

# COURSE SELECTION BOOKLET

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**GRADE 9-12**  
2025 - 2026



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**Grandview Heights Secondary School**

[www.surreyschools.ca/grandviewwheights.ca](http://www.surreyschools.ca/grandviewwheights.ca)





# WELCOME TO GHS ONLINE COURSE GUIDE

This Course Request book has been prepared to give students and their parents an **introduction to the courses available** at Grandview Heights Secondary. The course descriptions are general and do not outline the total content of each course. These descriptions are intended to guide both students and parents to the most suitable choices.

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

It is imperative that students make good decisions regarding course selection. Both staffing and the school's timetable will be based on course selection requests. Course selection choices are considered a ten-month commitment as there is limited opportunity for change in September.

**As you navigate our online course guide you can click links to where you want to go.**

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Mr. D. Bedard  
Principal



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# COURSE OFFERINGS

GRANDVIEW HEIGHTS SECONDARY  
2025-2026

DEPT	COURSE OFFERING	CODE	DEPT	COURSE OFFERING	CODE
BUSINESS ED	<b>GRADE 9</b>		LEADERSHIP	<b>GRADE 9-10</b>	
	<a href="#">Entrepreneurship &amp; Marketing 9</a>	MADEM09- -S		<a href="#">Leadership 9</a>	XLEAD09- -S
	<a href="#">Information &amp; Communication Technology 9</a>	MADIT09- -S		<a href="#">PE Recreational &amp; Health Leadership 10 (YL)</a>	MPHED10LDY
	<a href="#">3D Modeling &amp; Animation 9 (Media Arts)</a>	MADMA09- -S		<b>Grade 11-12</b>	
	<b>GRADE 10</b>			<a href="#">Leadership 11-12</a>	YIPS-1B- -X
	<a href="#">Entrepreneurship &amp; Marketing 10</a>	MADEM10- -S	LIBRARY SCIENCE	<b>Grade 11-12</b>	
	<a href="#">3D Modeling and Animation 10 (Media Arts)</a>	MVAM-10- -S		<a href="#">Library Information &amp; Literary Studies 11</a>	
	<a href="#">Computer Studies 10</a>	MCSTU10- -S		<a href="#">Library Learning Commons 12</a>	
	<b>GRADE 11</b>		STUDENT SUPPORT	<b>Grade 8 - 12</b>	
	<a href="#">Accounting 11</a>	MAC- -11- -S		<a href="#">ELL Beginner &amp; Developing (8-12)</a>	
	<a href="#">Marketing &amp; Promotion 11</a>	MMAP-11- -S		<a href="#">ELL Academic Language for ELL (10-12)</a>	
	<a href="#">3D Modeling and Animation 11 (Media Design)</a>	MMEDD11- -S	MATH	<a href="#">Mathematics Overview</a>	
	<a href="#">Computer Programming 11</a>	MCMPR11- -S		<b>GRADE 9</b>	
	<b>GRADE 12</b>			<a href="#">Mathematics 9</a>	MMA- -09- -S
	<a href="#">Accounting 12</a>	MACC- 12- -S		<b>GRADE 10</b>	
	<a href="#">Economics 12</a>	MEC- -12- -S		<a href="#">Workplace Mathematics 10</a>	MWPM-10- -S
	<a href="#">Entrepreneurship 12</a>	MECT-12- -S		<a href="#">Foundations of Math &amp; Pre-Calculus 10</a>	MFMP-10- -S
<a href="#">3D Modeling and Animation 12 (Media Design)</a>	MMEDD12- -S	<b>GRADE 11</b>			
<a href="#">Computer Programming 12</a>	MCMPR12- -S	<a href="#">Workplace Math 11</a>		MWMP-11- -S	
<a href="#">Digital Media Development 12</a>	MDMD-12- -S	<a href="#">Foundations of Math 11</a>		MFOM-11- -S	
<a href="#">AP Macroeconomics 12</a>	AMA-12--S	<a href="#">Pre-Calculus 11</a>		MPREC11- -S	
CAREERS ED	<b>CAREERS</b>			<b>GRADE 12</b>	
	<a href="#">Career Education Overview</a>			<a href="#">Foundations of Math 12</a>	MFOM-12- -S
	<a href="#">CO-OP Options &amp; Descriptions</a>			<a href="#">Apprenticeship Mathematics 12</a>	MAPPR12- -S
	<b>GRADE 9</b>			<a href="#">Geometry 12</a>	MGMT-12- -S
	<a href="#">Career Education 9</a>	MCE- -09- -Y		<a href="#">Pre-Calculus 12</a>	MPREC12- -S
	<b>GRADE 10</b>			<a href="#">Calculus 12</a>	MCALC-12- -S
	<a href="#">Career Life Education (CLE 10)</a>	MCLE-10- -S		<a href="#">AP Calculus BC Yearlong</a>	ACAL-2A- -F
	<b>GRADE 11/12</b>		<a href="#">AP Statistics 12</a>	ASTA-12- -S	
	<a href="#">Sect 1 Career Life Connections CP 12</a>	MCLC-12- -S	MODERN LANGUAGES	<a href="#">Modern Language Overview</a>	
	<a href="#">Sect 2 Work Experience CP 12</a>	MWEX-2A--S		<a href="#">Language Challenge Exams</a>	
<a href="#">Career Life Connections Career Prep Program</a>	PKG--12-WEX COOP	<b>FRENCH, SPANISH &amp; PUNJABI</b>			
<a href="#">Biochemistry Co-Op</a>	PKG--12-SC COOP	<a href="#">French 9</a>		MFR- -09- -S	
<a href="#">Humanities Adventure Co-Op <b>VID</b></a>	PKG-12-HUM COOP	<a href="#">French 10</a>		MFR- -10- -S	
<a href="#">District Career Ed Academic Dual Credit</a>		<a href="#">French 11</a>		MFR- -11- -S	
<b>GRADE 9</b>		<a href="#">French 12</a>		MFR- -12- -S	
<a href="#">English 9</a>	MEN- -09- -S	<a href="#">Spanish 9</a>		MSP- -09- -S	
<b>GRADE 10</b>		<a href="#">Spanish 10</a>		MSP- -10- -S	
<a href="#">English 10 Overview</a>		<a href="#">Spanish 11</a>		MSP- -11- -S	
<a href="#">English 10 Composition</a>	MCMP10- -S	<a href="#">Spanish 12</a>	MSP- -12- -S		
<a href="#">English 10 Creative Writing</a>	MCTWR10- -S	<a href="#">Intro to Punjabi 11</a>	MPUN--11- -S		
<a href="#">English 10 Literary Studies</a>	MLTST10- -S	PEER TUTORING	<a href="#">Peer Tutoring 11</a>	YIPS-1A- -S	
<a href="#">English 10 New Media</a>	MNMD-10- -S		<a href="#">Peer Tutoring 12</a>	YIPS-2A- -S	
<a href="#">English 10 Spoken Language</a>	MSPLG10--S	MUSIC	<b>PERFORMING ARTS</b>		
<b>GRADE 11 &amp; 12</b>			<a href="#">Concert Band 9</a>	MMU- -09CBY	
<a href="#">English 11 Overview</a>			<a href="#">Concert Band 10</a>	MMUCB10- -Y	
<a href="#">Eng First Peoples 11 Lit Studies &amp; Writing</a>	MELFS11- -S		<a href="#">Concert Band 11</a>	MIMCB11- -Y	
<a href="#">Eng First Peoples 11 Lit Studies &amp; New Media</a>	MELNM11- -S		<a href="#">Concert Band 12</a>	MIMCB12- -Y	
<a href="#">English First Peoples 11 Lit Studies &amp; Spoken Language</a>	MELSL11- -S		<a href="#">Jazz Band 9</a>	MMU- -09JBY	
<a href="#">English Studies 12</a>	MENST12- -S		<a href="#">Jazz Band 10</a>	MMUJB10- -Y	
<a href="#">English First Peoples 12</a>	MELNM12- -S		<a href="#">Jazz Band 11</a>	MIMJB11- -X	
<a href="#">AP 12 English Literature &amp; Composition</a>	AELC-12- -S		<a href="#">Jazz Band 12</a>	MIMJB12- -X	
<a href="#">English 12 Literary Studies</a>	MLTST12- -S		<a href="#">Choir 9</a>	MMU- -09CHX	
<a href="#">Dance 9 Beginner</a>	MDNC-09--S-BEG		<a href="#">Choir 10</a>	MMUCC10- -X	
<a href="#">Dance 9 Intermediate</a>	MDNC-09--S-INT		<a href="#">Choir 11</a>	MCMCC11- -X	
<a href="#">Dance 10 Technique &amp; Perf (BEG)</a>	MDCF-10--S-BEG	<a href="#">Choir 12</a>	MCMCC12- -X		
<a href="#">Dance 10 Technique &amp; Perf (INT)</a>	MDCF-10--S-INT	DRAMA	<a href="#">Drama 9</a>	MDR- -09- -S	
<a href="#">Dance 10 Technique &amp; Perf (ADV)</a>	MDCF-10--S-ADV		<a href="#">Drama 9/10: Junior Theatre Company</a>	MDRTC--09-S	
<a href="#">Dance 11 Technique &amp; Perf (BEG)</a>	MDCF-11--S-BEG		<a href="#">Drama 10: Acting</a>	MDR- -10- -S	
<a href="#">Dance 11 Technique &amp; Perf (INT)</a>	MDCF-11--S-INT		<a href="#">Drama 11: Acting</a>	MDR- -11- -S	
<a href="#">Dance 11 Technique &amp; Perf (ADV)</a>	MDCF-11- -S-ADV		<a href="#">Theatre Production 10</a>	MDRTC10- -S	
<a href="#">Dance 12 Technique &amp; Perf (BEG)</a>	MDCF-12- -S-BEG		<a href="#">Theatre Production 11-12</a>	MDRTC11- -S	
<a href="#">Dance 12 Technique &amp; Perf (INT)</a>	MDCF-12--S-INT		<a href="#">Directing &amp; Script Development 11/12</a>	MDRDS11- -S	
<a href="#">Dance 12 Technique &amp; Perf (ADV)</a>	MDCF-12- -S-ADV		<a href="#">Theatre Company 11/12 - HYBRID</a>	MDRTC11--Y	
<a href="#">Dance Choreography 11</a>	MDNC-11- -S				
<a href="#">Dance Choreography 12</a>	MDNC-12- -S				
<a href="#">Dance Company 10- 12 - HYBRID</a>	MDNCM12- -Y				

<b>ECONOMICS</b> <b>HOME</b>	<b>GRADE 9/10</b>	
	<a href="#">Food Studies 9</a>	MADFS09- -S
	<a href="#">Foods and Fashion 9</a>	MAD--09-FDS FASH
	<a href="#">Junior Textiles 9/10</a>	MADT-09- -S
	<b>GRADE 10 - 12</b>	
	<a href="#">Food Studies 10</a>	MFOOD11- -S
	<a href="#">Food Studies 11</a>	MFOOD12- -S
	<a href="#">Food Studies 12</a>	MTXT -10- -S
	<a href="#">Textiles &amp; Textiles Crafts 10-12</a>	YHEC-2A- -S-BAKING
	<a href="#">Baking &amp; Pastry 12</a>	MCDAC12--S
	<a href="#">Family Studies 12</a>	YHEC-2C--S
	<a href="#">First Peoples Foods &amp; Textiles 12</a>	YHEC-2C--S
	<b>PHYSICAL EDUCATION</b>	<b>GRADE 9</b>
<a href="#">Physical &amp; Health Education9</a>		MPHE-09- -S
<b>GRADE 10</b>		
<a href="#">Physical Health Education 10</a>		MPHED10- -S
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<a href="#">Active Living 11</a>		MACLV11- -S
<a href="#">Active Living 12</a>		MACLV12- -S
<a href="#">Fitness &amp; Conditioning 11</a>		MFTCD11- -S
<a href="#">Fitness &amp; Conditioning 12</a>		MFTCD12- -S
<a href="#">Raise the Bar (Girls) Fitness &amp; Condition</a> VID		MFTCD12GLS
<a href="#">Weight Training 11</a>		YLRA-1A- -S
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<b>HOCKEY ACADEMY 9-12</b>		
<a href="#">Hockey Academy Schedule</a>		MPHE-G?- -S-HOCKEY
<b>SCIENCE</b>		<b>GRADE 9 &amp; 10</b>
	<a href="#">Science 9</a>	MSC- -09- -S
	<a href="#">Science 10</a>	MSC- -10- -S
	<b>GRADE 11</b>	
	<a href="#">Science for Citizens 11</a>	MSCCT11- -S
	<a href="#">Life Sciences 11</a>	MLFSC11- -S
	<a href="#">Chemistry 11</a>	MCH- -11- -S
	<a href="#">Physics 11</a>	MPH- -11- -S
	<a href="#">Earth Science 11</a>	MESC-11- -S
	<b>GRADE 12</b>	
	<a href="#">Anatomy &amp; Physiology 12</a>	MATPH12- -S
	<a href="#">Chemistry 12</a>	MCH- -12- -S
	<a href="#">AP Chemistry 12</a>	ACHE-12--S
	<a href="#">Physics 12</a>	MPH- -12- -S
	<b>SOCIAL STUDIES</b>	<a href="#">Social Studies Graduation Requirements</a>
<b>GRADE 9/10</b>		
<a href="#">Social Studies 9</a>		MSS--09--S
<a href="#">Social Studies 10</a>		MSS- -10- -S
<b>GRADE 11</b>		
<a href="#">Social Studies 11: Explorations</a>		MEPSS11- -S
<a href="#">The Geography of Food</a>		MFOOD11- -S-FOOD
<b>GRADE 12</b>		
<a href="#">Twentieth Century World History 12</a>		MWH- -12- -S
<a href="#">Twentieth Century World History 12 - Hybrid</a>		MWH- -12- -S-H
<a href="#">Explorations of Socials 11: Black Studies</a>		MEPSS11--S-B
<a href="#">Human Geography 12</a>		MHGEO12- -S
<a href="#">Physical Geography 12</a>		MPGEO12- -S
<a href="#">Law Studies 12</a>		MLST-12- -S
<a href="#">Social Justice 12</a> VID		MSJ- -12- -S
<a href="#">Philosophy 12</a>		MPHIL12- -S
<a href="#">Genocide Studies 12</a>		MGENO12- -S
<a href="#">BC First Peoples 12</a>		MBCFP12- -S
<a href="#">SS Psychology 12</a>		YPSYC2A- -S

**VISUAL ARTS**

**APPLIED DESIGN & TECHNOLOGY**

<a href="#">Visual Arts Overview</a>	
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<a href="#">Visual Art Foundations 9</a> VID	MVA- -09- -S
<a href="#">Ceramics 9</a> VID	MAE- -09- -S
<b>GRADE 10</b>	
<a href="#">Studio Arts 2D 10</a> VID	MVAD-10- -S
<a href="#">Ceramics 10</a> VID	MVAC-10- -S
<a href="#">Photography 10</a>	MVAPH10- -S
<a href="#">Yearbook 10</a>	MMEDD10- -S
<b>GRADE 11-12</b>	
<a href="#">Studio Arts 2D 11</a> VID	MVAD-11- -S
<a href="#">Studio Arts 2D 12</a> VID	MVAD-12- -S
<a href="#">Studio Arts 3D 11: Ceramics.</a> VID	MVAC-11- -S
<a href="#">Studio Arts 3D 12: Ceramics.</a> VID	MVAC-12- -S
<a href="#">Photography 11</a>	MVAPH11- -S
<a href="#">Photography 12</a>	MVAPH12- -S
<a href="#">Yearbook 11</a>	MGRPR11- -S
<a href="#">Yearbook 12</a>	MGRPR12- -S
<a href="#">Independent Directed Study Ceramics</a> VID	
<a href="#">Independent Directed Study Visual Art</a>	
<a href="#">Drafting 9</a>	MADD-09- -S
<a href="#">Drafting 10-12</a>	MTDRF10- -S
<a href="#">Engineering &amp; Design 9/10</a>	MTPOW10- -S
<a href="#">Engineering &amp; Design 11/12</a>	MENR-11- -S
<a href="#">Industrial Coding and Design 12</a>	MTICD12- -S
<a href="#">Robotics 9</a>	MADER09- -S
<a href="#">Robotics 10</a>	MTEAR10- -S
<a href="#">Robotics 11</a>	MTROB11- -S
<a href="#">Robotics 12</a>	MTR0B12- -S
<a href="#">Metalwork 9</a>	MADM-09- -S
<a href="#">Metalwork 10</a>	MTMET10- -S
<a href="#">Metalwork 11</a>	MTMET11- -S
<a href="#">Metalwork 12</a>	MTMET12- -S
<a href="#">Art Metal and Jewelry 12</a>	MTAMJ12- -S
<a href="#">Machining and Welding 12</a>	MTMAW12- S
<a href="#">Woodwork 9</a>	MADW-09- -S
<a href="#">Woodwork 10</a>	MWWK-10- -S
<a href="#">Woodcraft 10</a>	MWWK-10- -S-WC
<a href="#">Woodwork 11</a>	MWWK-11- -S
<a href="#">Woodcraft 11</a>	MWWK-11- -S-WC
<a href="#">Woodwork 12</a>	MWWK-12- -S
<a href="#">Woodcraft 12</a>	MWWK-12- -S-WC
<a href="#">Skills Exploration 10-12</a>	MTFAC12- -S
<a href="#">Digital Communications &amp; Journalism 11</a>	MDCOM11--S
<a href="#">Furniture and Cabinetry 12</a>	MXTX-1A- -S





At Grandview Heights, we believe that all students matter and are capable of success. Success at school requires regular attendance, proper planning and hard work. Organizational and time management skills also play a significant role in the level of success a student can achieve. A primary goal of our school is to prepare students with the ability to think creatively and critically, collaborate and problem-solve. In addition, we strive to continue the development of personal and social responsibility and to graduate all of our students with a sense of purpose, dignity and passion.

This online resource outlines the course choices that are offered to students at our school. Choosing wisely is dependent on many factors and involves the planning skills referred to above. Students must be aware of the requirements of the courses and the necessary skills required for a course. While it is advisable to keep one's options open it is also necessary to narrow the focus, at times, to ensure a manageable course load for students. Keep in mind that the choices made at the graduation program level (Grades 10-12) will impact on the path a student can follow after graduation.

Secondary students are encouraged to explore a variety of courses to discover where their interests and aptitudes lie. The choice of courses is a serious matter that requires thoughtfulness and is aided by discussions both at home and at school. Cooperation and support between home and school are necessary to ensure appropriate course planning and improving student learning.

We look forward to the contributions that each student will make to the culture of our school and are confident that your secondary school experience will be both enjoyable and rewarding here at Grandview Heights. Hopefully, this booklet will enable you to answer the questions you have about course selection.

Mr. Darren Bedard

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**MESSAGE FROM THE PRINCIPAL**

GRANDVIEW HEIGHTS SECONDARY SCHOOL



# STUDENT SUPPORT SERVICES

## Counselling Services

Counsellors facilitate the educational, personal, social, emotional and career development of students in the school system.

