

# **PANORAMA RIDGE SECONDARY**

## **Course Selection Handbook**

**2024 - 2025**

**Grades 8 – 12**



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# PANORAMA RIDGE SECONDARY

This handbook has been prepared to give students and their parents or guardians an introduction to the courses available at Panorama Ridge Secondary. The course descriptions are general in nature and do not outline the total content of each course. These descriptions are intended to guide both students and parents to the most suitable choices.

Effective course planning requires interaction between student, parent, teacher and counsellor. Each student should make certain that their plans have been thoroughly discussed with the counsellor and with parents or guardians.

It is extremely important that students make good decisions regarding course selection. Both staffing and the school's timetable will be based on course selection requests. Choices should be considered a "ten month" commitment, for opportunities for change come September will be extremely limited.

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# GRADUATION REQUIREMENTS

In order to graduate with a Dogwood Diploma, every student on the Graduation Program has to pass certain basic courses (i.e. a Language Arts, a Mathematics and a Science). The table below is an overview of what you need to graduate:

- 48 credits from required courses;
- 28 credits from elective courses; and
- 4 credits from Career Life Connections (which includes the Capstone Project).
- 4 credits must fulfill the new Ministry Indigenous Graduation Requirement

Graduation requirements are introduced in your Career Life Education 10 (formerly Planning 10) class. For more help, talk to your teacher or school counsellor.

## Course Planning Tool:

Grade 10 Year	credits	Grade 11 Year	credits	Grade 12 Year	credits
English 10 _____ *English First Peoples 10	4	English 11 _____ *English First Peoples 11	4	English Studies 12 or *English First Peoples 12	4
Social Studies 10	4	Math 11 _____	4	Elective _____ 12	4
Math 10 _____	4	Science 11 _____	4	Elective _____ 12	4
Science 10	4	Elective or Socials 11 or 12 (Contemporary Indigenous Studies 12 satisfies SS and Indigenous Grad Requirement)	4	Elective _____ 12	4
Physical Health Ed. 10	4	Elective or Career Life Connections CLC _____	4	Socials 11/12 or Elective 10/11/12 (Contemporary Indigenous Studies 12 satisfies SS and Indigenous Grad Requirement)	4
Career Life Education 10	4	Elective _____ 10/11/12	4	Elective _____ 10/11/12	4
Elective _____	4	Elective _____ 10/11/12	4	Elective _____ 10/11/12	4
Elective _____	4	Elective _____ 10/11/12	4	Elective or CLC _____	4
<b>Total Credits Grade 10</b>	<b>32</b>	<b>Total Credits Grade 11</b>	<b>32</b>	<b>Total Credits Grade 12</b>	<b>32</b>
Gr. 10 Numeracy Exam Requirement		Indigenous Grad Requirement Met Contemporary Indigenous Studies 12 or English First Peoples 12		Gr. 12 Literacy Exam Requirement	
Gr. 10 Literacy Exam Requirement					

**Note:** One elective in grade 10, 11 or 12 must be either a Fine Arts or an Applied Skills course

**Total Credits combined from Grades 10, 11 and 12 =**

**Minimum total of 80 Credits REQUIRED (average total is 96-100)**

# GRADE 8 COURSE PLANNING

## Considerations when choosing courses:

- Selecting appropriate courses should be done in consultation with parents and counsellors.

English	French Immersion
1. French 8	1. English 8
2. Humanities 8 ** (English 8 & Social Studies 8)	2. Humanities 8 (Fral 8 et Sciences Humaines)
3. Math 8	3. Math 8
4. Physical and Health Education 8	4. Éducation Physique et Santé 8
5. Science 8	5. Sciences 8
6. Elective *	6. Elective *
7. Elective *	7. Elective *

\* All students in grade 8 are enrolled in two elective rotations: Arts Learning & Design Learning  
Note: students enrolled in Band only take one elective rotation.

\*\* Humanities 8 counts as two courses.

Note: Careers 8 will be delivered throughout the school year in various settings.

## DESIGN LEARNING 8 – ROTATION

### BUSINESS EDUCATION/HOME ECONOMICS/TECHNOLOGY EDUCATION

**Business Education:** students will be introduced to a wide range of software applications. Students will learn to use the following software through experimentation and developing self-directed projects. Students will have the opportunity to use: The Adobe Creative Suite (Animate, Photoshop, Animate) 3D design software, spreadsheet software, multimedia presentation tools, and much more. Students will have access to their own workstation for this hands-on course.

### HOME ECONOMICS (Food Studies & Textile Studies):

**Food Studies:** An introduction to exploring foods and nutrition. You will learn and practice kitchen safety, food safety, food preparation techniques, increasing nutritional value or food quality, recipe modifications, utilizing local in season food products, and applying creativity with special occasion food products. In addition, you will be able to practice your co-operation, independence, communication, problem solving, time management, and organization skills.

**Textile Studies:** An introduction to learning the skills to use basic sewing notions, draft basic pattern, operate a sewing machine and apply basic hand-sewing techniques. You will need to demonstrate safe sewing machine practices prior to operating a sewing machine. In addition, you will be able to practice your independence, problem solving, time management, and organization skills. You will be applying the ADST Design Model in designing and constructing their own Apron or Drawstring Bag.

**Technology Education:** An introductory course that encompasses a broad range of content and skills. This course will introduce students to the various elective areas available in the shops at École Panorama Ridge while providing a safe and supportive environment to learn some valuable hands-on skills. Due to time constraints, one or two projects will include as many elements of technology as possible.

## **ARTS LEARNING 8 - ROTATION**

### **DRAMA/DANCE/VISUAL ARTS**

**Drama:** Students explore acting and confidence speaking in front of others: story development, performing and scene building. Students develop their creative thinking, community building, cooperative learning, imagination, self-confidence, and self-reflection. Participants also develop an appreciation for diversity and practice respecting others' beliefs. Students who enjoy this course and who are interested in exploring theatre and expanding their skills can take Drama 9, Drama 10 or Acting 11/12.

**Dance:** Gives students an opportunity to explore some of the basic concepts of movement, musicality, choreography, technique, and performing. Students will be exposed to a wide variety of dance styles including hip hop, jazz, lyrical, bboying/bgirling, Bollywood and tap. Students will develop their skills in the areas of creative movement/thinking, teamwork and self-reflection while learning about the history and culture of various dance styles that are popular today. Students who enjoy this 5-week course, and who are interested in learning more about dance can go on to select Dance 9 General and participate in our school shows, competitions, group trips and community performances.

**Visual Arts:** An introductory 5-week course that focuses on discovering the magic found in mixing the paints of the colour wheel, creating fun creative hand-built clay projects, general design and drawing skills. Participation in this course gives the student "a taste" of some of the basic skills of art and design, so that they can continue to learn about and enjoy art in the future. Evaluation includes process, progress, participation, work habits as well as product made in each media area.

# GRADE 9 COURSE PLANNING

## Considerations when choosing courses:

- Selecting appropriate courses should be done in consultation with parents and counsellors.
- A language 11 course is required for direct entry into most universities; therefore, not continuing with a language should be considered carefully by students not in French Immersion.
- Graduating from grade 12 on time should be the first goal; therefore, choosing appropriate academics is crucial (ie. Workplace Math vs Foundations of Math vs Pre-Calculus)

English	French Immersion
1. English 9	1. English 9
2. Math 9	2. Math 9
3. Physical and Health Education 9	3. Éducation Physique et Santé 9
4. Science 9	4. Sciences 9
5. Social Studies 9	5. Humanities 9 (Fral 9 et Sciences Humaines)
6. Elective	6. Humanities 9 (Fral 9 et Sciences Humaines)
7. Elective	7. Elective
8. Elective	8. Elective

Note: Careers 9 will be delivered throughout the school year in various settings.

# BUSINESS EDUCATION

## **COMPUTER PROGRAMMING 9**

In this course you will be introduced to software development. You will see what it is like to think like a computer programmer and experience a field with lots of flexible job opportunities. To do so you will learn text-based coding and modular coding concepts within evolving web standards and cloud-based technologies. You will also learn strategies for managing personal digital content, including management, personalization, organization, maintenance, contribution, creation, and publishing of digital content.

## **DIGITAL MEDIA ARTS 9**

This course allows students to engage in learning the technical and design-oriented skills of digital media. The modules include digital video and audio production, 2D animation, 2D imaging and design, digital photography and desktop publishing. Software titles used in this course include The Adobe Creative Suite (Photoshop, Flash, Fireworks, Premiere, InDesign), Audacity, GIMP and Handbrake. Some course projects include high quality photography based on sound composition principles, magazine layouts that adhere to accepted design principles, custom sound creations, high-quality digital video and interactive 2D animations.

## **ENTREPRENEURSHIP AND MARKETING 9**

This course is your introduction to the world of business. It covers five critical areas of learning as identified by the Ministry of Education: business skills, communication in a business environment, digital literacy, financial literacy and ethical, moral and legal considerations.

## **ENTREPRENEURSHIP AND MARKETING 10**

This course is a continuation of Entrepreneurship and Marketing 9. Critical areas of learning as identified by the Ministry of Education include: business skills, communication in a business environment, digital literacy, financial literacy and entrepreneurship are explored. Stock market and current business events are introduced and discussed in group settings.

## **WEB DEVELOPMENT 10**

Want to learn an introduction to coding and how to build and manage websites from scratch? This is the course for you. Here you will learn how to create content using HTML, how to style the content using CSS and how to add interactivity to your site using JavaScript. You will learn to hand-code using a text editor and will also experience graphical user interface (GUI) tools. In addition, you will learn about the latest standards in web design in terms of compatibility and accessibility. An overarching goal in this course is to make students aware of career options in web development and give them the interpersonal skills necessary for success in this field.

## **ACCOUNTING 11**

This is an entry level accounting course that will cover the fundamentals of accounting concepts. This is an excellent course for students who might consider a career in accounting, bookkeeping, or in managing a small business. Students will combine written applications with computer spreadsheet software, word processing and collaborative cloud computing.



## **ACCOUNTING 12**

Recommended: Accounting 11

Students continue developing accounting theory learned in Accounting 11. Students develop further accounting concepts for a merchandising business, and small business accounting. A closer look is taken at Simply Accounting software and assessing businesses financial strength and investing.

## **COMPUTER PROGRAMMING 11**

Don't know anything about computer programming but would love to learn? Take this course! Here you will be introduced to object-oriented computer coding using the Python language. Students will develop their computational thinking and learn basic concepts such as data types, error handling and debugging, input and output, conditional statements and iterative structures. As your learning progresses you will learn about functions, classes and more advanced data structures like dictionaries and tuples. The most enjoyable and important part of the course is your ability to create your own computer programs while at the same learning about the design process of creative iteration and feedback.

## **COMPUTER PROGRAMMING 12**

This course will introduce the Java programming language to students who are new to programming. Students will learn introductory concepts such as data types, error handling and debugging and will continue with more advanced topics such as typecasting, arithmetic and relational operators, assignment operators, conditional logic, loops, strings, string builder and conversions, arrays, multidimensional arrays, classes and objects and constructors. If time allows, students will explore additional Java programming concepts including static keyword, enumeration, this keyword, variable hiding, inheritance, super keyword, method overriding, polymorphism and iterators. The most enjoyable and important part of the course is your ability to create your own computer programs while at the same time learning about the design process of creative iteration and feedback.

## **ECONOMICS 12**

Economics is the study and social science of how society uses its limited resources and develops an analytical approach to understanding issues including what determines the price of different products, to the causes and consequences of unemployment and also to the benefits of different forms of competition. As our world becomes increasingly integrated by trade, finance, and commerce, this course will give students the competitive edge required to survive financially outside the classroom. This course is designed to help students gain knowledge and expand their understanding of the economic landscape outside our classroom walls in which society lives and works. Students will also continually work on personal growth development and cover topics such as: Financial planning, negotiation skills and personal branding. Economics 12 is an approved Grade 12 course for students looking to pursue SFU's Beedie School of Business and UBC's Sauder School of Business.

## **ENTREPRENEURSHIP 12**

In a rapidly changing economy, entrepreneurial skills are essential. This course will significantly improve and help students acquire many entrepreneurial skills, while also providing students with knowledge around entrepreneurship. Students will develop a "growth mindset" around items such as: personal and social development, networking, negotiation, small business ventures, investing and financial planning. Shifting your mindset to the "entrepreneurial way" is vital to profitable ideas and successful businesses.

