

**Sullivan Heights is a caring, inclusive community where everyone is a lifelong learner.**

**Grades 8 – 12**

**COURSE SELECTION HANDBOOK**

**2024 – 2025**

**TABLE OF CONTENTS**

How to use your Course Selection Handbook 2

Graduation Requirements 3

Admission to Post Secondary 4

Student Services and Information

* Counselling 4
* Student Evaluation and Reporting 4
* Proficiency Scale Explained 5

Learner Support Programs & Peer Tutoring 6

Career Programs

* Career Courses 7
* Career Programs 7
* District Partnership Programs (Youth Train in Trades) 8
* Sullivan Heights Co-op Programs 11

English Language Learners Programs 13

Grade 8 Courses 15

Course Descriptions

* Business Education 16
* English 20
* Humanities 25
* Fine Arts & Performing Arts
* Arts (Visual) 26
* Performing Arts 28
* Dance 29
* Drama 31
* Band 33
* Home Economics 37
* Leadership 39
* Mathematics 40
* Modern Languages 45
* Physical Education 46
* Science 49
* Social Studies 53
* Technology 57
* Grade 8, 9 and 10 57
* Grade 11 58
* Grade 12 59

**HOW TO USE YOUR COURSE SELECTION HANDBOOK**

**“BEGIN WITH THE END IN MIND”**

Course selection time is an opportunity to continue thinking about the path you are taking towards graduation and beyond. As a secondary school student, it is not expected that you will have all your plans written in stone, but it is important to research the opportunities that are appropriate for you. With that in mind, it is essential to select courses that will keep doors open.

Course selection is a process, and this book is one of the tools to help you select your courses. It is expected that you will also take the time to dialogue with your parents, teachers, and counsellors about the courses you will select. Further, it is expected that as a senior student, you will also be consulting career facilitators and post-secondary calendars (available online) and websites ([www.educationplanner.ca](http://www.educationplanner.ca/)), ensuring that prerequisites are met for post-secondary programs that you are interested in.

**FACTORS TO CONSIDER IN MAKING YOUR DECISIONS**

**Course Selection Process**

**“START EARLY”**

Ask yourself these questions:

1. Do the courses I have chosen for Grade 10, 11 and 12:
   1. Meet the requirement for secondary school GRADUATION?
   2. Meet minimum post-secondary ENTRANCE requirements?
   3. Meet specific post-secondary PROGRAM requirements?
   4. Meet specific EMPLOYER/CAREER requirements?
2. Are my marks high enough to meet post-secondary requirements for admission?

\*\*\*If I am interested in scholarships, have I been involved in any leadership or volunteer activities?

\*\*\*If you have any questions see your counsellor.

**A. GRADUATION REQUIREMENTS**

**GRADE 10 GRADE 11 GRADE 12**

1. English 10 (2 choices) 1. English 11 (several choices) 1. English 12: .

2. A Mathematics 10 2. Social Studies course 2. CLC 12: .

3. Physical & Health Education 10 3. A Mathematics 11 (3 choices) 3. Elective 12: .

4. Science 10 4. A Science 11 (5 choices) 4. Elective 12: .

5. Social Studies 10 5. Career Life Education 11 5. Elective: .

6. Elective: \_\_\_\_\_\_\_\_\_\_\_\_ 6. Elective: . 6. Elective: .

7. Elective: . 7. Elective: . 7. Elective: .

8. Elective: . 8. Elective: . 8. Elective: .

Note: Career Life Education is a compulsory graduation course, but is offered at SHSS in Grade 11 as students have more certainty about their post-secondary paths and plans. Career Life Connections 12 may be completed in either Grade 11 or 12.

**GRAD PROGRAM POLICIES**

* 80 credits minimum to graduate. Each course = 4 credits (52 required course credits, 24 elective credits, Capstone project and 16 credits must be at the grade 12 level.
* Grade 10 courses area part of the Graduation program.
* Career Life Connections course and a Capstone project are mandatory for a student to graduate.
* 4 credits in course work with an Indigenous focus are mandatory for graduation.
* One ADST/Fine Arts class needed between Grades 10-12

**THREE MANDATORY ASSESSMENTS**

* Literacy 10 Assessment
* Literacy 12 Assessment
* Numeracy 10 Assessment

**B. ADMISSION TO POST SECONDARY**

**Admission to Colleges/Universities**

* Deadlines are constantly changing; students are responsible for timely submission to post-secondary programs.
* It is possible if students have completed high school graduation or have achieved mature student status (19 years +)

Students may choose to transfer to a university after completing the required credits.

**General Admission to B.C. Universities**

For entrance into specific universities and/or facilities (i.e., Science, Applied Science, etc.) additional courses are required. Students are advised to check the university calendars or web sites for detailed information or speak with their counsellor. For up-to-date information see institution web pages.

**Researching Post Secondary Opportunities**

Where to look: [www.educationplanner.bc.ca](http://www.educationplanner.bc.ca)

This site is an excellent resource for information about all public post-secondary institutions in BC. Click on “Program Search”, then “Field of Study” and select one. Click on “Apply Sections” at the bottom. Then click on “Subject Area” and click on “Apply Selections” at the bottom. Then click on programs offered and explore the hyperlinks on the left-hand side for program details and admission requirements.

Go directly to the institution website or type the institution name into an internet browser such as Google. [www.ubc.ca](http://www.ubc.ca)

[www.sfu.ca](http://www.sfu.ca)

[www.uvic.ca](http://www.uvic.ca)

[www.applybc.ca](http://www.applybc.ca)

**C. STUDENT SERVICES and INFORMATION**

**COUNSELLING**

**Mrs. Watson (A-Corn)**

**Ms. Falk (Coro-Jand)**

**Ms. Brown (Jane-Mank)**

**Mrs. Grewal (Manl-Sand)**

**Mrs. Chen (Sane-Z)**

The Counselling Department endeavors to assist students to acquire the skills, knowledge, and attitudes necessary to:

* Know and appreciate themselves.
* Relate effectively to others.
* Develop appropriate educational plans, and
* Explore career alternates.

In order to meet these objectives, the following services and programs are offered:

**Counselling:** Individual counselling – Counsellors help students become aware of their own potential, make wise decisions, and deal with the educational, social, and personal challenges that may confront them. A student who wishes counselling assistance may request an appointment with his/her counsellor.

**Program Planning:** Counsellors and Career Resource Centre staff will assist students with short- and long-term planning of their educational and career goals.

Educational and vocational/career information is imparted to students by the following means: scheduling interviews, offering course, participating in Post-Secondary Liaison Days, arranging for guest speakers, arranging student field trips to educational institutions or vocational sites, acquiring, and displaying calendars and bulletin board displays, providing vocational interest tests, organizing Career Days, making available night and summer school information.

**STUDENT EVALUATION AND REPORTING**

At Sullivan Heights, there is a system of continuous daily assessment. Student letter grades (proficiencies or percentages) are based on classroom work, assignments, and tests. All students at Sullivan Heights will gain experience in writing final examinations.

Sullivan Heights has four formal Learning Updates during the school year. Parents receive online mid-term reports (November and April) and final reports (February and June) per semester. In addition, subject teachers send out interim reports approximately six weeks into each semester.

The primary purpose of student reporting is to effectively communicate with students, parents, and caregivers about where students are in their learning, what their next steps are, and how they can work together with teachers to support the students’ ongoing learning journeys. The new BC Reporting Order seeks to celebrate the gifts of every learner, so they feel a sense of belonging and success in the process of learning, even when things are challenging. The reporting order is designed to include all learners, no matter the program they are in or the story they bring to their learning. The strengths-based approach of this reporting order seeks to celebrate students’ gifts and support them in their challenges alongside their caregivers.

**LEARNING UPDATES – WHAT IS INCLUDED:**

In addition to the demographic, attendance, written updates will include the following elements as generated by teachers:

* Grades 8 – 9: a proficiency level (Emerging, Developing, Proficient, Extending) for each subject taught during the term.
* Grades 10 – 12: a letter grade and percentage for each subject
* Grades 8 - 12: descriptive comments for more personalized feedback to students and their families

**PROFICIENCY SCALE - EXPLAINED**

When you were in school and the teacher returned a test or assignment, chances are that everyone in the class rushed to compare their marks. The marks encouraged comparison instead of focusing on what students were learning. If your child is in Grades K-9, you won’t see letter grades on their report card. Instead, you will see information on where your child is on the Provincial Proficiency Scale. The proficiency scale makes learning the focus rather than the comparison with others.

Each student comes into each learning situation with their own experiences and background knowledge. A student does not necessarily begin at Emerging or Developing at the beginning of the school year.  Similarly, students do not reach Proficient only at the end of the school year.  It is possible that as new skills are added or more complex details are expected, students may move in and out of a proficient level.  Feedback from teachers will help students where the gaps in their new learning are and how they can move towards proficient throughout the year.

A yellow and blue rectangular boxes with text

Description automatically generated

**What exactly is “EMERGING”?**

“Emerging” indicates that a student is just beginning to demonstrate learning in relation to the learning standards but is not yet doing so consistently. Students who are not yet demonstrating learning in relation to the learning standards can be assessed as Emerging. Students who may be demonstrating skills below grade level may also be assessed an Emerging.  Please reference the teachers comments to learn more about where they are at.

**ASSESSING AN “IE” –**

An IE may be assessed if there is insufficient evidence of learning and teachers cannot confidently assign a mark.  An IE may also be assigned when a grade 10-12 student is assessed below 50% and not passing the course.  In either case, when an IE is assigned, teachers will identify the specific reason for assigning the IE in their comments.  Furthermore, teachers will connect with the student, parents, and caregivers to discuss the area of learning in question, the needs of the student, and solutions and supports to help move the student forward in their learning.

**GRADES 10 -12: LETTER GRADES**

**INTERIM LEARNING UPDATE:**

A = Excellent achievement 86 – 100% C- = Below average achievement 50 – 59%

B = Very good achievement 75 – 85% I = In Progress 0 – 49%

C = Average achievement 60-66% IE = Insufficient Evidence (no mark assigned)

**FINAL LEARNING UPDATE:**

A = Excellent achievement 86 – 100% C- = Pass: the student has achieved basic 50 – 59%

competency for the course and is

considered to be ready for subsequent work.

B = Very good achievement 75 – 85% F = Fail = Fail: the student has not achieved a

pass standing and it is in the best interest of the

student to undertake further work

C = Average achievement 60-66% I or IE = Insufficient Evidence 0 – 49%

**WRITTEN COMMENTS –**

The proficiency scale lets you know where your child is in their learning, and what they need to work on.  Along with the information provided by the proficiency scale, you will receive written comments from your child’s teacher to give you even more information about what your child can work on. Descriptive comments provide space for more personalized feedback to students and their families.  Teachers will comment on

* **what the student is able to do (strength)**
* **an area of growth for the student (stretch)**
* **what the student can do to move towards this goal.**

If there are any questions about the assessment and comments provided for your child, we ask that you first connect with the course teacher to address those questions.  A short conversation most often leads to a better shared understanding of the report contents. The next option is to connect with your student's counsellor to address any concerns.

**D. LEARNER SUPPORT PROGRAMS**

**Learner Support**

Learner Support is provided for students who require additional help so that they can be successful in school. The Learner Support teachers serve struggling students through a variety of different roles. These teachers:

* work with classroom teachers in mainstream classrooms where there are a lot of struggling students.
* collaborate with classroom teachers on how to adapt curriculum, lessons, instructional activities, and assessments for students with learning challenges.
* work with students in mainstream classrooms through the perspective of strength-based learning
* work with students occasionally through one-to-one teaching (students with autism, or several co-existing learning challenges)
* provide students with assistance in improving study and organizational skills.

**LST Support**

The LST (Learner Support Team) Resource Room program is available to students from Grade 8-12 and is designed to provide individual assistance and learning strategies to students who have recognized learning disabilities or have difficulties with school subjects. The long-term goal is to enable students to become independent, responsible learnings wo can be successful in their academic subjects. The service we provide our students include teacher and support, peer tutor assistance, curriculum and test assistance, and individual education plans. Individual Education Plans (IEPs) are given to students’ teachers to provide specific information regarding the learning difficulties of our students and the necessary adaptions as required by the individual learner needs. Referral and requests for LST support can come from teachers, counsellors, and parents.

**PEER TUTORING 11 (YIPS 1A)**

Provides students with the opportunity to expand on previous experiences with tutoring. This course is designed for peer tutors to gain a deeper understanding of the dynamic nature of the teaching process through the exploration of learning theories and processes. This includes course assignments and written reflections. There is a practical component to this course in which students are placed n the classroom to tutor younger students. Please note: this is a course with limited enrolment. All course requests will be reviewed by the department in conjunction with administration.

**PEER TUTORING 12 (YIPS 2A)**

Students are required to have a successful interview with instructor and it is recommended that have successfully completed Peer Tutoring 11. Peer Tutoring 12 provides students with the opportunity to expand on previous experiences with tutoring. This course is designed for peer tutors to gain a deeper understanding of the dynamic nature of the teaching process through the exploration of learning theories and processes. This includes course assignments and written reflections. There is a practical component to this course in which students are placed n the classroom to tutor younger students. Please note: this is a course with limited enrolment. All course requests will be reviewed by the department in conjunction with administration.

**NOTE:** If you are interested in being a Peer Tutor, please pick up an application form in the Counselling Office. On the form, please indicate which subject (and back up subject) would like to tutor. If it is a specialized elective (such as PE, Dance, Textiles, Carpentry, Drama, Music or Art), please speak the appropriate teacher about your interest to see if you are an appropriate candidate.

**E. CAREER COURSES & PROGRAMS**

**CAREER COURSES**

**Career Education 09**

This is a mandatory program that is required for all students in grade 9. This course is delivered online via TEAMS and involves 5 assignments that are submitted to TEAMS. One of these reflections is the Take Our Kids to Work activity that is Province wide in early November. These assignments involve Career and Personal Discovery topics which focus on pathways for students leading to Career Choices. Students will be reflecting on future goals and plans with an emphasis on self-discovery.

**Career Life Education 11:**

Career Life Education (CLE) is a 4-credit course required to graduate. Students explore the elements of post secondary education, career paths, financial literacy, self-discovery, and the graduation program. The aim of Career Life Education is to empower students to develop the skills, knowledge, and attitudes necessary for self-directed growth, fostering a lifelong commitment to learning and innovative thinking. This prepares the students to adeptly navigate challenges, solve problems, and pursue their goals effectively throughout their lives. The emphasis is on understanding the significance of a balanced life and recognizing that successful education and career paths demand planning, evaluation, and adaptability. Specifically, Career Life Education provides opportunities for students to:

* Develop essential skills needed for the workforce
* Recognize and explore diverse perspectives on how work contributes to our community and society
* Develop financial literacy skills
* Appreciate the role of personal networks and engage in self-assessment
* Explore and uncover inherent strengths and passions to align with a potential career that resonates with abilities and interests
* Strategically plan and evaluate potential career and education paths

**Career Life Connections 12**

Career Life Connections (CLC) is a comprehensive 4-credit course designed specifically to give Grade 12 students time for critical reflection and planning for their future after high school. This course is delivered through a blended learning model, combining in-class and online components. The primary objective is to assist students in becoming successful, informed citizens by enabling them to explore diverse careers and future pathways. Students will discover the connection between classroom education, the workplace, and post-secondary realities.

This course captures and honors each student through numerous learning experiences that collectively contribute to a meaningful showcase of learning in the Capstone Project.

**CAREER PROGRAMS**

Career programs provide students with a unique opportunity to combine their academic studies with a career-related work experience. It opens the door to a world of experience that a classroom could never provide. Work experience courses provide students with an opportunity to:

Explore career choices to make informed decisions.

* Gain valuable experience with workplace situations and equipment.
* Increase confidence and self-reliance.
* Develop awareness of personal qualities essential for success in the workplace.
* Obtain references and contacts that will assist in securing a job.
* Receive ministry-approved course credit towards graduation.

There are four types of career programs at the high school level:

* Career Preparation Co-Op Programs
* Career Preparation Work Experience Programs
* District Partnership Programs (Train-in-Trades)
* Youth Work in Trades

**1. DISTRICT PARTNERSHIP PROGRAMS (YOUTH TRAIN IN TRADES)**

These programs help students learn specific skills for employment in certain careers.

District programs are being offered at other schools or post-secondary institutions so students can acquire certification for employment. Students enrolled in these programs will acquire dual credit (high school course credit as well as post-secondary diploma program credit). Work experience leading to possible employment will be organized during the summer. Interested students must acquire and complete a District Program application form from the Career Centre. Students have an opportunity to enrol in the following programs:

**DISTRICT PARTNERSHIP PROGRAMS**

The school district offers programs to students in trade and skills training. These programs are excellent opportunities for students to get a head start in their formal trades training. Seats are limited and students must undergo a successful application and interview process to secure a seat. District programs are in partnership with post-secondary institutions such as Kwantlen Polytechnic University (KPU), British Columbia Institute of Technology (BCIT) or Vancouver Community College (VCC). Students will complete their graduation requirement at their home school and will receive both high school and post-secondary credit while completing a district program. For many programs, the Surrey School District pays for the first-year tuition; this can mean a cost savings of hundreds of dollars! Please visit the Career Centre and speak with a Career Development Facilitator to complete the application.

**Deadline is March 8, 2024.**

A table of information

Description automatically generated with medium confidence

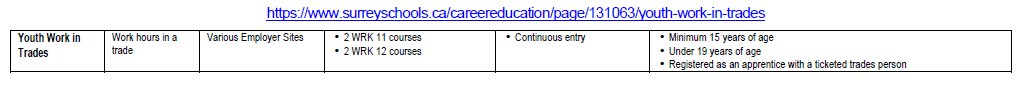
A table of information

Description automatically generated

**YOUTH WORK IN TRADES**

Students over the age of 15 who have an opportunity to acquire part-time employment in a trade can begin an apprenticeship while completing secondary school. Students will attend regular classes towards graduation and also participate in paid employment as a registered apprentice. Work hours completed will be credited towards the first year of apprenticeship training as well as work experience courses, i.e. WRK 11A, 11B, 12A and 12B. Students complete the required 480 hours during the summer months or during regular school hours if their timetable is adjusted. Students working in an applicable trade may be identified as a hidden apprentice and registered Industry Authority.

