



**MISSION  
GRAD PROGRAM**

**COURSE PLANNING  
GUIDE  
2022 – 2023**

## 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](http://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](mailto:jim.pearce@mpsd.ca)

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# GENERAL INFORMATION

## 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 2:59 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.

## 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 16, 2022 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, and they have selected sufficient courses and alternates to build a complete timetable. If you have any questions, ask a counsellor or 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 the on-line Course Change Request form 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 may 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 16, 2022**

## Dropping a Course

Students may not drop a course without the approval of their Administrator.

## 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 10 and 11 students are not eligible for Study Blocks.**

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

## Graduation Requirements

Listed below are the **MINIMUM REQUIREMENTS** for graduation from the Mission Secondary grad program.

## 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. Students, along with their counsellors, **begin the discussion of their Graduation Plan in their Grade 10 year.** Students are encouraged to review their Graduation Plan with parents annually, 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 review their plans with their counsellor at any time.

## 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 an 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:

| Course   | Credits |
|--|---------|
| Two Career Education courses and a completed Capstone Project  | 8       |
| Two English 10 courses (2 credits each)                        | 4       |
| A Grade 10 Literacy Assessment                                 | 0       |
| An English 11 course   | 4       |
| An English 12 course   | 4       |
| A Grade 12 Provincial Literacy Assessment                      | 0       |
| Social Studies 10  | 4       |
| A Social Studies 11 or 12 course                               | 4       |
| Science 10   | 4       |
| A Science 11 or 12 course                                      | 4       |
| A Mathematics 10 course  | 4       |
| A Mathematics 11 or 12 course                                  | 4       |
| A Provincial Grade 10 Numeracy Assessment                      | 0       |
| A Fine Arts or Applied Skills & Technology 10, 11 or 12 course | 4       |
| Physical and Health Education 10                               | 4       |
| Additional Elective credits (of which 8 must be Grade 12)      | 28      |

\*It is important to emphasize that while these requirements *represent the minimum program of studies for graduation*, 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:

- Select courses that interest them - there is no set package of mandatory courses
- Explore advanced topics - which they study in greater depths
- Develop advanced skills - form disciplined study habits
- AP provides students with an opportunity to earn awards, scholarships and improve their chances of university admission.
- 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 \$135.

- 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 and AP courses are offered. Students in Grade 11 may take higher-level courses if they have the pre-requisites and there is space available.

#### Grade 11

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

#### Grade 12

AP Biology  
AP Calculus  
AP English Language & Composition  
AP English Literature & Composition  
AP Psychology

### 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.

Along with college credit awarded, students gain 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](http://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

### Grades

All course grades are qualified in the following manner:

|                   |             |                |
|-------------------|-------------|----------------|
| A – Excellent     | C – Average | I - Incomplete |
| B – Above 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 |
|-------|-------|----------|-------|

### 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.

### 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 request homework be made electronically available, or request a homework package be left in the office; be sure to pick up your homework package from the office in a prompt manner.
  - return completed work to the office or by electronic means arranged with your teacher
- arrange a "homework buddy" in each class

## Transcripts

Students may request paper, unofficial transcripts through Mrs. Pearce in the Main Office.

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 websites of the testing agencies, [www.act.org](http://www.act.org) and/or [www.collegeboard.com](http://www.collegeboard.com)

Ministry Transcripts are accessible to view online; please see your counsellor or view the instructions on the MSS website for assistance with this.

## 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. Teachers and coaches will work together to ensure that students are meeting course requirements before they are allowed to take time out of classes to be available for games, productions etc. Teachers have the final say and might not let a failing student leave class.

# 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 courses, including at least 3 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.

# POST-SECONDARY INFO

## General Admission Requirements

Below is a web list for the 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.

**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.

|  |  |
|--|--|
| British Columbia Institute of Technology | <a href="http://www.bcit.ca">www.bcit.ca</a> |
| Simon Fraser University                  | <a href="http://www.sfu.ca">www.sfu.ca</a>   |
| Trinity Western University               | <a href="http://www.twu.ca">www.twu.ca</a>   |

|  |  |
|--|--|
| University of British Columbia – Vancouver | <a href="http://www.ubc.ca">www.ubc.ca</a>       |
| University of British Columbia – Okanagan  | <a href="http://www.ok.ubc.ca">www.ok.ubc.ca</a> |
| University of the Fraser Valley            | <a href="http://www.ufv.ca">www.ufv.ca</a>       |
| University of Victoria                     | <a href="http://www.uvic.ca">www.uvic.ca</a>     |

## Internet Resources

There are two major internet resources available to assist with all aspects of student career and employment interests, and 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. \*see next page for account set-up instructions

User information on both sources is provided below and assistance is available by appointment with the appropriate MSS Counsellor or 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 on-going 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.

### About MyBlueprint

This is 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
- goal-setting
- learning how to budget
- create multiple portfolios *and more!*

- conduct job searches
- how to write a cover letter and resume

### Create Account

- Visit [www.myBlueprint.ca/sd75](http://www.myBlueprint.ca/sd75)
- Select your school in ‘New User’ Tab
- Select ‘Create an Account’

### Troubleshooting Tips

*Have an account?*

Enter your email/password  
In the Existing User box



*Forgot your password?*

Click on “Forgot your Password”



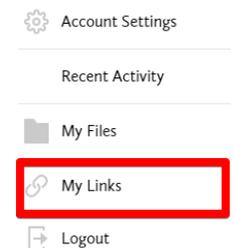
### Link with a Teacher

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



## myBlueprint Tools

These are listed below as they are identified in the “home” menu bar (left side) of the page when logged in. Each of all-cap titles below have pull down menus displaying each of the bulleted activities. Students can access “how to videos” for a demonstration of the best use of each education planner topic through this link. <https://www.myblueprint.ca/support/videos/education-planner>

### HOME

- Dashboard (provides an overall view of system tabs, guides and portfolios)
- Tasks (displays summary of tasks, points collected and prizes available to user)
- Class Activities (as it relates to Teacher class matters)
- Goals (learn about SMART goals)
- Portfolios
  - Establish personal, career or educational portfolios and share it with parents, teachers, or future employers. Users can “pin” college/university search outcomes for ongoing access in a created EDUCATION portfolio

### WHO AM I

- SURVEYS
- MATCH RESULTS
  - Occupation
  - Post Secondary
  - Course

### HIGH SCHOOL

- Plan
- Courses

### POST SECONDARY

- Apprenticeships
- Colleges and Universities (search Canada wide/by province/institute with an ability to compare three (3) institutes at one time and pin favorites to portfolios for ongoing use)
- Workplaces (suggested occupations and industries)

### WORK

- Occupations
- Resumes & Cover letters
- Job Search

### MONEY

- Budgets

### GUIDES

- Guide links to discover more about post secondary options, financial planning, searching for jobs and more!

### FAVORITES

- Students can set up portfolios and save their favorites from any of the user categories for easy access and reference later (i.e. college/university admissions information)

Students can schedule time with the school Career Advisor, Miss (Heather)Flood for individual assistance in their career and employment needs including help with myBlueprint uses and Capstone assignments. Txt 604 302 5314

## Other Learning Opportunities

### SHAD Canada

SHAD Canada is a STEAM (Science, Tech, Engineering, Art and Math) and entrepreneurship program for students in Grade 10 and 11. SHAD divides 1,000 students into 19 universities and splits them into dozens of project groups to focus on one real-world problem with economic and social implications.