### Counsellors

- Provide information on graduation requirements, course selection, career planning and post-secondary information, as well as study and organizational skills.
- Meet with students for one-to-one or group counselling for such things as self-esteem, anxiety, grief, loss, friendship concerns, etc.
- Liaise with community members and refer students to appropriate agencies for additional counselling and support as needed.

Students may make an appointment with their counsellor during school hours, before or after school and at lunchtime. Parents are welcome to contact counsellors if they have any questions or concerns.

## Learner Support Team

LST is a program that supports a diverse range of students with academic needs and chronic health conditions that impact school. The Learner Support Team works collaboratively and cooperatively with district personnel and school staff in delivering a range of supports to students with diverse learning needs. Students who receive LST support are identified through a Ministry of Education designation and/or a School Based Team referral.

At Grandview Heights Secondary, some of the services offered by the team include:

1. Creating and monitoring of Individual Education Plans/Student Support Plans
2. Collaborative consultation with classroom teachers regarding student supports and adaptations.
3. Small group pullout programs
4. In class support from LST Inclusive Education Support Worker or teacher placement
5. Drop-in support – the LST room is open every block for students. With the classroom teacher's permission, students can drop in and receive extra support with classroom assignments, assessments, and study skills.

## **English as a Language Learner**

The purpose of this program is to enable students, whose first language is not English, to learn oral and written English so that they can participate in the regular school program. The ELL program helps to enable students to function more successfully in the culture of the school and the community. After each student has been assessed, they are assigned to an appropriate ELL class and/or regular classes depending on their English proficiency.





# HOW TO USE ONLINE COURSE GUIDE

## **“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 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 Course Selection 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 requirements are met for programs that you are interested in.

## **Factors to Consider in Making Your Decisions**

As you consider your courses for next year, you should ask yourself:

1. What courses **MUST** I take for graduation?
2. What courses **MUST** I take to meet post-secondary and/or apprenticeship entrance requirements?
3. What courses **MUST** I take to prepare for the workplace?
4. What will be the total time demand of the courses I select?

Grandview Heights Secondary's course selection process provides an excellent opportunity for personal growth and for exercising decision-making skills. The staff at GHS look forward to helping you make the best-*informed* decisions possible.



# GRADE 9 COURSE PLANNING

## Considerations when choosing courses for Grade 9:

- Selecting appropriate courses should be done in consultation with parents, counsellors and teachers.
- A language 11 course is required for direct entry into some universities; therefore, not continuing with a language 9 should be considered carefully.
- Grade 9s must complete an ADST (Applied Design Skills/Technologies) course as well as minimum of one other elective.

Courses with insufficient numbers of students will not be offered.

### *Grade 9 Students Take:*

1. English 9
2. Social Studies 9
3. Math 9
4. Physical and Health Education 9
5. Science 9
6. Grade 9 Elective (ADST)
7. Grade 9 Elective
8. Grade 9 Elective

\*\* See course selection sheet for all elective choices available on our [school website](#).

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



# **GRADE 10-12**

## **Planning Three Year Grad Program**

### **Important Information:**

- Students must complete a total of 80 credits in their three-year grad program.
- Selecting appropriate courses should be done in consultation with parents, counsellors, and teachers.
- Admission to post-secondary education will require specific courses in your graduation program. Confirm with your specific institution that you meet their entrance requirements. (i.e., Foundations of Math vs Pre-Calculus vs Workplace). These requirements can also change year-to-year, ensure your information is current.
- Plan with “the end in mind”. If you have a career plan in mind already then look at a two-year plan (both grade 11 and 12) to ensure you complete all the courses necessary as well as ensuring a balance of courses throughout your two years. If you are unsure of your career path, ensure you take as many courses as possible that will leave the doors of opportunity open. To assist you with post-secondary planning refer to [www.educationplanner.bc.ca](http://www.educationplanner.bc.ca) or see your counsellor.

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
English 10	English First Peoples 11	English Studies 12
Math 10	Math 11	Grade 12 Elective
Social Studies 10	Social Studies 11 or 12	Grade 12 Elective
Science 10	Science 11	Grade 12 Elective
Career Life Education 10	Career Life Connections (Taken in Grade 11 or Grade 12)	Elective 10-12
Physical & Health Education 10	Elective 10-11	Elective 10-12
Elective 10	Elective 10-11	Elective 10-12
Elective 10	Elective 10-11	Elective 10-12
Grade 10 Numeracy Exam		Grade 12 Literacy Exam
Grade 10 Literacy Exam		

## **HYBRID Grade 11-12**

Hybrid classes will be offered at Grandview Heights for the 2025-2026 school year. Hybrid means that class content will be delivered both in person and online. These courses are as rigorous as our in-person classes. Students will need to be able to structure their time and show strong initiative to keep up with both in person and online learning. Teachers in the in-person classes will not be covering learning that was assigned online. This is a choice for students who are self-motivated and can complete course work online, while still maintaining class connections and in-person studies 3x a week in class.

We will be offering the following hybrid classes:

### **20<sup>th</sup> Century World History 12 - Hybrid**

- Semester class worth 4 credits

### **Theatre Company 11-12**

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- Full year hybrid class 4 credits

### **Dance Company 10-12**

- Full year hybrid class 4 credits

## **Frequently Asked Questions**

### **Q: What is the purpose of Hybrid Learning?**

**A:** Hybrid Learning is a structure that is intended to prepare students for a world of learning and work that utilizes technology to engage face-to-face and online. Hybrid Learning supports the development of 21st-century skills that are needed to thrive in post-secondary and the world of work. Research tells us that students in a hybrid learning environment enjoy the flexibility of face-to-face and independent learning. In addition, well implemented hybrid learning is an engaging structure for students to learn both in person and independently. The flexibility for teachers and students to learn face-to-face, online, or independently offline is an opportunity for learning to be differentiated for each student's needs.

### **Q: Are we implementing Hybrid Learning to create classroom space?**

**A:** Though hybrid learning may create space in schools, the overarching goal of hybrid learning is to prepare students for learning and work environments that depend on digital literacy skills, communication skills, and critical and creative thinking skills. In addition, hybrid learning

provides teachers with the flexibility to provide support to small groups and individuals who benefit from targeted instruction.

**Q: How many sections of Hybrid Learning are we to run?**

**A:** Each secondary school in Surrey will run 1-3 sections of Hybrid Learning in September 2025. Schools may offer more than 3 sections of Hybrid Learning in consultation with their area superintendent.

**Q: Are students required to take a Hybrid course?**

**A:** Students are not required to take a Hybrid course.

**Q: Do students need to leave the school on their Hybrid blocks?**

**A:** Students may remain in the school during a Hybrid Learning block. Grandview will have designated learning areas for students to work independently or in small groups.

**Q: How is this different than an online course?**

**A:** Online courses, like those offered at SAIL, are intended for students who are looking for completely independent learning opportunities. Online courses do not offer face to face blocks and often do not meet face to face with teachers. Hybrid Learning is a blend of face to face and in person.

**Q: What if I need help during my hybrid block and I am not in class?**

**A:** Students in a Hybrid class can communicate with their teacher during Hybrid Learning blocks. This may include one on one or small group opportunities to meet with teachers face to face or on TEAMS.

**Q: What impact will AI have on learning?**

**A:** AI is a powerful tool to support teachers in students in the learning process. AI may be used to support research and content sourcing. Demonstrations of learning (assessments) will need to consider how students can authentically communicate what they know and can do. These demonstrations may include presentations, interviews, and citing aspects of learning that utilized AI (citations).

**Q: Is Hybrid Learning optional for students?**

**A:** Hybrid Learning classes are optional for students. Through the course selection process, students may be encouraged to participate in hybrid offerings.

**Q: How many times per week will students be online?**

**A:** Hybrid learning block schedules should reflect an aggregate of 3 face-to-face blocks per week. As each school manages block schedules and timetables, a 2:3 ratio should be maintained. Blocks that are not face-to-face may be a combination of synchronous online, or asynchronous offerings that include small group and one-to-one support.

**Q: What grades will hybrid offerings be in?**

**A:** Hybrid learning classes will be offered in grades 11-12 (and an opportunity in Grade 10 within Dance Company).

**Q: Will online blocks be synchronous, asynchronous, or both?**

**A:** Online block delivery will vary and may include synchronous online learning, small group online learning, individual online support, or asynchronous independent learning. Delivery will vary depending on the needs of students and the structure of each course section.

**Q: Will hybrid classes be larger?**

**A:** All hybrid course sections will follow class size and composition language in keeping with the all other classes.

**Q: What if a student doesn't have a computer or device?**

**A:** If a student is timetabled into a hybrid class and has no access to a computer or device, one will be loaned to them.

**Q: What platform will teachers and students use?**

**A:** Microsoft Office 365 and Microsoft Teams will be the platform used to facilitate hybrid learning. Teachers will include district approved print and online resources to support learning in and out of the classroom. Surrey Schools One will be a repository for hybrid learning resources.

**Q: What is the profile of students that will experience success in hybrid learning classes?**

**A:** Any student that is in grades 11-12 is eligible to enroll in a hybrid class. Hybrid learning is intended to be an inclusive learning environment. Students who require additional support may need to remain on-site during online blocks to receive support from adults in the building. Students and families need to know that hybrid learning requires students to sometimes work independently and be able to manage learning during an online learning block. Students will also need to consider where they will best learn during an online block, whether it is at home, at school, or in the community. Students who will be successful in hybrid learning will be able to work independently, manage time, and self-motivate when working in a hybrid environment.

**Q: Where will teachers access resources and support for hybrid learning?**

**A:** Resources for hybrid learning will be housed on a website dedicated to hybrid learning. Links to resources, videos, blogs, and articles will be shared to support implementation. Professional learning will be offered throughout the year to all teachers. \*

See course selection sheet for all elective choices on our [school website](#).

\*\* One Elective in Grade 10, 11 or 12 must be a Fine Arts or Applied Skills course.

\*\*\* New Ministry Requirement to have four (4) credits in Indigenous focused coursework.



# GRADUATION REQUIREMENTS

In order to graduate with a Dogwood Diploma, every student in the 2018 Graduation Program has to pass certain basic courses, like English, Mathematics and Science. The table below is an overview of what you need to graduate:

- 52 credits from required courses;
- 28 credits from elective courses; and

Graduation requirements are introduced in your Career Life Education 10 class and the discussion is continued in Career Life Connections. For more help, talk to your teacher or school counselor, and refer to the Grad Planner for more details.

REQUIRED COURSES	Minimum Credits
Career Life Education	4
Career Life Connections	4
a Language Arts 10	4
a Language Arts 11	4
a Language Arts 12	4
a Mathematics 10	4
a Mathematics 11	4
a course from Arts Education OR Applied Design/Skills & Technology 10, 11 or 12	4
Social Studies 10	4
a Social Studies 11 or 12	4
Science 10	4
a Science 11	4
Physical Health and Education 10	4
<b>Sub-total</b>	<b>52 Credits</b>
ELECTIVE COURSES	
Students must earn at least 28 elective credits.	<b>28 credits</b>
<b>Overall Total</b>	<b>80 CREDITS</b>
Of the 80 credits for graduation, at least 16 must be at the Grade 12 level, including a Grade 12 English Studies course (other may be required or elective courses). Numeracy Assessment 10, Literacy Assessment 10, Literacy Assessment 12	

\*\*\* New Ministry Requirement to have four (4) credits in Indigenous focused coursework



# BUSINESS EDUCATION AND INFORMATION TECHNOLOGY

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## **BE Accounting 11**

MAC- -11- -S



[COURSES](#)

### **Business Education**

*Recommended: NONE*

This is an entry-level accounting course that will cover the fundamentals of accounting and is a ‘must have’ course for any student considering a career in Business. This course will help students prepare themselves for their first-year accounting courses at university or college. In addition, this course will provide students with basic financial literacy and foundational accounting skills essential for business and personal finance. Students will develop Excel skills while learning to record financial transactions and prepare general journals, ledgers, trial balances, balance sheets and income statements.

## **BE Accounting 12**

MACC- 12- -S



[COURSES](#)

### **Business Education**

*Recommended: for grade 12 students or students that have taken Accounting 11*

This course introduces the accounting principles used in current business practices and provides financial literacy and the accounting essentials for students looking towards a career in business. Topics include journalizing transactions, preparation and analysis of financial statements, merchandising operations (inventory and cost of goods sold), internal accounting controls, an overview of personal and corporate taxes, and principles of decision making in managerial accounting. Students taking this course will help prepare themselves for accounting courses at university or college and provide an excellent foundation for business.

## **BE AP Macroeconomics 12**

AMA- -12- -S



[COURSES](#)

### **Business Education**

*Approval Required – You can indicate your interest in course selection. You will be placed in course if given instructor approval.*

AP Macroeconomics course is designed to provide students with an introduction to the principles of economics that apply broadly to economic systems. The course emphasizes aggregate economic behaviour, national income (GDP), and price-level determination (CPI and inflation), as well as fiscal and monetary government policies used to achieve economic goals at national levels. It is an intensive course that may provide students with a university credit. There is a fee that applies for the AP exam in May.

## **BE Entrepreneurship & Marketing 9**

MADEM09- -S



[COURSES](#)

### **Business Education**

*Recommended: NONE*

Have you had an interest in starting up your own business? Learn about all the key facets of starting up and running a small business. Topics to be covered include determining products and/or services for your customers, doing research for store location, store design and layout. Students will learn promotional advertising, selling techniques, and keeping track of the businesses’ money. This course is enhanced with field trips, guest speakers, simulation games, and involvement with the business community. This course is a must for students wanting to go into the business field and exploring all aspects of business so they may choose wisely what program they want in university.



## **BE Entrepreneurship & Marketing 10**

MADEM10- -S



[COURSES](#)

### **Business Education**

*Recommended: Entrepreneurship & Marketing 9*

This course is a continuation from Entrepreneurship & Marketing 9. Students will learn applied marketing concepts and theories using real business cases and scenarios. This is a hands-on project-based course where students gain experiential learning from their own design and marketing strategies. Students will look at market demands, product designs, manufacturing, sales, and distribution. This course is a good preparation for students taking senior business courses.

## **BE Marketing and Promotion 11**

MMAP-11- -S



[COURSES](#)

### **Business Education**

*Recommended: NONE*

Marketing and Promotion 11 gives students both fundamental business skills and practical work experience - both valuable tools needed to succeed in today's business world. This course provides an in-depth look into marketing and the retail world so students can learn to be wise consumers and savvy advertisers. Students will learn the fundamentals needed to market their own retail business while covering topics such as consumerism, 4 Ps of marketing, target markets, positioning and branding, trademarks and logos, surveys and data mining, public relations, advertising, and merchandising. At the same time, students will gain practical hands-on experience with a business, giving them a competitive advantage over their peers.

## **BE Economics 12**

MEC- -12- -S



[COURSES](#)

### **Business Education**

*Recommended: NONE*

Every society must find a way to meet the basic needs of its members for food, clothing and shelter, as well as provide for some of their many wants which bring comfort and pleasure into life. Each society must also choose how to use its limited natural, human and capital resources. Economics 12 is the study of how society attempts to deal with social and economic problems and issues. This course covers such topics as decision making, business organization, supply and demand, scarcity, and the stock market. These concepts will encourage students to develop analytical skills, creative thinking, project management, decision-making and communications skills. If you plan on going into the field of business, an understanding of economics is a must in your timetable! Note: This course satisfies some post-secondary requirements.

The course includes the following:

- Introduction to Microeconomics and Macroeconomics
- Economic principles for individual decision making
- Introduction to demand and supply curves
- Economic indicators and measures of gross domestic product
- Government policies
- Money market
- Canadian banking system

*Note: This course satisfies some post-secondary requirements.*

## **BE Entrepreneurship 12**

### **Business Education**

*Recommended: NONE*

MENT-12- -S



[COURSES](#)

Are you curious about setting up your own business one day or planning to take business for post-secondary education? Then this is the course for you.

All businesses begin with an idea. Entrepreneurs identify and explore opportunities, research the ideas, locate and organize resources, and begin to turn the idea into a reality. Entrepreneurship 12 helps students gain an understanding of the entrepreneurial spirit in the context of starting a small business. Topics include characteristics of an entrepreneur, types of businesses and ownerships, business registration and licenses, principals of marketing, trademarks and logos, laws and regulations, retail businesses, staffing and scheduling, franchises, and development of a business plan. Small businesses are the driving force behind Canada's economy. Entrepreneurship 12 provides students with the opportunity to learn valuable business skills and the essentials of a business plan with experiential learning.

## **IT 3D Modeling and Animation 9 (Media Arts)**

### **Information Technology**

MADMA09- -S



[COURSES](#)

This “hands-on” program provides an opportunity for students to develop media production skills using various digital media applications for media production.

The course is designed as an introduction to 3D modeling, game asset design and computer animation. Students will study the personal, social, cultural and historical significance of 3D computer graphic communications and create work that reflects an understanding of these contexts. They will learn the elements and principles of design and demonstrate their knowledge through practical. Students will use various computer software to create their models, animations, demonstrating their knowledge of storyboarding, computer graphics, set design and the principles of cinematography. The course will culminate in a project that demonstrates their understanding of 2D/3D modeling and the principles of animation.

## **IT 3D Modeling and Animation 10 (Media Arts)**

### **Information Technology**

MVAM-10- -S



[COURSES](#)

This course is designed as a beginner's course in 3D modeling, game asset design and computer animation. Students will study the personal, social, cultural and historical significance of 3D computer graphic communications and create work that reflects an understanding of these contexts. They will learn the elements and principles of design and demonstrate their knowledge through both practical and written work. Students will use Autodesk MAYA software to create their models, animations, demonstrating their knowledge of storyboarding, computer graphics, set design and the principles of cinematography. Students will reflect on their own work and learn to critique the work of others. The course will culminate in a project that demonstrates their understanding of 3D modeling and the principles of animation.

## **IT 3D Modeling and Animation 11 (Media Design)**

### **Information Technology**

MMEDD11- -S



[COURSES](#)

This course is designed as an intermediate course in 3D modeling, game asset design and computer animation, building on the skills developed in 3D modeling and Animation 10. Does ‘taking notes’ in class mean constantly doodling and daydreaming about far-away fantasy worlds and colourful characters? Imagine creating characters and worlds as fantastic as your own imagination and then bringing them to life. This hands-on course will introduce students to the art and mechanics of 3D modeling and computer

animation. Students will learn about stop-motion animation, hand-drawn animation, animation theory and history. Students will use Autodesk MAYA 3D software to create their models and animations. You will get hands on experience with the entire 3D workflow including modeling, animating, texturing, rigging, rendering, and movie making.

### **IT 3D Modeling and Animation 12 (Media Design)**

MMEDD12- -S



[COURSES](#)

#### **Information Technology**

*Recommended: Animation 11*

The hub of Canada's dynamic CGI (computer generated imagery) industry is right here in Vancouver where highly profiled studios like Pixar and Sony Pictures recently joined an already robust network of independent studios. If you're ready for one of the coolest career fields out there, this course is for you. Animation 12 is a continuation of the 3D Modeling and Animation course that allows you to further develop your skills in the exciting and creative world of modeling, animation and visual effects. This course suits students who enjoy animation, sketching and storytelling, visual FX, and game design. Most of the course will consist of independent or self proposed projects creating your own animated content and short films. You will get hands on experience with entire 3D workflow including modeling, animating, texturing, rigging, lighting, rendering, and movie making.

