

PRINCESS MARGARET SECONDARY SCHOOL



Princess Margaret is a caring, inclusive community where everyone is a lifelong learner.

Grades 9 - 12

**COURSE DESCRIPTION
BOOK
2024 – 2025**

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HOW TO USE YOUR COURSE SELECTION HANDBOOK

"BEGIN WITH THE END IN MIND"

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

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

FACTORS TO CONSIDER IN MAKING YOUR DECISIONS

Course Selection Process

Ask yourself these questions: **"START EARLY"**

A. Do the courses I have chosen for grade 10, 11 and 12:

- a. Meet the requirement for secondary school **GRADUATION**?
- b. Meet minimum post-secondary **ENTRANCE** requirements?
(Check each institution on the Internet)
- c. Meet specific post-secondary **PROGRAM** requirements.
- d. Meet specific **EMPLOYER/CAREER** requirements?

B. Are my marks high enough to meet post-secondary requirements for admission?

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

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

A. GRADUATION REQUIREMENTS

GRADE 10

Required Courses

1. EFP Literary Studies 10 and EFP Writing 10
2. A Mathematics 10 (2 choices)
3. Physical & Health Education 10
4. Science 10
5. Social Studies 10
6. Career Life Education 10
7. Elective: _____
8. Elective: _____

GRADE 11

Required Courses

1. English 11
2. Senior Social Studies course
3. A Mathematics 11 (3 choices)
4. A Science 11 (5 choices)
5. Career Life Connections 12
6. Elective: _____
7. Elective: _____
8. Elective: _____

GRADE 12

Required Courses

1. English 12
2. Elective: _____ 12
3. Elective: _____ 12
4. Elective: _____ 12
5. Elective: _____
6. Elective: _____
7. Elective: _____
8. Elective: _____
9. Capstone Project

GRAD PROGRAM POLICIES

- 80 credits minimum to graduate. Each course = 4 credits (52 required course credits, 24 elective credits, Capstone project and 16 credits must be at the grade 12 level).
- Grade 10 courses are part of the Graduation Program.
- Career Life Connections course and a Capstone project are mandatory for a student to graduate.
- 4 credits in course work with an Indigenous focus are mandatory for graduation.

THREE MANDATORY ASSESSMENTS

- Literacy 10 Assessment
- Numeracy 10 Assessment
- Literacy 12 Assessment

B. ADMISSION TO POST SECONDARY

Admission to Colleges/Universities

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

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

General Admission to B.C. Universities

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

Researching Post Secondary Opportunities

Where to look: www.educationplanner.bc.ca

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

Go directly to the institution web site or type the institution name into an internet browser such as Google.

- www.ubc.ca
- www.sfu.ca
- www.uvic.ca
- www.applybc.ca

C. STUDENT SERVICES and INFORMATION

COUNSELLING

Ms. Johnson (A) Mr. Dym (B-G) Mr. Alparaque (H-O) Ms. Parkinson (P-Z) Ms. Lee (post-secondary and Gr 12 advisor)

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

- know and appreciate themselves
- relate effectively to others
- develop appropriate educational plans and
- explore career alternatives

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

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

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

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


Volunteer Opportunities – Part-time and summer employment opportunities, as well as volunteer opportunities, are posted in the Counselling and Career Centre and through the Career Center's social media site.

STUDENT EVALUATION AND REPORTING

Grade 9 Reporting

For grades K-9, the Summary of Learning must include:

- **a summary of student learning in all learning areas studied during the school year using the Provincial Proficiency Scale;**

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

- **summary Descriptive Feedback on areas of significant growth and opportunities for further development;**
- **information about student attendance; and**
- **student-generated content including Student Self-Assessment of the Core Competencies and Student Goal Setting.**

Grade 10 to 12 Reporting

At Princess Margaret, there is a system of continuous daily assessment. Student letter grades are based on classroom work, assignments, and tests. All students at Princess Margaret will gain experience in writing final examinations.

Princess Margaret has four formal reporting periods during the school year. Parents receive on-line a mid-term report (November and April) and a final report (February and June) in each semester. In addition, subject teachers send out interim reports approximately six weeks into each semester.

Letter Grades and Percentages: Following is the Ministry model for percentages and related grade equivalents:

For mid-term reports:

A	=	Excellent achievement	86-100%	C-	=	Below average achievement	50-59%
B	=	Very good achievement	73-85%	I	=	In Progress	0-49%
C+	=	Above average achievement	67-72%				
C	=	Average achievement	60-66%				

For final reports:

A	=	Excellent achievement	4.0 GPA	C-	=	Pass: the student has achieved basic competency for the course and is considered to be ready for subsequent work	1.0 GPA
B	=	Very good achievement	3.0 GPA	F	=	Fail: the student has not achieved a pass standing and it is in the best interest of the student to undertake further work in order to become ready for subsequent courses	0 GPA
C+	=	Above average achievement	2.5 GPA				
C	=	Average achievement	2.0 GPA				

An "I" symbol may appear on a report and is only used when a student has been granted additional time to complete required work before a permanent letter grade is determined. "I" will be accompanied by a written comment stating what the student must do and by what date. On the indicated date, the "I" will be changed to a permanent letter grade.

LEARNER SUPPORT PROGRAMS

Learner Support

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

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

LST Support

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

CAREER COURSES & PROGRAMS

CAREER COURSES:

Career Life Education 10:

Career Life Education 10 (CLE 10) is a graduation **requirement** for students who are graduating in 2021 and beyond. In CLE 10, students will explore different educational and career paths, financial planning, and elements of health and wellness. Students will refine their understanding of the links between personal development and their career decisions. It is in CLE 10 that students will start to build the foundation of their post-graduation educational and/or career plans through knowledge gained from their course work, research and learning experiences from both inside and outside the classroom.

Career-Life Connections 12:

Career Life Connections (CLC 12) is a graduation **requirement**. In CLC, Grade 11 students will explore how career-life decisions are influenced by internal and external factors, including local and global trends. They will learn self-advocacy and networking skills while also reflecting upon important career and life connections such as work/life balance. Students will examine important factors such as employment marketing strategies, and rights and regulations in the workplace, including safety. Exploration and reflection is included on ways to represent themselves, including consideration of personal and public profiles, and digital literacy. Finally, the course aims to make students aware of the relationship between citizenship, lifelong learning and career-life opportunities for people and communities. A final project, the Capstone, is an embedded within this course. Reflecting on the learning experienced while in high school, students choose a topic and medium of their choice to present its relevance to the transition into adulthood, post-secondary training or the workforce.

CAREER PROGRAMS:

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

- Explore career choices to make informed decisions.
- Gain valuable experience with workplace situations and equipment.
- Increase confidence and self-reliance.
- Develop awareness of personal qualities essential for success in the workplace.
- Obtain references and contacts that will assist in securing a job.

- Receive ministry-approved course credit towards graduation.

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

- Career Preparation Co-Op Programs
- District Partnership Programs
- District Academic Dual Credit

PRINCESS MARGARET CO-OP PROGRAMS:

Co-op - Career Explorations (Social Studies 10, English 10, Career Life Explorations, Work Experience 12A & 12B)

This co-op is for grade ten students. Courses taught are Social Studies 10, English 10 and Career Life Explorations 10. Students also receive credit in WEX 12A and WEX 12B for a total of 20 graduation credits. In addition to the traditional work placements, students attend career exploration field trips.

Co-op – STEM (Science, Technology, Engineering, Mathematics) – (Pre-Calculus 11, Chemistry 11, Career Life Connections 12, Work Experience 12A & 12B)

STEM Co-op is an enriched second semester program for students interested in pursuing studies and careers in Science, Technology, Engineering, or Mathematics. Students will be completing Pre-Calculus 11, Chemistry 11 and Career Life Connections 12 in this co-op. The program allows students to participate in 6 weeks of work experience in the scientific field to receive credit for Work Experience 12A and 12B as well. Students will work in a cohort of their peers with similar abilities and interest with one teacher in one classroom at a slightly accelerated pace to compensate for the time in the field. The CLC 12 component of this course, with its Capstone Project requirement, is thematically integrated with the Sciences to allow students an opportunity to reflect on what they are learning in the Sciences. It will also provide them with opportunities to consider occupations and issues such as networking in the field of Science. Students interested in signing up should select the "Science Co-op" option in the course selection process. In the event that there are more students than availability, due to limited space, acceptance into the program may be based on academic record and Science 10 teacher recommendation.

Surrey School District Career Education - Partnership Programs

The Surrey School District, in partnership with local post-secondary institutes and SkilledTradesBC, offers a wide variety of Partnership Programs for district high school students. These enable students to begin training in a specific occupation and to save money. The Surrey School District pays the tuition.

Students who participate in a Partnership Program may receive:

- elective credits toward secondary school graduation,
- post-secondary credit,
- SkilledTradesBC technical trades apprenticeship training.

Interested students should go to the PM Career Centre for additional information and to obtain an application package before January of their Grade 10 or Grade 11 year.

- [Automotive Service Technician](#)
- [Baking and Pastry Arts](#)
- [CADD/Drafting](#)
- [Carpentry](#)
- [Collision and Refinishing Common Core](#)
- [Construction Craft Worker \(CCW\)](#)
- [Culinary Arts](#)
- [Early Childhood Education \(ECE\)](#)
- [Electrical](#)
- [Explorations in Aviation Careers](#)
- [Hairstylist](#)
- [Heavy Mechanical Trades](#)
- [Horticulture](#)
- [Metal Fabrication](#)

- [Millwright](#)
- [Painter](#)
- [Piping](#)
- [Welding](#)

Surrey School District Career Education - Dual Credit Courses

Dual credit courses enable students to receive credit for post-secondary courses while, at the same time, earning high school credit towards their graduation. Kwantlen Polytechnic University, Douglas College, Simon Fraser University, and Nicola Valley Institute of Technology provide Surrey School District students with the opportunity to take post-secondary courses, **tuition-free**, while they are still in high school. However, please note that students are responsible for the tuition for the Emily Carr Headstart in Art course.

Interested students should go to the PM Career Centre for additional information and to obtain an application package before January of their Grade 10 or Grade 11 year.

- [Community and Public Safety](#)
- [Graphic Design Course](#)
- [Headstart in Art](#)
- [High School on Campus](#)
- [Introduction to Health Science](#)
- [Introduction to Legal Office Procedures](#)
- [Introduction to Practice for Child and Youth Care Counsellors](#)

ELL Programs

ELL Beginning

ELL Beginning/Reception courses are offered for new students who have been assessed at the 450 level. It is recommended that students enrol in two or three ELL courses initially to build their Basic Interpersonal Communication Skills (BICS). The ELL Beginning/Reception course will help students to develop and practice basic language skills and to become familiar with classroom routines and structures, while working on reading/writing skills in a variety of content areas (I.E., school, community, and Canadian culture).

