

KWANTLEN PARK SECONDARY SCHOOL

COURSE PLANNING GUIDE

2019 - 2020

This guide is also available on the school website
www.kwantlenpark.com

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School Information

SEMESTER SYSTEM

The school operates on a semester system. First semester runs from September to the end of January, and second semester runs from February to the end of June. Students enrol in four courses per semester, although a student may be given permission to take one study block in his or her Grade 12 year.

SCHOOL DAY

The school day is divided into four periods:

Period A	8:26 – 9:48 AM
Period B	9:53 – 11:10 AM
Lunch	11:10 – 11:55 AM
Period 3	11:55 – 1:13 PM
Period D	1:18 – 2:35 PM

ATTENDANCE

Student success at Kwantlen Park depends upon regular attendance. Attendance is monitored closely by staff and administration. Absences through illness should be reported to the office by a student's parent or guardian by telephone, and followed up by a written message upon the student's return to school.

STUDENT ACTIVITIES

GETTING INVOLVED

The school offers many extracurricular activities and students are encouraged to participate. Such participation helps to create well rounded people. Activities available include student council, sports, clubs, fine arts, performing arts, and organizing graduation activities.

PERFORMING ARTS

Students who enjoy acting, stagecraft, singing and/or playing musical instruments have an opportunity to develop and display their talents in the school's extra-curricular program, which runs in addition to the regularly scheduled program.

Students have the opportunity to become involved with various theatre and musical events.

ATHLETICS

Kwantlen Park fields teams in almost every high school sport. These may include:

Fall	Boys & Girls Volleyball Boys Soccer Cross Country Running Swimming
Winter	Boys & Girls Basketball Badminton Boys & Girls Wrestling Hockey
Spring	Golf Girls Soccer Track & Field Boys & Girls Rugby Ultimate

SCHOOL FACILITIES

LEARNING COMMONS (LIBRARY)

The newly created Learning Commons plays an important role in student learning. Students looking for a great book to read or information for school projects will find all of this and more in the Learning Commons. Classes working in the Learning Commons will have access to computers, iPads, digital cameras, and other electronic resources.

COMPUTER LABS

The school has five computer labs for instruction in drafting, accounting, graphic design, yearbook, and photography.

CAFETERIA

The cafeteria offers a variety of healthy snacks and meals between 7:30 AM and 1:30 PM daily.

GYMNASIUMS

The large and small gyms are used by the PE Department and various extra-curricular groups. Students may use the gym at other times under the supervision of the PE Department.

School And District Services

There are a number of specialty programs offered in the Surrey School District. A description of the major specialty programs available in the Surrey School District are listed below. To find out more about the program options including admission requirements, contact the counselling department or administration at Kwantlen Park.

DISTRICT BASED PROGRAMS AT KWANTLEN PARK

French Immersion

The French Immersion Program is offered at Kwantlen Park, Panorama Ridge, Lord Tweedsmuir, and Earl Marriott Secondary Schools. Students have the opportunities to further develop their language skills in a challenging academic environment. Please see the French Immersion section for specific program information.

SCHOOL BASED PROGRAMS AND SERVICES AT KWANTLEN PARK

Building Academic, Social & Employment Skills (B.A.S.E.S) Program

The BASES Program is a school-based categorical service for students who may experience barriers to employment due to developmental challenges. This program helps build capacity for learners to solve problems with assistance and build self-determination skills. Community-based life skills and work experience co-ops help students prepare for transition to adulthood. Placement in this program is by district referral, based on ministry criteria.

Learning Support Team (LST)

The Learning Support Team (LST) supports students with learning disabilities as well as those with learning challenges. The LST believes it is important for all students to experience success in school. Therefore, opportunities for instruction in the use of adaptive technologies, study skills and homework assistance are provided. LST also includes English Language Learners (ELL). It is a program developed for newcomers to Canada who are learning and improving their spoken and written English. The LST also runs an effective Peer Tutoring Program throughout the school year.

School Resource Officers (SRO)

The duties of these RCMP officers consist of giving lectures to the elementary grades and problem solving for the secondary students. The role also includes some enforcement and special projects.

OTHER DISTRICT PROGRAMS IN SURREY:

International Baccalaureate (IB) Program

The International Baccalaureate is a two year Diploma Program designed by scholars from the international academic community for the intellectually talented and academically motivated high school student. The prescribed process of learning and reflecting on major academic disciplines culminates in external examinations administered by IB offices in Geneva and London. The IB Diploma is accepted worldwide for university entrance requirements. The IB process also requires participation in an aesthetic activity (art, music, drama), sports, and regular volunteer service to the community. The IB goal is to educate an international community of skilled, thoughtful, compassionate, and responsible citizens; citizens whose commitment to their fellows and to their communities transcends national, cultural, and social barriers, students whose zest for learning continues throughout their lives. The IB Program is a District Program offered at Semiahmoo Secondary School. Please consult with Semiahmoo Secondary for program and course descriptions.

OTHER DISTRICT BASED SERVICES:

Hospital Homebound Teacher Service

This service provides direct instruction to students who are unable to attend school due to a non-contagious medical situation. Once a doctor's certificate has been obtained, the Hospital/Homebound Service can be accessed via school counsellors.

Speech/Language Pathologists

Designed to provide support to those students whose education and/or social progress is adversely affected by communication difficulties.

School Psychologists

District-based, non-categorical educational assessment services designed to support students, school personnel, and parents in enhancing academic, adaptive, and social skills for students.

Visiting Teacher Program

Teachers are assigned to teach students, at home or at Student Services, who are unable at a given time to fit into an appropriate classroom facility in our district. The students may be on waiting lists for rehabilitative and behaviour disorder classes, have school phobias, or other problems.

Counselling & Student Services

School counsellors provide both an intervention and a prevention service. The focus of school counselling is enhancing the students' development, assisting with the development of an enabling school culture, and empowering students toward positive change.

The counsellor

- **promotes** personal and social development appropriate to developmental stages
- **counsels** students, their families and the community to foster growth in the students' self-esteem, individual responsibility, and in the skills such as decision-making and social skills
- **ameliorates** factors which may precipitate problems for students
- **enhances** students' educational achievement through goal setting, assisting with the development of SLPs, IEPs, and activities such as promotion of effective work and study habits
- **provides** appropriate interventions to assist students with school related problems and issues
- **facilitates** the goals of career education by assisting students and their families to explore and clarify the student's career options, through the developmental activities that stress decision-making, personal planning, and career awareness.
- **refers** to school, district and community services
- **provides** educational counselling and personal counselling.

Counselling Services

Students are assigned to their counsellors by the first letter of their legal surname. In 2019-20, counsellors have been assigned students as follows:

Ms. K. Janda	A - C
Mr. D. van den Broek	D - Khal
Ms. K. Zaklan	Khan - P
Ms. C. Prentice	Q - Z

Counselling Services at Kwantlen Park Secondary are designed as a personal service for students and also as an advisory service and resource for staff and parents. These services are available to students, staff, and parents on an appointment or emergency drop in basis. Appointments can be made on the appointment sheets found on the wall beside each counsellor's office door. Students are expected to follow the Counselling Centre's protocol when making appointments.

In addition to personal, educational, and career counselling, the counsellors will provide appropriate referrals to school, district, and community services.

Kwantlen Park counsellors have Masters degrees in Counselling Psychology and, therefore, follow the legal and ethical guidelines set out by The British Columbia School Counsellors Association (BCSCA), a Professional Specialist Association that is encouraged and supported by the B.C. Teachers' Federation.

For additional help with personal counselling issues or questions, please refer to <http://www.mindcheck.ca/>

ADDITIONAL SUPPORT SERVICES

Aboriginal Support Worker (Ms. J. Daigneault & Mr. H. Lorteau)

The Aboriginal Support Worker assists in the provision of academic assistance services and, in collaboration with other school personnel, facilitates integration and cultural and school orientation activities.

YES (Youth Care) Coordinator (Ms. D. Caragata)

Our Youth Educational Support (YES) worker (and practicum students) offer a place for students to drop in at lunch and before/after school. Appointments can also be made during school time. The YES workers act as student advocates. They help students to resolve conflicts, offer a safe place if a student needs someone to talk to, and help support students to take steps to access other resources.

Inner City Secondary School Worker (Ms. G. Hazard & Mr. K. Duncan)

The Inner City Secondary School worker provides individual care and support to students with behaviour challenges to promote self esteem, build social skills, modify behaviour, and encourage an interest in learning. He/she assists students with peer relationships, personal hygiene, problem-solving skills, life skills, and conflict resolution.

NEW Graduation Requirements

RULES FOR GRADUATION – WHAT DO I NEED?

1. I MUST PASS:

Language Arts 10, and 11, & 12 (3 x 4 credits each = 12 credits) and the Provincial exam or the Literacy exam starting in 2018-2019 school year.

Social Studies 10 (4 credits)

Social Studies 12 course (4 credits)

A Mathematics 10 course (4 credits)

A Mathematics 11 or Math 12 course (4 credits), and

* The numeracy exam starting in the 2018-2019 school year.

Science 10 (4 credits)

A Science 11 or 12 course (4 credits)

Physical and Health Education 10 (4 credits)

2. I MUST PASS: An Arts Education 10, or 11, or 12 course (4 credits)

OR an Applied Design, Skills, and Technologies (ADST) 10, or 11, or 12 course (4 credits)

3. I MUST PASS: Career Life Education.

4. I MUST PASS:

28 additional elective credits, with a minimum of **12 elective credits** at the Grade 12 level (any courses counted towards #1 - #3 above cannot also be counted towards these 28 elective credits).

5. TOTAL: 80 credits minimum to graduate:

- 52 credits from required course (#1 - #3 above)

- 28 credits from elective course (#4 above)

All Board/Authority Approved (BAA) courses can be counted towards the 80 credits; however, Locally Developed (LD) courses will not count toward graduation.

6. GRADUATION ASSESSMENTS:

- Numeracy Assessment

- Literacy Assessment

NOTE: Admission to post secondary institutions (university, college, etc.) will require specific courses in your graduation program. Please confirm with the specific institution that you meet their entrance requirements.

Grade 10	Grade 11	Grade 12
<i>Focused Literary Studies 10 + Composition 10, or New Media 10 + Composition 10, or Creative Writing 10 + Composition 10</i>	<i>English - Composition 11, or English - New Media 11, or English - Literary Studies 11, or English - First Peoples 11</i>	<i>English 12, or English - First Peoples 12</i>
Social Studies 10	Law Studies 12, 20 th Century World History 12, Social Justice 12, Physical Geography 12, BC First Peoples 12, Philosophy 12	Elective 12
Math 10 Foundations or Math 10 Workplace	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 (4 credits)
Numeracy Assessment and Literacy Assessment - both must be completed before the end of Grade 12.		

** Students graduating in the 2021-22 year and after will take the Career Life Education course in Grade 11 through pull-out sessions.

Provincial Examinations

Provincial Examinations for Grades 12

The new Graduation Program requires all students to write 1 provincial exam:

- English 12, or English 12 First Peoples
- Français Langue 12 (French Immersion only)

The provincial exam for these 4 courses is worth 40% of the final mark.

The examinations will be administered in January, June and August of each year. Individual students are responsible for meeting registration deadlines and for the accuracy of information on forms. The school will submit a percentage mark that will account for 60% of the final grade. This mark will be combined with the examination percent to produce the final grade for the course.

Students who want to rewrite a Provincial Exam for a course they are not currently enrolled in need to inform the office, one month in advance, in order to be registered for the exam.

Examination results and final letter grades will be available to students by the Ministry of Education about 4-5 weeks after the exam is written. Appeals against the provincial portion are to be directed in writing to the Ministry of Education.

Students who fail examinable subjects may:

1. repeat the course and write the examination again, or,
2. rewrite the examination without repeating the course (in which case the school mark will stand and will be combined with their highest examination mark to form their final mark), or
3. take the course again and combine the new school mark with the exam mark. The best marks will be combined to create the final mark.

Provincial Examination Dates

October: Students will be registered by the office, if they are enrolled in the course, for January Provincial Examinations.

November: E-exam sessions are available for those students who need to upgrade an exam result or complete an exam. Students should see their counselor to register.

January: Provincial Examinations administered for first semester courses.

March: Students will be registered by the office, if they are enrolled in the course, for June Provincial Examinations. Students who would like to rewrite or who have taken a Provincially Examinable course through Challenge must register at the office.

June: Provincial Examinations administered.

August: Examinations given for courses taken at Summer School or for those who would like to rewrite.

Scholarship Opportunities

The redesigned Provincial Scholarships Program will be fully implemented for the 2018/19 school year.

BASIC ELIGIBILITY REQUIREMENTS

To be eligible for the Provincial Scholarship Programs, students:

- Must be a Canadian citizen or permanent resident (landed immigrant) at the time of registration in the school year for which the scholarship is awarded.
- Must be a BC resident.
- Must be or have been in the school year for which the scholarship is awarded: Enrolled in a British Columbia public school (including distributed learning schools).
- Have a "B" (73% or above) letter grade in English 12.
- Write and pass the English 12 provincial examination. This exam will still be in effect for the 2017-2018 school year.
- The BC Excellence Scholarship will be awarded to 55 well-rounded 2018/19 graduates. This year the nominees must apply through the school's scholarship committee. Only one nominee selected by the school may apply for this scholarship.
- The application deadline for the BC Excellence Scholarship and Pathway to Teacher Education Scholarship is February 15, 2017. Both require a separate application form to be completed.
- **District/Authority Scholarships** will continue with an improved reporting tool for districts. The deadline is in early April 2017 and is part of the school's internal scholarship application. Last year, Kwantlen Park received 28 scholarships each worth \$1250.
- The **BC Achievement Scholarship** worth \$1250 will be awarded to the top 8000 British Columbia graduates. The Ministry of Education determines recipients based on 80 credits of grades 10-12 graduation-level courses.

Additional information about provincial scholarships can be found here:
<http://www2.gov.bc.ca/gov/content/education-training/k-12/support/provincial-scholarships>

Note: The Graduation Program Examinations Scholarship has been phased out and is no longer being offered.

Each year hundreds of Surrey high school students apply for scholarships and other forms of financial aid in order to pursue their interests and studies at the post-secondary level. Many of these students choose to expand their educational horizons by participating in a wide variety of specialized programs, ranging from student exchanges and youth conferences to work-study programs. Others invest time, energy and expertise in preparing for contests and competitions designed specifically for the benefit of secondary students.

Information on financial opportunities can be accessed from a variety of sources. School counselling staff and/or individuals from a Scholarship Committee will circulate information on scholarship opportunities during the course of the school year. Students should review the Ministry of Education publication entitled Financial Opportunities for Students to gain a broad perspective of existing scholarship and contest possibilities. Students are also encouraged to consult university and college calendars for additional information on scholarships and specific criteria. The following information highlights a few of the many scholarship opportunities that are available:

UNIVERSITY ENTRANCE SCHOLARSHIPS

Students apply directly to various post-secondary institutions for consideration based on the Grade Point Average (GPA) and extra-curricular involvement in athletics, the arts, community service and student government.

SCHOOL DISTRICT & SCHOLARSHIPS, BURSARIES AND AWARDS

Students are considered for a variety of school-based and community awards based largely on Grade Point Average (GPA) and extra-curricular involvement in athletics, the arts, student government and community service. In some cases, citizenship, humanitarianism, special needs and/or contribution to specific programs are an integral part of the scholarship and award.

ADDITIONAL INFORMATION

For more information on local colleges and universities, and financial aid available, please refer to the specific post-secondary institution's calendar, or web page, or the following internet sites:

<https://www.surreyschools.ca/student-services/scholarships/Pages/default.aspx>

<http://www2.gov.bc.ca/gov/content/education-training/k-12/support/provincial-scholarships>

<https://studentaidbc.ca/>

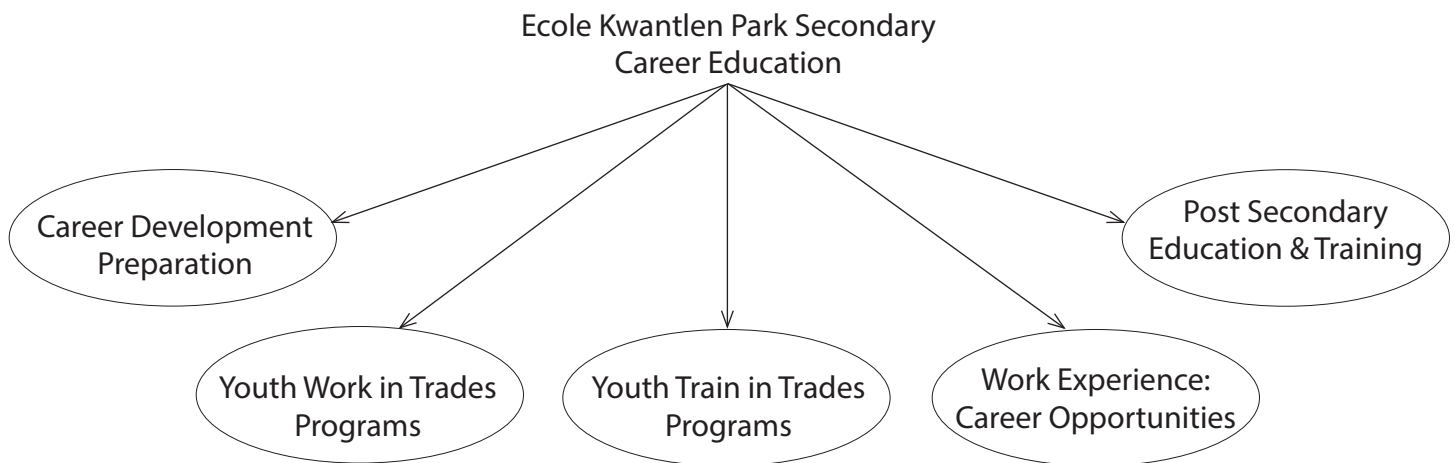
Information on external scholarships can be obtained in the career office and library. The scholarship committee will make the internal scholarship booklets available to graduating students by the end of January. Internal scholarship applications are due in April.