SHAD participants can spend the summer with a view of the mountains at UBC, along the Atlantic coast at Memorial University of Newfoundland or in the heart of the Canadian prairies at the University of Saskatchewan or anywhere in between. We guarantee students are not placed at the university closest to where they live.

Are you eligible for the SHAD program? Find out who can apply <https://www.shad.ca/who-can-apply/>.

Concerned about fees? View information on bursaries at <https://www.shad.ca/fees-and-financial-support/>.

SHAD Brochure [https://www.shad.ca/wp-content/uploads/2019/09/Shad2020\\_brochure.pdf](https://www.shad.ca/wp-content/uploads/2019/09/Shad2020_brochure.pdf)

### SWEAT (Structured Work Experience and Training) Lasalle College (Vancouver Art Institute)

SWEAT provides students with the opportunity to earn valuable work experience in a simulated creative work environment. B.C. high school students must complete 30 hours of work experience as part of their graduation requirements; however, many students are interested in a creative career in an area that is difficult to secure work hours. While some students are able to secure relevant placements, often their experience is not indicative of the challenges employees encounter in the field. SWEAT provides a valuable option for students to fulfill part of their work-study requirements while gaining valuable industry experience and understanding.

Students choose their area of interest from a wide array of industry areas: design, media arts, event management, fashion and culinary.

<https://www.lasallecollegevancouver.com/events/sweat-workshop-mar-2020>

### Innovate BC Tech Summit (Vancouver Conventional Centre)

This is the largest annual tech conference in Western Canada with a theme of Scaling Up for Global Growth, the event will bring together local and international business leaders to share tactical expertise with B.C.'s most promising technology companies, entrepreneurs and innovators. Thousands of attendees will gather again to learn from some of the foremost scale-up experts which includes thought-leading Keynotes, deep-dive Breakout Sessions and interactive Workshops, in addition to a Job Fair, Marketplace, Pitch Competition, and Investor Meetings.

<https://innovatebc.ca/bctechsummit/>

# RIVERSIDE COLLEGE

Riverside College is part of the Mission School District and offers unique opportunities for students during high school or after graduation. Students can attend Riverside College to complete their high school diploma while at the same time working towards their future career or trade. Additionally, students may enroll at Riverside College after they graduate high school to complete a career or trade program.

Note: Riverside College programs **are tuition free** for students under the age of 19 as of July 1<sup>st</sup>.

For more information please visit the Riverside College website at: <https://www.riversidecollege.ca/> or reach out to us at 604-814-0446 or [rtc.info@mpsd.ca](mailto:rtc.info@mpsd.ca)

## Trades Programs:

### Automotive Service Technician Foundation (Level 1 Technical Training) ITA Trade

- 10 month program

### Carpenter Foundation (Level 1 Technical Training) ITA Trade

- 10 month program

### Construction Electrician Foundation (Level 1 Technical Training) ITA Trade

- 10 month program

### Hairstylist Foundation (Level 1 Technical Training) ITA Trade

- 11 month program

### Plumbing Foundation (Level 1 Technical Training) ITA Trade

- 10 month program

### Professional Cook (Level 1) – ITA Trade

- 9 month program

### Trade Sampler

- 5 month program (Carpentry, Plumbing, Electrical, Automotive)

## Career Programs:

### Community Support Worker/Educational Assistant

- 10 month program

### Esthetics (Nail Technician and Skin Care Technician)

- 10 month program

### Industrial Warehouse Person

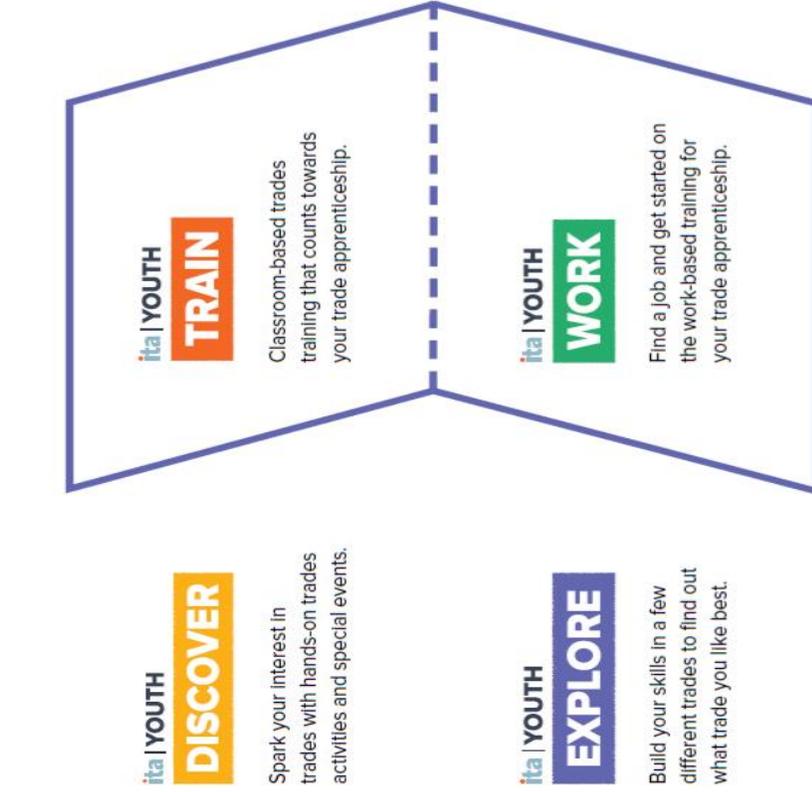
- 3 month program

**Note: Most programs require the completion of all grade 10 courses, and a minimum of grade 11 Math and grade 11 English. Please contact Riverside College for specific entrance requirements for each program.**

# 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.

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.



## WORK EXPERIENCE 12A / 12B

Work Experience 12A and 12B is intended to provide students 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 complete selected lead-up activities prior to being enrolled. Students can apply by completing the “Career WEX” Application Form available from the Work Experience Coordinator. WEX 12A and 12B allow Grade 10-12 students to earn graduation credits for paid or unpaid work with a local employer. 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 (12A and 12B)
- 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:**

Carolyn Chezzi – Career Education Coordinator  
Mission Public Schools  
email: [carolyn.chezzi@mpsd.ca](mailto:carolyn.chezzi@mpsd.ca) school: 604.826.7191  
ext. 1132

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

Get a head start on the work-based training for an apprenticeship program while you’re still in high school. As an 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](http://www.itabc.ca)

Bonus – If you graduate while being enrolled in this program, you can apply for an ITA Youth Work in Trades \$1000 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 August 31st of the school year in which the student turns 19.

**For more information, or to apply, contact:**

Carolyn Chezzi – Career Education Coordinator  
Mission Public Schools  
email: [carolyn.chezzi@mpsd.ca](mailto:carolyn.chezzi@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

## **Work Experience Coordinator**

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

## **Career Centre 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.

# AWARDS & 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.

## Government Scholarships

The Grade 12 Government Scholarship Program 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. 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, 2022
- Have a “B” (73% or above) or better grade in their Language Arts 12 course,
- 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](http://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 e-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, 2022.

#### *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, 2022.
- have at least a:
  - “B” (73% or above) in their Language Arts 12 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.