## **MARKETING AND PROMOTION 11**

A practical, activity-based course providing students with opportunities to examine the nature and role of marketing in both a local and global context. Learn how marketing helps businesses determine and meet customer needs (marketing research); how businesses offer, promote and deliver products (promotions and pricing); develop effective ways to meet customer needs (products); and explore the nature of the world economy (place). In some instances, students will have the opportunity to apply these skills in team-based challenges.

## **MEDIA DESIGN 11/12**

Do you want to make beautiful, functional designs using cool tools like Adobe Photoshop and Adobe Animate? Creating successful designs involves not only understanding the tools, but also the processes. In this course students will focus on both. You will learn design principles using various tools including both 2d and 3d (Photoshop, Illustrator, Blender, Animate) as well as "Office-type" cloud-based collaborative tools. This course introduces students to the processes involved in design, including an emphasis on pre-design tasks (choosing design opportunities), defining designs, ideating and prototyping, and finally, testing and feedback.

# CAREER EDUCATION

## CAREER CENTRE

The Career Centre in B113 welcomes all students providing information and guidance on:

- Volunteer Opportunities
- Post Secondary Information
- District Initiatives
- Career Counselling
- Self Assessments: myBlueprint, Xello
- Résumé and Cover Letter Assistance
- Career Exploration Events
- Work Experience Placement
- Scholarships
- Career-sponsored Clubs: Med Hopefuls, Rotary, Scholarship, Code Blue

## CAREER EDUCATION COURSES

In Career courses students refine personal career-life development goals through experiential learning, cultivating community connections, gathering evidence of learning, and reflecting on skill development. They explore post-graduation possibilities in diverse educational, work, and personal life contexts and build the personal career-life management skills needed to effectively pursue who they want to be in the world. Career-Life Education (CLE) and Career-Life Connections (CLC) are part of the graduation requirements, and Career-Life Connections includes a career-life exploration component and a capstone. For many students, contemplating career-life possibilities becomes prominent for the first-time during grades 8-12. The Career Education curriculum in grades 8-12 encourages students to move from exploring various career-life possibilities and practicing employability skills to applying their self-knowledge and career-life strategies in various contexts.

### Career Education Courses at École Panorama Ridge Secondary:

- Career Education 8 and 9 (required)
- Career Life Education 10 (CLE) (required)
- Career Life Connections 12 (CLC) (required)
  - The Capstone Project (required)
- Work Experience 12A and 12B

### Career Education 8 and 9

Careers 8 and 9 focuses on identifying personal preferences and skills, researching career-life options and creating goals. Students will obtain credit for Careers 8 and 9 by participating in school, District and Ministry initiatives such as Take Our Kids to Work Day, assemblies, guest speaker presentations and classroom activities.

Careers Education 8 and 9 are non-enrolling courses. This means the course content is online. Careers 8 and 9 activities are completed on TEAMS and [www.myblueprint.ca](http://www.myblueprint.ca).

### **Career Life Education (CLE)**

Career-Life Education focuses on gaining a clear understanding of career-life development knowledge, skills, and strategies for life's journey into adulthood, and includes:

- Exploring career possibilities for adult life, such as roles, opportunities, and community resources;
- Examining ways to publicly represent ourselves both face-to-face and in digital environments;
- Practicing inclusive and respectful interactions for various community and work-related contexts;
- Connecting and engaging with supportive community members; and
- Researching post-graduation options and planning resources, such as labour market trends, budgeting tools, and workplace safety guidelines.

### **Career Life Connections (CLC)**

Career-Life Connections, focuses on applying personal career-life management knowledge, skills, and strategies to the one's own personal life journey, and includes:

- Deepening career-life concepts and thoughtful self-knowledge to inform personal life-long learning choices and post-graduation plans
- Using self-advocacy and employment marketing strategies, such as creating one's own effective public profiles
- Employing developed social capital, such as leadership and collaboration skills, to cultivate community networks
- Engaging in substantive experiential learning opportunity of 30 hours or more that is intended to expand and/or deepen student exposure to career-life possibilities, such as service learning, volunteerism, employment, fieldwork, projects, entrepreneurship, and passion projects
- Designing, assembling, and presenting a capstone to an audience, celebrating the learning journey and next steps toward preferred futures.
- **The Capstone Project** is a culminating project that is completed in CLC 12 that allows students to demonstrate their learning through an area of their interests or passions. Students will design, assemble and present to an audience. The exhibition will reflect their further education and or career by demonstrating personal learning and achievements (in and out-of-school), growth in the core competencies and a reflection on the post-graduation plan.

### **WORK EXPERIENCE 12A & 12B (WEX12A & WEX12B)**

Work Experience is intended to assist in preparing students for the transition from secondary school to the world of work or further education and training. The community becomes the classroom where students gain knowledge and experience about the workplace and are provided with a frame of reference to review their career development goals. By extending education beyond the school, students will be able to access a wide and varied scope of work experience opportunities in the community.

### **PANORAMA RIDGE CAREER PROGRAMS**

Career Programs provide students with the opportunity to participate in career-specific studies and related community-based work experience. They are geared to meet a wide range of learner needs, exploration of different careers, preparation for further education and training in a career area and providing very specific career pathways.

**District Partnership Programs:** <https://www.surreyschools.ca/careereducation/page/131053/partnership-programs>

**Dual Partnership Programs:** <https://www.surreyschools.ca/careereducation/page/131052/dual-credit-courses>

**Co-operative Education**

Co-operative Education is a one-semester, educational program that normally includes two or three academic courses, and Work Experience 12A and 12B. Students receive the required number of hours of instruction for each course and all curricular material is covered. The co-op program is designed to enhance a student's education through incorporating work experience into their program. At Panorama Ridge we offer Community Leadership Co-op 11 in semester 1 and Science Co-op 11 in semester 2.

**Community Leadership Co-op 11 (20 credits)**

English First Peoples 11 Physical and Health Outdoor Education 11 Work Experience 12A Work Experience 12B Career Life Connections 12
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**Science Co-op 11 (20 credits)**

Physics 11 Chemistry 11 Work Experience 12A Work Experience 12B Career Life Connections 12
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# ENGLISH

## **HUMANITIES 8**

Grade 8 students are assigned the same teacher for both English and Social Studies in a combined year-long course (one block in each semester). The history content lends itself to the development of English skills, while literature and writing enhance Social Studies learning. Some lessons and units will be integrated, while others may be developed separately.

Humanities develops competency in reading, writing, speaking, listening, viewing, representing, researching, as well as specific historical ways of thinking (causal factors, significance, turning points, progress and decline, short and long-term consequences, perspectives, ethical judgements, evidence analysis). The course stresses an independent and active approach through cooperative learning, critical thinking, and creative problem solving.

### **English Component:**

Reading, writing, oral communication, viewing, representing, grammar, English literature, short stories, novel study, and poetry.

### **Social Studies Component:**

Geography, including maps, graphs, and charts. History, from 600 to 1750 CE, including contacts and conflicts, human and environmental factors, exploration, expansion, and colonization, changing ideas over time, and how these influences caused cultural, social, and political changes around the world.

## **ENGLISH 9**

This course is designed to be a rich, engaging, and thought-provoking experience in order to help students further develop their skills as a writer, listener, speaker, critical thinker, and global citizen. Students will deepen their understanding of themselves, others, and the world through the study of various texts, stories, and forms of media. Successful completion of the course means that students have shown their learning in different formats, such as essays, speeches/presentations, creative projects, journals, and discussions.

## **ENGLISH 10 / ENGLISH 11**

**Composition 10** (Composition 11 is not being offered at this time) will be selected for all students. This course provides students with opportunities to improve their writing skills by creating and examining different text forms and genres, to focus on developing structure for clearer communication of their ideas, and to work on enhancing style for greater sophistication. Students will select one other English 10 course from options below.

**Creative Writing 10 and Creative Writing 11** provide students with opportunities to become better writers by developing and honing their own voice and style, and they will improve their communication skills by using their creativity as a foundation for all genres of writing. Through the examination of various texts – including but not limited to memoirs, scripts, poetry, and podcasts – students will “read like a writer” and discuss how its content is written rather than simply what is written.

**Focused Literary Studies 10 and Focused Literary Studies 11** provide students with opportunities to explore various genres of literature from around the world and to think about how these texts influence readers on a personal level as well how they reflect and impact society. Students will work on reading, writing, speaking, and critical thinking to develop and demonstrate a multifaceted understanding of these texts.

**New Media 10 and New Media 11** provide students with opportunities to explore the role of media in their lives and the world. In particular, students will explore the ways in which media impacts and influences their life. New Media 10 focuses on their own relationship with media; New Media 11 focuses on the world's relationship with the media. In both courses, students will use the lens of mass and social media to read, write, discuss, and evaluate a variety of texts including poetry, short stories, and novels.

**Spoken Language 10** (Spoken Language 11 is not being offered at this time) provides students with opportunities to individually and collaboratively study/read, create, and use language to produce/write original pieces. These courses place emphasis on encouraging discussion and allowing students to build confidence speaking in a variety of settings to develop important communication and leadership skills. Areas of exploration may include but are not limited to stories, plays, debates/trials, speeches, and podcasts.

## **ENGLISH FIRST PEOPLES**

**EFP 11 and EFP 12** explore First Peoples literature through a lens that not only recognizes the history of First Peoples, but also the present and future. Students will strengthen and enhance their literacy and critical thinking skills through a variety of oral, visual, and written text that focus on First Peoples voices and stories. Through this literary exploration, students will gain insight into the themes of identity, Canada as a settler-colonial country, and the complexities around the process of Reconciliation. Students can take one or both EFP courses. Successful completion of either course fulfills the Indigenous-focused graduation requirement, and successful completion of EFP 12 fulfills the English Language Arts credit required for graduation. Students who complete EFP 12 do not need to take English Studies 12.

## **ENGLISH 12**

**English Studies 12** is a course designed to strengthen and enhance students' literacy skills (reading, writing, listening, speaking) and critical thinking through the exploration of diverse texts and the ideas presented therein. This course will combine learning from Composition, Creative Writing, Literary Studies, New Media, and Spoken Language so students will graduate with all the skills needed to communicate purposefully in the world beyond high school.

**Students who choose this course must take EFP 11 and/or Contemporary Indigenous Studies 12 (offered by the Social Studies Department) to fulfill the Indigenous-focused graduation requirement.**

**ENGLISH LITERATURE AND COMPOSITION 12 AP (NOT BEING OFFERED IN 2024/2025)**

This course focuses on reading, analyzing, and writing about literature from various periods and aligns to an introductory post-secondary curriculum. Students who achieve the score on the AP exam determined by their chosen institution can opt out of first-year English at that institution. For most universities, a minimum score of a 4 on a 5-point scale is required. Additionally, studies have shown that students who do not meet that threshold still go on to have significantly stronger post-secondary outcomes than students who did not take AP. Successful completion of the course gives students 12 credits towards graduation (4 for English Studies, 4 for Literary Studies, 4 for AP – final marks may differ for each course). Recommended: 70% or higher in English 11



# HOME ECONOMICS

## **FOOD STUDIES 9**

Do you have an interest in foods and their preparation? Basics from A to Z: appetizing snacks to meals with zest are all part of this course. Understand and enjoy the foods of today through planning, purchasing, preparing and presenting. Realize personal food needs and ethical issues, establish good eating habits and become more competent and creative in food preparation. Skills learned may be applied to careers in food services, health care and hospitality, as well as everyday living.

## **TEXTILE STUDIES 9**

This course will take you beyond the basic skills that were learned in Textile Studies 8. You will master basic sewing techniques, learn to interpret commercial patterns, use a serger and other time-saving tips to give a professional finish to a variety of individual sewing projects. Students will also learn about fibres, garment care, design applications, social influences on textiles and the role of textiles in First Peoples cultures.

## **FAMILY & SOCIETY 10**

80% of Canadians live with some form of family. You will explore the dynamics of a family and look at the roles of families in society, and the economic, social, emotional, and global issues that affect families. You will also explore the role of children in families and society, including the rights of children locally and globally. You will generate strategies that can be used to help families meet specific issues and challenges. For example, living arrangements and housing.

## **FOOD STUDIES 10**

How does food bring us together? Explore authentic foods to understand and enjoy the foods of today to become a true gourmet. Develop competency and creativity in food preparation and presentation. Look at First Peoples food protocols. Apply food safety, food trends, factors that affect food choices to design, create and market your food product too!

## **TEXTILE STUDIES 10**

If you want to replicate the latest fashions or if you want to create your own projects with special designs, colours, and fabrics, then this course is for you. This course includes learning how to adjust commercial patterns for a better fit, introducing students to fashion illustration, applying strategies to increase sustainability with textiles, and utilizing First Peoples textile practices.