Career Development Centre

Career Education...

opens the door to a world of experiences that gives the regular classroom meaning as each student prepares for life after graduation.

Career Exploration Opportunities



Career Development/Post Secondary Education Support

- The Kwantlen Park Career Resource Centre is located in A112.
- We have information on post-secondary institutions, scholarships and careers.
- We also have computers available for career exploration and résumé writing.
- Drop-in and browse through the pamphlets, catalogues and scholarship binders, or set up an appointment to find out more about what your future may hold during and after high school.

Youth Work in Trades (YWIT)

YWIT is a Career Program, which provides students over the age of 15 with the opportunity to begin an apprenticeship while in high school. A young student taking part in YWIT could be a journeyman by the age of 21, and can earn money and high school credits!

Who are Youth Work in Trades (YWIT) students?

- They working in a trade area and are registered apprentices
- They earn up to 16 credits towards graduation. (4 credits for every 120 hours of paid work completed)
- They get a year or more head-start in an apprenticeship in a trade.

For more information, come to the career centre or check out: <http://www.itabc.com>

Youth Train in Trades

- Skilled trades development opportunities that take place in post-secondary locations such as Kwantlen Polytechnic University, BCIT, Vancouver Community College, local Surrey high schools, and more.
- Tuition is paid for by the Surrey School District.
- Typically, students will complete graduation requirements at Kwantlen Park over 2-3 semesters in grades 11 and 12 (Grade 11 Math, Science, English, and Socials, and English 12). Students then go to the post secondary institution to complete their electives in specific trade areas for 1-2 semesters.
- Students are still Kwantlen Park students and still receive Go-Cards, yearbooks, and are able to attend all graduation functions.
- Students earn dual credits: Grade 12 graduation credits and post secondary credits from the institution partner of the specific program.

Please visit the Career Centre for course requirements and applications **BEFORE MARCH 15, 2019.**

Construction		Cars	Food	Other	Night School
Carpentry	Millwright Industrial Mechanic	Automotive Collision Repair Technician	Baking and Pastry Arts	Hairdressing	Drafting/CADD
Electrical	Plumbing	Automotive Refinishing Prep Technician	Culinary Arts	Education Assistant	Law Enforcement Prep
Horticulture	Painting/Decorating	Automotive Service Technician (Mechanic)		Trades Sampler	Head Start on Art (Student Pays)
Masonry	Welding	Heavy Mechanical			Canadian Flight Centre (Student pays)
Metal Fabrication	Roofing				High School on Campus (through Kwantlen Polytechnic University)

Science 11 Co-op (see page 38)

Work Experience Career Opportunities

WHAT YOU GET

Graduation Transitions (graduation requirement)
Work Experience 12A
Career Life Connections

WHAT IT LOOKS LIKE: 2 blocks per day

Classes in the morning: resume, job search, workplace safety, career exploration, and Career Life Connections.
Classes in the afternoon. In the community doing work experience at the location of your choice.

BENEFITS

1. References: teacher and employers
2. Employability Skill Development and Skills Training
3. In class support for career education

CAREER LIFE CONNECTIONS - PREPARATION FOR LIFE

Before being placed in a work experience, students will receive direct instruction ensuring that they:

- Identify safety issues in the workplace
- Develop a better understanding of themselves
- Explore a variety of career possibilities
- Develop resume, cover letter and interview skills
- Recognize and understand the Workplace Safety Rights and Responsibilities of a young worker
- Develop an understanding of employer expectations and employee rights and responsibilities
- Develop thinking, decision-making, problem solving and personal management skills

CAPSTONE PROJECT

Students will plan, create, and present a culminating project with in-class support.

Post-Secondary Education and Training

- Students can take up to two (2) post-secondary course towards their intended career goal for FREE while in high school
- Courses are at Kwantlen Polytechnic University (KPU) and typically include options like psychology, business, political science, music, and more. Courses offered are subject to change
- Courses can be taken in the second semester of grade 11, and/or in the first or second semester of grade 12.
- Courses MUST align with the student's intended career path

Career Education 8 and 9

Career Education 8 and Career Education 9 are both ministry required courses that will be completed through various learning opportunities during the grade 8 and 9 school years. Students may be assessed through reflection completion, self-assessment as well as by the teacher for completion of the assigned tasks.

The Big Ideas:

- Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals
- The value of work in our lives, communities and society can be viewed from diverse perspectives
- Achieving our learning goals requires effort and perseverance
- Adapting to economic and labour market changes requires flexibility
- Our career paths reflect the personal, community and educational choices we make

Career Education 8 and 9 will help students question who they are, where they are going, and how they are going to get there. The school will provide several learning experiences during both grades which may include:

- Reflecting on “Who am I now?, Where I am from?, and Where am I going?” through a digital portfolio
- Completing career assessments and possibilities
- Completing a résumé
- Participating in Take Our Kids to Work Day and related activities
- Observing the BC Skills Competition
- Presentations may include internet safety, SafeTeen, Crime Stoppers, Greenthumb Theatre, and others.
- Goal setting
- Understanding the importance of workplace safety through the demonstration of safety skills.

Special Elective Programs

SAIL Academy: Distributed Learning (DL) Support Block (Previously known as Surrey Connect). XSPBK1A--S-SAIL

The SAIL Academy (Distance Learning or DL) block provides students in grades 10, 11, and 12 with more flexibility in their course scheduling. The DL block allows Kwantlen Park students to take courses which may not currently be offered at Kwantlen Park or to take a course which may not be available because of scheduling conflicts in the student's timetable.

Students who enrol in a DL block take online courses taught by teachers at the SAIL Academy Distributed Learning School.

<https://sailacademy.ca/enroll-today/surrey-connect/>

Students who enrol in the DL block will have one block in their timetable scheduled in a computer lab where they will use a school computer to work on assignments. A Kwantlen Park classroom teacher will be there to facilitate submission of completed assignments and to troubleshoot technical issues. This teacher will also supervise any exams that are required for the course. The Kwantlen Park teacher will not be providing any instructions for online courses. Attendance in these classes is mandatory, just as it is in any Kwantlen Park class.

Students who are successful online learners have these traits:

- 1) good time management skills,
- 2) self-motivated/self-disciplined, and
- 3) have good or excellent in-class work habits. (i.e. consistently received "G" work habit marks in classes at Kwantlen Park).

There are a number of benefits to signing up for SAIL Academy class through a DL support block:

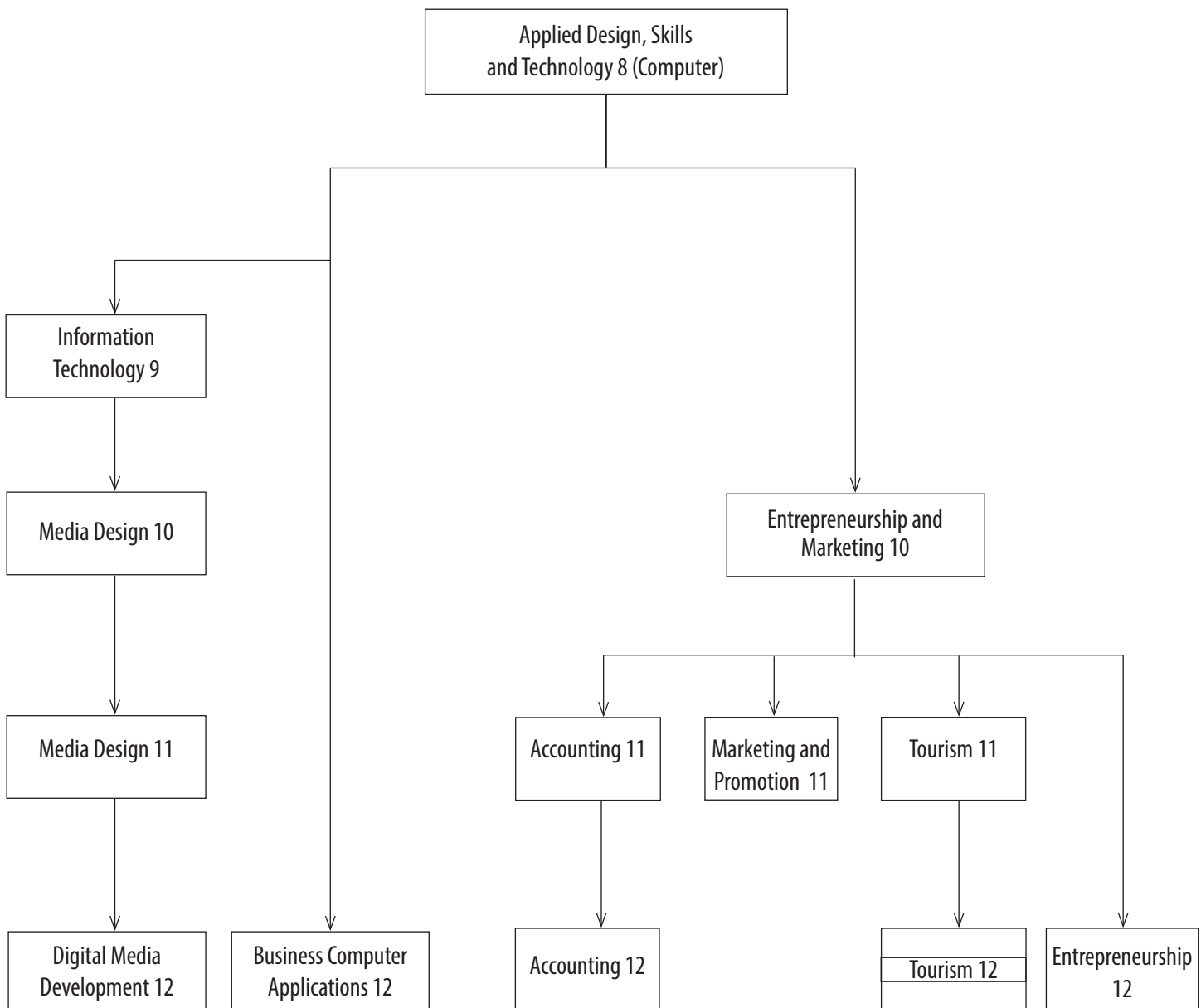
- a classroom teacher in the DL support block to help you with technical issues and organizational skills.
- a SAIL Academy online teacher who instructs and supports your learning.
- the ability to control the pace of learning in your course.

Application for a Distributed Learning (DL) support block at Kwantlen Park is done through your counsellor only. Do NOT apply for a DL block class through the SAIL Academy web site.

Business Education

OVERVIEW:

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.



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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.

Evaluation: In-class assignments, quizzes, and projects.

Recommended: None.

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.

Evaluation: Based on in-class assignments, tests, workbooks, projects, and on-line simulations.

Recommended: None

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.

Evaluation: Based on class projects, a research assignment, and tests.

Recommended: Accounting 11

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.

Evaluation: Based on class projects, research assignments, and tests.

Recommended: None.

Entrepreneurship 12. MENT-12--S

In Entrepreneurship 12 students explore, analyze, and focus on entrepreneurial skills by starting a school-based business. Students will work through the stages required to design and operate a business 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. This course focuses on active forms of skill development that will help students prepare for working in the business world and continuing studies in post-secondary school.

Evaluation: Business theory (unit quizzes/tests,) business simulations (hands-on tests,) operation of a business venture (project based,)

Recommended: None. Previous Business Education courses would be beneficial but are not required.

COMPUTER COURSES

Information and Communication Technology 9. MADIT09--S

Information and Communication Technology (ICT) will introduce students to the processes, systems, and tools needed in today's digital connected world. Through practice and purposeful learning opportunities, students will be challenged to design, create, and share in a collaborative problem solving process.

Big ideas for this course (what students will understand):

Social, ethical, and sustainability considerations impact design.

Complex tasks require the sequencing of skills.

Complex tasks require different technologies and tools at different stages.

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/Code.org);

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

Evaluation: Through the observations, conferences, and creation of products as well as tests and quizzes.

Recommended: None.

Media Design 10. MMEDD10--S

This course will give students the opportunity to expand on prior digital literacy knowledge by critically analyzing what it means to be a digital citizen. We will discuss the social, ethical, and sustainability impacts emerging technologies have on the world and on people's lives. Students will reflect on their personal design choices through self-exploration and build upon their design through refinement of their skills.

Big ideas for this course (what students will understand):

Social, ethical, and sustainability considerations impact design. Complex tasks require the sequencing of skills. Complex tasks require different technologies and tools at different stages.

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 and ethical issues in order to view the impacts of computers and technology on society.

History of design: local, indigenous, regional, and global.

Being an aware digital citizen.

Use of Google Docs, Prezi, One Note, and Workspaces to support collaboration through technology.

Introduction to text-based coding with emphasis on Python and HTML
Digitals 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.

Evaluation: Through observations, conferences, written work, and creation of products (digital media presentations).

Recommended: Information Technology 9

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.

Big ideas for this course (what students will understand):

Tools and technologies can influence people's lives. Personal design choices require self-exploration, evaluation, and the refinement of skills. Design for the life cycle includes consideration of social and environmental impacts.

Course content (what students will know):

Use 2D, 3D, audio, and video digital media editing tools;

Use 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.

Evaluation: Through observations, conferences, written work, and creation of products (digital media presentations).

Recommended: Media Design 10 or approval of computer facilitator or course instructor.

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.

Big ideas for this course (what students will understand):

The design cycle is an ongoing reflective process. Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills. Design and content can influence the lives of others.

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 and techniques for image manipulation & digital animation;

Creating desktop video production

This course will examine the application of these design concepts using Adobe Photoshop, Illustrator, InDesign, Animate, Premier Pro, Dreamweaver, Blender, Python, and Java).

Evaluation: Through observations, conferences, & creation of products.

Recommended: Digital Media Development 11 or permission of the course instructor.

Computer Business Applications 12. MBCA-12--S

This is to explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for the task at hand. Conduct research to determine the product best suited to the application. Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for the task at hand. Use business productivity software to manipulate data and find solutions to business problems. Create projects that use integrated business software applications. Learn the efficient integration of multiple software components within all aspects of business application suites and use the business approach to creating and formatting documents and using custom tools for enhancement, which for example may include:

- email protocol and etiquette
- header, footer, table of contents, mail merge, font, word art, text box
- business protocol, formality, and tone in business documents and applications
- formulas and functions in a spreadsheet
- design, creation, and manipulation of databases and database objects
- calendar scheduling, viewing, and syncing, including resource scheduling in shared calendars
- narration, custom animations, and effects in presentation software
- notetaking and note-management software
- brochures, flyers, calendars, publications, & other business communications

Big ideas for this course (what students will understand):

Business creates opportunities to enable change. Tools and technologies can be adapted for specific purposes. Services and products can be designed through consultation and collaboration.

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.

Evaluation: Through observations, conferences, & creation of products.

Recommended: None.

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.