ELL Developing

This course is the second level of ELL language developed. Students will continue to build their oral, reading and writing skills. Integration into non-academic courses is supported. Content areas cover general knowledge in academic areas, as well as school, community, and Canadian culture to build on foundational concepts needed for other content areas. The Developing program continues to build off of Basic Interpersonal Communication Skills (BICS) taught in Beginning and extends into opportunities of more academic or unit/theme-based language. The course will continue to cover general knowledge, but will focus mainly on English Language Arts specific content

ELL Expanding

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

Academic Language for ELL 10 (Introduction) (4 credits)

Introduction to Academic Language ELL 10 is designed for English Language Learners (ELLs) who have made some progress in developing their Basic Interpersonal Communication Skills (BICS) already and are ready to begin more intently and explicitly developing academic English (Cognitive Academic Language Proficiency, or CALPS). In this course, students grow their knowledge and skills for academic communication in English through explicit vocabulary, reading, writing, speaking, listening, viewing instruction in a sheltered environment. This course builds a bridge between students' previous learning, their personal and social identities and relationships, and the new cultural setting within which they are now interacting. This course assists students in maintaining and enhancing their first language(s) (L1) and in the necessary further building of their English competencies. The course is designed for ELLs at Level 3/Developing Level on the current 5 level ELL BC Provincial Standards/Surrey District Continuum.

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

Through *Academic Language ELL 10*, students will develop their academic English within a sheltered environment which meets the specific cultural adjustment needs of English Language Learners (ELLs). This course continues to expand upon the skills acquired in *Introduction to Academic Language ELL10*, which are needed to be successful in writing, speaking, listening, and reading competencies through a variety of text genres, registers, structures, forms, and styles. To build their competencies, students will experience language (listen, read, and study texts) from a variety of genres by studying the forms, styles, and models required to create original work, while also building their awareness of the socially constructed nature of language. This course includes elements of Canadian culture (cultural identity and First Peoples culture). *Academic Language ELL 10* is designed for ELLs at Level 3/Developing Level and Level 4/Expanding Level on the current 5 level ELL Standards/Surrey District Continuum.

ELL Math

This course is designed for students with little or no previous math exposure, or students who have experienced gaps between their schooling. It focuses on increasing student's confidence in their ability to do mathematics, to become mathematical problem solvers, to learn to communicate mathematically, and to learn to reason mathematically. By integrating math and language teaching this course provides experiences that bridge gaps in literacy, students' math knowledge, expands their communicative competence in English, and ultimately prepares them for success and readiness in future math coursework.

BUSINESS EDUCATION

ACCOUNTING

Accounting 11: (4 credits Applied Design, Skills & Technology)

This course provides an introduction to the basics of accounting concepts; a system to record and summarize financial events. Students will learn how to use generally accepted accounting principle (GAAP); organize data using manual methods to record, post and summarize transactions, and prepare financial statements and reports. Students will also be required to interpret financial statements and predict what changes may occur to affect the financial positions of a company.

Accounting 12: (4 credits Applied Design, Skills & Technology)

There may be some overlap at the start of the course to accommodate those students who have not completed Accounting 11. Special permission is required if students have not taken Accounting 11 but have a suitable math background. Students will effectively apply GAAP, collect data, record transactions and create and use special journals. Accounting information will be analyzed and financial statements will be prepared as the financial cycle is completed. Financial data are used by organizations to track and control assets and liabilities. Students will also learn about current business practices and the financial needs of a business.

BUSINESS EDUCATION

Entrepreneurship and Marketing 9:

Introduction to Business is a course that provides students with fundamentals of the world of business. Students will gain the basic understanding of business, touching on subjects such as accounting, marketing, entrepreneurship, tourism, and economics. Through this introductory course, students interested in business can choose a specialized strand, taking senior business 11 and 12 courses.

Entrepreneurship and Marketing 10: (4 credits Applied Design, Skills & Technology)

Students will review and expand their knowledge in the areas of:

- Business communications
- Entrepreneurship
- Finance
- Accounting and
- Marketing

Moreover, students will also be introduced to topics such as consumerism, economics, business law, and international business. Students will learn these lessons through class discussions, readings, research projects, brief reports and presentations. Students will also explore how to setup of your own small business.

Marketing and Promotion 11: (4 credits Applied Design, Skills & Technology)

Students will explore the world of marketing and promotions within a variety of contexts. Students will investigate how products are created from design to development and explore strategies including test marketing, segmentation, targeting and positioning. Legal and ethical considerations will also be discussed in advertising and social marketing. Students will also work on developing their interpersonal and public relation skills to help interact with potential customers. Students will design and create their own product and develop a marketing plan.

E-Commerce 12: (4 credits Applied Design, Skills & Technology)

E-Commerce 12 & Marketing 12 is a study of national and international marketing with an emphasis on Pacific Rim countries and new concepts of e-commerce. Topics include marketing research, product planning, product enhancement, sales promotion and advertising, transportation and distribution. Students will be actively involved in the daily operation of the school store.

Entrepreneurship 12: (4 credits Applied Design, Skills & Technology)

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their personal goals by satisfying the needs of others. Students learn about values, traits, and skills most often associated with successful entrepreneurial activity.

Economics 12: (4 credits Applied Design, Skills & Technology)

With Trump and Trudeau, economic concepts are more important than ever. This is a must for any student wishing to enter university or business school. Also, to excel in today's business world, you must have a good understanding of how economics governs our lives. We cover both microeconomics and macroeconomics. Topics include: supply and demand, production/distribution, labour, role of government, international trade, decision making in business. Students may apply these topics in activities that include discussion of current events, entrepreneurial games, the stock market game, projects, debates, and global studies.

Yearbook 10: (4 credits)

If you are a student that loves being creative and is a team player, then yearbook is the class for you. In the yearbook course, you will learn about photography, graphic design, journalistic writing, and marketing. Yearbook is a very dynamic class that allows students to work together to come up with design solutions. This class requires students to volunteer outside of class hours, but the reward is worth the sacrifice. The grade 10 course will be run over the course of a semester, and it will act as an introduction to the senior yearbook program.

Yearbook 11 /CLC 12: Full Year (8 credits) This course will be a linear, yearlong course paired against CLC and both courses will be taught by the same teacher. This course focuses on development of skills in Adobe programs, photography, graphic design, and journalistic writing. This class requires you to commit to time outside of class hours and to multitask. Being in the yearbook program looks great on a student's resume because students gain real-world skills like setting goals, meeting deadlines, and teamwork. CLC is a graduation requirement, and the course description is included in the Careers section of this guide. CLC in this combined course will have a special emphasis on marketing, visual graphics, and business.

Yearbook 12 /Study: Full Year (4 credits)

For senior yearbook, you will further build on the skills in Adobe programs, photography, graphic design, and journalistic writing. You will take on leadership roles and learn how to run a team by working collaboratively and make important decisions that will shape the face of the yearbook. Students gain real-world skills like setting goals, meeting deadlines, and teamwork throughout the whole production process. This class requires you to commit to time outside of class hours and to multitask. This is a great course for anyone who wants to pursue a career in graphic design, journalism, or media-based arts. Yearbook 12 will be paired with an alternating study and the course will be linear.

DIGITAL MEDIA, INFORMATION TECHNOLOGY & PROGRAMMING

Information and Communications Technologies 9:

This course is one of the most useful classes that you will ever take. Using the Microsoft Office suite of products, you will learn very important computer skills including word processing (format a report for English), spreadsheets (make a graph for Science), and presentation programs (for all of your classes). You will develop proper keyboarding skills. Become aware of security threats such as viruses, spyware, cyber bullying, and how to keep you and your family safe. You may also try out Photoshop, website creation, programming, video editing, or other programs.

Computer Studies 10: 4 credits Applied Design, Skills & Technology)

In this course, students will gather in introduction to computer hardware basics, computer programming and software development. Students will also explore graphic design (using Adobe Illustrator and Photoshop) and create their own images. Students are introduced to 2D and 3D modelling and animations. Students will also explore and build their own website and videogame.

Computer Information Systems 11 & 12: (4 credits Applied Design, Skills & Technology)

Students will build on their previous skills in desktop publishing and graphic design using Adobe Photoshop/Illustrator/Animate. Students will build upon their 2D and 3D modelling and animation skills using Adobe Animate and 3DS Studio Max. Students will also explore the impacts of social media and new technologies on society.

Computer Programming 11 & 12: (4 credits Applied Design, Skills & Technology)

Computer Programming 11 is focused on using the program PYTHON to learn aspects of computer programming that address: design opportunities and specifications; problem decomposition, development and structures within existing code, modifying existing code (strategy and methods); program development processes and tools; pre-built libraries, use of test cases; and computational thinking processes. Course is set at a beginner level and previous experience in coding is not required. In Computer Programming 12, the course builds on Grade 11. Program used in Computer Programming 12 is JAVA but can also be decided by the class. The students will work towards understanding advanced programming structures; improve their documentation development; learn collaboration tools as well as U/I design, advanced pair programming and error handling and debugging. Previous coding experience is strongly recommended.

Business Computer Applications 12: (4 credits Applied Design, Skills & Technology)

For students looking to develop their business and computer skills in a light and fun environment.

Topics will include current events and trends in business, while further developing a student's ability to TOUCH-TYPE (speed, accuracy, technique) while also becoming comfortable using Microsoft Office: Microsoft Word, PowerPoint, and Excel. Industry standards for touch typing is above 60 correct words per minute. What is your speed and accuracy? Train now and reap the benefits for the rest of your life! If you are new to computers or want to improve your skills, this course is perfect for you. Students will learn techniques in creating professional looking documents for future employers and university professors. Students will also explore the world of communication via the internet and social media. Various internet tools will be used to explore the current world of social media and how businesses communicate online. All students of all skills levels are welcome to take this FUN and valuable course.

Digital Communications 11 & Digital Media Development 12: (4 credits Applied Design, Skills & Technology)

Online communications is changing the way people present and retrieve information. In this course students will explore issues related to digital communications and social media. Students will explore how journalism has changed as well as ethical and legal considerations with digital communications.

ENGLISH

GOALS

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

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

CORE COMPETENCIES

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

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

All students are required to write Provincial Literacy assessments in order to graduate from high school in B.C.

English 9 (4 credits)

English 9 is a comprehensive course with a focus on the skills of reading, writing, speaking, listening and researching as applied to literature and current events. The redesigned English Language Arts curriculum presents what students are expected to know, understand, and be able to do. The curriculum is designed to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. English 9 is also the study of people's interaction with their physical and social environment. Students are guided in their learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. The core competencies - communication, thinking, personal & social – are embedded into the grade 9 Language Arts program.