## **CHILD DEVELOPMENT & CAREGIVING 12**

This interactive course will explore human growth and development. You will learn about pregnancy, birth and the stages of development will be studied with emphasis on learning nurturing techniques for each stage. This course will also discuss the importance of the decision to parent and parental rights and responsibilities, including providing for the basic needs of a child, the rights of a child, and moral, ethical, and financial rights and responsibilities.

## **FASHION INDUSTRY 12**

Do you love fashion? In this course, you will learn about factors involved in fashion design, fashion collections development through the history of fashion, social and cultural influences, personal choice, use and need. You will also explore marketing and merchandising in the fashion industry, ethical and environmental considerations in production and marketing of fashion and interpersonal and consultation skills.

## **FOOD STUDIES 11**

What is Canadian Cuisine? Explore the economical, physical, cultural, societal, psychological, ecological and global aspects of food. Understand more than the basics and begin to plan for living on your own. Use creative expression in food preparation and presentation. This course will include experimental cookery and will help students learn the terms, techniques, equipment, methods and ingredients used in preparing quality dishes. Students will begin to cater small scale events when permitting and explore career options in the food industry and practice non-transferrable skills.

## **FOOD STUDIES 12**

What does it take to become PR's next top chef? This course has been designed for the eager cooking enthusiast to become skilled in gourmet cuisine and those looking to pursue a career in the industry. Students will apply advanced cooking and baking skills to present dishes with flare using professional ideas and secrets. Create your own recipes and meal plans with a style that will impress your guests. Students will engage in a friendly culinary competition at the end of the semester. Students will continue to explore career options and practice non-transferrable skills in the food industry by catering small to medium-sized events and participating in local competitions when permitting.

## **HOUSING & LIVING ENVIRONMENTS 12**

Are you ready to live on your own? This course will introduce students to building, architectural, and interior design methods. You will analyze the cost of independent living and the relationship between income and expenses, consider various factors that may influence housing choices, and identify legal rights and responsibilities of independent living.

## **INTERPERSONAL & FAMILY RELATIONSHIPS 11**

How do I get along with others? You will learn skills and strategies to enhance a positive self-image, make good decisions, and communicate effectively. Once students understand more about yourself, you will learn how to build strong positive relationships with others. In addition, you will learn to recognize signs of unhealthy healthy relationships and learn to act accordingly. You will also explore interpersonal relationships in our global society.

## **TEXTILE STUDIES 11**

This class will emphasize on applying advanced sewing techniques on various projects. Topics will include elements and principles of design, fashion illustration, wardrobe planning, pattern alteration, sustainability in the textile industry, fashion marketing, and designs in First Peoples textile items. You will continue to use the serger and be introduced to using the computerized sewing machine.

## **TEXTILE STUDIES 12**

This course is an advanced course for you, if you wish to further your knowledge in the textile industry. Textile Studies 12 will include contemporary tailoring techniques and the techniques required for working with difficult fabrics. You will increase their knowledge in fitting and clothing construction. You will also begin to explore pattern design, textile manipulation, forecasting in the textiles industry, legislation and historical uses and modern influences of textiles that includes First Peoples.

# INDUSTRIAL TRADES EDUCATION

The courses offered in the Industrial Trades Technology department are a great opportunity for students to develop a wide variety of skills from design and construction to material use and finishing. With today's job market eagerly looking for trades qualified workers, students in these courses have the added advantage of transitioning from high school directly to trades training and trades careers. Whether its personal interests or career interests that grab your attention, these courses are open to everyone.

## **DRAFTING 9/10**

This course will provide students with a basic understanding of drafting and design and its value in many careers. Students will see how drafting relates to everyday life while learning proper drafting conventions such as lettering, dimensioning, and view projections while completing several teacher directed projects. Students will be introduced to 3 main areas: sketching, board drawing, and CAD (Computer Assisted Design) while completing both architectural and mechanical drawings. This course can be a great asset to any other Industrial Trades Technology course.

## **METALWORK 9/10**

Metalwork 9 and 10 are introductory courses that teach students how to use metalworking machinery, tools, and processes. With a strong emphasis on safety, students will have the opportunity to experience machining, lathe work, welding, sheet metal, and jewellery making while completing several teacher directed projects which are intended to build student skills and confidence in preparation for senior metalworking courses.

## **WOODWORK 9/10**

The primary focus of Woodwork 9 is to develop safe and efficient operating techniques with woodworking machinery. All major and portable power tools are used by the students in the production of their project. Upon completion of Woodwork 9, students will have an understanding of good cabinet design and structure. Further, they will be introduced to the use of a table saw, planer, jointer, mitre saw, and hand tools. Woodwork 10 continues to build on the skills established in Woodwork 9. Individualized project design is the norm, with projects ranging from coffee tables and benches to bookcases and desks. All aspects of construction from lumber ordering to finishing techniques will be covered during the course. Skill level will determine project selection.

## **ART METAL & JEWELLERY 12**

Art Metal & Jewelry 12 is a specialty course which will primarily focus on the design and creation of advanced art metal projects. Using new and re-claimed metal, students will be expected to challenge themselves in creating several artistic projects that could include jewellery making, metal sculpting, plaques and signs and more. The student's artistic creation could be a stand-alone project or an enhancement of a value-added project. Safety will be top priority and skill level will determine project selection.

## **DRAFTING 11/12**

This course will look at mechanical and architectural drawing and design using a combination of manual and computer drafting. While CAD will be primarily used, sketching and hand drawing will allow the students to develop their skills around drafting conventions such as lettering, dimensioning, and view projection. Through a series of teacher/student designed projects, students will gain an appreciation for drafting and the asset that it can be in life, school, and career options.

## **FURNITURE & CABINETRY 12**

While using machines and tools such as the table saw, planer, jointer, and portable power tools, students construct a teacher/student designed project that will cover all construction aspects from design and lumber ordering to finishing techniques. This is an excellent hands-on course in which to build a great piece of furniture. Furniture & Cabinetry 12 is an advanced woodworking course. Students will be expected to further their skills and challenge themselves in the creation of a student designed project. Students could use different materials, techniques and designs in the construction of their project while safely using all available tools and machines. Skill level will determine project selection for both courses.

## **MACHINING & WELDING 12**

Machining & Welding 12 is an advanced metalworking courses. Students will be expected to further the skills learned in Metalwork 9 and 10 to challenge themselves in order to create a project of their own design. Using all the metalworking machines and tools, students will have the opportunity to build a variety of projects that will cover everything from design and metal ordering to finishing techniques for metal. Many metalworking processes will be used in this course, including welding (stick, MIG, oxy-acetylene), cutting (gas, plasma, machine), mill and lathe machining and art metal. Skill level will determine project selection.

## **METALWORK 11/12**

Metalwork 11/12 is a course that expands on the fundamentals taught in Metalwork 10 through a focus on structural design and fabrication using steel. Students are provided with an opportunity to improve their knowledge and skills in this area through project-based learning. Activities: Labs based on a variety of weld joints, and student designed projects such as shelves, storage boxes and racks, furniture, etc. leading towards a major project.

## **WOODWORK 11/12**

This specialty course will specifically focus on the design and construction of wood products. Students can make use of engineered wood products, composite materials and solid wood when designing and building projects like bookcases, kitchen cabinets, desks, wall units and more. Students will use specific construction techniques including drawer construction and rail and stile doors in the manufacturing process. Students will also be expected to identify and use an appropriate selection of hardware, fasteners, and adhesives in the assembly of the project. Skill level will determine project selection.

## **ANIMATION 11/12**

Are you artistic, creative and like using computers? Would you like to create an animated movie or design a video game? Our animation course will introduce you to the world of computer animation and graphics that may ultimately lead to a career in the movie making or video game industry.

There are no prerequisites for the course. The course introduces students to the world of Computer Animation and Computer (CG) Arts. Animation engages students in a problem solving design process, an artistic process and a technical process. This course is based on computers, but also incorporates hand sketching. Students will learn basic computer 3D modeling techniques, texturing, lighting, camera work, rendering animating and video production. Students will use Maya software to create their animation projects. This course is recommended for creative students who can work and learn independently and wish to explore the world of computer animation. Other topics include: concepts of planning and designing storyboards, special effects.

# INTERNATIONAL LANGUAGES

Learning a second language opens students' eyes to diverse cultures and new perspectives. There are many benefits to studying an additional language including: improved creativity, an increased understanding of others, better communications skills, and enhanced employment opportunities. In Canada, it is important for B.C. students to have opportunities to learn French, as it is our country's official second language.

## **FRENCH 8**

In French 8, students will begin to develop skills in the four areas of language acquisition - listening, speaking, reading and writing. They will use French as a tool to communicate about the following topics: themselves (family, school, favourite activities), personality types, and shopping interests. Students will have opportunities to demonstrate their learning through interactive projects, partner conversations, role-plays, reading assessments and written compositions. French 8 will also introduce students to Francophone culture.

## **FRENCH 9**

In French 9, students will continue to develop their second language learning skills. The focus will be to use French to communicate both orally and in writing about such topics as myself & my family name, fashion, music, film, food, grocery shopping, and Francophone culture. Students will continue to demonstrate their learning through interactive projects, partner conversations, presentations / role-plays, reading assessments and written compositions.

## **FRENCH 10**

In French 10, students continue to develop skills in the four areas of language acquisition—listening, speaking, reading and writing. They will use French to communicate both orally and in writing with an increased emphasis on using French in authentic / real-life contexts. Topics covered in French 10 are: surviving in a French-speaking country, including getting around town, ordering food, experiencing French culture, and travelling. Students will demonstrate their learning through interactive projects, oral conversations / interviews, presentations / role-plays, reading assessments and written compositions.

## **FRENCH 11**

Most universities, and some colleges, require the completion of a language up to the grade 11 level. In French 11, students will continue to improve and develop their language skills, particularly verbal interaction. There will be a focus on using French in authentic / real-life contexts, and a more in-depth exploration of Francophone culture. The topics covered in the course include, daily routines, ethnic cuisine and childhood memories. Students will demonstrate their learning through interactive projects, oral interviews with their teacher, presentations / role-plays, reading assessments and written compositions.

## **FRENCH 12**

French 12 is a requirement by some universities for entry into their Bachelor of Arts program. Students will continue to work with more complex structures to improve their oral and written communication and will use a wide range of vocabulary and expressions to communicate their opinions during discussions. There is also some emphasis on literature (short stories and novels) and conversational French that relates to everyday interactions and travel in a French-speaking environment. Students in this course will have

the opportunity to write the DELF exam, an internationally recognized assessment that provides students with official certification of their language ability/proficiency.

### **INTRODUCTORY JAPANESE 11**

Introductory Japanese 11 is a combination of Japanese 9 and Japanese 10, and will introduce students to speaking, listening, reading and writing in Japanese. Students will learn the Hiragana and Katakana alphabets, basic vocabulary, and grammatical structures, to describe everyday activities. Throughout the course, students will engage in Japanese conversations relating to greetings, discussing locations, sharing personal feelings and describing people. Upon completion of this course, students may take Japanese 11.

### **PUNJABI 10**

This is an introductory course for students who have no background in the Punjabi language. The course aims to teach students the fundamentals of the Punjabi language to develop communication skills (speaking, listening, reading and writing). Students will learn and practice the alphabet, vowels, and basic vocabulary. The course also aims to give students some insight into Punjabi history and culture.

### **PUNJABI 11**

This course will introduce students to simple grammar and higher level vocabulary. Students will further develop communication skills in listening, speaking, reading and writing. Punjabi culture is explored with an emphasis on history, festivals and music. Successful completion of Punjabi 11 provides the minimum language requirement needed for most university programs.

### **PUNJABI 12**

This course will strengthen and build on the skills developed in Punjabi 11. Punjabi 12 fulfills the requirement of universities that require a Language 12 for graduation from Bachelor of Arts programs. Students will use a wide range of vocabulary and expressions to communicate their opinions during discussions. They will also work with a variety of tenses as well as complex grammar to improve their oral and written skills. Students will read and write newspaper articles, advertisements, letters, map directions and short stories.

### **SPANISH 9**

This course is open to all students in grade 9 and is an introduction to both oral and written communication in Spanish. The focus of this course is on the purposeful use of Spanish to perform real life tasks, to share ideas and to acquire information. The following themes will be explored: greetings, school, popular activities, family life and clothing.