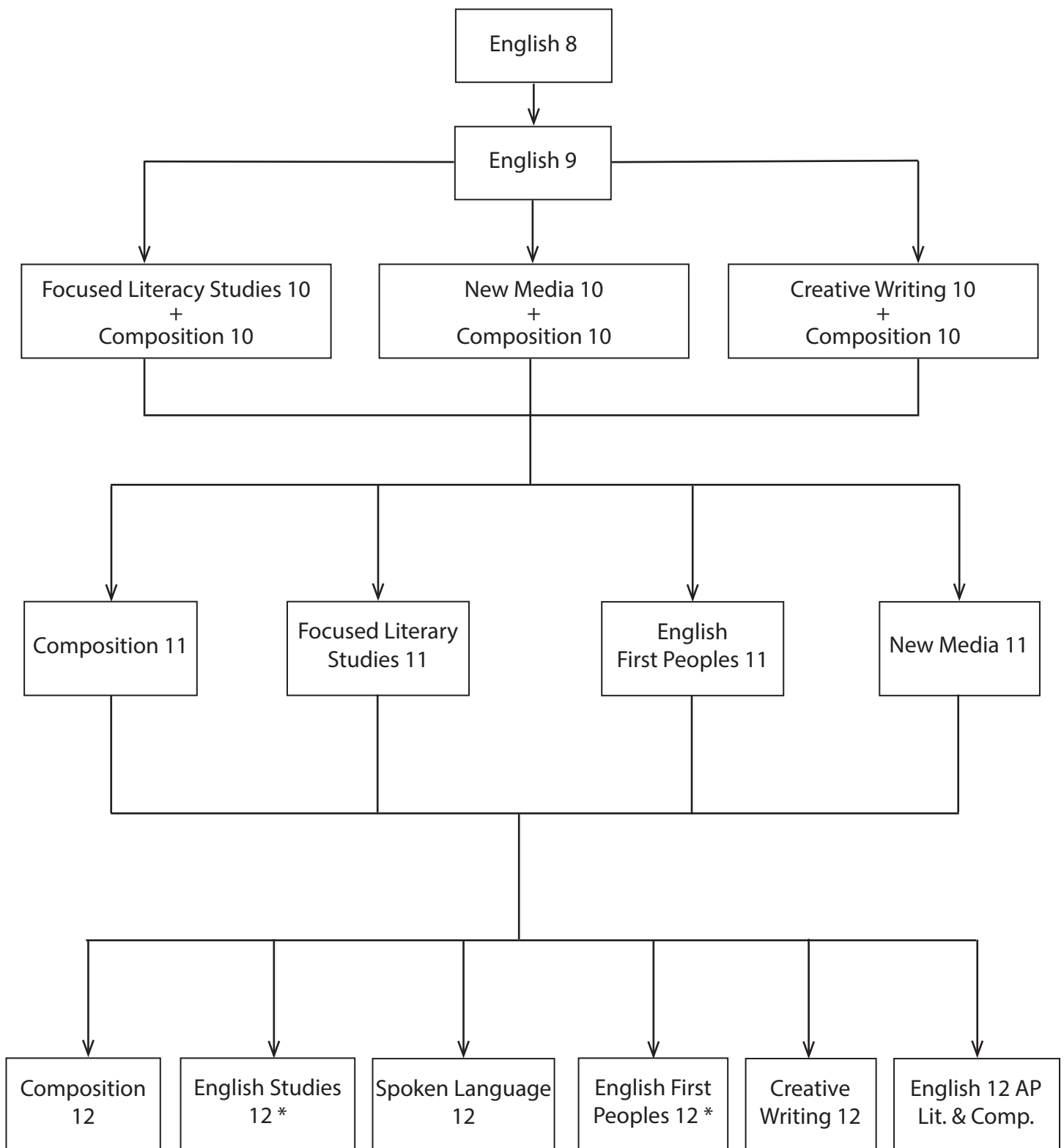
Activities: Theory, guest speakers for example: Canadian Tourism College, Tourism Surrey, and Destination BC, projects, videos, and Superhost or Worldhost certification (fee required), career exploration within the tourism sector.

Evaluation: Written work, tests, and quizzes, and in class assignments and projects.

Recommended: None.

** This course fulfills a graduation requirement for Applied Skills.

English



** All students must take either English Studies 12 or English First Peoples 12 to satisfy Graduation requirements.*

English 8. MEN--08-Y

Students will enjoy the beauty of the English language and appreciate the values and ideas contained in stories and poetry. The central ideas underpinning all English Language Arts courses are creative and critical thinking, communication, and personal and social awareness. These three core competencies are addressed through the six strands of English: reading, writing, speaking, listening, viewing and representing. Through Short Stories, Poetry, Novels, and Compositions, students will learn six curricular competencies. Students will also learn about literary terms, poetic devices, language conventions, grammar, and metacognitive strategies.

Activities: Activities will include creative writing (poems and paragraphs), analytical (critical) written assignments, quizzes, tests, group discussions, and oral presentations.

Evaluation: Evaluation will be competency-based using written assignments, quizzes, and tests as well as oral presentations in class. There will be a final exam at the end of the course.

English 9. MEN--09--S

Students will enjoy the beauty of the English language and appreciate the values and ideas contained in stories and poetry. The central ideas underpinning all English Language Arts courses are creative and critical thinking, communication, and personal and social awareness. These three core competencies are addressed through the six strands of English: reading, writing, speaking, listening, viewing and representing. Through Short Stories, Poetry, Novels, and Compositions, students will learn six curricular competencies. Students will also learn about literary terms, poetic devices, language conventions, grammar, and metacognitive strategies.

Activities: Activities will include creative writing (poems and essays), analytical (critical) written assignments, quizzes, tests, and oral presentations

Evaluation: Evaluation will be competency-based using written assignments, quizzes, and tests as well as oral presentations in class. There will be a final exam at the end of the course.

Recommended: English 8.

Literary Studies 10 (MLTST10--S) and Composition 10 (MCMPS10--S)

Students will study and explore literature through specific themes, periods, authors, or areas of the world. Students will be able to choose from a range of literary topics allowing them to follow their passion. Students will develop their skills in written communication in a variety of ways. They will draft, reflect, and revise their work in order to build a portfolio that demonstrates evidence of writing for different contexts. Students will also be asked to think critically as they explore, extend, and refine their writing. Students will work individually and collaboratively on assignments.

This course is designed as an introduction to Focused Literary Studies 11.

Recommended: English 9.

Creative Writing 10 (MMCTWR10--S) & Composition 10 (MCMPS10--S)

This course is designed for students who have an avid interest in creative expression through written language. Students will become better writers as they experiment with, reflect on, extend, and refine their writing through the exploration of personal and cultural identities, memories, and stories. Students will develop their skills in written communication in a variety of ways. They will draft, reflect, and revise their work in order to build a portfolio that demonstrates evidence of writing for different contexts. Students will work individually and collaboratively on assignments.

This course is designed as an introduction to Creative Writing 11.

Recommended: English 9.

New Media 10 (MNMD-10--S) and Composition 10 (MCMPS10--S)

This is an introductory course exploring the role of technology in literacy and the increasing importance of digital media in communicating and exchanging ideas. Students will be provided with opportunities to view a wide variety of digital and print media and then demonstrate their understanding through a variety of methods.

Possible Areas of Focus:

- Media and film studies: suggested content/topics include the globalization of the media industry, influence of media on users' perceptions, documentaries in the age of digital media.
- Journalism and publishing: suggested content/topics include the changing roles and structures within news organizations; risks, challenges, and opportunities associated with professional journalism.
- poetry, song lyrics
- Digital communication: suggested content/topics include blogging, writing for the web, writing for social media, gaming, podcasting

Recommended: English 9.

Composition 11 (4 credits). MCMPS11--S

Students will continue to extend and improve their skills in written communication. They will study, create, and write original, authentic pieces for diverse forms such as narratives, descriptions, and opinions. Students will be asked to create a draft, reflect on formative assessment given to them, and revise their writing in order to build a portfolio of their work that demonstrates the ability to communicate to a wider audience. Students will work individually and collaboratively on assignments.

Recommended: Completion of Composition 10.

Literary Studies 11 (4 credits). MLTST11--S

Students will delve more deeply into literature by exploring specific themes, periods, authors, and areas of the world. Students will choose from a range of literary topics allowing them to delve deeply into an area of interest.

Possible Areas Of Focus:

- canonical literature by era: Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century.
- genre-specific studies: poetry, short stories, novels, drama, graphic novels, children's literature .
- world literature
- diasporic literature
- feminist literature
- Canadian literature
- First Peoples texts
- specific author studies

Recommended: Completion of Literary Studies 10.

New Media 11 (4 credits). MNMD-11--S

This is a course designed to reflect the increasing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. Students will be provided with opportunities to view a wide variety of digital and print media and then demonstrate their understanding of increasingly sophisticated ideas through a variety of assignments.

Possible Areas Of Focus:

- Media and film studies: suggested content/topics include the globalization of the media industry, influence of media on users' perceptions, documentaries in the age of digital media.
- Journalism and publishing: suggested content/topics include the changing roles and structures within news organizations; risks, challenges, and opportunities associated with professional journalism.
- poetry, song lyrics
- Digital communication: suggested content/topics include blogging, writing for the web, writing for social media, gaming, podcasting.

Recommended: Completion of Composition 10.

English First Peoples 11 (Lit. Studies and Writing). MEFLS11--S

English 11 First Peoples is an academic equivalent to English 11 and is intended for both Aboriginal and non-Aboriginal students. This course represents an invitation to all learners to explore and discover First Peoples' world views through the study of literary and informational text with local BC, and Canadian content. A key feature of this course is the recurrence of central themes such as: identity and the significance of colonization, connection with the land and environment, and the nature of knowledge – who holds it, and what knowledge is valued. Thus, while making full use of First Nations texts, this course gives equal focus to literary analyses of various genres (i.e. novels, drama, short stories, poetry) and to the development or improvement of writing skills in the narrative, persuasive, and expository forms. There is no provincial examination for English First Peoples 11.

Recommended:

English Studies 12. MENST12--S

Students will delve deeply into literature by exploring themes, periods, authors, and areas of the world through literary works. Close studies will be done on novels, plays, short stories, poetry, and non-fiction texts, giving students the opportunity to explore and pursue their passion for literature. The course's aims are to increase students' literacy skills, develop their English Language Arts curricular competencies, broaden their understanding of themselves and the world, and refine their higher-level thinking and learning skills.

Possible areas of focus for study:

- canonical literature by era—Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century
- poetry, short stories, novels, drama, graphic novels, children's literature
- world literature
- diasporic literature
- feminist literature
- Canadian literature
- First Peoples texts
- topic, theme, or inquiry

Recommended: Completion of Literary Studies 11.

English First Peoples 12. MENFP12--S

English First Peoples 12 is an academic equivalent to English 11 and is intended for both Aboriginal and non-Aboriginal students. This course represents an invitation to all learners to explore and discover First Peoples' world views through the study of literary and informational text with local BC, and Canadian content. Like English 12, English 12 First Peoples covers the critical analysis of literary texts and involves the study of novels, poetry, composition, and short stories. This course is based on the study of texts representing authentic First Peoples voices and will incorporate First Peoples principles of learning in the curriculum content.

Recommended: English 11 or English 11 First Peoples.

Composition 12. MCMPS12--S

Composition 12 is designed to support students in their pursuit of mastery of written communication. Students will read and study exemplary compositions by renowned writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, and write original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness. They will develop their craft through processes of drafting, reflecting, and revising to build a body of publishable work that demonstrates breadth, depth, and evidence of sophisticated and specialized writing for a range of situations.

Possible areas of focus:

- narrative, expository, descriptive, persuasive, and opinion pieces, with attention to areas such as thesis development, structure, transitions,
- hooks and leads, persuasion, argumentation, and the study of a wide range of sample works
- planning, drafting, and editing processes
- writing for specific professional audiences and specific academic disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

Recommended: Completion of Composition 11.

Creative Writing 12. MCTWR12--S

Creative Writing 12 is designed for students who are interested in creating a body of work reflective of a sophisticated breadth and depth of skill. The course provides students with opportunities to specialize and publish in real-world contexts. Students engage in the exploration of personal and cultural identities, memories, and stories, in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes. Students will refine their ability to write in complex, controlled styles with effectiveness and impact.

Possible areas of focus:

- fiction and poetry – suggested content includes flash fiction, graffiti, sub-genres (e.g., adventure, children's literature, comic/graphic, fantasy, fan fiction, historical fiction, horror, sci-fi, dystopian, suspense, thriller, tragedy, romance), drama, script writing, poetry, authenticity versus sentimentality, literary devices and techniques, various forms, the relationship between form and function.
- creative non-fiction – suggested content includes columns, features, articles, queries, captions, layout, reporting, interviews, reviews (fashion, movie), advertising, titles, bylines, sample readings
- memoir – suggested content includes place-based writing, narrative, film memoir, sample readings

Recommended: Completion of Composition 12.

Spoken Language 12. MSPLG12--S

Spoken Language 12 is designed to support students in the refinement of spoken language forms. The course provides opportunities for students to study, create, write, and present original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness. They will develop their craft through processes of drafting, reflecting, revising, and practising to build a body of publishable and performance-based work that demonstrates breadth, depth, and evidence of sophisticated and specialized spoken language pieces for a range of situations.

Possible areas of focus:

- performance - suggested content/topics include spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio podcasts, video posts
- oral tradition - suggested content/topics include oratory, local story knowledge, oral history
- professional applications - suggested content/topics include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items), voice-overs.

English 12 Literature and Composition Advanced Placement (AP) **ALEC-12--Y**

This course is ideal for students who performed exceedingly well in English 11 Composition or English 11 Literary Studies and are planning to pursue further studies in English Literature in university. It is an 8-credit and year-long intensive course culminating in the AP Exam (May) as well as a final exam in June. On a regular basis, students can expect to conduct close readings of fiction, drama, and poetry from various periods (from Anglo-Saxon to the 21st century). As a year-long course, students will be required to read two novels, two Shakespearean plays, one modern play, several poets, and a few essayists. Furthermore, students will be required to produce high-quality essays analyzing elements of style and showing critical and insightful interpretation of various texts and genres. While any strong English student is encouraged to select this course, grades in previous English courses and previous teachers' recommendations will also be considered in admission into the course. As an enriched course, a couple of field studies will be integral parts of the course. Lastly, there is also the possibility of acquiring university credit should a student attain a 4 on the AP exam.

Recommended: English Composition 11, English Literary Studies 11.

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; and
- A bilingual secondary diploma is awarded at the end of Grade 12.

Raison d'être:

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

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

- D'acquérir les connaissances, les processus d'apprentissage, les capacités et les attitudes nécessaires pour communiquer en français de façon efficace et avec confiance;
- D'acquérir 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^{ème} année.

Accentuer le développement et l'évaluation des 4 savoirs langagiers, ce qui permet à l'élève d'atteindre un bilinguisme fonctionnel littéraire.

Humanités - Immersion 8. XLDA08--Y

Humanités 8 est un cours de 8 crédits sur une année (entre septembre et juin) qui intègre les résultats d'apprentissage prescrits des cours de Français Langue 8 et Sciences Humaines 8. Ce cours offre l'occasion aux élèves d'améliorer leurs compétences de communication en français et de mieux comprendre le monde. En intégrant les concepts des deux cours, les élèves développeront une meilleure compréhension et appréciation des deux matières. Ce cours est basé sur quatre questions essentielles sur la civilisation et les compétences langagières. Les élèves vont aussi travailler un projet sur l'heure de génie.

Les objectifs du cours d'Humanités 8 sont:

- le développement des compétences de lecture, d'écriture, d'écoute et de la communication à l'oral
- l'exploration d'une variété de genres de littérature
- l'amélioration de la compréhension et l'aisance de la lecture
- le développement d'une appréciation de la culture francophone
- la critique et l'analyse du développement et déclin des anciennes civilisations et la comparaison de ces civilisations à la nôtre

Sciences 8. FSCF-08--S

Le cours de science 8 offre une introduction à trois disciplines fondamentales: les sciences de la vie (les cellules et les systèmes corporels), les sciences physiques (les optiques, les fluides et les dynamiques) et les sciences de la terre (les océans et les réseaux hydrographiques). L'emphase est mise sur l'organisation et sur les méthodes sécuritaires dans un laboratoire.

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. Le programme fournira aux étudiants l'occasion d'accomplir les objectifs suivants:

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

Humanités 9. XLDA09--Y

Ce cours de 8 crédits sur une année (entre septembre et juin) intègre les résultats d'apprentissage prescrits des cours de Français Langue 9 et Sciences Humaines 9. Ce cours offre l'occasion aux élèves d'améliorer leurs compétences de communication en français et de mieux comprendre le monde actuel. En intégrant les concepts des deux cours, les élèves développeront une meilleure compréhension et appréciation des deux matières. Ce cours est basé sur les notions d'évolution, de changement et de progrès de l'humanité au cours de l'histoire ainsi que les compétences langagières.

Les objectifs du cours d'Humanités 9 sont:

- le développement des compétences de lecture, d'écriture, d'écoute et de la communication à l'oral
- l'exploration d'une variété de genres de littérature
- l'amélioration de la compréhension et l'aisance de la lecture
- le développement d'une appréciation de la culture francophone
- la compréhension de l'expansion européenne à l'époque de la colonisation et de l'impérialisme, l'évolution de la démocratie, du nationalisme et du progrès industriel

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. Le programme fournira aux étudiants l'occasion d'accomplir les objectifs suivants:

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

Français Langue Seconde - Immersion 10. FFRAL10--S

Lecture de nouvelles littéraires et de romans impliquant des jeunes qui doivent faire face à des problèmes de la vie quotidienne. Études des contes et de la poésie pour adolescents.

Sciences Humaines 10. FSCH-10--S

Sciences humaines 10 est un survol de l'histoire du Canada et de la Colombie-Britannique au XIXe siècle. L'élève apprend l'émergence du gouvernement responsable, la formation de la Confédération et le développement de l'Ouest canadien avec une emphase sur la Colombie-Britannique. De plus, ce cours présente les principales activités économiques du Canada et de la Colombie-Britannique, ainsi que les relations avec les États-Unis et les pays de la zone du Pacifique.