ENGLISH FIRST PEOPLES 10 (4 credits)

All Grade 10 students will take English First Peoples 10 (EFP Literary Studies 10 and EFP Writing 10) as it will fulfill the new Indigenous graduation requirement. EFP Literary Studies 10 is designed for students who are interested in exploring First Peoples literature in a variety of contexts, genres, and media. This provides students with opportunities to explore personal and cultural identities, histories, stories, and connections to land/place. This course is grounded in the understanding of how texts are historically and culturally constructed. Students will work individually and collaboratively to broaden their understanding of themselves and the world.

The following are possible areas of focus within EFP Literary Studies 10:

- Thematic study of First Peoples literature (e.g., family, humour, connection to land, resistance, belonging, identity)
- Locally developed First Peoples texts

- Specific First Nations, Métis, or Inuit author study
- First Peoples children’s literature
- Storytelling in a First Peoples context

All Grade 10 students must also write the Literacy Assessment. This assessment is connected to all subjects, not just English.

English 11

The *English Language Arts curriculum* provides students with the opportunity to study literary and informational communications, the mass media, and experience the power of language in a written and oral format. English 11 is designed to provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing to make meaning of the world and to prepare students to participate effectively in all aspects of society. English 11 develops the theme of personal discovery. Students will be assessed on formative and summative assessment. The core competencies - communication, creative and critical thinking, personal & social awareness and responsibility – are embedded into the grade 11 Language Arts program.

Students have the choice to enroll in Literary Studies 11 or Composition 11:

Students may also take an English 12 elective, choosing from Creative Writing 12 or New Media 12.

Literary Studies 11 (4 credits)

Literary Studies 11 explores specific themes, time periods, authors, and/or areas of the world through literature and a variety of media texts. Literature such as world, feminist, Canadian or First Peoples may be explored through poetry, short stories, novels, drama, graphic novels and children’s literature. Possible areas of focus include genre-specific studies, Canadian literature, First Peoples texts, thematic studies, and specific author studies.

Composition 11 (4 credits)

Composition 11 focuses on developing students’ skills in written communication. Students think critically as they explore, extend and refine their writing. They work individually and collaboratively to explore, create, and revise purposeful compositions that include narrative, expository, descriptive, persuasive and reflective pieces. Possible areas of focus include nonfiction genres, writing processes, writing for audiences, and research.

New Media 11 (4 credits)

New Media 11 focuses on the increasing importance of digital media and literacy in communicating and exchanging ideas. Students will explore and create digital and interactive media. Possible areas of focus include film studies, publishing, poetry, song lyrics, blogging, writing for the web, social media, gaming and podcasting.

English First Peoples 12

All grade 12 students must take English First Peoples 12 in order to graduate. This course will fulfil the new Indigenous graduation requirement. They may also take more than one English 12 elective, choosing from Creative Writing 12 or New Media 12.

All Grade 12 students must also complete the Literacy Assessment. This assessment is connected to all subjects, not just English.

English First Peoples 12 (4 credits)

English First Peoples 12 builds upon and extends students’ previous learning experiences in ELA 10 and 11 courses. The course is grounded in the First Peoples Principles of Learning. It is designed for all students who are interested in delving deeply into First Peoples oral and written literature and visual texts in a range of media. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text, including oral story, poetry, song, performance, film, and prose. A key feature of the course is its focus on authentic First Peoples voices (i.e., historical or contemporary texts created by or with First Peoples). In EFP 12, all students:

- examine texts grounded in a diversity of First Peoples cultures, including local First Nations or Métis communities
- extend their capacity to communicate effectively in a variety of contexts
- think critically and creatively about the uses of language
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that have shaped and continue to shape their own identities
- appreciate the importance of self-representation through authentic First Peoples text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understandings of what it means to be educated Canadian and global citizens

While the focus in EFP 12 is primarily on First Peoples voices from British Columbia, students also engage with texts that reflect First Peoples perspectives from elsewhere in Canada and throughout the world.

ENGLISH 12 ELECTIVES:

Creative Writing 12 (4 credits)

Creative Writing 12 lets students flex their imaginative muscles through a wide range of writing styles. Experiment with creativity, push boundaries beyond typical thinking, and reflect upon personal and cultural identities. Possible areas of focus in Creative Writing include contemporary creative forms, creative nonfiction, poetry & song lyrics, and multimodal creative forms that combine visual, written, and oral texts.

New Media 12 (4 credits)

New Media 12 focuses on the increasing importance of digital media and literacy in communicating and exchanging ideas. Explore and create digital and interactive media. This may include film studies, publishing, poetry, song lyrics, blogging, writing for the web, social media, gaming and podcasting. Possible areas of focus in New Media include media & film studies, journalism & publishing, and digital communication.

HUMANITIES

Humanities 9

Humanities 9 is a year-long program that integrates English 9 and Socials Studies 9. It is designed as an interdisciplinary course using big ideas and is focused on the development of competencies to foster deeper understanding of both disciplines. Units and lessons are organized around essential questions and use a thematic approach that goes beyond course content to focus on students' needs and interests, as well as include both the local and global contexts.

FINE ARTS

VISUAL ARTS

ART

Art teaches about the human condition. Art calls upon imagination, fosters the ability to make decisions, and creates awareness that problems have multiple solutions. Art also develops relational understanding, attention to nuances and students' ability to frame the world from an aesthetic perspective. Studies in Art have intellectual, creative, affective, physical, and self-developing consequences that help prepare students for the demands of the 21st century. Art is a major field of employment in British Columbia.

ART FOUNDATION COURSES (Beginner)

Art Foundation courses present the basic skills and techniques required to create artwork at this level including drawing, painting, colour theory, 3D/sculpture or ceramics. The following courses are designed for the beginner or novice art student who has only taken Art 8 or art in elementary school:

Visual Arts 9

Visual Arts 9 will expand on areas of study introduced in Art 8. This is a survey course offering a variety of 2D and 3D media and will introduce students to artistic practices like keeping a sketchbook. Students will be introduced to some art history and will become familiar with famous images and artists. Students will learn how to develop images, to use elements and principles of design, and to handle a variety of art materials and technology. Students will have the opportunity to work with drawing, painting, watercolor, sculpture (clay and other mediums), printmaking, and a variety of other mediums, delving deeper into techniques and inquiry. Students will participate in a semester end Free Studio Project Art Show as a fully self-directed Inquiry.

Art Studio 10/11/12 (4 credits Fine Arts)

Recommended for senior students with no previous art experience. (4 credits Fine Arts)

This is a survey course for students who wish to experience a variety of art media, suitable for any level of experience, covering a variety of 2D and 3D elements such as drawing, painting, printmaking, art history and sculptural elements, ceramics and installation. Students will participate in a semester end Free Studio Project Art Show. This a fully self-directed Inquiry.

STUDIO ARTS: *ADVANCED

These courses are designed for students who excel in art or have taken one of the following: Visual Arts 9; Visual Arts 10; Art Foundations 11; Art Foundations 12. A larger body of work is expected to form a comprehensive portfolio by course completion. Studio courses can be taken concurrently for students wishing to major in art at a later date.

Studio Arts 3D: Ceramics and Sculpture 10/11/12 (4 credits Fine Arts)

Prerequisite: It is recommended that students have some previous art courses (4 credits Fine Arts)

This is a course suitable for any level of experience, but specifically for students interested in focusing on 3D elements such as ceramics, wheel thrown pottery, and mix media sculpture. If you like building things, making things and getting messy, this course is for you. We will be exploring clay and pottery in depth, and also learning different building techniques working with paper Mache, fabric and wire including art history, inquiry and installation work. Students will participate in a semester end Free Studio Project Art Show. This a fully self-directed Inquiry.

Studio Arts 2D: Drawing and Painting 10/11/12 (4 credits Fine Arts)

Prerequisite: It is recommended that students have some previous art courses. (4 credits Fine Arts)

This is a course for any level of experience, but specifically focusing on deeper inquiry into the 2D arts, with more in-depth focus on different painting and drawing techniques and media. If you don't like getting messy with clay or glue, and love drawing and painting, this course is for you! The course will include inquiry, sketchbook work, art history and installation work. Students will participate in a semester end Free Studio Project Art Show. This a fully self-directed Inquiry.

PHOTOGRAPHY

Media Arts 9: Photography: level 1

Are you ready to explore the world of Photography? This is an introductory level course to photography where you learn the building blocks of photography. You will learn the technical skills required to operate a digital SLR camera and develop an understanding of the exposure triangle - aperture, shutter speed, and iso. Creating dynamic photos with different composition and elements of art will be the focus of this course. You will explore various genres of photography such as portraits, still-life, and landscape as well as an introduction to studio lighting. This course is designed to encourage students to understand the creative process, to interpret and critique works of art. You will also be introduced to Adobe suite programs like Photoshop and lightroom to enhance your photo.

Photography 10: (4 credits Fine Arts) level 1

Are you ready to explore the world of Photography? This is an introductory level course to photography where you learn the building blocks of photography. You will learn the technical skills required to operate a digital SLR camera and develop an understanding of the exposure triangle - aperture, shutter speed, and iso. Creating dynamic photos with different composition and elements of art will be the focus of this course. You will explore different genres of photography such as portraits, still-life, and landscape as well as an introduction to studio lighting. This course is designed to encourage students to understand the creative process, to interpret and critique works of art. You will also be introduced to Adobe suite programs like Photoshop and lightroom to enhance your photo.

Photography 11: (4 credits Fine Arts) level 2

This course is for students that have taken photography level 1 prior to enrolling. Students must have basic knowledge of camera operation and image composition.

In this intermediate level of photography, you will have the opportunity to further develop your understanding of Photography. Emphasis on this course is to build on your prior knowledge on composing images in photography and focus on exploring different ideas to create compelling and personally meaningful photos. You will learn ways to manipulate light by learning about studio lighting in greater depth and how to post-process images in adobe programs to create purpose driven images. You will be engaging in inquiry projects based on your interest and apply different genres of photography in your own work. You will develop your own personal approach to image making throughout the course. Sharing images on digital platforms will allow you to present your newly acquired skills and creations with others.

Photography 12: (4 credits Fine Arts) level 3

This course is for students that have taken photography level 2 prior to enrolling. Students must have basic knowledge of camera operation, image composition, and has an interest in mastering photography as an art form.

Are you interested in becoming a photographer or further exploring photography as a medium of art? This course is to motivate personal growth and your development as an artist. Self-directed projects explore various topics such as photojournalism, fashion photography, event photography, advertising and product photography, portrait photography, or specific techniques in photography. The focus of this course is to build a body of work that will work as a portfolio. It is expected that you are self-motivated, work independently to engage in projects to develop your unique personal style, and meet deadlines. You will have the opportunity to present your work digitally or in a print format. This is a great opportunity to start or complete your portfolio for admission into art and photography programs at Kwantlen and other post-secondary schools.

