mathematics
FRANÇAIS LANGUE SECONDE-IMMERSION 10	20	FFRAL10	French
FRANÇAIS LANGUE SECONDE-IMMERSION 12	23	FFRAL12	French
FRENCH 10	49	MFR--10	Languages
FRENCH 11	49	MFR--11	Languages

COURSE INDEX

FRENCH 12	49	MFR--12	Languages
GENOCIDE STUDIES 12	44	MGENO12	Social Studies
GLOBAL EDUCATION 10	47	MIDS-0B	Social Studies
GLOBAL EDUCATION 11	47	MIDS-1B	Social Studies
GLOBAL EDUCATION 12	47	MIDS-2B	Social Studies
GRAPHIC PRODUCTION 11 (Animation)	59	MGRPR11	Information Tech
GRAPHIC PRODUCTION 12 (Animation)	59	MGRPR12	Information Tech
GUITAR 10	68	MMUGT10	Fine Arts
GUITAR 11	68	MIMG-11	Fine Arts
GUITAR 12	68	MIMG-12	Fine Arts
HOCKEY ACADEMY 10 BA	71	YLRA-0B	P.E.
HOCKEY ACADEMY 11 BA	71	YLRA-1B	P.E.
HOCKEY ACADEMY 12 BA	71	YLRA-2B	P.E.
HOUSING AND LIVING ENVIRONMENT 12(Interior Design)	61	MHALE12	Applied Skills
HUMAN GEOGRAPHY 12	44	MHGEO12	Social Studies
INTERNATIONAL FOODS STUDIES 10	57	MFOOD10	Applied Skills
INTERPERSONAL AND FAMILY RELATIONSHIPS 11 (Fam st)	58	MIAFR11	Applied Skills
INTRODUCTORY SPANISH 10	51	MBSP-11--L	Languages
INTRODUCTORY SPANISH 11	51	MBSP-11--S	Languages
JAPANESE 11	50	MJA—11	Languages
JAPANESE 12	50	MJA—12	Languages
JAPANESE BEGINNER'S 10	50	MIDS-0D	Languages
JAPANESE LEVEL 2	50	MBJA-11	Languages
JAZZ BAND 10	67	MMJB-10	Fine Arts
JAZZ BAND 11	67	MIMJB-11	Fine Arts
JAZZ BAND 12	67	MIMJB-12	Fine Arts
JUMPSTART BAND 10-12	66	MMUCB-10	Fine Arts
LACROSSE ACADEMY 10 BA	71	YLRA-0H	P.E.
LACROSSE ACADEMY 11 BA	71	YLRA-1H	P.E.
LACROSSE ACADEMY 12 BA	71	YLRA-2H	P.E.
LAW STUDIES 12	45	MLST-12	Social Studies
LEADERSHIP 10 BA	74	YCPA-0A	Leadership
LEADERSHIP 11 BA	74	YCPA-1C	Leadership
LEADERSHIP 12 BA	74	YCPA-2D	Leadership
LIFE SCIENCE 11 PRE-AP 11 (HONOURS)	37	MLFSC11--H	Science
LIFE SCIENCES 11 (Biology)	36	MLFSC11	Science
MARINE BIOLOGY (SPECIALIZED SCIENCE 12)	41	MSPSC12	Science
MARKETING AND PROMOTION 11A (Outside)	55	MMAP-11	Applied Skills
MARKETING AND PROMOTION 11B (Inside)	55	MMAP-11--S	Applied Skills
MARKETING AND PROMOTION 12A (Outside)	55	MIDS-2C	Applied Skills
MARKETING AND PROMOTION 12B (Inside)	55	MIDS-2C4CR	Applied Skills
MEDIA DESIGN 10 (Animation)	59	MCSTU10	Information Tech
MEDIA DESIGN 11 (3D Printing)	59	MMEDD11	Information Tech
MEDIA DESIGN 12 (3D Printing)	59	MMEDD12	Information Tech