Sciences 10. FSCF-10--S

Ce cours comprend quatre modules. Le premier concentre sur les écosystèmes terrestres et comment ils sont affectés par les activités humaines. Le deuxième est une continuation de la section de chimie de 9ième année. Les élèves révisent les composés chimiques et apprennent plus des réactions chimiques et la radioactivité. Module trois explore la vitesse et l'accélération et module quatre est une continuation des sciences de la terre (l'énergie et les systèmes naturels).

Education Physique 10 (Mixte). FPHE10--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. Le programme fournira aux étudiants l'occasion d'accomplir les objectifs suivants:

- Participer et s'intéresser à une variété de sports et de loisirs.
- Développer des attitudes positives envers une vie active et saine.

Langue et culture de la francophone 11. FLCF-11--S

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. En s'identifiant comme élève dans un milieu d'apprentissage bilingue, l'élève devient conscient de la façon dont l'acquisition d'une nouvelle langue contribue au développement de son identité canadienne ainsi qu'à son développement personnel et social.

La dimension culturelle joue un rôle important dans l'apprentissage car elle offre à l'élève l'occasion d'explorer et de mieux comprendre les réalités de sa culture et de celles du monde francophone.

Ainsi, 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. De plus, l'élève développera une prise de conscience de la diversité des différentes communautés francophones. À travers différentes thématiques, l'élève mettra en pratique ses compétences langagières et enquêtera sur différents milieux de la francophonie afin d'en approfondir sa compréhension.

Les éléments suivants pourraient être abordés dans le cours de Langue et culture de la francophonie 11 :

La communauté de la francophonie britanno-colombienne, canadienne et mondiale :

- les institutions : p. ex. Organisation Internationale de la Francophonie, Fédération des Francophones de la Colombie-Britannique, Conseil Jeunesse Francophone, Français pour l'Avenir, Explore, Bureau des Affaires Francophones et Francophiles, Médecins Sans Frontières, Comité International Olympique, etc.
- les médias : p. ex. Radio-Canada, RDI, La Presse, TVA, TFO, TV5, Franceinfo Junior, Journal FranceAntilles, etc.
- les événements culturels : p. ex. pièces du Théâtre de la Seizième, Fête de la Francophonie, Carnaval (Québec, Martinique, Nice, etc.), Fête Nationale du Québec/Fête de la Saint-Jean-Baptiste, Festival du Rire, Festival des Voyageurs, Fête de la Musique, Mardi Gras, Grand Prix de Montréal et de Monaco, Festival de Cannes, etc.
- les personnages : p. ex. historiques, politiques, sportifs, artistiques, du journalisme, etc.
- les contributions : p. ex. scientifiques, sociales, économiques, sportives, artistiques, culinaires, etc.
- les dialectes
- les expressions idiomatiques
- les mœurs et coutumes
- l'identité (bilingue, francophone, francophile), la diversité
- la construction identitaire
- le bilinguisme

Histoire du Monde au XXe Siècle 12. FSCH-12--S

Ce cours explore les thèmes de l'histoire mondiale du 20^e siècle, commençant avec la période de 1918 au présent. Le cours abordera la question : Qu'est-ce qui influence plus les changements historiques – la violence ou la non-violence ? Le cours explorera donc plusieurs thèmes, événements et régions du monde. Les élèves auront aussi l'occasion de faire un projet de recherche sur un thème de leur choix. Les thèmes possibles incluront : la Guerre froide, le génocide, les révolutions, les guerres civiles, et les mouvements de non-violence (Gandhi, les Droits civils américains, et l'Apartheid). Les étudiants gagneront des compétences nécessaires pour interpréter les événements historiques, tels que : s'assurer que l'information historique est précise et relevant, comment développer l'empathie historique, et comment organiser et présenter des arguments clairs et logiques. Les étudiants auront l'occasion d'analyser plusieurs sources, incluant des films, des documentaires, des BDs, et des œuvres d'art.

Français Langue Seconde - Immersion 12. FFRAL12--S

Étude de textes informatifs, poétiques, et littéraires afin de permettre à l'élève de penser et de s'exprimer au niveau d'un jeune adulte. Lecture et analyse de romans dictées par le Ministère de l'éducation en préparation à l'examen provincial (40%). Épreuve orale du ministère à la fin du semestre.

Home Economics

Applied Skills 8 (Home Economics).

Skills for Life! Introductory experiences in foods and nutrition, clothing and textiles, and technology courses.

Activities: Demonstrations, “hands on” activities and some theory.

Evaluation: 50% theory (quizzes, worksheets and notebooks) and 50% practical (labs, projects).

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.

Activities: Theory, “hands-on” projects, guest speakers, videos

Evaluation: 50% projects, 50% theory (worksheets, notebook, quizzes).

Recommended: None.

FOODS COURSES

Foods Studies 9.

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

Activities: Samples of knitting or crochet and different fabrics, completion of three garments.

Evaluation: Based on the development of skills, written and oral reflections on work, and creative design.

Recommended: None

Food Studies 10. MF000D10--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.

Activities: Demonstrations, labs, projects and theory.

Evaluation: 50% labs, 50% theory (worksheets, notebook, quizzes, projects).

Recommended: None.

Food Studies 11. MF00D11--S

This course will introduce FoodSafe Level 1 and 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.

Activities: Demonstrations, labs, projects and theory.

Evaluation: 50% labs, 50% theory.

Recommended: Food Studies 10

Food Studies 12. MF00D12--S

This course will focus on the presentation and styling of foods in our society. It will continue to celebrate cultural diversity and will expand on the knowledge learned from FoodSafe Level 1 and past food studies courses.

Activities: Demonstrations, labs, projects and theory.

Evaluation: 50% projects, 50% theory (worksheets, notebook, quizzes).

Recommended: Food Studies 11

TEXTILES COURSES

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. Begin to put your design ideas on paper.

Activities: Samples, completion of two or three garments (dependent on degree of difficulty), sketches.

Evaluation: 70% projects, 30% theory.

Recommended: None.

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.

Activities: Samples, completion of two or three projects (dependent on the degree of difficulty: ski wear, raincoat, tailored jacket, special occasion dress), fashion illustrations, projects, and quizzes.

Evaluation: 70% projects, 30% theory.

Recommended: Textiles 10

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.

Activities: Samples, completion of two garments (ski wear, raincoat, tailored jacket, special occasion dress), fashion illustrations, projects, quizzes.

Evaluation: 70% projects, 30% theory.

Recommended: Textiles 11

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.

Activities: Samples, construction of two tailored garments, and another garment using an advanced construction method, fashion illustration and sketching, written assignments.

Evaluation: 80% projects (garments), 20% written assignments.

Recommended: Textile 12

Mathematics

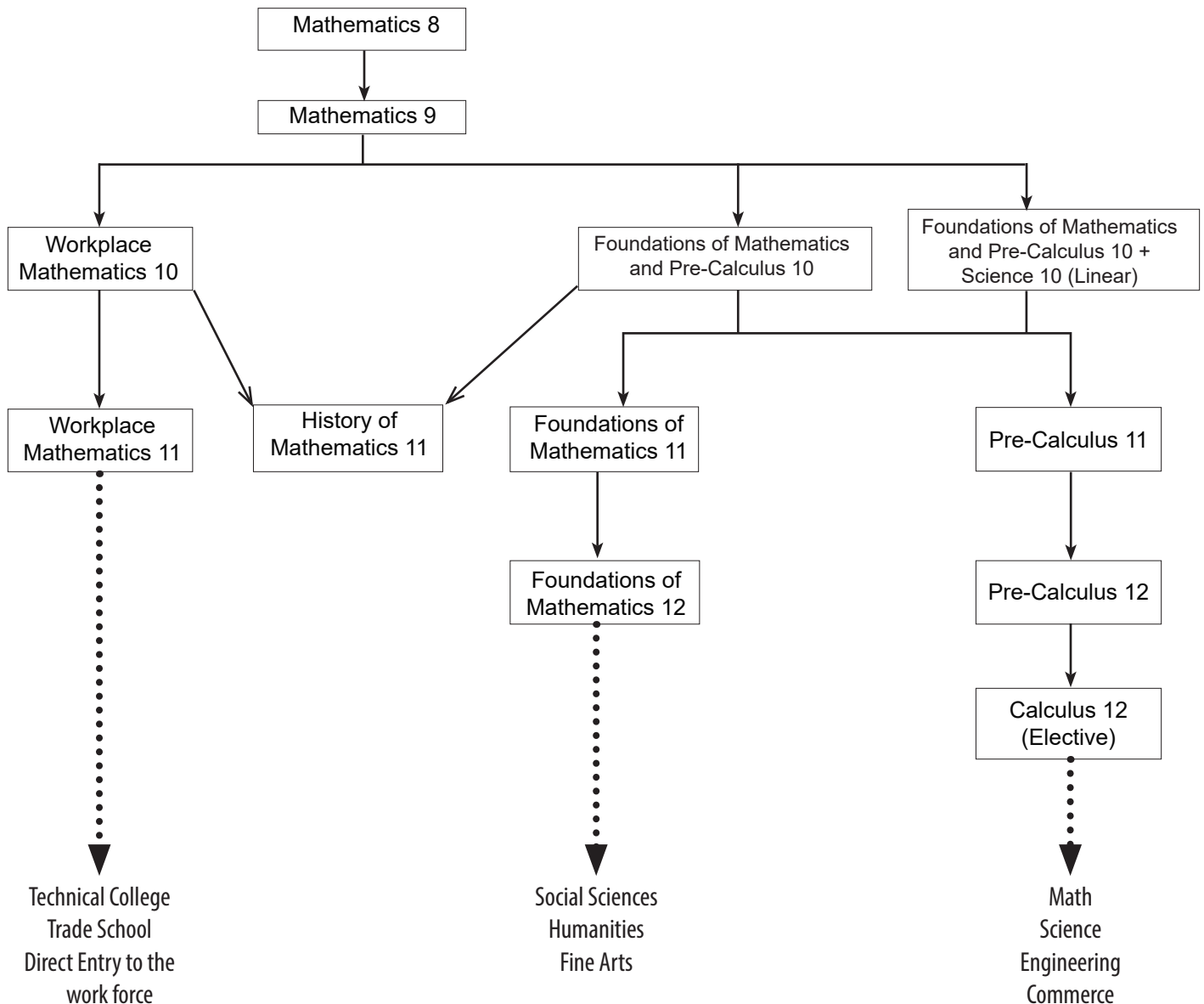
INTRODUCTION:

Math courses across grades 8 to 12 are designed to nurture the four dimensions of curricular competencies:

- Reasoning and Analyzing
- Understanding and Solving
- Communicating and Representing
- Connecting and Reflecting

Mathematics learning at the secondary level will weave around big ideas such as i) representing numbers in different forms and relationships; ii) using numeracy to communicate ideas and solve problems; iii) using patterns to develop generalizations; iv) creating meaning of the world around us using geometry and measurement; v) using data to make predictions and draw conclusions; and vi) applying mathematics in inquiry learning.

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

What students will know: Operations with fractions; numerical proportional reasoning; percents less than one and greater than 100 (decimal and fractional percents); financial literacy (best buys); perfect squares and cubes; square and cube roots; pythagorean theorem; logic and patterns; 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.

What students will do: To communicate using spoken and written language to express mathematical ideas; To develop visual representations to process information; To analyze problems by using, developing and applying multiple math strategies; To create connections amongst various mathematical ideas; To use reasoning and logic skills to make conclusions.

Evaluation: Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

Recommended: Mathematics 7

Mathematics 9. MMA--09--S

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.

What students will do: To communicate using spoken and written language to express mathematical ideas; To develop visual representations to process information; To analyze problems by using, developing and applying multiple math strategies; To create connections amongst various mathematical ideas; To use reasoning and logic skills to make conclusions.

Evaluation: Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

Recommended: Mathematics 8

Foundations of Mathematics and Pre-Calculus 10 and Science 10. (LINEAR)

MSC--10--S / MFMP-10--S

This year-long option of alternating Math 10/Science 10 will provide an opportunity for better skill retention and increased success in subsequent Math and Science courses.

Foundations of Mathematics and Pre-Calculus 10. MFMP-10--S

Intent of this course: This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11.

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.

Workplace Mathematics 10. MWPM-10--S

Intent of this course: This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. This course leads to Workplace Math 11.

What students will know: Puzzles and games for computational fluency; create, interpret, and critique graphs; primary trigonometric ratios; metric and imperial measurement and conversions; solving problems involving surface area and volume; angles; experimental probability; financial literacy (gross and net pay).

What students will do:

Understand how to use various mathematical operations in measurements and formulas;

Connect the concepts of trigonometry to proportional reasoning;

Use graphs and data to represent mathematical relationships;

Use geometry to analyze angle relationships

Evaluation: Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

Recommended: Passing Mathematics 9 with 60% or better.

Foundations of Mathematics and Pre-Calculus 10. MFMP-10--S

Intent of this course: This course is designed to provide students with the mathematical understandings and critical-thinking skills identified 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 (slope and equations of lines); solving systems of linear equations; multiplication of polynomial expressions; polynomial factoring; primary trigonometric ratios; relationships among data, graphs, and situations; experimental probability; financial literacy (gross and net pay).

What students will do:

Understand how to use various mathematical operations to solve powers and algebraic expressions;

Extend the understanding of mathematical operations to work with polynomial expressions and geometry;

Connect the concepts of trigonometry to proportional reasoning;

Use graphs and equations to represent linear relations;

Use data to analyze trends and relationships.

Evaluation: Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

Recommended: Passing Mathematics 9 with 65% or better.

Pre-Calculus 11. MPREC11--S

Intent of this course: This course is designed to provide students with the mathematical understandings and critical-thinking skills identified 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; exponential functions; financial literacy; polynomial factoring; rational expressions and equations; quadratic functions and quadratic equations; trigonometry including non-right angle triangles.

What students will do:

Use proportional reasoning to represent scale diagrams and rates;
Use the understanding of math operations to solve financial problems;
Use spatial relationships to represent 3-D objects;
Use statistical analysis to represent trends and linear relationships

Evaluation: Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

Recommended: Passing Workplace Mathematics 10 with a 60% or better, or Foundations of Mathematics and Pre-Calculus 10 with recommendation from the teacher.

Foundations of Mathematics 11. MFOM-11-S

Intent of this course: This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs. This course leads to Foundations of Mathematics 12.

What students will know: Angle relationships; quadratic functions; systems of equations; linear inequalities; trigonometry with oblique angles; probability and statistics; financial literacy, mathematical reasoning and logic.

What students will do:

Use proportional reasoning to solve triangles and angles;
Use graphs and equations to represent quadratic functions and systems of equations;
Use logical reasoning to test conjectures;
Use statistical analysis to represent mathematical relationships.

Evaluation: Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

Recommended: Passing Foundations of Mathematics and Pre-Calculus 10 with 65% or better.

Workplace Mathematics 11. MAWM-11--S

Intent of this course: This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force.

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

What students will do:

Use proportional reasoning to represent scale diagrams and rates;
Use the understanding of math operations to solve financial problems;
Use spatial relationships to represent 3-D objects;
Use statistical analysis to represent trends and linear relationships.

Evaluation: Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

Recommended: Passing Workplace Mathematics 10 with 60% or better, or Foundations of Mathematics and Pre-Calculus 10 with recommendation from the teacher.

History of Mathematics 11. MHOM-11--S

Intent of this course: This is an elective course that provides students with an alternative course as a way to meet the mathematics requirement for high school graduation.

What students will know: Number systems; geometric development such as Euclid's five postulates; Pascal's triangle; Fibonacci sequence, Cartesian plane; cryptography.

What students will do:

Construct and explore multiple strategies used to solve problems in algebra, geometry, and probability;
Understand the history of mathematics by studying the development of the number systems;
Reflect on key tools and people throughout history that have made contributions to the advancement of mathematics

Evaluation: Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

Recommended: Passing Workplace Mathematics or Foundations of Mathematics and Pre-Calculus with 65% or better.

Pre-Calculus 12. MPREC-12--S

Intent of this course: This course is designed to provide students with the mathematical understandings and critical thinking skills identified 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 and equations; trigonometric identities.

What students will do: To use inverse operations to make connections with different types of functions; To model relationships by analyzing the characteristics of polynomial, exponential, trigonometric, and logarithmic functions; To represent transformations of different functions; To analyze mathematical relationships in sequences and series

Evaluation: Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

Recommended: Passing Pre-Calculus 11 with 73% or better.

Foundations of Mathematics 12. MFOM-12---S

Intent of this course: This course is designed to provide students with the mathematical understandings and critical thinking skills identified 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.

What students will do: To use the characteristics of different types of functions to model data; To use logical reasoning to organize and defend arguments; To use combinatorics to describe probability; To use geometric relationships to create fractals.

Evaluation: Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

Recommended: Passing Foundations of Math 11 or Pre-Calculus 11 with 65% or better.

Calculus 12. MCALC12--S

Intent of this course: This course is for students intending to pursue post-secondary studies in science, mathematics or engineering. Students will learn mathematical concepts involved in both differential and integral calculus.

What students will know: Derivatives; limits; integrals; applications of derivatives and integration.

What students will do: To connect the concept of instantaneous rate of change to differential calculus; To connect the concept of the sum of infinite series to integral calculus.

