

# Course Planning Guide

ÉCOLE  
KWANTLEN PARK  
SECONDARY



2024-2025

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# Contents

|  |           |
|--|-----------|
| Graduation Requirements .....                                | 2         |
| Career Education .....                                       | 3         |
| <b>Optional Career Programs – Application Required</b> ..... | <b>4</b>  |
| English .....  | 1         |
| Mathematics .....  | 3         |
| Science .....  | 6         |
| Social Studies.....  | 10        |
| Arts Education .....   | 13        |
| <b>General Art Courses</b> .....                             | <b>13</b> |
| <b>Yearbook Courses</b> .....                                | <b>15</b> |
| Drama.....   | 15        |
| Dance .....  | 16        |
| Music.....   | 16        |
| Concert Band.....  | 16        |
| Jazz Band .....  | 17        |
| Guitar .....   | 17        |
| <b>Music Composition Courses</b> .....                       | <b>17</b> |
| Business Education .....                                     | 18        |
| <b>Business Courses</b> .....                                | <b>19</b> |
| <b>Computer Courses</b> .....                                | <b>20</b> |
| <b>Tourism Courses</b> .....                                 | <b>22</b> |
| French Immersion - Français Langue Seconde: Immersion .....  | 22        |
| Home Economics.....  | 24        |
| <b>Family Studies Courses</b> .....                          | <b>24</b> |
| <b>Food Studies Courses</b> .....                            | <b>24</b> |
| <b>Textiles Courses</b> .....                                | <b>25</b> |
| Modern Languages.....  | 25        |
| <b>French</b> .....  | <b>26</b> |
| <b>Spanish</b> .....   | <b>26</b> |
| Peer Tutoring and Leadership .....                           | 27        |
| Physical and Health Education .....                          | 28        |
| Technology Education .....                                   | 30        |
| <b>Electronics</b> .....                                     | <b>30</b> |
| <b>Robotics</b> .....  | <b>31</b> |
| <b>Woodwork</b> .....  | <b>31</b> |
| <b>Metalwork</b> .....                                       | <b>31</b> |

# Graduation Requirements

|  |   |
|--|---|
| <p>Credits must be earned in the following subject areas or courses: (min 52 Credits)</p> <ul style="list-style-type: none"> <li>• A Language Arts 10 (4 credits)</li> <li>• A Language Arts 11 (4 credits)</li> <li>• A Language Arts 12 (4 credits)</li> <li>• A Social Studies 10 (4 credits)</li> <li>• A Social Studies 11 or 12 (4 credits)</li> <li>• A Mathematics 10 (4 credits)</li> <li>• A Mathematics 11 or 12 (4 credits)</li> <li>• A Science 10 (4 credits)</li> <li>• A Science 11 or 12 (4 credits)</li> <li>• Physical and Health Education 10 (4 credits)</li> <li>• An Arts Education and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits)</li> <li>• Career Life Education (4 credits)</li> <li>• Career Life Connections (4 credits)</li> </ul> | <p>Students must also complete a minimum of 28 elective credits.</p> <p>These 28 credits can be Board/Authority Authorized (BAA) courses, post-secondary courses or external credentials, but not Locally Developed courses.</p> <p>4 credits of the current 80 credit requirements for the BC Certificate of Graduation (Dogwood Diploma) must include at least one Indigenous-focused course(s).</p> <p>Once the credits for required courses have been met, additional courses in that subject area count as elective credits.</p> |
| <p><b>GRADUATION ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Numeracy 10 Assessment</li> <li>• Literacy 10 Assessment</li> <li>• Literacy 12 Assessment</li> </ul>  | <p><b>Breakdown</b></p> <ul style="list-style-type: none"> <li>• 80 credits to graduate</li> <li>• 52 credits from required courses</li> <li>• 28 credits from elective courses</li> </ul>  |

| <b>Grade 10</b>   | <b>Grade 11</b>                  | <b>Grade 12</b>                                   |
|---|----------------------------------|---|
| Any English 10 course   | Any English 11 course            | English Studies 12, or English - First Peoples 12 |
| Social Studies 10   | A Social Studies 11 or 12 course | Elective 12                                       |
| Foundations & Pre-Calculus 10 or Workplace 10   | A Math 11 course                 | Elective 12                                       |
| Science 10  | A Science 11 course              | Elective 12                                       |
| Physical and Health Education 10  | Elective 10/11/12                | Elective 10/11/12                                 |
| Career Life Education 10 (4 credits)  | Elective 10/11/12                | Elective 10/11/12                                 |
| Arts Education or Applied Designs, Skills, and Technologies (ADST) elective   | Elective 10/11/12                | Elective 10/11/12                                 |
| Elective 10   | Elective 10/11/12                | Career Life Connections & Capstone (4 credits)    |
| <p>Numeracy 10 Assessment and Literacy 10 &amp; 12 Assessment - all three must be completed before the end of Grade 12.<br/>4 Credits with Indigenous focus</p> |                                  |   |

# Career Education

The Career Education curriculum supports students in becoming successful, educated citizens by helping learn how to effectively manage their life journey toward preferred future possibilities. Students will explore and develop personal interests, strengths, and competencies while making connections with experiential learning, career-life possibilities, and post-graduation opportunities.

Under the guidance of their teachers, students learn how to set personally meaningful goals, recognize, and cultivate relevant opportunities and supportive relationships, and continually re-evaluate and revise their plans. Students will discover that career-life development with intent is not simply figuring out what they want to be when they grow up, but a lifelong journey of being and becoming who they want to be in the world and how they can make meaningful contributions in their communities.

Careers Education 8 and 9 are completed through various learning opportunities during the grade 8 and 9 year. The curriculum is delivered through a series of lessons and activities completed in their academic courses such as English and Math. Careers 8 and 9 help students discover who they are, where they are going, and how they are going to get there. Students will reflect on personal preferences and skills to help identify and research various career options.

## Careers 8 and 9

Careers Education 8 and 9 are completed through various learning opportunities during the grade 8 and 9 year. The curriculum is delivered through a series of lessons and activities completed in their academic courses such as English and Math. Careers 8 and 9 help students discover who they are, where they are going, and how they are going to get there. Students will reflect on personal preferences and skills to help identify and research various career options.

## Career Life Education 10 (CLE 10)

\*Successful completion required to graduate

Career Life Education 10 builds upon the foundation of the Careers 8-9 curriculum with an emphasis on practical applications and career development experiences. CLE 10 enables students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals through life. 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.

## Career Life Connections 12 (CLC 12)

\*Successful completion required to graduate

Career Life Connections 12 is a course designed specifically to give senior students time to critically think about and plan for their future after high school. This course, most often taken in grade 11, supports students in the process of becoming successful citizens by providing them with the opportunities to explore a variety of post-secondary and career options for their future. They will discover the bridge between classroom learning, the workplace, and post-secondary and career realities.

## Capstone

\*Successful completion required to graduate

Capstone is a passion project that allows students to demonstrate their learning through an area of their personal interest. Students will design and assemble a project, then present to an audience. Capstone allows students to demonstrate personal learning growth and achievement, development in the core competencies and reflect on their high school journey and future plan. The Capstone Project will be completed during Career Life Connections 12 course.

## Optional Career Programs – Application Required

### Work Experience 12A and 12B (WEX)

Work Experience provides students with the opportunity to participate in career-specific studies and community-based work experience. WEX helps to prepare students for the transition from secondary school to the world of work and/or to explore a possible future career choice. Students apply classroom learning in a context outside of school and gain new skills that can be used in future work opportunities. 100 hours of work experience are required to obtain full course credits. WEX can run during a regular semester as an IDS course and is also part of every Co-op Education Program.

### Co-operative Education

Co-ops are programs that integrate students' academic studies with related field studies and work experiences. Students will have the same teacher(s) and classmates for all courses during the Co-op semester. Acceleration of class material is required to accommodate the time needed for the 90-hour work experience component. As there are limited seats in these programs, applications are required.

### Science Co-op 2024-2025

5 Courses, 20 Credits, 2<sup>nd</sup> Semester. See Ms. Chen or the Career Centre for more information and an application.

| Course                    | Credits | Course Description |
|---------------------------|---------|--------------------|
| Life Science 11 (Biology) | 4       | P 6                |
| Physics 11                | 4       | P 6                |
| Chemistry 11              | 4       | P 29               |
| CLC 12 & Capstone         | 4       | P 5                |
| WEX 12A                   | 4       | P 5                |

### Youth Work in Trades (YWIT)

Youth Work in Trades (YWIT) is a Career Program which allows students over the age of 15 the opportunity to begin an apprenticeship while in high school. YWIT students must be working in a Red Seal trade to register as a youth apprentice with Skilled Trades BC. They can earn up to 16 credits towards graduation, 4 credits for every 120 hours of paid work completed and can qualify for a \$1,000 scholarship. For more information, please see the Career Centre.

### Youth Train in Trades (YTIT)

Surrey Schools, in partnership with Skilled Trades BC and various post-secondary institutes, offers a wide variety of Partnership Programs for grade 11/12 students. These enable students to begin training in a specific occupation and to save money as the Surrey School District pays the tuition. Students who participate in a Partnership Program will receive elective credits toward high school graduation, post-secondary credit, and/or Skilled Trades BC technical trades apprenticeship training. Acceptance into the YTIT is based on a successful application and interview process. For more information, please see the Career Centre.

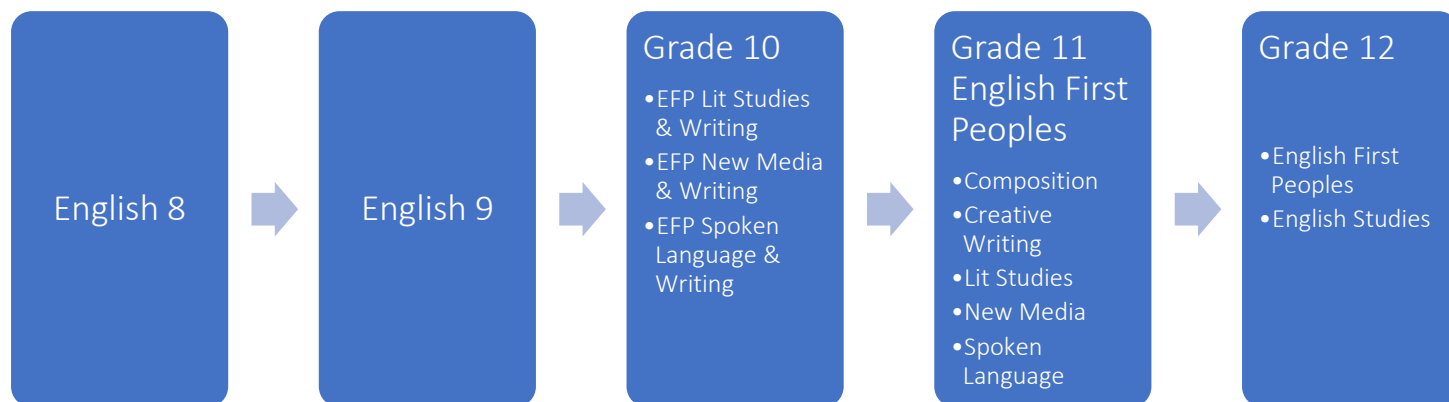
- Automotive Service Technician
- Baking and Pastry Arts
- CADD – Drafting
- Carpentry
- Collision and Refinishing Common Core
- Construction Craft Worker
- Culinary
- Education Assistant
- Early Childhood Educator
- Electrical
- Exploration in Aviation
- Hairstylist
- Heavy Mechanical Trades
- Horticulture
- Metal Fabrication
- Millwright
- Painter
- Tah-tul-ut Indigenous Education Pathway
- Welding

## Academic Dual Credit Programs and High School on Campus

These programs offer Grade 11 and 12 students an opportunity to start their post-secondary journey while still in high school. Students can earn credits for both high school graduation and post-secondary; credits are transferable. Tuition is paid for by the Surrey School District\*. Acceptance is based on a successful application and interview process. For more information, please see the Career Centre.

- CAPS 140 Community and Public Safety at NVIT
- Graphic Design IAT 102 at SFU
- Introduction to Health Science at KPU
- Introduction to Legal Office Procedures at KPU
- Introduction to Practice for Child and Youth Care Counselling at KPU
- KPU High School on Campus – multiple courses offered
- Emily Carr Headstart in Art \*tuition is not covered by Surrey School District

## English



### English 8 MEN-08-S

Students will develop their metacognitive skills by engaging in a variety of content material in the short story, novels, composition, poetry, and podcast units. In addition to building curricular competencies, enhancement of core competencies will be embedded throughout the course.