VIDEO PRODUCTION

Media Arts 09: Video Production

This course is designed to introduce students to basic concepts of video production and film making. Students will learn basic camera skills, shot composition, script-writing, and computer-based digital video editing as well as concepts used in creating videos to effectively convey a message.

Media Arts 10: Video Production (4 credits Fine Arts)

This course is designed to introduce students to basic and intermediate concepts of video production and film-making. Students will learn camera skills, shot composition, script-writing, storyboarding, and computer-based digital video editing. Students will learn skills and concepts to create a variety of short and long videos including commercials, public service announcements, documentaries, and instructional videos.

Media Arts 11 : Video Production (4 credits Fine Arts)

This Video Production Course is designed for a student who has a strong interest in media technology. Video Production 11 students will learn to use a variety of concepts, technologies and skills including digital video cameras, shot composition, script-writing, storyboarding, computer-based digital video editing, and broadcast technology. Students in this course must work cooperatively in large or small groups and be self-motivated to develop their video production skills. Some out-of-class work is required.

Media Arts 12: Video Production (4 credits Fine Arts)

Students in this course produce independent projects that explore various aspects of video production including documentaries, music videos, short films, public service announcements and commercials. As well, students will learn advanced video techniques including

special effects, green screens and image enhancement. Video Production 12 students will also assist Video Production 9-11 students as peer tutors. Students must be self-motivated and willing to work independently or in small groups.

PERFORMING ARTS

BAND

Music 9: Concert Band

Concert Band 9 is for Grade 9 students who have previously taken band and would like to further develop their instrumental skills. Students will experience a significant increase in complexity and excitement of repertoire over previous band levels.

Instrumental 10: Concert Band (4 credits Fine Arts)

Concert Band 10 is for Grade 10 students who have previously taken band and would like to further develop their instrumental skills. Students will experience a significant increase in complexity and excitement of repertoire over previous band levels.

Instrumental Music 11: Concert Band (4 credits Fine Arts)

Concert Band 11 is for Grade 11 students who have previously taken band and would like to further develop their instrumental skills. Students will experience a significant increase in complexity and excitement of repertoire over previous band levels.

Instrumental Music 12: Concert Band (4 credits Fine Arts)

Concert Band 12 is for Grade 12 students who have previously taken band and would like to further develop their instrumental skills. Students will experience a significant increase in complexity and excitement of repertoire over previous band levels.

Music 9: Beginner Band

Beginner Band 9 is for Grade 9 students who have not previously taken band and would like to learn to play a band instrument. These students will be part of the Concert Band class.

Instrumental 10: Beginner Band (4 credits Fine Arts)

Beginner Band 10 is for Grade 10 students who have not previously taken band in high school and would like to learn to play a band instrument. These students will be part of the Concert Band class.

Instrumental Music 11: Beginner Band (4 credits Fine Arts)

Beginner Band 11 is for Grade 10 students who have not previously taken band in high school and would like to learn to play a band instrument. These students will be part of the Concert Band class.

Instrumental Music 12: Beginner Band (4 credits Fine Arts)

Beginner Band 12 is for Grade 10 students who have not previously taken band in high school and would like to learn to play a band instrument. These students will be part of the Concert Band class.

DANCE

Dance Foundations 10 (4 credits Fine Arts)

The focus of this course is to learn basic grooving and fundamental hip hop technique. Students will work on combinations and cross the floor movements, as well as learning choreography. This class will have three performance opportunities including the District Sharing Show, Outbreak Dance Competition, and our school show. In addition to hip hop, students will be introduced to a number of other dance genres, and will have the opportunity to create choreography.

Dance Foundations 11 & 12 (4 credits Fine Arts)

The focus of this course is to learn basic grooving and fundamental hip hop technique. Students will work on combinations and cross the floor movements, as well as learning choreography. This class will have three performance opportunities including the District Sharing Show, Outbreak Dance Competition, and our school show. In addition to hip hop, students will be introduced to a number of other dance genres, and will have the opportunity to create choreography.

Dance Technique & Performance 10 & 11 & 12 (4 credits Fine Arts)

(Recommended Prerequisite: Dance 10 for Dance 11; Dance 11 for Dance 12)

The focus of this course is to continue to build grooving and fundamental hip hop technique. The class will have three performance opportunities including the District Sharing Show, Outbreak Dance Competition, and our school show. In addition to hip hop, students will be introduced to a number of other dance genres, and will have the opportunity to create choreography.

Dance 9 & Dance Foundations 10 (Bhangra) (4 credits Fine Arts)

In this course you will learn basic Bhangra fundamentals and positioning. Students will learn two class dances and will also be given the opportunity to work on smaller group choreography. There will be three performance opportunities including the District Sharing Show, Outbreak Dance Competition, and our school show.

Dance Technique & Performance (Bhangra) 11 & 12 (4 credits Fine Arts)

This is a high energy class where you will continue to improve your Bhangra skills. Students will learn two class dances and will also be given the opportunity to work on smaller group choreography. There will be three performance opportunities including the District Sharing Show, Outbreak Dance Competition, and our school show.

Dance Choreography 10 & 11 & 12/ Dance Company 10 & 11 & 12 (4 credits Fine Arts).

(Recommended Prerequisite: Permission from instructor)

This course requires teacher recommendation. Please see the dance teacher if you are interested in taking this class.

DRAMA

Drama 9

This introductory course is for any student who wants to learn more about performing on stage. Students will work on collaborative skills and explore their artistic potential through theatre games, improvisation and group projects. Students will also develop acting skills such as voice, movement and staging.

Drama 10: (4 credits Fine Arts)

Drama 10 uses theatre games, scene-work, monologues and improvisation to explore creative self-expression. The performance component will introduce students to the essentials of acting through the exploration of body, voice, and ensemble. Students will begin to apply these skills during group and solo performances.

Theatre Performance (Acting) 11 & 12: (4 credits Fine Arts)

As members of the senior theatre class, students will be given a leadership role and a variety of performance opportunities including monologue work, short scenes and one act plays. These opportunities may include presentation of original work, touring to local elementary schools or producing one act plays.

Theatre Production 8 & 9 & 10: (4 credits Fine Arts)

Production 8/9/10 is a component of "Castle Players" - PM's very own theatre company. The goal of the course is to prepare a staged play to present to the school community and general public. Students will be given opportunities to work onstage as actors and offstage as part of a variety of technical crews including lighting, sound, costumes, and props. Commitment, enthusiasm and availability are essential for success. **Note: this is a year-long class that meets twice a week after school.**

Theatre Company 10 & 11 & 12: (4 credits Fine Arts)

Theatre Company is a practical performance class where students work collaboratively to produce a live stage show chosen from a variety of theatre styles including one-act and full-length plays and/or musicals. Students will gain both performance and technical experience from the following areas: acting, writing and directing, set and costume design, light and sound operation, promotion and publicity and stage management. Senior Members of the "Castle Players" have an opportunity to take on a leadership role. Commitment, enthusiasm and availability are essential.

Note: this is a year-long class that meets twice a week after school.

Directing and Script Development 11 & 12: (4 credits Fine Arts)

Explore the world of theatre creation in Directing and Scriptwriting, a dynamic course offering 11th and 12th-grade students the chance to craft compelling narratives for the stage. Students will be given a number of opportunities and approaches to develop and produce original work and adaptations, as well as published scripts. Students will have a chance to see their plays come to life and get hands-on directing experience through working with student actors.

Film & Television (Acting) 11 & 12: (4 credits Fine Arts)

Discover the art of storytelling through acting in Film & Television 11 and 12. This course is designed for students passionate about performance, offering hands-on experience in acting for the camera. Explore the transformative role of moving images in shaping identity, resilience, and cultural expression. Acting for the Camera provides a dynamic exploration of the craft, honing in on the nuanced skills required for on-screen performance.

GUITAR

Music 9: Guitar

This introductory course is for any student who wants to learn to play guitar. In the process of learning to play popular songs, students will discover the relationships between scales and chords, and between melody and harmony. Students will learn a variety of songs and will be expected to display this learning in individual and group performances.

Instrumental Music 10: Guitar (Beginner and Advanced levels) (4 credits Fine Arts)

Students will be expected to understand relationships between chords and scales and to develop music compositions which demonstrate purposeful use of melody and harmony. Students will learn a variety of popular songs in order to develop skills and build a repertoire for performance. Evaluation will be based on progress, attitude and participation in music department activities.

Instrumental Music 11: Guitar (Beginner and Advanced levels) (4 credits Fine Arts)

(Recommended Prerequisite: Guitar 10)

This course is for students who wish to perform in small music groups. Music will be chosen from a variety of popular styles, with input from students. Students will be expected to participate in live performances and to develop technology skills for recording performances in a studio setting.

Instrumental Music 12: Guitar (Beginner and Advanced) (4 credits Fine Arts)

(Recommended Prerequisite: Guitar 11)

This course is for students with advanced instrumental or vocal skills. Students will prepare music for school events and work with recording equipment in a studio setting. Students will be involved with the selection of music and the arranging of pieces. Evaluation will be based on progress and the development of a portfolio of music recorded in digital format.

KEYBOARDS

Music 9: Keyboards

Students will develop familiarity with digital music programming software and demonstrate skills through keyboard performance, computer programming and composition. Students will develop familiarity with chord structures, rhythms and notation.

Contemporary Music 10: Keyboards (4 credits Fine Arts)

Students will be expected to further develop familiarity with digital music programming software and demonstrate skills through keyboard performance, computer programming and composition. Students will continue to develop familiarity with chord structures, rhythms and notation.

Music Composition and Production 11: Keyboards (4 credits Fine Arts)

The focus of this course will be the role of technology in creating sounds, mixing performances, recording music into computers, remixing, and editing audio using digital audio software. As well, students will continue to develop keyboard performance skills introduced in Keyboards 9 and 10. Students will be introduced to some of the skills need for a career in audio engineering. Students will be encouraged to participate in music through continued development of keyboard and compositional skills.

Music Composition and Production 12: Keyboards (4 credits Fine Arts)

This course offers advanced instruction in audio engineering, including the mixing of live music, DJ skills, effects processing, and digital recording techniques. Students will oversee recordings done by a variety of small groups, and participate in school events as audio technicians. Students will use various software programs used in the production of music. As well, students will continue to develop advanced keyboard performance and composition skills in a variety of genres.

HOME ECONOMICS

Home Economics focuses on fundamental needs and practical concerns of individuals and families in a changing and challenging world; it integrates knowledge, processes and practical skills from multiple areas, including food studies, textiles, and family studies, and provides opportunities for creative applications and critical examination from global citizenship perspectives.