\*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](http://www.bcteacherregulation.ca)

### *Application*

Complete the application package available at [www.gov.bc.ca/scholarshipsprogram](http://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 on-line. 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, 2022.
- Have at least a "B" (73% or above) in their Language Arts 12 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

\*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 30<sup>th</sup> Grade 12 enrolment. A District Scholarship consists of a voucher for \$1250 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 school student 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 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.

### **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**

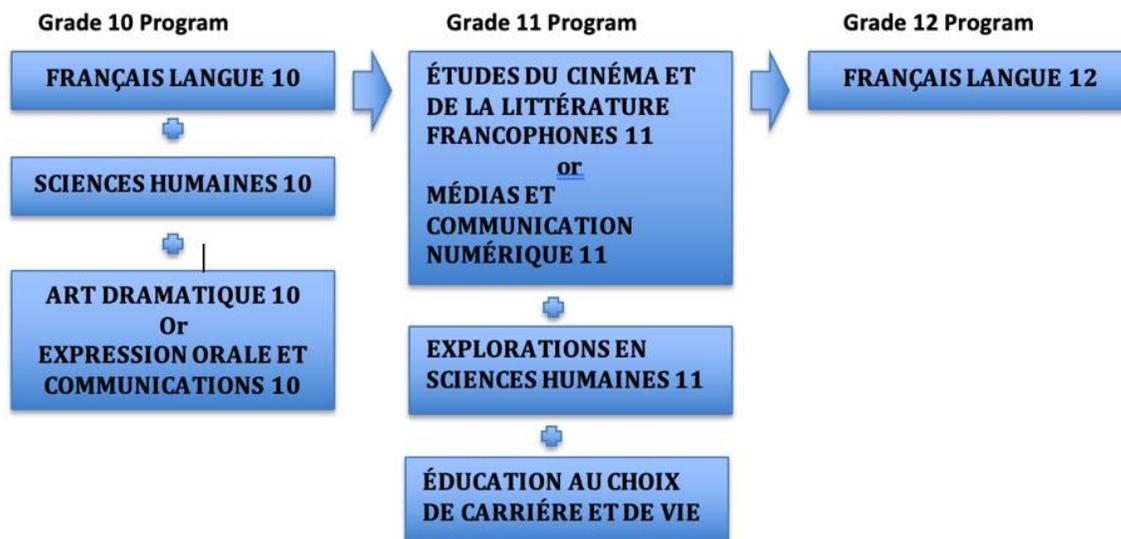
A number of community groups and businesses in the Fraser Valley award scholarships to students who are going on to a post-secondary institution, trade school, etc. Confirmation of funding is received from benefactors in between January and May of the student's graduating year. It is important that students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

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

### **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 online at [www.studentaidbc.ca/studentaidbc](http://www.studentaidbc.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.

## 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.

### 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.

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 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<sup>e</sup> 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 world views 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 Recommandes:***

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 Activites:***

On demandera aux élèves de remettre un journal quotidien, des projets d'écriture et recherche, des présentations (improvises 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.

#### ***Materiaux :***

Les élèves devraient en avoir un cahier, un stylo et des vêtements confortables, propres et amples. Quelques accessoires ou costumes pourraient être requises 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.

#### ***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

taking 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 Activites:**

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

### **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, and advertising.

Students must 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.

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 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.

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<sup>e</sup> 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<sup>e</sup> 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 20<sup>th</sup>-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.

### **Français Langue Seconde – Immersion 12**

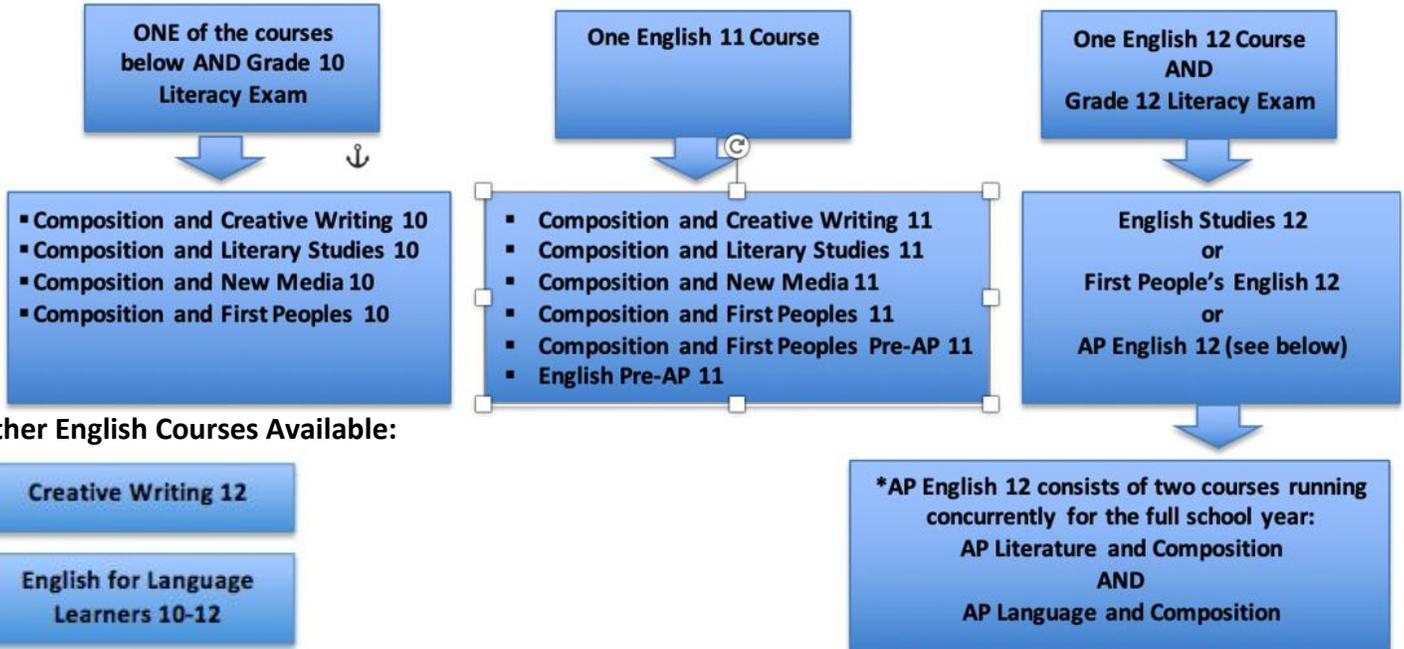
L'objectif du cours de *Français langue seconde - immersion 12* est d'intégrer et d'approfondir les compétences langagières et les connaissances linguistiques et culturelles acquises lors des expériences d'apprentissage antérieures. Ce cours permet à l'élève d'avoir un aperçu des divers facteurs qui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

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.

# ENGLISH DEPARTMENT

## Graduation Requirements for English:



### Composition and Creative Writing 10

This course was developed for students who want to build their formal and creative writing skills.

#### Possible areas of focus are:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- creative non-fiction, historical fiction poetry
- creative visual, written, and oral texts

### Composition and Literary Studies 10

This course was developed for students who want to build their formal writing and literary analysis skills.

#### Possible areas of focus are:

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

### Composition and New Media 10

This course was developed for students who want to build their formal writing and new media analysis skills.

#### Possible areas of focus are:

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

### Composition and First Peoples Literature 10

This course was developed for students who want to build their formal writing skills and First Peoples' awareness.