### English 9 MEN-09-S

English 9 supports students in extending their metacognitive skills and the foundation needed for success in higher grade levels. Students will engage in curricular activities designed to support literary skills by looking at the big ideas through short stories, poetry, novels, podcasts, and composition.

### English 10 First Peoples' (EFP)

*EFP Literary Studies, EFP New Media, and EFP Spoken Language (2 credits each) will be paired with EFP Writing 10 (2 credits).*

### EFP Writing 10 MEFLS10-S

English First Peoples' Writing (EFP Writing) 10 is designed for students who are interested in writing for a variety of purposes and contexts. This area of choice provides students with opportunities to become better writers through the exploration of personal and cultural identities, memories, stories, and connections to land/place. Within a supportive community, students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging compositions. This course is grounded in the exploration and application of writing processes, inviting students to express themselves as they experiment with, reflect on, extend, and refine their writing.

### **EFP Literary Studies & Writing 10 MEFLS10-S**

EFP Literary Studies 10 explores First Peoples literature in a variety of contexts, genres, and media. This course provides students with opportunities to explore personal and cultural identities, histories, stories, and connections to land/place through the storytelling and thematic study of First Peoples Canadian and local literature by First Peoples authors.

### **EFP New Media & Writing 10 MEFNM10-S**

EFP New Media 10 explores the increasing importance of digital media in communicating and exchanging ideas. This area of choice provides students with opportunities to think about the use of new media and its effects on individuals and on First Peoples communities and cultures, in an increasingly complex digital world. Students will engage in Indigenous media and film studies, journalism and publishing, and podcasting.

### **EFP Spoken Language & Writing 10 MEFSL10-S**

Spoken Language 10 is designed for students who are interested in studying First Peoples oral traditions and in developing their oral self-expression and communication in a variety of contexts. Students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging oral texts for a variety of purposes, such as performance, oral tradition, and professional applications.

## **English 11**

### **EFP Literary Studies & Writing 11 MEFLS11-S**

EFP Literary Studies + Writing 11 is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. Students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Through the study of literature and the processes of experimenting with, reflecting on, extending, and refining their writing, students will look at community focused text to extend their capacity, and deepen and expand their understanding of local First Peoples resources and supports community-driven initiatives.

### **Composition 11 MCMPS11-S**

Composition 11 is designed to support students as they refine, clarify, and adjust their written communication through practice and revision. Students will read and study compositions by other writers and be exposed to a variety of styles as models for the development of their writing, while they engage in the writing process. The course provides opportunities for students to, with increasing independence, study, create, and write original and authentic pieces for a range of purposes and real-world audiences.

### **Creative Writing 11 MCTWR-S**

Creative Writing 11 is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres, including short fiction, poetry, creative non-fiction, and memoirs.

### **Literary Studies 11 MLTST11-S**

Literary Studies 11 allows students to delve deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. This course is intended to increase literacy skills through close reading of appropriately challenging texts, enhance development of the English Language Arts curricular competencies, both expressive and receptive, expand their development as educated global citizens and further develop higher-level thinking and learning skills.

## **New Media 11 MNMD-11-S**

New Media 11 is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. New Media 11 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media.

## **Spoken Language 11 MSPLG11-S**

Spoken Language 11 is designed to support students as they refine, clarify, and adjust their spoken communication through practice and revision. The course provides opportunities for students to, with increasing independence, study, create, write, and present original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of spoken language genres, including performance, oral tradition, and professional applications, for a range of situations.

## **Grade 12**

### **English Studies 12 MENST12-S**

English Studies 12 builds on and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. It is designed for all students and provides them with opportunities to refine their ability to communicate effectively, think critically and creatively, explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews and deepen their understanding of themselves and others in a changing world. In addition, students contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples and expand their understanding of what it means to be educated Canadian and global citizens.

### **English First Peoples 12 MENFP12-S**

EFP 12 is grounded in the First Peoples Principles of Learning. It is designed for all students, who are interested in delving deeply into First Peoples oral and written literature and visual texts in a range of media. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text, including oral story, poetry, song, performance, film, and prose. A key feature of the course is its focus on authentic First Peoples voices and literature that reflect First Peoples perspectives from elsewhere in Canada and throughout the world.

## **Mathematics**

What students will do in all Mathematics courses:

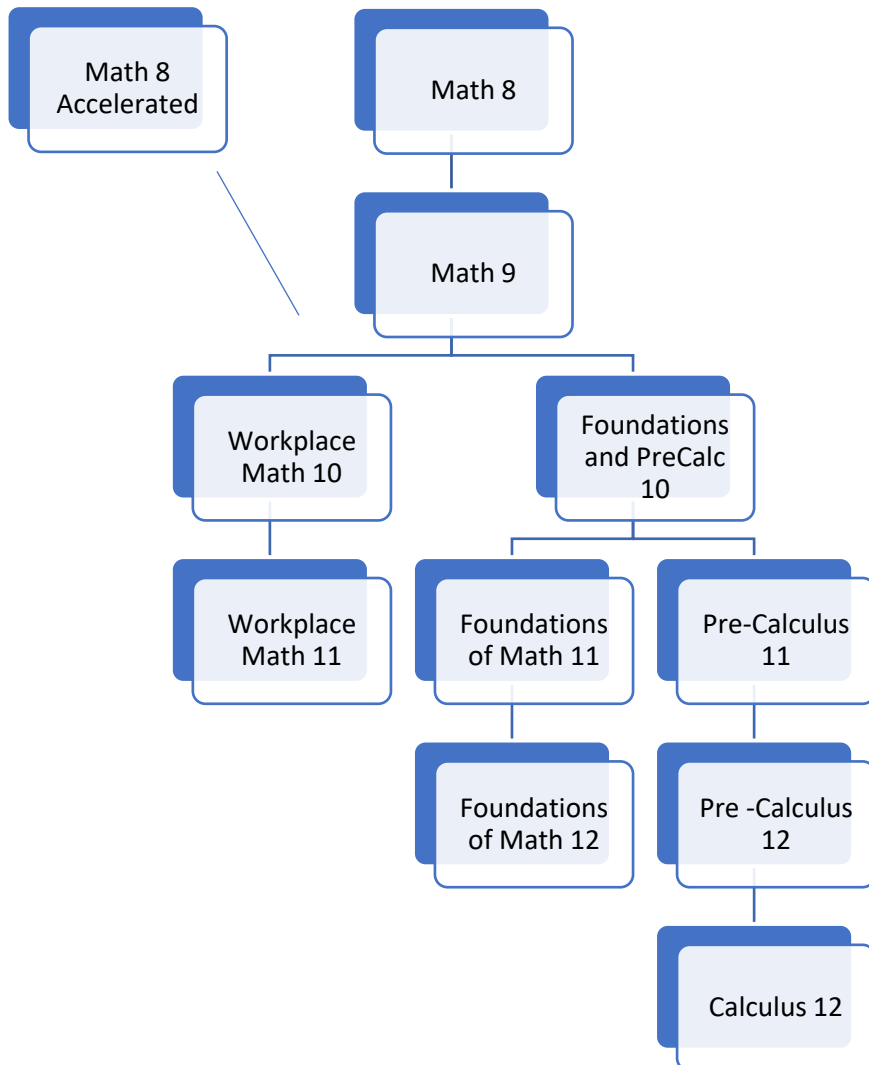
- Communicate mathematical ideas
- Operations with integers, fractions and decimals
- Represent numbers in different forms
- Solve problems using multiple math strategies.
- Use proportional reasoning to solve problems.
- Graph relationships on a coordinate plane.
- Use algebra to simplify expressions and equations.
- Create connections between mathematical ideas.
- Use various techniques to solve geometry problems.
- Use reasoning and logic skills to make conclusions.



Evaluation in all courses:

- May include tests, quizzes, projects, class activities, and homework checks.

The table below shows a variety of courses that are available in the mathematics program. Students are advised to carefully consider their post-secondary goals when deciding which math courses to take. The math program is designed to meet the needs of all students.



### Mathematics 8 MMA--08--Y

Intent of the course: Prepare to continue with Math 9

What students will know: Operations with fractions; proportional reasoning; percentages; financial literacy; powers and roots; Pythagorean theorem; discrete linear relations; expressions; two-step equations; surface area and volume of regular solids; views and nets of 3-dimensional objects; theoretical probability; central tendency.

### Math 8 Accelerated

This course covers the entire math curriculum for Math 8 and Math 9 in one semester. It is designed for students who are strong in math and have a good work ethic. At the end of the semester, an assessment will help the teacher decide whether a student gets credit for Math 8 and 9, and could go into Math 10 as their next course. If the assessment is not done well, student may still get credit for Math 8 and move onto Math 9 as their next course. The placement is based on grade 7 teacher recommendation. Grade 7 teachers will be contacted directly by our Math Department Head with further information. Please note that credit would be given for either math 8, or both 8 & 9, based on the final result.

### Mathematics 9 Core

Intent of the course: This course is designed to improve basic numeracy skills. This course leads to either Workplace 10 or Math 9 (in order to enter the Foundations Math 10 stream). What students will know: basic operations; solving one and

Course Planning Guide 2024-2025

two-step equations; measurement; ratios, rates, and proportional reasoning; connections between percentages, fractions and decimals; simple exponent laws.

### **Mathematics 9 MMA--09--S**

Intent of the course: Prepare to continue with Foundations and Pre- Calculus (FPC) 10

What students will know: Operations with decimals, fractions, and integers; operations with polynomials; exponents and exponent laws; financial literacy; graphing two-variable linear relations; multi-step one- variable linear equations; spatial proportional reasoning; statistics.

### **Workplace Mathematics 10 MWPM-10--S**

Intent of this course: This course is designed to prepare students for entry into the majority of trade programs, and for direct entry into the work force. This course leads to Workplace Math 11.

What students will know: work with graphs; primary trigonometric ratios; metric and imperial measurement and conversions; surface area and volume; angles; experimental probability; financial literacy.

### **Foundations of Mathematics and Pre-Calculus 10 MFMP-10--S**

Intent of this course: This course is designed to prepare students for entry into post-secondary programs. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11. What students will know: operations on powers with integral exponents; linear relations; solving systems of linear equations; multiplication and factoring of polynomials; primary trigonometric ratios; relationships among data, graphs, and situations; experimental probability; financial literacy.

### **Foundations of Mathematics and Pre-Calculus 10 (year long)**

Intent of this course: This course is designed to give students more time to process and practice as they prepare students for entry into post-secondary programs. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11.

What students will know: operations on powers with integral exponents; linear relations; solving systems of linear equations; multiplication and factoring of polynomials; primary trigonometric ratios; relationships among data, graphs, and situations; experimental probability; financial literacy. Note: This is the SAME curriculum as the semester-long course. It is backed with CLE 10 (see description on page4), another required course, and students will alternate Math and Careers on a Day 1, Day 2 schedule. *Course available to students upon recommendation by their Math 9 teacher.*

### **Foundations of Mathematics 11 MFOM-11-S**

Intent of this course: This course is designed to prepare students for entry into post-secondary programs such as Economics, Languages, History, Humanities, and Communications. What students will know: fractals; graphical representations of polynomial, logarithmic, exponential, and sinusoidal functions; regression analysis; set theory and conditional statements; combinatorics; probability.

### **Pre-Calculus 11 MPREC11--S**

Intent of this course: This course is designed to prepare students for entry into Science or Engineering post-secondary programs. This course leads to Pre-Calculus Math 12.

What students will know: powers with rational exponents; radicals; real number system; financial literacy; polynomial factoring; rational expressions and equations; quadratic functions and quadratic equations; trigonometry including non-right-angle triangles.

### **Workplace Mathematics 11 MAWM-11--S**

Intent of this course: This course is designed to prepare students for entry into the majority of trade programs and for direct entry into the work force. This course counts as a graduation requirement for mathematics

What students will know: computational fluency; statistics; views and scale diagrams of 3-D objects; linear relationships; slope as rate of change; financial literacy; personal budgeting and planning.

## Pre-Calculus 12 MPREC-12--S

Intent of this course: This course is designed to prepare students for entry into post-secondary programs in Science or Engineering. This course leads to Calculus 12. What students will know: logarithmic functions and equations; exponential equations; sequences and series; operations on logarithms; polynomial functions and equations; transformations of functions; conics; rational functions; trigonometric functions & equations; trigonometric identities.