FAMILY STUDIES:

Interpersonal and Family Relationships 11 (Sociology) (4 credits)

Explore healthy interpersonal relationships in our global society. Learn about yourself and your relationship with others. Topics include: stages of human growth and development and how they affect you, the individual, as well as society as a whole. This course is all about the roles, rights and responsibilities of adolescence, as well your relationship with others (including your family) focusing on communication, skills in conflict resolution, intimacy and love. Take part in varied classroom activities, lively discussions, reflective journal writing and interesting projects.

Child Development and Caregiving 12 (4 credits)

Child Development and Caregiving is designed for senior students who want to learn about the physical, emotional, cognitive and social development of children. Topics of study will include: decisions to become a parent, pregnancy, early child development and care skills through the use of the "Real Care" babies program. Rights and responsibilities of children and caregivers and careers in caregiving will also be explored.

FOODS AND NUTRITION:

Food Studies 9/10 (4 credits Applied Skills for grade 10)

This course encompasses the different steps in meal design and food preparation, from the growing and raising of food to the processing and cooking of a meal. We will learn about food trends and how the food we eat raises social, ethical and sustainability considerations; the choices we make in our homes and classroom may have a larger impact on the world around us. The course will also examine consumer needs and preferences and how they influence food preparation. We will learn about the elements of meal preparation and First Peoples learning of food preparation and the need to eat and grow foods locally. Labs may include: cinnamon buns, cookies, yeast breads, Buddha bowls, pizza, tacos, sushi, and soups.

Food Studies 11/12 (4 credits Applied Skills)

The goal of Food Studies 11/12 is to develop various skills from planning menus to presenting attractive meals, and increase their knowledge of the nutritional, social, and economic factors that affect food selection and preparation. Students gain an understanding of the scientific and aesthetic principles of food preparation that lead to desired standards and apply principles by adapting recipes for a variety of individual, group and family situations in a nutritious cost- and time-effective manner. Students learn to maximize the health benefits of food while planning and preparing meals and explore factors that affect an individual's nutrient requirements at each stage of life. Additionally, students may examine the environmental, cultural, and economic factors that influence food choices while increasing their understanding of the impact of food choices on others, both locally and globally, and they use this knowledge to make responsible food choices. Food labs will have several choices of recipes. Some are more challenging than others to accommodate all skill levels.

Foods Lab Technician 12 (4 credits Applied Skills)

The Foods Lab Technician 12 course is designed for students who are looking for additional opportunities to work in a practical setting in a laboratory assistant role. This course has been designed to allow students to further develop and apply their knowledge and skills in kitchen safety, food safety, equipment usage, recipe development and recipe testing. Students will receive an in-depth study of laboratory and inventory management, workplace organization and preparedness that will enable students to prepare and evaluate laboratory demonstrations for classroom use too. In addition, students will also learn, build, and practice soft skills for the workplace.

Pre-requisites:

- Teacher recommendation is required.
- Must be currently in Grade 10 or 11
- Must have previously enrolled in Food Studies 10 and/or 11 with a proficient Final Mark OR
- Is concurrently enrolled in Food Studies 11/12
- Must have demonstrated Good Work Habits in previously enrolled courses:
 - regular & punctual attendance, absences are excused
 - assignments completed & submitted on time
 - able to approach and communicates with teacher when questions and/or issues arise and/or accommodations are required
 - able to work independently – takes initiative to start and complete tasks without teacher prompts

- able to work collaboratively
- Must be proficient in basic mathematical skills
 - addition, subtraction, multiplication, division, and fractions
 - conversion from imperial to metric measurements
- Must be able to read and comprehend English in order to...
 - test recipes
 - read & follow instruction manuals

TEXTILES, FASHION AND SEWING

Textiles 9/10 (4 credits Applied Skills for grade 10)

This introductory course is for students who have an interest in learning how to sew. Students will learn about the design process while creating projects such as pyjama pants, simple tops (T-shirts), tote bags and craft & accessory items. Sewing machine and serger techniques will be learned as well as basic hand embroidery stitches. Students will learn to work with a simple commercial pattern and make simple alterations to personalize their projects while considering ways to minimize waste and the impact on the environment. Students will learn a variety of sewing techniques and will apply the elements and principles of design in their choices. The role of Textiles in First Peoples cultures will be explored.

Textiles 11/12 (4 credits Applied Skills)

DESIGN! CREATE! DEVELOP YOUR CLOTHING STYLE! This course is for all senior students regardless of sewing ability. This course will be adapted for students of all ability levels as they learn about the design process. They will develop or refine sewing skills practising sewing machine & serger techniques. Sewing projects include sportswear items such as sweatshirts, hoodies and pants, skirts, bags, fashion accessories and craft items. Beginners are welcome as projects and patterns will be selected according to student desire and experience. Upcycling (taking a ready-made item and creating something new) will be explored, as well as, environmental and ethical impacts of our clothing choices and First Peoples textile practises. Students will explore the influence of fashion and textile choices, including socio-economics, media influences and global and environmental considerations. Students will learn more advanced techniques for clothing fitting and alterations. Wardrobe evaluation and fashion sketching/design may be included.

LEADERSHIP

Student Leadership 9

This course, which is taught inside the regular timetable, is designed to introduce students to the idea of becoming a leader right here in our own community. Students will study current trends in leadership as well as learn how to work together as a team to design projects. Students will be given the opportunity to assist the senior classes of Community Leadership, Recreational Leadership and Intramural Leadership with one event each, thus allowing the students to develop skills needed to plan, organize and run a special event of their own. Evaluation is based on assignments, public speaking skills, group projects, personal goals as well as participation in many interactive activities. Due to the nature of this course, students must be flexible and committed to informally volunteer time outside regular class time to ensure events happen according to deadlines. Students choosing to be in this course should have excellent attendance, work habits and initiative; a C+ or better average, a sincere desire to help build a more positive community, and a commitment to working in a team to complete projects. They must also complete a Student Leadership Application Form which includes teacher recommendations

Physical and Health Education 10 (Recreation Leadership) (4 credits)

This is a regular Grade 10 PHE class and includes all the games, activities, and fitness of a regular PHE class, but with the addition of mandatory volunteer hours, outside of class time, where students will be responsible for organizing, setting up, assisting and facilitating various athletic events around the school. Students will have the opportunity to lead games, fitness activities and become more involved in their own learning. This is an interactive course for students where they participate in various practical simulations, activities, exercises, games and teambuilding, to learn basic skills of problem solving, critical thinking, communication, sportsmanship, and other leadership-oriented skills. Students also help to run the school athletic programs, so it is a perfect course for those interested in helping to run various athletic events over the course of the year. Some of our projects include planning and organizing the pep rallies, sports tournaments and training in how to run various home games for our sports teams. The course is supplemented with a series of field trips that emphasize teambuilding and the importance of working together. This course is highly recommended for those that want to work with self-motivated and like-minded students who want to have fun in and out of the classroom! **Other prerequisites:** Excellent attendance, and good work habits. Potential interviews with the instructor, or other teacher recommendations and references may be used to select the most appropriate students for the class.

Leadership 10/11: Intramural (4 credits)

This course, which is taught outside the regular timetable, is designed for senior Intramural Leadership students, looking to build upon the skills taught in Leadership: Intramural 10 (team building, planning events and running meetings, organization, time management and general communication skills) and moving towards mentoring their very own small intramural group. Evaluation is based on class assignments and personal reflections, public speaking skills, group projects, personal challenges as well as participation in many interactive activities. The structure of this course demands that students work well as individuals and in highly interactive groups. Therefore, anyone planning on taking Intramural Leadership must be flexible and committed to meet informally outside regular class time to ensure events happen according to their deadlines. This course provides students with an excellent set of skills that will help prepare them for their future post-secondary studies.

Prerequisites:

- Excellent attendance, work habits and initiative
- C+ or better average
- Must be able to attend classes on Monday mornings at 7:15 am and Thursday afternoons at 3:00 pm
- A sincere vision and direction in the organization and execution of lunch time sports/activities
- Committed to helping lead others in a group environment
- Completed Student Leadership Application Form which includes teacher recommendation

LIBRARY

Library Information & Literary Studies 11/ Library Learning Commons Inquiry 12 (4 credits)

This course will appeal to students interested in library and information management related careers. Students will learn research skills in both print and electronic sources, library organization and services, all aimed at assisting library patrons. Students must be self-directed, quick on their feet, have strong people skills and be willing to engage in all aspects of library management. Technology is integral to library management: knowledge of Photoshop, PowerPoint, iMovie, website design, Office 365, etc. is an asset. Book displays, promotional pamphlets, posters, magazine processing, circulation, and shelving are some duties of library science students. Princess Margaret's Library is a lively venue; students must possess a mature attitude, be able to work independently, and have an excellent attendance record.

MATHEMATICS

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

Reasoning and Analyzing

- Demonstrate fluency with mental mathematics and estimation
- Develop inductive and deductive mathematical reasoning
- Use tools or technology to explore and create patterns and relationships, and test conjectures

Understanding and Solving

- Develop, construct and apply new mathematical knowledge through play, inquiry, and problem solving
- Demonstrate multiple strategies to solve problems in both abstract and real-life situations using different cultural perspectives

Communicating and Representing

- Use mathematical vocabulary and language to communicate in a variety of ways to explain, clarify, and justify ideas
- Develop mathematical understanding through concrete, pictorial and symbolic representations

Connecting and Reflecting

- Develop visualization skills to assist in exploring, connecting, applying, and describing concepts to each other, to other disciplines, and to the real world

THE COMMON CURRICULUM FRAMEWORK FOR GRADES 10-12 MATHEMATICS INCLUDES 3 PATHWAYS: PRE-CALCULUS MATHEMATICS:

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

FOUNDATIONS OF MATHEMATICS:

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

WORKPLACE MATHEMATICS:

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

Math 9

Mathematics 9 provides a theoretical foundation to prepare students for advanced studies in mathematics. This mathematics program continues to develop and expand on the curricular competencies and thinking skills from the grade eight by working through the following 5 Big Ideas:

- Principles underlying operations with numbers can be extended to algebra
- Computational Fluency with numbers is extended to rational numbers
- Continuous linear relationships are identified and represented in many ways (pattern recognition)
- Similar shapes have proportional relationships
- Analyzing the validity, reliability, and representation of data enables us to compare and interpret.

Math 10: Workplace (4 credits)

Workplace Mathematics 10 provides students with skills necessary to be informed citizens, prepares them to become confident in using mathematics in the workplace and prepares them for a number of vocational and trade programs. Course

content includes graphs, primary trigonometric ratios, metric and imperial measurement and conversion, surface area and volume, angles, central tendency, experimental probability, and gross and net pay.

This course satisfies the Grade 10 mathematics requirement for graduation.