#### Possible areas of focus are:

- texts focused on storytelling, identity and belonging
- writing for advocacy
- writing for expression
- exploration of First Peoples themes and texts

**ENGLISH 11 COURSE OPTIONS:**

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

**Composition and Creative Writing 11**

This course was developed for students who want to build their formal and creative writing skills.

**Possible areas of focus are:**

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

**Composition and Literary Studies 11:**

This course was developed for students who want to build their formal writing and literary analysis skills.

**Possible areas of focus are:**

- non-fiction texts
- debate
- short stories, plays and novels
- varieties of literature – First Peoples, world, Canadian, political, feminist

**Composition and New Media 11**

This course was developed for students who want to build their formal writing and new media analysis skills.

**Possible areas of focus are:**

- media and film studies
- reality television
- documentaries
- journalism and publishing
- digital communication (podcasting, digital scrapbooking)

**Composition and First Peoples 11**

This course was developed for students who want to build their formal writing skills and First Peoples' awareness.

**Possible areas of focus are:**

- Indigenous People's use of humour in various texts and new media.

- creation stories, tradition and role of the Trickster
- the influence of new media on Indigenous personal and cultural identities
- Indigenous People's connections to the land

**Composition and First Peoples 11 Pre-AP**

**Enrollment in this course is based on teacher recommendation and a successful Grade 10 English mark**

This course was developed for students interested in an in-depth study of First People's literature and Ways of Knowing. This is an academic course that will prepare you for AP English 12 and for Post Secondary Education

**English Pre-AP11**

**Enrollment in this course is based on teacher recommendation and a successful Grade 10 English mark**

This course was developed for students who are enthusiastic and active participants in reading and writing skill development. It is strongly recommended for students who plan to take AP English Language & Composition or AP English Literature & Composition 12

**Grade 12 English Options**

**English Studies 12**

This is a required, yet challenging, course that builds on and extends students' previous Grade 10 and 11 English learning and experiences

**Possible areas of focus are:**

- autobiographical/memoirs reflection
- annotated bibliographies
- novel studies/literature circles
- non-fiction and fiction analysis
- collaborative and independent analysis

**OR**

### **English First Peoples 12**

This is a required, yet challenging, course that builds on and extends students' previous Grade 10 and 11 English learning and experiences

**Possible areas of focus are:**

- autobiographical essays
- connections to the land
- appropriation
- literature as an act of resistance

**OR**

### **AP English Language & Composition and AP English Literature & Composition**

(These two courses are taken concurrently from September to June)

**Recommended Prerequisite:**

English Pre-AP 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.

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

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, and will learn the ways that language is used to communicate.

\*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.

### **Grade 12 English Electives**

#### **Creative Writing 12**

This course was developed for students who are interested in creating a body of written work that reflects sophistication and depth of skill.

**Possible areas of focus 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 For Language Learners 10-12**

**COURSE CONTENT:**

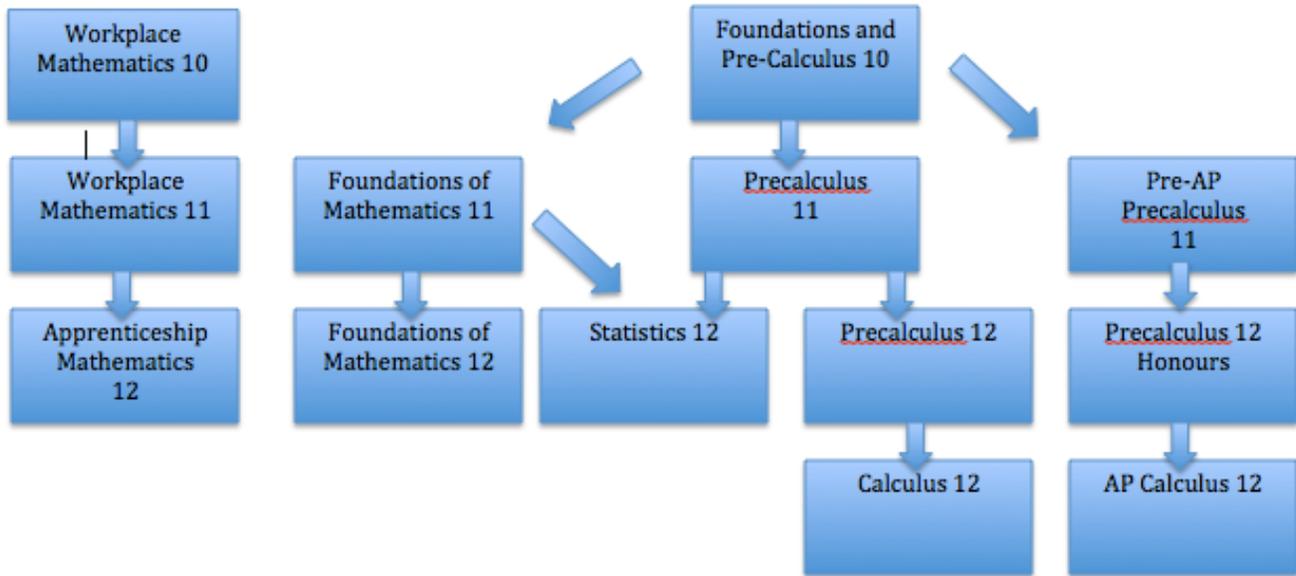
This course is designed to develop the ESL learner's language skills through a rigorous, academic English skills-based program. This program will support and work in conjunction with the Academic English program offered at the school. ESL learners will work on the four main English language skills of 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

**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 Mathematics 11/12 course.

### **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 numbers builds meaning, understanding, and confidence.
- Representing and analyzing data allows us to notice and wonder about relationships.

#### ***Calculator requirement:***

Scientific calculator

### **Foundations of Mathematics & 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 Math 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 numbers 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 & 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 & 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.

## 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**

1. The concept of a limit is foundational in developing calculus.
2. Differential calculus develops the concept of instantaneous rate of change
3. Integral calculus develops the concept of determining a product involving a continuously changing quantity over an interval.
4. 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 Pre-AP. Students that complete Pre-Calculus 11 Pre-AP (Honours) 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**

**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 (Honours) 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.

**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 12**.

**AP Calculus 12**

**Corequisite:**

Pre-Calculus 12 Honours

**AP Calculus** is a one-year/one credit class that introduces the three main concepts of calculus: limits, differentiation, and integration and their applications.