## Foundations of Mathematics 12 MFOM-12---S

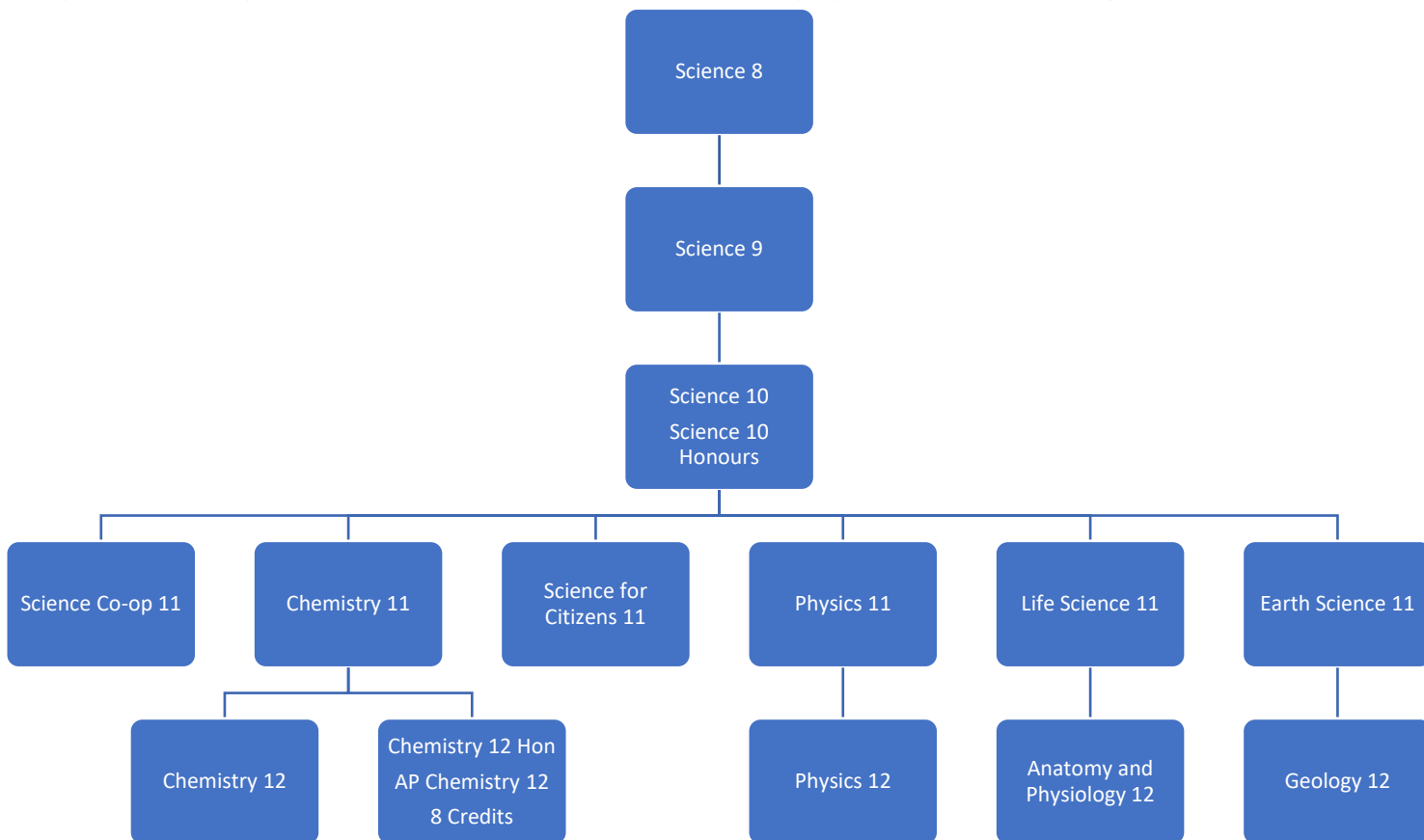
Intent of this course: This course is designed to prepare students for entry into post-secondary programs such as Economics, Languages, History, Humanities, and Communications. What students will know: Fractals; graphical representations of polynomial, logarithmic, exponential, and sinusoidal functions; regression analysis; set theory and conditional statements; combinatorics; probability.

## Calculus 12 MCALC12--S

Intent of this course: This course is designed to help students get familiar with concepts covered in first year university Calculus. What students will know: derivatives; limits; integrals; applications of derivatives and integration.

## Science

Science courses begin in Grade 8 as a general program encompassing all areas of Science: biology, chemistry, physics, and earth science. Grade 11 and 12 students will study specific areas of Science. Students should have a clear knowledge of their post secondary goals and interests early in order to select the appropriate choices in senior grades.



### **Science 8 MSC--08--Y**

Curricular Competencies: question and predict, plan and conduct, process and analyze data, evaluate, and communicate.

- Safety and Scientific Method.
- Life Science: cells and immune system.
- Physical Science: optics, kinetic molecular theory and the atom.
- Earth and Space Science: plate tectonic, layers in Earth.

### **Science 9 MSC--09--S**

Curricular Competencies: question and predict, plan and conduct, process and analyze data, evaluate, and communicate.

- Safety and Scientific Method.
- Life Science: reproduction.
- Physical Science: atoms, elements & compounds, characteristics of electricity.
- Earth and Space Science: ecosystems and sustainability.

### **Science 10 MSC--10--S**

Curricular Competencies: question and predict, plan and conduct, process and analyze data, evaluate, and communicate.

- Safety and Scientific Method.
- Life Science: genetics.
- Physical Science: chemical reactions and radioactivity, energy.
- Earth and Space Science: transformation, formation of the universe.

### **Science 10 Honours MSC-10H**

This will be a skill building, inquiry-based, Science 10 course for students who wish to further their critical thinking and problem-solving skills via hands on learning to better prepare for the senior Science courses, especially the Science 11 Co-op Program. A regular program of home study is expected. Placement will be based on recommendations from the Science 9 teachers.

Curricular Competencies: question and predict, plan and conduct, process and analyze data, evaluate, and communicate.

- Safety and Scientific Method.
- Life Science: genetics.
- Physical Science: chemical reactions and radioactivity, energy.
- Earth and Space Science: transformation, formation of the universe.

### **Life Science 11 MLFSC11--S**

This is an introductory course which examines the diversity of life. Evolutionary and ecological relationships are also discussed. Units studied include viruses, bacteria, protists, fungi, higher plants and higher animals.

### **Chemistry 11 MCH--11--S**

This is an introductory course which covers topics on unit conversion, matter, moles, stoichiometry, types of chemical reactions, solution chemistry, atomic theory and models, and organic chemistry. Problem solving involving math calculations is a major component of this course.

### **Physics 11 MPH--11--S**

Physics 11 is an introductory course dealing mainly with objects in motion, the forces which cause changes in motion, and the energies associated with these situations. Topics include: kinematics, vector kinematics, Newton's Laws, types of forces, vector forces, kinetic and potential energy.

## Earth Science 11 MESC-11—S

This course invites students to explore a relevant and practical science that has important applications in today's world. Students will be introduced to diverse aspects of earth and space science. Concepts include rocks and minerals, internal and surface processes, tectonic plates, astronomy, and Earth's geologic history. This course can be used to satisfy the Science 11 admission requirements for any B.C. university.

## Science for Citizens 11 MSCCT11--S

This course is a multi-disciplinary course that explores the connections between science and your every day lives, and how we may respond and adapt to changes both locally and globally. This course provides a Science 11 requirement for graduation.

## Science 11 Co-op

An application must be submitted by the interested student. Successful students will be notified. Application forms can be picked up in the Career Education Office and from Ms. Chen in C214.

This program is ideal for students who are interested in a career in the sciences who would like to take more than one grade 11 science course and try out a work experience placement in an area of interest.

The learning intentions of Chemistry 11, Life Science 11 and Physics 11 aim to provide students with fundamental understandings of science. Students who complete the Science 11 Co-op would be ideal, well-pre- pared candidates to take AP Chemistry 12.

By bridging the classroom experiences with a 3 week work placement, this program provides opportunities for students to apply their scientific learnings in a career setting. Students will get to choose the general focus area of their work experience placement and bus routes are considered when finding placements for students. Past science-related placements include the SPCA, Veterinarian Clinics, Long-Term Care Facilities, Science World, optometry offices, denture clinics, the City of Surrey, physiotherapy clinics, tree planting, Burns Bog and the Vancouver Aquarium.

| <u>Courses</u>                           | <u>Credits</u>     |
|--|--------------------|
| Chemistry 11                             | 4                  |
| Life Sciences 11                         | 4                  |
| Physics 11                               | 4                  |
| Career Life Connections/Capstone Project | 4                  |
| Work Experience (WEX) 12A                | 4                  |
|  | Total = 20 credits |

## Anatomy and Physiology 12 MATPH12--S

Biochemistry, metabolism, and human biology. This is a challenging academic course. Students planning to go on in biology at the college or university level or those considering a career in biological sciences should select this elective.

## Chemistry 12 MCH--12--S

Chemistry 12 is a university preparation course emphasizing student discovery along with the discussion of principles. This course is recommended for those students wishing to continue their study of chemistry and related courses at the post-secondary level. Main Topics: Reaction Rates, Chemical Equilibrium, Solubility, Acids & Bases, Redox Reactions.

## AP Chemistry 12 ACHE—12--S

AP Chemistry is the equivalent of a first year college general chemistry course. The course will place special emphasis on applying mathematics in problem solving and as a means of expressing and modeling scientific inquiry. The course will provide an in depth study of atomic structure, gas laws, thermodynamics, stoichiometry, kinetics, equilibria, oxidation-reduction and electrochemistry. Students who plan to register for AP Chemistry 12 will also have to register for Chemistry 12 Honours. For a detailed course description please visit the following website:

[HTTPS://apstudent.collegeboard.org/apcourse/ap-chemistry.](https://apstudent.collegeboard.org/apcourse/ap-chemistry)

## **Physics 12 MPH--12--S**

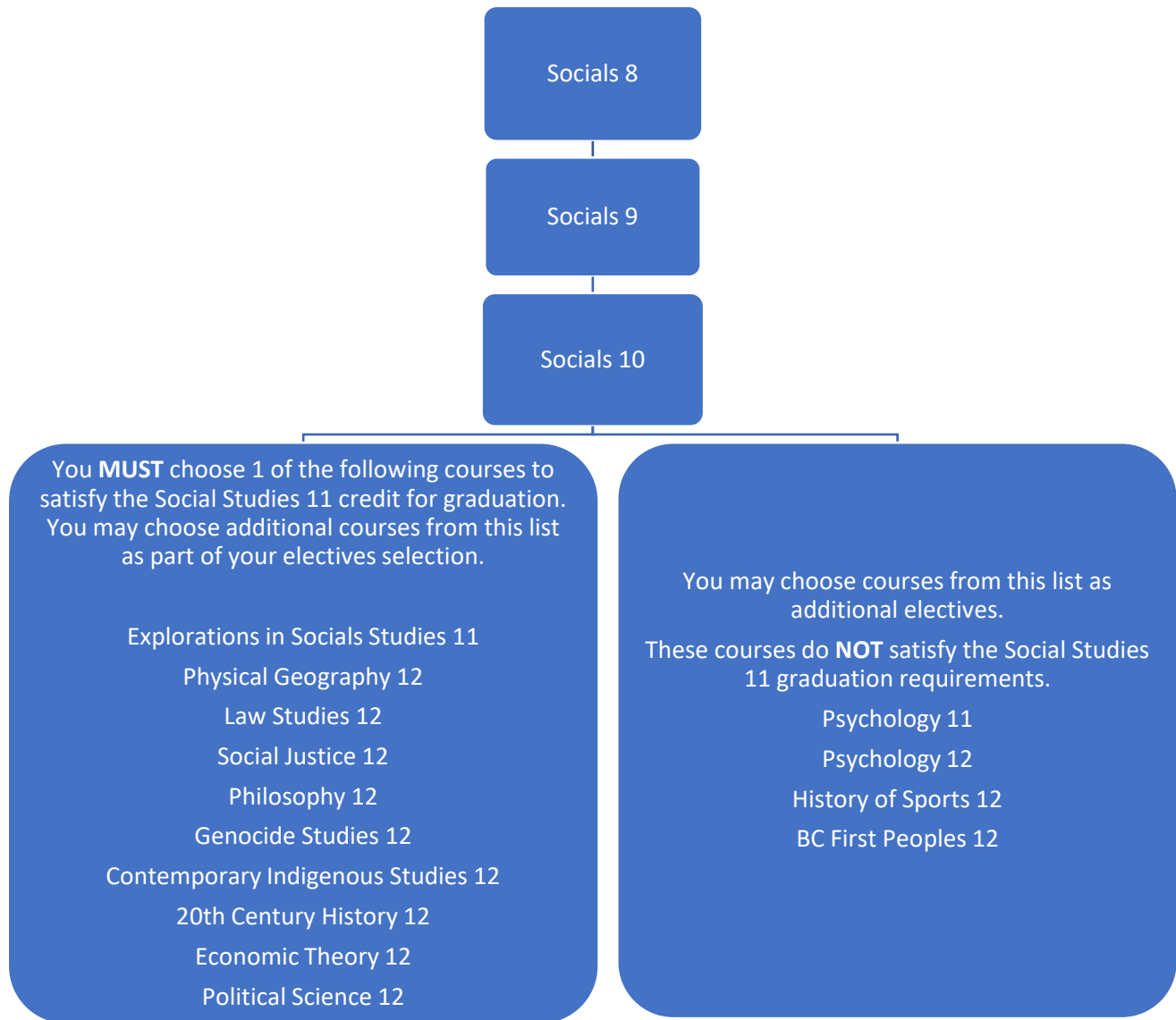
Physics 12 is a course designed to prepare students entering a college, university, or technical school in science, engineering, and technology fields. Main topics of study include projectile motion, momentum, circular motion (planetary), electrostatics, electromagnetism, and fluid mechanics.