COURSE INDEX

MÉDIAS ET COMMUNICATION NUMÉRIQUE 11	22	FNMD-11	French
METALWORK 10	58	MTMET10	Applied Skills
METALWORK 11	58	MTMET11	Applied Skills
METALWORK 12	58	MTMET12	Applied Skills
MUSICAL THEATRE 10	68	MMUTH10	Fine Arts
MUSICAL THEATRE 11	68	MMUTH11	Fine Arts
MUSICAL THEATRE 12	68	MMUTH12	Fine Arts
OUTDOOR EDUCATION 10 BA	69	YPR--0A	P.E.
OUTDOOR EDUCATION 10 EXTREME BA	70	YPR--0A-EX	P.E.
OUTDOOR EDUCATION 11	70	MODED11	P.E.
OUTDOOR EDUCATION 11 EXTREME BA	70	MODED11-EX	P.E.
OUTDOOR EDUCATION 12	70	MODED12	P.E.
OUTDOOR EDUCATION 12 EXTREME BA	70	MODED12-EX	P.E.
PEER TUTORING 11 BA	74	YIPS-1B	Leadership
PEER TUTORING 12 BA	74	YIPS-2B	Leadership
PHILOSOPHY 12	45	MPHIL12	Social Studies
PHOTOGRAPHY 11	62	MVAPH11	Fine Arts
PHOTOGRAPHY 12	63	MVAPH12	Fine Arts
PHYSICAL AND HEALTH EDUCATION 10	69	MPHED10	P.E.
PHYSICAL AND HEALTH EDUCATION 10 GIRLS	69	MPHED10--G	P.E.
PHYSICAL GEOGRAPHY 12	45	MPGEO12	Social Studies
PHYSICS 11	39	MPH—11	Science
PHYSICS 11 HONOURS	39	MPH--11—H	Science
PHYSICS 12	39	MPH—12	Science
PHYSICS 12 HONOURS	40	MPH--12—H	Science
POLITICAL STUDIES 12	45	MPLST12	Social Studies
POST SECONDARY PREP PROGRAM 11	73	YED-1A	Career Education
POST SECONDARY PREP PROGRAM 12	73	YED-2A	Career Education
PRE-CALCULUS 11	33	MPREC11	Mathematics
PRE-CALCULUS 11 PRE AP (HONOURS)	34	MPREC11--H	Mathematics
PRE-CALCULUS 12	34	MPREC12	Mathematics
PRE-CALCULUS 12 HONOURS	35	MPREC12--H	Mathematics
PSYCHOLOGY 11 BA	46	YPSYC1A	Social Studies
PSYCHOLOGY 12 BA	47	YPSYC2A	Social Studies
PSYCHOLOGY 12 HONOURS BA	47	YPSYC2A--H	Social Studies
ROBOTICS 11	60	MTROB11	Applied Skills
ROBOTICS 12 (ROBOT CONSTRUCTION)	60	MTROB12	Applied Skills
RUGBY 10 SPORT SPECIFIC BA	71	YLRA-0D	P.E.
RUGBY 11 SPORT SPECIFIC BA	71	YLRA-1D	P.E.
RUGBY 12 SPORT SPECIFIC BA	71	YLRA-2D	P.E.
SCIENCE 10	36	MSC—10	Science
SCIENCE FOR CITIZENS 11	41	MSCCT-11	Science
SCIENCES HUMAINES 10	20	FSCH-10	French
SKILLS EXPLORATIONS 10 (MECHANICS)	53	MSTX-0A	Applied Skills

COURSE INDEX

SOCIAL JUSTICE 12	46	MSJ—12	Humanities
SOCIAL STUDIES 10	42	MSS—10	Social Studies
SPANISH 10	51	MSP—10	Languages
SPANISH 11	51	MSP—11	Languages
SPANISH 12	52	MSP—12	Languages
STATISTICS 12	33	MSTAT 12	Mathematics
STUDIO ARTS 2D 11 (Drawing and Painting)	63	MVAD-11	Fine Arts
STUDIO ARTS 2D 12 (Drawing and Painting)	63	MVAD-12	Fine Arts
STUDIO ARTS 3D 11 (Ceramics and Sculpture)	62	MVAC-11	Fine Arts
STUDIO ARTS 3D 12 (Ceramics and Sculpture)	62	MVAC-12	Fine Arts
TEXTILES 10	61	MTXT-10	Applied Skills
TEXTILES 11	61	MTXT-11	Applied Skills
TEXTILES 12	61	MTXT-12	Applied Skills
THEATRE 10	65	MDRD-10	Fine Arts
THEATRE COMPANY 10	66	MDRTC10	Fine Arts
THEATRE COMPANY 11	66	MDRTC11	Fine Arts
THEATRE COMPANY 12	66	MDRTC12	Fine Arts
THEATRE PRODUCTION 11 (TECHNICAL THEATRE)	66	MDRTP11	Fine Arts
THEATRE PRODUCTION 12 (TECHNICAL THEATRE)	66	MDRTP12	Fine Arts
VOCAL JAZZ 11	67	MCMJV11	Fine Arts
VOCAL JAZZ 12	67	MCMJV12	Fine Arts
VOLLEYBALL 10 LEADERSHIP - SPORT SPECIFIC BA	71	YLRA-0F	P.E.
VOLLEYBALL 11 LEADERSHIP - SPORT SPECIFIC BA	71	YLRA-1F	P.E.
VOLLEYBALL 12 LEADERSHIP - SPORT SPECIFIC BA	71	YLRA-2F	P.E.
WEB DEVELOPMENT 10	59	MWBVD10	Information Tech
WOODWORK 10	56	MWWK-10	Applied Skills
WOODWORK 11	56	MWWK-11	Applied Skills
WOODWORK 12	56	MWWK-12	Applied Skills
WORK EXPERIENCE 12A	15	MWEX-2A	Career Programs
WORK EXPERIENCE 12B	15	MWEX-2B	Career Programs
WORKPLACE MATH 11	33	MWPM-11	Mathematics
WORKPLACE MATHEMATICS 10	33	MWPM-10	Mathematics
YEARBOOK 10 BA	60	YCCT-0C	Information Tech
YEARBOOK 11 BA	60	YCCT-1C	Information Tech
YEARBOOK 12 BA	60	YCCT-2D	Information Tech
YOUTH WORK IN TRADES 11A	15	WRK1A	Career Programs
YOUTH WORK IN TRADES 11B	15	WRK1B	Career Programs
YOUTH WORK IN TRADES 12A	15	WRK2A	Career Programs
YOUTH WORK IN TRADES 12B	15	WRK2B	Career Programs