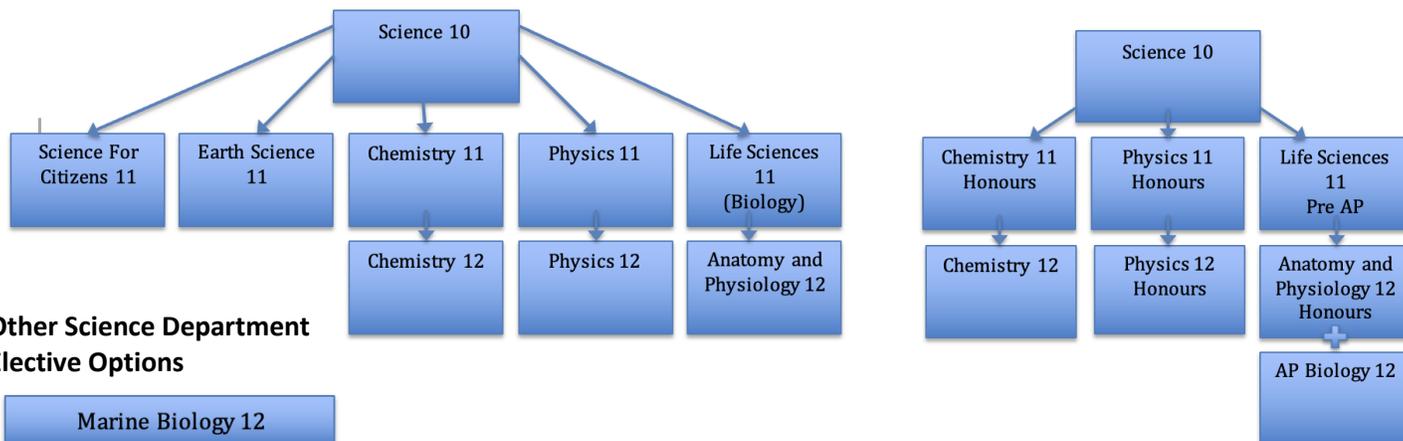
This course is highly recommended for those students who plan science or mathematics-related careers. Evaluation in this class is based on student success on assignments, unit evaluations, and use of Technology. An optional summer review packet will be available.

**Calculator requirement:**

TI-83 or TI-84 graphing calculator

# SCIENCE DEPARTMENT

## Science Department Sequence:



## Other Science Department Elective Options

Marine Biology 12

Environmental Science 12

Grade 10 Science is taught as a general course. Grade 11 students may begin to specialize in areas of: Biology, Physics, Chemistry and Earth Science

## Science 10

### Course Content:

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, and Plate Tectonics.

### Assignments or Activities:

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

### Senior Science Students:

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

## Life Sciences 11 (Biology)

### Recommended Prerequisite:

Science 10 with a minimum mark of "C". Students intending to take Anatomy and Physiology 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 inter-relationships 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. 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.

### **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, however mechanisms of speciation and principles of classification are more developed, 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**

**\*This course is taken concurrently with AP Biology 12**

#### **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 for 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**

**\*This course is taken concurrently with Anatomy and Physiology 12 Honours**

### **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+.

### **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 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 Honours 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.

### 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 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 will learn:

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. A & W Mathematics and Foundations of Mathematics do not provide a suitable foundation for this course.

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.

**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 11 or AP Physics 12 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 include the big ideas of:

- Measurement of motion depends on our frame of reference.
- Forces can cause linear and circular motion.
- Forces and energy interactions occur within fields.
- Momentum is conserved within a closed and isolated system.

Specifically, students will learn:

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 Physics 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

#### ***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.

### Science for Citizens 11

#### **Recommended Prerequisite:**

Science 10

#### **Course Content:**

- 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 will learn:

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. Science for Citizens 11 meets graduation requirements.

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

### Marine Biology 12 (Specialized Science)

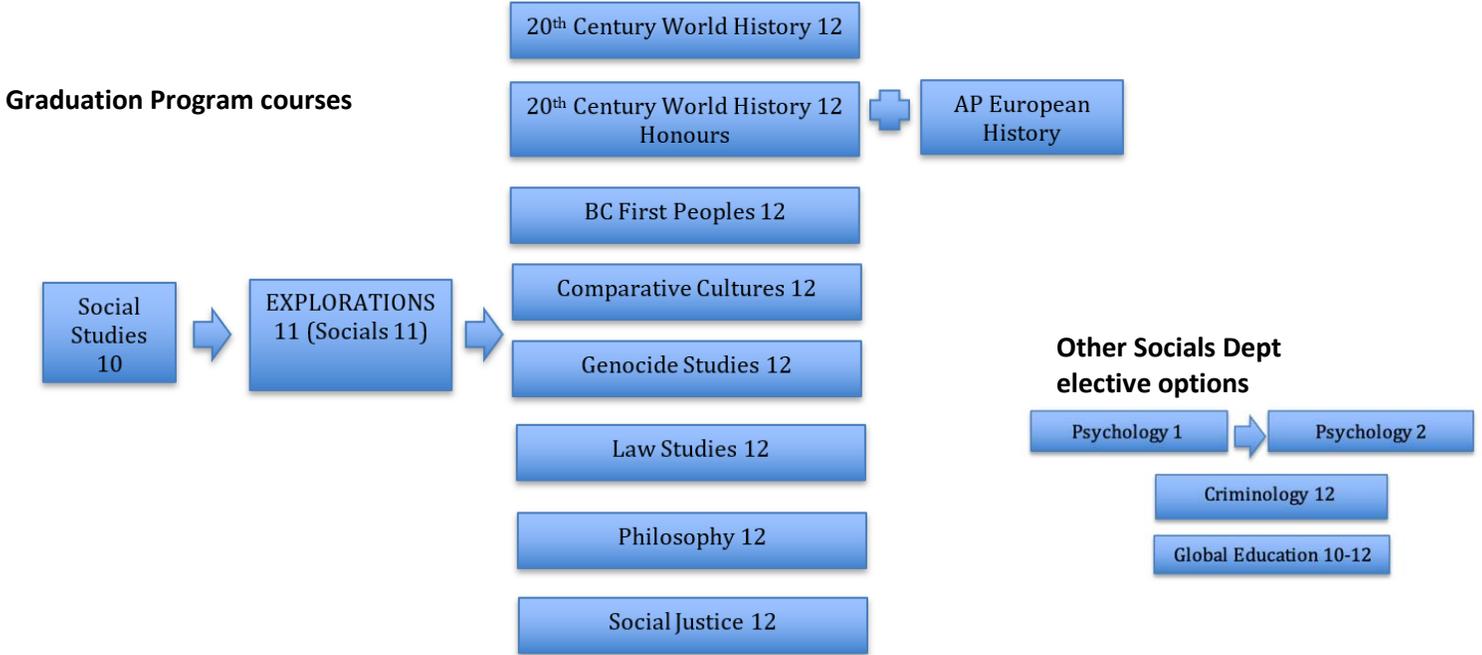
#### **Recommended Prerequisite:**

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



## Social Studies 10

Socials Studies 10 is the exploration of Canada’s involvement in the 20<sup>th</sup> and 21<sup>st</sup> centuries through different key events including WW 1, 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 in Social Studies 11

### Course Content:

Explorations 11 is a survey course that will introduce students to the variety of courses offered in Grade 12. Some areas of focus are Comparative Cultures, 20<sup>th</sup> Century World History, Genocide Studies, Social Justice, and BC First Peoples. Students will spend three to four weeks gaining the basic background, knowledge, and skills needed in each of 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.

## 20<sup>th</sup> 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 20<sup>th</sup> century led to profound social, economic, and political changes.
- The breakdown of long-standing empires created new economic and political systems.

### **Exploration:**

20<sup>th</sup> Century World History examines major world events of the 20<sup>th</sup> 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.

20<sup>th</sup> Century World History 12 will prepare you for both post-secondary schooling and a lifetime of success!

## AP European History

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

### **Course Content:**

The course content is academically demanding and will challenge your abilities in Social Studies. Generally, the course gives students an understanding of First Nations and First Nations. Specifically, we will study Indigenous Peoples' connections to the land, the history of Indigenous People through colonization of BC to resistance movements, and the culture and traditions of BC First Peoples. Students wanting to pursue careers in education, law or human services would benefit from this course content.

## Comparative Cultures 12

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), and those of Mesopotamia (Sumer, Assyria, and Persia), India, Egypt, Israel, Greece, and Rome.