## **Geology 12**

This is a course that invites students to wonder, inquire and discover the relevancy, applicability, and impact of the vast discipline of geology in today's world. The course will prepare students for post-secondary and career related explorations within the field of Geological Sciences. Concepts include geological inner and outer processes, rocks and minerals, tectonic plates, the structure, evolution, and history of the earth. Activities: Lab activities and reports, scientific research, presentations and debates, hands on activities and fieldtrips. Assessment/evaluation: Critical thinking, research skills, representation of data, inquiry projects, content evaluations (tests, assignments, etc).

# Social Studies

The Social Studies program at Kwantlen Park is based on the KNOW-DO-UNDERSTAND model of learning. The KNOW details the essential topics and knowledge at each level. The DO, or curricular competencies, are the skills, strategies, and processes that students develop over time. The UNDERSTANDINGS are the big ideas that represent what students will understand at the completion of the curriculum for their grade.



## Social Studies 8 MSS--08--Y

Course content: Social Studies 8 focuses on civilizations from the Early Middle Ages to the Emergence of the Nation State. Students will learn about the growth and decline of civilizations, and the influence of exploration, expansion, colonization and conflict on societies.

## Social Studies 9 MSS--09--S

Course content: Social Studies 9 will explore the change in Europe from the fight for democracy to the end of the Napoleonic era. It will also explore Canadian history up until Confederation and will include Aboriginal peoples' history. Students will explore how ideas and ideologies influence societies and what role power plays in the balance of relationships between individuals and society.

## **Social Studies 10 MSS--10--S**

Course content: Social Studies 10 focuses on the forces that have shaped Canadian identity from 1914 to the present day. Students will be encouraged to look critically, and reflectively, into the challenges facing all Canadians in modern society and helps to prepare them for their future lives as Canadian citizens and members of the international community.

## **Explorations in Social Studies 11 EPSS-11**

Explorations in Social Studies 11 is designed to offer students the opportunity to explore themes and topics of senior Social Studies courses including: Political Studies, 20th Century World History, Genocide Studies, Social Justice Law and Philosophy 12. This course is designed to give a general overview of selected themes while presenting an inquiry-based approach to learning. The purpose of this course is to inspire further study within the Social Studies subject area based on areas of interest while offering a sample of themes within the subject area.

## **Physical Geography 12 MPGEO12--S**

Geography will address the physical and human-created systems of the world through the study of people, places, and environments. As an ever-increasing world population places increasing 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 planet. This course will teach students to interpret the landscape and understand the interconnections between their actions and the Earth's physical systems. Through the study of geography, students can develop an understanding of how local, regional, and global environments affect them.

## **Social Justice 12 MSJ--12—S**

In Social Justice 12 students will be invited to answer the following two questions: Is society at a crossroads? and What can you do about it? This course will explore the following big ideas: 1- Social justice issues are interconnected; 2- Individual worldviews shape and inform our understanding of social justice issues; 3- The causes of social injustice are complex and have lasting impacts on society; 4- Social justice initiatives can transform individuals and systems. Using the lens of Sociology, Cultural Anthropology and Global Politics, we will explore topics such as the human condition; cultural diversity, intersectionality, and social relationships; individual identity, local and global states of wellness; transformation and societal change. On their journey, students will create their own reflective journals, learn how to conduct field research, and lead Action Project Initiatives in the community.

## **Law Studies 12 MLST-12—S**

This course will be your introduction to how the Canadian legal system works. Students will 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 The Charter of Rights and Freedoms, the history and structure of law, and criminal law (including the Youth Criminal Justice Act). The students will be expected to think critically, analyze current events as they relate to the Criminal Code, and discuss controversial issues in small and large groups.

## **Philosophy 12 MPHIL12—S**

Philosophy is a discipline that examines the fundamental nature of knowledge, reality, and existence. Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs. Philosophy provides tools for investigating meaning and fostering understanding of different ways of thinking. While philosophical questions often examine issues with no definitive answers, logic and reasoned arguments can show which answers have more or less value. This course will be tailored to meet the specific interests of the students enrolled, and will be different from year to year. Some potential topics of exploration include theories about the nature of reality, where knowledge and truth come from and what they mean, as well as morality, ethics, and aesthetics.

## **Contemporary Indigenous Studies 12 MINST12-S**

Contemporary Indigenous Studies examines the important role indigenous societies in a modern day world. This course will explore how the identities, worldviews, and languages of indigenous people are renewed, sustained, and transformed through our connection to the land. Students will study how indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism. An emphasis will be placed on how



indigenous peoples continue to advocate and assert their rights to self-determination and how reconciliation requires all colonial societies to work together to foster healing and address injustices. Students will be given the opportunity to listen to guest speakers, watch documentary footage in contemporary films and have the opportunity to go on field trips.

### **Genocide Studies 12 MGENO12-S**

Genocide Studies addresses a deeper understanding of the political, social cultural and economic movements, which led to some of the worst atrocities in human history. This course begins by understanding what the term 'genocide' means, and the impact of a number of events around the world in shaping our global landscape. Through this course we will examine how all genocides, despite changes in cultural and political climates, share similarities in progression and scope. This course deals with very sensitive and at times upsetting issues that require a level of maturity and emotional sensitivity in order to comprehend the subject matter. Students will be given the opportunity to listen to guest speakers, watch documentary footage in contemporary films and have the opportunity to go on field trips.

### **BC First Peoples 12 MBCFP12-S**

Looks at how the identities, worldviews, and language of BC First Peoples are renewed, sustained, and transformed through our connection to the land.

### **20th Century History 12**

Are you interested in why the world is like it is today? Do you want to understand the root causes of current conflicts in the Middle East, Eastern Europe, or South-East Asia? Do you want to be able to explain the geopolitical tensions between China, Russia, the USA and their allies? Are you curious about why the legacy of colonisation is still causing tensions and suffering in Africa, Latin America, or across Asia? Do you want to learn about the political ideologies and economic structures that shaped our world in the last 100 years? If so, you need to go back in time. 20th Century History 12 will provide you with the tools and knowledge to understand the past and make sense of the present.

### **Economic Theory 12**

Our global economic system is the creation of political thoughts, historical events and individual actions. Their impacts are constantly being debated by individuals, governments, and businesses, and they affect our day-to-day lives. In this course, we will address questions related to economic growth and development, global North and South relations, individual freedom and opportunities as consumers, and the impact of and responses to global climate change. In addition, we will explore the concepts of property, wealth, market pricing, poverty and inequality. At the end of the course, you will be able to analyze the roles and responsibilities of individuals, governments, businesses, and world organizations in creating the conditions leading to, or preventing, a sustainable economic future for all.

The course big ideas are:

- Contemporary economic theory, practice, and terminology are grounded in centuries of economic theory.
- Observing, interpreting, and judging past economic conditions from different perspectives and worldviews gave rise to competing theoretical approaches.
- The implementation of economic theories has profound effects on social and political decision making and movements.
- Economic systems have underlying and often opposing ethical standards and implications.

### **Psychology 11 (BAA) YPSYC1A--S-PSYCH11**

Psychology is a course designed to provide students with an understanding of human behaviour and basic concepts in modern psychology. This course covers the 5 major psychological domains: methods, neuroscience, cognitive, social, and developmental in order to achieve a general overview of this subject area. Students will learn the four key goals of psychology: to describe particular behaviours by careful scientific observation, to explain behaviours by conducting experiments, to predict when a behaviour will occur in the future and change inappropriate behaviour or circumstances. For many students this may be their only formal exposure to the science of psychology.

### **Psychology 12 (BAA) YPSYC2A--S-PSYCH12**

Course Planning Guide 2024-2025

Psychology 12 is a course designed to provide students with an understanding of social psychology which is the study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. In addition, this course also allows you to explore the unique differences that exist between individuals, and gain insight into why people think and behave in certain ways. Topics that will be covered include sexual orientation, motivation and emotion, human, cognitive, moral and social development. This course will help prepare students that will be taking Psychology in post-secondary.

### **Cultural Influence of Music on Society 12 (BAA) YSSC-2B--S-CULTMUSIC**

The Cultural Influence of Music on Society 12 will provide students with an opportunity to learn about and appreciate an important genre of contemporary music - Rock and Roll. Rock and Roll music's influence will be examined in a cultural, social, political, and historical context. The course will examine Rock and Roll's early roots, as well as focus on varied styles such as the blues, Motown, heavy metal, disco, and grunge. Students will have the opportunity to both listen to and study music critically, and discuss the influence of Rock and Roll in shaping our society, as well as understanding the running thread between Rock's history and the popular music of today.

### **History of Sports 12 YSSC 12C**

In this course students will examine the development of sports through various historical and critical perspectives. There will be an emphasis on helping students gain a better understanding of the inner relationship that sport has with social, economic, cultural, and political forces that are at work in Canada as well as the world. Students will examine the historical context as well as the significance of gender, race, ethnicity and social class through readings, primary sources, audio, industry speakers and visual materials as well as class discussions.

### **Social Dynamics Through Table Top Role Playing Games**

In this class you will use your imagination and creativity to make your own hero to explore fantastic worlds of monsters, villains, and allies. This is a senior Social Studies course that will use Table Top Role Playing Games such as Dungeons & Dragons to teach students about social interactions such as teamwork, collaborative problem solving, and conflict resolution. We will learn about different cultures and types of government, how to understand and interact with them. The assignments will be chronicling your adventures through journaling and creative writing. With the options later on of making and painting models and terrain, creating costumes for characters, and/or writing the story for your next adventure. All you need to be able to do this class is enthusiasm, imagination and a willingness to contribute to collaborative storytelling in a fun and safe environment.

## **Arts Education**

Art, Ceramics, Photography, Yearbook, Drama, Dance, Music.

### **General Art Courses**

#### **Arts 8 MAE-08-S**

During this course you will create a variety of different art works, reflect on the art making process, and respond to your own work and as well as the work of other artists. You will try many different types of art making methods and processes such as **collage, sculpture, printmaking, ceramics, drawing and painting**. Throughout the semester, you will also further your knowledge of the **elements and principles of design** and respond to and **reflect on both contemporary and historical art works**.

#### **Visual Arts 9 MAE-09-S**

Visual Arts 9 allows students to continue to explore and create using a variety of materials, tools and techniques. Emphasis is placed on connecting, expanding and communicating through the medium of Art.

#### **Studio Arts 10 MVA-10-S**

This course is intended for students who wish to refine their drawing and painting skills and specialize in the visual arts, namely in the area of painting, drawing, graphics, ceramics and sculpture.

### **Studio Arts 11 MVAD-11-S**

Further exploration of elements and principles of design and composition as they are applied to drawing and painting, sculpture, ceramics and printmaking. As students grow as artists, they will extend their knowledge of contemporary and historical artists.