### **SPANISH 10**

In Spanish 10, students continue to increase their ability to communicate effectively in Spanish. Using a theme-centered approach, students actively participate in language tasks (listening, speaking, reading and writing) both individually and in small groups. Themes include: household chores, party preparations, sport, health, vacations and leisure activities. There is usually homework each class period and regular attendance is mandatory.

### **INTRO SPANISH 11 (*This is an accelerated course*)**

This is an accelerated course consisting of content from both Spanish 9 and 10 (it is like two semesters in one). Students will be expected to build upon the lessons learned in class through both in-class practice, and additional practice outside of class time. Students in Intro Spanish 11 will acquire the vocabulary and



grammar required for Spanish 11, however, continuous review and due diligence to understand the material is required to be successful. Students will learn to have a conversation using the appropriate greetings and vocabulary to describe themselves, others, how they feel, and their likes and dislikes. Students will also learn how to describe places in town, the school and at home.

### **SPANISH 11**

This course will strengthen and build on skills developed in Intro Spanish. Students will learn to further express ideas and opinions in two types of past tense, as well as further develop the present tense. The following themes will be explored: sports, daily routine, vacation and the market. Successful completion of Spanish 11 provides the minimum language requirement needed for most universities.

### **SPANISH 12**

Spanish 12 fulfills the requirement of most universities that require a Language 12 for graduation from Bachelor of Arts programs. Students continue to work in a variety of verb tenses and begin to become proficient in the use of the subjunctive moods. Please be aware that Spanish 12 may not be offered every year.

# LIBRARY /STUDENT SUPPORT

## **LIBRARY SCIENCE 11 AND/OR LIBRARY SCIENCE 12**

**Recommended:** *Interview with Teacher Librarian*

*C+ in English*

*Interest in books and research,*

*Interest in computer technology*

*In addition, a student should have some interest in career exploration and in working in a job-related environment.*

This is a practical course and students will be involved in the management of the library learning commons. Knowledge and skills in the areas of interpersonal communication, information retrieval, information technology, and research will be taught. A positive attitude towards library, media and technology, and a good work ethic will be encouraged.

## **PEER TUTORING 11 AND PEER TUTORING 12**

**Recommended:** *Good grades, good work habits, good attendance, and a sincere interest in helping others and developing leadership skills.*

\*There is an application process that must be completed and accepted\*

The most effective way to learn is to teach. Peer tutoring provides students with the opportunity to learn about teaching and learning. This course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills. This practical course allows students to develop an awareness of self and others in the learning environment. Peer Tutors are provided an opportunity to learn by teaching, an experience not offered in regular classrooms. As such, peer tutors become an integral part of the learning environment. Peer tutoring provides students with practice in the subtle interpersonal skills necessary to motivate their peers and provide leadership. This course will also develop and explore student interest in the helping professions.

# MATHEMATICS

## **MATH 8**

The seven years of elementary school provide students with a solid foundation in the basic concepts of arithmetic, providing a basis for success in high school mathematics programs. Math 8 will continue the building of the 4 curricular competencies of mathematicians from elementary school: Understanding and Solving, Communicating and Representing, Reasoning and Analyzing, and Making Connections and Reflecting. Students will work on the 5 Big Ideas:

- Numbers can describe quantity in interrelated ways
- Computational fluency allows flexibility in working on problems
- Linear relationships can be represented in many connected ways to show relationships
- Surface Area and Volume can measure and describe 3D shapes
- Analyzing data using averages can help us make sense of that data

## **MATH 9**

This is an academic course designed to prepare students for the rigors of senior mathematics. Students will expand on their learning from Grade 8 in new and abstract ways, developing the algebra, reasoning and communication skills required to find success in Foundations of Math & Precalculus 10. Students will be recommended by their teacher for either Workplace Math 10 or Foundations of Math & Precalculus 10 based on the work habits, skills, and achievement demonstrated in Math 9.

## **WORKPLACE MATH 10**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into most trades programs and for direct entry into the work force. Topics include number, algebra, geometry, measurement, finance, statistics, and probability. Students that demonstrate strong standing in Workplace Math 10 (above 85%) have the potential to enroll in Foundations of Math & Precalculus 10 in a subsequent semester if they wish to eventually take Foundations Math 11 and Foundations Math 12.

## **WORKPLACE MATH 11**

This course expands on the learning from Workplace Math 10 and is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into most trades programs at post-secondary and for direct entry into the work force. Topics include surface area, volume & capacity measurement, trigonometry, 3D objects, numerical puzzles, finance, algebra (formulas, slope and unit analysis), and graphs of data.

## **FOUNDATIONS OF MATH & PRE-CALCULUS 10**

This is a rigorous academic course designed to expand on the five major stands of mathematics. This course will prepare students for further study in Mathematics and Science. Strong standing in this course is required to be successful in Precalculus Math 11.

## **FOUNDATIONS OF MATH 11**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus, such as Economics, Geography, Psychology, Criminology, Arts or Humanities. Topics include measurement (rates & scales), geometric reasoning (angles and triangles), non-right triangle trigonometry, logical reasoning, spatial puzzles, statistics (normal distribution, interpretation of statistical data), 2-variable linear inequalities, quadratic functions, and history of mathematics.

## **FOUNDATIONS OF MATH 12**

This is a continuation of Foundations 11. This course is designed for studies in Economics, Geography, Psychology, Criminology, Arts or Humanities. This is a more applied math course with topics relating to everyday application. Topics include geometry, logarithmic and sinusoidal functions, combinatorics, finance and probability.

## **PRE-CALCULUS 11**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, such as Sciences, Maths, or Engineering. Topics include expressions and equations (radical, rational), trigonometry (angles in standard position, non-right triangles), quadratic functions and equations, systems of equations and inequalities (including quadratic).

## **PRE-CALCULUS 12**

This is an advanced academic elective course designed for motivated students who plan on attending college or university with further studies in Science, Mathematics and Engineering. Students may not take this course without having completed Pre-Calculus 11.

## **CALCULUS 12 (AB)**

*Must have completed Pre-Calculus 12*

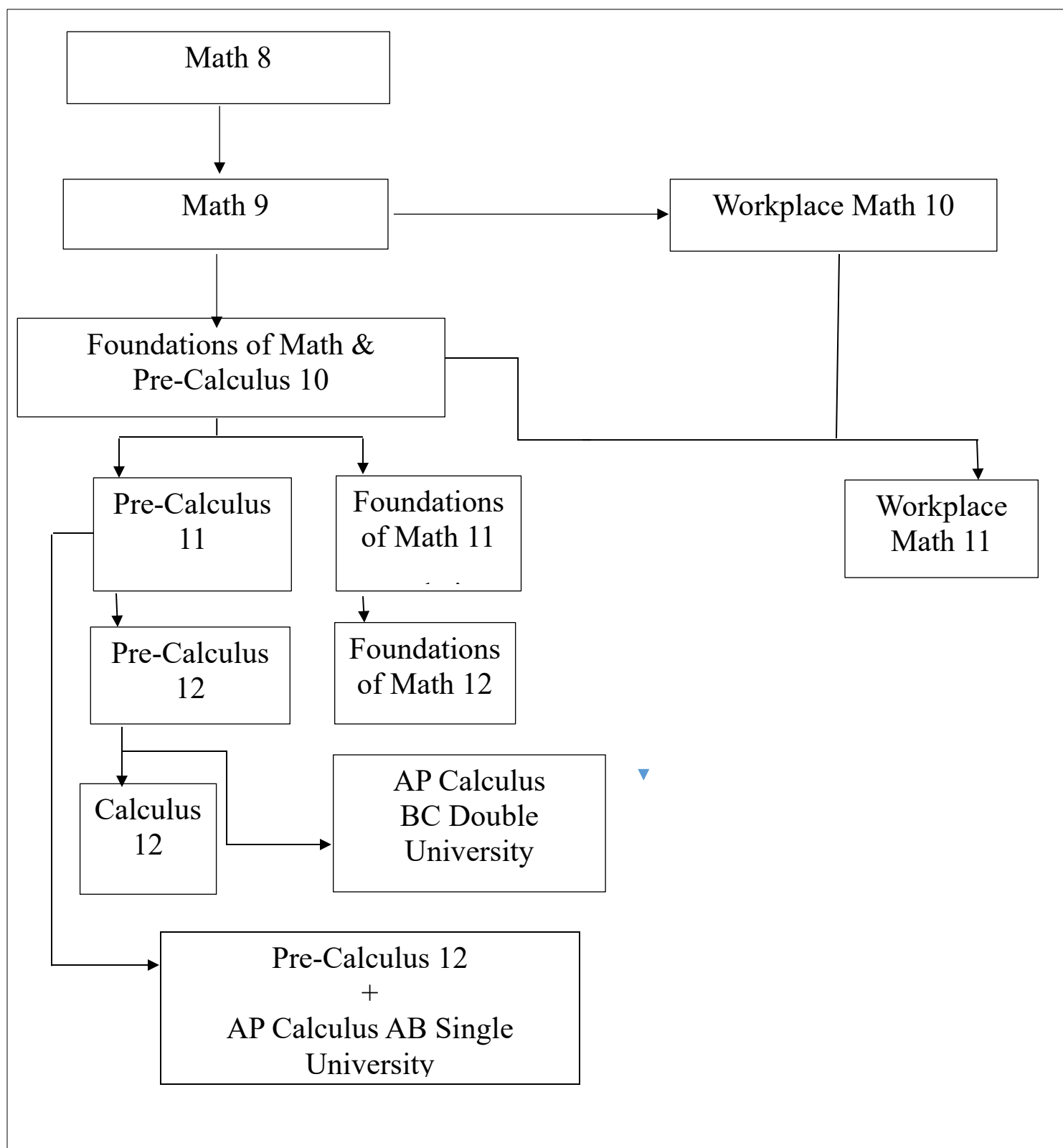
This is a rigorous and challenging academic elective course for highly motivated students who enjoy math and are planning on attending college or university to pursue studies in Science, Mathematics or Engineering. Students will engage in activities primarily involving differential calculus with an introduction to integral calculus.

## **PRE-CALCULUS 12 + AP CALCULUS 12 (AB) YEARLONG**

***Recommended:*** *Very strong standing in Pre-Calculus 11 (85% or higher).*

This is a year-long course designed for students who wish to write the AP Calculus exam in May. This course will give students credit for 2 courses Pre-Calculus 12 and AP Calculus 12. This will be a fast paced and intensive course designed for highly motivated students and will require a strong math focus.

# MATHEMATICS PATHWAYS 2024-2025



# PERFORMING ARTS

## **DRAMA COURSES:**

### **DRAMA 9**

In Drama 9 we create daily and weekly projects together and play acting games. We create Halloween horror scenes, movie trailers, comedy skits, and serious scripted pieces. The major part of class time will be spent hands on, with students participating in large and small group projects. Full participation in taking risks to grow is encouraged.

### **DRAMA 10**

In Drama 10, includes improv workshops, acting games, comedy skits, student written serious scripts, physical theatre and voice work. Students explore areas such as improvisation, voice and movement, scene work, and continue to increase their exposure to various theatrical skills and terminology. Students will be introduced to directing, script writing, stage management, and production. Personal awareness and self-discipline play an important role throughout the course.

### **DIRECTING AND SCRIPT DEVELOPMENT 11 - By Teacher Interview Only**

You must speak with the teacher, Ms. Coupar, if you wish to participate in this course, as it is by interview/application only. This is for students with a strong interest in expanding their theatrical skills as directors and writers. This is an intensive self-directed course, where you will be attached to a junior class, and will have the opportunity to write and direct selected students in that class.

### **DRAMA 11**

Have you always wanted to try acting? It is not too late! Acting 11 and 12 accepts all levels of experience. We value risk, bravery, creativity and teamwork. Projects include rants, stand-up comedy, improv teams, mask, freestyle student written scenes and serious and comedy scripts. Character development and script work are focused on at this level. Personal awareness and self-discipline play a very important role throughout the course, as do journal writing and personal reflection.

### **DRAMA 12**

Have you always wanted to try acting? It is not too late! Acting 11 and 12 accepts all levels of experience. We value risk, bravery, creativity and teamwork. Possible projects include rants, stand-up comedy, improv teams, mask, freestyle student written scenes and serious and comedy scripts. Character development and script work are focused on at this level. Personal awareness and self-discipline play a very important role throughout the course, as are journal writing and personal reflection.