Evaluation: Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

Recommended: Passing Pre-Calculus 12 with 73% or better.

Modern Languages

Study of an additional language enhances travel and employment opportunities. The study of a foreign language has been found to increase cognitive development in other unrelated areas as well as the language center of the brain.

Please note that our courses are not grade specific but skill specific. Should a student decide in grade 10 that they wish to pursue language studies, they are welcome to begin so at any time. Students will be assessed and placed in the appropriate level of instruction. The completion of the grade 11 level (French or Spanish) fulfills the university admission language requirement necessary at most universities.

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

FRENCH

French 8 (French 1). MFR--08--S/Y

This is a required course that builds on students' elementary French learning (grade 5-7). Students acquire and use information to complete realistic tasks and learn to exchange information in oral and written form. Students also explore Francophone cultures from around the world. They learn to describe, compare, express likes/dislikes, give simple directions and begin to understand information from a variety of sources (articles, videos, recordings, etc.)

Evaluation: Assessment is done on a continuous basis in the areas of listening, speaking, reading, and writing. Grades are not only awarded based on skill level, but on degree of improvement over the course of the semester. Emphasis at this level is placed on **oral communication**.

Target level: Students will be approaching an A1 level as measured by the DELF* exam.

Recommended: None

French 8 (French 2). MFR--09--S

Students will continue to build on the skills acquired in French 1. They will learn to convey and understand meaning for practical purposes in situations that are relevant to their own lives (conversations, activities, travel). Students will participate actively in French in a variety of situations drawn from real-life scenarios, such as discussing sports, music, and pop culture. Through these topics, students will learn to discuss actions in the past, present and future tenses, as well as ask for assistance, share opinions, and exchange information. Francophone culture from around the world will continue to be a central theme.

Evaluation: Assessment is done on a continuous basis in the areas of listening, speaking, reading, and writing. Grades are awarded not only based on skill level, but degree of improvement over the course of the semester. The emphasis continues to be on **oral communication**, as well as listening comprehension.

Target level: DELF A1 (Approaching A2)

Recommended: French 1.

French 10 (French 3). MFR--10--S

Students will continue to build on the skills acquired in French 2. They will learn to formalize many of the language patterns to which they have been exposed in previous levels. Through projects and guided practice, they will develop more sophisticated speech patterns to express ideas in the past, present and future tenses. Themes include travelling and surviving in a French culture, career choices, French news media, and folklore. Students will compare and contrast their own customs with those of Francophone cultures.

Evaluation: Assessment is done on a continuous basis with an equal emphasis in the areas of language learning: listening, speaking, reading, and writing. Grades are awarded not only based on skill level, but degree of improvement over the course of the semester.

Target level: DELF A2

Recommended: French 2.

French 11 (French 4). MFR--11--S

Students will continue to build on the skills acquired in previous levels. Through the use of French resources, students will learn to discuss, research and summarize information to complete realistic tasks. Students will describe or narrate events, situations or experiences using a range of vocabulary and expressions in the past, present and future tenses. The focus will be on meaningful, real-life situations and will incorporate Francophone culture from around the world and through various time periods.

Evaluation: There is a comprehensive assessment in all four skill areas: speaking, listening, reading, and writing involving situations or tasks designed to help students develop and demonstrate their growing language facility. The form and skills students use to apply and convey the communication of information for particular purposes and audiences are important.

Target level: DELF A2 (Approaching B1)

Recommended: French 10.

* French 11 meets the university requirement for a second language.

French 12. (French 5). MFR--12--S

Students selecting French 12 can expect to consolidate their knowledge of Students choosing to take French 5 will consolidate their French knowledge gained in previous levels. Through increasingly sophisticated discussion topics, students will refine their abilities to communicate (orally and in writing). Students will use their acquired skills to cope in common situations, as well as unexpected ones. They will not only exchange ideas, thoughts, opinions and points of view, but be able to support their stance with reasons and explanations. Students will use a range of vocabulary, complexity of expressions and idioms in the past, present and future tenses.

Evaluation: Assessment is done on a continuous basis in the areas of listening, speaking, reading, and writing. Emphasis will return to ORAL communication with increasing attention paid to impromptu conversations. Grades are awarded not only based on skill level, but degree of improvement over the course of the semester.

Target level: DELF B1

Recommended: French 4

**The DELF (Diplôme d'études en langue française) are diplomas awarded by the French Ministry of Education to prove the French-language skills of non-French candidates. These exams will be used as a reference for assessment, but not as a standard of achievement. Students who continue their French language learning through level 5 will be given the opportunity to write the DELF exam and receive accreditation from the French Ministry of Education. <http://delf-dalf.ambafrance-ca.org/>*

A1: Understand and use familiar expressions employed in daily life to meet basic needs. Able to introduce oneself and others while asking and responding to simple questions on topics such as home, family and surroundings.

A2: Understand short phrases and frequently used expressions relating to areas of immediate priority. Able to engage in simple tasks where they exchange simple and direct information while learning to describe immediate environment.

B1: Understand essential points when clear and standard language is used. Familiar topics such as work, school and leisure are emphasized. Achieving a functional level of French is highlighted where students learn to manage in international settings in which French is the language spoken. Events, experiences, hopes and dreams are also a topic of conversation and expression.

SPANISH

Spanish 9 (Spanish 1). MSP--09--S

This is an entry level course that builds on the language structures learned in French 1. 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, and shopping. Students respond to authentic Hispanic oral, written and visual works.

Evaluation: Assessment is done on a continuous basis in the areas of listening, speaking, reading, and writing. Grades are awarded not only based on skill level, but degree of improvement over the course of the semester. Spanish 1 is an academic course.

Recommended: French 1

Spanish 10 (Spanish 2). MSP--10--S

Spanish 2 builds on the skills acquired in Spanish 1. 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, present and future. They will continue to experience a range of creative works and, as their language capacity increases, they will be able to provide more detailed oral, visual and written responses.

Evaluation: Assessment is done on a continuous basis in the areas of listening, speaking, reading, and writing. Grades are awarded not only based on skill level, but degree of improvement over the course of the semester.

Recommended: Spanish 1 or permission of the department head.

Spanish 11 (Spanish 3). MSP--11--S

Spanish 3 builds on the knowledge acquired during the first two courses. Themes include travel, legends, story-telling, and sports.

Evaluation: Assessment is done on a continuous basis in the areas of listening, speaking, reading, and writing. There will be increasing attention paid to impromptu oral conversations in class. Grades are awarded not only based on skill level, but degree of improvement over the course of the semester.

Recommended: Spanish 2. *This course meets the university admissions language requirement.

Spanish 12 (Spanish 4). MSP--12--S

Spanish 4 builds on the skills acquired in Spanish 1, 2, and 3 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 in which they have developed to sustain and extend communication. Students will retrieve, research, and analyze information from Spanish-language resources to complete meaningful tasks.

Evaluation: Assessment is done on a continuous basis in the areas of listening, speaking, reading and writing. There will be increasing attention paid to impromptu oral conversations in class. Grades are awarded not only based on skill level, but degree of improvement over the course of the semester.

Recommended: Spanish 3.

LINGUISTICS

Language Exploration 11. (BAA). YLOE-1D

Do you love language but don't necessarily love language classes? Are you an independent learner? Linguistics might be the place for you! Linguistics 1 is for students who are curious about language, how it works and have a desire to learn a language OF YOUR CHOOSING that is not currently offered at the school. This course is offered in three sections: first, you will learn the system of language and how it works; second, you will learn a teacher-led model language in order to better understand language skills; third, you will set realistic goals about what you want to learn in your language of choice and how you will learn it.

Evaluation: Students will be assessed on projects, tests as well as a portfolio gathered throughout the course.

Physical 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 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 and
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.

Activities: Activities include individual and dual activities, team games and dance. Examples of possible activities include: basketball, fitness training, weight training, yoga, badminton, minor games, soccer, volleyball, field hockey, dance, floor hockey, 5 km run training and active health.

Evaluation: Physical Education students will be evaluated in the following three areas:

1. Physical Literacy;
2. Cognitive development: principles and concepts; rules and strategies;
3. Personal & social responsibility: participation and cooperation.

Physical 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 and
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.

Activities: Activities include individual and dual activities, team games and dance. Examples of possible activities include: basketball, wrestling, fitness training, weight training, yoga, badminton, minor games, soccer, volleyball, field hockey, dance, floor hockey, 5 km run training and active health. Out of school activities may include swimming, skating, and hiking.

Evaluation: Physical Education students will be evaluated in the following three areas:

1. Movement and active living sport skills;
2. Cognitive development: principles and concepts; rules and strategies;
3. Personal and social responsibility: participation and cooperation.

Recommended: PE 8

Physical 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 and
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.

Activities: Activities include individual and dual activities, team games and dance. Examples of possible activities include: basketball, wrestling, fitness training, weight training, yoga, badminton, minor games, soccer, volleyball, field hockey, dance, floor hockey, 5 km run training and active health. Out of school activities may include swimming, skating, and hiking.

Evaluation: Physical Education students will be evaluated in the following three areas:

1. Movement and active living sport skills;
2. Cognitive development: principles and concepts; rules and strategies;
3. Personal & social responsibility: participation and cooperation.

Recommended: PE 9

Fitness and Healthy Living 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.

Activities: Students will participate in activities that will focus on:

1. Cardiovascular and muscular fitness
2. Strength and endurance training
3. Goal setting for personal fitness and healthy living
4. Importance and benefits of healthy nutrition
5. Making positive decisions toward a healthy lifestyle.

Recommended: PE 9

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

Activities:

- Performance-oriented activities:
Team & individual games and physical fitness.
- Leisure-Oriented activities:
Activities may include golf, snowshoe, racquetball, bowling, hiking, curling, rock climbing, dance, and skating.
- Active Health:
These activities will provide opportunities to acquire skills and knowledge necessary to develop an active and healthy lifestyle. Activities will include weight training, fitness ball, yoga, 5 km fitness run and fitness testing.
- Personal development:
These activities will provide opportunities to understand and appreciate the nature of social responsibility and leadership.
- Leadership Hours:
Students are required to complete 10 hours of community and/or in-school PE related leadership experience to receive credit for the course. These hours are compulsory.
 - Officiating
 - Team Trainer
 - Intramurals

Evaluation: AL11 students will be evaluated in the following five areas:

1. Active Living
2. Cognitive Development (theory, written tests, assignments, journals)
3. Fitness (assessment, 5k, warm up runs, circuits)
4. Teaching Assignment
5. Leadership

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

Recommended: Physical Education 10; with mark of C+ or better.

- Successful completion of this course fulfills the graduation requirements for APPLIED SKILLS and the 80 hours of physical activity required for Grad Transitions.

Fitness & Conditioning Superfit 11: Girls Only. MFTCD11--S

Fitness & Conditioning Superfit 12: Girls Only. MFTCD12--S

The emphasis of this class is to provide students with opportunity to improve their physical fitness levels and improve their awareness of healthy living within an "all-girls" Physical Education class. Grade 12 students taking this course will receive credit for Superfit 11.

Activities:

May include aerobics, plyometrics, circuit training, pilates, yoga, exercise ball workouts, 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.

Evaluation: Superfit 11/12 and Superfit Girls only will be evaluated in the following four areas:

1. Attitude, cooperation, and participation
2. Fitness development
3. Nutrition Journal
4. Personal Reflections (5)

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

Recommended: PE10 with a mark of C+ or higher.

Fitness & Conditioning Superfit 11: Co-ed. 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.

Recommended: PE10 with a mark of C+ or better recommended.

This course meets Aspects 6.1, 6.3, 6.4 and 6.5 of the Grad Transitions Requirements.

Weight Training 11. (BAA). YLRA-1A--S-WETRA

The design of this course is centered on a weight training program. It is a plan for balanced healthy living including: fitness, speed, strength, flexibility, endurance, cardio-vascular endurance and nutrition.

Activities: Develop and create an exercise program incorporating the principles of training; identify and describe different strategies for stress management and relaxation/ and evaluate critically the effects of consumerism on body image and perception of athletes. Field trips will be determined during the first week of class.

Evaluation: Students will be evaluated in the following four areas:

1. Attitude, cooperation, and participation
2. Fitness development
3. Anatomy assignment
4. Journals and a personal reflection

Recommended: PE 10 with C+ or better recommended.

Successful completion of this course fulfills the graduation requirements for APPLIED SKILLS and the 80 hours of physical activity required for Grad Transitions.

Active Living 12. MACLV12--S

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

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

Activities:

- Performance-oriented activities:
Team & individual games and physical fitness.
- Leisure-Oriented activities:
Activities may include golf, snowshoe, racquetball, bowling, hiking, yoga, curling, rock climbing, dance, skating, and fencing.
- Active Health:
These activities will provide opportunities to acquire skills and knowledge necessary to develop an active and healthy lifestyle. Activities will include CPR certification, weight training, 5 km fitness run and fitness testing.
- Personal development:
These activities will provide opportunities to understand and appreciate the nature of social responsibility and leadership.
- Service Hours
Students are required to complete 10 hours of community and/or in-school PE related leadership experience to receive credit for the course. These hours are compulsory. Activities that qualify are:
 - Officiating
 - Team Manager
 - Team Trainer
 - Intramurals

Evaluation: Active Living 12 students will be evaluated in the following five areas:

1. Active Living
2. Cognitive Development (theory, written tests, assignments, journals)
3. Fitness (assessment, 5k, warm up runs, circuits)
4. Teaching Assignment
5. Leadership

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

Recommended: PE 11 or Superfit with a mark of C+ or better.

- Successful completion of this course fulfills the graduation requirements for APPLIED SKILLS and the 80 hours of physical activity required for Grad Transitions.

Fitness & Conditioning Superfit 12: Co-ed. MFTCD12--S

This course is designed to be a progression from Weight Training 11 and 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.

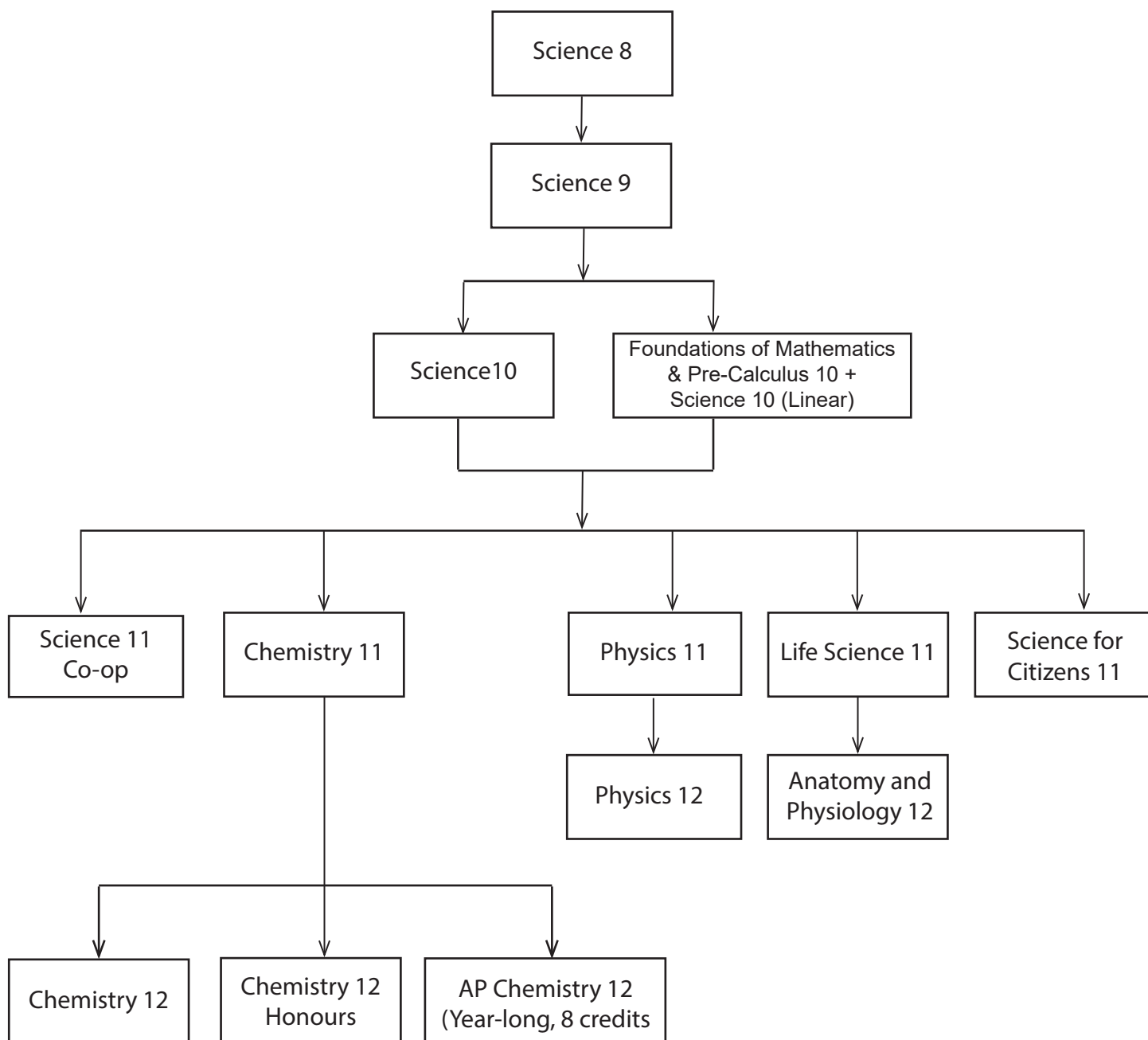
Course Fee: There may be a cost to use the North Surrey Recreation Centre and other possible field trips pertaining to fitness.