### **Studio Arts 12 MVAD-12-S**

Advanced exploration of design strategies and composition as they are applied to drawing and painting, sculpture, ceramics and printmaking. As students grow as artists, they will extend their knowledge of contemporary and historical artists.

#### Photography Courses

### **Visual Arts 9/10 (Photography/Video) MADMA09--S**

Visual Media Arts 9/10 is an art-based course that uses technology instead of traditional art materials. Instead of a brush, students use the camera to learn about photography, video production, and the manipulation of images. Students will also learn basic composition, camera shots and angles, care of equipment, and terminology through photography processes, video, and animation.

### **Photography 10 MMEDD10--S**

This course will provide opportunities for beginners to learn and develop their skills in photography and video. Emphasis is on visual literacy, creating personal imagery and responding critically to the work of other artists/photographers. Students will work specifically with digital cameras and produce both black & white and colour photography.

### **Photography 11 MVAPH-11--S**

This course will provide opportunities for beginners to learn and develop their skills in photography and video. Emphasis is on visual literacy, creating personal imagery and responding critically to the work of other artists/photographers. Students will work specifically with digital cameras and produce both black & white and colour photography.

### **Photography 12 MVAPH-12--S**

This course will provide opportunities for those students who have taken Photography 11 to further develop both their creativity and technique. Emphasis will still be on visual literacy, creating personal imagery and responding critically to the work of other artists/photographers. Students will work specifically with digital cameras and produce both black & white and colour photography.

#### Ceramics & Sculpture Courses

### **Studio Arts 3D 11 MVAC-11-S**

Further exploration to refine elements and principles of design and composition as they are applied to Ceramics, Sculpture, and Fabric Arts. This course encourages students towards portfolio preparation.

### **Studio Arts 3D 12 MVAC-12-S**

Advanced exploration of elements and principles of design and composition as they are applied to Ceramics, Sculpture. Emphasis is placed upon portfolio preparation. Critiquing of personal, historical, and contemporary works will also be an integral component of this course.

## Yearbook Courses

### Media Arts 10 (Yearbook 10) MVAPH10--S

Students will work together to design and create Kwantlen Parks' school yearbook. They will develop their personal and interpersonal skills, their knowledge of design strategies, and a working knowledge of Adobe Photoshop CC and InDesign CC. This is a linear course backed with CLE10).

### Media Arts 11 (Yearbook 11) MGRPR11--S

Students will work together to design and create Kwantlen Parks' school yearbook. They will develop their personal and interpersonal skills, their knowledge of design strategies, and a working knowledge of Adobe Photoshop CC and InDesign CC. This is a linear course backed with CLC12).

### Media Arts 12 (Yearbook 12) MGRPR12--S

Students will work together to design and create Kwantlen Parks' school yearbook. They will develop their personal and interpersonal skills, their knowledge of design strategies, and a working knowledge of Adobe Photoshop CC and InDesign CC. This is a linear course backed with GR12 study block).

## Drama

### Drama 8

During this course you will learn how to use your body, your voice, and imagination to express yourself both on and off the stage. You will play theatre games, develop interpersonal skills, and hone your ability to solve problems critically and creatively. You will learn the building blocks of performance, and then use these to take creative risks in creating and performing in small groups, throughout the semester. Through storytelling we explore the relationship between identity, culture, society and belonging and we learn how to reflect and respond to, not only our own performances and creative process, but to the performances of others in a meaningful way. There is also the opportunity for a final individual performance.

### Drama Foundations (Beginner) MDR--09--S, MDRM-10--S, MDRM-11--S

*\*\* No experience is necessary.*

Designed for the beginning performer, this course is an active introduction to the basics of storytelling, play-building and performance through interactive games, improvisation, movement and voice. Although there are some independent projects during the semester, the majority of assigned work is ensemble or group based. There may be the opportunity to explore some lighting, sound and other stagecraft elements, as well as to perform for an outside audience, but this is not mandatory at this level.

### Drama 10 (Acting 1 - Intermediate) MDR--09--S, MDRM-10--S, MDRM-11--S

This course has been designed for students who have previous experience in Drama. Intended to broaden the student's skills as a performer and creator, and to develop the ability to think critically and problem solve in this medium, it is a transitional course, which shifts the focus from developmental drama to the art of acting. Some rehearsal outside of class time is expected in order to prepare for performance.

### Drama 11 (Acting 1) MDRM-11--S, MDRM-12--S

This is a transitional course, which shifts the focus from developmental drama to the art of acting. The course is intended to broaden the student's theatrical experience as a performer and creator and to further develop the ability to think critically and problem solve in this medium. Activities: The class will work to build a cohesive ensemble with a strong performance ethic. Using skills introduced during the Foundations course, students will apply the creative process to both invented and scripted work. Some rehearsal outside of class time is expected in order to prepare for performance.

## **Drama 12 (Acting 2) MDRTC11--S, MDRTC12--S**

This course is designed to further deepen student skills in movement, voice, script analysis, character development and performance, and to communicate critically and effectively in this medium. Preparation for performance and rehearsals outside of class time are expected. Students intending to go on in this field after high school, will be given the opportunity to have additional coaching and help in preparing their audition materials.

## **Dance**

### **Dance Foundations. (Dance Beginner) MDCF-10--S, MDCF-11--S, MDCF--12S**

This dance class is designed for students who have limited and/or no previous dance experience. Students will learn the basics of stretching and dance technique. Students will learn dance choreography at a beginner ability level. All dance classes will explore various genres such as hip-hop, jazz, contemporary, tap, ballet, and cultural dances. This class will have a performance opportunity.

*\* For first time dancers and/or students who want to learn dance fundamentals and learn choreography at a slower pace. This class will have performances in large and small groups.*

### **Dance Technique & Performance (Dance Intermediate) MDNCM10--S, MDNCM11--S, MDNCM12--S**

This dance class is designed for students who have some dance experience, either in a previous KP dance class or in an outside dance studio. Students will be taught how to create choreography in small groups. A strong emphasis will be on expanding previous performance skills. All dance classes will explore various genres such as hip-hop, jazz, contemporary, tap, ballet, and cultural dances. This class will have multiple performance opportunities.

Recommended: It is recommended that students in this course have previously succeeded in Dance Beginner.

### **Dance Company (Dance Advanced) MDNTP10--S, MDNTP11--S, MDNTP12--S**

This dance class is designed for students who have excellent dance ability and talent. This is a challenging dance course with fast paced choreography focusing on textures and accents. Students will be challenged with ballet technique. There will be a heavy focus on the creative process of creating individual choreography, expanding freestyle skills and growing as dance artists. All dance classes will explore various genres such as hip-hop, jazz, contemporary, tap, ballet, and cultural dances. This class will have multiple performance opportunities.

Recommended: It is recommended that students in this course have previously succeeded in Dance Intermediate.

*\* This is a difficult class that will have a heavy focus on solo performances, freestyling, leading dance classes and fast paced choreography. This class will perform multiple times and compete.*

### **Dance Leadership 11/Dance Leadership 12 YIPS-0A-S-DNC11, YIPS-0A-S-DNC12**

Students need to apply for this course and acceptance is dependent on Ms. Meixner's assessment of choreographic ability. This course is solely created for choreographers to progress with their craft. Students will create choreography for beginner and intermediate dance classes. Students will be mentored on choreographic skills such as timing, formations, and quality and execution of movement. This course does not offer performance opportunities.

*\* This class is for advanced dancers who are ready to lead a dance class and create choreography for large groups. Referral from Ms. Meixner is required.*

## **Music**

### **Concert Band**

#### **Concert Band 8 MMU--08--Y**

Good opportunity to learn a different instrument or continue current one. Will learn ensemble skills, being a member of a team, rhythmic accuracy and musical notation.

## **Concert Band 9 MMU--09--S-CB**

Is a continuation of band 8 with an increase in complexity and excitement of repertoire. Individual music abilities are molded into a performing group. Recommended: Successful completion of Band 7 or Band 8 or the director's permission.

## **Instrumental Music 10 (Concert Band) MMUCB10--S**

Students' individual music abilities are molded into a performing group. Membership in the band will require a high degree of commitment in preparation for performances. There will be an increase in the complexity of the repertoire over the previous year.

## **Instrumental Music 11 (Concert Band) MIMCB11--S**

## **Instrumental Music 12 (Concert Band) MIMCB12--S**

Develop increasing levels of music proficiency through a wide-ranging repertoire.

## **Jazz Band**

### **Instrumental Music 10 (Jazz Band) MMUJB10--S**

Focus on the basic styles of jazz, swing, Latin, ballad, funk, blues and so on, as well as the development of improvisation. Membership in the jazz bands, as with any other music courses, will require a high degree of commitment`

*Recommended: Concert Band 8 or 9*

### **Instrumental Music 11 (Jazz Band) MIMJB-11--S**

### **Instrumental Music 12 (Jazz Band) MIMJB-12--S**

This course is for serious performance-oriented students who wish to continue playing jazz.

*Recommended: Jazz Band 10 or director's permission, Jazz Band 11 or director's permission.*

## **Guitar**

### **Instrumental Music 10, 11, 12 (Guitar) MMUGT10--S, MIMG-11--S, MIMG-12--S**

Students will learn at their own pace; open chords, as well as strumming and finger picking patters which will enable them to play several styles of music. Students will also be introduced to the playing of music from notation and from tablature.

*Recommended: None for Guitar 9-11. Students who wish to receive credit for Guitar 12 need to have previous guitar experience and perform at a higher level.*

## **Music Composition Courses**

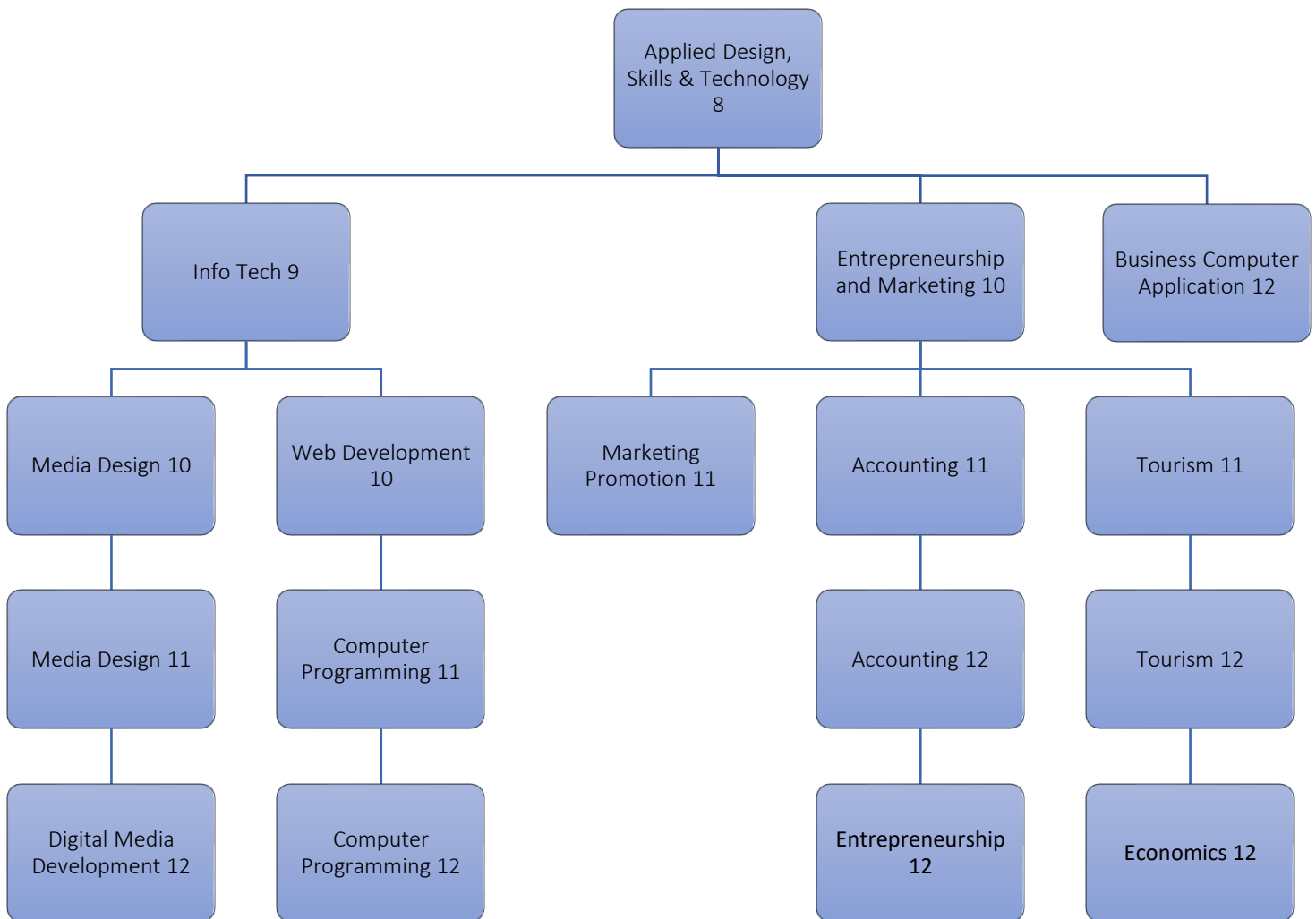
### **Composition and Production 11 MMUCP-11--S**

### **Composition and Production 12 MMUCP-12--S**

An introductory course to provide students with the information and skills to compose their own music. Students will work at their own pace on a self-designed.