### **IT Information & Communication Technologies 9**

MADIT09- -S



[COURSES](#)

#### **Information Technology**

Taking this course will assist you in developing your technology skills, which will be an advantage in today's fast paced world. You will learn how to use Web tools, collaborate in a cloud environment, and programming with Python including web coding. You will gain experience with using computer software effectively and during artificial intelligence tools. The following computer software will be used during the course; Adobe Products ( Photoshop, Illustrator and Animate), 3D modelling software and databases. Photography theories and editing photos will also be covered in the course. If you're interested in keeping up with today's technology and setting a foundation for senior computer classes, then this is the class for you!

### **IT Computer Studies 10**

MCSTU10- -S



[COURSES](#)

#### **Information Technology**

Students will enhance their computer skills working with computer hardware, software and computer programming. This is a continuation course from ICT9, however students new to computer courses are welcome to register. Part of the course will be self-paced and done online with support from the instructor. Graphics design techniques and web design will also be covered so students may explore different areas to follow for senior classes and post-secondary education. Students will be challenged with hands-on problems regarding coding and electronics. This is a project-based course that involves individual research and group collaboration.

### **IT Computer Programming 11**

MCMPR11- -S



[COURSES](#)

#### **Information Technology**

This course is an introduction to programming allowing students to explore and see if programming is something they can pursue in post-secondary. Students will learn the fundamental concepts and terminology of software application development and develop skills in designing and writing simple computer programs. The course covers:

- Programming concepts and terminology.
- Read, trace and understand simple code.
- Write, test, and debug code to solve a simple problem.
- Building blocks of programming using Python.
- Create simple Python applications.
- Design Graphical User Interface.

## **IT Computer Programming 12**

MCMPR12- -S



[COURSES](#)

### **Information Technology**

*Recommended: Computer Programming 11*

Computer programming 12 is a continuation of computer programming 11, covering topics such as data types, conditionals, arrays, loops, functions, algorithms and recursion etc. Many of the topics will be covered in the first two months of university, giving the student an advantage when first entering Computer Science. This course covers primarily Python, giving students some insight into the skills and common language sets for computer programming and game development. The course introduces programming using a graphics-based library. All the lessons are available online which allows students to work at their own pace and is a project-based course with an emphasis on problem solving and creativity. This is a good preparation course for post-secondary education in computer programming or computer science.

## **IT Digital Media Development 12**

MDMD-12- -S



[COURSES](#)

### **Information Technology – Video Production**

*Recommended: In grade 12 or grade 11*

This course will provide students with an introduction to the world of digital media technology. This will be a hands-on project-based program that will deal with the theoretical and practical elements involved with the production of 2D, 3D graphics, and digital audio and video. Students will be experimenting, creating, designing and producing projects within the vast field of media technology. This course will address the principles, concepts and use of technology as a form of communication all based within the context of media development and design. Students will develop skills and be confident users of software applications, visual and audio editing, and video production. There will be group projects as well as individual projects to encourage students to be independent thinkers as well as cooperative team learners.

# CAREER EDUCATION

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[COURSES](#)

## **Career Education**

### **Career Education**

Career development occurs from kindergarten through to Grade 12. Our focus at the secondary level is intended to provide students with classroom and “real-life” work experiences from which the students can identify their strengths, interests, and abilities. Skills such as conflict resolution, problem solving, relationship skills, and other facets associated with successful “team” work are entrenched within every career course. These “soft skills” paired with the work done on resumes, cover letters, interviews, etc., assist in preparing students for the transition from school to the world of work, or further training and education. In addition to providing a variety of programs the Career Development Department welcomes all students into the Career Resource Centre in room 106.

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

Grandview Heights Secondary offers the following Career Program models:

- Co-op Programs
- Career Preparation Programs
- Academic Dual Credit Courses
- Youth Work in Trades (Apprenticeship students already working in a trade)
- Youth Train in Trades (District Partnership Programs with local post-secondary)

## **Career Centre**

### **Career Education**

In addition to providing a variety of programs, Careers welcomes all students into the Career Centre in room 106.

Some examples of the things found in the Career Centre are:

- Volunteer Opportunities · Post-Secondary Information
- District Initiatives · Career Counselling
- Work Experience Placements · Scholarships

## **Career Education 8 &9**

### **Career Education**



[COURSES](#)

Grade 8 and 9 students will reflect on personal preferences and skills to help identify, and research various options and goals for their future. They will learn the value of work, as well as the effort and perseverance required to achieve one’s learning goals throughout their grade 8 and 9 courses. Students will obtain credit for Careers 8 and 9 by participating in school workshops, District and Ministry initiatives such as Take Our Kids to Work Day.

Careers Education 8 and 9 are non-enrolling courses. This means the curriculum is embedded in other courses.

### **Career Life Education 10 (CLE 10) (4 credits)**

MCLE-10- -S



#### **Career Education**

The aim of Career Life Education is to enable students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals through life. It is important that students find a balance between work and personal life and its' essential to good physical and mental health. This course will explore how a network of family, friends and community members can support and broaden our career awareness and options. Learning how to learn prepares students to be lifelong learners who can adapt to changing career opportunities. Successful career and education paths require planning, evaluating, and adapting with the understanding that internal and external factors, as well as the global economy affects personal, social, and economic prospects.

### **Sect 1: CLC 12 (CLC 12) + Capstone Project (4 Credits)**

MCLC-12- -S



#### **Career Education**

#### **Must be taken with Section 2**

Career Life Connections is a course designed specifically to give Grade 11 and 12 students time to critically think about and plan for their future after high school. This course supports students in the process of becoming successful, educated citizens by providing them with the opportunities to explore a variety of career pathways and options for their future. They will discover the bridge between classroom learning and workplace and post-secondary realities. This course celebrates each student through numerous learning experiences contributing to a significant demonstration of learning in their Capstone Project.

**The Capstone Project** is a culminating project that is completed in CLC 12 that allows students to demonstrate their learning through an area of their interests or passions. Students will design, assemble, and present to an audience. The exhibition will reflect their further education and or career by demonstrating personal learning and achievements (in and out-of-school), growth in the core competencies and a reflection on the post-graduation plan.

### **Sect 2: WORK EXPERIENCE 12A & 12B (WEX12A & WEX12B)**



#### **Must be taken with Section 1.**

#### **Career Education**

Work experience is intended to help prepare students for the transition from secondary school to the world of work or to explore a potential future career choice. It is an opportunity for students to apply classroom learning in a context outside of school and bring a new perspective to their learning. It also gives students a chance to gain new skills that can be used in future work opportunities. The 90-hour work experience placement(s) is part of every Co-op and Career Prep Program.

Co-operative Education students will have the same teacher, classmates, and classroom for all their courses for a semester. There will be some acceleration of class material while students are attending classes to

accommodate for the time spent in the work experience components. Through Co-op education programs students can explore various careers and gain job readiness through their work experience. Programs offer a mixture of course work, career exploration, pre-employment training, skills enhancement, and work experience placements for credit towards graduation.

**Co-op Options**  
**Career Education**



Please note that Biochemistry Co-op and Community Adventure Co-op are one (1) semester long with the same teacher (s).

CLC/WEX/Study Course is one (1) semester long but only during blocks C and D. The students will have a study during block D when the student is not out on work experience.

<b>OPTION 1</b>	<b>OPTION 2</b>	<b>OPTION 3</b>
<b>Bio-Chemistry Co-op (20 credits)</b>	<b>Humanities Adventure Co-op (24 credits)</b>	<b>CLC/WEX Co-op (8 credits)</b>
Teacher: Campbell	Teacher: Johnson/ Ewacha	Teacher: Roberts/Egitto
Active Health 11	Active Living 11/12	CLC 12/study
Anatomy and Physiology 12	Human Geography 12	WEX 12A (1 <sup>st</sup> Work Experience)
Chemistry 11	Physical Geography 12	
Career Life Connections 12	Career Life Connections 12	
WEX 12A (1 <sup>st</sup> Work Experience)	WEX 12A (1 <sup>st</sup> Work Experience)	
WEX 12B (2 <sup>nd</sup> Work Experience)	WEX 12B (2 <sup>nd</sup> Work Experience)	

**Career Life Connections Career Prep Program**  
**(CLC 12 + Work Experience 12A) (8 credits)**  
**Career Education**



This program helps students understand their personality and values and how it relates to their career choices. Time is given for researching post-secondary programs. The CLC 12 course develops short and as well as long term goals for their personal, educational and career aspirations. Professional communication is an integral part of the Work Experience 12A course. Resumes, cover letters and job interview skills as well as exploring the world of workers' rights and responsibilities are covered by their WEX12A course. Students will complete an 80-hour work placement in an area of interest. Upon returning to their regular class, students will explore the affordability of post-secondary programs and understand sources of funding such as student loans and scholarships. Students will then complete their Capstone Project at the end of their Career Prep Program.

**Biochemistry Co-op (20 credits)**  
**Career Education**  
**APPLICATION FORM REQUIRED.**



Students must be strong in both Math 10 and Science 10 and demonstrate maturity, independence, an excellent work ethic and problem-solving abilities. Students will need to complete the application form above and submit for review.

Students will be taking the following courses:

Active Health 11  
Anatomy and Physiology 12  
Chemistry 11

Career Life Connections 12  
Work Experience 12A  
Work Experience 12B

This program provides students the opportunity to explore a variety of science related careers through two, three-week work experiences. Recommendations are mandatory. Application forms must be completed and returned to the Career Centre.

### **Humanities Adventure 12 Co-op (24 credits)**

**Career Education**

**APPLICATION FORM REQUIRED**



Grade 11 and 12 students with a passion for exploring the world around them and engaging in healthy active living are encouraged to take part in this dynamic and adventurous co-op team taught by Ms. Johnson and Mr Ewacha.

Students will be taking:

Physical Geography 12  
Active Living 11/12  
Human Geography 12

Career Life Connections 12  
Work Experience 12A  
Work Experience 12B

Students will participate in many field trips that will allow them to exercise and explore the world around them. Field trips may include hiking and kayaking in Whistler to golf, yoga and spin classes . They will also explore various career options by completing 2 - 3 week work experiences. ADST and CLC graduation requirements will be met upon completion of the program.



## *District Partnership Programs*

Surrey Schools offers District Partnership Programs & Courses in collaboration with local post-secondary & training providers. Applications open in January of each school year. Visit the Career Centre to learn more!

**Automotive Service Technician**

**Baking & Pastry Arts**

**Carpentry**

**Collision and Refinishing  
Common Core**

**Construction Craft Worker**

**Culinary Arts**

**Drafting/CADD**

**Early Childhood Education**

**Electrical**

**Explorations in Aviation Careers**

### *Partnership Programs*



### *Dual Credit Courses* Earn High School & Post-Secondary Credits

**Hairstylist**

**Heavy Mechanical Trades Foundation**

**Horticulture**

**Inclusive Education Support Worker**

**Metal Fabrication**

**Millwright**

**Painter**

**Piping**

**Tah-tul-ut Indigenous Education Pathway**

**Welding**

**Youth Work in Trades**

**Criminal Justice Studies 1, Graphic Design, Headstart in Art, Intro to Health Science, Intro to Legal Office Procedures, Intro to Practice for Child and Youth Care Counsellors**

# ENGLISH

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## **EN English 9** **Career Education** **English**

MEN- -09- -S



[COURSES](#)

Building on skills learned in Humanities 8, English 9 is a course designed to give students opportunities to explore poetry, short stories, novels, plays, and other texts, while developing their reading, writing, thinking, and speaking skills. Students will be able to express their learning in a variety of ways including formal and informal writing, speaking, problem solving, and co-operative projects.

## **ENGLISH 10 OVERVIEW**

### **English**



[COURSES](#)

In grade ten students will take English 10 Composition and choose one of the following options:

- English 10 Creative Writing
- English 10 Literary Studies
- English 10 New Media
- English 10 Spoken Language

In every course, students will read, write, and speak. They will learn literary devices, writing and thinking strategies, and text features in order to develop skills in comprehension and communication and work to meet the English Language Arts curricular competencies outlined by the ministry of education.

## **EN English 10 Composition**

### **English**

MCMPS10- -S



[COURSES](#)

English 10 Composition is a course designed for students interested in developing their writing skills. Areas of exploration include the writing process, writing styles (descriptive, narrative, expository, persuasive), and the process of revision. The course provides opportunities for diverse learners to develop and refine their writing skills.

## **EN English 10 Creative Writing**

### **English**

MCTWR10- -S



[COURSES](#)

English 10 Creative Writing is a course designed for students who have an interest in creative writing and language. The course provides students with opportunities to explore their imaginations and artistry through the creation of original texts. Students will explore their identities through the study of memoir, short stories, poetry, novels, and plays.

## **EN English 10 Literary Studies**

### **English**

MLTST10- -S



[COURSES](#)

English 10 Literary Studies is a course designed for students who have a love of reading, a desire to think deeply about text, and willingness to share their thinking. The course provides students with opportunities explore and analyze a wide variety of texts and create links between the texts and themselves, find connections to other texts, and parallels to the world in which they live.

**EN English 10 New Media**  
**English**

MNMD-10- -S



English 10 New Media is a course designed for students who are interested in exploring the intersection of text and media, and how the changing role of technology in today's society is impacting how we communicate and exchange ideas. Students will explore how media can shape identity and influence how we tell stories.

**EN English 10 Spoken Language**  
**English**

MSPLG10- -S



English 10 Spoken Language is a course designed for students who want to explore how language can be used effectively to share stories and ideas. Students will explore ways to become more confident and successful communicators, discover how language can be used to shape identity, and how language can be used to influence others.

**EN English 11 OVERVIEW**  
**English**



In English First Peoples 11, students have three course options. Every grade eleven student at Grandview Heights will be required to choose one of the following options:

- English First Peoples 11 Literary Studies + New Media
- English First Peoples 11 Literary Studies + Spoken Language
- English First Peoples 11 Literary Studies + Writing

In every class, students will be expected to read, write, and speak. Students will learn literary devices, writing and thinking strategies, and text features in order to develop skills in comprehension and communication and will work to meet the English Language Arts Curricular Competencies outlined by the ministry of education.

**EN English First Peoples 11 Literary Studies + Writing**  
**English**

MELFS11- -S



English First Peoples 11 Literary Studies provides students with opportunities to delve deeply into literature with an Indigenous focus. Students will learn how to think critically about texts and make connections to broaden their world views and perspectives to become engaged citizens. Some areas of exploration may include, but are not limited to, the investigation of specific themes, periods, authors, and genre.

English First Peoples 11 Writing provides students with opportunities to develop academic and creative writing skills. Students will learn the various styles of writing, engage in the writing process, and learn techniques for revision. Some areas of exploration may include, but are not limited to, formal writing (expository and persuasive), informal writing (descriptive and narrative), and research papers.

Students will be expected to engage in class discussions of the course materials.

**EN English First Peoples 11 Literary Studies + New Media**  
**English**

MELNM11- -S



[COURSES](#)

English First Peoples 11 Literary Studies provides students with opportunities to delve deeply into literature with an Indigenous focus. Students will learn how to think critically about texts and make connections to broaden their world views and perspectives to become engaged citizens. Some areas of exploration may include, but are not limited to, the investigation of specific themes, periods, authors, and genre.

English First Peoples New Media 11 provides students with opportunities to explore the power of media and its role in influencing our everyday lives. Students will learn to identify bias, assess the relevance and accuracy of various medias, and develop critical thinking skills. Some areas of exploration may include, but are not limited to, the history of media, the role of the digital citizen, the differences between social and mass media, and different types of media.

Students will still be expected to produce formal and informal writing and engage in discussions of the course material.

**EN English First Peoples 11 Literary Studies + Spoken Language**  
**English**

MELSL11- -S



[COURSES](#)

English First Peoples 11 Literary Studies provides students with opportunities to delve deeply into literature with an Indigenous focus. Students will learn how to think critically about texts and make connections to broaden their world views and perspectives to become engaged citizens. Some areas of exploration may include, but are not limited to, the investigation of specific themes, periods, authors, and genre.

English First Peoples 11 Spoken Language provides students with opportunities to engage with language and focus on oral communication skills, which will build confidence in public speaking. Students will learn to create and share original pieces of work and how to develop communication and leadership skills. Some areas of exploration may include, but are not limited to, First Nations oral traditions, storytelling, debates, speeches, dramatic performances, and presentations.

Students will be expected to produce formal and informal writing.

**EN English Studies 12**  
**English**

MENST12- -S



[COURSES](#)

English 12 is a course designed to practice and refine the reading, writing, speaking, and thinking skills that students have been developing throughout their time in high school. Students will engage with story and text, and work to deepen their understanding of themselves and the world in which they live. English 12 is a graduation requirement.

**EN English 12 Literary Studies (elective)**  
**English Elective**

MLTST12- -S



[COURSES](#)

English 12 Literary Studies is designed for those students who are passionate about reading and exploring text. Students will have opportunities to delve deeply into texts that range from ancient epic poetry and myths to modern stories, all the while working to form an understanding of how literature is able to reflect the turmoil and triumphs of the human experience. English 12 Literary Studies is an elective course and **cannot** be used as a replacement for English 12 but can be used as an additional grade twelve credit.

## **EN English First Peoples 12**

MENFP12- -S



[COURSES](#)

### **English**

English First Peoples 12 provides students with opportunities to delve deeply into literature with an Indigenous focus and is “grounded in the First Peoples Principles of Learning” (Ministry of Education). This lens will allow us to broaden our world views and perspectives, deepen our understanding and knowledge about First Peoples in Canada, work towards reconciliation, and become engaged citizens. The course will focus on “the experiences, values, beliefs, and lived realities of First Peoples”, while we will work to develop and strengthen our reading, writing, speaking, and critical thinking skills.

## **EN AP English Literature & Composition 12**

AELC-12- -F / MENST12—S-AP



[COURSES](#)

### **English (Year Long course)**

*Required: Two recommendations from two prior English teachers*

This course is designed to reflect an introductory college/university level literature and composition course. This course will be an intensive academic course, and students will be expected to do a considerable amount of reading and writing. Students taking this course should love reading and must be willing to read numerous classic and contemporary texts from diverse time periods and cultures. Many of these texts are complex and sophisticated literary works. Building on previous English courses, students will learn to delve even more deeply into literature, and learn skills to better analyze and interpret short and long fiction, poetry, and drama. Students will also hone their writing skills in developing a thesis, supporting literary argumentation, and refining other essential academic writing skills. Students taking this course should demonstrate maturity, independence, and a strong work ethic, and must commit to a considerable amount of reading and writing. There is a course fee attached to this course to cover the cost of the exam in May. Students have the opportunity to receive post-secondary credit depending on their level of success in the examination. It is recommended that students read a couple key literary texts during the summer before they take this course in September.