### **THEATRE COMPANY 10 – By Audition Only (May/June)**

Panorama Ridge Theatre Company is a 4-credit course offered outside the regular school timetable and is based on the model of a professional theatre company. Grade 10 – 12 students will gain experience in acting, performance, stage management, and technical theatre as our collective works to produce a full-length musical, or regular play, which is presented to the school and the community in the spring. Classes are held after school 2 days a week, with a much intensified time commitment when the show is in full rehearsal mode. Entrance is by audition only with Ms. Coupar. Auditions will take place in the spring.

### **THEATRE COMPANY 11 – By Audition Only (May/June)**

Panorama Ridge Theatre Company is a 4-credit course offered outside the regular school timetable and is based on the model of a professional theatre company. Grade 10 – 12 students will gain experience in acting, performance, stage management, and technical theatre as our collective works to produce a full-length musical, or regular play, which is presented to the school and the community in the spring. Classes are held after school 2 days a week, with a much-intensified time commitment when the show is in full rehearsal mode. Entrance is by audition only with Ms. Coupar. Auditions will take place in the spring.

### **THEATRE COMPANY 12 – By Audition Only (May/June)**

Panorama Ridge Theatre Company is a 4-credit course offered outside the regular school timetable and is based on the model of a professional theatre company. Grade 10 – 12 students will gain experience in acting, performance, stage management, and technical theatre as our collective works to produce a full-length musical, or regular play, which is presented to the school and the community in the spring. Classes are held after school 2 days a week, with a much-intensified time commitment when the show is in full rehearsal mode. Entrance is by audition only with Ms. Coupar. Auditions will take place in the spring.

### **THEATRE PRODUCTION 11: TECHNICAL – By Interview with Teacher Only (May/June)**

Panorama Ridge Theatre Company is a 4-credit course offered outside the regular school timetable and is based on the model of a professional theatre company. Stagecraft requires a passionate curiosity about the arts and how theatre is made. A significant amount of time outside of class after school is a requirement of this course, as we are responsible for putting on the school play or musical. The course will cover all aspects of theatre which do not include acting or performing and explores how we tell a story in theatre through technical elements. We will look at all behind the scenes aspects of theatre: set design, lighting, sound, make-up, costuming and stage management. In addition to technical skills, “techies” will participate in communication and teamwork workshops to develop the vital interpersonal skills needed to be part of an effective creative team.

### **THEATRE PRODUCTION 12: TECHNICAL – By Interview with Teacher Only (May/June)**

Panorama Ridge Theatre Company is a 4-credit course offered outside the regular school timetable and is based on the model of a professional theatre company. Stagecraft requires a passionate curiosity about the arts and how theatre is made. A significant amount of time outside of class after school is a requirement of this course, as we are responsible for putting on the school play or musical. The course will cover all aspects of theatre which do not include acting or performing and explores how we tell a story in theatre through technical elements. We will look at all behind the scenes aspects of theatre: set design, lighting, sound, make-up, costuming and stage management. In addition to technical skills, “techies” will participate in communication and teamwork workshops to develop the vital interpersonal skills needed to be part of an effective creative team.

## **MUSIC COURSES:**

### **CONCERT BAND 8**

Band 8 is designed to introduce the student to the challenge and excitement of the Secondary School music program. Students will listen to and perform music in a wide variety of styles (Rock, Classical, Jazz, World Music). Students will receive instruction in correct technique, music reading and listening skills. Band 8 students will perform at numerous École Panorama Ridge Band concerts, the Surrey Grade 8 Band Revue, and will have the opportunity to participate in a 3-day performance tour to the Kelowna area. Evaluation will be based on progress, class participation, attitude, and participation in performances.

## **JAZZ BAND 8**

*Co-requisite: Must be enrolled in Concert Band 8 as well.*

This course will introduce students to the elements of playing jazz styles of music (Swing, Latin, Rock, and Ballad) and improvisation. Members of this group will require strong musical skills and a high degree of commitment in music preparation, rehearsals, and performance. Students will perform at École Panorama Ridge concerts, Jazz & Java, the Surrey Jazz Festival and on extra-curricular tours. This class will meet twice a week outside of the regular timetable (ie. Monday and Thursday mornings from 7:15 to 8:25 am). As Jazz Band 8 is a full-credit course, enrolling students will have 9 courses on their transcript. Evaluation will be based on progress, class participation, attitude, and participation in performances.

## **CONCERT BAND 9**

Concert Band 9 is designed to further develop the skills and attitudes learned in Concert Band 8. Emphasis will be on correct technique, leadership and individual responsibility to the group. Students will receive instruction on their instrument, notation, ear training and counting. Students will experience a significant increase in complexity of music over the previous band levels. Students in Concert Band 9 will perform at École Panorama Ridge concerts, the Surrey Concert Revue at the Bell Centre, and on extra-curricular band retreats and tours. Performances are required course work.

## **JAZZ BAND 9**

*Co-requisite: Must be enrolled in Concert Band 9 (MCB9) in order to be enrolled in Jazz Band 9.*

In this course, students will develop a concept of jazz styles (Swing, Latin, Rock, Ballad) and improvisation. Membership in this group will require strong musical skills and a high degree of commitment in music preparation, rehearsals, and performance. Students will perform at École Panorama Ridge concerts, Jazz & Java, the Surrey Jazz Festival, and on extra-curricular tours. This class will meet twice a week outside of the regular timetable (likely Monday and Thursday 7:15 to 8:25 am). As Jazz Band 9 is a full-credit course, enrolling students will have 9 courses listed on their transcript. Evaluation will be based on progress, class participation, and attitude, and participation in performances.

## **CONCERT BAND 10**

*Recommended: Successful completion of Concert Band 9 or Director's permission*

This course is designed for students who have reached a high level of proficiency on their band instrument. Students will perform at École Panorama Ridge concerts, the Surrey Concert Band Revue at the Bell Centre, and on extra-curricular band retreats and tours. Evaluation will be based on progress, attitude, and participation in music department activities, including performances.

## **JAZZ BAND 10**

*Co-requisite: Must be enrolled in Concert Band 10 (MCB10) in order to be enrolled in Jazz Band 10.*

In this course students will further develop a concept of jazz styles (Swing, Latin, Rock, Ballad) and improvisation. Membership in this group will require strong musical skills and a high degree of commitment in music preparation, rehearsals, and performance. Students will perform at École Panorama Ridge concerts, Jazz & Java, the Surrey Jazz Festival, and on extra-curricular tours. This class will meet twice a week outside of the regular timetable (likely Tuesday and Friday 7:15 to 8:25 am). As Jazz Band 10 is a full-credit course, enrolling students will have 9 courses listed on their transcript. Evaluation will be based on progress, participation, and attitude, and participation in performances.



## **CHOIR 8/9**

This course is designed to introduce students to the elements of singing in a choral setting. Students will sing a wide variety of music and will receive instruction in correct technique, music reading and listening skills. Students will perform at numerous École Panorama Ridge Music concerts, a choral revue and will have the opportunity to participate in various extra-curricular tours. This class will meet twice a week outside of the regular timetable (likely Tuesday and Thursday afternoon from 3:00 to 4:15 pm). As Concert Choir 8/9 is a full-credit course, enrolling students will have an extra course on their transcript. Evaluation will be based on progress, attitude, and participation in performances.

## **CHOIR 10/11/12**

This course is designed to introduce students to advanced choral literature & choral production. Students will sing a wide variety of music and will receive instruction in correct technique, music reading and listening skills. Students will perform at numerous École Panorama Ridge Music concerts, a choral revue and will have the opportunity to participate in various extra-curricular tours. This class will meet twice a week outside of the regular timetable (likely Monday and Wednesday afternoon from 3:00 to 4:15 pm). As Concert Choir 10/11/12 is a full-credit course, enrolling students will have an extra course on their transcript. Evaluation will be based on progress, participation, attitude and participation in performances.

## **VOCAL JAZZ 10/11/12**

***Co-requisite:*** *Must be enrolled in Concert Choir 10/11/12 in order to be enrolled in Vocal Jazz 10/11/12.*

In this course students will explore the techniques and practices of vocal jazz music, including improvisation and scat, mic technique, and different vocal jazz styles and artists. Members of this group will require strong musical skills and a high degree of commitment in music preparation, rehearsals, and performance. Students will perform at numerous École Panorama Ridge Music concerts, Jazz & Java, the Surrey Jazz Festival, and on extra-curricular tours. This class will meet twice a week outside of the regular timetable. Evaluation is based on progress, class participation, attitude, and participation in performances.

## **CONCERT BAND 11 AND 12**

***Recommended:*** *Successful completion of previous Band courses or Director's permission*

Students will develop a high level of musical skills through the practice and performance of a wide range of advanced repertoire. Careers in music will be explored, as well as the goals of enjoyment of music and critical listening skills for life. Students will perform at École Panorama Ridge concerts, the Surrey Concert Band Revue at the Bell Centre, and on extra-curricular band tours. Evaluation will be based on progress, attitude, and participation in music department activities, including performances.

## **JAZZ BAND 11 AND 12**

***Co-requisite:*** *Grade 11's must be enrolled in Concert Band 11 (IMCB11) in order to be enrolled in Jazz Band 11. Grade 12's must be enrolled in Concert Band 12 (IMCB12) in order to be enrolled in Jazz Band 12.*

In this course students will develop a concept of jazz styles (Swing, Latin, Rock, Ballad) and improvisation. Membership in this group will require strong musical skills and a high degree of commitment in music preparation, rehearsals, and performance. Students will perform at École Panorama Ridge concerts, Jazz & Java, the Surrey Jazz Festival, and on extra-curricular tours. This course will occur in student's regular timetable.

## **GUITAR – BEGINNER 9-12**

In Beginner Guitar students will learn basic chord patterns in folk, pop, and rock styles. They will also develop a basic understanding of music theory, note reading (in traditional notation and tab), rhythm, finger-picking patterns, and various left-hand techniques. No previous music or guitar experience necessary!

## **GUITAR - INTERMEDIATE/ADVANCED 9-12**

In Intermediate/Advanced Guitar, students will explore increasingly difficult repertoire. Students will learn various finger-picking patterns, alternate tunings, scales, modes, jazz chords, and multiple styles of playing. The emphasis in this course is on individual and small group practice and instruction. Previous music and guitar experience are required.

## **DANCE COURSES:**

The Dance Program will be broken into two levels:

**General:** Students who do not have any dance experience or up to 3 years of dance experience in ANY genre.

**Advanced:** Students with five or more years of dance experience in any given genre, either at school or at a studio. (MUST also have training in either jazz, ballet, contemporary OR hip hop) either at school or at a studio. This class is by placement/audition only. Please speak to Ms. Bryson for details.

## **DANCE 9**

This course is for all levels of grade 9 students who have always wanted to learn to dance. Students will learn the basics of multiple genres including hip hop, break and contemporary in a fun and supportive atmosphere. This class is perfect for people of all fitness levels to learn new skills in flexibility, strength and coordination through the learning of choreography. This class would also be appropriate for students who have taken dance in previous years. Students will advance at individual levels and be encouraged to challenge themselves through establishing individual dance goals. Students will have multiple performance opportunities.

## **DANCE FOUNDATIONS 10/11/12 (GENERAL)**

This course is for students who have always wanted to learn to dance but have not yet had the opportunity or who have up to three years of experience in any genre. Students will learn the basics of multiple genres including jazz, hip hop and contemporary in a fun and supportive atmosphere. This class is perfect for people of all fitness levels to learn new skills in flexibility, strength and coordination through the learning of choreography. This class would be appropriate for students who have taken dance in previous years but have not danced recently. Students will advance at individual levels and be encouraged to challenge themselves through establishing individual dance goals. Students will have multiple performance opportunities.

## **DANCE PERFORMANCE 10/11/12 (ADVANCED)**

This course is designed to challenge the advanced dancer and facilitate explorations of the world of dance and performance. This course is appropriate for those with five or more years of dance experience in any genre (one being jazz, ballet, contemporary or hip hop) either at school or at a studio and who have been recommended to the course. In this performance-based class, students will work to view, critique and

create performances in multiple genres, improve technique and create choreography for stage. There will be multiple workshop and performance opportunities as well as opportunities for students to work within their chosen genre of dance. Students must be recommended or receive permission to enroll in this course.

**DANCE CHOREOGRAPHY 11/12 – By Teacher Interview Only**

This course is for student choreographers and those advanced level dancers, wishing to work towards mentoring students and creating group choreography for stage. Students will be placed with a class and will work under the direction of Ms. Bryson to act as peer tutors and learn to create dynamic pieces for stage, using the choreography, cleaning and planning for stage processes. Students who register for choreography should be either enrolled in an advanced class and/or be members of a senior team.