## Business Education

The Business Education Curriculum is designed to build and prepare students for a future in business by developing skills in areas such as business technology, finance, economics, marketing, and entrepreneurship. The curriculum presents a sequence of business concepts and skill development, responding to students' awareness of business within the home, the school, the community, and the global marketplace. The business education curriculum incorporates the challenges of technology and provides an appropriate balance of perspectives between those of consumer and business; employee and employer; and entrepreneur, small business, and larger corporation. The Business Education curriculum will build on the concept of "learning by doing" and provides the "challenging fun" that inspires students to dig deeper, work with big ideas, and adapt to a changing world. It provides students learning opportunities through which students can discover their interests in practical and purposeful ways.





## Business Courses

### Entrepreneurship and Marketing 10 MADEM10--S

This is an introductory course in which students' study how an economy works by exploring several big ideas of the business education. They experience real world computer simulations involving investing in the stock market, creating a budget, running a small business, the set up and management of a corporation, and career exploration. Some of the course will be taught online and students will participate in online discussions and submit their assignments electronically. Students will focus on the core business concepts by using inquiry based approach in order to build an understanding of the practical skills and concepts in the context of current technology, ethical standards, and the global economy. One of the goals of this course is to empower students with the economic, financial consumer, and communication skills for lifelong participation in local and global contexts.

### Accounting 11 MAC--11--S

This is an entry level accounting course that will cover the fundamentals of accounting concepts. This is an excellent course for students who might consider a career in accounting, bookkeeping, or in managing a small business. Students will combine written applications with micro-computerized accounting. This course incorporates inquiry based approach to help provide students practical skills and knowledge of various accounting practices.

### Marketing and Promotion 11 MMAP-11--S

Marketing 11 will focus on applying concepts such as advertising, pricing, selling, promotions, new media marketing. Students will be involved in projects such as the start up of their own business. Marketing 11 is experimentally based and activity oriented, where both individual and group performance are stressed. This course will provide students the necessary insights into retail merchandising and prepare them to be more informed consumers. Inquiry based assignments and projects will help students to develop practical skills and knowledge that they can use to bring their ideas from conception to fruition.

### Accounting 12 MAC--12--S

Accounting 12 expands upon many topics covered in Accounting 11 and is a course in applied accounting, reflecting current business practices. Financial accounting is recommended for students wishing to pursue post secondary studies in accounting, finance, business management, or commerce. These concepts will encourage students to develop analytical, decision-making and communication skills. This course incorporates inquiry-based approach.

Recommended: Accounting 11.

### Economics 12 MEC--12--S

Economics 12 with a business focus, looks at the relationship between human behaviour and financial systems (money). This course is designed to address three fundamental questions that shape our understanding of economics systems and the world we live in. First, why do individuals make the decisions they do? Second, how do financial systems and economies work? And third, how do people and financial systems influence each other? Overall, students will develop an economic lens in which they can make sense of the world and the underlying systems that influence it. Some of the key content covered is supply and demand, behavioural economics, economic indicators, incentives, money, and relevant current events.

### Entrepreneurship 12 MENT-12--S

Students will explore and analyze entrepreneurial skills by starting a school-based business. Students will work through the stages required to design and operate a business by focusing on the themes: characteristics of an entrepreneur, business ethics and social responsibility, and production/ resource management. Students research, develop, and implement individualized venture plans that link technical and managerial resources through innovation. Students will cover the necessary steps in developing a detailed business plan and a functional school-based business. Students will also have the opportunity to use the computer to research economic data and participate in real-time business simulations.



## Computer Courses

### Information and Communication Technology 9 MADIT09--S

Course content (what students will know):

- Using keyboarding techniques to create text-based coding, drag and drop program development, and the foundation of creating and manipulating web-based products (HTML, Python).
- The design and function of network hardware and topology.
- Strategies to manage and maintain personal learning networks, including content consumption and creation. (Photoshop, Illustrator, InDesign, Microsoft Office).
- Current and future implications of cloud based technologies.
- Relationship between technology and social change.

### Web Development 10 MWBDV10-S

This course is an introduction to programming and web design. Students will learn the basic of the Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Students will also explore website functionality and interactivity with some basic JavaScript. Advantages/disadvantages of websites and content management systems. Topics include

- Using wireframe mock-ups and sitemaps to plan a website.
- Various text editing software (Microsoft Visual Studio).
- Responsive and optimized web design.
- Career options in web development.

### Media Design 10 MMEDD10--S

Course content (what students will know):

- Benefits and costs of using different software types and media technologies.
- How to be digitally literate in regards to computational thinking & ethical issues in order to view the impacts of technology on society.
- History of design: local, indigenous, regional, and global.
- Being an aware digital citizen.
- Use of Google Docs, Prezi, OneNote, and Workspaces to support collaboration through technology.
- Introduction to text-based coding with emphasis on Python and HTML.
- Digital tools include spreadsheets, databases, social media, blogs, and word processors.
- Use of email, social media marketing, videos, graphics, and digital media to examine digital marketing.
- Software and programs used in the creation of content.

### Media Design 11 MMEDD11--S

This course will allow students to identify potential users, intended impact, and possible unintended negative consequences of digital media. The design cycle and design for life cycles will be used to create and discuss products and their environmental impacts. Students will be expected to take creative risks to identify gaps in global communications. Students will use a variety of sources of inspiration and information to critically evaluate online sources and ethical issues in digital communication.

Course content (what students will know):

- 2D, 3D, audio, and video digital media editing tools.
- Principles of 2D and 3D graphic design and modelling.
- Creating desktop video production.

This course will examine the application of these design concepts using:

- Adobe Photoshop, Illustrator, InDesign, Animate, Premier Pro, Dreamweaver, Blender, and the Python programming language.

## Computer Programming 11 MCMPR11--S

This course is meant to be an introduction to programming logic and programming languages with a focus on Python and JavaScript. Students will also review HTML/CSS for those that have taken Web Development 10 and introduce the basics of these languages to those students that have not taken Web Development 10. Students will cover, but not be limited to the following:

- Using an integrated development environment (IDE) to create projects.
- Logic, strings, loops, functions, methods, and statements in Python and/ or Javascript.
- Strategies to predict effects of code modification.
- Ways to transform requirements into algorithms and translation of design specifications (for example, flowcharts and pseudocode).
- How programming makes technology possible.
- The history and development of programming languages

## Digital Media Development 12 MMEDD12--S

This is an advanced course which focuses on practical and purposeful learning opportunities that develop the processes, systems, and tools used in the design and creation of 2D/3D digital media, desktop publishing, and animation responses that meet a changing digital society's needs. The course will also look at the interrelationship among languages such as Python, Java, and other Digital Media tools.

Course content (what students will know):

- Advance use of 2D, 3D, audio, and video digital media editing tools.
- Advance use principles of 2D and 3D graphic design and modelling.
- Use of tools/techniques for image manipulation & digital animation.
- Use of desktop video production software
- This course will examine the application of these design concepts using Adobe Photoshop, Illustrator, InDesign, Animate, Premier Pro, Dreamweaver, Blender, Python, and Java.

## Computer Programming 12 MCMPR12--S

Student will cover, but not be limited to the following topics:

- Classes, objects, methods, and arrays (In Python and Java specifically).
- Error handling and debugging.
- Pair programming. Having an "observer" and "driver" as well as team project designs.
- Use of prebuilt data structures (a library).
- Collaboration tools to help share and organize code.
- Analyze the role technologies play in societal change.
- The history and development of programming languages.

## Computer Business Applications 12 MBCA-12--S

Students will learn the efficient integration of multiple software components within all aspects of business application suites and use a business approach to creating and formatting documents and using custom tools for enhancement of these documents.

Course content (what students will know):

- Computer peripherals, basic operating systems and software operations on multiple platforms.
- Efficient integration of multiple software components within all aspects of business application suites, and industry-standard business application software.

## Tourism Courses

### Tourism 11 MTRM-11--S

### Tourism 12 MTRM-12--S

This course will explore the eight sectors of tourism and their associated industries. These areas will be covered through an inquiry based approach that will incorporate: student presentations, guest speakers, field trips, and research projects. Students will learn about local, national, and international travel and tourism.

Activities: Theory, guest speakers for example: Canadian Tourism College, Tourism Surrey, and Destination BC, projects, videos, and Superhost or Worldhost certification (fee required), career exploration within the tourism sector.

## French Immersion - Français Langue Seconde: Immersion

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

Learning French – the French Immersion Context allows students to:

- Acquire the knowledge, learning processes, abilities and attitudes necessary to communicate in French in an effective manner.
- Acquire an appreciation of the French language within its cultural context, in order to better understand Francophone communities and their cultures as well as the students' own culture and those of others.
- Acquire knowledge and appreciation of written, oral and visual works in the French language.
- Explore their own potential through language awareness, critical thinking and self expression.
- A bilingual secondary diploma is awarded at the end of Grade 12.

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

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

- D'acquérir les connaissances, les processus d'apprentissage, les capacités et les attitudes nécessaires pour communiquer en français de façon efficace et avec confiance.
- D'acquérir une connaissance, une compréhension et une appréciation de la langue française à travers les contextes culturels de cette langue, afin de mieux comprendre les communautés francophones et leurs cultures ainsi que sa propre culture et celle des autres.
- D'acquérir une connaissance, une compréhension et une appréciation des oeuvres écrites, orales et visuelles d'expression française.
- D'explorer son potentiel dans les domaines de l'apprentissage de la langue, de la pensée critique et de l'expression de soi.
- Un diplôme secondaire bilingue est accordé à la fin de la 12<sup>ème</sup> année.
- Accentuer le développement et l'évaluation des 4 savoirs langagiers, ce qui permet à l'élève d'atteindre un bilinguisme fonctionnel littéraire.

### Français Langue Seconde - Immersion 8 FFRAL8--S

Ce cours offre l'occasion aux élèves d'améliorer leurs compétences de communication en français. Les élèves développeront une meilleure compréhension et appréciation de la culture francophone en étudiant la légende, le théâtre et la tradition orale. Le cours sera basé sur les quatre compétences langagières : Écrire, Lire, Parler et Écouter.

### Sciences Humaines 8 FSCH-08--S

Ce cours explorera comment les contacts et les conflits entre les peuples de plusieurs régions du monde vivant entre 700 et 1750 ont entraîné de profonds changements culturels, sociaux et politiques. Les étudiants analyseront les événements

selon les 6 concepts historiques (l'importance historique, les sources, la continuité et le changement, les causes et les conséquences, la perspective et le jugement éthique).

### **Sciences 8 FSCF-08--S**

La science permet de mieux comprendre la nature et le monde autour de nous. Ce cours explore quatre disciplines fondamentales : les sciences de la terre (les plaques tectoniques et les couches de la terre), les sciences de la vie (les cellules et le système immunitaire), la chimie (la théorie atomique et la théorie cinétique moléculaire), et la physique (la lumière et l'optique).

### **Education Physique 8 (Mixte) FEPSF08--S**

Le but du programme d'éducation physique est d'inculquer une appréciation d'une vie active en santé tout en accroissant ses compétences en français. Les élèves participeront à une variété de sports et de loisirs et acquerront les compétences et les connaissances nécessaires pour développer une vie active et saine.