## 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 20<sup>th</sup> 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.

## Law Studies 12

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 is based upon quizzes, tests, participation, assignments and case studies.

## **Philosophy 12**

### **Course Content:**

#### **Course Content:**

Philosophy 12 is an introductory course that examines the central ideas and concepts of Philosophy. Topics of study include: philosophers, schools of thought, logic (argument), epistemology (knowledge), metaphysics (the nature of reality), and ethics/moral philosophy (concepts of right and wrong, value systems). Units of study include Free Will, God, The Meaning of Life and Personal Identity. The goal of the course is to allow students to examine their beliefs and come to a greater understanding of belief systems and the justification for those beliefs.

### **Pre-requisites:**

There are no academic pre-requisites for this course but students will be expected to read, discuss, summarize and absorb different philosophical readings/concepts. This class is discussion orientated but there is considerable reflective writing/journaling as part of the learning process.

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.

## **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, Indigenous 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. This is a discussion-based course; regular attendance is required.

## **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 Level One**

Have you ever asked yourself any of the following questions?

- Why do we behave the way we do?
- Where does mental illness come from?
- 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 Level Two**

Recommended prerequisites: Psychology One  
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 Two is a continuation of Psychology One. 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 behaviour.

### **Psychology 12 Honours**

**\*This course is taken concurrently with AP Psychology**

#### **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**

**\*This course is taken concurrently with Psychology 12 Honours**

Recommended prerequisite :Psychology Level One 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 behaviour 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 behaviour, 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

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. The projected cost will be 4,000. Parents' permission and year-long fundraising required.

This 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. 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, teamwork and self-discipline.

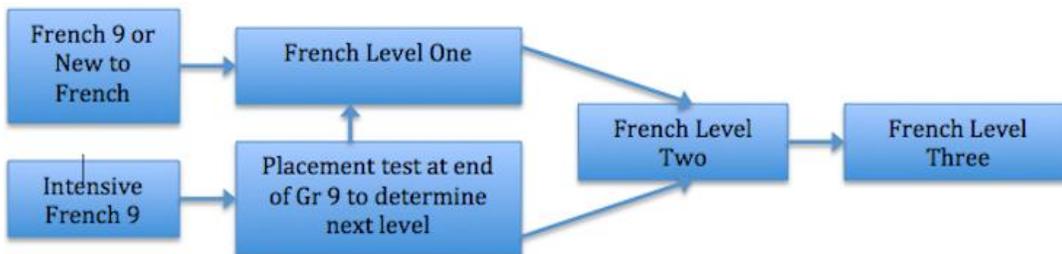
This course can lead to a host of organizations in the future such as Amnesty International, World Vision, CUAO, United Nations and the Red Cross to name a few.

## MODERN LANGUAGES

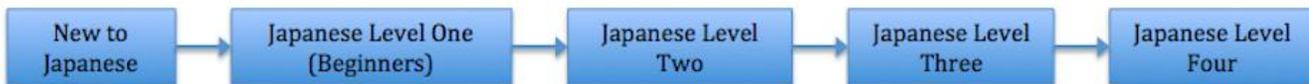
The Modern Languages courses will cover the essential competencies of reading, writing, listening, speaking and interacting by using culture as a vehicle. We will use the context of culture to teach grammar using a variety of texts which would include oral, written, visual and digital communication. 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:

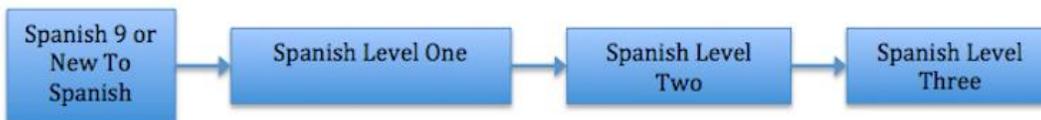
#### FRENCH STREAM:



#### 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 Level Three, 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.

#### French Level One

**Course Content:**

This course is recommended for students who have completed French 9 and for any students who would like to make a start on learning French. 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 Level Two

**Recommended Prerequisite:** French Level One

This course is recommended for 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.

#### French Level Three

**Recommended Prerequisite:** French Level Two

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.

**\*\* Please note there is an opportunity to study French across Canada through the Summer Language Bursary Program [www.myexplore.ca](http://www.myexplore.ca)**



## 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, 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 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.

### Japanese Level One

\* This is a course for **beginners**.

The course provides a basic foundation in the four skills of 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 Two

#### **Recommended Prerequisite:**

Japanese Level One or demonstration of equivalent Japanese language skills.

This course is a continuation of Japanese Level One; it continues to provide a foundation of the four skills of 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 Level Three

#### **Recommended Prerequisite:**

Japanese Level 2 (C+ or higher)

This course is a continuation of Japanese Level Two. Students will reinforce and foster the 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 Level Four

#### **Recommended Prerequisite:**

Japanese Level Three (B or better)

Mastery of Japanese Level Three skills is essential prior to starting Level Four. This course continues to offer the 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 on conversations by responding to 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.

\*Students interested in being involved in the Oyama exchange program should see Ms. Dickinson in September.



## SPANISH

Hola! You are invited to learn the language spoken by almost one third of the world's people. By the end of Spanish Level Three, 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 Level Two 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 Level One

This course is recommended to any students who have an interest in learning Spanish. While the focus will be on communication, more emphasis will be placed on the structure of the language. Students will be reading, writing, listening & speaking in Spanish, covering all the prescribed learning outcomes. Students will be 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. 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 Level Two

#### **Recommended Prerequisite:**

Spanish Level One (C+ or better)

Spanish 11 is a vigorous academic course. Successful completion of Spanish 11 will satisfy the language requirement for many 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, and 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.

### Spanish Level Three

#### **Recommended Prerequisite:**

Spanish Level Two (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 be able to support points of view. They 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 learn 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% focused on 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 further develop their skills by enrolling in Automotive Technology 12. Students interested in this option MUST discuss their plans with the instructor.

#### **Automotive Technology 12**

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% spent on 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 further 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.

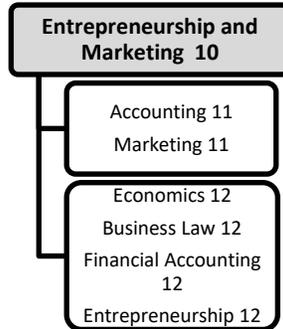
#### **Automotive Technology 12: Engine & Drive Train**

##### ***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% spent on 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 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.

### **Business Law 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.

### **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.

### APPLIED SKILLS-CONSTRUCTION RELATED

#### **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 11/12**

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 & 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/cardboard models, 2D and 3D computer modelling, and then output and built with using computer-controlled machines.

#### **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 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**

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 Woodwork 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.

### APPLIED SKILLS–CULINARY ARTS

#### 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 operation of kitchen equipment
- Introduction to 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 & buffet
- Hands on operation of the Roadrunner Café

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. **Certification fee: \$25**

#### **Culinary Arts 10 & 11**

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**

Students will have opportunities to improve the skills required to do satisfactory work in the commercial field. When working in the Café students will also learn store procedures, cashing in, cashing out, store displays, pricing merchandise,

sales promotions and management, inventory control and steps of a sale. All routine aspects of running a Café will be applied.