**DANCE COMPANY 10/11/12 – By Audition Only (May/June)**

For select students on competing teams; Lyrical, junior hip hop, senior hip hop, and break team. This course will be outside of the regular timetable. It will be held 2 days per week from 3:15 – 4:45 pm. Dance Company will be a fine arts focus. It will focus on rehearsing and performing. Students will work collaboratively to assemble and rehearse their dances. Students will create, rehearse, refine, and perform with a dance company for a variety of purposes and contexts.

# PHYSICAL AND HEALTH EDUCATION

## **PHYSICAL AND HEALTH EDUCATION 8**

This course will focus on developing knowledge, skills and attitudes that will enable them to successfully participate in a wide range of physical activities. It will also focus on various aspects of developing a healthy lifestyle, both in and out of school, including healthy eating, daily physical activity and healthy choices that influence overall well-being.

## **PHYSICAL AND HEALTH EDUCATION 9**

This course will continue to develop knowledge, skills and attitudes that will enable students to successfully participate in a wide range of physical activities. It will also focus on various aspects of developing a healthy lifestyle, both in and out of school, including healthy eating, daily physical activity and healthy choices. In addition, students will begin to apply health and physical literacy to their daily lives to enhance overall well-being.

## **PHYSICAL AND HEALTH EDUCATION 10**

This course will build on the foundations set in PHE 8 & 9, continuing to develop knowledge, skills and attitudes that will enable students to successfully participate in a wide range of physical activities. Students will also continue to cultivate their understanding of how healthy eating and daily physical activity contributes to a healthy lifestyle, both in and out of school.

## **PHYSICAL AND HEALTH EDUCATION 10 – Basketball Training**

Through participation in a variety of activities, this course is designed to enable students to improve their personal level of fitness and develop lifelong fitness goals and knowledge of basketball. Students of all fitness levels will set individual fitness goals and develop and maintain a personal fitness program. This course will build on the foundations set in previous PHE courses and continuing to develop knowledge, skills and attitudes that will enable students to successfully participate in a wide range of physical activities. This course will also focus on basketball skills, weight training and conditioning. Students will also continue to cultivate their understanding of how healthy eating and daily physical activity contributes to a healthy lifestyle, both in and out of school.

## **ACTIVE LIVING 11**

The Active Living 11 course is an elective course that is open to Grade 11 students. The objectives for students are to:

- participate in and develop skills in a variety of athletic and recreational activities
- value physical activity as a necessary part of an active, healthy lifestyle
- be aware of community resources available for physical and recreational activities
- demonstrate responsibility by fulfilling leadership requirements

Active Living 11 consists of:

- Performance-oriented activities
- Team and individual games and physical fitness
- Leisure-oriented activities, which may include golf, cycling, skiing, racquetball, bowling, pool, hiking, curling, windsurfing, rock climbing, dance, swimming, roller-skating, aerobics and skating.

- **Active Health:** These activities will provide opportunities to acquire skills and knowledge necessary to develop an active and healthy lifestyle. Activities may include aerobics, fitness testing and assignments.
- **Personal Development:** These activities will provide opportunities to understand and appreciate the nature of leadership.

## **ACTIVE LIVING 12**

The Active Living 12 course is an elective course that is open to Grade 12 students. The objectives for students are to:

- participate in and develop skills in a variety of athletic and recreational activities
- value physical activity as a necessary part of an active, healthy lifestyle
- be aware of community resources available for physical and recreational activities
- demonstrate responsibility by fulfilling leadership requirements

## **ACTIVE LIVING 11/12 - Lifestyles**

The Physical and Health Education 11/12 Lifestyles course is an elective course that is open to Grade 11 and 12 students. This course enables students to enhance their quality of life through active living. The focus of this course will be health, nutrition and fitness. Other areas of emphasis are cooperation, individual performance, effort, improvement, and sportsmanship. Lifestyle Physical Education is appropriate for students who are willing to put in a serious effort to improve their lives via physical activity.

## **ACTIVE LIVING 11/12 – Basketball Training**

Through participation in a variety of activities, this course is designed to enable students to improve their personal level of fitness and develop lifelong fitness goals and knowledge of basketball. Students of all fitness levels will set individual fitness goals and develop and maintain a personal fitness program. This course will build on the foundations set in previous PHE courses and continuing to develop knowledge, skills and attitudes that will enable students to successfully participate in a wide range of physical activities. This course will also focus on basketball skills, weight training and conditioning. Students will also continue to cultivate their understanding of how healthy eating and daily physical activity contributes to a healthy lifestyle, both in and out of school.

This course is excellent for students interested in the fitness industry, physical education or personal training.

## **FITNESS AND CONDITIONING 11/12**

Through participation in a variety of activities, this course is designed to enable students to improve their personal level of fitness and develop lifelong fitness goals and knowledge. Students of all fitness levels will set individual fitness goals and develop and maintain a personal fitness program. An increased level of fitness through a variety of activities can and will increase each individual's social, emotional, mental and physical health. Students will be engaging in a high level of aerobic activity (running, skipping circuit training, plyometrics etc.) and weight training, while also learning and doing strength training activities outside of the weightroom. This course is excellent for students with a love of fitness and wanting to improve their personal health levels, as well as those interested in the fitness industry, physical education, or personal training.

# LEADERSHIP

## **LEADERSHIP 9**

This course offers students the chance to learn and practice leadership skills. Topics to be covered include organizational skills, communication skills, leadership styles, event planning, motivation and group dynamics. The curriculum will vary according to the need and the abilities of the group. There are opportunities to be involved in many community and school events.

## **LEADERSHIP REC 10**

## **LEADERSHIP 11**

The most effective way to learn is to teach. This course provides students with the opportunity to learn about teaching and learning. This course is designed for students to address the diversity of a given student population and model successful learning, behaviour and communication skills. This particular section will be Physical and Health Education based and focus on organizational and behavioural patterns specific to the PHE environment. Approval must be obtained by the PHE Department Head before admission into this course.

## **LEADERSHIP 12**

As in Physical and Health Education 11 Leadership, students in this course will be expected to commit to extensive volunteer hours in the local community and the school community. Physical and Health Education 12 Leadership students will be required to provide instruction units in their own class and in junior Physical and Health Education classes. They will also be required to achieve certification in CPR as well as gain a greater knowledge of athletic injuries and their treatment.

# SCIENCE

## **SCIENCE 8**

The Science 8 program is designed to provide students with hands-on experience of science. All science classes stress the need to make accurate observations, the importance of good records, along with the ability to generalize and communicate ideas to others. In addition, students are taught how to use equipment, follow instructions and work safely in any laboratory situation. The following topics form the basis for Science 8: cells; relationship of living things with microorganisms; optics; electromagnetic radiation; plate tectonics; atomic structure and atomic theories.

## **SCIENCE 9**

Topics studied in this course include: understanding cell reproduction; chemical nature of matter including atoms, elements and compounds; electricity and basic circuitry; sustainability of systems and energy cycles. Analytical skills and the scientific process is the emphasis in Science 9.

## **SCIENCE 10**

Students will extend their understanding of the major fields of Science. The following topics are included in Science 10: chemical nature of matter and reactions; transformations of potential and kinetic energy; local and global impacts of energy transformations from technologies; genetics and inheritance.

## **AP BIOLOGY 12**

*Pre-requisite: none*

This is a higher-level biology course equivalent to a first-year university offering. This course focuses on four big ideas that unify life and covers these ideas in depth. Students will study biological systems, with an emphasis on the human system, to understand diversity and unity of life; processes that living organisms use to grow, reproduce and maintain homeostasis; how living organisms store, retrieve, transmit and respond to information essential to life; and how biological systems interact. Students will write the AP exam in May. Students will also get Credit for Physiology and Anatomy 12 (Biology 12).

## **BIOLOGY 12: ANATOMY AND PHYSIOLOGY**

Biology 12 is a course intended for those students who are interested in preparing themselves for post-secondary studies in biological sciences. This course concentrates on the physiology of living things. A thorough study of cellular biochemistry leads to the study of tissues, organs and organ systems with particular concentration on human biology.

## **BIOLOGY 11: LIFE SCIENCES**

Biology 11 is a survey course of living things. The three themes of unity and diversity, evolutionary change and ecological relationships are used to study different life forms. The investigation and/or dissection of representative organisms is common. The following topics will be covered: Adaptation and Evolution - DNA, natural selection, speciation and extinction; Microbiology - viruses and bacteria; Plant Biology - algae, mosses, ferns, gymnosperms and angiosperms; Animal Biology - invertebrates, insects and vertebrates; Ecology - populations, photosynthesis and cellular respiration.

## **CHEMISTRY 11**

Chemistry 11 is an introductory laboratory course concerned with the description, classification and theory of matter. The following topics are the basis for Chemistry 11: Introduction to Chemistry, lab safety, measurement and communication and matter and its changes; Atoms, Molecules and Ions - classification and nomenclature; Mole Concept - introduction, molar volume of gases, percent composition and molarity; chemical Reactions - introduction and stoichiometry; Atomic Theory - introduction, periodic table and chemical bonding; Solution Chemistry; Organic Chemistry - introduction, hydrocarbons and functional groups.

## **CHEMISTRY 12**

This course is intended for those students who have shown an aptitude for Chemistry and plan to take Chemistry and related courses at the post-secondary level. Chemistry 12 is a problem-centered course involving more advanced concepts than Chemistry 11. The topics covered are: Reaction Kinetics, Equilibrium, Solubility of Ionic Substances, Acid/Bases and Salts, and Oxidation Reduction.

## **ENVIRONMENTAL SCIENCE 11**

This is a course which explores diversity in local ecosystems and how human practices affect the sustainability of ecosystems. Important topics include energy flow, biodiversity and relationships in ecosystems, the role humans can play in conservation and restoration, and environmental stressors that challenge ecosystem integrity. Students will be expected to be engaged in ongoing and potential stewardship projects.

## **ENVIRONMENTAL SCIENCE 12**

This is a course which explores global water systems, global warming and climate change, land use and sustainability and global environmental changes. Topics include the study of water availability and use, conservation of water, global warming and society's impact, land use practices, and personal choices with respect to sustainability.

## **PHYSICS 11**

Physics 11 is an introductory course that focuses on the principles and theories of physics, encourages investigation of physical relationships, and illustrates the relationship between theory and application. The following topics are investigated: Wave Motion and Geometric Optics; Kinematics; Dynamics; Energy; Special Relativity; Nuclear Fission and Fusion.

## **PHYSICS 12**

Physics 12 is recommended as a follow-up physics course suitable for students who have a particular interest in Physics or who plan to continue in science or engineering. The course covers: Vector Kinematics, Vector Dynamics Energy and Vector Momentum, Circular Motion and Gravitation, Electrostatic, Circuitry, and Electromagnetism.

## **SCIENCE FOR CITIZENS 11**

This course is intended primarily for students who do not intend to continue their studies in Science past grade 11. Universities do not accept this course as a Science 11 credit. The activities in this course are designed to develop the critical processing of information. Practical issues relative to society, and science and technology form the basis of that information. The following core topics are covered: The nature and interaction of science, technology and society, nutrition and lifestyle, the use of home technologies and waste recycling and disposal.



# **SOCIAL STUDIES**

Social Studies in the New Curriculum has undergone immense changes to reflect our changing education requirements. The discipline is as always, very important in the development of Critical thinking and creating young Canadian Citizens. Furthermore, the local universities are changing their requirements to mirror the changes in the BC Curriculum. To respond to these changes, we at Panorama Ridge are expanding the course selections a student may choose from! If you have any questions regarding these changes please speak to a Social Studies Teacher or your Counsellor.

## **SOCIAL STUDIES 9**

The SS9 curriculum provides an opportunity for students to explore early Canadian history before “Canada” existed. This course covers the history of “Canada” to 1919, as well as the ideas of emergence of modern democracy, Nationalism, Imperialism, and the Industrial Revolution. Globe and map skills, the use of an atlas, and geographical and other cross-curricular knowledge will also be emphasized.

## **SOCIAL STUDIES 10**

Building on the foundation of knowledge, skills and attitudes students have gained from their Social Studies education from Kindergarten on, SS 10 offers students an integrated approach to Canadian and global issues. Social Studies 10 focuses on Canada from the conclusion of WW1 to the present and encompasses the history, political climate and cultural shifts of Canada during the 20<sup>th</sup> and early 21<sup>st</sup> century.