### **Français Langue Seconde - Immersion 9 FFRAL9--S**

Ce cours continuera les compétences de communication françaises et de l'appréciation de la culture francophones développées en FRAL 8 en explorant la fable et le roman et en continuant à approfondir les quatre compétences langagières : Écrire, Lire, Parler et Écouter.

### **Science Humaines 9 FSCH-09--S**

Ce cours explorera des thèmes importants de l'histoire canadienne et mondiale entre 1750 et 1914. Quelques sujets abordés seront la révolution, la colonisation, et l'immigration. Le cours sera basé sur les 6 concepts historiques.

### **Sciences 9 FSCF-09--S**

Les élèves approfondiront d'avantage leurs connaissances en biologie, chimie, physique et sciences de la terre. Ce cours donne une introduction aux génétiques, les éléments et le tableau périodique, et l'exploration de l'espace.

### **Education Physique 9 (Mixte) FEPSF08--S**

Le but du programme d'éducation physique est d'inculquer une appréciation d'une vie active en santé tout en accroissant ses compétences en français. Les élèves participeront à une variété de sports et de loisirs et acquerront les compétences et les connaissances nécessaires pour développer une vie active et saine.

### **Français Langue Seconde - Immersion 10 FFRAL10--S**

Ce cours continuera les compétences de communication françaises et de l'appréciation de la culture francophones développées en FRAL 9 en explorant la nouvelle littéraire et la poésie et en continuant à approfondir les quatre compétences langagières : Écrire, Lire, Parler et Écouter.

### **Sciences Humaines 10 FSCH-10--S**

Ce cours explorera l'évolution du Canada à travers le 20e siècle. Les élèves évalueront les enjeux politiques, économiques et sociaux du système canadien. Le cours sera basé sur les 6 concepts historiques.

### **Sciences 10 FSCF-10--S**

Ce cours comprend les quatre disciplines fondamentales : les sciences de la vie (la génétique), la chimie (les réactions chimiques), la physique (l'énergie) et les sciences de la terre (l'espace et la formation de l'univers).

### **Education Physique 10 (Mixte) FPHED10--S**

Le but du programme d'éducation physique est d'inculquer une appréciation d'une vie active en santé tout en accroissant ses compétences en français. Les élèves participeront à une variété de sports et de loisirs et acquerront les compétences et les connaissances nécessaires pour développer une vie active et saine.

### **Langue et culture de la franophone 11 FLCF-11--S**

Course Planning Guide 2024-2025

Le cours de Langue et culture de la francophonie 11 est conçu pour que l'élève réfléchisse à la façon dont la langue et la culture influencent ses perceptions et valeurs personnelles. Ce cours permettra à l'élève de découvrir et d'explorer les diversités langagières et les mœurs et coutumes de la francophonie britanno-colombienne, canadienne et mondiale.

### **Français langue seconde - Immersion 12**

Le cours de Français langue immersion 12 est requis pour l'obtention du diplôme bilingue. L'objectif de ce cours est d'intégrer et d'approfondir les compétences langagières et les connaissances linguistiques et culturelles acquises lors des expériences d'apprentissage antérieures.

### **Histoire du Monde au XXe Siècle 12 FSCH-12—S**

Ce cours utilisera plusieurs événements mondiaux du 20e siècle pour répondre à la question : « Lequel a le plus grand impact sur l'histoire : la violence ou la non-violence ? ». Les élèves effectueront aussi un travail de recherche sur un sujet de leur choix. Le cours sera basé sur les 6 concepts historiques.

## **Home Economics**

### **Applied Skills 8 (Home Economics) YIPS-0A-S-DNC11**

Skills for Life! 5 week introduction to foods and textiles- covering safety, basic hand sewing skills, safe food handling, and cooking skills.

## **Family Studies Courses**

### **Child Development and Caring 12 MCDAC12--S**

Explore the challenge and complexity of adult life today. Emphasis is on marriage and/or alternatives, family, aging, and dying. Values, goals and the decision-making process will comprise an integral part of this course.

## **Food Studies Courses**

### **Foods Studies 9 MADS09-S**

Foods & Nutrition 9 builds upon the skills and ideas introduced in Applied Skills 8. The focus is on developing individual cooking techniques and abilities, providing opportunities for students to reflect on and analyze what they have created, and take creative risks moving forward.

### **Food Studies 10 MFOOD10--S**

Foods & Nutrition 10 builds upon the skills and ideas introduced in Life Skills 8. The focus is on developing individual cooking techniques and abilities, providing opportunities for students to reflect on and analyse what they have created, and take creative risks moving forward.

### **Food Studies 11 MFOOD11—S**

This course will introduce new skills including meal planning, budgeting, and intermediate food preparation using a variety of techniques. Ethnic foods will be introduced and then intertwined with diet and health.

### **Food Studies 12 MFOOD12—S**

This course will focus on the presentation and styling of foods in our society and is designed to transition students into being able to cook for themselves as they enter adulthood. It will continue to celebrate cultural diversity and will expand on the knowledge learned from past food studies courses.

## Textiles Courses

### Textiles 9 MADT-09-S

Build upon your sewing skills and learn to alter commercially produced patterns for a custom fit as well as exploring embroidery, knitting/ crochet, or weaving. Develop an awareness of cultural, social, and economic factors in the textiles industry and reflect on the role you play within it

### Textiles 10 MTXT-10--S

Learn to alter commercial patterns for a custom fit and build upon your sewing skills enabling you to create more complex garments. Learn more in depth machine and hand sewing techniques as well as exploring embroidery, knitting or crochet.

### Textiles 11 MTXT-11--S

Learn to use a variety of equipment and techniques in the creation of wearable clothing using advanced construction methods. Wardrobe planning and fashion illustrating will also be introduced.

### Textiles 12 MTXT-12--S

Use commercial patterns or design your own patterns or use a combination of both techniques in the creation of personal garments. Historical, cultural and contemporary influences in clothing will be studied. Students will also develop skills to showcase their work in the community.

### First Peoples Foods and Textiles

This interconnected course concepts include: the historical and contemporary impacts of colonization in relation to food and textiles; First Peoples stewardships of the land; First Peoples historical and contemporary textile knowledge and practices; ethical and environmental issues in the production and marketing of textile items, Indigenous food sovereignty; the rights of Indigenous peoples from around the world to determine food and land-use policies with respect to the growing, gathering, hunting, and harvesting of food.

### Fashion Design Tailoring 12 (BAA) YHEC-2A--S

Learn to design your own clothes. This course is intended for students who have a strong interest in fashion design. Pattern fitting, pattern design and tailoring techniques will be covered. Hands-on experience and skills are learned that may lead you to choose a career in the field of fashion and design.

## Modern 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

Courses offered in Modern Languages are intended for secondary language study only. Students with fluency in the language being taught should speak to the counsellors to discuss alternative language opportunities.

## French

### French 8 MFR--08--S/Y

Bienvenue à Français 8! Welcome to French 8 where you will learn the valuable skill of communicating in one of Canada's official languages. Some of the benefits of learning French include being better prepared to compete for jobs in Canada, the ability to communicate abroad with numerous other French language speakers, and enjoying speaking another language and being immersed in its culture. Speaking, listening, reading, and writing skills will be taught and practiced, with an emphasis on speaking skills. French language and culture are taught through various means such as songs, games, short discussions, projects, and field trips. We look forward to exploring French language and culture with you!

### French 9 MFR--09—S

Students will build upon skills learned and practiced in French 8 and continue to reap the rewards of learning one of Canada's official languages. Some of the benefits of learning French include being better prepared to compete for jobs in Canada, the ability to communicate abroad with numerous other French language speakers, and enjoying speaking another language and being immersed in its culture. Learning how to recount stories in French and the past tense are added at this level. Students will further develop speaking, listening, reading, and writing skills. Come join us!

### French 10 MFR--10—S

French 10 builds upon skills learned in both French 8 and French 9. For the duration of the course, students will be encouraged and able to communicate and converse in French spontaneously. Further study of French past and future tenses is added at this level. French 10 students will benefit from their continued study of the language. They will be better prepared for Canada's workforce, able to communicate while travelling abroad, and will be starting preparation for the prestigious DELF exam\*.

### French 11 MFR--11—S

Students will interact with growing confidence in French while practicing speaking, listening, reading, and writing skills. French 11 has a focus on giving opinions and an advanced study of French culture. Opportunities for field trips, putting on Francophone events for the school, and being a French peer tutor may be available. Successful completion of French 11 provides the minimum language requirement needed for most universities. Students will continue to prepare for the DELF\* exam.

### French 12 MFR--12—S

Finish your high school language program strong and impress current or future employers and/or higher education institutions with the successful completion of French 12 and the DELF\* exam (A2 or B1 level). More complex facets of French language and culture will be introduced at this level. As in French 11, opportunities for field trips, putting on Francophone events for the school, and being a French peer tutor may be available. Scholarship and bursary opportunities are often available. Kwantlen Park French teachers look forward to working with you in your final year of high school. We are so proud of our French 12 students!

\*This opportunity is available to all students enrolled in French 12 during the regular school year. Participation in the DELF exam is optional. DELF results are separate marks and are not counted in the French 12 course mark. DELF diplomas are recognized worldwide in Francophone countries and can be included in job application packages, university portfolio applications, and more.

## Spanish

### Spanish 9 MSP--09—S

This is an entry level course to Spanish. The focus of learning at this level is to convey and understand meaning for practical purposes in situations that are pertinent to grade 9 students. Students will learn basic vocabulary and

expressions to exchange personal information, describe themselves and their family, and discuss preferences in food, courses, etc. Students respond to authentic Hispanic oral, written, and visual works.

### **Spanish 10 MSP--10—S**

Spanish 10 builds on the skills acquired in Spanish 9. Students participate in a variety of meaningful, real-life situations to make suggestions about everyday activities, to communicate needs and emotions, and to give reasons, describe events and experiences. Students will learn to communicate about events in the past and in the present. Students respond to authentic Hispanic oral, written, and visual works.

### **Spanish 11 MSP--11—S**

Spanish 11 builds on the knowledge acquired during the first two courses. Themes include travel, legends, storytelling, and sports. Students will be able to communicate about events in the past, present, and future. Students engage with Hispanic material in various formats and learn how to critically analyze and respond to it. This course meets the university admissions language requirement.

### **Spanish 12 MSP--12—S**

Spanish 12 builds on the skills acquired in Spanish 9, 10, and 11 and completes the Spanish program. Students will exchange thoughts and points of view by narrating and analyzing events, situations, and experiences. They will use a range of vocabulary and expressions in the past, present and future tenses. Students are expected to engage in increasingly complex and spontaneous oral interactions. They will research and analyze information from Spanish language resources to complete meaningful tasks.

Prerequisite: Spanish 11\*

\*Students with fluency in Spanish should speak to their counsellor to discuss being enrolled in French courses or another language course

## **Peer Tutoring and Leadership**

### **Peer Tutoring 10 (BAA)**

### **Peer Tutoring 11 (BAA) YIPS-1A--S-PTUT11**

### **Peer Tutoring 12 (BAA) YIPS-2A--S-PTUT12**

Peer Tutoring offers the opportunity to build valuable skills that can be applied to all realms of life. Peer tutors will receive training in positive, effective communication and collaborative skills, and will also study general information on learning difficulties and strategies that can be used with students experiencing difficulty in school. Upon completion of training, peer tutors will spend the majority of the semester in a classroom placement for a subject area that is suited to the peer tutor's strengths and skills.

Activities: Peer Tutors will undergo an initial two week training period before being placed into a classroom. In addition to classroom duties and responsibilities, peer tutors will be required to complete weekly journal writing and record keeping as well as a research project on a topic related to classroom learning.

Evaluation: Students will be evaluated on journals, assignments, tests, and putting theory into practice in the classroom.

*Recommended: C+ or better average. Good work habits. A sincere interest in developing leadership responsibility. Letter of recommendation from two teachers.*

\*\* Special permission form is required. Please see your counselor.

### **Leadership 10 (BAA)**

### **Leadership 11 (BAA) YIPS-1A--Y-LEAD11**

### **Leadership 12 (BAA) YIPS-2A--Y-LEAD12**



Do you enjoy planning events, working with others in a team environment, and taking part in recreational activities? If so, the Leadership 10/11/12 course may be the ideal elective for you. This course will provide students who possess positive leadership attributes with an opportunity to apply their skills in planning, organizing, and implementing activities for Kwantlen Park Secondary and the local community. Students will learn about leadership theory and style, successful event planning requirements, and how to communicate effectively in group situations. Teamwork skills will be an important part of the course. Students will be required to participate in extracurricular events that may take place after school or on the weekends (commitment and flexibility are required).