Evaluation: Please see course outline.

Recommended: Any PE or Superfit 11 course; C+ or better.

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.

Activities: Students will experience an inquiry approach to learning science which will include group and class discussions, group work, computer based activities, demonstrations, problem solving and lectures. A regular program of home study is expected.

Evaluation: Assignments, projects, labs, and tests.

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.

Activities: Students will experience an inquiry approach to learning science which will include group and class discussions, group work, computer based activities, demonstrations, problem solving and lectures. A regular program of home study is expected.

Evaluation: Assignments, projects, labs, and tests.

Recommended: Science 8

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.

Activities: Students will experience a traditional approach to learning science which will include lectures, labs (group work), demonstrations, discussions, and problem solving. A regular program of home study is expected.

Evaluation: Assignments, projects, labs, and tests.

Recommended: Science 9.

Foundations of Mathematics & Pre-Calculus 10 and Science 10. (LINEAR)

MSC--10--S / MFMP-10--S

This year-long option of alternating Math 10/Science 10 will provide an opportunity for better skill retention and increased success in subsequent Math and Science courses.

Foundations of Mathematics and Pre-Calculus 10. MFMP-10--S

Intent of this course: This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11.

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 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 Science.

The goals of the Science Co-op program are to develop scientifically literate citizens who have a critical awareness of the role of science in society, and an understanding of the social, health, ethical, and environmental implications of issues we face today. Students will learn to develop their own views and make informed decisions in their daily lives, while maintaining their curiosity and wonder about the natural world.

The learning intentions of Chemistry 11, Life Science 11 and Physics 11 aim to provide students with fundamental understandings of properties of matter, evolutionary and ecological relationships and biochemistry of the human body. Students who complete the Science 11 Co-op would be ideal, well-prepared candidates to apply to take AP Chemistry 12 – to be offered in the 2020-2021 school year.

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 to name a few! This program is ideal for students who are interested in a career in the sciences who would like to try out a work experience placement in a career area of interest.

Courses	Credits
Chemistry 11	4
Life Sciences 11	4
Physics 11	4
Career Life Connections/Capstone Project	4
Work Experience 12A	4
Total = 20 credits	

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.

Activities: Students will experience a traditional approach to learning biology which will include lectures, labs (group work), computer based activities, demonstrations, discussions, and problem solving. A regular program of home study is expected.

Evaluation: Evaluation consists of a combination of tests, assignments, and labs with an emphasis on tests.

Recommended: Science 10

Chemistry 11. MCH--11--S

This is an introductory course which covers the development of the basic principles governing the behaviour of matter. It provides a sound foundation for students wishing to continue the study of chemistry as well as establishing a technical background for further studies in other sciences.

Activities: Students will experience a traditional approach to learning chemistry which will include lectures, labs (group work), computer based labs, demonstrations, discussions, and problem solving. A regular program of home study is expected.

Evaluation: Tests, assignments, and labs with the emphasis on tests.

Recommended: Science 10, Foundations of Math/Pre-Calculus Math 10, and Pre-Calculus 11. Students should have completed or be enrolled in Pre-Calculus Math 11. This is not a course for students who struggle with math.

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. Students should have a C+ average or better in Foundations of Math/ Pre-Calculus Math 10.

Activities: Students will experience a traditional approach to learning physics which will include lectures, labs (group work), demonstrations, discussions, problem solving, and field trips. A regular program of home study is expected.

Evaluation: Tests, assignments, and labs with the emphasis on tests.

Recommended: Science 10, Foundations of Math/ Pre-Calculus Math 10. Students should be enrolled in Pre-Calculus Math 11. This is not a course for students who are having difficulty with algebra.

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 and is recommended for students who would have difficulty with Physics 11, Chemistry 11, or Life Science 11. (Note: This course may not be accepted as a post-secondary science entrance requirement. Please see counsellor.)

Activities: A variety of assignments in the classroom, lab, and library.

Evaluation: Evaluation consists of a combination of tests, assignments, and labs. Emphasis is placed on attendance and daily assignments.

Recommended: Science 10.

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.

Activities: Students will experience a traditional approach to learning biology which will include lectures, labs (group work), demonstrations, discussions, and problem solving. A regular program of home study is expected.

Evaluation: Evaluation consists of a combination of tests, assignments, and labs with an emphasis on tests.

Recommended: Biology 11

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.

Activities: Students will experience a traditional approach to learning chemistry which will include lectures, labs (group work), demonstrations, discussions and problem solving. A regular program of home study is expected.

Evaluation: Evaluation consists of a combination of tests, assignments, and labs with an emphasis on tests.

Recommended: Chemistry 11. Students should have at least a C+ standing in Chemistry 11 and have taken Pre-Calculus Mathematics 11.

Chemistry 12 Honours. MCH--12--S

Chemistry 12 Honors is designed to give students an enriched learning experience in Chemistry 12. It will cover topics in atomic structure, gas laws, thermodynamics, stoichiometry, kinetics, equilibria, and electrochemistry.

Course Objectives:

Develop students' problem solving skills.

Provide laboratory experience that enables students to analyze and collect data and arrive at logical conclusions.

Provide students additional content in the Chemistry 12 course to better prepare for post-secondary transition.

Evaluation: Students are evaluated on homework assignments, laboratory activities, and quizzes and tests, with quizzes and tests counting for a greater portion of the overall mark.

There will be a final exam worth 25% of the final mark.

It is easy to fall behind in this course so regular attendance and studying are required.

Recommended: Chemistry 11.

AP Chemistry 12. MCH--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>

Course Objectives:

Develop students' problem solving, logic reasoning and application skills. Provide laboratory experience that enables students to analyze collected data and arrive at logical conclusions.

Give students background necessary to score well on the AP exam.

Evaluation:

Students are evaluated on homework assignments, laboratory activities, and quizzes and tests, with quizzes and tests counting for a greater portion of the overall mark.

An in class final exam will be written by all students registered in this course. This course is intended for students with a strong personal interest in Chemistry, strong math skills, as well as strong work and study habits.

It is easy to fall behind in this course so regular attendance and regular reviewing are required.

Recommended: Chemistry 11.

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.

Activities: Students will experience a traditional approach to learning physics which will include lectures, labs (group work), demonstrations, discussions, problem solving and field trips. A regular program of home study is expected.

Evaluation: Evaluation consists of a combination of tests, assignments and labs with an emphasis on tests.

Recommended: Physics 11 and Pre-Calculus Mathematics 11 with a C+ or higher.

Service 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.

Library Science 10. YCAISOA--S

This course provides students interested in library or information related careers with an introduction to library services and management.

Activities: Duties of the library student will include circulation of books, shelving materials, promoting library programs, accessing information online and assisting students to find library materials.

Evaluation: Students will be evaluated on the tasks listed in the Activities area.

Recommended: An interview with the teacher-librarian is mandatory prior to being accepted in this course. Candidates must possess a mature attitude, be able to work independently and have an excellent attendance record. An understanding of the Dewey Decimal System is an asset.

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

Library Science 11. (BAA). YCAISOA--S-LIB

This course provides students interested in library or information related careers with an introduction to library services and management.

Activities: Duties of the library student will include circulation of books, shelving materials, promoting library programs, accessing information online and assisting students to find library materials.

Evaluation: Students will be evaluated on the above activities.

Recommended: An interview with the teacher-librarian is mandatory prior to being accepted in this course. Candidates must possess a mature attitude, be able to work independently and have an excellent attendance record. An understanding of the Dewey Decimal System is an asset.

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

Leadership 9. (BAA).

Leadership 10. (BAA).

Leadership 11. (BAA). YIPS-1A--Y-LEAD11

Leadership 12. (BAA). YIPS-2A--Y-LEAD12

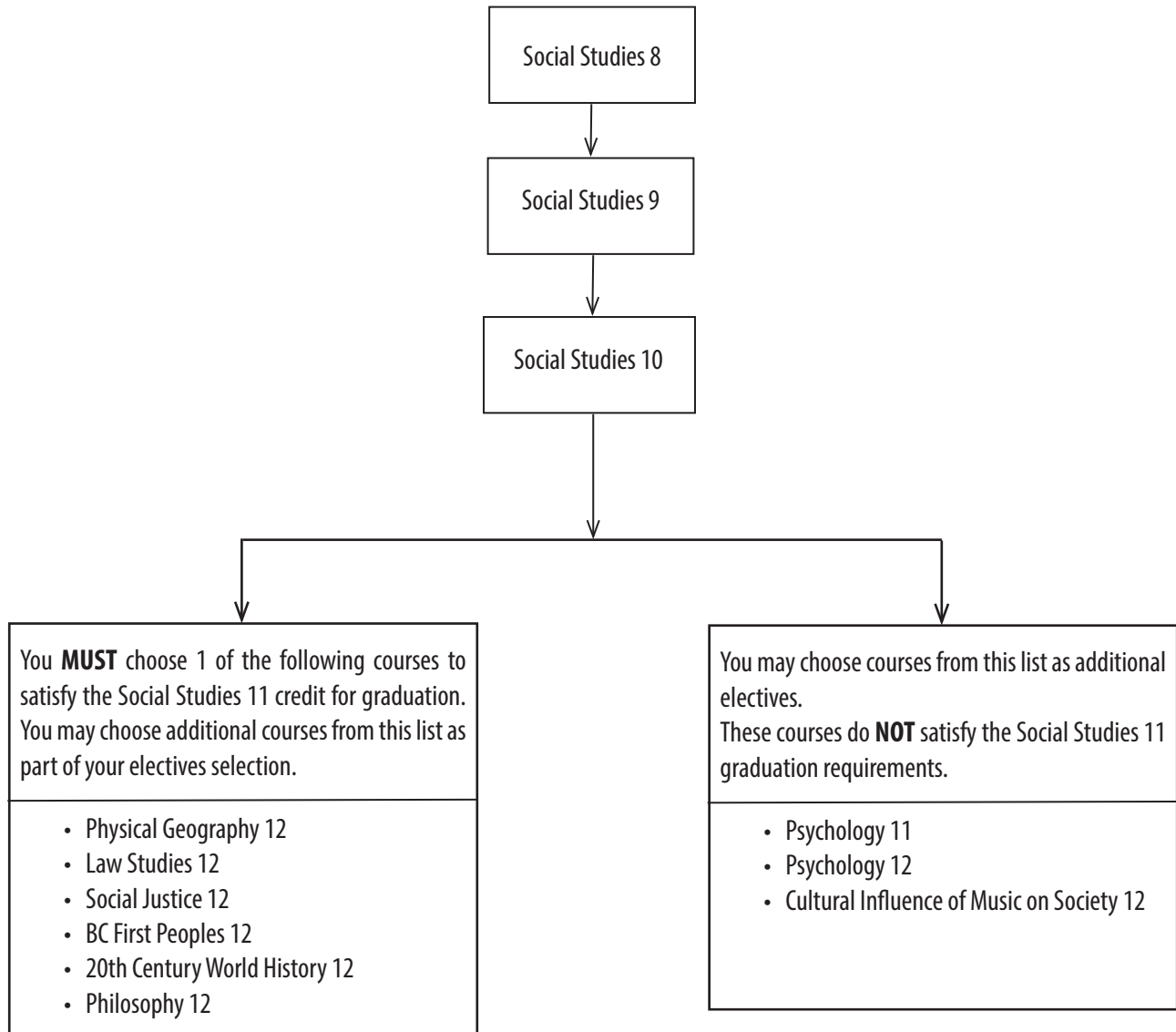
Do you enjoy planning events, working with others in a team environment, and taking part in recreational activities? If so, the Leadership 9/10/11 course may be the ideal elective for you. This course will provide students who possess positive leadership attributes with an opportunity to apply their skills in planning, organizing, and implementing activities for Kwantlen Park school 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.

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 may be required.

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.

Activities: Possible activities include oral presentations, library research, group projects, & individual written assignments (including graphic organizers).

Applications of Social Studies: Students will develop their historical thinking skills and be introduced to the inquiry process, as applied through a historical thinking lens.

Assessment and Evaluation: Students will be evaluated on their ability to demonstrate their understanding of the Big Ideas and growth in curricular competencies, using a combination of formative and summative assessment strategies.

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.

Activities: Possible activities include oral presentations, library research, group projects, & individual written assignments (including graphic organizers).

Applications of Social Studies: Students will continue to develop their historical thinking skills. They will progress in learning about the inquiry process by being able to analyze and identify information sources, apply historical thinking concepts, and make connections to the larger world.

Assessment and Evaluation: Students will be evaluated on their ability to demonstrate their understanding of the Big Ideas and growth in curricular competencies, using a combination of formative & summative assessment strategies.

Recommendation: Social Studies 8.

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.

Themes: Include society and culture, politics and law, economy and technology, and the environment.

Applications of Social Studies: Students will continue in their progress learning about the inquiry process as related to historical thinking concepts. They will work towards analyzing information, communicating key findings and presenting their shared understandings.

Activities include oral presentations, library research, group projects, and individual written assignments (including graphic organizers).

Assessment and Evaluation: Students will be evaluated on their ability to master the curricular and content competencies of the course using a variety of assessment strategies.

Recommendation: Social Studies 9

Physical Geography 12. MPGE012--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 this course students will have an opportunity to learn about our society's current norms, express thoughts and opinions, and develop new understandings about past and present injustices in the world. The course will be use the Historical Benchmarks to help students understand the issues being addressed. Students will be challenged to be active and responsible people who want to make positive contributions to the world. This course will contain group work, discussions, skill development, inquiry and individualized learning.

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.

BC First Peoples 12. MBCFP12--S

Indigenous Studies focuses on the identities and worldviews of Canada's Aboriginal peoples (First Nations, Inuit, and Metis) with a focus on BC's First Peoples. The purpose of this course is to provide knowledge and a critical analysis of recent events and issues around Indigenous cultures of Canada. As well, the course will look at some of the diverse historical cultural and social factors that have affected Aboriginal peoples in modern times. The course has 4 main themes:

- The identities, worldviews, and language of Aboriginal peoples are renewed, sustained, and transformed through the connection to the land.
- Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism.
- Indigenous peoples continue to advocate & assert rights to self-determination.
- Reconciliation requires all colonial societies to work together to foster healing and address injustice.

20th Century World History 12. MWH--12--S

20th Century World History is a rich and relevant course covering the period from 1918 well into the 1990s. The history of the Twentieth Century will include: the failure of the Paris peace conference, the economic collapse leading to Depression; the creation of new forms of totalitarian governments in Russia, Germany, Italy; military aggressions in the 1930s; World War 2; aspects of the Cold War (USSR, Korea, Cuba, Vietnam); and major events in China, India, the Middle East and South Africa. The topics are varied and fascinating. Students will also gain the skills necessary to interpret historical events: how to ensure historical information is accurate and relevant, how to develop historical empathy, and how to present clear and logical arguments based on a knowledge of the events that they are assessing. Students will have the opportunity to listen to guest speakers, watch documentary footage and contemporary films, and participate in the annual Holocaust Symposium at UBC.

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, & aesthetics.

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

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.

Technology Education

Technology Education provides an opportunity to “actively” apply technical knowledge in a practical manner while developing as informed creators and consumers for a better future. Students may explore industry career paths, specialty areas of interest, and garner practical skills to be used over a lifetime. Including Technology Education as part of any course provides firm foundations for lifelong learning, and for some specialized study and a diverse range of careers. We foster an approach to “hands-on” learning to develop industrial problem solvers, hands-on innovators, and skilled tradespeople who can contribute to solving problems not yet anticipated with processes and technologies not yet imagined.

Question: What is Applied Design, Skills, and Technologies (ADST) and why is it being introduced?

Applied Design, Skills, and Technologies (ADST) is the name for new Applied Skills curriculum. It better captures the scope and nature of this area of learning. It maintains the value of applying learning to real world, and hands-on designing and making in the disciplines of Business Education, Home Economics, Information Technology, and Technology Education.

Applied Skills (Technology Education) 8.

This course is designed to introduce students to the different aspects of technology education through “makerspace” and industrial work spaces. This course explores skilled practices such as wood working, metal working, art metal, electronics/robotics and design & drafting. This provides a strong foundation for further technology studies and careers. Major topics include basic hands-on industrial projects, industry measurement standards, and small fabrication equipment safety practices.

Youth in Trades 9. MSTX--09A

Introduction

This course is designed to give students practical experience in four complementary high-tech areas: Electronics, Robotics, CAD and Coding. It is an engaging program in which students use hands-on learning to acquire skills and knowledge related to modern computer and electronics-based industries. The course consists of five distinct areas:

Core

This core module covers the fundamental aspects of industry training: Health & Safety, Careers Education, transferable skills (reading, writing, numeracy, thinking, digital literacy and teamwork) and qualifications and certifications.