#### **FOOD STUDIES**

##### **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 a collection of international recipes to enjoy when they finish the course. **Fee: \$30**

##### **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 primarily through practical labs and theory and theory. Students will have a complete file of recipes when they finish the course. **Fee: \$30**

##### **Food Studies 12**

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 primarily through practical labs and theory. Students will have a complete file of recipes when they finish the course. **Fee: \$30**

##### **Food Art 12**

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. **Fee: \$30**

## APPLIED SKILLS-METALWORK

### **Metalwork 10**

This is an introductory course 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, hand 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.

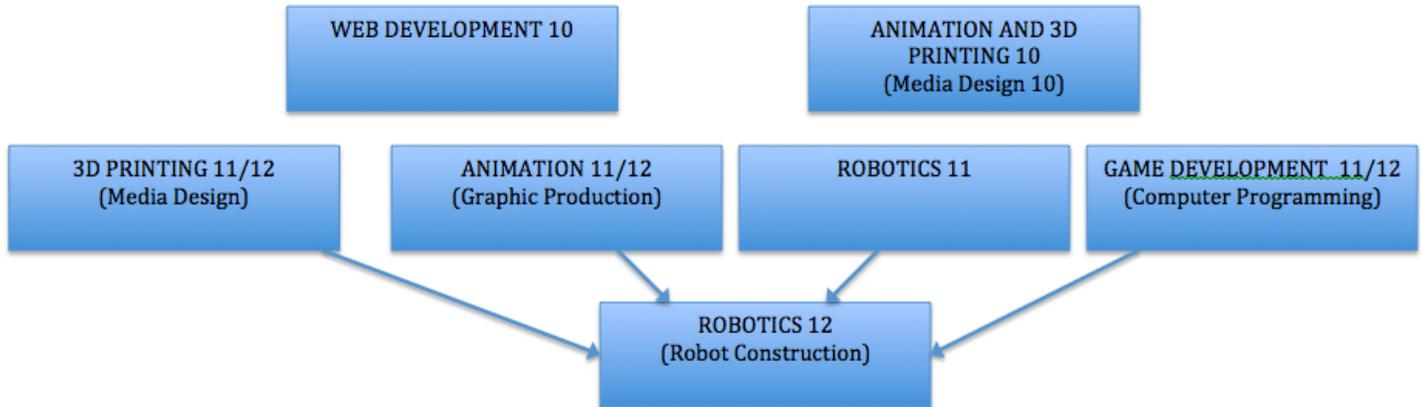
### **Metalwork 12**

#### ***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 Metalwork 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-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 a valuable asset throughout your life and could even be turned into a career!

#### Course Content:

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

### Animation & 3D Printing 10 (Media Design)

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.

### 3D Printing 11/12 (Media Design)

This course introduces basic 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 create 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, including the Free Blender Foundation Software.

### Animation 11/12 (Graphic Production)

**Recommended Prerequisite:** Media Design or Art 10

In this course, students will learn basic 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

### **Game Development 11/12 (Computer Programming)**

This course will look at the growing game industry from a non-programmer's 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 Printing 11, 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 & FAMILY 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:

The following projects will be completed during this course: gym bag with zippered pocket (for charity - supplies provided), zippered hoody, skirt, pants or shorts and summer dress or summer coordinates.

**Fee: \$15**

### 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:

The following projects will be completed during this course: 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. **Fee: \$15**

### Textile Studies 12

#### Recommended Prerequisite:

Textile Studies 11 or teacher's permission

This is an advanced course for students who possess strong sewing skills and a desire to further their knowledge in this field. Textile Studies 12 will include industrial shortcuts 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:

The following projects will be completed during this course: 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).

**Fee: \$15**

### 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.

**Fee: \$15**

### Housing & 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.

### **Interpersonal Family Relationships 11**

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.

### FINE ARTS-ART

#### **Drawing & Painting 10**

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

#### **Visual Arts 10 (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.

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.

#### **Ceramics and Sculpture 11/12 (Studio Arts 3d)**

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 printmakers. 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, PowerPoint and prints. Class photo shoots will be held often, including several bus trips to points of interest around the Mission area.

*SUPPLIES: Each student must bring a 2G or higher USB memory stick to this course to store and transport images. There are only a small number of digital cameras available in the classroom for student use. It is highly recommended that students provide their own digital camera, camera cables and instruction manual.*

#### **Supplies:**

*Each student must bring a 2G or higher USB memory stick to this course to store and transport images. There are only a small number of digital cameras available in the classroom for student use. It is highly recommended that students provide their own digital camera, camera cables and instruction manual. If students choose to work with film, some 35mm cameras are available for loan.*

#### **Photography 12**

The course builds on the skills introduced in Photography 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, admission to a post-secondary school, or personal development.

### **Drawing & Painting 11/12 (Studio Arts 2D)**

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 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.

#### ***Supplies:***

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).

## FINE ARTS-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 costumes or prop elements may be required from home.

#### ***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 be increasingly 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 costumes or prop elements may be required from home.

#### ***Evaluation:***

Insert course description here.

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:***

Drama 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 costumes or prop elements may be required from home.

#### ***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

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### **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 and self-discipline, and to 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 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 to review and refine their technique. This is a fun, fast-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 their own choreography, and 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 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, both 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 and 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, a 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.

## FINE ARTS-MUSIC

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 into the exciting world of instrumental music. This course is recommended to 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.

Concert 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.

#### **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 time table rehearsals, performances and concerts. This group may be a touring group.

### **Concert Choir 10-12**

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 practical and theory quizzes. Performance in concerts and festivals is a major part of the course mark.

### **Vocal Jazz 10-12 "Vox"**

#### **Recommended Prerequisite:**

Enrollment in Concert Choir, with previous experience in ensemble singing, or with permission of the instructor.

Vox 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.

## FINE ARTS

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### **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.

### **Jazz Band 10-12 “Roadrunner Jazz Band”**

#### **Recommended Prerequisite:**

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

This ensemble is for students who want to get some experience in a jazz band setting. Students must be in enrolled in Concert Band to take part in this ensemble or permitted only at the discretion of the director. Limited to alto sax, 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, and solo techniques. Students are required to attend classes outside of the regular timetable. Students are also required to participate in concerts and possibly festivals.

#### **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.

### **Guitar Ensemble 10-12**

Students *must* supply their own *acoustic* guitar (please no electric guitars!). There may be room to explore that instrument in the latter half of the course).

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 as part of this ensemble, as well as in smaller group and solos. With work, you will come away from this course a better musician and knowledgeable beginning guitarist.

#### **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:***

Students **must be prepared to audition** for a singing/acting/playing position or bid for a backstage/crew role.

This course is designed to provide you with the opportunity to participate in a full-scale, professional quality, true Broadway style 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"! In the past, we have performed *The Wizard of Oz*, *Hairspray*, *Annie*, *Grease* and *Mamma Mia*... with **many** more to come! 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 AND HEALTH 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 the 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 for an active lifestyle.

### **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 and Health 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 is 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.

**Fee: \$75**

## PHYSICAL EDUCATION

### Outdoor Education 10

Outdoor Education is designed for students who enjoy spending times outdoors and who have an interest in outdoor activities. You will participate in outdoor activities that develop skills in a dynamic and complex environment, with the goal of understanding the natural environment and yourself, while focusing on safety, communication, teamwork and collaboration. Adventure activities are used 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.