# HOME ECONOMICS

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## **HE Food Studies 9**

MADFS09- -S



[COURSES](#)

### **Home Economics**

*Recommended: None*

In this course students will explore recipes from A to Z: from appetizing snacks to meals with zest, you will learn to understand and enjoy the foods of today through planning, purchasing, preparing, and presenting. Students will realize personal food needs and ethical issues, establish good eating habits, and become more competent and creative in food preparation. Skills learned may be applied to careers in food services, health care and hospitality, as well as everyday living.

- There will be an enhancement fee for this course.

## **HE Foods and Fashion 9**

MADFS09- -S-FDS FASH



[COURSES](#)

### **Home Economics**

*Prerequisites: None.*

*Semester 8 elective credits*

Welcome to Foods and Fashion, an innovative Grade 9 course that seamlessly blends the culinary delights of Foods 9 with the creative artistry of Textiles 9. In this unique exploration, students will embark on a culinary and textiles journey that combines the joy of cooking with the satisfaction of sewing functional pieces.

#### ***Culinary Arts Component - Inspired by Foods 9:***

In the culinary arts section, inspired by Foods 9, students will embark on a culinary journey exploring recipes from A to Z. From tantalizing snacks to zestful meals, students will not only master the art of cooking but will also gain an understanding and appreciation for the foods of today. Emphasizing planning, purchasing, preparation, and presentation, this component equips students with practical skills applicable to careers in food services, health care, hospitality, and everyday living. Ethical considerations and the cultivation of good eating habits will be woven into the curriculum, encouraging students to become both competent and creative in their food preparation endeavors.

#### ***Fashion Component - Inspired by Textiles 9:***

The “fashion” component draws inspiration from Textiles 9, aiming to provide students with practical, hands-on learning experiences to produce usable products. Whether you're a beginner or an experienced sewer/crafter, this segment of the course offers a dynamic opportunity to refine skills in fabric selection, design principles and construction of an apron, lunch bag and reusable tote bag.

Throughout this journey, you'll delve into the basics of using a sewing machine, gain expertise in fabric selection and preparation, and explore the nuances of product design and simple quilting. An exciting dimension to this creative process involves integrating technology to personalize your creations with techniques like heat transfer vinyl or embroidery.

As we unravel the fabric of this subject, we'll also delve into critical discussions surrounding social and environmental concerns linked to the textiles industry.

#### **Prerequisites:**

No prior experience is required; however, a passion for creativity, an openness to explore new concepts, and enthusiasm for hands-on learning are essential for success in Foods and Fabric. There is an enhancement fee for each course that covers specialty ingredients, the use of basic tools, notions and some fabrics. Students are responsible for purchasing patterns, fabric, and supplies for projects.

## **HE Food Studies 10**

MFOOD10- -S



### **Home Economics**

*Recommended: None*

From appetizers to desserts, take a culinary journey through a menu! We will explore food systems, reduction of food waste, environmental impacts of food production, and establishing positive relationships with food through various appetizers, entrees, and desserts. We'll look at both local/Canadian food trends as well as global influences. Try your hand at the Great Grizzly Cake-Off, will your group prepare the winning layer cake? This course meets the Fine Arts/Applied Skills graduation requirement.

- There may be an enhancement fee for this course.

## **HE Food Studies 11**

MFOOD11- -S



### **Home Economics**

*Recommended: Food Studies 9 or 10*

The theme of this course is From Farm to Table. We will discover foods that are locally grown, eat our way through the seasons and build skills in planning, preparing, and presenting food products. Be prepared to execute a multi course meal, create your own recipes and inspire your peers with your own culinary demonstrations. This course meets the Fine Arts/Applied Skills graduation requirement.

- There will be an enhancement fee for this course.

## **HE Food Studies 12**

MFOOD12- -S



### **Home Economics**

*Recommended: Food Studies 10 or 11*

The goal of this course is to provide you with the opportunity to develop skills that have immediate relevance and lifelong application to you personally, within your family, in your community and on a global scale. In this course you will have both theoretical and practical opportunities to: explore food's journey from farm to table, learn advanced principles and food preparation techniques, develop skills to reduce food waste and environmental impact, investigate factors that influence food choices, evaluate nutrition knowledge to enhance one's health and well-being, and gain appreciation for flavours, aromas, cooking techniques, and cultural traditions of world cuisines including food choices and traditions from Canadian culture. This course meets the Fine Arts/Applied Skills graduation requirement.

- There will be an enhancement fee for this course.

## **HE Baking and Pastry 12**

YHEC-2A- -S-BAKING



### **Home Economics**

*Recommended: Food Studies 10 or 11*

Get ready to explore the sweet side of the culinary world in Baking and Pastry 12! This hands-on course will teach you how to create a variety of delicious treats—from cakes and cookies to pastries and breads. You'll learn the techniques behind perfect doughs, batters, frostings, and fillings, all while discovering the science that makes them work.

With plenty of opportunities to experiment, you'll master the skills needed to bake everything from simple desserts to show-stopping creations. You'll also gain practical knowledge of kitchen safety, food sanitation, and time management, all while working with professional equipment.

By the end of the course, you'll be able to bake and decorate your own signature desserts, ready to impress in any kitchen. Whether you're looking to pursue a career in culinary arts or just want to have fun in the kitchen, this course is your gateway to mastering the art of baking and pastry!

### **HE Junior Textiles 9/10**

#### **Home Economics**

MADT-09--S

MTXT-10--S



[COURSES](#)

Design your own tote bag, sew a hoodie, and create a personalized logo/image for it! Or try your hand at macrame, crochet or embroidery! The goal of this course is to provide you with practical, hands-on learning experiences to produce usable products and develop your home craft and sewing skills. Whether you are a beginner or an experienced sewer/crafter, you will learn and refine skills that will have immediate relevance and lifelong application.

- There is an enhancement fee for this course that covers the use of basic tools, notions and some fabrics. Students are responsible for purchasing patterns, fabric, and supplies for projects.

### **HE Textiles And Textile Crafts 10-12**

MTXT-10CRS, MTXT-11—S, MTXT -12- -S, YHEC-1D—S, YHEC-2D- -S

#### **Home Economics**

*Recommended: None*



[COURSES](#)

Unlock Your Creativity in Senior Textiles: From Fashion to Home Decor and More!

Are you ready to embark on a textile arts journey that extends beyond the realm of clothing? Whether you are passionate about crafting your own wardrobe, creating unique outfits for your furry friends, or transforming your living space with captivating home decor, Senior Textiles is the perfect course for you.

In Senior Textiles, we dive into the fundamentals of sewing, gaining confidence in construction methods using both a sewing machine and a serger. Beyond the basics, we explore the dynamic intersection of textiles and society, delving into global issues within the textile and apparel industry. The world of fibers unfolds before us, revealing a rich tapestry of techniques such as quilting, knitting, crocheting, felting, textile dying, rug making, embroidery, macramé, and much more.

Whether you're a novice or a seasoned sewer, this course invites you to proudly declare, "I made this!"

Embrace the opportunity to embark on two substantial projects tailored to your skill level, engage in a repurpose/upcycle endeavor, and construct smaller projects throughout the semester.

Please note that students are responsible for acquiring patterns, fabric, and supplies. Additionally, a small enhancement fee ensures a vibrant and enriching learning experience in this diverse and hands-on course.

### **HE Family Studies 12: Child Development and Caregiving**

#### **Home Economics**

*Recommended: None*

MCDAC12--S



[COURSES](#)

In this interactive course, you'll delve into the essential topics of relationships, parenting, and child development. If you're interested in understanding family dynamics or curious about the stages of child growth, this course provides in-depth knowledge and hands-on experience that will keep you engaged from start to finish. If you're curious about relationships, want to understand the challenges of parenting, or have



your sights set on a career in social work, education, health care, or counseling, this course has something for everyone!

In 2025-2026 we will be focusing on Child Development and Parenting. Learn about what it takes to care for a newborn? From pregnancy to childbirth and beyond, we'll walk through every stage of child development—from infant care to early childhood. Plus, you'll get hands-on experience with our **\*\*Baby Think It Over Infant Simulators\*\*** (yes, those electronic babies!) and find out just how real the challenges of caregiving can be.

Join us to learn, grow, and build the skills that will make a difference in your life and future!

## **HE First Peoples Foods & Textiles 12**

YHEC-2C—S



[COURSES](#)

### **Home Economics**

*Recommended: None*

This course invites students to explore their heritage, culture, and personal stories through the lens of First Peoples' knowledge, values, and ways of knowing. First Peoples Foods and Textiles 12 is a deeply immersive and experiential course that bridges the culinary arts and textile studies, rooted in respect for Indigenous worldviews and sustainable practices.

Students will learn about the historical and contemporary impacts of colonization, Indigenous stewardship of the land, and cultural knowledge surrounding food and textiles. Guided by local First Nations perspectives, students will explore topics such as Indigenous food sovereignty, the significance of traditional textile practices, ethical issues in production, and the importance of sustainability in today's world.

Through hands-on activities, storytelling, and design projects, students will create food and textile items that reflect not only Indigenous traditions but also their own cultural identities. By connecting with community Elders, knowledge keepers, and local experts, learners will build a sense of place, belonging, and responsibility to themselves and the land.

This course challenges students to consider how their personal and cultural narratives intersect with broader issues of reconciliation, environmental stewardship, and global citizenship. Together, we will explore how creativity, tradition, and innovation can come together to celebrate diversity and foster understanding.

Students of all backgrounds and skill levels are welcome in this collaborative, reflective, and deeply personal learning experience. Prepare to be inspired, to connect, and to contribute to a greater understanding of who we are as individuals and as a community.

# LEADERSHIP

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## **Leadership 9 (4 credits)**

XLEAD09- -S



[COURSES](#)

### **Career Education**

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

## **PE Physical Education Recreational and Health Leadership 10**



[COURSES](#)

### **Physical Education/Leadership**

The purpose of this course is to enable students to develop leadership skills and abilities through a variety of school based and community-based experiences while they complete PE 10. Part of this course will include officiating (volleyball and basketball), first aid, and taping. In addition, students will be involved in the organization and running of lunch time intramurals. There will be both a theoretical and practical component. Students should understand that there is an expectation that there will be involvement in activities that will take place outside regular school hours.

## **Leadership 11/12 (4 credits)**

YIPS-1B- -S



[COURSES](#)

### **Career Education -**

YIPS-2B- -S

Leadership 11/12 will offer GHS students the opportunity to further develop leadership skill through a variety of in-school and out-of-school experiences. Collaborating with the existing leadership groups in the school, students will continue to learn the skills of effective leaders. This course is intended to be student driven. The direction of the course and the productivity of the group will be dependent on each member's participation and input. The success of the course and our year as leaders at Grandview Heights Secondary will be dependent on what students as individuals and as a group are willing to invest. Students will oversee and help run our athletic and intramural programs, therefore be aware after school hours are expected. We want students that are passionate about making a difference at GHS and willing to create a positive culture.

# LIBRARY SCIENCE

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## **Library Information and Literary Studies 11**

YCAIS1A--S



[COURSES](#)

### **Library**

This course provides students with an in-depth study of the role of the Learning Commons as the learning center of the school as it supports all members of the school community. Through supported inquiry, students will develop and practiced their trans literacy skills and promote them to the school community in various ways. Students will develop their ability to promote and support access to the Learning Commons resources, services and programs not only to their peers but to all members of the school community.

*Note: Students must receive written permission from the GHS Teacher Librarian to take this class*

## **Library Learning Commons 12**

YCAIS2A--S



[COURSES](#)

### **Library**

This course provides students with the opportunity to refine their understanding of the role of the Learning Commons in a school setting through free inquiry. Students will develop the skills and maturity to learn independently as they work towards a meaningful and unique inquiry goal. This course will give students learning opportunities to further develop the trans literacy skills necessary in a rapidly changing society and work on inquiry research that will support students' lifelong learning.

*Note: Students must receive written permission from the GHS Teacher Librarian to take this class*

## ENGLISH LANGUAGE LEARNER (ELL)

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### **ELL Beginner and Developing ELL for Grades 8-12**



[COURSES](#)

#### **LST**

*Recommended: Determined by district testing process and/or instructor*

These courses are designed to develop the language skills students need to navigate daily life in a new country through themes relevant to new Canadian youth and International students; for example, entertainment, sports, home life, work life etc. Students will also build the foundations of academic speaking, listening, reading, writing and vocabulary skills through the study of beginner and developing levels of English literature, Social Studies, and Science.

*Note: Students may be enrolled in multiple blocks of this class.*

### **ELL Academic Language for ELL Grades 10-12 (BAA)**



[COURSES](#)

#### **LST**

*Recommended: Determined by district testing process and/or instructor*

These courses are designed for English Language Learners (ELL) who have made some progress in developing their Basic Interpersonal Communication Skills and are ready to more intently and explicitly begin developing academic English.

*Note: This is a four credit course for gr.10-12 students.*

# MATH

## MATHEMATICS OVERVIEW

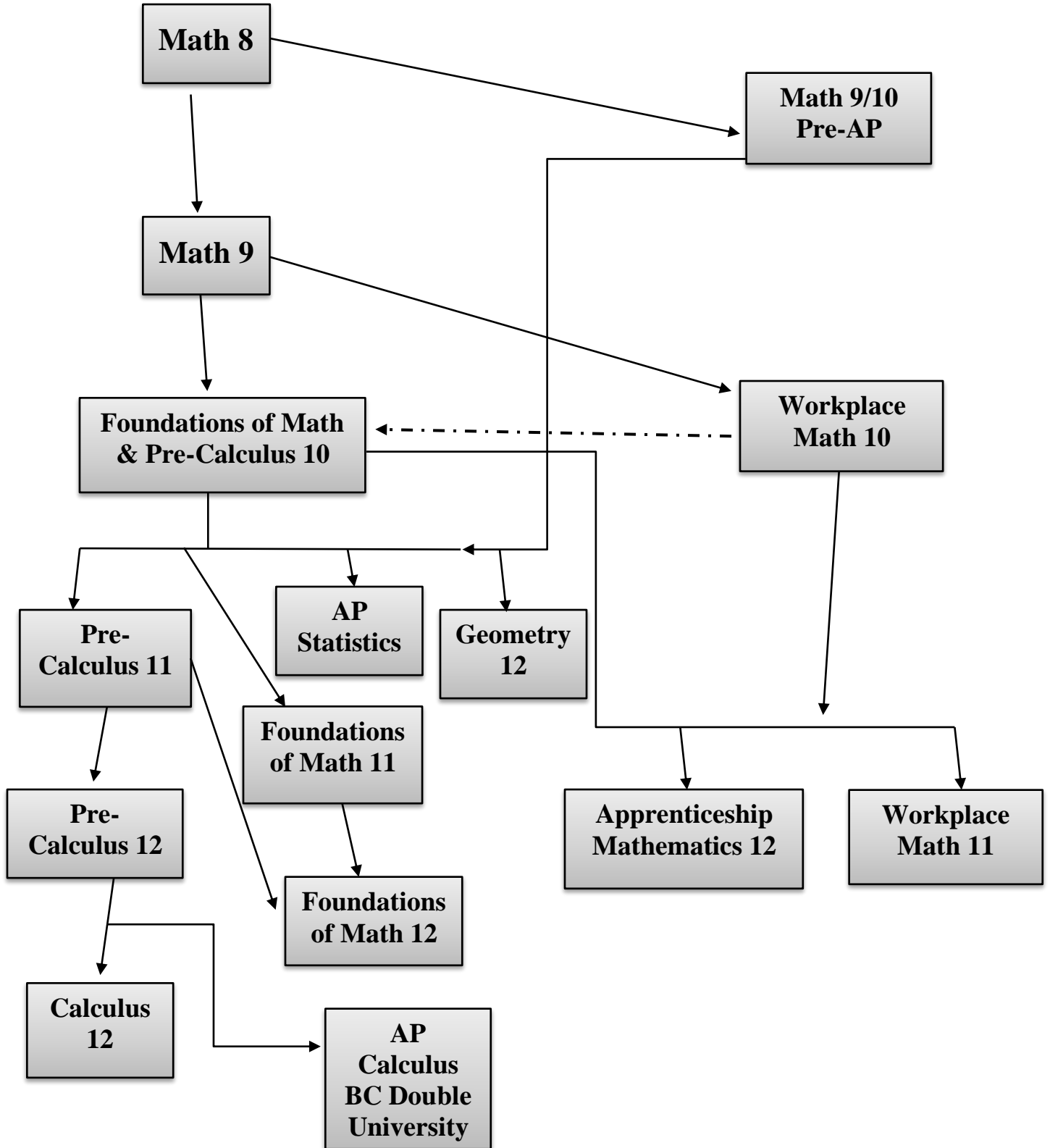


Mathematics in high school will continue to foster student’s growth in developing the skills/competencies of being a mathematician.

<p><i>Reasoning and analyzing</i></p> <ul style="list-style-type: none"><li>• Use <a href="#">logic and patterns</a> to solve puzzles and play games</li><li>• Use <a href="#">reasoning and logic</a> to explore, analyze, and apply mathematical ideas</li><li>• <a href="#">Estimate reasonably</a></li><li>• Demonstrate and <a href="#">apply</a> mental math strategies</li><li>• Use tools or technology to explore and create patterns and relationships, and test conjectures</li><li>• <a href="#">Model</a> mathematics in contextualized experiences</li></ul>	<p><i>Understanding and solving</i></p> <ul style="list-style-type: none"><li>• Apply <a href="#">multiple strategies</a> to solve problems in both abstract and contextualized situations</li><li>• Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</li><li>• Visualize to explore mathematical concepts</li><li>• Engage in problem-solving experiences that are <a href="#">connected</a> to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</li></ul>
<p><i>Communicating and representing</i></p> <ul style="list-style-type: none"><li>• Use mathematical vocabulary and language to contribute to mathematical discussions</li><li>• <a href="#">Explain and justify</a> mathematical ideas and decisions</li><li>• <a href="#">Communicate</a> mathematical thinking in many ways</li><li>• Represent mathematical ideas in concrete, pictorial, and symbolic forms</li></ul>	<p><i>Connecting and reflecting</i></p> <ul style="list-style-type: none"><li>• <a href="#">Reflect</a> on mathematical thinking</li><li>• Connect mathematical concepts to each other and to <a href="#">other areas and personal interests</a></li><li>• Use mathematical arguments to support <a href="#">personal choices</a></li><li>• <a href="#">Incorporate First Peoples</a> worldviews and perspectives to <a href="#">make connections</a> to mathematical concepts</li></ul>

It is expected that all students complete each grade level of mathematics to grade 11 and receive

ministry credit. (it is possible for a student to graduate with a grade 11 or 12 math credit however most colleges and universities require a grade 11 course grade as well as grade 12 in some instances) If students coming from elementary have credit from their school, through Challenge or MACC or in arrangement with their teacher, they may accelerate to grade 9, if not there will be an opportunity to do so in grade 9 in a combined class covering both math 9 and 10.