Math 10: Foundations & Pre-Calculus (4 credits)

Foundations of Mathematics & Pre-Calculus 10 provide a more theoretical focus than the other pathways, to prepare students for advanced studies in mathematics. Students intending to study mathematics, science, and/or engineering at the post-secondary level should take this course as it is the prerequisite for both Foundations of Math 11 and Pre-Calculus Math 11. Course content includes operations on powers with integral exponents, prime factorization, relationships between data and graphs, linear relations, arithmetic sequences, systems of linear equations, multiplication of polynomial expressions, polynomial factoring, primary trigonometric ratios, and gross and net pay.

This course satisfies Gr. 10 grad requirements for math.

Math 11: Workplace (4 credits)

This pathway is specifically designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into most trades at post-secondary and for direct entry into the work force. Course content includes probability and statistics in contextualized situations, views and scale diagrams of 3-D objects, linear relationships, slope as a rate of change, trigonometry, graph interpretation, investments and loans, and personal budgeting.

This course satisfies the requirement that students must take a 4-credit grade 11 or 12 mathematics course in order to graduate.

Math 11: Foundations (4 credits)

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus, such as Economics, Geography, Psychology, Criminology, Arts or Humanities. Course content includes mathematical reasoning and logic, angle relationships, graphical representations of quadratic functions, graphical solutions to systems of equations, systems of linear inequalities, rates, scale models, applications of statistics, and investments and loans. Most students will choose this pathway.

This course satisfies the requirement that students must take a 4-credit grade 11 or 12 mathematics course in order to graduate.

Math 11: History of Mathematics (4 credits)

History of Math 11 is intended to help students understand that mathematics has evolved over many centuries in many areas of the world and in many different cultures. Course content includes the history of number and number systems, patterns and algebra, geometry, probability and statistics, tools and technology, and cryptography.

This course satisfies the requirement that students must take a 4-credit grade 11 or 12 mathematics course in order to graduate. As this is a newer course, its post-secondary acceptance is unknown at this time.

Math 11: Pre-Calculus (4 credits)

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, such as Sciences or Engineering. Course content includes powers with rational exponents, operations and equations with radicals, the real number system, investments and loans, polynomial factoring, rational expressions and equations, quadratic functions and equations, linear and quadratic inequalities, and trigonometry of non-right triangles and angles in standard position. **This course satisfies the requirement that students must take a 4-credit grade 11 or 12 mathematics course in order to graduate.**

Math 12: Foundations (4 credits)

The foundations pathway is designed for students who are going into university studies that do not require calculus. This course is required for some post-secondary programs. Course content includes transformations with iterations that create fractals, regressions and their analyses, set theory and conditional statements, combinatorics, probability and odds, investments and loans, and graphical representations of polynomial, logarithmic, exponential, and sinusoidal functions.

This course satisfies the requirement that students must take a 4-credit grade 11 or 12 mathematics course in order to graduate. It is sufficient for entrance into some university programs that do not require Calculus

Math 12: Pre-Calculus 12 (4 credits)

The pre-calculus pathway is designed for students who are going into university studies that require calculus. This course is required for some post-secondary programs. Course content includes logarithmic functions and equations, operations on logarithms, exponential functions and equations, geometric sequences and series, polynomial functions and equations, transformations of functions, conics, rational functions, and trigonometric functions, equations, and identities.

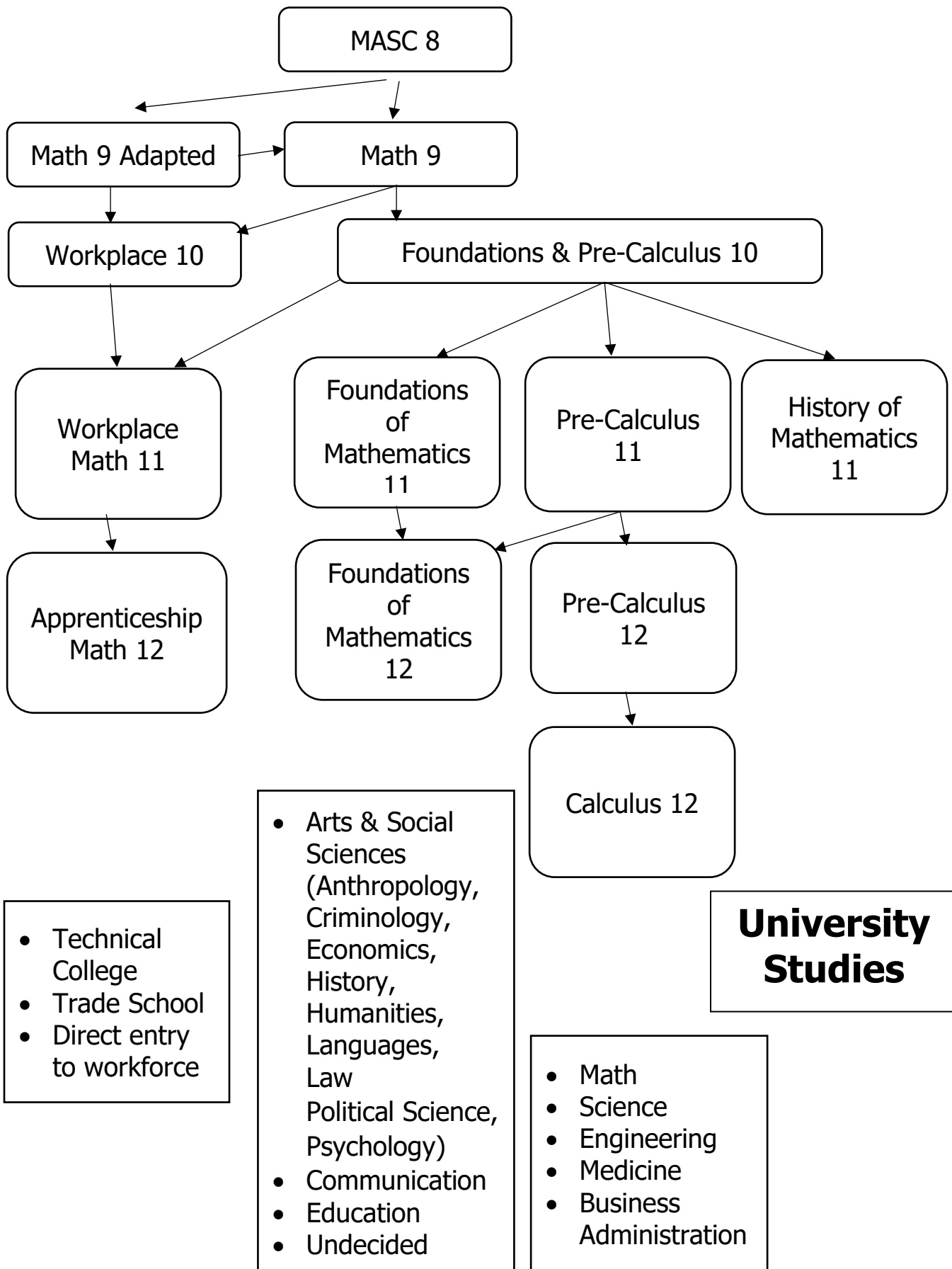
This course satisfies the requirement that students must take a 4-credit grade 11 or 12 mathematics course in order to graduate. It is widely accepted for entrance into most university programs.

Calculus 12 (4 credits)

This course is intended for students planning to take a calculus-based program at the post-secondary level. Course content includes limits, derivatives, applications of derivatives, integrals, and applications of integration. Students who are intending to enroll in calculus in college or university are strongly recommended to take this course.

This course satisfies the requirement that students must take a 4-credit grade 11 or 12 mathematics course in order to graduate.

MATHEMATICS PATHWAYS



MODERN LANGUAGES

FRENCH

French 9

In this course, students will build upon the foundational communication skills established in French 8, meaning that a basic knowledge of the language basics is assumed. As a refresher, we will start by revisiting some familiar topics, with the goal of progressing towards greater confidence and independence in oral and written French. Topics of discussion in this course include (but are not limited to) school, the home, passions and desires, food, cultural traditions, taking care of oneself, consumption and shopping, technology and travel.

French 10

Starting with a refresher on the basics, this course builds upon the communicational competencies developed through French 8 and 9, with a greater focus on written comprehension and production as students gain confidence and independence in their use of the language. Topics of discussion in this course include (but are not limited to) careers, housing, cultural identity, community, cultural interests, leisure and the environment.

French 11

Beginning with a review of foundational notions, this course assumes functional competencies developed through French 8-10. Students will develop greater sophistication in their spoken and written French, while broadening their vocabulary and grammatical toolkits by consuming authentic materials including – but not limited to stories, graphic novels, films, songs, articles and poetry. Topics of discussion in this course include (but are not limited to) environmental/social responsibility, food, travel, education, health, antiracism and technological advancements.

French 12

This senior-level course is aimed at providing students with the opportunity to fine-tune their oral and written competencies in French, with a particular focus on developing nuance and complexity in their language production. Through the focused study of authentic materials and experiences – including, but not limited to stories, films, graphic novels, songs, poetry, articles and fieldtrips – students will work towards expressing their ideas, observations and inferences entirely in French. Topics of discussion in this course include (but are not limited to) advertising, health/fitness, the Francophone world, ethical leisure, self-expression/arts and human rights. Students who take French 12 will also have the choice to prepare for and take optional DELF certification, a lifetime recognition of French-language proficiency.

PUNJABI

Punjabi 09:

This is an **introductory** course for students who have no background in the Punjabi language. The Punjabi 9 course aims to teach students the fundamentals of Punjabi language to develop communication skills (speaking, understanding, reading and writing) in Punjabi. The course also aims to give the students some insight into Punjabi culture and history. Successful completion of this course qualifies a student to enter Punjabi 10 and eventually Punjabi 11 which is needed for most university programs.

Punjabi 10: (4 credits)

Punjabi 10 will expand and build on skills and materials already covered in Punjabi 8 or Introductory Punjabi 9. This course will focus on grammar components and the gradual emphasis on reading and writing through reflections & journal writing. Punjabi culture, identity, history, & core values will also be explored with the infusion of aboriginal content through music, stories and movie segments. Successful completion of this course qualifies a student to enter Punjabi 11.

Punjabi 11: (4 credits)

Punjabi 11 will strengthen and build on the skills and materials already acquired in the language. Students will continue using Punjabi to exchange opinions through discussions, describe and narrate with some supporting details using a wide range of vocabulary and expression. Language acquisition will be taught through journal writing, reflections, stories, poems & films and will explore the relationship between Punjabi culture and aboriginal content through field studies such as trips to art galleries, historical places and senior homes. Students will study specific themes related to leisure and the 100 year journey: ethnic foods and cuisine, advertisements and travel.