Electronics

This module covers basic electronics: VIR concepts, measurements, component functionality, prototyping, system design (input, process, output), sensors, switching, logic, binary and IC utilisation.

Robotics

This module examines the principles of robotics, robot anatomy, sensors and drive train, communication, robot programming, human and autonomous control.

Computer-Aided Design (CAD)

This module covers training in the use of Google Sketchup, Autodesk Inventor and AutoCAD. Students will learn how to create 2D and 3D shapes, complex 3D assemblies and orthographic and isometric drawings.

Coding

This module introduces students to graphical, flowchart and command-line programming in modern, high-level languages (eg. Python, Javascript).

All of the modules are taught using a hands-on, practical approach with students undertaking multiple challenges and projects during each section of the course. They will be evaluated on a competency-based rubric, ensuring that students who successfully complete the course have a solid understanding of all areas of the subject and are ready to take their next steps in pursuing a career in a high tech industry.

ELECTRONICS

Electronics and Robotics 10. MTEAR10--S

This course introduces students to basic electronics and covers a comprehensive range of material: VIR concepts, component functionality, simple analogue circuits, inputs/processes/outputs, digital logic, binary, prototype circuit construction, software circuit design, simulation and fault-finding, programmable interface controllers (PICs) and flowchart programming. The course also introduces students to the concepts and theory of robotics, alongside hands-on experience of designing and building robots using different platforms (Lego NXT, Arduino, VEX). Students will learn about inputs, processes and outputs, and will learn how to use sensors to detect the immediate environment and use this information to determine their robot's actions and responses. Students will learn about direct control and autonomous programming and will take part in class challenges and competitions.

Evaluation: Students are assessed using a competency model, where they build up a comprehensive portfolio of their skills, abilities and achievements and have the opportunity to demonstrate what they have learned in a variety of different ways.

Recommendations: None.

Electronics 11. MTELE11--S

This course builds on the learning from Electronics 10 and teaches students more detailed electronics theory and practical circuit design. Students learn how to design and construct circuits using strip-board and printed circuit boards (PCBs), how to solder, fault-find and repair their circuits and how to design suitable enclosures. They will learn more advanced PIC design, programming and construction, and will also work with single-board computers (Raspberry Pi/Arduino) to design complex electronic systems.

Evaluation: Students are assessed using a competency model, where they build up a comprehensive portfolio of their skills, abilities and achievements and have the opportunity to demonstrate what they have learned in a variety of different ways.

Recommendations: Youth in Trades 9 or Electronics & Robotics 10.

Electronics 12. MTELE12--S

Description: This course builds on the learning from Electronics 11 and teaches students complex electronics theory and practical circuit design. Students will work on detailed and long-term projects, designing and constructing multi-board circuits that solve complex and challenging problems. This will involve both software and hardware design and programming.

Evaluation: Students are assessed using a competency model, where they build up a comprehensive portfolio of their skills, abilities and achievements and have the opportunity to demonstrate what they have learned in a variety of different ways.

Recommendations: Electronics 11.

ROBOTICS

Robotics 11. MTROB11--S

Description: This course builds on the learning from Robotics 10 and focuses on designing complex robotic systems that operate autonomously and adapt their actions and responses according to environmental sensing. Students work with VEX EDR robotic systems, and spend their time designing robots that can successfully navigate complicated physical environments. The course is hands-on and project-based, where students work in teams to develop practical solutions to challenging problems.

Evaluation: Students are assessed using a competency model, where they build up a comprehensive portfolio of their skills, abilities and achievements and have the opportunity to demonstrate what they have learned in a variety of different ways.

Recommendations: Youth in Trades 9 or Electronics & Robotics 10.

Robotics 12. MTROB12--S

Description: This course builds on the learning from Robotics 11 and focuses on working as part of a team to design, build and operate a complex robot that will take part in various competitions and challenges, both within school and as part of a school team entering national competitions. Students will need to program the robot to operate autonomously, as well as via remote control.

Evaluation: Students are assessed using a competency model, where they build up a comprehensive portfolio of their skills, abilities and achievements and have the opportunity to demonstrate what they have learned in a variety of different ways.

Recommendations: Robotics 11.

DRAFTING COURSES

Drafting 10. MTDRF10--S

This course introduces students to the concepts and practices of CAD. The course is computer-based, and focuses on learning how to create drawings and diagrams in 2D, 3D, orthographic and isometric projections. Students will learn how to use Google Sketchup, Autodesk Inventor and AutoCAD and will spend their time learning how to produce floor-plans, complex 3D part and assembly models and detailed engineering drawings.

Evaluation: Students are assessed using a competency model, where they build up a comprehensive portfolio of their skills, abilities, and achievements and have the opportunity to demonstrate what they have learned in a variety of different ways.

Recommendations: None.

Drafting 11. MTDRF11--S

This course offers a combination of knowledge and “hands on” skills that will open doors to a variety of career options and prove valuable over a lifetime. Focus areas will include conventional drawing, measurement, 2D/3D visualization, and product development with graphics, foam board, buttons, glass, t-shirt vinyl, wood, plastic. AutoCAD software will be used. There will be an emphasis on architectural and mechanical drawings for communication. Students will apply the acquired skills in the design and drawing of teacher and student selected projects.

Activities: Graphic communications techniques, glass/vinyl/wood/plastic product development, computer drafting, and model making.

Evaluation: Technical drawing, product development, 3D visualization, and model project work.

Recommendations: None.

Drafting 12. MTDRF12--S

This course offers a combination of knowledge and “hands on” skills that will open doors to a variety of career options and prove valuable over a lifetime. Focus areas will include architectural and mechanical drawings, 2D and 3D visualization, construction plans, product development from start to finish, and building systems design.

Activities: Students will apply the acquired skills in the design and drawing of teacher/student selected projects.

Evaluation: Hand-drawing assignments, hands-on product development, 2D and 3D visualization, advanced theory (tests/quizzes/assignments.)

Recommendations: Drafting 11

WOODWORK

Woodwork 9. MADW-09--S

This course is designed to introduce some of the very basic principles of wood technology. Students will explore basic woodworking techniques and joinery as well as applications of carpentry as it relates to construction of various projects agreed upon by both student and teacher. This is a hands on skill development course that will make real world connections.

Activities: Activities may include student designed projects such as jewelry boxes, wood turnings, and stools.

Evaluation: Hands-on project work, equipment safety tests, and woodworking technology theory (quizzes/tests/assignments).

Recommendations: None. This is an exploratory course.

Woodwork 10. MWWK-10--S

Woodworking 10 introduces students to Wood Technology. Students plan their own learning experiences through individually designed projects. An emphasis is placed on effective wood design as it applies to traditional cabinet-making techniques. Classroom theory involves safety, machine shop practices, and design awareness. The majority of time will be spent on project work.

Activities: Activities may include student designed projects such as jewellery boxes, wood turnings, and stools.

Evaluation: Hands-on project work, equipment safety tests, woodworking technology theory (quizzes/tests/assignments).

Recommendations: None.

Woodwork 11. MWWK-11--S

In this course, students will learn woodworking skills through project based learning. This is a hands-on course where students apply woodworking skills to develop techniques that are used in industry. Students will learn: 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. Students will be expected to use spatial reasoning to solve design and construction problems, as well as fabricate projects using wood and wood composites. Simple woodworking and design.

Activities: Students will apply the acquired skills in the design and construction of teacher and student selected projects.

Evaluation: Hands-on project work, equipment safety tests, woodworking technology theory (quiz/tests/assignments).

Recommendations:

Woodwork 12. MWWK-12--S

This is a hands-on course in which the students combine woodworking skills and knowledge with project-based learning. Students will use hand tools, portable power tools, and woodworking machinery to build student designed projects and/or teacher selected projects. Students will be expected to solve design and construction problems, calculate material amounts and costs, and fabricate projects using wood and wood composites. Content in Woodwork 12 is similar to Woodwork 11 with an emphasis on larger, more complex projects. Understanding wood-related materials, maintenance, maintenance and adjustment of stationary equipment, types of joinery and cultural appropriation in design processes. Knowledge and skills mainly developed through project building in the classroom.

Activities: Students will apply the acquired skills in the design and construction of teacher and student selected projects. Complex woodworking and design.

Evaluation: Hands-on project work, equipment safety tests, and woodworking technology theory (quizzes/tests/assignments).

Recommendations: Woodwork 11

Furniture and Cabinetry 12. MTFAC12--S

Students will utilize an efficient project work plan to 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. Some areas which may be covered include: free form, relief, and native carving, wood sculpting, wood burning, and inlay. Specific hand and machine tool processes will be employed to fabricate a variety of more complex woodworking projects.

Activities: Specialized techniques and design related to furniture/cabinetry construction, shop maintenance, and jig production

Evaluation: Hands-on project work, equipment safety tests, woodworking technology theory (quiz/tests/assignments).

Recommendations: Woodwork 12

METALWORK COURSES

Metalwork 9. MADW-09--S

This course will introduce the basic principles of metal fabrication and jewelry design. Students will explore basic metal fabrication techniques including welding and metal manipulation as it relates to construction of various projects. These projects will be agreed upon by both student and teacher. This is a hands-on skill development course that will teach real world connections.

Activities: Typical processes may include: casting, metal bending, soldering, brazing, welding and finishing techniques. Projects may include coat racks, candle holders, trays, bowls, sculptures, tools, hot plates, safes, lamps, pendants, bracelets, and rings.

Evaluation: Hands-on project work, equipment safety tests, metalwork technology theory (quizzes/tests/assignments).

Recommendations: None. This is an exploratory course.

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.

Activities: Most activities will be "hands on" projects including both teacher supplied designs and student designs. Typical processes may include: casting, metal bending, soldering, brazing, welding and finishing techniques. Projects may include quartz clocks, lamps, candle holders, trays, bowls, sculptures, tools, hot plates, safes, pendants, bracelets, and rings.

Evaluation: Hands-on project work, equipment safety tests, metalwork technology theory (quizzes/tests/assignments).

Recommendations: None.

Metalwork 11. MTMET11--S

This course will improve student skills and abilities in metal fabrication. This course is mainly hands on with some theory based 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. Students will apply the acquired skills in the design and construction of teacher/student selected projects.

Activities: Past project examples include go karts, dune buggies, truck tool boxes, hydraulic and hand operated machinery.

Evaluation: Hands-on project work, equipment safety tests, metalwork technology theory (quizzes/tests/assignments).

Recommendations: None.

Metalwork 12. MTMET12--S

This course offers a combination of knowledge and "hands on" skills that will prove to be valuable over your lifetime and will open doors to a variety of career options.

Activities: 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.

Evaluation: Hands-on project work, equipment safety tests, metalwork technology theory (quizzes/tests/assignments).

Recommendations: None.

Art Metal and Jewellery 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 (wire feed), casting (aluminum/brass/bronze), centrifugal lost wax casting, and cuttle bone casting.

Activities: Students will make various projects including rings, pendants, and earrings, candle stick holders, stained glass, enameled items, and anything else your imagination will allow.

Evaluation: Hands-on project work, equipment safety tests, and individualized assignments.

Recommendations: None.

Machining and Welding 12. MTMAW12--S

This course is mainly hands on with some theory 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.

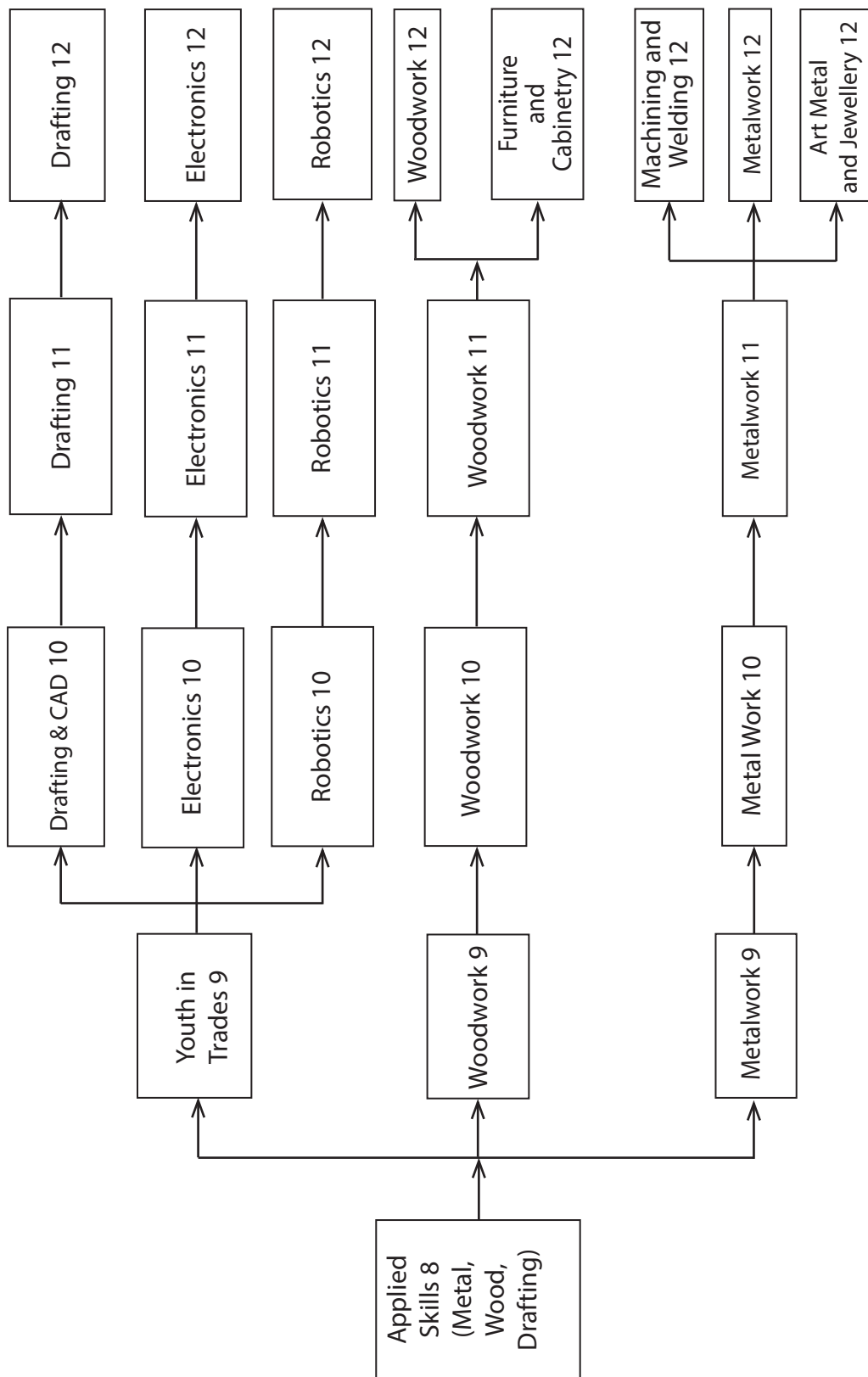
Activities: Past project examples include go karts, dune buggies, truck tool boxes, hydraulic and hand operated machinery.

Evaluation: Hands-on project work, equipment safety tests, metalwork technology theory (quizzes/tests/assignments).

Recommendations: None.

Skilled Trades Career Pursuit

• See *Careers Department* (page 12) for more information.



Arts Education

ART AND MEDIA

The Visual Arts department offers a variety of art courses to suit various interests and skill levels. Courses vary from drawing and painting to sculpture and ceramics. General arts and media arts courses are available for students who want to try a visual arts course for the first time. As well, Kwantlen Park also offers more challenging courses for students who want to pursue visual arts as a career. Come join us in a fun, challenging, and creative learning environment.

GENERAL ART COURSES

Fine Arts 8. MAE--08--S

Fine Arts 8 gives students an opportunity to explore making art in multiple mediums and experiencing a number of team building and individual performance elements in a safe and supportive environment. As this is an entry-level course in Art and Drama, no previous experience is necessary. The elements of Art are explored through a variety of fine arts processes such as collage, sculpture, printmaking, ceramics, drawing and painting. The introductory elements of Drama focus on communication, storytelling, team building and expression through both physical and vocal means.

Visual Arts 9. MAE--09--S

Visual Arts 9 allows students to continue to explore and create using a variety materials, tools and techniques. Emphasis is placed on connecting, expanding and communicating through the medium of art. This course further explores the elements and principles of design as they apply to two dimensional and three dimensional art. Students will be introduced to art history, Aboriginal Art, through a series of exercises and assignments that are both teacher and student led.

Evaluation: Core competencies will be assessed using a variety of methods including teacher evaluation, peer evaluation and self-evaluation.

Art Studio 10. MVA10--S

This course is intended for students who wish to refine drawing and painting skills and specialize in the visual arts, namely in the area of painting, drawing, graphics, ceramics and sculpture. Art history appreciation and critiquing of personal, historical, and contemporary works will be integrated into this course.