## **MA Mathematics 9**

MMA- -09- -S



### **Math**

*Recommended: Successful completion of Math 8 ((minimum Proficiency of Developing is recommended)*

This is an academic course designed to expand on the work on the curricular competencies of mathematicians from grade 8 through working with the following 5 Big Ideas:

- Principles underlying operations with numbers can be extended to algebra
- Computational Fluency is extended to rational numbers
- Continuous linear relationships allow generalizations in many applications
- Similar shapes have proportional relationships
- Analyzing the validity, representation and reliability of data helps us to compare and interpret

## **MA Foundations of Mathematics and Pre-Calculus 10**

MFMP-10- -S



### **Math**

*Recommended: Successful completion of Math 9 minimum Proficiency of Developing is recommended)*

This is an academic course designed to expand on the five major strands of mathematics. This course will prepare students for further study in Mathematics and Science. Students will continue to work on the curricular competencies while learning about the following big ideas:

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

## **MA Workplace Mathematics 10**

MWPM-10- -S



### **Math**

*Recommended: Successful completion of Math 9*

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, statistics and probability.

## **MA Workplace Mathematics 11**

MWMP-11- -S



### **Math**

*Recommended: Successful completion of Workplace Math 10*

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

## **MA Foundations of Mathematics 11**

MFOM-11- -S



### **Math**

*Recommended: Successful completion of Foundations Math & Pre-Calc 10 (minimum 67% is recommended)*

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

### **MA Pre-Calculus 11**

MPREC11- -S



#### **Math**

*Recommended: Successful completion of Foundations of Math & Pre-Calc 10 (minimum 75% is recommended).*

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

### **MA AP Statistics 12**

ASTA-12- -S



#### **Math**

*Recommended: Successful completion of grade 10 Foundations and Pre Calculus*

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

This course has a fee attached to pay for the AP examination which takes place in May. Students have the opportunity to receive post secondary credit depending on their level of success in the examination. Students taking AP courses must be prepared to work at an accelerated pace in class and spend time at home reflecting on and practicing the concepts learned.

### **MA Foundations of Mathematics 12**

MFOM-12- -S



#### **Math**

*Recommended: Successful completion of Foundations of Math 11 (minimum 67% is recommended)*

This is a continuation of Foundations 11. This course is designed for studies in Economics, Geography, Psychology, Criminology, Arts or Humanities. This is a more applied math course with topics relating to situations and data in the world around us. Students will learn to use technology to model the data and make predictions about future results based on those models.

### **MA Apprenticeship Mathematics 12**

MAPPR12- -S



#### **Math**

*Recommended: Successful completion of a Grade 10 Math Course*



This course is eligible for graduation credit, in place of Workplace Math 11. This course is designed for those students wishing to work in trades.

### **MA Geometry 12**

MGMT-12- -S



#### **Math**

*Recommended: Successful completion of a Grade 10 Math Course*

From Euclid's Element to Dynamics and Chaos, from points and lines, congruent and similar triangles, to cyclic quadrilaterals, from deductive reasoning to rigorous proof, and from Pythagorean to Menelaus theorem, "There is geometry in the humming of the strings, there is music in the spacing of the spheres".

### **MA Pre-Calculus 12**

MPREC12- -S



#### **Math**

*Recommended: Successful completion of Pre-Calculus 11 (minimum 70% is recommended)*

This is an advanced academic course elective designed for motivated students who plan on attending college or university with further studies in Science, Mathematics and Engineering. Students may not take this course without having completed Pre-Calculus 11. Students will continue as in all courses to work on the curricular competencies of becoming a stronger mathematician. Pre-Calculus 12 has a large focus on algebra and graphing functions. There is a considerable increase in the volume of material in the grade 12 class and students must be prepared to work on the content at home for practice as well as in class.

### **MA Calculus 12**

MCALC-12- -S



#### **Math**

*Recommended: Must have completed Pre-Calculus 12 (minimum 73% is recommended)*

This is an academic elective course for motivated students who enjoy math and are planning on attending college or university to pursue studies in Science, Mathematics or Engineering. Students will engage in activities involving differentiation and integration and will follow the Ministry guidelines.

### **MA AP Calculus BC Year Long**

ACAL-2A- -F / MCALC12- -S



#### **Math**

*Required: Completion of Pre-Calculus 12 (minimum 75% or better)*

The AP BC Curriculum covers both differential and integral calculus and students will write the AP exam in May. This course will be intensive and students will be expected to be highly motivated to complete all assigned work. There is a course fee attached to this course to cover the cost of the exam in May. Students will receive a school mark based on both the differential and the integral calculus courses.

# MODERN LANGUAGES

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## **International Languages**

The principal goal of our program is to develop communication skills so that students have the desire and ability to communicate in French or Spanish in real-life situations. Specifically, this communication competency encompasses the set of second language abilities that students use to:

- impart and exchange information, experiences and ideas
- explore the world around them
- understand and effectively engage in dialogue with others

The specific curricular competencies change at each grade level and can be found at: <https://curriculum.gov.bc.ca/curriculum> Students should be aware that some post-secondary programs may require a grade 11 and/or 12 language course. Please check with your counselors and/or the post-secondary website.

## **LA French 9**

MFR--09--S



[COURSES](#)

### **Modern Languages**

*Recommended: Successful Completion of French 8*

French 9 allows students to communicate at a basic level in French, through topics that are personally meaningful. As students gain proficiency in French, they will learn to communicate clearly and effectively in the target language. Students will be able to narrate stories orally and in writing, they will engage in short conversations, and will be able to express themselves with growing fluency. They will participate in many activities, such as games, presentations, and discussions, that will enhance their reading, writing, speaking, and listening skills. Students will increase their awareness of French culture and the francophone world and be able to identify similarities and differences between French cultures and their own. Due to the cooperative nature of this course, regular attendance is very important.

## **LA French 10**

MFR--10--S



[COURSES](#)

### **Modern Languages**

*Recommended: Successful Completion of French 9*

Students will continue developing their abilities to communicate effectively in French through listening, speaking, reading and writing in an interactive atmosphere. There will also be opportunities to learn about and grow an appreciation for various francophone cultures through different music, films, and stories. Student knowledge of supporting grammatical concepts continues to be developed as well as the capacity to tell stories, express ideas, opinions, and preferences in spontaneous conversation and in presentation. Due to the cooperative nature of this course, regular attendance and participation is very important.

## **LA French 11**

MFR--11--S



[COURSES](#)

### **Modern Languages**

*Recommended: Successful Completion of French 10 (minimum 60% recommended)*

French 11 is accepted as a second language university requirement. This is a highly interactive and communicative course. Students will continue to enhance their abilities to communicate effectively in French through listening, speaking, reading, and writing with growing confidence. They will also learn about and grow an appreciation for various francophone cultures through different music, films, and stories. Student will be working towards attaining a working fluency in French and will be able speak and write

with increasingly complex nuances of the French language. Due to the cooperative nature of this course, regular attendance and participation is very important.

**LA French 12**  
**Modern Languages**

MFR--12--S



*Recommended: Successful Completion of French 11*

This course is the culmination of the study of French language and culture at the secondary level. Students refine their understanding of the language and cultural aspects, and continue to develop their abilities to communicate effectively in listening, speaking, reading and writing. Students will work to refine the content and form of their work to an increasingly sophisticated level of French. A greater amount of class time is spent on discussions and the sharing of ideas. Students completing French 12 may be eligible to write the DELF exam, at the recommendation of their teacher, dependent on district exam offerings. Due to the interactive and cooperative nature of this course, regular attendance is very important. There are District Authority scholarships that are awarded to exceptional language students.

**LA Spanish 9**  
**Modern Languages**

MSP--09--S



This course is an introductory Spanish course for those students that have little or no background in Spanish. Students will learn Spanish through Comprehensible Input methodologies, like storytelling, story-asking, Movie Talk, Picture Talk, among others. Students will be immersed in the language right from the beginning, in a communicative environment, that resembles the way we learn our first language: a relaxed, fun and caring environment that focuses on acquiring the language not on learning about it. Due to the cooperative nature of this course, regular attendance is very important.

**LA Spanish 10**  
**Modern Languages**

MSP--10--S



*Required: Successful Completion of Spanish 9*

As students gain proficiency in Spanish they will learn to communicate clearly and effectively in the target language. Students will be able to narrate stories orally and in writing, they will engage in short conversations and will be able to express themselves with growing fluency: ask and respond to a variety of questions, describe situations, express opinions on familiar topics, among other things. Due to the cooperative nature of this course, regular attendance is very important.

**LA Spanish 11**  
**Modern Languages**

MSP--11--S



*Required: Successful Completion of Spanish 10*

Students will continue developing basic communication in Spanish through listening, speaking, reading & writing tasks. Successful completion of Spanish 11 provides the minimum language requirement needed for some universities. Due to the cooperative nature of this course, regular attendance is very important.

**LA Spanish 12**  
**Modern Languages**

MSP--12--S



*Required: Successful Completion of Spanish 11(minimum 60% recommended)*

This course is the culmination of the study of Spanish language and culture at the secondary level. Emphasis is on building fluency in Spanish, learning more complex language structures and continuing to explore the Spanish culture. Students will work to refine the content and form of their work to an increasingly sophisticated level of Spanish. Due to the cooperative nature of this course, regular attendance is very important.

## **LA Intro to Punjabi 11** **Modern Languages**

MPUN- -11- -S



This course is an introductory Punjabi course for those students that have little or no background in Punjabi. Students will learn Punjabi through Comprehensible Input methodologies, like storytelling, story-asking, Movie Talk, Picture Talk, among others. Students will be immersed in the language right from the beginning, in a communicative environment, that resembles the way we learn our first language: a relaxed, fun and caring environment that focuses on acquiring the language not on learning about it. Due to the cooperative nature of this course, regular attendance is very important.

## **Language Challenge Exams**



Any student who is fluent in French or Spanish wishing to get a Language 11 credit must apply for the Language Challenge Exam instead of taking a language course offered at school. The language courses at Grandview Heights are designed for students who are learners of the language as opposed to students who are already speakers of the language.

A student wishing to take a Language Challenge Exam must notify a counsellor in September. Registration for these exams close in the middle of October. A student who speaks a language at home and/or has had formal schooling in a language may apply to take the Language Challenge Exam. The exams offered are listed on the Delta School District website. A student may use a challenge exam for credits but may not use the exam in calculating his/her average for university admission.

# PEER TUTORING

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## LST Peer Tutoring 11 (BAA)

YIPS-1A- -S



[COURSES](#)

### Peer Tutoring

*\*Written teacher recommendation and application required*

Peer Tutoring 11 is a course which allows students to foster meaningful connections with peers in junior grades (8 and 9) and staff as they learn about teaching and learning. Students will receive in-person training in various topics designed to help them model successful learning behaviours and support students with diverse learning needs, including executive function skills, and social-emotional learning topics. Students will be expected to adhere to a Code of Conduct based on initiative and responsibility. Regular communication with both placement teacher and course teacher (via Teams or in person) is essential for success in this course. Assessment in this course will be a combination of training and reflective assignments along with the Placement Teacher's assessment of the Peer Tutor's initiative, responsibility and leadership in the placement classroom.

### **NOTES:**

Training will occur both through **Teams** and during **face-to-face lunch meetings** during the **first month** of the course. Students are requested to make any needed arrangements to ensure their attendance on meetings.

Students will be placed in a sponsor teacher's classroom no later than the end of the second week of classes. The sponsor teacher will be responsible for attendance. Students are encouraged to seek out a suitable placement that allows them to showcase their skills and interests, but may also be placed by the Peer Tutoring teacher according to the needs of the school.

**Course assignments will include:** training check-ins, a Classroom Strategy assignment, journalling and a final Reflection and Celebration assignment. There is NO EXAM for this course. The bulk of the assessment for this course will come from the Placement Teacher's assessment of the student's initiative and leadership in the placement classroom.

## **LST Peer Tutoring 12 (BAA)**

YIPS-2A- -S



### **Peer Tutoring**

*\*Written teacher recommendation and application required*

*\*Students are permitted to take both PT 11 and PT 12 once each ONLY; students will not be permitted to have the exact same placement experience each time.*

Peer Tutoring 12 is a course which allows students to foster meaningful connections with peers in junior grades (8 and 9) and staff as they learn about teaching and learning. Students will receive in-person training in various topics designed to help them model successful learning behaviours and support students with diverse learning needs, including executive function skills, and social-emotional learning topics. Students will be expected to adhere to a Code of Conduct based on initiative and responsibility. Regular communication with both placement teacher and course teacher (via Teams or in person) is essential for success in this course. Assessment in this course will be a combination of training and reflective assignments along with the Placement Teacher's assessment of the Peer Tutor's initiative, responsibility and leadership in the placement classroom.

### **NOTES:**

Training will occur both through **Teams** and during **face-to-face lunch meetings** during the **first month** of the course. Students are requested to make any needed arrangements to ensure their attendance on meetings.

Students will be placed in a sponsor teacher's classroom no later than the end of the second week of classes. The sponsor teacher will be responsible for attendance. Students are encouraged to seek out a suitable placement that allows them to showcase their skills and interests, but may also be placed by the Peer Tutoring teacher according to the needs of the school.

**Course assignments will include:** training check-ins, a Classroom Strategy assignment, journalling and a final Reflection and Celebration assignment. There is **NO EXAM** for this course. The bulk of the assessment for this course will come from the placement teacher's assessment of the student's initiative and leadership in the placement classroom. For those taking the course twice, adjustments to final assignments may be made as needed.

# PERFORMING ARTS

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## MUSIC

### **PA Concert Band 9**

#### **Performing Arts**

*Recommended: Band 8*

MMU- -09CBY



[COURSES](#)

Band 9 continues the development of students' individual and ensemble playing skills that were developed in Band 8. Emphasis will be on correct technique, leadership and individual responsibility to the group. A wide range of musical repertoire will be explored. Students will perform at numerous school concerts, the Surrey Band Revue, and may have the opportunity to participate in an overnight trip in the spring. Completion of Band 8 is recommended though not mandatory. Attendance at all performances is required.

### **PA Concert Band 10**

#### **Performing Arts**

*Recommended: Band 9 or the director's permission*

MMUCB10- -Y



[COURSES](#)

Band 10 is designed for students who have reached a high degree of proficiency on their band instrument. A wide range of musical repertoire will be explored. A high degree of commitment and responsibility to the band is necessary. Students will perform at numerous school concerts, the Surrey Band Revue, and may have the opportunity to take part in an overnight music trip in the spring. Completion of Band 8 and 9 is recommended. Attendance at all performances is required.

### **PA Concert Band 11**

#### **Performing Arts**

*Recommended: Band 10 or the director's permission*

MIMCB11- -Y



[COURSES](#)

In Band 11, students will develop a high level of musical skill through the practice and performance of a wide range of advanced repertoire. A high degree of commitment and responsibility to the band is necessary. Students will perform at numerous school concerts, the Surrey Band Revue, and may have the opportunity to participate in an overnight music trip in the spring. Completion of Band 8 - 10 is recommended. Attendance at all performances is required.

### **PA Concert Band 12**

#### **Performing Arts**

*Recommended: Band 11 or the director's permission.*

MIMCB12- -Y



[COURSES](#)

In Band 12, students will develop a high level of musical skill through the practice and performance of a wide range of advanced repertoire. A wide range of musical repertoire will be explored. A high degree of commitment and responsibility to the band is necessary. Students will perform at numerous school concerts, the Surrey Band Revue, and may have the opportunity to participate in an overnight music trip in the spring. Completion of Band 8 - 11 is recommended. Attendance at all performances is required.

### **PA Jazz Band 9**

MMU- -09JBY



[COURSES](#)

## Performing Arts

Jazz Band 9 will continue to develop students' jazz playing skills. A variety of music styles will be explored, including swing, Latin, rock and ballads. Soloing and improvisation skills will be further developed. A high degree of commitment and responsibility to the band is necessary. Students will participate in numerous school concerts, the Surrey Jazz Festival, and possibly on extracurricular music trips. Students must be enrolled in Band 9 to take this course. This will be a year-long course. Attendance at all performances is mandatory.

*Note: All students in Jazz Band must be in Concert Band.*

### **PA Jazz Band 10** Performing Arts

MMUJB10- -Y



Jazz Band 10 will continue to develop students' jazz playing skills. A variety of music styles will be explored, including swing, Latin, rock and ballads. Soloing and improvisation skills will be further developed. Membership in this group will require strong musical skills and a high degree of commitment in music preparation, rehearsals, and performance. Students will perform at school concerts, the Surrey Jazz Festival, and possibly on an extracurricular music trip. Students must be enrolled in Band 10 to take this course. This will be a year-long course. Attendance at all performances is mandatory.

*Note: All students in Jazz Band must be in Concert Band.*

### **PA Jazz Band 11** Performing Arts

MIMJB11- -Y



Jazz Band 11 will continue to develop students' jazz playing skills. A variety of music styles will be explored, including swing, Latin, rock and ballads. Soloing and improvisation skills will be further developed. Membership in this group will require strong musical skills and a high degree of commitment in music preparation, rehearsals, and performance. Students will perform at school concerts, the Surrey Jazz Festival, and on extracurricular trips. This will be a year-long course. Students must be enrolled in Band 11 to take this course. Attendance at all performances is mandatory.

*Note: All students in Jazz Band must be in Concert Band.*

### **PA Jazz Band 12** Performing Arts

MIMJB12- -Y



Jazz Band 12 will continue to develop students' jazz playing skills. A variety of music styles will be explored, including swing, Latin, rock and ballads. Soloing and improvisation skills will be further developed. Membership in this group will require strong musical skills and a high degree of commitment in music preparation, rehearsals, and performance. Students will perform at school concerts, the Surrey Jazz Festival, and on extracurricular trips. This will be a year-long course. Students must be enrolled in Band 12 to take this course. Attendance at all performances is mandatory.

*Note: All students in Jazz Band must be in Concert Band.*

### **PA Choir 8** Performing Arts

MMU- -08CHY





This course is designed to introduce students to singing in a group. Students will sing a wide variety of music and will receive instruction in correct technique, music reading and listening skills. Previous singing experience is beneficial though not mandatory. Students will perform at numerous school concerts, a choral revue and may have the opportunity to participate in an overnight extra-curricular trip in the spring. Attendance at all performances is required.

**PA Choir 9**  
**Performing Arts**

MMU- -09CHY



[COURSES](#)

This course is designed to introduce students to singing in a group. Students will sing a wide variety of music and will receive instruction in correct technique, music reading and listening skills. Previous singing experience is beneficial though not mandatory. Students will perform at numerous school concerts, a choral revue and may have the opportunity to participate in an overnight extra-curricular trip in the spring. Attendance at all performances is required.

**PA Choir 10**  
**Performing Arts**

MMUCC10- -Y



[COURSES](#)

This course is designed to introduce students to singing in a group. Students will sing a wide variety of music and will receive instruction in correct technique, music reading and listening skills. Previous singing experience is beneficial though not mandatory. Students will perform at numerous school concerts, a choral revue and may have the opportunity to participate in an overnight extra-curricular trip in the spring. Attendance at all performances is required.

**PA Choir 11**  
**Performing Arts**

MCMCC11- -Y



[COURSES](#)

This course is designed to introduce students to singing in a group. Students will sing a wide variety of music and will receive instruction in correct technique, music reading and listening skills. Previous singing experience is beneficial though not mandatory. Students will perform at numerous school concerts, a choral revue and may have the opportunity to participate in an overnight extra-curricular trip in the spring. Attendance at all performances is required.