Punjabi 12: (4 credits)

Punjabi 12 will lead students to a greater fluency in the language through the study of Punjabi literature. The curriculum will include poetry, short stories, plays and excerpts of novels, all written by Punjabi Canadian authors and dealing with issues of concern to

Punjabi's in the Diaspora. Students will do some challenging work related to real life experience, poetry analysis, story writing and letter writing.

SPANISH

Spanish 09

Students in this introductory course are assumed to have zero experience or knowledge of the language. The primary goal of this course is to develop strong receptive (i.e., reading and listening) skills, as well as beginning basic expressive (i.e., speaking and writing) competencies, with the aim of being functional in Spanish-speaking communities. Through films, music and stories, students will explore the cultures, traditions and daily lives of Hispanic peoples, including the pre-Columbian origins of Indigenous groups in modern-day Latin America.

Spanish 10 (4 credits)

Beginning with a review of the notions seen in Spanish 9, students in Spanish 10 will build on the basic skills, with the goal to communicate in writing and verbally effectively in a number of familiar situations. Students will expand their vocabulary and apply their language competencies in tasks with real-life relevance, as well as through the consumption of authentic materials such as songs, articles, stories and videos. Students will continue to learn more about the cultures, traditions and daily lives of Hispanic peoples.

Spanish 11 (4 credits)

Beginning with a review of the basic notions, Spanish 11 will build on the communicational competencies developed through Spanish 9-10, with increased focus on further complexity in written comprehension and production. Students will broaden their lexicon and familiarity with common grammatical concepts within the context of authentic materials, including (but not limited to) narratives, films, songs, poetry, articles and graphic novels.

Spanish 12 (4 credits)

This course is the culmination of the study of the Spanish language and culture at the secondary level. This senior-level course is aimed to provide students with the opportunity to fine-tune their oral and written competencies in Spanish, with a particular focus on developing nuance and subtlety in their language production amongst themselves. Through the focused study of authentic materials (such as storytelling, novels, videos, articles), students work towards expressing their ideas, observations and inferences entirely in Spanish, including using circumlocution where needed. They will see new structures, tenses and learn how to use them properly and effectively.

*All Modern Languages 11 courses satisfy the language requirement for universities.

PHYSICAL AND HEALTH EDUCATION

The aim of Physical and Health Education (PHE) is to have students develop a personalized understanding of what healthy living means to them as individuals and members of society in the 21st century. PHE is designed to develop educated citizens who have the knowledge, skills, and understandings that they need for lifelong health and mental well-being. Students will be able to recognize and change unhealthy behaviors and, at the same time, advocate for the safety, health and well-being of others.

Physical and Health Education 9:

The expectations for Physical and Health Education 9 include the following:

- **Physical Literacy:** Develop, refine, and apply fundamental movement skills and movement concepts in a variety of physical activities. Students will apply methods of monitoring and adjusting their exertion levels in physical activity.
- **Healthy and Active Living:** participate daily in physical activity designed to enhance and maintain health components of fitness and propose choices that support lifelong health and well-being.
- **Social and Community Health:** propose and analyze strategies for dealing with unsafe situations, discrimination, bullying and the development of healthy relationships.
- **Mental Well-Being:** create and evaluate strategies for promoting and managing the mental well-being for the self and others.

Fitness and Healthy Lifestyles 10: (Elective: 4 credits)

This course is a fitness and conditioning course. Fitness 10 will focus entirely on cardio-vascular fitness, muscular strength and endurance training, and flexibility. Students will have an opportunity to better their understanding of the importance of cardiovascular, muscular strength, and flexibility training through exploration of concepts of physical fitness and human anatomy and physiology. The course requires no skill in terms of team sport performance – **students do not need to be an athlete to be successful in this course – BUT THEY MUST BE MOTIVATED!** This is a great opportunity to get in shape and learn how their body works.

Physical and Health Education 10: (4 credits)

PHE 10 builds on PHE 9 and expands the learning experiences for students through a diverse range of big ideas, activities and content. As PHE 10 is the last mandatory PHE curriculum for students, it completes the process of establishing a strong foundation of skills, knowledge, and attitudes for students and prepares them for Grade 11 and 12 PHE courses that relate to their interests and passions. Students are expected to develop an understanding of the many aspects of well-being, including physical, mental, and social; develop the movement knowledge, skills, and understandings needed for lifelong participation in a range of physical activities; develop knowledge, skills, and strategies for building respectful relationships, positive self-identity, self-determination, and mental well-being; demonstrate the knowledge, skills, and strategies needed to make informed decisions that support personal and community health and safety.

Physical and Health Education 10 (Recreation Leadership): (4 credits)

This is a regular Grade 10 PHE class and includes all the games, activities, and fitness of a regular PHE class, only is highly student led. Students will have the opportunity to lead games, fitness activities and become more involved in their own learning. This is an interactive course for students where they participate in various practical simulations, activities, exercises, games and teambuilding, to learn basic skills of problem solving, critical thinking, communication, and other leadership skills. Students also help to run the school athletics program, so it is a perfect course for those interested in helping to run various athletic events over the course of the year. Some of our projects include planning and organizing the pep rallies, athletic carnival, RCMP basketball tournaments, and training in how to run various home games for our sports teams. The course is supplemented with a series of field trips that emphasize teambuilding and the importance of working together. Such field trips include our canoe trip and annual white water rafting and camping trip which exposes students to alternative environments and help gain appreciation for the outdoors. Students will also obtain, and become certified in CPR. This course is highly recommended for those that want to work with self-motivated and like-minded students who want to have fun in and out of the classroom! **Other recommended prerequisites:** Excellent attendance, and good work habits. Potential interviews with the instructor, or other teacher recommendations may be used to select the most appropriate students for the class

Active Living 11: (4 credits)

This course will enable students to explore and learn about the concept of recreation through participation in a variety of physical activities that will fit their interests and passions. Students wanting to incorporate a variety of recreational activities during their graduation years will benefit from this curriculum. Students will develop an understanding of the impact of various types of physical activities on their health and mental well-being. Students will develop and demonstrate the skills needed to plan, organize and safely participate in recreational activities after graduation. Students will also focus on the development of their leadership skills and are required to complete leadership hours.

Active Living 11: - GIRLS (4 credits)

This course will enable students to explore and learn about the concept of recreation through participation in a variety of physical activities that will fit their interests and passions. Students wanting to incorporate a variety of recreational activities during their graduation years will benefit from this curriculum. Students will develop an understanding of the impact of various types of physical activities on their health and mental well-being. Students will develop and demonstrate the skills needed to plan, organize and safely participate in recreational activities after graduation. Students will also focus on the development of their leadership skills and are required to complete leadership hours.

Fitness and Conditioning 11: (4 credits)

This course will focus on enhancing the 5 health components of fitness: Cardio-vascular endurance, muscular strength and endurance training, flexibility and body composition. The course will focus on 4 curricular competency categories – Healthy and active living, human anatomy and physiology, principles of training and social responsibility. Students will learn about their body's muscular, cardiovascular and skeletal systems, energy systems, components of an exercise session, exercise safety and etiquette and the various training principles of program design. The course is a combination of theory and practical with most of the time devoted to applying the theory acquired through workshops and labs. This course requires students to complete leadership hours.

Weight Training 11: (4 credits)

This course will provide students with opportunities to participate in the many facets of strength-training. Students will learn a variety of strength-training techniques and how to use different types of equipment to achieve a high level of fitness. Some of the equipment that will be utilized will include dumb bells, resistance bands, and stability balls. Students will also learn the principles of training, strength-training safety procedures, and the importance of nutrition. Students will be expected to develop, implement, and modify their own personal strength-training program. The physiology of strength-training necessitates days of rest from resistance workouts; thus, students will be expected to participate in other activities (i.e. cardio-vascular) throughout the course. This course requires students to complete 8 leadership hours.

Active Living 12: (4 credits)

This course will enable students to explore and learn about the concept of recreation and will assist students in finding enjoyable activities that can motivate them to participate more regularly in physical activity. Students will be able to employ tactics to increase their abilities and chances of success in a variety of physical activities and will be able to explain how their developing competencies can increase their confidence and significantly contribute to lifelong participation in physical activity. Students will develop and demonstrate skills needed to plan, organize and safely participate in recreational activities that will continue to be practiced after graduation. This course requires students to complete leadership hours.

Active Living 12 – GIRLS: (4 credits)

This course will enable students to explore and learn about the concept of recreation and will assist students in finding enjoyable activities that can motivate them to participate more regularly in physical activity. Students will be able to employ tactics to increase their abilities and chances of success in a variety of physical activities and will be able to explain how their developing competencies can increase their confidence and significantly contribute to lifelong participation in physical activity. Students will develop and demonstrate skills needed to plan, organize and safely participate in recreational activities that will continue to be practiced after graduation. This course requires students to complete leadership hours.

Fitness and Conditioning 12: (4 credits)

Students will continue to focus on the 4 curricular competency categories – Healthy and Active living, Human Anatomy and physiology, principles of training and social responsibility. Students will continue to enhance the 5 health components of fitness. Students will analyze their personal fitness test scores to create goals for each of the 5 health components of fitness. Students will participate in kinesiology based lab work to compare various activities to promote long-term health maintenance. As future consumers, students will assess community facilities based on cost, facility program offerings and accessibility. Increased weighting will be placed upon personal improvements in goal areas, demonstrated skill and technique acquisition and collaboration skills during teamwork projects. This course requires students to complete leadership hours.

Active Living 11/12 Leadership: (4 credits)

This course is for **both males and females**. In addition to participating in the same activities as Active Living 11 & 12, students taking this course will continue to grow and develop on the concepts first introduced in PE 10 Leadership (Leadership, Activity Planning and Peer Teaching). This course is looking for motivated students wanting to help make strong connections with our associate schools and junior students or BASES students. It also involves supporting and motivating our younger PE students through minor officiating and the organization of activities and games. This class is open to students with good work habit marks. A letter of recommendation from at least one teacher, as well as an interview may be required for students to be considered in this course. Students would get course credit for Physical Education 11 or Physical Education 12.

Weight Training 12: (4 credits)

This course will provide students with opportunities to participate in the many facets of strength-training. Students will learn a variety of strength-training techniques and how to use different types of equipment to achieve a high level of fitness. Some of the equipment that will be utilized will include dumb bells, resistance bands, and stability balls. Students will also learn the principles of training, strength-training safety procedures, and the importance of nutrition. Students will be expected to develop, implement, and modify their own personal strength-training program. The physiology of strength-training necessitates days of rest from resistance workouts; thus, students will be expected to participate.