A list of apprenticeship trades and additional information can be acquired by the Career Resource Centre. **Deadline for applications is March 8, 2024.**



**ACADEMIC DUAL CREDIT**

Surrey School District #36 has Academic Dual Credit partnership programs where students can earn post-secondary credits with KPU, Douglas College, NVIT, Emily Carr University of Art and Design in the following areas:

\*Community and Public Safety

\*Headstart in Art

\*High School on Campus

\*Introduction to Health Science

\*Introduction to Legal Office Procedures

\*Introduction to Practice for Child and Youth Care Counsellors

\*Introduction to Practice for Child and Youth Care Counsellors

***Applications for these programs are available in the Career Centre. Please speak to Ms. Rogerson about application deadlines. Most programs have deadlines of March 8, 2024.***

A close-up of a chart

Description automatically generated

**Work Experience 12A**

Work Experience 12A (WEX12A) equips students with the essential knowledge and skills needed for success in the world of professional work. This course establishes a direct link between classroom learning and practical skills, aligning with the attitudes and competencies demanded in the workplace. This course involves approximately 1 month of classroom instruction covering WorkSafe knowledge and appropriate work etiquette, followed by a substantial 100 hours of work experience during after school hours, evenings, and weekends. Benefits: Gain valuable hands-on experience in real world work scenarios and with various equipment; Secure references and build contacts that can support future job pursuits and scholarship applications. Additionally, for those already employed, there may be an opportunity to incorporate their current job as a part of the work experience component.

**CAREERS CO-OPS**

**WHAT IS A CO-OP?**

A Co-op is a program that integrates a student’s academic studies with related work experience. The name “Co-operative Education” reflects the cooperative relationship between the educational institution, the employer, the parents and the student in realizing the program's objective. A Co-op program also will allow for a more authentic work placement where students will attend a job placement for three consecutive weeks totalling 100 hours of work. This allows us to take advantage of placements during the workday in a variety of different settings such as health care, law offices, banks, museums, sporting organizations, grocery stores, drug stores, engineering and architectural firms. Further, a Co-op will allow the Co-op teacher to plan for comprehensive trips and events that will not negatively impact upon the curriculum, as students will be in one cohort for an entire semester.

**BUSINESS CO-OP**

The Business Co-op is tailored for students seeking to understand the intricacies of business operations, spanning from top-level management to the organizational core. Within any organization, there are business models designed to ensure success. Students will explore diverse viewpoints and acquire practical insights applicable to real-world scenarios.

Within the Business Co-op, students will examine accounting principles and financial management, understanding the interconnectedness of macroeconomics and microeconomics and their societal impact which creates a domino effect on businesses. Students will engage in a hands-on experience by developing a product for a mock business and apply the knowledge and theories learned. The concepts learned are applicable to real world situations.

**COURSES**

* Accounting 11 or 12 (4 credits)
* Economics 12 (4 credits)
* Marketing and Promotions 11 or Entrepreneurship 12 (4 credits)
* Career Life Connections and Capstone (CLC 11/12) (4 credits)
* WEX 12A (4 credits)

**WHO IS IT FOR**

The Business Co-op is designed for students interested in enhancing their resume and career path contacts with on-the-job training in varied fields, while at the same time, fulfilling their graduation requirements. Whether or not a student is intending to go to college or university or directly into the work force, this program is for them.

The Business Co-op is a good fit for the following type of students:

* Students who are business minded.
* Students who plan on being self-employed.
* Students who would like to contribute their learned knowledge to their family business.
* Students intending to pursue a future in the business program at university or college.
* Students wanting to enter the workforce after high school.

**REQUIREMENTS**

* Must be cooperative, punctual, mature, and reliable.
* Must have excellent school attendance.
* Must be at least 15 years of age and have parent consent.
* Must apply during course selection. Be sure to select the Business Co-Op option and not the individual courses.

**BENEFITS**

* Allows the student to obtain work placements in business-related career areas.
* Allows for a more authentic work placement where students will attend a job placement for three consecutive weeks.
* 20-credit program.
* Cohort of approximately 30 students with the same teacher for the entire semester.
* Gain connections in the work force for after graduation.
* Providing valuable experience for your resume.
* Opportunity for extended field trips and planning school/community events.
* Earn academic credits towards graduation.
* Increase self-confidence and self-reliance.
* Develop successful work attitudes.
* Build a resume & learn how to write a cover letter.
* Learn about work safety & labour relations.
* Hands on business experience running daily operations of the Galaxy, the school store.

**HOW TO APPLY:**

Indicate your interest during the Course Selection.

See Ms. Andersen in B110, for additional information or if you have any questions.

**ELL PROGRAMS**

Students are assessed upon entrance into the District and the School and are assigned one or two ELL Support blocks dependent on their individual needs.

**ELL Beginning**

ELL Starting/Reception courses are offered for new students who have been assessed at the 450 level. It is recommended that students enrol in two or three ELL courses initially to build their Basic Interpersonal Communication Skills (BICS). The ELL Starting/Reception course will help students to develop and practice basic reading and writing skills in a variety of content areas, as well as school, community, and Canadian Culture.

**ELL Developing**

This course is the second level of ELL Reception. Students will continue to build their oral, reading and writing skills. Integration into non-academic courses is supported. Content areas cover general knowledge in academic areas, as well as school, community, and Canadian culture to build on foundational concepts needed for other content areas.

**ELL Expanding**

ELL Expanding courses prepare students with language skills to consider elective courses with some language demands but not entirely print based. These students augment their English acquisition through a variety of strategies to enhance their cognitive, oral, writing, and reading skills. ELL Expanding students are ready for beginning stages of explicitly developing academic English (Cognitive Academic Language Proficiency, or CALPS). Furthermore, the course will continue to cover general knowledge, but will focus mainly on English Language Arts specific content. Most students will have at least one ELL Expanding course per year; sometimes one per semester.

**Academic Language for ELL 10, 11 & 12 (4 credits)**

Through Academic Language ELL10, students will develop their academic English within a sheltered environment which meets specific cultural adjustment needs of English Language Learners (ELLs). This course continues to expand upon the skills acquired in Introduction to Academic Language ELL10, which are needed to be successful in writing, speaking, listening, and reading competencies through a variety of text genres, registers, structures, forms, and styles. To build their competencies, students will experience language (listen, read, and study texts) from a variety of genres by studying the forms, styles and models required to create original work, while also building their awareness of the socially constructed nature of language. This course includes elements of Canadian culture (cultural identity and First Peoples culture). Academic language ELL10 is designed for ELLs at Level 3/Developing level and Level 4/Expanding Level on the current 5 level Standards/Surrey District Continuum.

**GRADE 8 PROGRAM PHILOSOPHY**

**Academic Transitioning From Grade7 to Grade 8:**

In their Grade 7 year, several steps were taken to ensure a smooth transition for them to high school. These included:

* A meeting between their Principal and the Administration at Sullivan Secondary
* Visits to their Grade 7 classes to speak to them about high school and our programs at Sullivan and to prepare them for what to expect for Grade 8 Course Selection and Grade 8 Programs.
* Visits between the Grade 7/IST teachers with counsellors and LST/BASES (Special Education) teachers at our school to ensure that children with learning difficulties have their specific needs met.
* A visit to the high school to familiarize your child with the environment and expectations of high school

**Grade 8 Program Philosophy at Sullivan Heights Secondary:**

At Sullivan Heights, we design our Grade 8 program to address the following principles:

* Addressing the students’ need for a variety of subjects, peer compositions, and new opportunities with a stable, all-year course as a “home base” with one teacher and group of friends.
* Keeping the Humanities class (cross-curricular, integrated course that combines English 8 and Social Studies 8) at smaller class size as much as possible.
* Ensuring that the student has a wide array of options for exploring a variety elective subjects.

**Understanding Electives for Grade 8 students:**

As the diagram on the next page explains, unless your child is in a special program, all Grade 8’s are randomly assigned Humanities 8, French 8, Math 8, Physical Education 8 and Science 8. All students must choose an ADST (Life Skills) elective and a Fine Arts elective. For the Fine Arts elective, they can either choose a semester course of three different subjects which rotate every 6 weeks, or a semester course in a particular Fine Art (Art, Drama, Band or Dance). For their ADST rotation (a rotation that consists of either four or two subjects). The STEM rotation is a combination of activities that integrate Science, Technology, Engineering & Math concepts with inquiry-based projects).



**SULLIVAN HEIGHTS SECONDARY**

**2024 -2025**

**GRADE 8 PROGRAM**

**CORE COURSES:**

Students in Grade 8 will be assigned the following courses:

**HUMANITIES 8 (ENGLISH & SOCIAL STUDIES)**

**FRENCH 08**

**MATH 08**

**SCIENCE 08**

**PHYSICAL AND HEALTH EDUCATION 08**

**ELECTIVE COURSE OPTIONS:**

**Choose an ADST Rotation:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **ADST #1**  **ROTATION** |  | **OR** |  |  |  | **ADST #2**  **ROTATION** |  | **OR** |  |  | **ADST #3**  **ROTATION – see page 57 in Technology section** |
|  |  | FOODS 08 |  |  |  |  |  | ROBOTICS 08 |  |  |  |  | STEM 08 |
|  |  | TEXTILES 08 |  |  |  |  |  | DRAFTING 08 |  |  |  |  | *(Science/Tech,* |
|  |  | WOODWORK 08 |  |  |  |  |  | ENTREPRENEURSHIP 08 |  |  |  |  | *Engineering & Math)* |
|  |  | METALWORK 08 |  |  |  |  |  | DIGITAL LITERACY 08 |  |  |  |  | INQUIRY 08 |

**Choose One Fine Arts Option**

|  |  |  |
| --- | --- | --- |
|  |  | **FINE ARTS**  **ROTATION** |
|  |  | ART 08 |
|  |  | DRAMA 08 |
|  |  | MUSIC 08 |

|  |  |  |
| --- | --- | --- |
|  |  | **ART 08** |

**OR**

**OR**

|  |  |  |
| --- | --- | --- |
|  |  | **DRAMA 08** |

|  |  |  |
| --- | --- | --- |
|  |  | **BAND 08** |

**OR**

Note: Depending on the teacher or the timetable placement, music may be drumming, guitar, singing, band, or a combination.

**OR**

|  |  |  |
| --- | --- | --- |
|  |  | **DANCE 08** |

**These courses may be chosen in addition to the courses above but will be outside of the regular**

**school day (before and/or after school):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | JAZZ BAND 08 |  |  | CHOIR 08 |  |

**BUSINESS EDUCATION**

**GRADE 9:**

**FINANCIAL INVESTING 9 (MADEM09)**

Financial Investing 9 provides students an introduction to personal investment options. This course will explore topics involving investing and savings, and help students become familiar with important investment terminology. The purpose of the course is to help students understand how they can invest throughout their life to help them meet their life and career goals; understanding that these goals have a financial component to them. We will demystify the investing process, show them how the stock market works, and take part in designing an investment portfolio based on individual financial needs and wants, and learning how to adjust and track the portfolio throughout the semester. We will learn how to analyze investment options like NFT’s and Cryptocurrencies and learn how to recognize and analyze the next generation of investment opportunities.

**GRADE 10:**

**ENTREPRENEURSHIP AND MARKETING 10 (MADEM10)**

Entrepreneurship and Marketing 10 is an immersive course that introduces students to the exciting intersection of business innovation and strategic marketing. Designed for aspiring entrepreneurs and marketing enthusiasts, this course covers fundamental concepts such as opportunity recognition, business planning, and marketing strategies. Students will gain practical skills in digital marketing, market analysis, and effective communication. By the end of the course, participants will be well-equipped to navigate the dynamic landscape of entrepreneurship and marketing, whether launching their own venture or contributing to existing businesses.

**GRADES 11 & 12:**

**ACCOUNTING 11 (MAC 11)**

Explore the fundamentals of Accounting with Accounting 11! This course provides a comprehensive introduction to key accounting principles, financial statements, and the tools needed to analyze and interpret financial data. You will develop a solid foundation in accounting practices and enhance your financial literacy. Whether you're preparing for further studies or seeking practical skills for the professional world, Accounting 11 is your gateway to financial understanding and success.

**ACCOUNTING 12 (MACC 12)**

It is recommended to have previously taken Accounting 11.

Accounting 12 is an advanced course designed to deepen your understanding of accounting principles and financial management. Building on the foundation laid in Accounting 11, this course delves into more complex topics, including advanced financial statement analysis, inventory systems, cash control systems and specialized accounting journals. Ideal for students aspiring to pursue careers in accounting, finance, or business management, Accounting 12 equips you with the skills needed to navigate the intricate world of financial decision-making.

**BUSINESS COMPUTER APPLICATION 12 (MBCA-12)**

Prepare yourself for entering the world of business or post-secondary. This course is designed to empower students with practical skills and knowledge in leveraging computer applications for business success. In an increasingly digital world, proficiency in software tools is essential for effective communication, data analysis, and project management. Throughout this course, students will explore applications such as Microsoft Office Suite (Word, Excel, PowerPoint), Desktop Publishing Programs, and other relevant tools. Emphasis will be placed on developing proficiency in document creation, spreadsheet analysis, presentation design, and collaborative online workspaces. Whether you're gearing up for a business career or seeking to enhance your technological toolkit, Business Computer Applications will equip you with the digital skills crucial for success in today's professional landscape.

**ECONOMICS 12 (MEC 12)**

Introducing Economics 12, where the intricate world of economic theory meets real-world applications! This advanced course delves into the complexities of macroeconomics and microeconomics, providing students with a comprehensive understanding of economic principles and their impact on society. Explore topics such as market structures, fiscal and monetary policies, global trade, and economic development. Engage in critical analysis of economic issues, enhance your problem-solving skills, and develop a deeper appreciation for the forces that shape our economic landscape. Economics 12 is designed to challenge and stimulate your intellectual curiosity, preparing you for higher education and providing valuable insights for informed decision-making in both personal and professional spheres. Join us on this exploration of economic theories and their dynamic role in shaping the world around us!

**MARKETING & ENTREPRENEURSHIP COURSES:**

**MARKETING & PROMOTION 11 (MMAP-11)**

Welcome to the world of Marketing! This course is crafted for students eager to explore the exciting realm of marketing and promotion. Dive into the fundamentals of consumer behavior, market research, the 4 P’s of marketing, and the development of impactful promotional campaigns. Learn to navigate various marketing channels, including digital platforms and traditional media, and gain hands-on experience in creating compelling marketing materials. Whether you're intrigued by the creative aspects of branding or fascinated by the strategic side of promotions, Marketing and Promotion 11 is your gateway to a world of innovative communication and market influence. Join us as we embark on a journey to understand and master the art of promoting products and ideas in today's dynamic marketplace!

**ENTREPRENEURSHIP 12 (MENT 12)**

Do you want to be your own boss? Do you have innovative ideas? Learn to identify and explore opportunities to turn your ideas into a reality. This course is designed for students with a passion for creativity, problem-solving, and a drive to explore the world of entrepreneurship. Throughout this dynamic journey, students will learn the fundamentals of starting and managing a business, from ideation to execution. Topics include business planning, market research, financial management, and the development of a business model. Engage in hands-on activities, case studies, and collaborative projects to hone your entrepreneurial skills. Whether you aspire to launch your own venture or seek to understand the dynamics of the business world, Entrepreneurship 12 equips you with the knowledge and tools to thrive in today's dynamic marketplace. Join us as we foster innovation, cultivate an entrepreneurial mindset, and prepare for the exciting challenges of the business landscape!

**DIGITAL MEDIA, INFORMATION TECHNOLGY & PROGRAMING**

**IT 8 (MADDL08)**

IT 8 is all about understanding the fundamentals of accessing and using technology to be successful in both high school and beyond. As a part of it, students will explore the tools that are provided to them as members of the Sullivan Heights community, including Microsoft Office, Teams and other apps found in the Microsoft 365 suite. Students will also explore elements found in our senior classes, and be introduced to coding, graphic design, robotics, videography, and 3D modeling. Digital literacy will also be a major focus of this class, aiding our students in accessing technology in a safe and responsible way.

**COMPUTER PROGRAMING COURSES:**

**COMPUTER PROGRAMING ADST (MADIT 09)**

Note: Either computer Programming or Digital Media is a pre-requisite for other senior ICT courses. Have you ever wanted to develop your own game or app? In Computer Programming, students will have the opportunity to explore computer languages and create their own software solutions. The course will also investigate different tools that will allow students to create software solutions for a range of scenarios. Computer Programming will provide the fundamental skills and concepts needed for students to be successful in all other senior computer courses.

**COMPUTER PROGRAMMING 11: COMPUTER PROGRAMMING (MCMPR11)**

This course is for students of all levels of interest in gaining experience in computer programming. Students will be investigating several computer programming languages and how they can be used in many ways. Students can explore programming by developing Web Apps, Data Analytics and/or Games Development.

**COMPUTER PROGRAMMING 12: COMPUTER PROGRAMMING (MCMPR12)**

This course is for students of all levels of interest in gaining experience in computer programming. Students will be investigating several computer programming languages and how they can be used in many ways. Students can explore programming by developing Web Apps, Data Analytics and/or Games Development.

**DIGITAL MEDIA COURSES:**

**DIGITAL MEDIA ADST 9 (MADGE 09)**

Note: Either Digital Media or Computer Applications is a pre-requisite for other senior ICT courses. Are you interested in digital imagery and graphics? Do you want to create 3D models and animations? Have you ever wanted to shoot your own professional looking movies and create special effects? Then Digital Media might be the right course for you! Students will have the opportunity to develop proficiency in the use of digital cameras and camcorders, while using applications such as Photoshop, Illustrator, Premier, AfterEffects and Blender to create digital designs. Students will also have the chance to publish and print their creations, ranging from t-shirt designs to 3D printed objects.

**DIGITAL COMMUNICATIONS 11: VIDEO PRODUCTION AND ANIMATION (MDCOM11)**

Pre-Requisites: Media Design 10/11 or Permission of Instructor

Do you want to create and publish your own videos and animations? Students will explore the different elements of both amateur and commercial videography, including YouTube and social media content. Script writing, site production, camera techniques, lighting, sound, video editing and visual effects will all form major components of this course. You will also develop proficiency with Adobe Premier, AfterEffects, Photoshop, SoundBooth, Animate and other video production related software.

**DIGITAL MEDIA DEVELOPMENT 12: VIDEO PRODUCTION AND ANIMATION (MDMD-12 VID)**

Pre-Requisites: Digital Communications 11 - Video Production or Permission of Instructor

Take your video production and animation skills to the next level in this comprehensive look at videography applications and techniques. In addition to developing increased proficiency in the Adobe Suite of media creation apps you will experiment with tools of live broadcast including multiple camera feeds, video mixing hardware, capture devices and streaming options.