**PA Choir 12**  
**Performing Arts**

MCMCC12- -Y



[COURSES](#)

This course is designed to introduce students to singing in a group. Students will sing a wide variety of music and will receive instruction in correct technique, music reading and listening skills. Previous singing experience is beneficial though not mandatory. Students will perform at numerous school concerts, a choral revue and may have the opportunity to participate in an overnight extra-curricular trip in the spring. Attendance at all performances is required.

**DANCE**

**PA Dance 9 Beginner**  
**Performing Arts**

MDNC-09- -S-BEG



[COURSES](#)

This course is for students who have always wanted to learn to dance but may not have had the opportunity. 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 the Dance course in the Grade 8 Rotation but would like another year to refine and polish their skills before moving to the intermediate level. Students will advance at individual levels and be encouraged to challenge themselves through establishing individual dance goals. Students will have multiple performance opportunities.

**PA Dance 9 Intermediate**  
**Performing Arts**

MDNC-09- -S-INT



[COURSES](#)

This course is for students who have taken Dance in the Grade 8 Rotation or have recent dance experience in at least one of the following genres: Ballet, Jazz, Lyrical, Contemporary or Hip Hop. Students will have opportunities to study many genres including Hip Hop, Contemporary and Jazz. Students will increase their dance technique and vocabulary through the studied techniques and through the creation of large and small group 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.

*Students who have not previously taken a dance course at Grandview should speak with Ms. Twigg directly prior to selecting this course.*

**PA Dance 10 Technique and Performance: Beginner**  
**Performing Arts**

MDCF-10- -S-BEG



[COURSES](#)

This course is for students who have always wanted to learn to dance but may not have had the opportunity. 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.

**PA Dance 10 Technique and Performance : Intermediate**  
**Performing Arts**

MDCF-10--S-INT



[COURSES](#)

This course is for students with 2 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 vocabulary through the studied techniques and through the creation of large and small group 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.

*Students who have not previously taken a dance course at Grandview should speak with Ms. Twigg directly prior to selecting this course.*

**PA Dance 10 Technique and Performance: Advanced**  
**Performing Arts**

MDCF-10- -S-ADV



[COURSES](#)

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 4 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. 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 Grandview should speak with Ms. Twigg directly prior to selecting this course.*

**PA Dance 11 Technique and Performance: Beginner**  
**Performing Arts**

MDCF-11- -S-BEG



[COURSES](#)

This course is for students who have always wanted to learn to dance but may not have had the opportunity. 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.

**PA Dance 11 Technique and Performance : Intermediate**  
**Performing Arts**

MDCF-11--S-INT



[COURSES](#)

This course is for students with 2 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 vocabulary through the studied techniques and through the creation of large and small group 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.

*Students who have not previously taken a dance course at Grandview should speak with Ms. Twigg directly prior to selecting this course.*

**PA Dance 11 Technique and Performance: Advanced**  
Performing Arts

MDCF-11- -S-ADV



[COURSES](#)

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 4 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. 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 Grandview should speak with Ms. Twigg directly prior to selecting this course.*

**PA Dance 12 Technique and Performance: Beginner**  
Performing Arts

MDCF-12- -S-BEG



[COURSES](#)

This course is for students who have always wanted to learn to dance but may not have had the opportunity. 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.

**PA Dance 12 Technique and Performance : Intermediate**  
Performing Arts

MDCF-12--S-INT



[COURSES](#)

This course is for students with 2 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 vocabulary through the studied techniques and through the creation of large and small group 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.

*Students who have not previously taken a dance course at Grandview should speak with Ms. Twigg directly prior to selecting this course.*

**PA Dance 12 Technique and Performance: Advanced**  
Performing Arts

MDCF-12- -S-ADV



[COURSES](#)

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 4 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. 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 Grandview should speak with Ms. Twigg directly prior to selecting this course.*

**PA Dance Choreography 11**  
**Performing Arts**

MDNC-11- -S



[COURSES](#)

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. Twigg 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. Twigg about qualifying studio experience. Students must speak with Ms. Twigg before registering.*

**PA Dance Choreography 12**  
**Performing Arts**

MDNC-12- -S



[COURSES](#)

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. Twigg 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. Twigg about qualifying studio experience. Students must speak with Ms. Twigg before registering.*

**PA Dance Company 10/11/12 - HYBRID**

MDNCM10- -Y, MDNCM11- -Y, MDNCM12- -Y

**Performing Arts**



[COURSES](#)

This is an audition-based course. Auditions will take place end of January 2025 prior to course selection for the following school year 2025-2025. Enrollment will be conditional upon a successful audition into their chosen team (Junior Hip Hop, Senior Hip Hop or Jazz). Please see Ms. Twigg to sign up for an audition.

*Prerequisite- Preference will be given to students also enrolled in an Intermediate or Advanced Dance Course during the 2025-2026 school year.*

The focus of Dance Company is to challenge advanced level dancers to exercise their performance skills and to go through the many stages of the creative process. Dance Company students are expected to

contribute to the overall creative capacity of the team and work as a unified competitive performance group. This class will be delivered in a [HYBRID](#) format.

Please note: additional performances and competitions will happen throughout the school year where all Dance Company members will be expected to attend, some of these performance and competitions happen outside of school hours and on weekends.

**\*\* Grade 10s in Dance Company** will be required to take CLE 10 Linear along with Dance Company Linear. Do NOT take CLE 10 prior (online). If you do you will be removed from Dance Company as the two classes are not separable.

## DRAMA

### **PA Drama 9 - 10**

**Performing Arts**

MDR- -09- -S

MDRM-10- -S



[COURSES](#)

Drama 9 and 10 are fun and exciting courses in which we review the fundamentals that we touched on the Arts 8 Rotation, and then move into building scenes and creating characters through imaginative improvisation, drama games, and rehearsal. The main focus of the course is to develop basic acting skills in the areas of characterization, movement, voice, improvisation, scene building, and introductory script development. Exercises and activities are aimed at improving students' confidence in a positive, supportive atmosphere.

### **PA Junior Theatre Company 9/10**

**Performing Arts**

XTP--09- -Y



[COURSES](#)

This course is for confident students who are looking for the opportunity to work in an ensemble to create theatrical productions for larger audiences. Students will choose to specialize as on-stage performers or back-stage technical theater production staff. Successful final projects will be part of our Fall Grandview One Act Play Festival. Audition is required. If you have not yet auditioned please see Mr. McIntosh to organize a time.

### **PA Drama 10 – 12: Acting**

MDRM-10- -S-ACT, MDRM-11- -S, MDRM-12- -S

**Performing Arts**



[COURSES](#)

Students will continue to develop many drama skills, forms, and styles. Units of study are expanded at the senior level and may include topics such as scene building, character development, theater vocabulary, play analysis, movement, mask work, vocal projection, monologues and audition prep, scripted scene study, and improvisation. Students will also be required to take on one or more backstage roles in a theatre production such as lighting, sound, make up, costume or props organization, or stage management. The course aims towards finishing with a summative one act play for a live audience.

### **PA Theatre Directing and Script Development 11 and 12**

MDRDS11- -S, MDRDS12- -S

**Performing Arts**



[COURSES](#)

This course is intended for theatre students who have studied acting performance and wish to develop the essentials of directing and creating performance material for the theatre. Directing and Script Development is limited to students who have demonstrated qualities of independence, leadership, and responsibility in the theatre program. The course also gives students the opportunity to leave a lasting legacy in the Grandview Heights theatre program, as students will be working with younger students and passing their knowledge and talents on to the next generation of performers.

### **PA Theatre Production 10 to 12**

MDRTP10- -Y, MDRTP11- -Y, MDRTP12- -Y

#### **Performing Arts**

This course provides an overview of the various technical and backstage roles needed in the staging of a theatre production. Students in this course will form production teams and will focus their study mainly towards specific hand-on projects in any of the following roles: lighting, sound, digital media/projection, scenery/sets and painting, costumes, hair and make-up, and props. In addition, students will learn about script analysis, stage management, and technical direction. The work done in this class will be direct support of the realization of a Grandview Theater production.



[COURSES](#)

### **Theatre Company 11 – 12 HYBRID**

MDRD-10- -S, MDRTP11- -S, MDRTP12- -S

#### **Performing Arts**

This course is intended to give students the opportunity to take part in a large-scale theatrical production. Classes will run 2 or 3 times per week after school, as well as an online component on alternating days. Students will choose to specialize as on-stage performers or back-stage technical theatre production staff. The productions will be up in the Spring. We will do either a musical or non-musical theatre production, depending on company talents and interests.

This course requires an audition. If you have not already auditioned, please reach out to Mr. McIntosh to organize a time.



[COURSES](#)

# PHYSICAL AND HEALTH EDUCATION

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## **PE Physical and Health Education 9**

MPHE-09- -S



[COURSES](#)

### **Physical Education**

The aim of physical education is to enable all students to enhance their quality of life through active living. Students will develop the knowledge, skills and attitudes necessary to incorporate physical activity into regular routines and leisure pursuits to live an active, healthy lifestyle, along with making healthy choices in regard to relationships, personal well-being and the community.

There are **four Curricular Competencies** in Physical and Health Education 8 and 9. Expectations for each area are listed below:

**Physical Literacy:** Apply movement skills in a variety of activities, explain fitness components and principles of training; understand the effects of exercise on body systems, explain the benefits of and demonstrate warm-up and cool-down activities; describe how changes in body growth affects movement skills and concepts; select and apply rules and safety procedures; demonstrate appropriate social behavior, etiquette, fair play; and apply leadership skills related to physical activity.

**Healthy and Active Living:** Daily participation in different types of physical activity; design personal nutrition plans and fitness goal-setting that is specific for each individual and allows the student to identify, reflect and pursue their goals.

**Social and Community Health:** Allow students to propose strategies for: bullying, discrimination, abusive relationships, and stereotyping; Create strategies for promoting the health and well-being of individual relationships, the school and the community.

**Mental Well-being:** Describe and assess strategies for promoting mental well-being for self and others; describe and assess strategies for managing problems related to substance abuse; describe changes through puberty (physical, mental, social and emotional change).

## **PE Physical and Health Education 10**

MPHED10- -S



[COURSES](#)

### **Physical Education**

In PHE 10 students continue to delve into all aspects of “Wellness” with a focus on establishing and communicating individual fitness and activity plans with the intention of demonstrating the importance of maintaining a healthy active lifestyle.

*Note: PE 10 is a graduation requirement.*

## **PE Active Living 11**

MACLV11- -S



[COURSES](#)

### **Physical Education**

Physical and Health Education Active Living 11 is a physical education course which focuses on the development of movement skills, participation, and interpersonal skills. Included in the course are strategies to help students take control of their recreational fitness activities which include:

- being able to monitor exertion levels.



- understanding the effectiveness of physical activity with regards to mental and physical wellbeing.
- developing and demonstrate skills necessary to plan, organize and safely participate in recreational activities.
- aiding students in effectively increasing their chances of success in a variety of physical activities.
- developing competency in recreational physical activities.
- understanding the importance in maintaining physical health.

The course focuses on having students participate in a wide variety of daily fitness activities and recreational games.

**PE Active Living 12**  
**Physical Education**

MACLV12- -S



Physical and Health Education Active Living 12 is a physical education course which focuses on the development of movement skills, participation, and interpersonal skills. Included in the course are strategies to help students take control of their recreational fitness activities which include:

- being able to monitor exertion levels.
- understanding the effectiveness of physical activity with regards to mental and physical wellbeing.
- developing and demonstrate skills necessary to plan, organize and safely participate in recreational activities.
- aiding students in effectively increasing their chances of success in a variety of physical activities.
- developing competency in recreational physical activities.
- understanding the importance in maintaining physical health.
- healthy eating guidelines and importance of nutrition as it pertains to physical activity.
- how to develop and maintain healthy relationships.

The course focuses on having students participate in a wide variety of daily fitness activities and recreational games, as well as develop plans for future use centered

**PE Fitness and Conditioning 11**  
**Physical Education**

MFTCD11- -S



Physical and Health Education Fitness and Conditioning 11 focuses on the importance of healthy and active living, the understanding of Human Anatomy and Physiology, the Principles of Training, and the importance of Social Responsibility as it pertains to leadership, positive behaviors and safety practices in different types of fitness activities and environments. Students will be expected to create a personal exercise

program using multiple fitness activities with the focus being on cardiovascular and movement exercise regimens.

This course will focus on activities such as:

- Circuit Training
- Aerobic and Anaerobic conditioning (jogging/running)
- Introduction to bodyweight cross-fit activities
- Tabatas (high intensity, short duration circuits)
- Yoga
- Zumba and other aerobic dance activities

The class will be structured so that students will experience activities which mirror those that they will find when they sign up for classes at public or private fitness/recreation centers.

## **PE Fitness and Conditioning 12**

MFTCD12- -S



[COURSES](#)

### **Physical Education**

Physical and Health Education Fitness and Conditioning 12 focuses on the importance of Healthy and Active living, the understanding of Human Anatomy and Physiology, the Principles of Training, and the importance of Social Responsibility as it pertains to leadership, positive behaviors and safety practices in different types of fitness activities and environments. Students will be expected to create a personal exercise program using multiple fitness activities with the focus being on cardiovascular and movement exercise regimens.

This course will focus on activities such as:

- Circuit Training
- Aerobic and Anaerobic conditioning (jogging/running)
- Introduction to bodyweight Cross-fit activities
- Tabatas (high intensity, short duration circuits)
- Yoga
- Zumba and other aerobic dance activities
- Specificity of training principles

The class will be structured so that students will experience activities which mirror those that they will find when they sign up for classes at public or private fitness/recreation centers. Additionally, students will develop personal nutrition plans, and develop ways to monitor their physical activity. Students will create a personal workbook of activities and resources for future use. This course cannot be taken if you have Exercise Science 12.

## **PE Fitness and Conditioning 11/12- Raise the Bar (Girls)**



[COURSES](#)

MFTCD11GLS, MFTCD12GLS

### **Physical Education**

Raise the bar is designed for females who want to positively impact their physical fitness with an emphasis on personal fitness goals and weight room lifting technique that will promote health and active living. This course will help to educate students on being confident in a weight room setting with an emphasis on muscular strength, muscular endurance and cardiovascular endurance. Raise the Bar is intended to encourage and build confidence in students to engage in an active, healthy lifestyle as a way of life beyond their high school years.

**PE Weight Training 11**  
**Physical Education**

YLRA-1A- -S



Weight Training consists of the development of positive physical and mental living habits. Physical activities (cardio, weights, quickness training, aerobic workouts, etc.) are all introduced to the students. They will learn to organize their own fitness programs to fit their lifestyles and the type of fitness goals they wish to achieve. Learning to organize their time to make their fitness programs a part of their life will be emphasized. A major part of fitness is nutritional and there will be a unit on the importance of nutrition. The class will be introduced to concepts of emotional and mental health and learning to deal with the stresses of everyday life. Activities include: fitness testing; workouts; nutrition; time management; emotional and mental health; workout diary.

**PE Weight Training 12**  
**Physical Education**

YLRA-2A- -S



Weight Training 12 consists of the development of positive physical and mental living habits. Physical activities (cardio, weights, quickness training, aerobic workouts, etc.) are all introduced to the students. They will learn to organize their own fitness programs to fit their lifestyles and the type of fitness goals they wish to achieve. Learning to organize their time to make their fitness programs a part of their life will be emphasized. A major part of fitness is nutritional and there will be a unit on the importance of nutrition. The class will be introduced to concepts of emotional and mental health and learning to deal with the stresses of everyday life. Activities include: fitness testing; workouts; nutrition; time management; emotional and mental health; workout diary.

## PE Hockey Academy

### Physical Education

### Selection Process

Please fill out [Application](#) and [Teacher Reference Form](#) as soon as possible as space is limited.



[COURSES](#)



- **Grade 8 -9 Hockey Academy** - MPHE-08- -S-HOCKEY / MPHE-09- -S-HOCKEY
- **Grade 10-12 Hockey Academy** - MPHE10- -S-HOCKEY / MACLV11- -S-HOCKEY / MACLV12- -S-HOCKEY



## GRANDVIEW HEIGHTS HOCKEY ACADEMY

Grandview Heights Hockey Academy is a specialized sport-specific class geared towards competitive and aspiring hockey players in grades 8 to 12. Our Academy is a double block (2 classes) in the second semester, and we offer both a Junior Academy (Grade 8 & 9) and Senior Academy (Grade 10 –12). The Grandview Hockey Academy focuses on five major pillars of hockey development: on-ice skill development, off-ice performance training, athlete mindset, nutrition, and leadership. The program includes two to three on-ice development sessions per week (40 + on-ice sessions), three off-ice training sessions per week (60 + hours of off-ice development) as well as high performance hockey education classes, guest speakers, floorball, floor hockey and hockey performance related field trips.

**On-Ice Skill Development** (2-3 Sessions Per Week) - Students are on the ice two to three times per week throughout the semester. On-ice sessions are run by our experienced Grandview Academy Teachers as well as some of the top skills coaches in the Lower Mainland. Transportation is provided either to the rink or back to the school depending on if it's a morning or afternoon session. On-ice sessions focus on the following:

- Stride and edge development
- Explosive skating and speed development
- Multi-directional skating and change of speed
- Puck skills, offensive creativity, puck protection and evasive moves
- Hockey IQ, vision and game awareness
- Position specific skating patterns and skills

- Advanced individual skills, tactics and small space games
- Goalie specific development (1 per week)

**Off-Ice High Performance Training Sessions** (3 Sessions Per Week) - Students will train a minimum of three times per week. Training will include strength and conditioning lifts, on-field speed development and energy system development. Off-ice training will focus on the following:

- Hockey specific strength and power development
- Speed, quickness, agility, and acceleration
- Movement mechanics and efficiency
- Stability and mobility
- Core strength and rotational power
- Anaerobic Conditioning
- Recovery and regeneration

### **High Performance Hockey Education and Multi-Sport Athletic Development**

- Sports nutrition
- Mindset and sports psychology
- Visualization training
- High performance habits
- Leadership and community service
- Guest speakers
- Off-ice cross-over sports (floorball, floor hockey, small space games)

### **Applications & Cost:**

Limited spaces are available. All interested students must fill out an Academy Application Form and students new to Academy (including Grade 7's going into Grade 8) must fill out the Academy Application and Teacher Reference Form. Areas that are considered include work habits, attendance, and character. Students must be from the Grandview catchment area and will be required to fulfil volunteer hours in the school and community as part of the program. Academy is offered in the second semester only. The cost for the Academy is \$1650 (split into 3 payments) which includes one way bus transportation, practice uniforms and an Academy apparel package. For more information, visit our website or email Dean Shiels at [shiels\\_dean@surreyschools.ca](mailto:shiels_dean@surreyschools.ca)

# SCIENCE

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## **SC Science 9** Science

MSC- -09- -S



[COURSES](#)

Science 9 continues to build on the skills learned in Science 8 involving lab safety, equipment, measurement, scientific method, graphing and communicating results. Core units include: Life Science (Biology – Asexual & Sexual Reproduction), Physical Science (Chemistry – Atomic Structure and Chemical Compounds), Physical Science (Physics – Electricity), and Earth Science (Earth's Spheres are Interconnected).