#### **Proposed Units:**

Team Building and Sports, Field Trip Activities (golf, martial arts, skating, in-class hikes, skateboarding etc.), Outdoor Skills and First Aid, Outdoor Ethics and Leave No Trace principles, and Adventure (hiking, backpacking, camping, river rafting, caving, rock climbing, snow sports, mountain biking and paintballing).

There is an \$85 fee for the Field Trip Activity portion of the course. There is also a cost for Adventure Outings. The cost of each trip varies depending on the activities. Some trips are as low as \$35 and some like snowboarding/skiing can be as much as \$250. Field Trip Activities and Adventure Outings can be achieved through corresponding written assignments if a student chooses not to participate. Students experiencing financial hardship should see their Vice Principal.

### Outdoor Education 11-12

Outdoor Education is a course designed for students who enjoy spending times outdoors and who have an interest in outdoor activities. You will participate in outdoor activities that develop skills in a dynamic and complex environment, with the goal of understanding the natural environment and yourself, while focusing on safety, communication, team work and collaboration. Adventure activities are used 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.

#### **Proposed Units:**

Team Building and Sports, Leadership, Swim to Survive, Field Trip Activities (golf, martial arts, skating, in-class hikes etc.), Outdoor Skills (fire, knots, compasses, food, signalling) and First Aid, Outdoor Ethics and Leave No Trace principles, Adventure (hiking, backpacking, camping, river rafting, caving, rock climbing, snow sports, mountain biking and paintballing), and Search and Rescue AdventureSmart training.

There is an \$85 fee for the Field Trip Activity portion of the course. There is also a cost for Adventure Outings. The cost of each trip varies depending on the activities. Some trips are as low as \$35 and some like snowboarding/skiing can be as much as \$250. Field Trip Activities and Adventure Outings can be achieved through corresponding written assignments if a student chooses not to participate. Students experiencing financial hardship should see their vice principal.

### Outdoor Education Extreme 10

Outdoor Education is a course designed for students who enjoy spending times outdoors and who have an interest in outdoor activities. You will participate in outdoor activities that develop skills in a dynamic and complex environment, with the goal of understanding the natural environment and yourself while focusing on safety, communication, teamwork and collaboration. Adventure activities are used as motivation towards attaining a healthy lifestyle.

This course is outside the timetable and will meet once a week at lunch.

Unlike regular OED, Outdoor Education Extreme focuses on adventure-specific training. Most Adventure activities take place outside regular school hours. A total of **100 adventure hours in addition to safety tests, written projects and reflections are required** to earn credit for this course.

## PHYSICAL EDUCATION

### **Proposed Units:**

Backpacking/Trekking, Leave No Trace Ethics, River Safety, Caving, Winter Camping, Snow Sports, Indoor and Outdoor Rock Climbing and Mountain Biking.

There is a cost for Adventure Outings. The cost of each trip varies depending on the activities. Some trips are as low as \$35 and some like snowboarding/skiing can be as much as \$250. Field Trip Activities and Adventure Outings can be achieved through corresponding written assignments if a student chooses not to participate. Students experiencing financial hardship should see their vice-principal.

There is a cost for Adventure Outings. The cost of each trip varies depending on the activities. Some trips are as low as \$35 and some like snowboarding/skiing can be as much as \$250. Field Trip Activities and Adventure Outings can be achieved through corresponding written assignments if a student chooses not to participate. Students experiencing financial hardship should see their Vice Principal.

### **Outdoor Education Extreme 11-12**

Outdoor Education is a course designed for students who enjoy spending times outdoors and who have an interest in outdoor activities. You will participate in outdoor activities that develop skills in a dynamic and complex environment, with the goal of understanding the natural environment and yourself while focusing on safety, communication, team work and collaboration. Adventure activities are used as motivation towards attaining a healthy lifestyle. This course is outside the timetable and will meet once a week at lunch.

Unlike regular OED, Outdoor Education Extreme focuses on adventure specific training. Most Adventure activities take place outside regular school hours. A total of **100 adventure hours in addition to safety tests, written projects and reflections are required** to earn credit for this course.

### **Proposed Units:**

Backpacking/Trekking, Leave No Trace Ethics, River Safety, Caving, Winter Camping, Snow Sports, Winter back-country travel and sports, Indoor and Outdoor Rock Climbing, Mountain Biking, and Search and Rescue AdventureSmart training.

### **Basketball 10-12: Sport Specific**

This course will be run outside the timetable, in the 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 will include shooting, ball handling and passing. The following team skills will be developed through group training: defensive and offensive team concepts, and offensive to defensive transitions.

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

### **Football 10-12: Sport Specific**

This course was 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](http://mss.mpsd.ca) to apply online or to download a paper copy to be completed and returned to the school prior to April 6, 2021.

### **Rugby 10-12: Sport Specific**

This course will help develop Rugby skills and knowledge, allowing students 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 be demonstrated at school tournaments, intramurals and Elementary School events.

# CAREER EDUCATION

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: volunteerism, paid employment, and entrepreneurship.

## **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 and are influenced by internal and external factors. Students will also be learning how to cultivate networks, 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 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 Project presentation is a requirement for Career Life Connections and for graduation.

# STUDENT LEADERSHIP

## **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, 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, school improvement projects and engage in community outreach events in Mission. Students will have the opportunity to attend leadership conferences and seminars to further develop their Leadership capacity. Classes will be conducted outside of the regular timetable. Class assignments, volunteer and Leadership portfolios will be submitted online via Schoolantis. Regular class attendance is mandatory for all students in the Leadership program.

## **Peer Tutoring 11-12**

### ***Recommended Prerequisite:***

Completion of Grade 10, recommendation of subject teachers and counsellors and approval of Vice Principal. 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 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 for an application form.

# SUMMIT LEARNING CENTRE COURSE SELECTIONS

## Grade 10

English Language Arts 10 (Choose Two):

- Composition 10
- New Media 10
- Creative Writing 10

Mathematics (Choose One):

- Foundations of Math & Precalculus 10
- Workplace Math 10

Science 10

Social Studies 10

Physical Health Education 10

Career Life Education

Electives:

- Culinary Arts 10 (ADST)
- Visual Arts – Art Studio 10 (ADST)

## Grade 11

English Language Arts 11 (Choose One):

- Composition Studies 11
- Creative Writing 11
- Literary Studies 11
- New Media 11
- Spoken Language 11

Mathematics (Choose One):

- Precalculus Mathematics 11
- Foundations of Math 11
- Workplace Math 11

Explorations of Social Studies 11

Sciences (Any of):

- Chemistry 11
- Earth Science 11
- Life Sciences 11
- Physics 11
- Science for Citizens 11

Electives (Any of):

- Accounting 11
- Active Living 11
- Art Studio 11
- Interpersonal and Family Relationships 11
- Food Studies 11
- Psychology 11

## Grade 12

English Studies 12

Mathematics (One of):

- Precalculus Mathematics 12
- Foundations of Math 12
- Apprenticeship Math 12

Science (Any of):

- Anatomy and Physiology 12
- Chemistry 12
- Physics 12

Career Life Connections

Social Studies (Any of):

- 20<sup>th</sup> Century World History 12
- BC First Peoples 12
- Comparative World Religions 12
- Physical Geography 12
- Law Studies 12
- Social Justice 12

Electives (Any of):

- Active Living 12
- Art Studio 12
- Child Development and Caregiving 12
- Food Studies 12
- Digital Photography 12
- Entrepreneurship 12
- Fashion Industry 12

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