**GRAPHIC PRODUCTION:**

**GRAPHIC PRODUCTION 11 (MGRPR11)**

Pre-Requisites: Media Design 10/11 or Permission of Instructor

Do you have a passion for digital graphics? Do you want to see your designs on websites, posters, and t-shirts? Have you ever wanted to create your own digital tools, such as fonts and brushes?  The Digital Design class is about taking ideas, crafting them, and producing them in both physical and virtual spaces. Students will have opportunities to create both print and web-based graphics for publications, as well as vector designs/logos for use in graphic clothing.  Students will develop proficiencies in applications such as Photoshop, Illustrator and with digital photography equipment.

**GRAPHIC PRODUCTION 12 (MGRPR12)**

Pre-Requisites: Graphic Production 11 or Permission of Instructor

Graphic Production 12 allows you to take the knowledge you first developed in Graphic Production 11 to a new level, expanding on Photoshop, Illustrator and InDesign skills while looking at larger scale graphic publications. The production of photo books, web-comics, and other graphics oriented digital and print media will be a major focus.

**MEDIA & WEB DESIGN COURSES:**

**MEDIA DESIGN 10 (MMEDD10)**

Are you interested in digital imagery and graphics? Do you want to create 3D models and experiment with virtual reality? Have you ever wanted to shoot your own professional looking movies and create special effects? Then Media Design might be the right course for you! Students will have the opportunity to develop proficiency in the use of digital cameras and camcorders, while using applications such as Photoshop, Illustrator, Premier, AfterEffects and Blender to create digital designs. Students will also have the chance to publish and print their creations, ranging from t-shirt designs to 3D printed objects.

**MEDIA DESIGN 11 (MMEDD11)**

Note: This is an introductory course in digital media. Students who have taken Media Design 10 are encouraged to explore Graphic Production 11, Digital Communication 11 Video Production.

Are you interested in digital imagery and graphics? Do you want to create 3D models and experiment with virtual reality? Have you ever wanted to shoot your own professional looking movies and create special effects? Then Media Design might be the right course for you!

Students will have the opportunity to develop proficiency in the use of digital cameras and camcorders, while using applications such as Photoshop, Illustrator, Premier, AfterEffects and Blender to create digital designs. Students will also have the chance to publish and print their creations, ranging from t-shirt designs to 3D printed objects.

**YEARBOOK 11: MEDIA DESIGN & GRAPHIC PRODUCTION**

**(MMEDD11 YBK/MGRPR11 DSKP - YEARLONG - COUNTING FOR TWO COURSES (8 CREDITS)**

**Note:** This is a yearlong program that runs every day and is the equivalent of two courses:

Media Design 11 and Graphic Production 11. Students who have already received these credits should consider taking Yearbook 12.

Yearbook is an intensive yearlong course, for students with a passion for writing, photography,

and graphic design. Students will develop the skills necessary for creating and editing effective photographs, layout designs, and writeups, using DSLR cameras and applications such as Lightroom, Photoshop, and InDesign. Returning students will be expected to take on more senior roles. Successful yearbook students are dedicated, communicative, detail-oriented, proficient with computers, punctual, and able to meet **strict** deadlines.

**YEARBOOK 12: MEDIA DESIGN & GRAPHIC PRODUCTION**

**(MMEDD12 YBK/ MGRPR12 DSKP) YEARLONG COURSE COUNTING FOR 2 COURSES (8 CREDITS)**

**Note:** This is a yearlong program that runs every day, and is the equivalent of two courses –

Media Design 12 Desktop Publishing Media Design 12: Yearbook.

Yearbook is an intensive yearlong course, for students with a passion for writing, photography, and graphic design. Students will develop the skills necessary for creating and editing effective photographs, layout designs, and writeups, using DSLR cameras and applications such as Lightroom, Photoshop, and InDesign. Returning students will be expected to take on more responsibility in more senior roles. Successful yearbook students are dedicated, communicative, detail-oriented, proficient with computers, punctual, and able to meet **strict** deadlines.

**ENGLISH**

**GOALS**

The goals of the English Language Arts curriculum in Grade 9 – 12 are to give students opportunities to:

* Engage in the study of language and literature and develop a set of language ad thinking skills, including how to construct meaning, think creatively and critically, analyze, evaluate, and synthesize.
* Develop literacy in its broadest sense, including the ability to access, understand, process, and effectively use oral, written, digital and multimedia forms of communication for a range of purposes and audiences.
* Explore Canadian literature, including authentic Aboriginal texts and world literature, to strengthen their understanding of self, others, multiple perspectives, and diverse cultures.
* Sustain a lifelong sense of curiosity, a passion for reading and learning, and an appreciation of the power and beauty of language and literature.
* Develop a deep understanding of language and literacy concepts and how these may be used to accomplish personal, social, and academic goals and provide fulfillment.

**CORE COMPETENCIES**

Core competencies are the sets of intellectual, personal, and social and emotional proficiencies that all students need to engage in a deeper learning. The categories of core competencies that support life-long learning are:

* Thinking – the knowledge, skills, and processes we associate with intellectual development.
* Communication – communication competency encompasses the set of abilities that students use to impart and exchange information, experiences, and ideas.
* Personal and Social – personal and social competency is the set of abilities that relate to student’s identity in the world, both as individuals and as members of their community and society.

All students are required to write Provincial Literary Assessments to graduate from highs school in BC. The English Assessments required for graduation are Literacy Assessment 10 and Literacy Assessment 12.

**ENGLISH COURSES (Grades 10 – 12)**

In each grade, students can take:

**Grade 10 Grade 11 Grade 12**

*1 of the follow options 1 of the following options 1 or more of the following options*

(4 credits each) (4 credits each) (4 credits each)

Literary Studies & Composition 10 Creative Writing 11 English Studies 12

EFP Literary Studies & Composition 10 Literary Studies 11 English First Peoples 12

New Media 11 AP Literature 12 (8 credits/linear)

Pre-AP Literary Studies 11

EFP Literary Studies 11 Electives:

EFP New Media 11 Creative Writing 12

Literary Studies 12

***Please note:*** *Creative Writing 12 and Literary Studies 12 cannot act as a replacement for English 12 or EFP English12.*

*All students will write a Literary Assessment in grades 10 and 12.*

**A diagram of a group of text

Description automatically generated with medium confidence**

**GRADE 10:**

**LITERARY STUDIES & COMPOSITION 10 (MLTST10)**

This course studies various themes, authors, and genres through the study of text, stories, and various forms of media, such as poetry, stories, novels, graphic novels, children’s literature, and First Peoples texts. Students create coherent, purposeful compositions while developing and refining their writing abilities.

We will examine skills such as:

* increasing literacy skills through close reading
* being educated global citizens
* broadening understanding of self and the world
* developing higher-level thinking
* composing narrative, expository, descriptive, persuasive, and opinion pieces
* planning, drafting, and editing processesciting sources, considering the credibility of evidence, and evaluating the quality and reliability of the sources

**ENGLISH FIRST PEOPLES LITERARY STUDIES & WRITING 10 (MEFLS10)**

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

**GRADE 11:**

***CREATIVE WRITING FOCUS:***

**CREATIVE WRITING 11 (MCTRW11)**

The course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes. Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing.

***LITERATURE FOCUS:***

**ENGLISH FIRST PEOPLES LITERARY STUDIES & WRITING 11 (MELFS11)**

EFP Literary Studies + Writing 11 is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions.

**LITERARY STUDIES 11 (MLTST11)**

This course allows students to delve more deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media.

Students will:

* increase their literacy skills through close reading of appropriately challenging texts.
* expand their development as educated global citizens.
* broaden their understanding of themselves and the world.

**PRE-AP LITERARY STUDIES 11 (MLST11 PRE AP)**

This course is intended for students who wish to pursue AP English studies in their grade 12 year and is designed to begin preparing students for academic studies at the College/University level. Students will examine a variety of texts, while developing an appreciation for the role that literature plays in understanding our communities and ourselves. Through analysis of language features, conventions, and strategies, students will develop their writing skills. There will be an emphasis placed on the academic essay.

Students will:

* Begin to analyze University/College level literature
* Increase their literacy skills through close reading of appropriately challenging texts
* Further develop higher-level thinking

\*Note: If you are interested in this course, it is strongly advised that you take BC First Peoples 12 (Social Studies) in Grade 11 to satisfy the BC Graduation Requirements for a course in Indigenous Education.

***NEW MEDIA FOCUS:***

**ENGLISH FIRST PEOPLES NEW MEDIA 11/ LITERARY STUDIES/ (MELNM11)**

EFP Literary Studies + New Media 11 is designed for students who are interested in studying First Peoples literature and examining the evolving role of technology in today’s society, especially the increasing importance of digital media in communicating and exchanging ideas and engaging in

social advocacy. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for students to

think critically and creatively as they continue to explore, extend, and strengthen their own writing

and communication. Students examine the increasingly complex digital world and have opportunities to demonstrate understanding and communicate sophisticated ideas through a wide variety of digital and print media.

**NEW MEDIA 11 (MNMD11)**

Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media.

The following are possible focus areas in New Media 11:

* media and film studies
* journalism and publishing
* poetry, song lyrics
* digital communication

**GRADE 12:**

**ENGLISH STUDIES 12: 4 Credits (MENST12)**

Similar to English First Peoples 12, this course continues to develop and enhance students’ appreciation of literature and language. It includes the core skills from Composition, Creative Writing, Focused Literary Studies, New Media, and Spoken Language. Students must write the provincial English assessment.

Skills include:

* reading strategies, comprehension, and analysis
* composing narrative, expository, descriptive, persuasive, and opinion texts
* oral language

**ENGLISH FIRST PEOPLES 12: 4 Credits (MENFP12)**

Similar to English 12, this course continues to develop and enhance students’ appreciation of literature and language. It includes the core skills from Composition, Creative Writing, Focused Literary Studies, New Media, and Spoken Language. In EFP, students specifically focus on the

texts, oral traditions, and protocols of First Peoples. Students must write the provincial English assessment.

Skills include:

* reading strategies, comprehension, and analysis
* composing narrative, expository, descriptive, persuasive, and opinion texts
* oral language

**ADVANCED PLACEMENT ENGLISH 12: 8 Credits (student will receive credits in both AP Literature 12 and English Studies 12) (AELC-12)**

In AP English 12 students will learn to analyze and interpret imaginative literature through the careful reading and critical analysis of representative works from various genres and periods. Students

will spend a great deal of time and energy exploring literary elements such as a work’s structure,

style and themes, as well as the use of figurative language, imagery, symbolism, and tone. An emphasis will also be placed on develop your writing skills as you express your ideas and analysis

in expository, analytical, and argumentative essays. Please note that AP English 12 is very demanding, is regulated by the AP College board, and is taught like a pre-college course. At the

end of the AP course, students will be given the opportunity to write the standardized AP exam (used for College/University credit).

**ENGLISH ELECTIVES:**

Note: These do **NOT** count as credit for the English Language 12 requisite for graduation.

**LITERARY STUDIES 12: 4 Credits (MENST12-LIT)**

This course willexplore specific themes, time periods, authors and/or areas of the world through literature and a variety of media texts. Literature such as world, feminist, Canadian or First People’s may be explored through poetry, short stories, novels, drama, graphic novels and children’s

literature. Possible areas of focus in Literary Studies include genre-specific studies, Canadian literature, Shakespeare, Mythology, First Peoples texts, thematic studies, and specific

author studies.

**CREATIVE WRITING 12 (MCTWR12)**

This course is designed for students who are seriously interested in creating a sophisticated writing portfolio reflective of depth of skill. Within a supportive writing community students will collaborate, and develop and refine their writing skills and style through various stages of the writing process. They will explore personal and cultural identities, memories, stories in a wide variety of genres. And they will be given the opportunity to specialize and publish in a real-world context. Students will be expected to write daily and actively participate.

* Possible Areas of Exploration:
* Fiction and Poetry ( Ex. flash-fiction, horror, romance, drama, children, script writing, novel, short fiction)
* Memoir: narrative, place-based, film memoir
* Creative Non-fiction; advertising, features

**HUMANITIES**

**HUMANITIES 08: (XHU 08)**

The Humanities 8 program offers students a cross curricular approach to the delivery of English and Social Studies (600CE – 1750 CE). The focus is on deepening students understanding of the world around them by studying societies and worldviews of the past and comparing them to the world we know today. Students engage in a variety of different activities: academic and creative, and individual and cooperative. Humanities explores literacy through mediums such as stories, novels, films, poetry, podcasts/audio, photography, primary/secondary sources, and a composition of texts from both English and Social Studies disciplines. English and Social Studies education are both approached through the development of critical thinking and literacy skills. Communication skills, both structured and informal, will be developed to suit the purpose, learning and context. At a grade eight level, there will be a strong emphasis on paragraph writing development, an introduction to multi-paragraph composition, and developing historical thinking skills.

**HUMANITIES 09: 1750 CE to 1919 CE (XHU 09-F-HUM)**

The Humanities 9 program offers students a cross curricular approach to the delivery of English and Social Studies (1750CE – 1919 CE). The focus is on deepening students understanding of the world around them by studying societies and worldviews of the past and comparing them to the world we know today. Students engage in a variety of different activities: academic and creative, individual, and cooperative, and serious and fun. Humanities explores literacy through mediums such as stories, novels, films, poetry, podcasts/audio, photography, primary/secondary sources, and a composition of texts from both English and Social Studies disciplines. English and Social Studies education are both approached through the development of critical thinking and literacy skills. Communication skills, both structured and informal, will be developed to suit the purpose, learning and context. At a grade nine level, there will be a strong emphasis on multi-paragraph composition and strengthening historical thinking skills. **During Grade 9 course selection, students are often provided with a choice. They can continue with Humanities 9, or they can choose to focus on the two subject matters (English 9 and Socials 9) separately.**

**INTEGRATED STUDIES 10 : 1914 CE - PRESENT**

The Integrated Studies 10 is a linear course designed for students who would benefit from more time to practice critically reading, discussing, and writing their reflections and ideas.   Co-taught by two teachers, this course combines Social Studies 10 (Canada: 1914- present) and English First Peoples 10 through a thematic approach. Integrated Studies 10 offers a cross-curricular approach to the delivery of English and Social Studies, focusing on the themes of governance, autonomy, Canadian identities and justice for Indigenous peoples of Turtle Island and all Canadians.  With guidance from the First Peoples Principles of Learning and the Truth and Reconciliation Commission's 94 Calls to Action, the literary focus of the course will primarily be on First People’s perspectives and texts.  The curriculum will also focus on the acquisition of such skills as:  identifying and analyzing different perspectives, cause and effect, the reliability of sources and evidence, and critical thinking through thinking, speaking, and writing.  Students will concentrate on these concepts and skills through a variety of primary and secondary historical sources, short stories and novels, poetry, videos, podcasts/audio, social media, and photography.  **Students should consult their teacher and counsellor before selecting this course.**

**FINE ARTS**

The Fine Arts teach about the human condition. Fine Arts call upon imagination, fosters the ability to make decisions, and creates awareness that problems have multiple solutions. It also develops rational understanding, attention to nuances and student’s ability to frame the world from an aesthetic perspective. Studies in the Fine Arts have intellectual, creative, affective, physical, and self-developing consequences that help prepare students for the demands of the 21st century. The Fine Arts is a major field of employment in British Columbia.

**ART (Visual):**

**GRADE 8:**

**VISUAL ARTS 08 (MAE 08)**

Visual Arts 8 is an introductory level full year course in the Fine Arts Intermediate program that encourages student’s curiosity, interest, and enjoyment in their own creativity and that of others. Students learn to respond to, create, and communicate themes and issues through experimenting with a broad range of art media, including drawing, painting, printmaking, ceramics & sculpture and possibly photography. In addition, students will work in their sketchbook on a weekly basis, documenting, reflecting, and sharing their personal discoveries. No prerequisite is required. Concepts and skills taught in this course establish a foundation for future careers in graphic design, industrial design, interior design, animation, movie industry, photography, and architecture, etc.

**GRADE 9:**

**CERAMICS AND SCULPTURE 09 (MVA 09 CS)**

Ceramics and Sculpture 9is a 3D specialization in the Fine Arts Graduation program. Students have the opportunity to explore a wide range of subject matter (bowls, cylinders, animal forms, musical instruments and masks), materials (clay, wire, foam, cardboard, soapstone, and found objects), hand tools and (\*possibly pottery wheels), and building techniques (coil & slab construction, slip & scoring, and painting & glazing technique). No prerequisite is required although Visual Arts 8 is recommended.

**PHOTOGRAPHY 09 (MVA 09 PHOTO)**

This course is an arts-based introductory level course in the Fine Arts program. It provides opportunities for students to learn beginner level photographic skills and to express themselves through digital photography. Students will experiment with various image making methods, create photographs with a specific audience in mind, and analyze photographs in terms of conceptual, compositional, and technical aspects. Student will explore a range of learning concepts, materials, and equipment. Prior completion of an art course is recommended.

**VISUAL ARTS 09 (MAE 09)**

Visual Arts 9 is an introductory level course in the Fine Arts Intermediate program that encourages “creativity” through traditional and electronic forms of art. Students respond to, create, and communicate themes and issues drawing, painting, printmaking, ceramics & sculpture, and digital photography. In addition, students work in their sketchbook on a weekly basis, documenting, reflecting, and sharing their personal discoveries. Evaluation focuses on fulfilling project and assignment criteria with an emphasis on aesthetics, originality, and quality. No prerequisite is required although Visual Arts 8 is recommended. Concepts and skills taught in this course establish a foundation for future careers in graphic design, industrial design, interior design, animation, movie industry, photography, and architecture, etc.

**GRADE 10:**

**ART STUDIO 10: GENERAL (MVAST10)**

Visual Arts 10 is an introductory level course in the Fine Arts Graduation program that focuses on historical and contemporary aspects of art; personal imagery development; experimentation with traditional and electronic medias (drawing, painting, printmaking, ceramics & sculpture, and digital photography. Students are required to demonstrate their knowledge of elements and principles of design; perceive, respond to, create, and communicate through imagery; reflect on personal, social, cultural, and historical contexts. No prerequisite is required, but completion of a prior art course is recommended. Concepts and skills taught in this course establish a foundation for future careers in graphic design, industrial design, interior design, animation, movie industry, photography, and architecture, etc.

**STUDIO ARTS 3D 10: CERAMICS & SCULPTURE (MVAC10)**

Ceramics and Sculpture **10** is a 3D specialization in the Fine Arts Graduation program. Students have the opportunity to explore a wide range of subject matter (animal forms, the human figure, masks, and caricatures), materials (clay, wire, foam, card, soapstone, and found objects), hand tools, and building techniques (coil & slab construction, slip & scoring, and painting & glazing technique). No prerequisite is required, but completion of a prior art course is recommended.