## **SC Science 10** Science

MSC- -10- -S



[COURSES](#)

Science 10 continues to build on the skills learned in Science 8 & 9 involving lab safety, equipment, measurement, scientific method, graphing and communicating results. Core units include: Life Science (Biology – Genes & Genetic Diversity), Physical Science (Chemistry – Chemical Reactions and Radioactivity), Physical Science (Physics – Energy Transfer and Transformation), and Earth Science (Astronomy – Formation of the Universe).

## **SC Science for Citizens 11** Science

MSCCT11- -S



[COURSES](#)

This course is intended primarily for students who do not intend to continue their studies in science past grade 11. Completion of Science for Citizens 11 allows students to complete their graduation requirements however, may or may not be an acceptable Science 11 for post-secondary institutions or programs. It is up to the student to ensure that this course fulfills the requirements for their future post-secondary plans. Science for Citizens is a general Science course, designed to enhance scientific literacy by making science both interesting and relevant. It links scientific knowledge to the technologies designed from it. The scope and sequence of the course reflects current trends at both the local and global levels in both science and innovations. This course provides the foundation for understanding scientific topics with an emphasis on critical thinking, allowing students to be conversant on relevant issues for today's world.

## **SC Life Sciences 11** Science

MLFSC11- -S



[COURSES](#)

Life Sciences 11 is an introductory course focussing on the diversity of life when examined under the lens of evolution. Major topics include; Ecology, Evolution & Classification, Microbiology, Fungi, Plants and Animals. Students will need to be able to process large quantities of information in a short period of time to be successful in this course. Life Science 11 and is a strongly recommended pre-requisite for Anatomy & Physiology 12.

## **SC Anatomy and Physiology 12** Science

MATPH12- -S



Anatomy & Physiology is a focussed course that examines the structures and functions within the human body. This course spends a great deal of time looking at the cellular level of human physiology and the biochemical reactions that regulate homeostasis. Major topics include: Biological Molecules, Cell Structure and Function, DNA & Protein Synthesis, Metabolism and Histology. The major body systems are also included (Cardiovascular, Digestive, Respiratory, Excretory, Nervous and Reproductive). It is strongly recommended that students have Life Sciences 11 and Chemistry 11 with a B average to be successful in this course.

## **SC Chemistry 11** Science

MCH- -11- -S



Chemistry 11 is an introductory course that focuses on the development of key concepts and skills required in Chemistry. This course requires strong math and problem solving skills and includes a laboratory component. Topics include Properties of Matter, Inorganic Nomenclature, The Mole Concept, Chemical Reactions, Stoichiometry, Atomic Theory, Solution Chemistry and Organic Chemistry. It is strongly recommended that students have a B or higher in both Foundations of Math & Precalculus 10 and Science 10. Chemistry 11 serves as a foundation for students continuing on to Chemistry 12 and/or post-secondary sciences.

## **SC Chemistry 12** Science

MCH- -12- -S



*Recommended: Chemistry 11*

Chemistry 12 is an advanced course that builds on the foundational concepts and skills learned in Chemistry 11. This course focuses on more complex topics in Chemistry and requires strong math and problem solving skills and includes a laboratory component. Topics include Reactions Kinetics, Chemical Equilibrium, Solubility Equilibrium, Acid-Base Chemistry and Electrochemistry. It is strongly recommended that students have a B or higher in both Chemistry 11 and Pre-Calculus 11. Chemistry 12 serves as a foundation for students continuing on to post-secondary sciences.

## **SC AP Chemistry 12** Science

ACHE -12- -S



*Highly recommended a B+ in Chemistry 11 as course is rigorous and is built on prior understanding.*

Chemistry 12 AP is a full year, laboratory-based course equivalent to Chemistry 12 and Chemistry 12 AP for a total of 8 credits. Students are required to commit to a yearlong and very rigorous course. Students must be able to recall their grade 11 knowledge and expand on those topics without much review. The prerequisite topics that are relevant to AP Chemistry include: Measurement in Chemistry, Atomic Theory, Periodic Table and Periodicity, Nomenclature and Bonding in Ionic and Covalent Compounds (including VSEPR Theory), Balancing and Predicting Products of the Major Reaction Types and strong skills involving the Mole concept and Stoichiometry. It is recommended that students have a fair understanding of these topics prior to taking AP Chemistry. The AP Chemistry curriculum includes extensions on the grade 12 curriculum as well as 2 additional units.

This course is strongly recommended for students who are planning on taking minimum first year chemistry courses at post-secondary level. The students will find this course an excellent preparation for the challenges they may face in their first-year chemistry courses.

### **SC Earth Science 11**

MESC-11- -S



#### **Science**

Earth Science 11 is a course that explores the following topics: Origins and Components of the Universe and Solar System; Rocks, Minerals and Plate Tectonics; Earth's Atmosphere and Weather Systems; and Earth's Ocean Environment. Earth Science 11 serves as a foundation for students continuing on to Physical Geography 12.

### **SC Physics 11**

MPH- -11- -S



#### **Science**

Physics 11 is an introductory course that focuses on the principles of physics and develops analytical, experimental and problem-solving skills. Topics include Velocity, Acceleration, Vectors, Projectiles, Forces, Energy, Power, Mechanical Advantage, Mechanical Waves and Circuits. It is strongly recommended that students have a B or higher in both Foundations of Math & Precalculus 10 and Science 10. Students will be expected to apply their mathematical skills in solving quantitative problems. Physics 11 serves as a foundation for students continuing onto Physics 12 and/or post-secondary sciences.

### **SC Physics 12**

MPH- -12- -S



#### **Science**

Physics 12 is an advanced course that focuses on the principles of physics and develops analytical, experimental and problem-solving skills. Topics include Relative Motion, Static Equilibrium, Circular Motion, Gravity, Momentum, Impulse, Electrostatics, and Electromagnetism. It is strongly recommended that students have a B or higher in Physics 11 and Pre-Calculus 11. Physics 12 builds upon the conceptual framework created in Physics 11. Physics 12 serves as a foundation for students continuing on to post-secondary sciences.



# SOCIAL STUDIES

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## **Social Studies GRADUATION REQUIREMENTS**

- a) Students are required to take Social Studies 10 plus at least **one** Social Studies course in grade 11 or 12 to fulfill their graduation requirement.
- b) Students may take **multiple** Social Studies 12 courses as electives. These grade 12 courses do not have a prerequisite.

<u>Grade 10</u>	<u>Grade 11 OR 12</u>
Social Studies 10	20th Century World History Human Geography Physical Geography BC First Peoples Social Justice Law Psychology Genocide Studies Philosophy

## **SS Social Studies 9** **Social Studies**

MSS- -09- -S



In Social Studies 9, students will explore the history of Western Europe and Canada from 1750 to the early 20th century. Students will be provided with the opportunity to examine political, social, economic, and technological revolutions, both in Canada and abroad. They will also learn about the continuing effect of imperialism and colonialism on indigenous peoples in Canada and around the world. They will be exposed to the global demographic shifts, including patterns of migration and population growth. They will examine nationalism and the development of modern nation-states, including Canada's path to nationhood. Classes will look at local, regional, and global conflicts. Central themes include discriminatory policies, attitudes, and historical wrongs. The introduction of historical thinking concepts as the basis for competencies places more emphasis on "thinking like a historian" and critical thinking in general.

## **SS Social Studies 10** **Social Studies**

MSS- -10- -S



Building on the foundation of knowledge, skills and attitudes students have gained from their Social Studies education from Kindergarten on, Social Studies 10 offers students an integrated approach to Canadian and global issues. Social Studies 10 focuses on the development of modern Canada and encompasses the history, political climate and cultural shifts of Canada during the Twentieth and early Twenty-first century. Students will learn about how Canada's multicultural history has never been a smooth tale of progress, but a rocky and contentious struggle of peoples. Social Studies 10 is also a foundation course for further study in the humanities and social sciences.

**SS Explorations in Social Studies 11**  
**Social Studies**

MEPSS11- -S



Explorations in Social Studies 11 is a broad-ranging survey course that brings together various elements of the world of Social Science. SS11 provides students with opportunities to develop research, communication, and presentation skills as well as skill in critical thinking and media literacy. The course will consist of three main areas of focus within the Social Studies disciplines (to be determined between the teacher and students)

SS11 is open to students in both Grade 11 and 12. Students may choose to use this course as their senior Social Studies graduation requirement, as it is less academically rigorous than most Gr. 12-level courses; however, SS 11 also provides a solid foundation for students who plan to take Gr. 12 Social Studies courses.

**SS Twentieth Century World History 12**  
**Social Studies**

MWH- -12- -S



Twentieth Century World History is a rich and relevant course covering the period from 1918 well into the 1990s. Beginning with the Paris Peace Conference and the treaties that brought WW1 to a close, the events of the 20th century unfold. The history of the Twentieth Century will include: the failure of the peace conference, the economic collapse leading to Depression; the creation of new forms of totalitarian governments in Russia, Germany, Italy; militaristic aggressions in the 1930s; World War II; many aspects of the Cold War (Korea, Cuba, Vietnam); China, India, the Middle East and South Africa – the topics are varied and fascinating. In addition to learning about the major events of the Twentieth Century, students will also gain the skills necessary to interpret historical events: how to ensure historical information is accurate and relevant, how to develop historical empathy, and how to present clear and logical arguments based on a knowledge of the events that they are assessing. To engage students and make the course relevant, students will have the opportunity to listen to guest speakers, watch documentary footage and contemporary films and participate in the annual Holocaust Symposium at UBC (virtually or in person, if available). If this sounds good, come join us!

**SS Twentieth Century World History 12: Hybrid**  
**Social Studies - [HYBRID](#)**



MWH- -12- -S

20<sup>th</sup> Century World History 12 – Hybrid will focus on significant global events and developments from the aftermath of WWI to the end of the 20<sup>th</sup> century through the lens of cinema. This course will focus on cinema as an art form, a product of history, and also as an interpreter of history. Students will develop critical historical thinking skills including analysis of historical significance, gathering of evidence, understanding continuity and change as well as impact of cause and consequence. Unique to class will also be a focus on media literacy and the rapid development of technology that has led to profound social, economic and political changes. This course will be taught in HYBRID format, where students will meet in person 2-3 times per week and have online expectations.

\*\* Note course will involve watching foreign films which will require reading of subtitles.

## **SS Explorations of Socials 11: Black Studies**

MEPSS11--S



What were the experiences of Black people in colonial Canada? When was slavery abolished in so-called Canada? What is the historical context of current systems of oppression and anti-Black racism? How can we challenge racial injustice and acknowledge Black identities, resistance, contributions, and excellence?

Black Studies provides all students with the opportunity to understand oppressive systems, examine how a diversity of Black peoples affected change in colonial British Columbia and Canada, explore complex contemporary Black identities, and reimagine their place and the futures on these lands. Students will gain a more complete and inclusive understanding of a diversity of Black homelands and the colonial roots of what today is known as Canada through examining social, cultural, political, legal, economic, and environmental systems that have altered Black ways of knowing and lived experiences.

The implementation of a diversity of curricular competencies provides students with opportunities for vital class discussions, inquiry projects, readings, films, guest presentations, and educational excursions. Black Studies provides learners with the skills and knowledge to critically question and investigate past and present Black contributions, representation, and acts of resistance on the northern lands of Turtle Island.

## **SS Human Geography 12** **Social Studies**

MHGEO12- -S



Have you ever wondered why we live where we live? The purpose of Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. It is based on how humans interact on the Earth's surface: How humans modify, adapt and depend on it. Students will employ spatial concepts, mapping and landscape analysis to examine human social organization. It addresses both the physical and human created systems of the world through the study of people, places and resources. As an ever-increasing world population puts more and more demands on the planet's resources, there is a need for a society that is geographically literate and therefore able to make informed decisions about the sustainability of the Earth's resources and the future of the human species on our planet.

## **SS Physical Geography 12** **Social Studies**

MPGEO12- -S



Physical Geography 12 is the study of the physical environment and how we interact with it. It is the *exciting* and hands-on study of the natural environment, and how we interact with it. Geography also acts as a survey course, preparing you for a variety of 1<sup>st</sup> year Geography courses at the university level. In this class, we focus on explaining the processes that shape our world, such as climate and weather, plate tectonics and volcanism, rivers, and glaciers. Students will also explore the economic benefits associated with resources development and the impact they have on the environment. Other topics include human

adaptations in earthquake-prone areas or ways to mitigate climate change. There may also be an emphasis on field studies including a “Sea-to-Sky” Whistler fieldtrip, coastal processes at White Rock Beach, and other possible locations. Geography is a unique subject in that it is accepted as both a science and arts credit at the university level. Once you take Geography, you will never look at the natural world the same again!

## **SS Law Studies 12**

### **Social Studies**

MLST-12- -S



If you've ever wanted to know more about our legal system, the Law program will serve as your introduction. It asks questions including:

- What rights do we have as citizens?
- What happens when our legal and human rights are violated?
- What types of criminal laws are there?
- What does it mean to sue someone?
- What rights and obligations do I have as a parent or as child?

We study many aspects of Canadian law and incorporate current legal issues into the course to make this course as up-to-date and informative as possible. The main legal subjects covered include examining the ethical and philosophical foundations of law, the Charter of Rights and Freedoms, Criminal Law (including the Youth Criminal Justice Act), civil law (tort and negligence), family law (marriage, divorce, and parenting), and First Peoples laws in Canada. Students will also participate in criminal and civil mock trials. In addition to learning the content, students will be expected to think critically, analyze current events as they relate to the Criminal Code, and discuss a number of sensitive and controversial issues in small and large groups.

## **SS Social Justice 12**

### **Social Studies**



MSJ- -12- -S



“Returning hate for hate multiplies hate, adding deeper darkness to a night already devoid of stars. Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate, only love can do that” (Martin Luther King Jr., *Strength to Love*, 1963).

With respect to Martin Luther King's quotation, Social Justice 12 explores various issues of equality, equity and justice in society (and hence their counterparts of inequality, inequity, and injustice). Sample inquiry topics include the following: anti-racism, anti-poverty, LGBTQ, status of women, First Peoples' rights, disabilities, peace, environmental and ecological justice, and globalization. In examining the differences between social service, social responsibility, and social justice, the course encourages students to develop a commitment to advocate and work toward a more socially just society. Social Justice 12 is a participatory course that requires respectful and open dialogue of controversial issues, self-reflection, social analysis, respect for diversity and inclusion, and a willingness to take responsible action for change. It is a place where norms are challenged, thoughts and opinions are expressed, and hopefully new understandings are created about injustices both past and present in the world. This course will contain group work, discussions, skill development, inquiry and individualized learning, including community outreach.

## **SS Philosophy 12**

### **Social Studies**

MPHIL12- -S



What is reality? Does justice exist? Is there a God? What is the human mind? Philosophy is a course that examines the nature of knowledge, reality, and existence. Throughout the course we will investigate

thinkers, theories, and questions that help us better understand ourselves and the world we live in. We will learn and practice skills on how to question our assumptions and better understand our own beliefs.

**SS Genocide Studies 12**  
**Social Studies**

MGENO12- -S



Genocide studies explores various genocides from the past and ones in the present and across multiple continents. The course explores what causes a society to reach the point where genocide is considered socially acceptable. You will hear directly from survivors of genocide and get to visit sites like the Holocaust Centre. We will also learn from various full feature films that depict the realities of genocide from multiple perspectives.

Genocide Studies also has a focus on how we can remember and find reconciliation after the fact, with a particular focus on ways that genocides can be prevented. During this unit you will get to visit a local business that supports and equips current survivors of human trafficking as we find ways to respond and take action both locally and abroad.

**SS BC First Peoples 12**  
**Social Studies**

MBCFP12- -S



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. They will gain an understanding of how, through self-governance, leadership, and self-determination, BC First Peoples challenge and resist Canada's ongoing colonialism.

*This course satisfies the Indigenous-Focused Coursework Graduation Requirement*

**Psychology 12**  
**Social Studies Elective**

YPSYC2A- -S



Psychology 12 is an academic course for students who have an interest in the subject and wish to pursue it further at a post-secondary level. Psychology includes the diversity of human behavior, the study of the human brain, emotions, stress, the influence of drugs on behavior, early childhood and adolescent development, and the underlying basis of social interactions and anti-social behavior. Students will explore the four goals of psychology, including describing, explaining, and predicting human behaviors. This course serves as an introduction to the field of psychology and would provide a good foundation for a student who is planning to pursue psychology at the post-secondary level. The course will provide students with an understanding of how psychological research is conducted and introduce them to the major psychological theories and thinkers in the field. Psychology is relevant in many diverse fields including law enforcement, nursing, advertising, sports and human resources. Students will have the chance to carry out their own research experiments in areas of personal interest. Areas of focus include Relationships, Stress and Health, Psychological Disorders, Psychological Testing, and Attitudes and Social Influence.

*This course is an elective and does not meet Ministry of Education Social Studies 11/12 graduate requirement.*



# TECHNOLOGY

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## **TE Drafting 9** ADST/Technology

MADD-09- -S



This course is designed to introduce students to the basic principles of Drafting and Design. In this course, students will explore Elements of Design, traditional techniques associated with manual drafting, Computer Drafting with an introduction to AutoCAD, and Inventor 3D Modelling. Students will engage in the Design Process to complete Design & Build challenges that will incorporate real world connections to further develop their manual and computer drafting skills. Projects may include artefacts using the vinyl plotter, 3D printer, and the Wood CNC Router. Students planning on pursuing Engineering, Architecture, Interior Design, Drafting, Construction, or Project Management would benefit from this course.

## **TE Drafting 10, 11 and 12** ADST/Technology

MTDRF10- -S, MTDRF11- -S, MTDRF12- -S



Topics covered in the TE Drafting 10-12 will be expanded and the elements of creating technical drawings will be reinforced. This course is designed to introduce students and explore the basic principles of Drafting and Design through the study of Elements of Design, traditional techniques associated with manual drafting, Computer Drafting with an introduction to AutoCAD, and Inventor 3D Modelling. Students will engage in the Design Process to complete Design & Build challenges that will incorporate real world connections to further develop their manual and computer drafting skills. Projects may include artefacts using the vinyl plotter, 3D printer, and the Wood CNC Router. Students planning on pursuing Engineering, Architecture, Interior Design, Drafting, Construction, or Project Management would benefit from this course.

## **TE Engineering and Design 9/10** ADST/Technology

*Prerequisite: None*

MTPOW10- -S



Engineering Level 1 will help students develop technological literacy through the use of tools, materials, and digital technology. Students will be challenged with a variety of projects designed to foster an engineering approach to problem solving. AutoCAD, 3D printers, CNC Engraving, laser cutters, and Arduino are but a few of the technologies that will be used. Engineering Level 1 will be of interest to students that enjoy working on creative solutions to problem solving. Grade 9 and 10 students will be registered in Level 1. Students will be eligible to register for Engineering Level 2 in subsequent years.