## **EXPLORATIONS IN SOCIAL STUDIES 11**

This course will allow you to sample elements of the various senior social studies classes being offered at EPRSS (Social Justice, Law, Philosophy, Asian Studies, History, Genocide Studies, Human Geography and Political Studies) It will explore current issues in local, regional, national, or global politics as represented in mass media. You will look at individual rights as you explore issues related to race, gender, and intersectionality. You will also examine methods used by individuals, groups, and organizations to promote social justice. There will also be a connection to ideologies like socialism and populism and their impacts on our world. Finally, you will explore societies and cultures outside of the West.

## **20<sup>TH</sup> CENTURY WORLD HISTORY 12**

In 20<sup>th</sup> Century World History you will explore how nationalist movements can unite people on common causes or lead to intense conflict between different groups. The collapse of long-standing empires led to the creation of new economic and political systems: most notably the rise of totalitarian regimes and capitalism. Specific topics of study may include the rise and fall of the USSR and various dictators, the rise of propaganda, and the creation of extremist socialist groups. The course will also examine how the rapid development and spread of technology in the 20<sup>th</sup> century has led to profound social, economic, and political changes.

## **GENOCIDE STUDIES 12**

Despite international commitments to prohibit genocide, violence targeted against groups of people has continued to challenge global peace and prosperity. While genocides are caused by and carried out for different reasons, all genocides share similarities in progression and scope. The intentional destruction of peoples and their cultures is not inevitable, and such attempts can be disrupted and resisted. The use of the term “genocide” to describe atrocities has political, legal, social, and cultural ramifications.

## **HUMAN GEOGRAPHY 12**

This course will be taught as a hybrid survey course. Geography is much more than maps and this new curriculum course will look at the following themes. Regional geography, Urban geography, Globalization studies and lastly Climatology. Students will explore the relationships between people and their environment, using demography, the economy, and nature and how these relationships influence our daily lives.

## **LAW 12**

This course is the study of the Canadian legal system. Exploration of the beginnings of the law in Canada, the Criminal Code of Canada, Civil Law, Family Law, Tort Law and the Youth Criminal Justice System. The exploration involves mock trials, film studies, field trips to the local courts and other interesting methods of engagement with Canadian Law.

## **PHILOSOPHY 12**

The ancient study of rhetoric to find answers to the burning questions that reside in our souls. Philosophy is the examination of the fundamental nature of knowledge, reality and existence. This course will examine the techniques to question assumptions through the use of logic and reasoned arguments to not necessarily arrive at definitive answers, but answers that have more or less value.

## **SOCIAL JUSTICE 12**

The causes of social injustices are complex and inform our society with long lasting effects. This course is a transformative course as student studies self-identity and their place within the social construct of Canada. Further study involves studying the methods, processes and approaches that inform the Social Justice policies of Government and Non-Governmental agents which in turn create the society we currently live in.

## **\*CONTEMPORARY INDIGENOUS STUDIES 12**

This course will explore the intersection of colonialism and Indigenous Peoples in a global text and function in juxtaposition to the Canadian historical landscape. Colonialism has understandably become an important topic to deconstruct, as student will learn about Indigenous Peoples and Culture from around the world. In addition to deconstructing, students will investigate the idea of reconciliation and conceptualize how truth and balance can be restored.

**\*This counts for both a SS Graduation Requirement and Indigenous Grad Requirement**

**\*\* The following courses do not qualify as a Social Studies Graduation Requirement:**

**\*\*HISTORY OF SPORTS 12**

In the History of Sports, you will have the opportunity to learn about the ways in which sports is an integral part of our shared Canadian culture. In this course, you will delve into the interplay between identity, politics, and social movements within the context of sports culture. Students will also be given a critical framework which they can then apply to the contentious issues within the sporting world itself as well as Canadian society in general terms. The overall them of the course is to explore and analyze the relationship between sports and Canada's economic, political and social systems.

**\*\*PSYCHOLOGY 11**

Psychology takes a biological, social, and psychological approach to the human mind, its functions, and people's behavior in a given context. Students will make observations aimed at identifying their own questions and relationships with the world, gather and interpret data, evaluate the accuracy and reliability of previous research, and work critically with research methods. Psychology 11 delves into major figures of psychology, the mind and motivation, human development, addiction, learning, and positive psychology.

This course is a local board developed course and is currently being revamped to reflect the new curriculum learning standards. Please inquire for further information to Ms. Deo.

**\*\*PSYCHOLOGY 12**

This course allows students to critically think about their own identities, examine the cause of others behavior, and brings into question different perspectives of psychology. Psychology 12 delves into stress, group dynamics, personality, psychological disorders, and criminal behaviour. It is not required that a student have the pre-requisite of Psychology 11 to take this course.

This course is a local board developed course and is currently being revamped to reflect the new curriculum learning standards. Please inquire for further information to Ms. Deo.

# VISUAL ARTS

## **VISUAL ARTS 9**

Students in this course will enhance their basic skills. Personal social, cultural and historical contexts will be explored. Students will experience a variety of basic areas of visual expression including two dimensional and three-dimensional works.

## **ART STUDIO 10**

Students in Visual Arts 10 will enhance their basic skills. Personal, social, cultural and historical contexts will be explored. Students will experience a variety of basic areas of visual expression including 2-Dimensional and 3-Dimensional works.

## **STUDIO ARTS 3D 10: CERAMICS & SCULPTURE**

This course will involve concentrated exploration in 3D visual expression areas. This will include ceramics and sculpture and may be supplemented with modeling mixed media and Fine Arts.

## **STUDIO ARTS 2D 10: DRAWING & PAINTING**

This course will focus on communicating in 2 dimensions. Students will be exposed to both contemporary and historic 2D artists and art works. They also begin to develop technical skills working in tempera, acrylic, and water colour paint, as well as drawing from life and sketching.

## **ART STUDIO 11/12**

Art Foundations 11 is designed for two purposes. The first is to allow students with previous art experience to continue their education in the following visual expression areas of: drawing, painting, sculpture, printmaking and media arts. The second purpose of this course is to meet the needs of students who are taking art for the first time and need a foundation class.

## **PHOTOGRAPHY 11**

This course is designed for the student who has a strong interest in media technology. This course will include: photo composition, camera techniques and digital photo manipulation. Students will create personally meaningful images. Students will begin to understand the role photography has in our information society and analyze the structure of the visual image and how it is used to convey information.

## **PHOTOGRAPHY 12**

Digital Photography 12 is designed for the student with a strong interest in media technology, who has previously taken Visual Arts: Photography 11. Students will work independently and continue exploring advanced photo manipulation using computer software. Students will create personally meaningful images and develop a portfolio of their photography.

## **STUDIO ARTS 3D 11: CERAMICS & SCULPTURE**

This course will involve greater depth of explorations in the 3D visual expression areas. This will include ceramics and sculpture and may be supplemented with modeling, mixed media, and fiber arts.

### **STUDIO ARTS 3D 12: CERAMICS & SCULPTURE**

Students will work on projects in a variety of 3-Dimensional media including clay. The projects will be in response to assignments that focus on areas of the Elements and Principles of Art and Design. Students will continue refining ceramic and sculpting techniques and work independently using various media to develop a body of 3-Dimensional Art.

### **STUDIO ARTS 2D 11: DRAWING & PAINTING**

This course will focus on communicating in 2 dimensions. Students will continue to be exposed to both contemporary and historic 2D artists and art works. They will also continue to develop technical skills working in tempera, acrylic, and water colour paint, as well as drawing from life and sketching.

### **STUDIO ARTS 2D 12: DRAWING & PAINTING**

This course will focus on communicating in 2 dimensions. Students will have the opportunity to work in acrylic and water colour paint, as well as drawing from life and sketching. Students will continue to develop technical skills and work independently creating their portfolio.

### **STUDIO ART 3D 10/11/12: JEWELRY MAKING**

Students will learn to design and create their own jewelry pieces, while investigating both the historic and cultural contexts in which jewelry making has developed and exists. Some examples include: wire wrapping, beading, polymer clay sculpture, embroidery thread knotting, and jewelry findings.

### **YEARBOOK 11 AND YEARBOOK 12**

During this course you will learn:

#### Graphic Design

- Lettering/font styles
- Selecting, cropping and page layouts

#### Computer Skills (In-Design and/or DEO)

#### Camera/Photography skills

#### Elements of Business

- Preparing and planning for deadlines
- Marketing
- Sales and Advertising
- Distribution

#### Reporting/Journalism Skills

- Interviewing
- Writing and Editing Text

#### **\*Note:**

Admittance into this course is by application only. Please see Ms. Mayer (or your counsellor) for application forms.

This is an **X-period** course which will be offered outside of the regular time table to allow for the unique circumstances of producing a published book. Yearbook 11/12 will run during the morning period from 7:15 am – 8:30 am Tuesday, Wednesday, Thursday each week. This course will run from mid-September – April 30<sup>th</sup>. Running this course during this time slot will not only allow for more focussed and progressive attention to our yearbook, it will also provide students with more flexibility in their schedules to take other courses and attend to after school commitments.

# INTRODUCTION TO THE FRENCH IMMERSION PROGRAM FRANCAIS LANGUE SECONDE: IMMERSION

## **Raison d'être**

*Le but du programme de Français langue seconde en immersion est d'offrir à l'élève l'occasion d'acquérir la compétence langagière nécessaire en français pour pouvoir interagir avec confiance dans les milieux où cette langue est parlée et valorisée.*

L'apprentissage du français langue seconde en immersion donne à l'élève l'occasion:

- d'acquérir les connaissances, les processus d'apprentissage, les capacités et les attitudes nécessaires pour communiquer en français de façon efficace et avec confiance;
- d'acquérir les connaissances, une compréhension et une appréciation de la langue française à travers les contextes culturels de cette langue, afin de mieux comprendre les communautés francophones et leurs cultures ainsi que sa propre culture et celle des autres;
- d'acquérir une connaissance, une compréhension et une appréciation des œuvres écrites, orales et visuelles d'expression française;
- d'explorer son potentiel dans les domaines de l'apprentissage de la langue, de la pensée critique et de l'expression de soi.

## **Rationale**

The goal of the French Immersion Program is to offer students the opportunity to attain the necessary language competence in French to be able to communicate with confidence in context where the French language is spoken and valued.

Learning French in a French immersion context allows students to:

- Acquire the knowledge, learning processes, abilities and attitudes necessary to communicate in French in an effective manner.
- Acquire an appreciation of the French language within its cultural context, in order to better understand Francophone communities and their cultures as well as the students' own culture and those of others.
- Acquire knowledge and appreciation of written, oral and visual works in the French language.
- Explore their own potential through language awareness, critical thinking and self-expression.

**French Immersion (FRIM) Program At-A-Glance:**

<b>Grade 8</b> 4 FRIM Courses	(Français Langue 8 + Sciences Humaines 8) Humanités + Sciences 8 + Éducation physique et Santé 8
<b>Grade 9</b> 4 FRIM Courses	(Français Langue 9 + Sciences Humaines 9) Humanités + Sciences 9 + Éducation physique et Santé 9
<b>Grade 10</b> 4 FRIM Courses	Français Langue 10 + Sciences Humaines 10 + Sciences 10 + Éducation physique et Santé 10
<b>Grade 11</b> 2 FRIM Courses	Communication Orale 11 + Histoire du monde au XX <sup>e</sup> siècle 12
<b>Grade 12</b> 1 FRIM Course	Français Langue 12 (Includes DELF B2 Exam)



# **IMMERSION PROGRAM COURSES**

## **FRANÇAIS LANGUE**

### **FRANÇAIS LANGUE 10**

Les élèves apprendront à utiliser des stratégies de lecture et d'écriture pour améliorer leur compréhension de textes divers en français et pour exprimer leurs idées et pensées. Ils liront à leur rythme des romans, des contes, des poèmes et ils écriront des narrations personnelles, des poèmes, des éditoriaux et des articles ainsi que plusieurs autres formes de communication écrite. Ils exploreront des présentations médiatiques et feront des présentations orales sur des sujets divers. Ce cours met l'accent sur le progrès individuel de l'élève et vise l'affinement des habiletés d'expression orale et écrite du français et des habiletés de compréhension orale et écrite du français.

Students will learn to use reading and writing strategies to improve their understanding of various texts in French and to express their ideas and thoughts in the language. They will read novels, stories, poems at their own pace and they will write personal narratives, poems, editorials and articles as well as several other forms of written communication. They will explore media presentations and make oral presentations on various topics. This course emphasizes the individual progress of the student and aims to refine the skills of oral and written expression of French and the skills of oral and written comprehension of French.