**PHOTOGRAPHY 10 (MVAPH10)**

Photography 10 entails basic exploration of artistic concepts and photographic techniques. Students learn to create photographs with intention, analyze photographs in terms of conceptual, compositional, and technical aspects, and have discussions around their own work along with the work of their peers. It is beneficial for students to have beginner level photographic skills prior to taking this course. Prior completion of Photography 9 is strongly recommended.

**GRADE 11:**

**ART STUDIO 11: FOUNDATIONS (MVAST11)**

Art Foundations 11 is a general level course in the Fine Arts program that focuses on historical and contemporary aspects of art; personal imagery development; experimentation with traditional and electronic medias (drawing, painting, printmaking, ceramics & sculpture, and digital photography. Students are required to demonstrate their knowledge of elements and principles of design; perceive, respond to, create, and communicate through imagery; reflect on personal, social, cultural, and historical contexts. No prerequisite is required, but completion of a prior art course is recommended. Concepts and skills taught in this course establish a foundation for future careers in graphic design, industrial design, interior design, animation, movie industry, photography, and architecture, etc.

**PHOTOGRAPHY 11: GENERAL (MVAPH11)**

Note: This is an introductory course in photography. Students who have taken Photography 10 are encouraged to take Photography 11: Portfolio Development. Photography 11 entails further exploration of artistic concepts and photographic techniques. Students continue to practice creating photographs with intention, analyze photographs in terms of conceptual, compositional, and technical aspects, and have discussions around their work along with the work of their peers. It is beneficial for students to have intermediate level photographic skills prior to taking this course. Completion of Photography 9 or 10 is strongly recommended as a prerequisite but is not required.

Students are able to enroll in either Photography 11: General or Photography 11: Portfolio but not both.

**PHOTGRAPHY 11: PORTFOLIO DEVELOPMENT (MVAPH11-PD)**

Pre-requisite: Photography 10 or permission of instructor. This course dives deeper into artistic concepts, procuring a student-built photographic portfolio that demonstrates personal voice, story, and values in connection to a specific place, time, or context. Students will be expected to apply concepts, elements and principles of design, image development strategies, and techniques at a more sophisticated level. Projects will be self-directed, allowing students to explore advanced equipment and materials, and to focus on areas of interest. Students are able to enroll in either Photography 11: General or Photography 11: Portfolio but not both.

**STUDIO ARTS 2D 11: DRAWING AND PAINTING (MVAD 11 DRW)**

Drawing and Painting 11 is a specialization in the Fine Arts Graduation program for students who students who enjoy 2D art expression. Projects consist of a variety of subject matter (still life, landscape, the figure, and self-portraiture); knowledge, comprehension, and application of elements & principles of design; working in a variety of art mediums: graphite, coloured pencils, charcoal, conte, oil pastel, pen & ink, watercolour, acrylic paint, and mixed media. In addition, students will expand their understanding of the creative process through engagement in class discussions about historical and contemporary art issues. No prerequisite is required, but completion of a prior art course is recommended.

**STUDIO ARTS 3D 11: CERAMICS AND SCULPTURE (MVAC 11 CER)**

Ceramics and Sculpture 11 is a specialization in the Fine Arts Graduation program. The course provides an excellent foundation in the basic concepts, materials, methods, and history. Students also receive a strong foundation in technical processes related to a wide range of forming and firing methods. A special focus is placed on the integration of forms, surfaces, and materials in the development of a personal style, emphasizing originality and expressiveness. The course requires that students produce eight 3D pieces that demonstrate a broad range of expression in two main areas, ceramics (hand-building in clay or pottery work) and sculpture (paper mache, styrofoam carvings, wood assemblage, wire, and recyclable material), of which four pieces must concentrate on a particular theme. No prerequisite is required, but completion of a prior art course is recommended.

**GRADE 12:**

**ART STUDIO 12: FOUNDATIONS (MVAST12)**

Art Foundations 12 (AF12) is an advanced level course in the Fine Arts Graduation program for students who wish to pursue self-guided (contract) learning projects, prepare portfolios for post-secondary visual arts programs, and explore traditional art careers. Students will reflect on personal, social, cultural, and historical contexts; perceive, respond to, create, and communicate themes and issues through imagery; experiment with a broad range of art medias such as drawing, painting, printmaking, ceramics/ sculpture, and digital photography. No prerequisite is required, but completion of a prior art course is recommended. Concepts and skills taught in this course establish a foundation for future careers in graphic design, industrial design, interior design, animation, movie industry, photography, and architecture, etc.

**PHOTOGRAPHY 12: GENERAL (MVAPH12)**

Note: This is an introductory course in photography. Students who have taken Photography 10 or 11 are encouraged to take Photography12: Portfolio Development. Photography 12 entails further exploration of artistic concepts and photographic techniques. Students continue to practice creating photographs with intention, analyze photographs I terms of conceptual, compositional, and technical aspects, and have discussions around their work along with the work of their peers, it is beneficial for students to have intermediate level photographic skills prior to taking this course. Completion of Photography 9 or 10 is strongly recommended as a prerequisite but is not required.

Students enroll in either Photography 12: General or Photography 12: Portfolio but not both.

**PHOTGRAPHY 12: PORTFOLIO DEVELOPMENT (MVAPH12-PD)**

Pre-requisite: Photography 11 or permission of instructor.

Photography Portfolio Development 12 is an advanced level course in the Fine Arts Graduation program for students who wish to pursue self-guided learning projects, prepare portfolios for post-secondary visual arts programs, and explore traditional art careers. This course dives deeper into artistic concepts, procuring a student-built photographic portfolio that demonstrates personal voice, story, and values in connection to a specific place, time, or context. Students will be expected to apply concepts, elements and principles of design, image development strategies, and techniques at a more sophisticated level. Students will be able to explore advanced equipment and materials, and to focus in on areas of interest. Students are able to enroll in either Photography 12: General or Photography 12: Portfolio but not both.

**STUDIO ARTS 2D: DRAWING AND PAINTING 12 (MVAD12 DP)**

Drawing and Painting (VA2D12) is a specialization in the Fine Arts Graduation program for students who wish to explore personal, conceptual, and experimental 2D art expression. Projects involve a variety of subject matter (still life, landscape, the figure, and self-portraiture); knowledge, comprehension, and application of elements & principles of design; working in a variety of art mediums: graphite, coloured pencils, charcoal, conte, oil pastel, pen & ink, watercolour, acrylic paint, mixed media, and interactive digital media (computer art & photography). No prerequisite is required, but completion of a prior art course is recommended.

**STUDIO ARTS 3D 12: CERAMICS AND SCULPTURE (MVAC12 CER)**

Ceramics and Sculpture 12 (VA3D12) is a specialization in the Fine Arts Graduation program for the advanced-level students who have prior experience with three-dimensional art practices. The course provides an in-depth exploration of “big ideas” concepts, materials, and methods of three-dimensional inquiry. Students learning may involve prescribed or self-guided (contract) learning projects; preparing portfolios for admissions to post-secondary visual arts programs: investigating options for employment in digital art fields. No prerequisite is required, but completion of a prior art course is recommended.

**YEARBOOK 10: MEDIA ARTS & PHOTOGRAPHY**

**(MMEDD10-YB/MVAST10-YB)**

Yearbook is an intensive yearlong course, for students with a passion for writing, photography,

and graphic design. Students will develop the skills necessary for creating and editing effective photographs, layout designs, and writeups, using DSLR cameras and applications such as Lightroom, Photoshop, and InDesign. Successful yearbook students are dedicated, communicative, detail-oriented, proficient with computers, punctual, and able to meet **strict** deadlines.

**YEARBOOK 11 & 12:**

See the Business Section for these courses.

**THE PERFORMING ARTS**

**DANCE COURSES**

***The Dance Program will be broken into three levels. Levels are meant only as a rough guide as years of experience does not always clearly translate to a particular level. Please contact Ms. Law to find the best possible placement for your learning and success.***

**Foundations:** Students who do not have any dance experience or up to 4 years of recent dance experience in any genre.

**Intermediate:** Students with four or more years of dance experience in one or more of the following genres: Ballet, Jazz, Lyrical, Contemporary or Hip Hop, either at school or at a studio.

**Advanced:** Students with five or more years of competitive and/or examinable dance experience in one or more of the following genres: Ballet, Jazz, Lyrical, Contemporary or Hip Hop, either at school or at a studio and who have been recommended to the course.

**DANCE 08: FOUNDATIONS (MDNC 08)**

This course is for beginner to more accelerated dancers and offers a foundation in dance skills, technique and performance and also acts as an introduction to the Sullivan Dance program. Students will build skills and confidence in a variety of dance genres, including Jazz, Hip Hop and Contemporary and work towards creating choreography for stage. Students will have multiple performance opportunities and no previous dance experience is required.

**DANCE 09: FOUNDATIONS (MDNC 09)**

This course is for students who have always wanted to learn to dance, but may not yet had the opportunity or who have up to three years of recent experience in any genre or those who dance at the recreational level at outside studies. 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 TECHNIQUE AND PERFORMANCE 10: FOUNDATIONS (MDNTP10)**

This course is for students who have always wanted to learn to dance but may have not yet had the opportunity or who have up to four years of recent recreational 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 TECHNIQUE AND PERFORMANCE 11: FOUNDATIONS (MDNTP 11)**

This course is for students who have always wanted to learn to dance but may have not yet had the opportunity or who have up to three years of recent recreational 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 TECHNIQUE AND PERFORMANCE 12: FOUNDATIONS (MDNTP 12)**

This course is for students who have always wanted to learn to dance but may 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 08: INTERMEDIATE (MDNC 08 INT)**

This course is for students with four or more years of recent dance experience in any given genre, either in school or at a studio. Students should have a strong technical/foundational knowledge of street or classical styles. Students will have opportunities to study many genres including Jazz, Hip Hop and Contemporary. Students will increase their dance technique and vocabularies through the regular viewing and critiquing of live and recorded performances and through the creation of choreography for stage. Students will advance at individual levels and will be encouraged to challenge themselves as dancers and choreographers. There will be multiple workshop and performance opportunities. Please note: this is a course with limited enrollment. All course requests will be reviewed by the department in conjunction with administration. **Students must be recommended or receive permission to enroll in this course. Students who have not previously taken a dance course at Sullivan should speak with Ms. Law directly prior to selecting this course.**

**DANCE 09: INTERMEDIATE (MDNC 09 INT)**

This course is for students with four or more years of recent dance experience in at least lone of the following genres: Ballet, Jazz, Lyrical, Contemporary or Hip Hop, either in school or at a studio. Students will have opportunities to study many genres including Hip Hop, Contemporary and Jazz. Students will increase their dance technique and vocabularies through the regular viewing and critiquing of live and recorded performances and through the creation of choreography for stage. Students will advance at individual levels and will be encourages to challenge themselves as dancers and choreographers. There will be multiple workshop and performance opportunities. . Students who have not previously taken a dance course at Sullivan should speak with Ms. Law directly prior to selecting this course. **Students must be recommended or receive permission to enroll in this course. Students who have not previously taken a dance course at Sullivan should speak with Ms. Law directly prior to selecting this course.**

**DANCE TECHNIQUE AND PERFORMANCE 10: INTERMEDIATE (MDNTP 10 INT)**

This course is for students with four or more years of dance experience in one or more of the following genres, Ballet, Jazz, Lyrical, Contemporary or Hip Hop, either at school or at a studio. Students will have opportunities to study many genres including Hip Hop, Contemporary and Jazz. Students will increase their dance technique and vocabularies through the regular viewing and critiquing of live and recorded performances and through the creation of choreography for stage. Students will advance at individual levels and will be encourages to challenge themselves as dancers and choreographers. There will be multiple workshop and performance opportunities.

**DANCE TECHNIQUE AND PERFORMANCE 11: INTERMEDIATE (MDNTP 11 INT)**

This course is for students with four or more years of dance experience in one or more of the following genres: Ballet, Jazz, Lyrical, Contemporary or Hip Hop, either at school or at a studio. Students will have opportunities to study many genres including Hip Hop, Contemporary and Jazz. Students will increase their dance technique and vocabularies through the regular viewing and critiquing of live and recorded performances and through the creation of choreography for stage. Students will advance at individual levels and will be encourages to challenge themselves as dancers and choreographers. There will be multiple workshop and performance opportunities.

**DANCE TECHNIQUE AND PERFORMANCE 12: INTERMEDIATE (MDNTP12 INT)**

This course is for students with four or more years of dance experience in one or more of the following genres: Ballet, Jazz, Lyrical, Contemporary or Hip Hop, either at school or at a studio. Students will have opportunities to study many genres including Hip Hop, Contemporary and Jazz. Students will increase their dance technique and vocabularies through the regular viewing and critiquing of live and recorded performances and through the creation of choreography for stage. Students will advance at individual levels and will be encourages to challenge themselves as dancers and choreographers. There will be multiple workshop and performance opportunities.

**DANCE 09: ADVANCED (MDNC 09 ADV)**

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 competitive and/or examinable dance experience in one or more of the following genres: Ballet, Jazz, Lyrical, Hip Hop and Contemporary. Students will increase their dance technique and vocabularies through regular viewing and critiquing of live and recorded performances and through the creation of choreography for stage. Students will advance at individual levels and will be encouraged to challenge themselves as dancers and choreographers. There will be multiple workshop and performance opportunities. Please note: This is a course with limited enrolment. All course requests will be reviewed by the department in conjunction with administration. **Students must be recommended or receive permission to enroll in this course. Students who have not previously taken a dance course at Sullivan should speak with Ms. Law directly prior to selecting this course.**

**DANCE TECHNIQUE AND PERFORMANCE 10: ADVANCED (MDNTP10 ADV)**

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 competitive and/or examinable dance experience in one or more of the following genres, Ballet, Jazz, Lyrical, 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. Students who have not previously taken a dance course at Sullivan should speak with Ms. Law directly prior to selecting this course.**

**DANCE TECHNIQUE AND PERFORMANCE 11: ADVANCED (MDNTP 11 ADV)**

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 competitive and/or examinable dance experience in one or more of the following genres; Ballet, Jazz, Lyrical, 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. Students who have not previously taken a dance course at Sullivan should speak with Ms. Law directly prior to selecting this course.

**DANCE TECHNIQUE AND PERFORMANCE 12: ADVANCED (MDNTP12 ADV)**

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 competitive and/or examinable dance experience in one or more of the following genres: Ballet, Jazz, Lyrical, 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. Students who have not previously taken a dance course at Sullivan should speak with Ms. Law directly prior to selecting this course.**

**DANCE CHOREOGRAPHY 11 (MDNC 11 CHO)**

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. Law 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 enrolled in an advanced class, be members of a senior team or speak with Ms. Law about qualifying studio experience. Students must speak with Ms. Law before registering.

**DANCE PERFORMANCE 12: CHOREOGRAPHY (MDNC 12 CHO)**

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. Law 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/elite class, be members of a senior team or speak with Ms. Law about qualifying studio experience. **Students must speak with Ms. Law before registering.**

**DRAMA**

**DIRECTING AND PERFORMANCE LEADERSHIP 11 (MDRDS11 PL)**

This course is for student directors and those experienced actors wishing to work towards mentoring younger students in addition to assisting in the creation of performances. Students will be placed with a class and will be under the direction of Ms. Young acting as peer tutors. Course goals include assisting in the direction of performance, leading in classroom activities, and modeling excellent community behavior. Students who register for Directing & Performance Leadership should be enlrolled in a senior performance class and should speak with Ms. Young about qualifying acting experience.

**DIRECTING AND PERFORMANCE LEADERSHIP 12 (MDRDS12-PL)**

This course is for student directors and those experienced actors wishing to work towards mentoring younger students in addition to assisting in the creation of performances. Students will be placed with a class and will be under the direction of Ms. Young acting as peer tutors. Course goals include assisting in the direction of performance, leading in classroom activities, and modeling excellent community behavior. Students who register for Directing & Performance Leadership should be enlrolled in a senior performance class and should speak with and Ms. Young about qualifying acting experience.

**DIRECTING AND SCRIPT DEVELOPMENT 11 (MDRDS11)**

Prerequisite: none. The techniques of directing, the role of the director and the essentials of scriptwriting will be examined in this course. Emphasis is placed on the interpretive skills and leadership required of a director and on completing at least one short script from a variety of theatrical genes. This course is offered concurrently with other acting courses. Students should be prepared to take a self-directed approach to learning.

**DIRECTING AND SCRIPT DEVELOPMENT 12 (MDRDS12)**

Prerequisite: none. The techniques of directing, the role of the director and the essentials of scriptwriting will be examined in this course. Emphasis is placed on the interpretive skills and leadership required of a director and on completing at least one short script from a variety of theatrical genes. This course is offered concurrently with other acting courses. Students should be prepared to take a self-directed approach to learning.

**DRAMA 09 (MDR 09)**

Prerequisite: None. Drama 9 is an introductory performance course, which aims to develop teamwork, confidence building and creativity. It will involve theatre units of study such as improvisation, mime, film and television, comedic character development, vocal exploration, movement exploration, monologue development, and one act plays. While there is little written homework, students are required to memorize lines and rehearse their assigned scenes outside of class time.

**DRAMA 10 (MDRM 10)**

Prerequisite: None. Drama 10 is a predominantly in class course that continues to develop the teamwork, confidence building, and creativity that students have gained in Drama 9. However, at the Grade 10 level there is a much greater emphasis on the process of developing character, story, mood, and the ability to thoughtfully write about and reflect on a variety of performances. It will involve theatre units of study such as improvisation, mime, comedic character development, vocal exploration, creative movement exploration, monologue development, and one act plays. While there is little written homework, students are required to memorize lines and rehearse their assigned scenes outside of class time.

**DRAMA 11 (MDRM11)**

Prerequisite: None. Drama 11 is a predominantly in class course that continues to develop the teamwork, confidence building, and creativity that students have gained in previous years. However, at the Grade 11 level there is a much greater emphasis on the process of developing character, story, mood, and the ability to thoughtfully write about and reflect on a variety of performances. It will involve theatre units of study such as improvisation, mime, comedic character development, vocal exploration, creative movement exploration, monologue development, and one act plays. While there is little written homework, students are required to memorize lines and rehearse their assigned scenes outside of class time.

**DRAMA 12 (MDRM12)**

Prerequisite: None. Drama 12 is a predominantly in class course that continues to develop the teamwork, confidence building, and creativity that students have gained in Drama 9. However, at the Grade 12 level there is a much greater emphasis on the process of developing character, story, mood, and the ability to thoughtfully write about and reflect on a variety of performances. It will involve theatre units of study such as improvisation, mime, comedic character development, vocal exploration, creative movement exploration, monologue development, and one act plays. While there is little written homework, students are required to memorize lines and rehearse their assigned scenes outside of class time.