Activities: Drawing, painting, graphics, ceramics, and sculpture using a variety of materials. Students are required to maintain a visual journal.

Evaluation: Evaluation will consist of assignments and projects.

Art Studio 11. MVA11--S

Further exploration of elements and principles of design and composition as they are applied to drawing and painting, sculpture, ceramics and printmaking. This course encourages students towards portfolio preparation.

Activities: Drawing, painting, graphics, ceramics, and sculpture using a variety of materials. Students are required to maintain a visual journal.

Evaluation: Evaluation will consist of assignments and projects.

Recommended: None.

Art Studio 12. MVA12--S

Advanced exploration of design strategies and composition as they are applied to drawing and painting, sculpture, ceramics and printmaking. Emphasis is placed upon portfolio preparation.

Activities: Drawing, painting, graphics, ceramics, and sculpture using a variety of materials. Students are required to maintain a visual journal.

Evaluation: Evaluation will consist of assignments and projects.

Recommended: Art Foundations 11, Ceramics & Sculpture 11, or Drawing and Painting 11; or any Art 10 course with permission of instructor.

CERAMICS & SCULPTURE COURSES

Studio Arts 3D 11. MVA11--S

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

Activities: Ceramics, sculpture, and fabric arts using a variety of materials. An idea journal is required.

Evaluation: Evaluation will consist of assignments and projects.

Studio Arts 3D 12. MVA12--S

Advanced exploration of elements and principles of design and composition as they are applied to Ceramics, Sculpture, and Fabric Arts. Emphasis is placed upon portfolio preparation.

Evaluation: Evaluation will consist of assignments and projects.

Recommended: Art Foundations 11 or Studio Arts 3D 11;

Drawing & Painting 11 with permission of instructor.

PHOTOGRAPHY COURSES

Visual Arts 9. (Photography/Video). MADMA09--S

Media Arts 9/10 is a beginner course in photography/ video production which allows students to explore basic photography/videography, storyboarding, audio, post-production, and editing techniques. Students will also learn basic composition, camera shots and angles, care of equipment, and terminology.

Activities: Activities will include basic photography processes, music videos, animation, claymation and learning the power of media messages. Students will be able to critique their work and that of others as well as have the opportunity to enter festivals and have a public screening.

Evaluation: Evaluation will be based on creativity and the application of curricular competencies.

Recommended: Students should be willing to share equipment, work in a group and show care and responsibility in the handling of expensive equipment outside of class time.

Photography 10. MVAPH10--S

This course will further the knowledge gained in Media Arts 9 - Photography/ Video. Students will further their knowledge of Photography and Video processes. This will include elements and principles of design, camera shots and angles, videography, storyboarding, audio, to post-production editing.

Activities: Activities will include basic photography processes, music video, animation, claymation and learning the power of media messages. Students will be able to critique their work and that of others as well as have the opportunity to enter festivals and have a public screening.

Evaluation: Evaluation will be based on creativity and the application of the skills theory in these areas: photography and video assignments, post-production work.

Recommended: Students should be willing to share equipment, work in a group and show care and responsibility in the handling of expensive equipment outside of class time.

Photography 11. MVAPH-11--S

This course will provide opportunities for both beginner and experienced participants to learn and develop their skills. 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. This course provides opportunity to develop a portfolio. This portfolio of photographs and projects will indicate how they have advanced their learning to create quality images and will contain examples of how technical and problem solving strategies in art and design helped them to develop a personal style for communicating ideas.

Evaluation: Evaluation will be primarily based on photo assignments, completion of the portfolio which will be based on creativity, application of elements and principles of design, art theory, and skill development.

Recommended: Students should have their own digital camera, be able to share school equipment, work well with others and show care and responsibility in the handling of expensive equipment.

Photography 12. MVAPH-11--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, however students will be expected to use previous knowledge to illustrate a deeper understanding of the concepts. Students will work specifically with digital cameras and produce both black & white and colour photography. Students will have the freedom to choose from a variety of given assignments and will work with the instructor to develop an individual, unique and independent course of study.

Activities: This course provides students with the opportunity to enhance their portfolio. As such this portfolio will indicate how they have advanced their learning to create quality images and will contain examples of how technical and problem solving strategies in art and design have helped them to develop a personal style for communicated ideas.

Evaluation: Evaluation will be primarily based on photo assignments, completion of the portfolio which will be based on creativity, application of elements and principles of design, art theory, and skill development.

Recommended: Students should have their own digital camera, be able to share school equipment, work well with others and show care and responsibility in the handling of expensive equipment.

YEARBOOK COURSES

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

This is a course designed to enable students to gain knowledge and skills that are necessary to produce a saleable print medium product. Students need to develop a working knowledge of Adobe Photoshop CC and InDesign CC. This course will give students an awareness of the different types of technologies used in a variety of media.

Activities: Page layout, photography, sales, typography, theme development and graphics.

Evaluation: Evaluation will consist of assignments and productivity.

Recommended: Students must meet teacher's approval to enter this course and must commit to the full year. Students are expected to be positive, cooperative, and responsible. There will be times when an individual must work beyond class time to meet deadlines, sell advertisement space, acquire photographs of special events, collect funds, etc.

*This is 2 courses occupying 1 block each semester. For Grade 10 students, Yearbook may be backed with Career-Life Education 10 taken as an online course through SAIL Academy.

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

This is a course designed to enable students to improve knowledge and skills that are necessary to produce a saleable print medium product. Students will develop their working knowledge of Adobe Photoshop CC and InDesign CC. This course will give students an awareness of the different types of technologies used in a variety of media.

Activities: Page layout, photography, sales, typography, theme development and graphics.

Evaluation: Evaluation will consist of assignments and productivity.

Recommended: Students **MUST** get teacher's approval to enter his course and must commit to the full year. Students are expected to be positive, cooperative, and responsible. There will be times when an individual must work beyond class time to meet deadlines, sell advertisement space, acquire photographs of special events, collect funds, etc.

*This is 2 courses occupying 1 block each semester. For grade 11 and 12 students, Yearbook may be backed with a spare block.

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

This is a course designed to enable students to enhance knowledge and skills that are necessary to produce a saleable print medium product, as well as, manage production. Students will improve their working knowledge of Adobe Photoshop CC and InDesign CC. This course will give students an awareness of the different types of technologies used in a variety of media.

Activities: Page layout, photography, sales, typography, theme development and graphics. Evaluation of participation is done by teacher and editors.

Evaluation: Evaluation will consist of assignments and productivity.

Recommended: Students **MUST** get teacher's approval to enter this course, have credit for Visual Arts: Media Arts 11, and commit to the full year. Students are expected to be positive, cooperative, and responsible. There will be times when an individual must work beyond class time to meet deadlines, sell advertisement space, acquire photographs of special events, collect funds, etc.

*This is 2 courses occupying 1 block each semester. For grade 11 and 12 students, Yearbook may be backed with a spare block.

Arts Education

DRAMA AND DANCE

The Drama program starts with training in developing voice, confidence and team work. Students who follow this program to its five year level will be given the opportunity to progress to a high level of expertise, whether that level is Acting, Stage Craft, or Directing and Script Writing.

Arts Education 8.

Fine Arts 8 gives students an opportunity to explore making art in multiple mediums and experiencing a number of team building and individual performance elements in a safe and supportive environment. As this is an entry-level course in Art and Drama, no previous experience is necessary. The elements of Art are explored through a variety of fine arts processes such as collage, sculpture, printmaking, ceramics, drawing and painting. The introductory elements of Drama focus on communication, storytelling, team building and expression through both physical and vocal means.

DRAMA COURSES

Drama 9. MDR--09--S

Drama 10. MDRM-10--S

This course continues the exploration of storytelling, improvisation, and both physical and vocal development that began in Fine Arts 8. It also includes an introduction to the technical aspects of theatre: lighting and sound, prop-making, costuming and stage management. The course strives to strike a balance between collaborative drama creation and individual opportunities for performance. Students will work towards developing strong skills in movement and voice, and increasing self-confidence during both creative group work, and in performance.

Skills, such as mime, mask, physical and vocal rhythm and other theatrical methods of communication are introduced. Students are given time to explore these new skills and concepts, and are then assigned tasks within which to apply these new skills. Basic script analysis and interpretation is introduced, and applied to individual monologues and possibly scenes. Attendance, work habits and group skills are important. A positive attitude and willingness to learn is recommended.

Drama 11 (Acting 1). MDRM-11--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.

* A strong grasp of the English language is highly recommended, as selected texts and themes can be challenging.

Prerequisite: Drama Foundations or permission of the teacher

Drama 12 (Acting 2). MDRM-11--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.

* A strong grasp of the English language is highly recommended, as selected texts and themes can be challenging.

Prerequisite: Drama Foundations or permission of the teacher

DANCE COURSES

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.

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.

Dance Choreography 11, 12.

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.

THEATRE PRODUCTION COURSES

Theatre Production 11. MD RTP11--S

This is an introductory stagecraft course that covers the theory and practice of set design and construction, stage lighting, sound effects, stage management, and the design and manufacture of props and costume.

Activities: Students in this challenging course will gain practical experience in theatre productions. Significant time will be required outside of the regular schedule for attendance of plays, field trips, technical rehearsals, stage crew work, etc.

Evaluation: Approximately 75% of the mark will be based upon "hands on" involvement at theatre productions. The remainder will be based upon assignments, projects and workshop participation.

Recommended: Open to students in Grade 11 or 12; open to Grade 10's with permission of the instructor. This course runs alongside Theatre Company 11 and 12 (after school).

Theatre Production 12. MD RTP12--S

This is an extension of the areas taught in Theatre Production 11. Students are given increased opportunity to specialize in the area of their choice (sound, lighting, costumes etc.)

Activities: Students in this challenging course will gain practical experience in theatre productions. Significant time will be required outside of the regular schedule for attendance of plays, field trips, workshops, technical rehearsals, stage crew work, etc. Students will be expected to undertake major areas of responsibility.

Evaluation: Approximately 60% of the mark will be based upon "hands on" involvement at theatre productions. The remainder will be based upon assignments, projects and workshop participation.

Recommended: Theatre Production 11 and the permission of the instructor. This course runs alongside Theatre Company 11 and 12 (after school).

*Students are required to fill in an application form, available from the instructor.

THEATRE COMPANY

Theatre Company (BAA). MD RTC10--S

This is an introductory course where the students increase their knowledge of the theatrical arts and improve their skill level by producing plays for public performance. Students are expected to have a mature attitude about work and be seriously devoted to the course.

Activities: The students will take on all the jobs necessary to ready a script for performance, from acting to backstage management. This course will run outside of the regular school day and students will be expected to have an excellent attendance and punctuality history.

Evaluation: Approximately 75% of the mark will be based upon "hands on" involvement at theatre productions and in-class rehearsals. Regular attendance is crucial. The remainder will be based upon assignments and projects. Evening performances are required.

** Students who sign up for Theatre Company must take it as a 9th course and are admitted by audition only.

Theatre Company 10. MD RTC10--S

Theatre Company 11. MD RTC11--S

Theatre Company 12. MD RTC12--S

This is a practical theatre arts course where the students increase their knowledge of the theatrical arts and improve their skill level by producing plays for public performance. Students are expected to have a mature attitude about work and be seriously devoted to the course.

Activities: The students will take on all the jobs necessary to ready a script for performance, from acting to backstage management. This course will run outside of the regular school day and students will be expected to have an excellent attendance and punctuality history. TC 12 will require students to take on extra responsibilities in the production of plays and mentorship of younger students.

Evaluation: Approximately 75% of the mark will be based upon "hands on" involvement at theatre productions, in-class rehearsals and preparatory assignments. Regular attendance is crucial. The remainder will be based upon assignments and projects. Evening performances are required.

Recommended Pre-courses:

- TC 11: Drama 10 and a successful audition in September.
- TC 12: Theatre Company 11, Acting 10 or 11, and a successful audition in September.

If the student wants to join Theatre Company, but does not have the Acting prerequisite, he/she must take the Acting prerequisite in the 1st semester.

** Students who sign up for Theatre Company must take it as a 9th course.

Arts Education

MUSIC

The goal of the Kwantlen Music Department is to develop students' musical skills and their appreciation for music so that music will continue play a part in their lives no matter what their chosen career. Music students of all levels will participate in rehearsals, concerts, festivals and tours throughout the year. These activities will focus on three areas. Musical skills, practical s and theoretical. Appreciation of music from all ages, cultures and genres and performance of music and the fostering of the cooperation and responsibility that every member of an ensemble must have.

CONCERT BAND COURSES

Concert Band 8. MMU--08--Y

This class gives students an opportunity to continue studying the instrument they began to learn in grade 7 band. This is also a good opportunity to learn a different instrument if the one learned in grade 7 doesn't interest them any more. Students will receive training in ensemble skills, being a member of a musical team, with emphasize on team skills, commitment to performances, rhythmic accuracy and musical notation. Also open to beginners.

Evaluation: Letter grades and work habits will be based on the student's progress in skill development and participation in music department activities.

Concert Band 9. MMU--09--S-CB

Students' individual music abilities are molded into a performing group. Students will receive training on their instrument, ensemble skills, and rhythmic and notation fluency. Membership in the band will require a high degree of commitment in preparation of the music and rehearsals. There will be an increase in complexity and excitement of repertoire over the previous year.

Evaluation: Letter grades and work habits will be based on the student's progress in skill development and participation in music department activities.

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. Students will receive training on their instrument, ensemble skills and rhythmic and notation fluency. 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.

Evaluation: Letter grades and work habits will be based on the student's progress in skill development and participation in music department activities.

Recommended: Successful completion of Band 8 or 9 or the director's permission.

Instrumental Music 11 (Concert Band). MIMCB11--S

Instrumental Music 12 (Concert Band). MIMCB12--S

Students will develop increasing levels of music proficiency through a wide-ranging repertoire. Music career and post secondary music education will be explored. Individual music abilities are molded into a performing group. Students will receive instruction on their instruments, ensemble skills, and rhythmic and notation fluency. Membership in the band will require a high degree of commitment in preparation for performances.

Evaluation: Letter grades and work habits will be based on the student's progress in skill development and participation in music department activities.

Recommended: The director's permission.

JAZZ BAND COURSES

Instrumental Music 10 (Jazz Band). MMUJB10--S

This course is for students who wish to play jazz. We will 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 in preparation of the music and rehearsals.

Evaluation: Letter grades and work habits will be based on the student's progress in skill development and participation in music department activities.

Recommended: Concert Band 8 or 9, or Jazz Band 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. We will focus on the basic styles of jazz, swing, Latin, ballad, funk, blues, etc., as well as the development of improvisation. Membership in the jazz bands, as with any other music course, will require a high degree of commitment in preparation of the music and rehearsals. Students will also gain experience in sound production equipment, career opportunities in the music and entertainment industries and more.

Evaluation: Letter grades and work habits will be based on the student's progress in skill development and participation in music department activities.

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

AFTER-SCHOOL BAND COURSES

Concert Band 8 to 12 (After-school).

Grade 8. MMU--08--Y

Grade 9. MMU--09--X

Grade 10. MMUCB10--X

Grade 11. MIMCB11--X

Grade 12. MIMCB12--X

Students will develop increasing levels of music proficiency through the widest possible range of repertoire. Music career and post secondary music education will be explored. Individual music abilities are molded into a performing group. Students will receive professional training on their instrument, ensemble skills, and rhythmic and notation fluency. Membership in the band will require a high degree of commitment in preparation of the music and rehearsals. There will be an increase in complexity and excitement of repertoire over the previous years.

Evaluation: Will be based on rehearsal and performance observation and measurement.

******This course runs after school on Tuesdays and Thursdays for the full year.

GUITAR COURSES

Instrumental Music 10 (Guitar). MMU--09--S-GU

Instrumental Music 10 (Guitar). MMUGT10--S

Instrumental Music 11 (Guitar). MIMG-11--S

Instrumental Music 12 (Guitar). MIMG-12--S

Students will learn open chords, as well as strumming and finger picking patters which will enable them to play several styles of music including popular, rock, folk, country, blues and more. Students will also be introduced to the playing of music from notation and from tablature which will enable them to play lead guitar and classical.

Evaluation: Students will be evaluated in the areas of progress and participation.

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

This is an introductory course to provide students the information and skills to compose their own music. We will explore notational styles and techniques from the beginning of music to the present. The course will be project based and individualized wherever possible. Music career and post secondary music education will be explored.

Evaluation: Letter grades and work habits will be based on the student's progress in skill development and participation in music department activities.

Recommended: Concert Band 9 or 10, open to Grades 10-12. Concert Band 11 or permission of instructor.

VOCAL COURSES

Choral Music. Grade 9. MMU--09--S-CH

Choral Music. Grade 10. MMUCC10-S

Choral Music. Grade 11. MCMCC11---S

Choral Music. Grade 12. MCMCC12---S

This course is for students who wish to further their musical knowledge. It focuses on the basic traditional musical styles from the middle ages to the present. The students will be introduced to solo-singing, 2-4 parts harmonies and music history. There will be an increase in complexity and excitement of repertoire over the previous years.

Evaluation: Will be based on rehearsal and performance observation and measurement.