Evaluation: Will be based on the completion of assignments and the planning and running of minor and major events.

*Recommended: Past experience in leadership roles is helpful but not required for this course. An application form is required.*

## Physical and Health Education

The goal of the Physical Education program at Kwantlen Park is to instill skills and attitudes that will help our students appreciate health, fitness and physical activity as a life-long pursuit and emphasizes both participation and skill development. A wide variety of sports and skills are encountered throughout the PE program. In addition, the extra curricular athletics program offers students a opportunity for further skill development and leadership.

### Physical and Health Education 8 MPHE--08--S

The Grade 8 PE program will provide students with the opportunity to:

- Participate in and experience a variety of performance & leisure activities.
- Acquire skills and knowledge necessary to develop an active and healthy lifestyle.
- Develop positive attitudes towards physical activities.
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.

### Physical and Health Education 9 MPHE-09--S

The Grade 9 PE program will provide students with the opportunity to:

- Participate in and experience a variety of performance & leisure activities.
- Acquire skills and knowledge necessary to develop an active and healthy lifestyle.
- Develop positive attitudes towards physical activities.
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.

### Physical and Health Education 10 - Recreational MPHE10--S

This course will cover all requirements of PHE10 course delivered in a non-competitive environment. Those students who enjoy participating in activities at a recreational level would be suited for this course.

Students will:

- Acquire skills and knowledge necessary to develop an active and healthy lifestyle through recreational activities.
- Develop positive attitudes towards physical activities, mindfulness activities and non-competitive game play
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.

### Physical and Health Education 10 MPHE10—S

The Grade 10 PE program will provide students with the opportunity to:

- Participate in and experience a variety of performance & leisure activities.
- Acquire skills and knowledge necessary to develop an active and healthy lifestyle.
- Develop positive attitudes towards physical activities.
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.

### Fitness 10 (BAA) YHRA-0A--S-FITLIFE

This grade 10 “Elective” course (in addition to the REQUIRED PHE 10 course) will provide students with the opportunity to:

- Improve their understanding of physical fitness and human wellness through goal setting.

- Participate in a variety of different fitness activities that will enhance and maintain health components of physical activity.
- Learn how to monitor and adjust physical exertion levels.
- Understand how nutrition is a vital part of healthy living.

### **Active Living 11 MACLV11--S**

The Active Living 11 course is an elective course that is open to grade 11 and 12 students. The objectives of the course are to:

- Develop skills in a variety of athletic & recreational activities.
- Value physical activity as a necessary part of an active, healthy lifestyle.
- Be aware of community resources available for physical and recreational activities.
- Demonstrate responsibility by fulfilling leadership requirements.

Activities:

- Performance-oriented: Team and individual games, physical fitness.
- Leisure-Oriented: Activities may include laser tag, dragon boating, SUP & kayaking, bowling, hiking, curling, rock climbing, dance, skating, fencing.
- Active Health: These activities will provide opportunities to acquire skills and knowledge necessary to develop an active and healthy lifestyle. Activities will include 5 km fitness run and fitness testing.
- Personal development: These activities will provide opportunities to understand/appreciate the nature of social responsibility and leadership.

Course Fee: There may be a cost associated with optional activities related to the course requirements.

### **Superfit & Healthy Lifestyles 11 MFTCD11--S**

#### **Superfit & Healthy Lifestyles 12 MFTCD12--S**

This is an alternative Superfit course offering, the emphasis of this class is to provide students with opportunity to improve their physical fitness levels and improve their awareness of healthy living specifically developed for those who identify as female, non-binary or transgender.

Activities:

- May include aerobics, plyometrics, circuit training, pilates, yoga, exercise and different types of game/sports. Students will also have in-class discussions about healthy living and problem solving around issues within their age group.

Course Fee: There may be a cost associated with the optional activities related to the course outline.

### **Fitness & Conditioning Superfit 11/12 MFTCD11--S**

The emphasis of this course is on improving personal fitness levels and to introduce students to a variety of life-long fitness activities. Grade 12 students taking this course will receive credit for Superfit 11.

Activities:

- May include aerobics, plyometrics, circuit training, cross-fit, and power walking/jogging to improve cardiovascular endurance; weight training, yoga and pilates to improve muscular endurance; and field trips.

Course Fee: There may be a cost associated with the optional activities related to the course outline.

### **Fitness & Conditioning Superfit 12 Co-ed MFTCD12--S**

This course is designed to be a progression from Superfit 11. Students will create their own fitness program which will include the following:

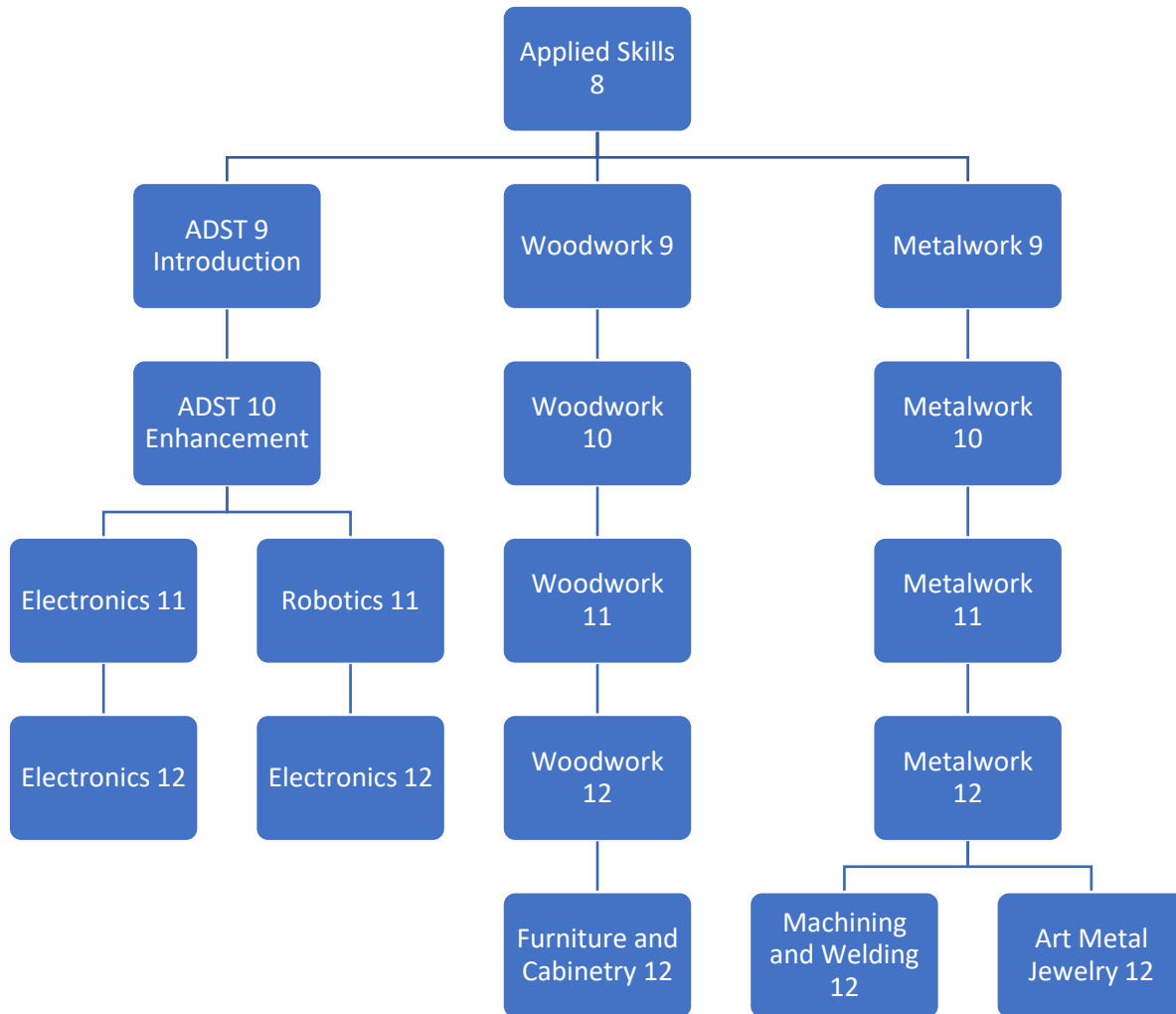
- Fitness - speed, strength, flexibility, endurance, and cardiovascular
- Nutrition - making the right food choices for the activity level
- Rest and Work - work ethic

Activities:

- Develop and create an exercise program incorporating the principles of training.

- Identify and describe different strategies for stress management and relaxation. Evaluate critically the effects of consumerism on body image and perception of athletes.

## Technology Education



### Applied Skills 8

5-week introduction to modern ADST – a range of subjects from metalwork, woodwork, electronics, robotics and CAD.

### ADST 9 Introduction 9 MADGE09

Introduction to electronics, robotics, CAD, coding, web-design.

### ADST 10 Enhancement MSTX-0A

Building on the grade 9 course, this subject covers intermediate level analogue and digital electronics, autonomous robotics, detailed CAD designing/simulations and intermediate coding using Arduino microprocessors.

## Electronics

### Electronics 11 MTELE11--S

Building on the grade 9 and 10 courses, this course covers advanced level electronics – complex circuit design, component sourcing, soldering, PCB design and construction, and fault-finding with test instruments.

## **Electronics 12 MTELE12--S**

Building on the grade 11 course, this subject is project-based, and allows the student to develop skills and experience in a chosen area of advanced electronics.

## **Robotics**

### **Robotics 11 MTROB11--S**

Building on the grade 9 and 10 courses, this course covers advanced robot programming and design, using multiple robotic architectures, construction techniques, and programming languages.

### **Robotics 12 MTROB12--S**

Building on the GR11 course, this subject is project-based, and allows the student to develop skills & experience in a chosen area of advanced robotics.

## **Woodwork**

### **Woodwork 9 MADW-09--S**

This course introduces some of the very basic woodworking techniques and joinery as well as applications of carpentry to construction of various projects.

### **Woodwork 10 MWWK-10--S**

Woodworking 10 introduces students to effective wood design as it applies to traditional cabinet-making techniques. Classroom theory involves safety, machine shop practices, and design awareness.

### **Woodwork 11 MWWK-11--S**

Students will learn about proper hand tool usage, portable power tools, and a variety of other woodworking machinery (stationary equipment), and finishing methods to build a combination of student designed and teacher selected projects.

### **Woodwork 12 MWWK-12--S**

Content in Woodwork 12 is similar to Woodwork 11 with an emphasis on larger, more complex projects. Knowledge and skills mainly developed through project building in the classroom.

### **Furniture and Cabinetry 12 MTFAC12--S**

Students will construct a piece of furniture that requires machining, joining, standard sizing, decorative techniques, non-wood materials and finishing skills. Students will be expected to identify and use an appropriate selection of hardware, fasteners, and adhesives in the assembly of the project.

*Recommendations: Woodwork 12*

## **Metalwork**

### **Metalwork 9 MADW-09--S**

This course will introduce the basic principles of metal fabrication and jewelry design. This is a hands-on skill development course that will teach real world connections.

**Metalwork 10 MTMET10--S**

This course will introduce students to the wide variety of machines and tools used in a metal shop. This course teaches the basic operations of machines in the shop and includes building several projects that are unique in nature and student designed. All projects will be manufactured using hand and machine tools.

**Metalwork 11 MTMET11—S**

This course will improve student skills and abilities on advanced machine processes. It includes the safe usage of electric ARC, MIG, and gas welders/ cutters with an emphasis on the fabrication of metal related products.

**Metalwork 12 MTMET12--S**

Content in Metalwork 12 is similar to Metalwork 11 with an emphasis on more complex projects and machine processes. This course may also involve casting and blacksmithing.

**Art Metal and Jewelry 12 MTAMJ12**

This is an artistic course using new & recycled metals as a medium to create original artwork. Students may learn to manipulate metal or construct artistic metal projects through the use of hand tools, MIG welding, and casting. Students will make various projects including rings, pendants, and earrings, candle stick holders, stained glass, enameled items.

**Machining and Welding 12 MTMAW12--S**

This course is based on advanced machine and welding processes. It includes the safe usage of electric ARC, MIG, and gas welders/cutters with an emphasis on the fabrication of metal related products. Students will apply acquired skills in the design and construction of student selected projects.