**FILM & TELEVISION 10 (MDFT 11)**

Prerequisite: None. A hands-on film course designed to introduce students to the techniques of the film process. Topics covered will include film analysis, screenwriting for television and film, acting for film and television, film "shorts", storyboarding, camera operation, film lighting, film shooting, film editing, sound effects, production, and special effects. Emphasis will be placed on group activities and students will be expected to work as actors and production teams. Students will script, storyboard and produce items such as: original documentaries, public service announcements, music videos, dramas, sitcoms, and a student newscast. This course relies heavily on team-based projects. A positive attitude and committed attendance are mandatory for success.

**FILM & TELEVISION 11 (MDFT 11)**

Prerequisite: None. A hands-on film course designed to introduce students to the techniques of the film process. Topics covered include acting on camera, early film, the golden era of film, horror movies, animation, television, advertising, and the modern day blockbuster. Emphasis will be placed on group activities and students will be expected to work as actors and production teams. Students will script, storyboard, and produce film shorts. This course relies heavily on team-based projects. A positive attitude and commitment are essential for success in the course.

**FILM & TELEVISION 12 (MDFT 12)**

Prerequisite: None. A hands-on film course designed to introduce students to the techniques of the film process. Topics covered include acting on camera, early film, the golden era of film, horror movies, animation, television, advertising, and the modern day blockbuster. Emphasis will be placed on group activities and students will be expected to work as actors and production teams. Students will script, storyboard, and produce film shorts. This course relies heavily on team-based projects. A positive attitude and commitment are essential for success in the course.

**MUSICAL THEATRE 10 (MMUTH10)**

Prerequisite: None, but previous stage experience is recommended. Musical Theatre 10 is a course that prepares students for a school wide and community Musical Theatre performance during the semester. Students will develop their acting, music, and dance skills in an effort to build character, story, mood and the ability to thoughtfully write about and reflect on performances. In addition to this, students will contribute to the development of the Musical Theatre Company through stagecraft, rehearsal, and performance. A positive attitude and commitment are essential for success in the course. **This course can be selected as a 9th course. This course will be run as a year long X block on Tuesdays and Thursdays from 2:40pm to 4:10pm**

**MUSICAL THEATRE 11 (MMUTH11)**

Prerequisite: None, but previous stage experience is recommended. Musical Theatre 11 is a course that prepares students for a school wide and community Musical Theatre performance during the semester. Students will develop their acting, music, and dance skills in an effort to build character, story, mood and the ability to thoughtfully write about and reflect on performances. In addition to this, students will contribute to the development of the Musical Theatre Company through stagecraft, rehearsal, and performance. A positive attitude and commitment are essential for success in the course. **This course can be selected as a 9th course. This course will be run as a year long X block on Tuesdays and Thursdays from 2:40pm to 4:10pm**

**MUSICAL THEATRE 12 (MMUTH12)**

Prerequisite: None, but previous stage experience is recommended. Musical Theatre 12 is a course that prepares students for a school wide and community Musical Theatre performance during the semester. Students will develop their acting, music, and dance skills in an effort to build character, story, mood and the ability to thoughtfully write about and reflect on performances. In addition to this, students will contribute to the development of the Musical Theatre Company through stagecraft, rehearsal, and performance. A positive attitude and commitment are essential for success in the course. **This course can be selected as a 9th course. This course will be run as a year long X block on Tuesdays and Thursdays from 2:40pm to 4:10pm**

**THEATRE COMPANY 10 (MDRTC 10)**

Theatre Company 10 is a course that prepares students for school wide and community performances during the semester. Students will developing character, story, mood and the ability to thoughtfully write about and reflect on a variety of performances with the intention of applying these concepts to community performance. In addition to this, students will contribute to the development of Theatre Company building though stagecraft, rehearsal, and performance. A positive attitude and commitment are essential for success in the course.

**THEATRE COMPANY 11 (MDRTC11)**

Theatre Company 11 is a course that prepares students for school wide and community performances during the semester. Students will develop character, story, mood and the ability to thoughtfully write about and reflect on a variety of performances with the intention of applying these concepts to community performance. In addition to this, students will contribute to the development of Theatre Company building though stagecraft, rehearsal, and performance. A positive attitude and commitment are essential for success in the course**.**

**THEATRE COMPANY 12 (MDRTC12)**

Theatre Company 12 is a course that prepares students for school wide and community performances during the semester. Students will develop character, story, mood and the ability to thoughtfully write about and reflect on a variety of performances with the intention of applying these concepts to community performance. In addition to this, students will contribute to the development of Theatre Company building though stagecraft, rehearsal, and performance. A positive attitude and commitment are essential for success in the course**.**

**MUSIC**

Note: Choir can be selected as a ninth course and is offered outside the timetable in the mornings.

**CHOIR 08 (MMU—09CC)**

A fun way to learn more than just vocal technique. This performing group will explore a wide variety of musical styles and repertoire, and will focus on developing sight singing and ear training skills. Discover ways to extend your vocal range, create breath energy, formulate and place vowels correctly, and perform with confidence in a choral setting. No previous singing experience is required. Participation in music department activities is expected. (Please note that Choir is

an X block)

**CHOIR 09 (MMU 09CH)**

A fun way to learn more than just vocal technique. This performing group will explore a wide variety of musical styles and repertoire, and will focus on developing sight singing and ear training skills. Discover ways to extend your vocal range, create breath energy, formulate and place vowels correctly, and perform with confidence in a choral setting. No previous singing experience is required. Participation in music department activities is expected.

**CHOIR 10 (MMUCC10)**

A fun way to learn more than just vocal technique. This performing group will explore a wide variety of musical styles and repertoire, and will focus on developing sight singing and ear training skills. Discover ways to extend your vocal range, create breath energy, formulate and place vowels correctly, and perform with confidence in a choral setting. No previous singing experience is required. Participation in music department activities is expected.

**CHOIR 11 (MCMCC11)**

A fun way to learn more than just vocal technique. This performing group will explore a wide variety of musical styles and repertoire, and develop sight singing and ear training skills. Discover ways to extend your vocal range, create breath energy, formulate and place vowels correctly, and perform with confidence in a choral setting. No previous singing experience is required. Participation in music department activities is expected.

**CHOIR 12 (MCMCC12)**

A fun way to learn more than just vocal technique. This performing group will explore a wide variety of musical styles and repertoire, and they will focus on developing develop sight singing and ear training skills. Discover ways to extend your vocal range, create breath energy, formulate, and place vowels correctly, and perform with confidence in a choral setting. No previous singing experience is required. Participation in music department activities is expected.

**CONCERT BAND 08: BEGINNER (MMU 08 BEG)**

Beginning Band 8 is for all students who wish to learn how to play an instrument and have not played an instrument before. Students will learn rhythm, music notation and music reading while having the opportunity to play fun music, and perform in concerts and festivals.

**CONCERT BAND 09: BEGINNER (MMU 09 BEG)**

Beginning Band 9 is for all students who wish to learn how to play an instrument and have not played an instrument before. Students will learn rhythm, music notation and music reading while having the opportunity to play fun music, and perform in concerts and festivals

**CONCERT BAND 10: BEGINNER (MMUCB10 BG)**

Beginning Band 10 is for all students who wish to learn how to play an instrument and have not played an instrument before. Students will learn rhythm, music notation and music reading while having the opportunity to play fun music, and perform in concerts and festivals.

**CONCERT BAND 11: BEGINNER (MIMCB11 BEG)**

Beginning Band 11 is for all students who wish to learn how to play an instrument and have not played an instrument before. Students will learn rhythm, music notation and music reading while having the opportunity to play fun music, and perform in concerts and festivals. In addition, students may be performing as a pit band.

**CONCERT BAND 12: BEGINNER (MIMCB12 BEG)**

Beginning Band 12 is for all students who wish to learn how to play an instrument and have not played an instrument before. Students will learn rhythm, music notation and music reading while having the opportunity to play fun music, and perform in concerts and festivals.

**CONCERT BAND INTERMEDIATE 08 (MMU 08 INT)**

This course is designed for students who have taken band in grade 7, or who have previous musical experience. Students will get to play more complex and exciting music in a supportive and fun atmosphere. Students will have the opportunity to perform in festivals and concerts.

**CONCERT BAND 09: INTERMEDIATE (MMU 09 INT)**

Recommended: Successful completion of Band 8 or director’s permission. This course is designed for students who have reached an interim level of proficiency on a band instrument. Students will experience a significant increase in complexity and excitement of repertoire over previous band levels. Students will have the opportunity to perform in festivals and concerts.

**CONCERT BAND 10: INTERMEDIATE (MMUCB10 IN)**

Recommended: Successful completion of Band 9 or director’s permission. This course is designed for students who have reached an interim level of proficiency on a band instrument. Students will experience a significant increase in complexity and excitement of repertoire over previous band levels. Students will have the opportunity to perform in festivals and concerts. In addition, students may be performing as a pit band.

**CONCERT BAND 11: INTERMEDIATE (MIMCB11 INT)**

Recommended: Successful completion of Band 10 or director’s permission. Students will develop increasing levels of musical proficiency through the widest possible range of repertoire, which could lead to more substantial perfomance opportunities. The goal of lifelong music enjoyment will be explored along with post secondary education and careers in music. Students will have the opportunity to perform in festivals and concerts. In addition students may be performing as a pit band.

**CONCERT BAND 12: INTERMEDIATE (MIMCB12 INT)**

Recommended: Successful completion of Band 11 or director’s permission. Students will develop increasing levels of musical proficiency through the possible range of repertoire, which could lead to more substantial performance opportunities. In addition, students may be performing as a pit band. The goal of life long music enjoyment will be explored, along with post secondary education and careers in music. Students will have the opportunity to perform in festivals and concerts.

**GUITAR 09: BEGINNER (MMU 09 GUI-BEG)**

This is an introductory course. No previous guitar or music experience is necessary! Students in this course will learn basic chords and strumming patterns which will enable them to play several styles of music including popular, rock and blues music. Students will also learn the basics of finger-picking and basic guitar technique, while learning to read music and tab.

**GUITAR 10: BEGINNER (MMUGT10 BEG)**

This is an introductory course. No previous guitar or music experience is necessary! Students in this course will learn basic chords and strumming patterns which will enable them to play several styles of music including popular, rock, folk and blues music. Students will also learn the basics of finger-picking and basic guitar technique, while learning to read music and tab.

**GUITAR 11: BEGINNER (MIMG 11 BEG)**

This is an introductory course. No previous guitar or music experience is necessary! Students in this course will learn basic chords and strumming patterns which will enable them to play several styles of music including popular, rock, folk and blues music. Students will also learn the basics of finger-picking and basic guitar technique, while learning to read music and tab.

**GUITAR 12: BEGINNER (MIMG 12 BEG)**

This is an introductory course. No previous guitar or music experience is necessary! Students in this course will learn basic chords and strumming patterns which will enable them to play several styles of music including popular, rock, fold and blues music. Students will also learn the basics of finger-picking and basic guitar technique, while learning to read music and tab.

**GUITAR 09: INTERMEDIATE (MMU 09 GUI-INT)**

Advanced guitar is designed for students who have guitar experience, and want to learn more challenging styles and techniques. In advanced guitar students will explore a variety of topics such as blues, classical guitar, scales, and advanced chording. Students are encouraged to pursue individual projects in this course.

**GUITAR 10: INTERMEDIATE (MMUGT 10 INT)**

Advanced guitar is designed for students who have guitar experience, and want to learn more challenging styles and techniques. In advance guitar students will explore a variety of topics such as blues, classical guitar, scales and advanced chording. Students are encouraged to pursue individual projects in this course.

**GUITAR 11: INTERMEDIATE (MIMG 11 INT)**

Advanced Guitar is designed for students who have guitar experience, and want to learn more challenging styles and techniques. In advanced guitar students will explore a variety of topics such as blues, classical guitar, scales, and advanced chording. Students are encouraged to pursue individual projects in this course.

**GUITAR 12: INTERMEDIATE (MIMG 12 INT)**

Advanced Guitar is designed for students who have guitar experience, and want to learn more challenging styles and techniques. In advanced guitar students will explore a variety of topics such as blues, classical guitar, scales and advanced chording. Students are encouraged to pursue individual projects in this course.

**JAZZ BAND 08 (MMU 08 Y JAZ)**

This course is an introduction to jazz. Students will develop their instrumental and theoretical skills through the lens of standard jazz band genres, including swing, funk, Latin, and rock. Improvisation will be encouraged. Standard jazz band instrumentation is as follows: alto, tenor, or baritone saxophone, trumpet, trombone, guitar, bass guitar, piano or drums. However, all instruments are welcome! Because jazz band learns and performs more challenging music, jazz students must be registered in concert band. Jazz Band is an extension course that builds on the skills of Concert Band 8. Jazz students will have the opportunity to play in concerts and festivals. Please note that this course may be selected as a ninth course and is offered after school.

**JAZZ BAND 09 (MMU 09 Y JAZ)**

This course is an introduction to jazz. Students will develop their instrumental and theoretical skills through the lens of standard jazz band genres, including swing, funk, Latin, and rock. Improvisation will be encouraged. Standard jazz band instrumentation is as follows: alto, tenor, or baritone saxophone, trumpet, trombone, guitar, bass guitar, piano, or drums. However, all instruments are welcome! Because the jazz band learns and performs more challenging music, jazz students must be registered in concert band. Jazz students will have the opportunity to play in concerts and festivals.

**JAZZ BAND 10 (MMUJB 10)**

This course explores jazz and big band genres in more depth. Students will develop their instrumental and theoretical skills through the lens of standard jazz bands, including swing, funk, Latin, and rock. Soloing and improvisation will be encouraged. Standard jazz band instrumentation is as follows: alto, tenor, baritone saxophone, trumpet, trombone, guitar, bass guitar, piano or drums. However, all instruments are welcome! Because the jazz band learns and performs more challenging music, jazz students must be registered in concert band or have teacher permission. Jazz students will have the opportunity to play in concerts, and festivals.

**JAZZ BAND 11 (MIMJB11)**

This course explores jazz and big band genres in more depth. Students will develop their instrumental and theoretical skills through the lens of standard jazz band genres, including swing, funk, Latin, and rock. Soloing and improvisation will be encouraged. Standard jazz band instrumentation is as follows: alto, tenor or baritone saxophone, trumpet, trombone, guitar, bass guitar, piano, or drums. The jazz band learns and performs more challenging music, jazz students must have previous experience. Jazz students will have the opportunity to play in concerts and festivals.

**JAZZ BAND 12 (MIMJB12)**

This course explores jazz and big band genres in more depth. Students will develop their instrumental and theoretical skills through the lens of standard jazz band genres, including swing, funk, Latin, and rock. Soloing and improvisation will be encouraged. Standard jazz band instrumentation is as follows: alto, tenor, or baritone saxophone, trumpet, trombone, guitar, bass guitar, piano or drums. The jazz band learns and performs more challenging music, jazz students must have previous experience. Jazz students will have the opportunity to play in concerts and festivals.

**THEATRE COMPANY 12 (MDRTC12)**

Theatre Company 12 is a course that prepares students for school wide and community performances during the semester. Students will developing character, story, mood and the ability to thoughtfully write about and reflect on a variety of performances with the intention of applying these concepts to community performance. In addition to this, students will contribute to the development of Theatre Company building though stagecraft, rehearsal, and performance. A positive attitude and commitment are essential for success in the course**.**

**HOME ECONOMICS**

**FOOD STUDIES:**

**FOOD STUDIES 09 ADST (MADFS09)**

An introductory course to develop an interest in, and enjoyment of food. Students will learn about ingredients, equipment, and food safe practices. Skills and abilities in food preparation will be developed and students will finish the course able to cook and bake independently. Students will make recipes from a variety of cultures, and will learn about recipe design, nutrition, meal planning, ethical issues, and traditional Indigenous food practices.

**FOOD STUDIES 10 – ADST (MFOOD10)**

In this course students will develop practical culinary skills and the ability to create and design their own food products. Students will become familiar with the design process, elements of meal preparation and the relationship between eating practices, and mental and physical well-being. Other topics will include food trends, food contamination, nutrition, marketing, and various factors that impact food choice and availability.

**FOOD STUDIES 11 (MFOOD 11)**

This course is for students with some food and cooking skills who want to develop beyond the basics. Students will take part in challenging labs and various meal and recipe design opportunities. They will learn about ingredients proportions, temperatures, and preparation methods and understand how to develop and modify recipies. Other fascinating topics such as food security, food recalls, cultural appropriation, food labelling, and food marketing will be covered.

**FOOD STUDIES 12 (MFOOD 12)**

Take your food preparation skills to new levels in Food Studies 12. Emphasis is on the ability to use advance knowledge and skills in food preparaton to design original recipes and menus. Social, cultural, health, economic, and aesthetic aspects of food will be discussed in depth. This course also provides an opportunity to explore future career options in the food industry and to develop an individual food philosophy.

**FAMILY STUDIES:**

**FAMILY AND SOCIETY 10 (MFAMS10 )**

This is a sociology course designed for students to unpack the “family” unit. We will explore what defines a family, what is the key role in society and why it is an important facet of human society. This includes studying culture, societal influences, spirituality, and family relationship dynamics. We will explore topics such as healthy/unhealthy communication, interpersonal relationships, the roles and rights of children, living and housing options for individuals and families, and caregiving issues. This is a good introduction to sociology course for any student who wants to pursue post-secondary, learn about human behaviour, go into social work, education or any public service sector.

**INTERPERSONAL AND FAMILY RELATIONSHIPS 11 (MIAFR11)**

This is a sociology course designed for students in grades 10 to 12 who wish to study human behaviour, development, and relationships. It explores human societies and how over time

change is always occurring. What drives social change? Who advocates it? Why is it important

to study change? Why do people behave the way they do? Does society create criminals?

These are some of the questions explored. Some topics such as love and relationships, the interactive nature of self and family, personality theories, communication styles, types of interpersonal and family relationships, components of healthy/unsafe relationships, and factors involved in ending relationships will be studied. Though general topics are decided the content

for the topics is student driven. Student interest will be asked to create the content for the course. This is a good course for those who have an interest in counselling, social work, or education.

Or for anyone who is simply interested in human behavior and societal functions.