## **TE Engineering and Design 11/12** ADST/Technology

*Prerequisite: Engineering Level/Grade 10 Engineering*

MENR-11- -S

MENR-12- -S



This course is a continuation of Engineering Level 1. The Engineering Level 2 course will expand on concepts related to design, using different materials, tools, processes and technologies in product manufacturing. Major focuses of the course are an introduction to 2D Design leading into several projects such as a laser cut catapult, several design and build problems which are always a student favourite. The

course is computer based and will involve the use of various software programs, such as AutoCAD, however, the course will continue to have a core focus of a hands-on building approach. Engineering Level 2 will be of interest to any students that want to develop and refine a design and engineering approach to finding solutions to real world issues and problems.

**TE Industrial Coding and Design 12**  
**ADST/Technology**

MTICD12- -S



This is an exciting course that allows students to utilize all the available resources in the Technology Education department to design and create complex, multi-disciplinary projects on a larger scale. With access to AutoCAD for design, students will have full access to the Woodwork and Metalwork tools and machinery to explore, develop, and challenge their skills and creativity. Students should incorporate the coding and use of the Laser Engraver, CNC Router, and the CNC Plasma cutter along with other machinery to create projects using wood, metal, and other materials.

**TE Robotics 9**  
**ADST/Technology**  
*Prerequisite: None*

MADER09- -S



This is a fast-paced, hands-on course where students will design, build, and program VEX IQ robots. Students will have the opportunity to showcase their new skills in challenging design projects in class. Focus will first be on the design process and students will learn the basics of construction as well as how to keep a standardized engineering notebook. Next, students will have numerous opportunities to build various versions of robots to meet the requirements of each challenge. Then, students will learn various coding skills, starting with block-based coding in VexCode. Students will also program various sensors to allow the robot to move autonomously. Teamwork skills and interpersonal skills are strengthened in this fast-paced group environment.

**TE Robotics 10**  
**ADST/Technology**  
*Prerequisite: None*

MTEAR10- -S



This is a fast-paced, hands-on course where students will design, build, and program VEX IQ robots. Students will have the opportunity to showcase their new skills in challenging design projects in class. Focus will first be on the design process and students will learn the basics of construction as well as how to keep a standardized engineering notebook. Next, students will have numerous opportunities to build various versions of robots to meet the requirements of each challenge. Then, students will learn various coding skills, starting with block-based coding in VexCode. Students will also program various sensors to allow the robot to move autonomously. Teamwork skills and interpersonal skills are strengthened in this fast-paced group environment.

**TE Robotics 11**  
**ADST/Technology**  
*Prerequisite: Robotics 9/10 Recommended*

MTROB11- -S



This is a fast-paced, hands-on course where students will design, build, and program VEX V5 robots. Students will have the opportunity to showcase their new skills in challenging design projects in class. Focus will first be on the design process and students will learn the basics of construction as well as how to keep a standardized engineering notebook. Next, students will have numerous opportunities to build



various versions of robots to meet the requirements of each challenge. Then, students will learn various coding skills, starting with block-based and text-based coding in VexCode. Students will also program various sensors to allow the robot to move autonomously. Teamwork skills and interpersonal skills are strengthened in this fast-paced group environment.

### **TE Robotics 12**

#### **ADST/Technology**

*Prerequisite: Robotics 9/10 Recommended*

MTROB12- -S



[COURSES](#)

This is a fast-paced, hands-on course where students will design, build, and program VEX V5 robots. Students will have the opportunity to showcase their new skills in challenging design projects in class. Focus will first be on the design process and students will learn the basics of construction as well as how to keep a standardized engineering notebook. Next, students will have numerous opportunities to build various versions of robots to meet the requirements of each challenge. Then, students will learn various coding skills, starting with block-based and text-based coding in VexCode. Students will also program various sensors to allow the robot to move autonomously. Teamwork skills and interpersonal skills are strengthened in this fast-paced group environment.

### **TE Metalwork 9**

#### **ADST/Technology**

This is an introductory course in metal shaping and fabrication. Students will have an opportunity to design and construct projects through the use of metalworking tools, machining, MIG welding, Flame-cutting, sheet metal, Aluminum casting, forging and other machine practices. Both creativity and individualized projects are encouraged.

MADM-09- -S



[COURSES](#)

### **TE Metalwork 10**

#### **ADST/Technology**

This course is designed to allow students to extend their experiences in Metal machinery and Fabrication. Students will have an opportunity to design and construct projects through the use of Metalworking Tools, Machining, Welding, Jewellery making, Sheet Metal, Aluminum casting, forging and other machine practices. Both creativity and individualized projects are encouraged. Additional content covered in the course is the use of CNC (computer) controlled machinery and Metal Art.

MTMET10- -S



[COURSES](#)

### **TE Metalwork 11**

#### **ADST/Technology**

*Recommended: Metalwork 10*

This course is designed to allow students to further their experiences in metal machinery and fabrication. Students will have an opportunity to design and construct projects through the use of metalworking tools, machining, MIG, TIG and ARC welding, Flame-cutting, sheet metal, Aluminum casting, forging and other machine practices. Both creativity and individualized projects are encouraged. Additional components controlled machinery and components of metal art may be included. This course applies to several areas of Secondary School Apprenticeship Programs.

MTMET11- -S



[COURSES](#)

### **TE Metalwork 12**

#### **ADST/Technology**

MTMET12- -S



[COURSES](#)

*Recommended: Metalwork 11*

This course is designed to allow students to further their experiences in metal machinery and fabrication. Students will have an opportunity to design and construct projects through the use of metalworking tools, machining, MIG, TIG and ARC welding, Flame-cutting, sheet metal, Aluminum casting, forging and other machine practices. Both creativity and individualized projects are encouraged. Project design and construction are emphasized. Additional components controlled machinery and components of metal art may be included. This course applies to several areas of Secondary School Apprenticeship Programs.

**TE Art Metal and Jewelry 12**  
**ADST/Technology**

MTAMJ12- -S



This course is designed to introduce students to some of the very basic principles of metal fabrication and jewelry design. In this course you will explore techniques including soldering and metal manipulation as it relates to construction of various projects agreed upon by both students and teachers. Some projects may include: Rings, Bracelets, Pendants, Stained Glass, Metal Sculptures, Chainmail, and others.

**TE Machining and Welding 12**  
**ADST/Technology**

MTMAW12- -S



*Recommended: Metalwork 11 is strongly recommended*

This course is designed to allow students to further their experiences in metal machining and welding. Students will have an opportunity to design and construct projects focused around the use of MIG, TIG, and ARC Welding, Plasma Cutting, Metal Lathe and Milling Machinery. Both creativity and individualized projects are encouraged. Project design, customization and construction are emphasized. This course applies to several areas of Secondary Schools Apprenticeship Programs, such as Welding, pipe fitting, and Steel Fabrication.

**TE Woodwork 9**  
**ADST/Technology**

MADW-09- -S



This is an introductory course in wood shaping, machining, and fabrication. Students will learn safe and proper use of a variety of tools and equipment including the Laser Engraver and the CNC Router. This is a hands-on course, integrating the Design Process into teacher directed projects. Individual design and creativity are actively encouraged.

**TE Woodwork 10**  
**ADST/Technology**

MWWK-10- -S



This course encourages students to apply the Design Process to develop and/or expand their skills, knowledge in the creation of a choice project within instructor guidelines. Creativity and individualization are encouraged by integrating the Laser Engraver and CNC Router during the building process.

## **TE Woodcraft 10**

**ADST/Technology**

*Prerequisite: None*

MWWK-10- -S-WC



[COURSES](#)

Fabrication of individually designed or teacher directed craft-type projects allow students to develop previously learned skills. Some areas which may be covered include: free form, relief, and Native carving, wood sculpting, wood burning, inlay and intarsia. With an emphasis on the safe use of tool and machines, advanced procedures will be used to construct several projects. Computer controlled machining may also be included.

## **TE Woodwork 11**

**ADST/Technology**

This course is designed to allow students to explore woodworking using a variety of tools and machinery including the Laser Engraver and the CNC Router. Through the application of the Design Process students will have the opportunity to showcase their creative ideas in student designed projects. Students will be expected create the whole design package for the project including the ideation, working drawings, material cost, and building of the project.

MWWK-11- -S



[COURSES](#)

## **TE Woodcraft 11**

**ADST/Technology**

*Prerequisite: None*

This course is a practical study of various forms of wood art. The course emphasizes the practical application of woodworking skills and the exploration and development of the principles of design as they relate to various wood art forms. Free form carving, wood sculpturing, relief carving, intarsia and wood burning are a few of the areas which may be covered in this course. CNC engraving may also be incorporated into student projects.

MWWK-11- -S-WC



[COURSES](#)

## **TE Woodwork 12**

**ADST/Technology**

*Recommended: Woodwork 11 is strongly recommended*

In Woodwork 12 students are encouraged to expand on the Woodwork 11 concepts with the application of the whole Design Process in the creation of individual projects. Projects can vary in quantity, size, and complexity. Creativity will be showcased while using all available tools and machinery, including the Laser Engraver and the CNC Router.

MWWK-12- -S



[COURSES](#)

## **TE Woodcraft 12**

**ADST/Technology**

*Prerequisite: None*

This is an advanced artistic course that uses basic woodworking skills in specific hand and machine tools to explore differing avenues of woodcraft. Some areas which may be covered include: free form, relief, and Native carving, wood sculpting, wood burning, inlay, and Intarsia. Specific hand and machine tool processes which may include CNC, will be employed to fabricate a variety of projects.

MWWK-12- -S-WC



[COURSES](#)

## **TE Digital Communications & Journalism 11**



This course will explore a variety of different digital media forms including writing, photography, graphic design, audio and video editing through a communications and journalism lens. Students will learn the fundamentals of journalism and communication and apply those skills to create a variety of different projects including (but not limited to) infographics, podcasts, short-form video, news photography showcases and more. Digital Media and Communications also provides a strong foundation for Digital Media Development 12 and Yearbook 11-12.

## **TE Furniture & Cabinetry 12**

MTFAC12- -S



**ADST/Technology**

*Recommended: Woodwork 12 is strongly recommended*

This is a course which builds on the skills and experiences acquired in previous woodworking courses with project design focusing on cabinetry and/or furniture. Creativity will be showcased while using all available tools and machinery, including the Laser Engraver and the CNC Router. Students will be expected create the whole design package for the project including the ideation, working drawings, material cost, and building of the project. This program involves learning and applying advanced woodworking techniques to design and build major projects.

## **TE Skills Exploration 10-12**

MSTX-1A- -S



**ADST/Technology**

This course is open to grade 10, 11 and 12 students who are interested in the trades. This course will be a sampler of 4 of the 5 following trades sectors, depending on interest and availability:

1. Carpentry
2. Electrical
3. Plumbing
4. Welding
5. Drafting & Design

Skills Exploration is a Ministry Authorized course jointly supported by the Ministry of Education and Skilled Trades BC. Through participation in this course, students learn trades and technology skills and earn credit towards secondary school graduation. Later, students may decide to pursue an industry training program to become a certified tradesperson (journey person) or a certified technician/technologist.

# VISUAL ARTS

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## VA Visual Art Foundations 9



MVA- -09- -S



[COURSES](#)

### Visual Arts

Visual Art 9 is a foundational course designed for students of all levels. Students will do a deeper dive into the Elements of Art experimenting with a variety of techniques and materials both abstraction and realism. By using different media, students will develop their skills as an artist while exploring contemporary and historical art, indigenous art, ceramics, digital media (Procreate), and many more. Learn to draw, paint, sculpt and express your ideas like a pro!

## VA 2D Studio Art 10



MVAD-10- -S



[COURSES](#)

### Visual Arts

**2D Studio Art 10 (Drawing & Painting)** is a course designed for students of all levels in Visual Art. Learn to draw, paint and express your ideas like a pro! Students will experiment with a variety of techniques & materials using both abstraction and realism. Projects consist of a variety of subject matter (still life, landscape, activism 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, digital (ProCreate)and mixed media. Students are given more independence in choosing themes and imagery for projects. Evaluation is based on personal growth, from start to end of term.

## VA 2D Studio Art 11



MVAD-11- -S



[COURSES](#)

### Visual Arts

**2D Studio Art 11 (Drawing & Painting)** is a course designed for students of all levels in Visual Art. Learn to draw, paint and express your ideas like a pro! Students will experiment with a variety of techniques & materials using both abstraction and realism. Projects consist of a variety of subject matter (still life, landscape, activism 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, digital (ProCreate)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. Students are given more independence in choosing themes and imagery for projects. Evaluation is based on personal growth, from start to end of term.

## VA 2D Studio Art 12



MVAD-12- -S



[COURSES](#)

### Visual Arts

**2D Studio Art 12 (Drawing & Painting)** is a course designed for students of all levels in Visual Art, even those that have never taken an art class! Learn to draw, paint, and express your ideas like a pro! Students will experiment with a variety of techniques & materials using both abstraction and realism. 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 digital media (ProCreate & photography). Students are given more independence in choosing themes and imagery for projects. Evaluation is based on personal growth, from start to end of term.

### **VA Ceramics 9**



MAE--09--S



[COURSES](#)

#### **Visual Arts**

**Ceramics 9** is a hands-on course where you will work with clay (hand-building and wheel-throwing) to create beautiful handmade pottery. We will create functional pieces (vases, bowls, and dinnerware) as well as sculptural pieces and installations around our school. We will explore various forms & vessels, texture, and sculpture techniques. Explorations of contemporary and historical ceramics around the world will inspire our work. All experience levels are welcome.

### **VA Ceramics 10**



MVAC-10--S



[COURSES](#)

#### **Visual Arts**

**Ceramics 10** is a hands-on course where you will work with clay (hand-building and wheel-throwing) to create beautiful handmade pottery. We will create functional pieces (vases, bowls, and dinnerware) as well as sculptural pieces and installations around our school. We will explore various forms & vessels, texture, and sculpture techniques. Explorations of contemporary and historical ceramics around the world will inspire our work. All experience levels are welcome. New ceramics students will be given “Level 1” projects, “Level 2” for second time students with some experience, and “Level 3” for independent ceramics students.

### **VA Studio Arts 3D 11: Ceramics**



MVAC-11--S



[COURSES](#)

#### **Visual Arts**

**Ceramics 11** is a hands-on course where you will work with clay (hand-building and wheel-throwing) to create beautiful handmade pottery. We will create functional pieces (vases, bowls, and dinnerware) as well as sculptural pieces and installations around our school. We will explore various forms & vessels, texture, and sculpture techniques. Explorations of contemporary and historical ceramics around the world will inspire our work. All experience levels are welcome. New ceramics students will be given “Level 1” projects, “Level 2” for second time students with some experience, and “Level 3” for independent ceramics students.

### **VA Studio Arts 3D 12: Ceramics**



MVAC-12--S



[COURSES](#)

#### **Visual Arts**

**Ceramics 12** is a hands-on course where you will work with clay (hand-building and wheel-throwing) to create beautiful handmade pottery. We will create functional pieces (vases, bowls, and dinnerware) as well as sculptural pieces and installations around our school. We will explore various forms & vessels, texture, and sculpture techniques. Explorations of contemporary and historical ceramics around the world will inspire our work. All experience levels are welcome. New ceramics students will be given “Level 1” projects, “Level 2” for second time students with some experience, and “Level 3” for independent ceramics students.

### **VA Independent Directed Study in Visual Art or Ceramics**



[COURSES](#)

#### **Visual Arts**

Students can apply directly to Ms. Mears for an IDS in Visual Art. Under Ms. Mears supervision, students can earn additional Independent Directed Study (IDS) credits by pursuing the visual arts curriculum in more detail. To participate in this method of learning, students must demonstrate the ability to work independently. Along with their teacher, they should also develop an Independent Directed Study plan that includes:

- A process for ongoing facilitation and assessment
- Criteria for determining successful completion
- A credit value (one, two, three or four credits) for the proposed IDS Students must be able to work independently to solve problems creatively and use a mix materials and techniques confidently to illustrate their ideas. Emphasis will be on portfolio development and conceptual work. Opportunities for a legacy project for Grandview Heights: (mural, painting, permanent installation).

**VA Photography 10**  
**Visual Arts**

MVAPH10- -S



This course will include the fundamentals of digital photography and image editing using Adobe Photoshop/ Lightroom. Emphasis will be on proper use of camera settings to create high image quality. Levels 1, 2 and 3 will be applied to each student as the course may be repeated. Students in higher levels will be given more challenging assignments and will act as ambassadors to others. Assignments will include extra-curricular events and capturing activities within the school. Students will respond to and evaluate historical and contemporary photography in advertisements, portraiture and fine art.

**VA Photography 11**  
**Visual Arts**

MVAPH11- -S



This course will include the fundamentals of digital photography and image editing using Adobe Photoshop/ Lightroom. Emphasis will be on proper use of camera settings to create image quality in the context of the digital revolution. Levels 1, 2 and 3 will be applied to each student as the course may be repeated. Students in higher levels will be given more challenging assignments and will act as ambassadors to others. Assignments will include extra-curricular events and capturing activities within the school. Students will respond to and evaluate historical and contemporary photography in advertisements, portraiture and fine art.

**VA Photography 12**  
**Visual Arts**

MVAPH12- -S



This course will include the fundamentals of digital photography and image editing using Adobe Photoshop/ Lightroom. Emphasis will be on proper use of camera settings to create image quality in the context of the digital revolution. Levels 1, 2 and 3 will be applied to each student as the course may be repeated. Students in higher levels will be given more challenging assignments and will act as ambassadors to others. Assignments will include extra-curricular events and capturing activities within the school. Students will respond to and evaluate historical and contemporary photography in advertisements, portraiture and fine art.

**VA Yearbook 10**

MMEDD10- -Y



## Visual Arts

This course is designed to enable students to publish the school's yearbook and other publishing documents. Students will learn the fundamentals of graphic art and design. Students will start to develop skills around time management, communication, creative problem solving, and responsibility to a group and contribution to school society. Students will learn to extensively use Adobe InDesign, Photoshop and Lightroom. Students must be self-motivated and able to meet deadlines. A willingness to participate in and out of class is a must. All students will be required to attend a school sport team game after school to take pictures for the yearbook.

### **VA Yearbook 11**

MGRPR11- -Y



#### Visual Arts

This course is designed to enable students to publish the school's yearbook and other publishing documents. Students will learn the fundamentals of graphic art and design. Students will start to develop skills around time management, communication, creative problem solving, and responsibility to a group and contribution to school society. Students will learn to extensively use Adobe InDesign, Photoshop and Lightroom. Students must be self-motivated and able to meet deadlines. A willingness to participate in and out of class is a must. All students will be required to attend a school sport team game after school to take pictures for the yearbook.

### **VA Yearbook 12**

MGRPR12- -Y



#### Visual Arts

This course is designed to enable students to publish the school's yearbook and other publishing documents. Students will learn the fundamentals of graphic art and design. Students will start to develop skills around time management, communication, creative problem solving, and responsibility to a group and contribution to school society. Students will learn to extensively use Adobe InDesign, Photoshop and Lightroom. Students must be self-motivated and able to meet deadlines. A willingness to participate in and out of class is a must. All students will be required to attend a school sport team game after school to take pictures for the yearbook.