### **COMMUNICATION ORALE 11**

Le cours de français langue en 11e - communication orale est conçu pour encourager l'élève à peaufiner et préciser sa communication grâce à la pratique et à la révision de textes provenant de la culture francophone avec un accent mis sur la communication à l'oral. Le cours offre à l'élève la possibilité d'explorer des textes authentiques ainsi que de créer, d'écrire et de partager des textes originaux à des fins variées dans un contexte actuel. L'élève développera également ses compétences d'écoute active. À travers des processus de rédaction, de réflexion et de révision, l'élève concevra un ensemble de textes pour une variété de situations langagières. Au fur et à mesure, l'élève développera la confiance dans ses capacités à communiquer tant à l'oral qu'à l'écrit.

The French language course in 11th grade - oral communication, is designed to encourage students to refine and clarify their communication through the practice and revision of texts from French-speaking culture with an emphasis on oral communication. The course offers the student the opportunity to explore authentic texts as well as to create, write and share original texts for various purposes in a current context. The student will also develop their active listening skills. Through processes of writing, reflection and revision, the student will design a set of texts for a variety of language situations. Over time, the student will develop confidence in their ability to communicate both orally and in writing.

### **FRANÇAIS LANGUE 12**

Le cours de Français langue immersion 12 est requis pour l'obtention du diplôme bilingue. L'objectif de ce cours 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. 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.

The French language immersion 12 course is required for obtaining the bilingual diploma. The objective of this course is to integrate and deepen the language skills and the linguistic and cultural knowledge acquired during previous learning experiences. This course provides students with an overview of the various factors that shape their bilingual identity. The course offers many opportunities for students to deepen their knowledge of themselves and others in a changing world. In addition, students will explore texts of several genres and modes, from various sources and reflecting the perspectives of the Francophone and Indigenous peoples. This course will lead students to use their critical and creative thinking to analyze various communication situations. Finally, the student will refine their communication in various contexts in order to achieve their personal and professional objectives.

# EDUCATION PHYSIQUE

## ÉDUCATION PHYSIQUE ET SANTÉ 8

Ce cours portera sur le développement des connaissances, des compétences et des attitudes qui permettront aux élèves de participer avec succès à un large éventail d'activités physiques. Il mettra également l'accent sur divers aspects du développement d'un mode de vie sain, à la fois à l'école et hors de l'école, y compris l'alimentation saine, l'activité physique quotidienne et des choix sains qui influent sur le bien-être général.

This course will focus on developing knowledge, skills and attitudes that will enable them to successfully participate in a wide range of physical activities. It will also focus on various aspects of developing a healthy lifestyle, both in and out of school, including healthy eating, daily physical activity and healthy choices that influence overall well-being.

## ÉDUCATION PHYSIQUE ET SANTÉ 9

Ce cours continuera à développer les connaissances, les compétences et les attitudes qui permettront aux étudiants de participer avec succès à un large éventail d'activités physiques. Il mettra également l'accent sur divers aspects du développement d'un mode de vie sain, à la fois à l'école et hors de l'école, y compris l'alimentation saine, l'activité physique quotidienne et des choix sains. En outre, les étudiants commenceront à appliquer la santé et l'alphabétisation physique à leur vie quotidienne pour améliorer le bien-être général.

This course will continue to develop knowledge, skills and attitudes that will enable students to successfully participate in a wide range of physical activities. It will also focus on various aspects of developing a healthy lifestyle, both in and out of school, including healthy eating, daily physical activity and healthy choices. In addition, students will begin to apply health and physical literacy to their daily lives to enhance overall well-being.

## ÉDUCATION PHYSIQUE ET SANTÉ 10

Le but du programme d'éducation physique est d'inculquer une appréciation de la vie active tout en accroissant ses compétences en français. Le programme fournira aux étudiants l'occasion d'accomplir les objectifs suivants:

- Participer et s'intéresser à une variété de sports et de loisirs.
- Développer des attitudes positives envers une vie active et saine.
- Acquérir les compétences et les connaissances nécessaires pour développer une vie active et saine.
- Démontrer des comportements sociaux appropriés, une étiquette sportive, un bon esprit sportif et des compétences de leadership en rapport avec les activités physiques (responsabilité personnelle et sociale).
- Apprendre les termes appropriés afin de participer et d'encourager les autres à parler en français.

This course will continue to develop knowledge, skills and attitudes that will enable students to successfully participate in a wide range of physical activities. It will also focus on various aspects of developing a healthy lifestyle, both in and out of school, including healthy eating, daily physical activity and healthy choices. In addition, students will continue to apply health and physical literacy to their daily lives to enhance overall well-being.

# HUMANITIES

## **HUMANITÉS 8**

Le cours d'humanités 8 combine les classes de Français Langue 8 et Sciences Humaines 8 (7<sup>siècle</sup> – 1750). Les compétences en lecture, écriture, français parlé et écrit sont travaillées à travers la littérature et la culture. Les compétences propres aux sciences humaines, telles que la recherche, l'analyse créative et critique, la présentation de recherche sont appliquées à la géographie, à l'histoire et au monde actuel. Le cours encourage les élèves à développer leur indépendance, leurs compétences et leurs savoir-faire à travers des activités d'apprentissage coopératives et des activités de résolution de problème pour développer les capacités d'analyse. Les habiletés de communication et de développement personnel et social sont aussi renforcées tout au long du cours.

The Humanities 8 course is a combination of Français Langue 8 and Social Studies 8 (7<sup>th</sup> Century - 1750). Reading, writing, speaking, and writing competencies in the French language will be studied through literature and culture. The Social Studies competencies such as research, creative and critical analysis, and presenting research will be applied to geography, to history, and to world events. The course encourages students to develop their independence, their competencies and their skills in these areas, through the cooperative, problem-solving activities to further develop their capacities to process their learning. Student's communication skills, as well as personal and social development will be reinforced through the duration of the course.

## **HUMANITÉS 9**

Le cours d'humanités 9 combine les classes de Français Langue 9 et Sciences Humaines 9 (1750 - 1890). Les compétences en lecture, écriture, français parlé et écrit sont travaillées à travers la littérature et la culture. Les compétences propres aux sciences humaines, telles que la recherche, l'analyse créative et critique, la présentation de recherche sont appliquées à la géographie, à l'histoire et au monde actuel. Le cours encourage les élèves à développer leur indépendance, leurs compétences et leurs savoir-faire à travers des activités d'apprentissage coopératives et des activités de résolution de problème pour développer les capacités d'analyse. Les habiletés de communication et de développement personnel et social sont aussi renforcées tout au long du cours.

The Humanities 9 course is a combination of Français Langue 9 and Social Studies 9 (1750- 1890). Reading, writing, speaking, and writing competencies in the French language will be studied through literature and culture. The Social Studies competencies such as research, creative and critical analysis, and presenting research will be applied to geography, to history, and to world events. The course encourages students to develop their independence, their competencies and their skills in these areas, through the cooperative, problem-solving activities to further develop their capacities to process their learning. Student's communication skills, as well as personal and social development will be reinforced through the duration of the course.

# SCIENCES

## SCIENCES 8

Le cours de sciences de 8e année est une introduction aux disciplines fondamentales de la chimie, la biologie, la physique et aux sciences de la terre avec se servant d'une approche surtout de découverte et d'une utilisation de la méthode scientifique pour faire des enquêtes. Il y a quatre grandes idées:

- La théorie cinétique moléculaire et la théorie de l'atome pour expliquer les propriétés de la matière.
- Le transfert de l'énergie sous forme(s) de particule(s) ou d'onde(s).
- La théorie de la tectonique des plaques comme théorie universelle qui explique les processus géologiques de la Terre.
- La cellule comme l'unité de base du vivant.

The Science 8 program is designed to provide students with hands-on experience of science. All science classes stress the need to make accurate observations, the importance of good records, along with the ability to generalize and communicate ideas to others. In addition, students are taught how to use equipment, follow instructions and work safely in any laboratory situation.

The following topics form the basis for Science 8: cells, light, plate tectonics, and atomic theory.

## SCIENCES 9

Le cours de sciences de 9e année est une suite aux méthodes apprises en 8e. On fait un survol des disciplines fondamentales de la chimie, la biologie, la physique et les sciences de la terre avec une approche d'enquête. Cette année on commence une enquête originale en forme de projet expo-sciences (« Science Fair »). Les quatre grandes idées cette année sont :

- L'arrangement des électrons comme déterminant des propriétés chimiques de l'atome.
- L'électricité comme flux d'électrons.
- Les cellules issues d'autres cellules.
- L'interdépendance de la biosphère, la géosphère, l'hydrosphère et l'atmosphère en raison des cycles de matière et de l'énergie.

The following topics form the basis for Science 9: cell reproduction, chemical nature of matter, electricity, and sustainability of energy cycles.

## SCIENCES 10

Le cours de 10e année est une suite aux méthodes apprises en 9e. On survol des disciplines de la chimie, la biologie et les physiques avec une approches d'enquête. Cette année les élèves choisissent des questions pour chaque unité à répondre pour pratiquer leurs compétences disciplinaires qu'ils ont commencé en 9e avec leur projet individuel. Aussi, on va prendre du temps à partager et analyser des découvertes scientifiques à travers le monde. Note : Les cours de sciences en 11e/12e sont enseignés anglais.

Les quatre grandes idées cette année sont :

- L'ADN est à l'origine de la diversité des êtres vivants

- Les processus chimiques de réarrangement des atomes nécessitent des échanges d'énergie avec le milieu environnant.
- L'énergie est conservée, et ses transformations peuvent avoir des répercussions sur les êtres vivants et l'environnement.
- La théorie du big bang permet d'expliquer la formation de l'Univers.

The following topics form the basis for Science 10: genetics, the conservation of mass and energy, and the formation of the Universe.

# SCIENCES HUMAINES

## SCIENCES HUMAINES 10

Ce cours explorera les problèmes mondiaux, l'histoire du Canada au XX<sup>e</sup> siècle et son rôle dans le monde. Les élèves seront capables de discuter le système du gouvernement canadien ainsi que sur les interactions entre le Canada et d'autres pays. À travers les travaux, les élèves démontreront leur compréhension des interactions des individus avec leur communauté et le monde. L'évaluation inclura la participation en français en classe, les projets oraux et écrits, les discussions, les tests et les essais formels. Il y aura une concentration sur la manifestation des six compétences de la pensée historique : adopter les points de vue historique, établir la pertinence historique, recourir les faits découlant des sources primaires, analyser les causes et les conséquences, identifier les éléments de la continuité et le changement et comprendre la dimension éthique.

This course will explore global issues, the history of Canada in the 20th century and its role in the world. Students will be able to discuss the Canadian government system as well as the interactions between Canada and other countries. Through assignments, students will demonstrate their understanding of how individuals interact with their community and the world. Assessment will include participation in French in class, oral and written projects, discussions, formal tests and essays. There is a focus on demonstrating the six skills of historical thinking: adopting historical perspectives, establishing historical significance, using facts from primary sources, analyzing causes and consequences, identifying elements of continuity and change and understanding the ethical dimension.

## HISTOIRE DU MONDE AU XX<sup>e</sup> SIÈCLE 12

Ce cours d'histoire traitera les conflits mondiaux du XX<sup>e</sup> siècle, selon les perspectives des pays puissants autour du monde. Il explorera en profondeur les régimes politiques, les actions des pays et leurs conséquences globales. Les aspects culturels, sociaux et technologiques de la communauté internationale sera le centre du cours où on explorera plus en profondeur les liens entre les sociétés différentes et comment ils s'occupent de ces différences. Les travaux du cours seront les projets, les quiz, les dissertations, les activités en classe et la participation orale. Il y aura une forte concentration sur la manifestation des six compétences de la pensée historique : adopter les points de vue historique, établir la pertinence historique, recourir les faits découlant des sources primaires, analyser les causes et les conséquences, identifier les éléments de la continuité et le changement et comprendre la dimension éthique.

This history course will deal with global conflicts of the 20th century, from the perspectives of powerful countries around the world. It will explore political regimes, country actions and their global consequences in depth. The cultural, social and technological aspects of the international community will be the focus of the course where the links between different societies will be explored more profoundly and how they deal with these differences. Course work will be projects, quizzes, essays, classroom activities and oral participation. There will be a strong focus on demonstrating the six skills of historical thinking: adopting historical perspectives, establishing historical significance, using facts from primary sources, analyzing causes and consequences, identifying elements of continuity and change and understanding the ethical dimension.