**CHILD DEVELOPMENT AND CAREGIVING 12 (MCDAC12)**

This is a sociology course designed for students in grade 11 and 12 who are interested in

studying infant and child development. The main theme is parenting. Understanding how to parent, how parenting shapes society and individuals. Topics will include pregnancy and

childbirth, the needs of infants and children, theories and stages of child development, and the rights and responsibilities of caregivers. Simulated parenthood with electronic computer babies

is available. This is an excellent course for those considering a career in human services

(e.g. health care, counselling, social work, education, business, etc.)

**PSYCHOLOGY:**

**PSYCHOLOGY 11 (YPSYC1A1)**

How do drugs affect a person’s brain? What is it like to have schizophrenia? How controlled are you by forces you are not aware of? How can you reduce anxiety? How much does your

childhood affect you now? These are some of the questions that are explored in Psychology 11. This course is designed to give students an introduction to psychology, while focusing on applicable skills and will change the way you see the world.

**PSYCHOLOGY 12 (YPSYC2A)**

What causes people to join cults? How do advertisers target you? How can you build better communication skills? How can you best help people who are in psychological distress? How

does attraction work? What are the “love languages”? These are some of the questions that are explored in Psychology 12. This course is designed to build on students’ knowledge and further their ability to understand the world using a psychological mindset.

**TEXTILES:**

**TEXTILES 09 (MADT 09)**

Would you like to learn how to sew and make your own clothes and accessories? If you prefer a more hands-on approach to learning then this course would be a great fit for you. You will learn about different fashions, fabrics and sewing techniques. Students will study fabric selection and care, pattern design and alterations, basic clothing construction techniques including waistbands, zippers, buttonholes, facings, collars, and hems. You will master the use of the sewing machine and be introduced to the serger and other sewing related equipment.

**TEXTILES 11 (MTXT 11)**

Whether you are new to sewing or have some experience, take this class for a more hands-on approach to learning. Projects are selected based on your ability but could include: pajamas, sweatshirts, pants, tops, dresses, quilts, and other accessories. More advanced students will

have the opportunity to work with more complicated fabrics and patterns and will learn a variety

of new sewing techniques. Have fun designing your own project or giving a new look to

something you already own. In addition to sewing, we will explore issues and careers in the fashion and textile industry.

**TEXTILES 12 (MTXT 12)**

Whether you are new to sewing or have some experience, take this class for a more hands-on approach to learning. Projects are selected based on your ability but could include: pajamas, sweatshirts, skirts, dresses, jackets, quilts and other accessories. Students who have completed previous courses in textiles will develop their skill base by choosing more advanced projects and textiles. Have fun designing your own garment, craft or accessory. In addition to sewing and design, we will explore issues and careers in the fashion and textile industry and in the post-secondary options that are available.

**TEXTILES 10 (MTXT 10 )**

Whether you are new to sewing or have some experience, this class will provide for a more hands-on approach to learning. Projects are selected based on your ability but could include: pajamas, sweatshirts, bags, tops and other accessories. Have fun creating new things and adapting items you already own. In addition to sewing, students will explore issues and careers in the fashion and textile industry.

**TOURISM:**

**TOURISM 12 (MTRM 12)**

Tourism is a course that focuses on the development and ever changing face of the tourism industry in Canada. Tourism focuses on applied design, which conducts user-centered research

to understand design opportunities and barriers. Applied skills and technologies prepare students to work in the new environments of the modern age. There is a heavy focus on local, Canadian, and Aboriginal tourism. Students will engage in critical thinking skills in relation to issues in the tourism industry. The aim is to get students to understand the current situation of tourism and be able to predict future trends and find success in vocations related to the tourism industry.

**LEADERSHIP**

**GRADE 10 LEADERSHIP COURSES**

**ATHLETIC LEADERSHIP 10 (YIPS 0B ATHL)**

Athletic leadership provides an opportunity for students to make a true connection with the school community and athletic culture through various athletic volunteering opportunities. It’s a linear course backed with PE 10. Students will learn how to score keep and run scoring tables for both volleyball and basketball. They will organize and run intramurals for the entire school at lunch. They will have an opportunity to plan a school wide pep rally and year end athletic banquet. Various field trips are included that work on leadership skills and team building. This course has been developed to support and improve leadership skills in students. With a component of personal and social responsibility, students can safely discover organizational structures and concepts of recreational leadership extending themselves to others within school and community programs. Students will be able to explore their levels of understanding specific skill sets including team building, goal setting, problem solving, leadership styles, management strategies, event selection and planning, reflective and evaluative tools. Athletic Leadership allows students to leave a lasting impression on both the school and athletics. What will you and your classmate's legacy be?

**COMMUNITY LEADERSHIP 10 (YIPS 0B COM)**

By registering in this course, you will identify yourself as an active citizen - someone wanting to take a proactive role in developing our school’s culture and fostering healthy local and global communities. Success in the course depends heavily on your commitment to personal and social responsibility. Leaders at Sullivan Heights are role models respected for their independence, motivation, organization and charity. Volunteering is a requirement. We are team players who are visible by all members of the community. Some of the initiative in which you may participate include: The Terry Fox Run, Grade 8 retreat, The Remembrance Day Assembly, RELeaf Program, Parks Lend-a-Hand, Surrey Food Bank, Surrey Christmas Bureau Adopt-a-Family, Clebr8, The Sullivan Star-Quality program, SD36 ELL Reading Buddy program, Pink Shirt Day, International Surrey Children’s Festival, Elementary School Leadership and many more depending on the class culture and dynamic. All members will become registered City of Surrey volunteers, and get certified in Emergency First Aid and CPR-C through St. John Ambulance.

**MATHEMATICS**

The new mathematics curriculum is designed to give allstudents the opportunity to learn skills to successfully locate, analyze and apply the information they need in their work and personal lives after they graduate. They include the four major strands of competencies that are critical to students’ learning, doing and understanding Mathematics.

**Reasoning and Analyzing**

Demonstrate fluency with mental mathematics and estimation

Devlop inductive and deductive mathematical reasoning

Use tools or technology to explore and create patterns and relationships, and test conjectures.

**Understanding and Solving**

Develop, construct and apply new mathematical knowledge through play, inquiry, and problem solving.

Demonstrate multiple **strategies to solve problems in both abstract and real-life situations using different cultural perspectives**

**Communicating and Representing**

Use mathematical vocaulary and language to communicate in a variety of ways to explain, clarify, and justify ideas

Develop mathematical understandign through concrete, pictorial and symbolic representations

**Connecting and Reflecting**

Develop visualization skills to assist in exploring, connecing, applying, and describing concepts to each other, to other discilines, and to the real world.

**THE COMMON CURRICULUM FRAMEWORK FOR GRADES 10-12 MATHMATICS**

**INCLUDES 3 PATHWAYS:**

**PRE-CALCULUS MATHEMATICS:**

This pathway is designed to provide students with mathematical understandings and critical thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and number, measurement, reltions and functions and trgonomotry.

**FOUNDATIONS OF MATHEMATICS:**

This pathway is designed to provide students with mathematical understandings and critical thinking skills identified for entry into post-secondary programs that do not require the study of theoretical calculus. Topics include financial mathematics, geometry, measurement, number, logical reasoning, reltions aqnd functions, statistics and probability.

**WORKPLACE MATHEMATICS:**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, financial literacy and probability.

**MATHEMATICS**

**MATHEMATICS 08 (MMA 08)**

The Mathematics 8 course continues to expose students to introductory algebra, statistics and rudiments of 3-D geometry. This course is a foundational course for high school mathematics. Students will need to adapt to the increase requirements of a high school mathematics course. Work habits, use of class time and study skills are as important for students’ success in math 8 as mathematical ability. Students are expected to complete individual mathematics practice everyday they are enrolled in this course.

The intended topics of this course are:

* Pythagorean Theorem.
* Squares, cubes, square roots, and cube roots.
* Operations with fractions, percents and ratios
* Manipulation of algebraic expressions/polynomials.
* Linear relations and equations.
* Surface area and volume of selected 3-D objects.
* Central tendency measurement.
* Elements of probability.

**MATHEMATICS 09 (MMA 09)**

The Mathematics 9 course continues to expose students to introductory algebra, statistics, and rudiments of 3-D geometry. It also starts to introduce students to financial literacy and it deepens the study of some of the concepts introduced in school mathematics. In the following year, students will have two different options in terms of what mathematics course they will enroll into. The selection of Grade 10 mathematics course will depend on the students’ performance in this course. Students need to know that their effort in this course is more important for their success than their “mathematical talent”. Students are expected to complete individual mathematics practice every day when they are enrolled in this course.

The intended topics of this course are:

* Polynomials
* Operations with fractions.
* Exponents’ Laws.
* Linear relations and equations.
* Elements of Geometry.
* Elements of Statistics.
* Financial Literacy.

**MATHEMATICAL PATHWAYS**

A diagram of maths

Description automatically generated

**GRADE 10 MATHEMATICS:**

**FOUNDATIONS OF MATH AND PRE-CALCULUS 10 (MFMP 10)**

This course is a prerequisite for students who intend to enroll in Pre-Calculus 11 or Foundations of Mathematics 11 courses. This course will introduce students to the notion of functions, will treat in depth linear functions, and will expose students to more advanced mathematics related to exponents and trigonometry. This course will introduce students to experimental probability and some topics related to financial literacy.

To be successful in this course, students need a strong background in Algebra and Arithmetic, good mental calculation skills, strong work habits, and good reading skills. Since this course is part of the graduation program, parents’ involvement in their children’s progress through the course is strongly encouraged.

**Intended topics of the course:**

* real numbers, exponents’ laws
* polynomials
* right triangle trigonometry
* functions
* linear functions
* systems of linear equations
* probability
* financial literacy
* arithmetic sequences and series

**WORKPLACE MATH 10 (MWPM 10)**

Workplace Math 10 is designed to provide students with the understanding and skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, numbers, and statistics and probability. This course will lead to Workplace Math 11 or Foundations and Pre-Calculus 10.

**GRADE 11 MATHEMATICS:**

**FOUNDATIONS OF MATHEMATICS 11 (MFOM 11)**

Foundations of Math 11 is intended for students who wish to pursue post-secondary study in fields which may require some mathematics, but do not require knowledge of Calculus. There is emphasis on logical thinking and use of problem-solving strategies throughout the course. The students will be required to complete a research project. In order to be successful, students should allocate an average of 30 to 45 minutes of individual work a day.

***Intended topics of the course:***

* logical reasoning with applications to plane geometry
* trigonometry of non-right triangles, with an emphasis on problem solving
* statistical reasoning; making judgements about a data set based on mean, median, mode,

range and Standard deviation. Introduction to the normal distribution, its characteristics and

some basic applications

* proportional reasoning, with an emphasis on unit analysis and problem solving
* quadratic functions and equations; graphing, using equations to model real-world type

problems

* linear inequalities; using systems of inequalities to model various situations, introduction to

basic linear programming

* financial literacy

**PRE-CALCULUS 11 (MPREC 11)**

This course is for students who intend to attend post-secondary education institutions in fields such as Engineering, Sciences, Computer Sciences, and others, where the study of Calculus is a requisite. Students who successfully complete this course should enroll in Pre-Calculus 12 course. The course will provide the students with some of the mathematical tools needed for the study of Pre-Calculus 12 and implicitly of Calculus.

During the course, students will experience intense problem-solving processes as well as extensive algebraic manipulation of mathematical expressions. Students will be encouraged to work in small groups as well as individually on their assignments. To be successful in this course, students need a strong background in Algebra and Trigonometry, good reading skills, as well as the will to spend 45 minutes to an hour a day on individual study at home.

***Intended topics of the course:***

* real numbers/radicals / exponents’ laws
* quadratic functions / exponents’ laws
* quadratic equations
* systems of equations and inequalities
* trigonometry
* polynomials
* financial literacy
* rational expressions and equations

**WORKPLACE MATH 11 (MAWM 11)**

Workplace Math 11 is a continuation of Workplace Math 10. It is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into many post-secondary trades programs, and for direct entry into the work force.

**Topics include** surface area, volume and capacity measurement, trigonometry, 3D objects, numerical puzzles, finance, algebra, and graphs of data.

**GRADE 12 MATHEMATICS:**

**FOUNDATIONS OF MATHEMATICS 12 (MFOM 12)**

Foundations of Mathematics 12 is a continuation of Foundations of Mathematics 11 course.

As such, the course for students who plan to enter post-secondary education in a field of study which may require some mathematical thinking, but which does not require knowledge of

Calculus. Emphasis continues to be on logical thinking and problem solving skills through

analysis of puzzles and strategy games.

***Intended topics of the course:***

* analysis of logical statements using truth tables and Venn diagrams
* introduction to Set Theory with problem solving applications
* combinatorics and counting problems with applications to Probability
* Polynomial, exponential, logarithmic and sinusoidal functions. Graphs, global behaviour,

general characteristics. Use of spreadsheet software and graphing calculators for data regression.

* Financial mathematics. Analysis of loans and investments, cost-benefit analysis, mortgages

and credit. Emphasis is on Emphasis is on the use of technological aids

**PRE-CALCULUS 12 (MPREC12)**

**Note: Pre-Caluclus 12 is a prerequisite for Calculus 12.**

This course is for students who intend to attend post-secondary education institutions in fields such as Engineering, Sciences, Computer Sciences, and others, where the study of Calculus is a requisite. The course is an in-depth study of functions and of some particular classes of functions such as Trigonometric functions or Exponential and Logarithmic functions.

During the course, students will experience intense problem solving processes as well as extensive algebraic manipulation of mathematical expressions. Students will also need to be able to use technology for solving problems. Students will be encouraged to work in small groups as well as individually on their assignments.

To be successful in this course, students need a strong background in Algebra and Trigonometry, good reading skills, as well as the will to spend at least an hour a day on individual study at

home.

***Intended topics of the course:***

* transformations of functions and operations with functions
* sequences and series -geometric
* exponential and logarithmic functions
* trigonometry: functions, equations, identities
* polynomial functions and equations
* conic sections – optional
* combination - optional

**CALCULUS 12 (MCALC12)**

This course is for students who intend to attend post-secondary education institutions in fields such as Engineering, Sciences and Computer Sciences. The course is an introductory course in Calculus and covers mostly Differential Calculus with a short reference to Anti differentiation/Integration. **It is meant to be taken after Pre-Calculus 12.**

During the course, students will experience working with the tools of Differential Calculus. They also learn about views on the historical developments of mathematics. Students will be encouraged to work in small groups as well as individually on their assignments.

To be successful in this course, students need a strong background in Algebra, Trigonometry and Geometry, as well as the will to spend at least an hour a day on individual study at home.

**Intended topics of the course:**

* functions – an in-depth review of Pre-Calculus courses
* limits
* differentials/derivatives
* applications of differentials/derivatives
* introduction to integration

**MODERN LANGUAGES**

**FRENCH 08 (MFR-08)**

Bienvenue à Français 8 & 9! Have you ever wanted to speak French better for the travel experiences within Canada and the world? Do you want to taste, hear, and see Francophone cultural experiences? French 9 focuses on the four pillars of listening, speaking, reading, and writing as we explore topics such as our passions, goals, holidays, and travel. Students learn the foundations of French while improving their ability to speak the language with increasing spontaneity.

**FRENCH 09 (MFR 09)**

Bienvenue à Français 8 & 9! Have you ever wanted to speak French better for the travel experiences within Canada and the world? Do you want to taste, hear, and see Francophone cultural experiences? French 9 focuses on the four pillars of listening, speaking, reading, and writing as we explore topics such as our passions, goals, holidays, and travel. Students learn the foundations of French while improving their ability to speak the language with increasing spontaneity.

**FRENCH 10 (MFR 10)**

Students in French 10 are increasingly able to take risks while engaging in spontaneous interactions using what they have learned in previous years. In this course students will engage in speaking, listening, reading and writing tasks to develop their ability to:

* communicate and understand simple, sequenced instructions
* demonstrate expression of needs, desires and emotions
* apply language patterns they have previously learned in a variety of real-life situations
* understand the cultural influence of the French language
* understand more complex oral, visual and written Francophone creative works
* take risks with the language to extend language boundaries
* set personal goals in language skills and monitor their progress

**FRENCH 11 (MFR 11)**

Students are able to interact with greater confidence in familiar situations and apply their growing range of strategies more consistently. French 11 students will use a range of speaking, listening, reading and writing skills to:

* Exchange information
* Express opinions and emotional reactions
* Narrate more complex stories or events
* Recognize and use time indicators and language patterns in a variety of situations
* Understand complex authentic oral, visual and written Francophone creative works
* Understand cultural differences and use cultural cues
* Rephrase in French to compensate for expressions they may not know
* Self-monitor and correct recurring or significant errors in communication

Students who successfully complete French 11 will have the minimum required language credit

for admission to colleges and universities.

**FRENCH 12 (MFR 12)**

Students will engage in increasingly complex and spontaneous oral interactions in which they demonstrate their ability to communicate in French, as well as the strategies they have

developed to sustain and extend communication. Students will use a range of speaking,

listening, reading and writing skills to develop their ability to:

* Research, prepare and discuss plans and other information
* exchange ideas and debate or discuss
* Retell and analyze events with a more complex timeline
* Use complex time indicators, language patterns and vocabulary
* Participate in spontaneous situations
* Understand complex and sophisticated authentic Francophone oral, visual and written

creative works

* Understand cultural perspectives and use cultural cues in spontaneous situations
* Negotiate meaning by using questions in French and other techniques for clarification
* Summarize information in oral, graphic and written forms
* Seek out and create practice opportunities in and out of the classroom

**SPANISH 09 (MSP 09)**

Come explore a language that can take you around the world to more than 20 countries. You will be able to communicate in Spanish through speaking, reading, writing, and listening. Through food, songs, art and dance we will experience the cultural activities that enhance Spanish and bring this amazing language to life.  In grade 9, you will experience:

* Authentic Cuisine and food from various countries
* Dia de los Muertos (Day of Dead) & a fiesta for Cinco de Mayo - piñata building challenge,

yes please!

* Watch movies in Spanish - learn to understand different accents from around the world
* Songs, Art and Dance - listen to music, classroom art projects and learn about different

styles of dance

* Conversations/Orals are done with tons of props to make them fun, engaging and of

course, interesting!

* Paella Day – learn how to prepare Paella, a traditional Spanish dish.

Learning Spanish is fun and furthers your discover of the Hispanic world, while expanding your identity as a global citizen

**SPANISH 10 (MSP 10)**

Spanish 10 grows on the concepts from Spanish 9 further building skills in the language. Students will be able to speak at a higher level of proficiency while understanding a broader range of topics in depth. Through virtual field trips, we visit places around the world such as Macchu Pichu, the Galapagos Islands, Barcelona and more! Other amazing experiences include:

* Food Tastings - which salsa is your favourite? Do you like guacamole or pico de gallo more?
* Art Projects for various cultural events including Dia de los Muertos, Cinco de Mayo, Spring

Language Carnival, Paella Day.

* Mario Kart on the Wii to practice directions.
* Authentic Spanish Maps from Disneyland and California Adventure to tell our amigos what ride

to go on next and how to find things in the parks.

Continue your adventure in this amazing Spanish Speaking World - gain a skill Universities/Colleges and future employers look for!

**INTRODUCTORY SPANISH 11 (MBSP 11)**

Bienvenidos! This course will cover basic Spanish speaking skills allowing students to have conversations with locals when you travel. You will learn to speak, read, write, and listen in Spanish, while learning about Hispanic culture. This course will allow you to gain basic speaking skills, discuss fiestas and learn about cultural events that happen around the globe.

What you gain:

* basic speaking skills allowing you to speak in both present and past
* Be able to read and write at a beginner level so that when you travel you can understand

tourist information!

* be able to have a basic conversation in over 22 countries around the world
* communicate at the airport, in restaurants, at food and clothing stores
* the ability to say you speak Spanish on your resume

Students who successfully complete Introductory Spanish 11 will have the minimum required language credit for admission to SFU, but may need to complete Spanish 11 if they wish to apply to other institutions. Please note that institutions’ admission requirements may change at any time, and the applicant is responsible to check the individual institution’s requirements to which they are applying.

**SPANISH 11 (MSP 11)**

Spanish 11 continues to build on the concepts and ideas that students have previously learned in Spanish 9 & 10. Students will be able to have Spanish conversations that are more extensive and participate in activities that are more complex. It centers on a variety of themes such as childhood, advertising, and literature. Due to the communicative nature of this course, active participation is an essential part of this class. Spanish 11 also acts as a preparatory course for Spanish 12; therefore, there is a great deal of emphasis on oral and written expression. By the end of Spanish 11, students should be able to express themselves in the past and present, using structures that are more complex and a wide variety of vocabulary. Evaluation is on communicative proficiency in all of the four language skills: speaking, listening, reading, and writing. Students who successfully complete Spanish 11 will have the minimum required language credit for admission to colleges and universities.

**SPANISH 12 (MSP 12)**

Spanish 12 is a course designed for students with a genuine interest in the language and culture of Spanish-speaking countries. It is a continuation of Spanish 11, and continues to build vocabulary, language structures, and language learning skills. Students will be able to have more extensive conversations and discussions about issues that are relevant to them. Themes include fiestas, shopping, film, travel, and the outdoors. Due to the communicative nature of this course, active participation is essential. By the end of Spanish 12, students should be able to express themselves comfortably in the past, present and future time frames using more complex structures and a wide variety of vocabulary. Evaluation is on communicative proficiency in all of the four language skills: speaking, listening, reading, and writing. There is a great deal of emphasis on oral and written expression.

**INTRODUCTORY PUNJABI 11 (MIPUN11)**

This is an introductory level Punjabi course open to senior students who have never taken a Punjabi course before. This beginner’s course will introduce the students to Punjabi alphabets, basic grammar structures, vocabulary, and oral skills. Students will explore Punjabi culture with emphasis on history, festivals, religion, and music.

Students who successfully complete Introductory Punjabi 11 will have the required language credit for admission to SFU, but, may need to complete Punjabi 11 if they wish to apply to other institutions. Please note that institutions’ admission requirements may change at any time, and the applicant is responsible to check the individual institution’s requirements to which they are applying.

**PUNJABI 11 (MPUN 11)**

This is an intermediate level Punjabi course. Students who have successfully completed Intro Punjabi 11 or have a formal language background in Punjabi are eligible to take this course. Through a variety of communicative activities and projects, students will continue to expand their vocabulary and refine their ability to talk and write about past events as well as express their opinions about more abstract and hypothetical ideas. It refines skills already acquired in the language. Students will develop communication skills through listening, speaking, reading, and writing. Students will explore Punjabi culture with emphasis on history, festivals, religion, and music.

**Specific examples of content covered in the course include:**

* Gurmukhi script: reading, writing, listening, and speaking in Punjabi.
* Review of consonants and vowels
* Simple grammar: gender, plurals, nouns, pronouns, verbs, auxiliary verbs etc.
* History: A history of the development of the Punjabi language and the Punjab region
* Culture: learn about Punjabi traditions and appreciation of Punjabi art forms. We will also

deal with variety of social issues through class - discussions, songs, films & videos

* Readings: reading from a variety of literature sources: short stories, fiction, non-fiction,

newspapers, News and poems.

Successful completion of Punjabi 11 provides the minimum language entrance requirement needed for universities and colleges.

**PUNJABI 12 (MPUN 12)**

Welcome to Punjabi 12! In this class, we will learn about Punjabi language, Culture, History, Literature through different interactive and fun-filled activities. Students will also enhance their reading and writing skills. With dedication and hard work students will be successful in this course, and we hope that students will receive a great deal of enjoyment and satisfaction from their work.

* Students can be expected to engage with the following:
* Comprehend & connect: Retrieve, research and analyze information for authentic resources.
* Analyze and compare elements of creative works and adjust speech & writing to reflect different

purposes and degree of formality.

* Community Connection: Recognize & appreciate the role of story, narrative, and oral tradition in
* expressing First people perspectives, beliefs, points of view and worldviews through place.
* Engage and interact in a variety of meaningful real-life situations.
* Language, Culture and Connection: Recognize connections between language and culture and how it affects behaviour,

attitudes, bias and cultural perspectives.

**PHYSICAL AND HEALTH EDUCATION**

**PHYSICAL AND HEALTH EDUCATION 08 (MPHE 08)**

The goal of our physical education program is to instill an appreciation for an active, healthy lifestyle.

The program will provide students with the opportunity to fulfill the following objectives:

* To participate and enjoy a variety of performance, fitness, and leisure-oriented activities
* To develop positive attitudes towards active living
* To acquire the skills and knowledge necessary to develop an active and healthy lifestyle
* To demonstrate appropriate social behaviour, etiquette, fair play and leadership skills related

to physical activity, personal, and social responsibility.

**PHYSICAL AND HEALTH EDUCATION 09 (MPHE 09)**

The goal of our physical education program is to instill an appreciation for an active, healthy lifestyle.

The program will provide students with the opportunity to fulfill the following objectives:

* To participate and enjoy a variety of performance, fitness, and leisure-oriented activities
* To develop positive attitudes towards active living
* To acquire the skills and knowledge necessary to develop an active and healthy lifestyle
* To demonstrate appropriate social behaviour, etiquette, fair play and leadership skills related

to physical activity, personal, and social responsibility.

**PHYSICAL AND HEALTH EDUCATION 10 (MPHED10)**

The goal of our physical and health education program is to instill an appreciation for an active, healthy lifestyle.

The program will provide students with the opportunity to fulfill the following objectives:

* to participate and enjoy a variety of performance, fitness, and leisure-oriented activities.
* to develop positive attitudes towards active living
* to acquire the skills and knowledge necessary to develop an active and healthy lifestyle
* to demonstrate appropriate social behaviour, etiquette, fair play and leadership skills related

to physical activity, personal, and social responsibility.

**SENIOR PHYSICAL EDUCATION ELECTIVES:**

**ACTIVE LIVING 11 (MACLV11)**

Through participation in a variety of activities, students will develop a positive attitude towards active living, demonstrate a functional level of activity-specific motor skills and develop career and occupational opportunities related to physical activities. Students will be introduced to available community recreational facilities and services. Emphasis will be placed on the development of leadership skills and possibly first aid certification. Volunteer hours will be required.

**ACTIVE LIVING 12 (MACLV12)**

This course enables students to enhance their quality of life through active living. Emphasis will be placed upon leadership skills acquisition, CPR certification and further opportunities to use community recreational facilities and services and outdoor pursuits.

**FITNESS AND CONDITIONING 11 (MFTCD11)**

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

**FITNESS AND CONDITIONING 11: WEIGHT TRAINING (MFTCD11 WT)**

This course is designed to support and encourage students’ safe and effective participation in weight training. Students will gain hands-on weight training techniques, knowledge of principles of training, safety procedures, adaptations to training, nutrition and supplement use. Students will be expected to plan and carry out specific weight training and/or cardio programs that will help them reach their specific individual goals. Students will record and reflect upon their program throughout the course.

**FITNESS AND CONDITIONING 12: WEIGHT TRAINING (MFTCD12 SF)**

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

**SCIENCE**

**SCIENCE 08 (MMA 08)**

Science 8 is the beginning of the Junior Science program. The big ideas to be developed in this course include:

* Life processes are performed at the cellular level (Biology).
* The behavior of matter can be explained by the kinectic molecular theory and atomic theory (Chemistry).
* Energy can be transferred as both a particle and a wave (Physics).
* The theory of plate tectonics is the unifying theory that explains Earth’s geological processes (Earth Science).

The big ideas will be taught with an emphasis on lab, inquiry, critical thinking, and creativity skills.

**SCIENCE 9 (MSC 09)**

Science 9 will build on the conceptual, laboratory, and critical thinking foundations which began in science 8. Scientific inquiry continues to provide the framework for asking questions, designing, and carrying out experiments, making observations, and making sense of the natural world. The major themes investigated in Science 9 include DNA, sexual and asexual reproduction, periodic table, chemical compounds, circuits, electricity, matter cycles and the interconnectivity of the spheres of science.  Students will use these concepts as a platform to investigate how to think scientifically, evaluate ideas critically, and investigate fairly.

**SCIENCE 10 (MSC 10)**

Science 10 is a required course. Science 10 is a continuation of the junior science program.

The big ideas to be developed in this course include:

* Genes are the foundation for the diversity of living things (Biology)
* Chemical processes require energy change as atoms are rearranged (Chemistry)
* Energy is conserved and its transformation can affect living things and the environment (Physics)
* The formation of the universe can be explained by the big bang theory (Cosmology)

The big ideas will be taught with an emphasis on developing analytic skills, scientific processes and critical thinking while learning about scientific topics.

**SENIOR SCIENCE COURSES & ELECTIVES:**

**BIOLOGY:**

**LIFE SCIENCES 11 (MLFSC11)**

Students are strongly recommended to have a C+ or higher in Science 10. It is strongly recommended to take Life Sciences 11 prior to taking Anatomy and Physiology 12 in order to observe and maintain consistency in studying life functions, as well as building on lab skills from LS11. Life Sciences 11 is an introductory course for first year biology courses in college or university and is recommended for students wishing to pursue a career in science. Life Sciences is a course surveying the biodiversity that exists on Earth. This course approaches science in a hands on creative manner by answering

real world problems and projects.

**The big ideas to be explored in this course include:**

* Life is a result of **interactions** at the molecular and cellular levels
* **Evolution** occurs at the population level
* **Organisms** are grouped based on common characteristics

**In the lab setting, students will need to have strong microscope skills. Dissections are a required component of this course and students must be willing to participate.**

**ANATOMY AND PHYSIOLOGY 12 (MATPH12)**

Students are strongly recommended to have a C+ or higher in Life Sciences 11 AND

Chemistry 11. Anatomy and Physiology 12 is a recommended course for students wishing to continue in the life sciences in post-secondary. Anatomy and Physiology 12 is a course focusing on the human body at the cellular level. Students will have the opportunity to communicate their learning through classwork, tests, projects, article reviews and lab work.

T**he big ideas to be explored in this course include:**

* Homeostasis is maintained through physiological processes
* Gene expression, through protein synthesis, is an interaction between genes and the environment.
* Organ systems have complex interrelationships to maintain homeostasis

**Daily review, homework completion and strong study skills are required to be successful in Anatomy and Physiology 12. Course assessment and assignments are based on classroom lessons, discussions, projects, and laboratory based inquiry work. Students must have strong skills for using the microscope. Dissections area a required component of this course and students must be willing to participate.**

**CHEMISTRY:**

**CHEMISTRY 11 (MCH 11)**

Students wishing to take Chemistry 11 are strongly recommended to have a C+ or higher in Science 10, and Pre-Calculus 10. Chemistry 11 is an introductory course that will give students

an understanding of the composition, classification, properties, and behaviour of matter. Problem solving, critical thinking and experimentation are skills used throughout this course. Chemistry 11 is recommended for students pursuing a career in the Sciences or Health Sciences. Daily review, homework completion and strong study skills are required to be successful in Chemistry 11. Course assignments are based on classroom lessons, discussions, projects, and laboratory

based inquiry work.

**The big ideas to be explored in this course include:**

* atoms and molecules are building blocks of matter
* organic chemistry and its applications have significant implications for human health, society, and the environment.
* The mole is a quantity used to make atoms and molecules measurable.
* matter and energy are conserved in chemical reactions
* Solubility within a solution is determined by the nature of the solute and the solvent.

**CHEMISTRY 12 (MCH 12)**

Students are strongly recommended to have a B or higher in Chemistry 11 and Pre-Calculus 11. Chemistry 12 is an advanced course that will give students the foundation needed for Chemistry at the post-secondary level. This is a demanding course for those that have succeeded in Chemistry 11 and plan to pursue further studies in this field. Chemistry 12 is strongly recommended for students pursuing a career in the Sciences or Health Sciences.

**The big ideas to be explored in this course include:**

* Reactants must collide to react, and the **reaction rate** is dependent on the surrounding conditions
* **Dynamic equilibrium** can be shifted by changes to the surrounding conditions
* **Saturated solutions** are systems in equilibrium
* **Acid or base strength** depends on the degree of ion dissociation
* **Oxidation and reduction** are complementary processes that involve the gain or loss of electrons

Daily review, homework completion and strong study skills are required to be successful in Chemistry 12. Course assessment and assignments are based on classroom lessons, discussions, projects, and laboratory based inquiry work.

**EARTH SCIENCE & GEOLOGY:**

**EARTH SCIENCE 11 (MESC 11)**

Earth Science 11 will focus on the Earth both in relation to its place in the Solar System, and its composition and structure. We will consider the processes that affect both the internal structure and the surface of the planet. Whenever possible students will apply their understanding to local connections within British Columbia. This can be a **challenging** course as many of the topics, vocabulary, and processes are unique to Earth Science as well as incorporating many ideas and topics from math.  Having a good foundation in math, chemistry, physics, and biology will greatly assist in your success. A minimum C+ in Science 10 is recommended before enrolling in this course.

The big ideas to **be explored in this course include:**

* **Earth materials** are changed as they cycle through the geosphere and are used as resources, with economic and

environmental implications.

* Plate tectonic theory explains the consequences of tectonic plate interactions.
* The transfer of energy through the **atmosphere** creates weather, and this transfer is affected by climate change
* The distribution of **water** has a major influence on weather and climate.
* Earth plays a unique role in our understanding of processes within our solar system

**ENVIRONMENTAL SCIENCE 11 (MEVSC11)**

Environmental Science 11 is an introduction to the study of ecosystems and the role of humans within them. Through outdoor experiences, case studies, and labs, we will explore both the living and non-living components of ecosystems, including the relationships between living things and the mechanisms through which ecosystems change over time. Students will have the opportunity to learn about the ways in which human activities impact the sustainability of Earth’s ecosystems and how sustainable practices can slow or reverse the damage we have caused. **Students are strongly recommended to have C+ or higher in Science 10 and Social Studies 10 before enrolling in this course.**

**GEOLOGY 12 (MGEOL12)**

Geology 12 will draw on prior knowledge of ALL scientific disciplines to better understand and explain the processes that make up the Earth. We will explore in depth the processes that make the materials of Earth, the processes that shape the surface and explore how we can use our understanding to plan for the future. This course will develop practical skills and scientific inquiry, as well as introduce students to the work that Geologists do in the world through data analysis

and real-world observations. We will incorporate math and chemistry in our understanding of

Earth and its processes as well as hands on, experiential learning.  This course will provide a unique, academically challenging approach to science that can prepare students for higher level studies within any field.   Possessing a solid work ethic and a willingness to be challenged to

work through problems and communicate understanding makes this a rewarding science for anyone. A minimum C+ in any Science 11 course is recommended.  Having taken Earth Science 11 is not needed to be successful in the course.

**PHYSICS:**

**PHYSICS 11 (MPH 11)**

Pre-requisite: Students are recommended to have a minimum mark of C+ in Pre-Calculus 11,

or at least a B, or higher in Science 10 AND Foundations of Math and Pre-Calculus 10. Physics 11 focuses on the principles and theories of motion and energy, through the study of 1- and 2- dimensional kinematics, dynamics, energy, power, waves, and DC circuits. A focus on lab skills, data analysis, scientific method, scientific inquiry, and problem solving are emphasized. Strong mathematical problem solving skills are required for success. Please note: Physics 11 is a prerequisite for Physics 12.

**PHYSICS 12 (MPH 12)**

It is strongly recommended that students have a B or higher in Physics 11 and Pre-Calculus 11. Physics 12 is an advanced course for those students who plan to continue studying science at a post secondary institution. It builds upon the conceptual framework created in Physics 11. Lab skills, data analysis, and problem solving continue to be emphasized. Topics of study include: vector kinematics in two dimensions, dynamics, vector dynamics, work, energy and power, momentum, equilibrium, circular motion, gravitation, electrostatics, and electromagnetism.

**SCIENCE FOR CITIZENS 11 (MSCCT11)**

Science for Citizens 11 uses hands on learning, labs, and case studies to explore how science affects the well-being of individuals and the global society. Note: Science for Citizens is intended for students with limited success in science and math. Fulfills Science 11 credit but may not meet some Post-Secondary entrance requirements.

The big ideas explored in this course include:

* **Scientific processes and knowledge** inform our decisions and impact our daily lives
* Scientific knowledge can be used to develop procedures, techniques, and technologies that

have implications for **places of employment**

* Scientific understanding enables humans to **respond and adapt to changes** locally and

Globally

**SOCIAL STUDIES**

**GRADE 8:**

Grade 8 Social Studies is offered with English 8 in a in a cross-curricular course called Humanities 8.

**GRADE 9:**

Social Studies 9 offers students an overview of the period of history between 1750CE – 1919 CE. The focus is on deepening students understanding of the world around them by studying societies and worldviews of the past and comparing them to the world we know today. Students engage in a variety of different activities: academic and creative, individual, and cooperative, and serious and fun. Social Studies education approaches history and geography through the development of critical thinking skills, focusing on cause and effect, interpretation of primary and secondary sources, and cause and effect in historical patterns and contexts. Communication skills, both structured and informal, will be developed to suit the purpose, learning and context. At a grade nine level, there will be a strong emphasis on multi-paragraph compositions and strengthening historical thinking skills. **During Grade 9 course selection, students are provided with a choice. They can continue with Humanities 9, or they can choose to focus on the two subject matters (English 9 and Socials 9) separately.**

**GRADE 10:**

Social Studies 10 concentrates on Canadian history from 1914 to the present. It examines the perspectives of groups of Canadians, including a focus on First Peoples. The curriculum of Social Studies 10 also focuses on themes of governance, autonomy, Canadian identities, and justice for Indigenous peoples of Turtle Island and all Canadians. The topics of geography, economics, basic political theory and current events are also included in Social Studies 10. The curriculum will focus on the acquisition of such skills as:  identifying and analyzing different perspectives, cause and effect, the reliability of sources and evidence, and critical thinking through thinking, speaking, and writing.  Students will concentrate on these concepts and skills through a variety of primary and secondary historical sources, newspapers, and short pieces of text.

**SENIOR SOCIAL STUDIES COURSES & ELECTIVES:**

**Note: ONE** course from the following selection is required for graduation.

**20TH CENTURY WORLD HISTORY 12 (MWH 12**)

This is a course for students that are looking for a more in depth look at the world of the 20th century and not Canada as focused in Social Studies 10, for students who want to gain a better understanding of the course of history and how we got to where we are now.

**Students will be expected to know the following:**

* The rise and rule of authoritarian regimes
* Civil wars, independence movements, and revolutions
* Human rights movements, including those of indigenous peoples
* Religious, ethnic, and/or cultural conflicts, including genocide
* Global conflicts, including World War I, World War II, and the Cold War
* Migrations, movements, and territorial boundaries
* Interdependence and international co-operation
* Social and cultural developments
* Mass consumption and production of communication and transportation technologies

**BC FIRST PEOPLES 12 (MBCFP12)**

BC First Peoples 12 looks at how the identities, worldviews, and language of BC First Peoples are renewed, sustained, and transformed through their connection to the land. Students will investigate how the impact of contact and colonialism continues to affect the political, social, and economic lives of BC First Peoples.

* Students will study how cultural expressions convey the richness, diversity, and resiliency of BC First Peoples. Students

will also gain an understanding of how,

through self-governance, leadership, and self-determination, BC First Peoples challenge and resist Canada’s ongoing colonialism.

* Students will be expected to know the following:
* Traditional territories of BC First Nations and their relationship with the land.
* Role of oral tradition of BC First Peoples
* Impact of historical exchanges within BC First Peoples and with non-Indigenous peoples
* Government policies that have and continue to affect the responses of BC First Peoples to colonialism\Resistance

of BC First Peoples to colonialism

* Role of media in supporting and challenging the culture, language and self-determination of First Peoples
* Traditional and contemporary governance systems of BC First Peoples
* Contemporary challenges facing BC First Peoples.

**COMPARATIVE CULTURES 12 (MCMCL12)**

This is a course for students that are looking to gain a better understanding of the diversity of value and belief systems around the world, how those systems are shaped and as a result, how those systems are expressed through artistic expressions of culture.

**Students will be expected to know the following:**

* Definitions of culture and how these have changed over time
* Elements of culture and cultural expressions
* Conflict and conflict resolution within and between cultures
* Systems of power, authority, and governance
* Role of value systems and belief systems in the development of cultures
* Interactions and exchanges between cultures
* Interactions between cultures and the natural environment

**CONTEMPORARY INDIGENOUS STUDIES 12 (MINST12)**

This course explores the issues facing various Indigenous peoples within today’s modern colonial legacy world. As the world has modernized, been developed, and moved away from traditional pre-industrial structures, many Indigenous groups have been pressured to evolve from their traditional ways to fit-in, or risk being marginalized and left behind.

**Students can expect to engage with the following in accordance with BC and other world indigenous groups:**

* The identities, worldview, and languages of Indigenous peoples are renewed,

sustained, and transformed through their connection to the land.

* Indigenous peoples are reclaiming mental, emotional, physical, and spiritual wellbeing

despite the continuing effects of colonialism.

* Indigenous peoples continue to advocate and assert rights to self-determination.
* Reconciliation requires all colonial societies to work together to foster healing and

address injustices.

**GENOCIDE STUDIES 12 (MGENO12)**

Genocides are one of the worst atrocities committed by human beings on other human beings. The term itself has profound legal and cultural ramifications. This course probes the various reasons genocide occurs, how it progresses and the attempts at disruption and resistance.

**Students will be expected to know the following:**

* origins and development of the term “genocide”
* economic, political, social, and cultural conditions of genocide
* characteristics and stages of genocide
* acts of mass violence and atrocities in different global regions
* strategies used to commit genocide
* uses of technology in promoting and carrying out genocide
* recognition of and responses to genocides
* movements that deny the existence of or minimize the scope of genocides
* evidence used to demonstrate the scale and nature of genocides
* international law and enforcement

**HUMAN GEOGRAPHY 12 (MHGEO12)**

This is a course where students will examine the impacts humans have had on the environments at a local, regional, and global level. Students will analyze political, social, and economic impacts groups of people have had over other parts and people of the world.

Students can be expected to engage with the following:

* demographic patterns of growth, decline, and movement
* relationships between cultural traits, the use of physical space, and impacts on the environment, including First Peoples cultures
* global agricultural practices
* industrialization, trade, and natural resource demands
* increased urbanization and influences on societies and environments
* relationships between natural resources and patterns of population settlement and economic development
* political organization of geographic regions

**LAW STUDIES 12 (MLST12):**

This is a course for students who want to understand legal rights and responsibilities that allow citizens to participate more fully in society. If you are interested in understanding how our courts and laws work then take this course. This course includes field trips to experience our provincial and superior courts first hand.

**Students can expect to engage with the following:**

* Key areas of law such as criminal law, civil law, and family law,
* Foundations of Canadian laws
* Structures and powers of the federal and provincial courts and administrative tribunals
* The Constitution of Canada and the Canadian Charter of Rights and Freedoms
* Role of the judiciary as an independent branch of government
* Canada’s correctional system
* Legislation concerning children and youth

**PHILOSOPHY 12 (MPHIL12)**

This is a course for students who want to examine the fundamental nature of knowledge, reality, and existence. If you are interested in developing tools for investigating meaning and fostering understanding of different ways of thinking then this is an ideal course for you.

**Students can expect to engage with the following:**

* methods of reasoning and argument in philosophy
* metaphysical theories about the nature of reality
* ontological theories of being
* epistemological theories about knowledge and truth
* theories of justice and freedom
* theories of morality and ethics

**PHYSICAL GEOGRAPHY 12 (MPGEO12)**

This is a course where students will examine the nature of the physical world. Students will be required to analyze, interpret, and understand processes related to plate tectonics, gradation, natural disasters, weather and climates, biomes, natural resources, and sustainability.

**Students will be expected to know the following:**

* Incorporating data from a variety of sources allows us gain a better understanding of our

globally connected world.

* Natural processes have an impact on the landscape and human settlement.
* Human activities and resource use affect the environment.
* Interactions between human activities and the atmosphere affect local and global

weather and climate

**POLITICAL STUDIES 12 (MPLST12)**

This is a course for students looking to gain a better understanding of the making of political decisions, how institutions and ideologies shape and are the outcomes of power in a society. If you are interested in better understanding how government works and affects your life, take this course.

**Students will be expected to know the following:**

* structure and function of Canadian and First Peoples political institutions
* major ideologies and political systems
* election processes and electoral systems
* role of mass media in democratic societies
* power relationships between citizens, government, and other bodies in the creation of

public policy

* scope and characteristics of the international system
* issues in local, regional, or national politics in Canada
* issues in global politics, such as security, conflict management, development, and

sustainability.

**SOCIAL JUSTICE 12 (MSJ 12)**

This is a course for students who have an interest in activism and advocacy, for those interested

in learning about problems in society and initiatives to fix them.

**Students will be expected to know the following:**

* various theoretical frameworks, interpretations, and concepts of social justice
* connections between self-identity and an individual's relationship to others in society
* connections between social justice issues
* past and present social injustices in Canada and in the world, their possible causes,

and their lasting impact on individuals, groups, and society

* roles of governmental and non-governmental organizations in issues of social justice and injustice
* processes, methods, and approaches individuals, groups, and institutions use to promote social justice.

**URBAN STUDIES 12 (MURST12)**

This is a course where students will analyze and understand the process by which urbanization has taken place. Students will examine local, regional, global, and historic patterns of settlement; understand the decision-making process when planning and designing cities and regions, what role the government plays in the process and contemporary issues facing urban centres.

**Students will be expected to know the following:**

* urbanization as a global phenomenon
* historic settlement patterns in urban centres.
* local and regional governance in BC and relationships with other levels of government functions of local and regional government
* urban planning and urban design
* decision making in the planning of cities and regions.
* contemporary issues in Urban Studies

**TECHNOLOGY EDUCATION**

**STEM & INQUIRY 8 ROTATION:**

STEM/INQUIRY 8 is entry level course is an introduction to the field of Engineering. It is a combination of Technology, Art, and Science, and is designed for creative and self-motivated students who are looking to gain hands-on experience. Students will be given on overview of the different kinds of engineering, the most common types of building materials, and the principles of user-interface design. The emphasis of the course will be on the Engineering Design Process, with multiple opportunities for students to take their ideas from concept to finished product, making improvements along the way. Possible projects include pop bottle rockets, popsicle stick bridges, mouse trap cars, and rubber band airplanes. Members of this class will get experience with hand drafting, working with hand tools, and communicating their ideas to others.

**GRADE 9:**

**APPLIED SCIENCE, TECHNOLOGY, EGINEERING, AND MATH 9 ADST (MADSTEM 09)**

This STEM program will explore the ADST curriculum through the lens of Science, Technology, Engineering, and Mathematics. Students will develop a designer/maker mindset through the creative synergy of tools and projects at all levels of expertise. Through inquiry and project- based learning environment, students will explore real world topics that foster independent learning and creative and critical thought.

**METALWORK 09 (MADM 09)**

The main objective of this course is to offer a combination of knowledge and hands-on skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of metal-related products. Students will apply the acquired skills in the design and construction of teacher/student selected projects. Significant focus on hand tools with an introduction to power

**TECHNOLOGY 09 ADST (MADPT09)**

Design, Build, Test and Iterate! Come join Technology 9 where you will be introduced to a variety of different types of Engineering including Civil, Mechanical and Electrical engineering. Build your own bridge, use mechanical advantage, and design your own circuit. This course is a hands-on project based course (Hint! No Tests!)

**WOODWORK 09 (MADW 09)**

This course is an introductory course that undertakes various aspects of the woodworking trades. We begin by studying, designing, and constructing a project within specific design guidelines. Emphasis is given to awareness and application of wood design, a working knowledge of wood, safe and correct use of power tools, developing a responsible and safe attitude toward power, and maintenance and repair of tools. Lathe and wood turning projects are bonus activities.

**GRADE 10:**

**DRAFTING 10: 3D PRINTING AND DESIGN (MTDRF10 3D)**

This course is open to all grade 10 students. Students will learn the principles of 3D drafting and design. Students will design 3D models and prepare drawings for fabrication. A greater emphasis will be placed upon the use of drafting skills in the areas of 3D printing and rapid prototyping. Career exploration will also be included. Evaluation: Letter grades are based on the number of drawing assignments completed, their accuracy and neatness, as well as the student’s portfolio of completed work.

**METALWORK 10 – ADST (MTMET10)**

The main objective of this course is to offer a combination of knowledge and hands-on skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of metal-related products. Students will apply the acquired skills in the design and construction of teacher/student selected projects. This course uses hand and power tools daily and all processes including welding, cutting, grinding and joining metal to create a variety of projects. See the online BC Curriculum ADST Metal 10 description for more information.

**METALWORK 10: ART & JEWELLERY MAKING (MTMET10 JM)**

This is a hands on course in which students will learn how to make sterling silver jewellery. No previous experience is needed. Students will learn the basic jewellery techniques as they build projects. As the student gains experience, they will be encouraged to design and build their own jewellery. Examples of projects include key fobs, rings, chains and small boxes.

**ROBOTICS AND ELECTRONICS 10 – ADST (MTEAR10 ROB)**

ROBOTS! Need more be said? Come build your own robot, compete in challenges, and learn all at the same time. You will be introduced to the world of robotics along with 3D modeling software. After building your robots, you will learn about Arduino Microcontrollers and basic circuitry, the foundational skills behind the robots. No previous experience is needed; repeating the course will have you building upon and stretching your skills.

**TRADE SKILLS EXPLORATION 10 (MSTX-0A TS)**

Planning to move out of your parents house? You should probably learn how to fix a few things! Through the course you will learn the basics of multiple different trades including Carpentry, Plumbing, and Electrical. After this course, you could pursue a career in Trades or Engineering; or just give you the confidence on how to fix a few things around your house. No experience is required but enthusiasm is!

**WOODWORK 10 – ADST (MWWK10)**

This course is open to all grade 9 or 10 students. This course is an introductory course that undertakes various aspects of the cabinet-making trade. We begin by studying, designing and constructing a project within specific design guidelines. Emphasis is given to awareness and application of wood design, a working knowledge of wood, safe and correct use of power tools, developing a responsible and safe attitude toward power, and maintenance and repair of tools. In grade 10, students may begin to design and construct their own projects. Lathe and wood-turning projects are bonus activities.

**GRADE 11:**

**DRAFTING 11: 3D PRINTING AND DESIGN (MTDRF11)**

Are you interested in design? Join the class to try out designing, and printing your projects on a 3D printer! You will learn a variety of different software to create, animate, and fabricate anything that you can think of. Students will also have access to a Laser Printer and a CNC milling machine. No previous experience is needed; repeating the course will have you building upon and stretching your skills.

**METALWORK 11 (MTMET 11)**

The main objective of this course is to offer a combination of knowledge and hands-on skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of metal-related products. Students will apply the acquired skills in the design and construction of teacher/student selected projects. This course uses hand and power tools daily and all processes including welding, cutting, grinding and joiing metal to create a variety of projects. See the online BC Curriculum ADST Metal 11 description for more information

**METALWORK 11: ART METAL - JEWELLERY MAKING (MTMET11-JM)**

This is a hands-on course in which students will learn how to make sterling silver jewellery. No previous experience is needed. Students will learn the basic jewellery techniques as they build projects. As the students gains experience, they will be encouraged to design and build their own jewellery. Examples of projects include: Pendants, bracelets, rings and earrings. See the online BC Curriculum ADST Art Metal 12 description for more information.

**ROBOTICS AND ELECTRONICS 11 (MTELE11 ROB)**

ROBOTS! Need more be said? Come build your own robot, compete in challenges, and learn all at the same time. You will be introduced to the world of robotics along with 3D modeling software. After building your robots, you will learn about Arduino Microcontrollers and basic circuitry, the foundational skills behind the robots. No previous experience is needed; repeating the course will have you building upon and stretching your skills.

**TRADE SKILLS EXPLORATION 11 (MSTX-1A TS)**

Planning to move out of your parents house? You should probably learn how to fix a few things! Through the course you will learn the basics of multiple different trades including Carpentry, Plumbing, and Electrical. After this course, you could pursue a career in Trades or Engineering; or just give you the confidence on how to fix a few things around your house. No experience is required but enthusiasm is!

**WOODWORK 11 (MWWK11)**

The main objective of this course is to offer a combination of knowledge and “hands-on” skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of wood-related products. Students will apply the acquired skills in the design and construction of teacher/student selected projects.

**GRADE 12:**

**DRAFTING 12: 3D PRINTING AND DESIGN (MTDRF12 3D)**

Are you interested in design? Join the class to try out designing, and printing your projects on a 3D printer! You will learn a variety of different software to create, animate, and fabricate anything that you can think of. Students will also have access to a Laser Printer and a CNC milling machine. No previous experience is needed; repeating the course will have you building upon and stretching your skills.

**MACHINING AND WELDING 12 (MTMAW12)**

The main objective of this course is to offer a combination of knowledge and hands-on skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of metal-related projects. Students will apply the acquired skills in the design and construction of teacher/student selected projects. Specific course objectives include strong design elements, fabrication, cost estimation, production, and refining techniques of TIG, MIG and aluminum welding and plasma tourch cutting. Significant self-directed welding and fabrication projects will be created in this course. See the online BC Curriculum ADST Machining and Welding 12 description for more information.

**MACHINING AND WELDING 12: ADVANCED (MTMAW12)**

Advanced welding will include oxy-fuel welding, soldering, brazing, shielded metal arc welding, gas metal arc welding, and gas tungsten arc welding. Gas welding will include equipment, welding rods, fluxes, equipment preparation and adjustment, joints, forehand, backhand, weld pool, brazing, braze welding, gas welding safety precautions. Oxy-acetylene cutting operations, cutting tip size, and pressures will be covered. Both shielded metal arc and gas metal arc welding equipment and accessories, welding symbols, preparation of material, safety precautions, and finishing techniques will be explored.

**METALWORK 12 (MTMET12)**

The main objective of this course is to offer a combination of knowledge and hands-on skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of metal-related products. Students will apply the acquired skills in the design and construction of teacher/student selected projects. Specific course objectives include strong design elements, fabrication, cost estimating, production, and refining techniques of TIG, MIG and aluminum welding and plasma torch cutting. See the online BC Curriculum ADST 12 description for more information.

**METALWORK 12: ART METAL - JEWELLERY MAKING (MTAMJ12)**

This is a hands-on course in which students will learn how to make sterling silver jewellery. No previous experience is needed. Students will learn the basic jewellery techniques as they build projects. As the students gains experience, they will be encouraged to design and build their own jewellery. Examples of projects include: Pendants, bracelets, rings and earrings. Se the online BC Curriculum ADST Art Metal 12 description for more information.

**ROBOTICS AND ELECTRONICS 12 (MTELE12 ROB)**

ROBOTS! Need more be said? Come build your own robot, compete in challenges, and learn all at the same time. You will be introduced to the world of robotics along with 3D modeling software. After building your robots, you will learn about Arduino Microcontrollers and basic circuitry, the foundational skills behind the robots. No previous experience is needed; repeating the course will have you building upon and stretching your skills.

**TRADE SKILLS EXPLORATION 12 (MSTX-2A TS)**

Planning to move out of your parents house? You should probably learn how to fix a few things! Through the course you will learn the basics of multiple different trades including Carpentry, Plumbing, and Electrical. After this course, you could pursue a career in Trades or Engineering; or just give you the confidence on how to fix a few things around your house. No experience is required but enthusiasm is!

**WOODWORK 12 (MWWK12)**

The main objective of this course is to offer a combination of knowledge and “hands-on” skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of wood-related products. Students will apply the acquired skills in the design and construction of teacher/student selected projects.