SCIENCE

Science 9

Science 9 surveys more advanced topics in science. There will be an emphasis on analytic skills and scientific process. Throughout the course, the skills of critical thinking are emphasized and strengthened. Major topics for this course include:

- Biology – cells, and reproduction
- Chemistry - chemical elements and their properties
- Physics – electrical current
- Earth Science – matter cycles and the environment

Science 10 (4 credits)

Science 10 continues to emphasize the skills learned in Science 9 with the development of good lab skills, effective collaborative teamwork, and the theme of critical thinking. The emphasis on each of the 4 main areas of science is as follows:

- Biology – DNA, patterns of inheritance, mutations, effects on populations due to natural and artificial selection, bio-technological ethics
- Chemistry - Chemical reactions, and balancing chemical equations, acids and bases, energy changes in chemical reactions
- Physics – Properties and transformations of energy, and the effects on human and global systems
- Astronomy – Big Bang theory, Formation and components of the universe, astronomical data & collection methods, and the technology to explore space systems

Students' success in Science 10 influences the choices they have for science electives in the senior grades.

Chemistry 11 (4 credits)

A strong foundation in Science and Math (Pre-Calculus) 10 is recommended

Chemistry 11 is an introductory course that will give students an understanding of the composition, classification, properties and behaviour of matter. Problem solving, critical thinking and experimentation are skills that are used throughout this course. Chemistry 11 is strongly recommended for students pursuing a career in the Sciences or Health Sciences.

Topics studied in this course include:

- Introduction to Chemistry (lab skills and safety, measurement and communication, matter)
- Chemical Reactions (nomenclature, reaction types)
- Atomic Theory (history of the atom, periodic table, chemical bonding)
- Mole Concept (dimensional analysis, molarity, dilution)
- Organic Chemistry (nomenclature, hydrocarbons and functional groups)
- Solution Chemistry (solubility)

Daily review, practice completion and strong study skills are required to be successful in Chemistry 11. Course assessments and assignments are based on classroom lessons, discussions, projects and laboratory-based inquiry work.

Life Sciences 11 (4 credits)

A strong foundation in Science and in English 10 is recommended

Life Sciences 11 lays the groundwork for first year biology courses at all major BC colleges and universities, and is strongly recommended for students pursuing a career in the Sciences or Health Sciences. Life Sciences 11 is a survey course of living organisms within the six Kingdoms. The course is woven around the central themes of identifying the characteristics and inter-relatedness of living things, the similarities within organisms (classification and taxonomy), and the processes of how organisms change over time (evolutionary theory). Students will perform laboratory experiments and investigations to examine a wide variety of organisms in order to explore the major themes of this course. Course assessment and assignments are based on classroom lessons, discussions, projects, dissections, and laboratory-based inquiry work.

Note. There is a dissection component to this course where students will be required to participate in laboratory activities involving the dissection of living organisms for scientific inquiry and investigation

Physics 11: (4 credits)

A strong foundation in Science and Math Pre-Calculus 10 is recommended

Physics 11 is an introductory course towards a deeper understanding of the physical world. Its emphasis is on analytical and critical thinking skills in order to interpret the motion of objects and their energies. Physics 11 is needed in a number of careers such as engineering, surveying, or technological programs and is an entrance requirement into many post-secondary Science programs.

Topics studied in this course include:

- One and Two-Dimensional Kinematics (motion)
- One and Two-Dimensional Dynamics (forces)
- Energy (work and power)
- Electricity (currents, circuits and Ohm's Law)

- Waves (properties of light and waves)

Daily review, practice completion and strong study skills are required to be successful in Physics 11. Course assessment and assignments are based on classroom lessons, discussions, projects, and laboratory-based inquiry work.

Science for Citizens 11: (4 credits)

This course is primarily intended for students who do not plan to continue in the sciences beyond Grade 11.

Completion of Science for Citizens 11 allows students to complete their graduation plan. However post-secondary options are limited. This course will be composed of topics that are of particular interest to both the teacher and students in areas such as the scientific method, technology, personal and workplace safety, certifications, applications of science and science innovations. There is an emphasis on cooperative learning rather than focusing on content. As this course is based on the progression of a student's process skills, **attendance** and **participation** are the two most important parts of this course. Course assessment and assignments are based on classroom lessons, discussions, projects, and laboratory-based inquiry work.

Anatomy and Physiology 12: (4 credits)

A strong foundation in Chemistry 11 and Life Sciences (Biology) 11 are recommended

Anatomy & Physiology 12 is a Human Biology course that serves as a foundation for students continuing with life science studies at the post-secondary level. Anatomy & Physiology 12 uses the principles learned in Life Sciences 11 with respect to the unity, diversity, and organization of body systems. Students will focus on cellular biochemistry, metabolic processes, and the physiology & inter-relationships of organ systems. Students' understanding of the body's ability to maintain homeostasis will be integrated into lab work, dissections, discussions, and inquiry projects. Course assessment and assignments include classroom lessons, discussions, projects, dissections, and laboratory-based inquiry work.

Note. There is a dissection component to this course that students may be required to participate in.

Chemistry 12: (4 credits)

A strong foundation in Chemistry and Pre-calculus 11 is recommended

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

Topics studied in this course include:

- Reaction Kinetics
- Equilibrium
- Solution chemistry
- Acids and bases
- Electrochemistry

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

Physics 12: (4 credits)

A strong foundation in Physics 11 and Pre-calculus 11 are recommended

Physics 12 is an advanced course towards a more thorough understanding of the physical world, particularly for those who are expecting to continue studying science at a post-secondary institution. It has a strong emphasis on being able to think analytically and critically in order to interpret the complexities of Physics 12. We will be examining theories of Isaac Newton, Michael Faraday, and Albert Einstein. This course will enhance students' understanding of Physics on a macro (as large as the universe) and micro level (subatomic particles). Physics 12 is needed in a number of careers such as engineering and surveying and is an entrance requirement into any post-secondary Science program. The course is broken down into two parts – mechanics and electromagnetism.

Topics include:

- Two Dimensional Momentum and Energy (collision of objects, kinetic and potential energy)
- Equilibrium (motion and torque)
- Circular Motion and Gravitation (circular and gravitational forces)
- Relativistic Effects—Time Dilation Topics involving electromagnetism include:
- Electrostatics (behavior of electrons and protons in the physical world)
- Electric Circuits (complex circuits, conventional current)
- Electromagnetic Forces (the behavior of magnets and electricity)
- Induction (inducing current with magnets)

Daily review, practice completion and strong study skills are required to be successful in Physics 12.

Course assessment and assignments include classroom lessons, discussions, projects, and laboratory-based inquiry work.

Topics involving mechanics include:

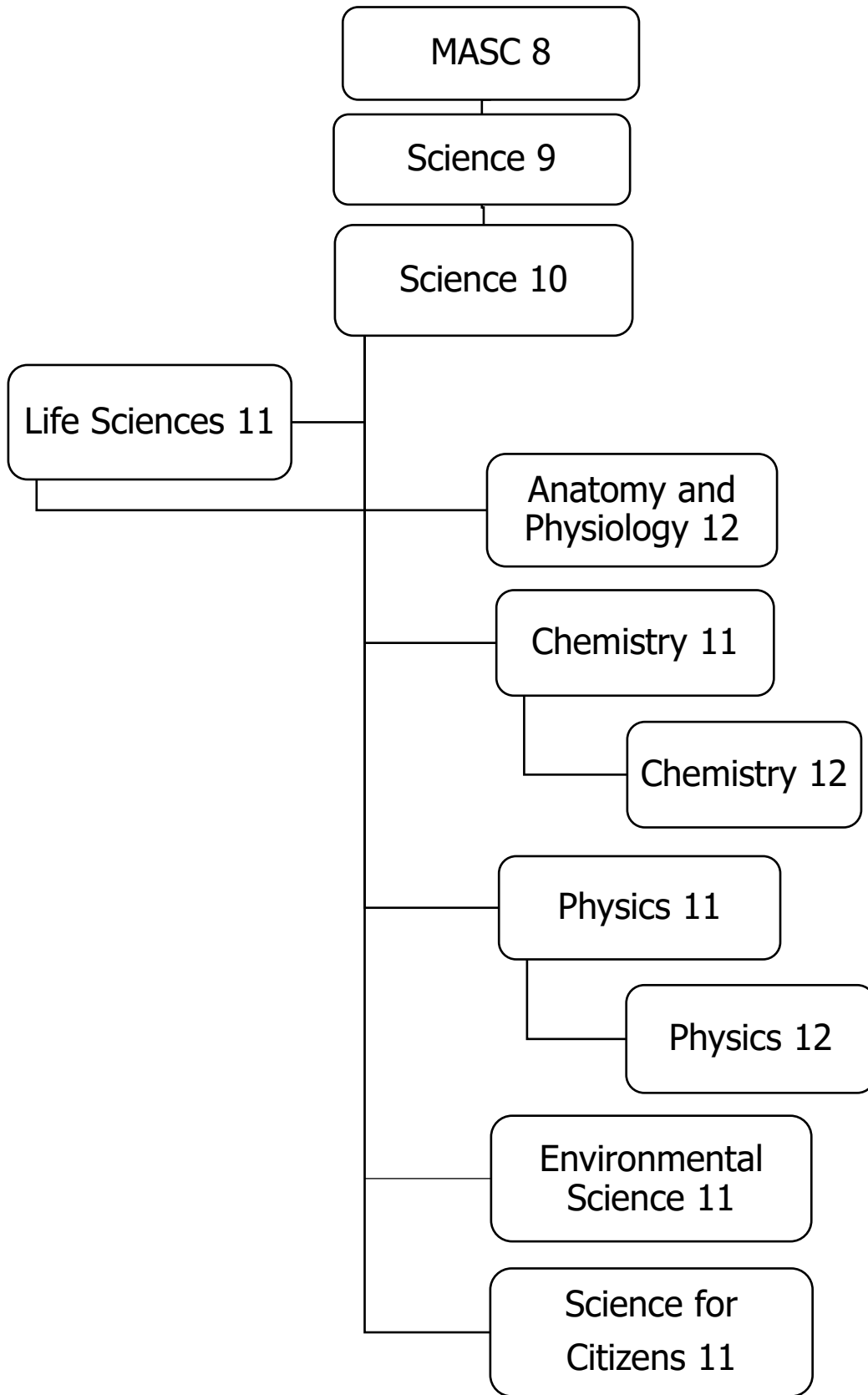
- Two Dimensional Momentum and Energy (collision of objects, kinetic and potential energy)
- Equilibrium (motion and torque)
- Circular Motion and Gravitation (circular and gravitational forces)
 - Relativistic Effects—Time Dilation
- Topics involving electromagnetism include:
 - Electrostatics (behavior of electrons and protons in the physical world)
 - Electric Circuits (complex circuits, conventional current)
 - Electromagnetic Forces (the behavior of magnets and electricity)
 - Induction (inducing current with magnets)

Daily review, practice completion and strong study skills are required to be successful in Physics 12.

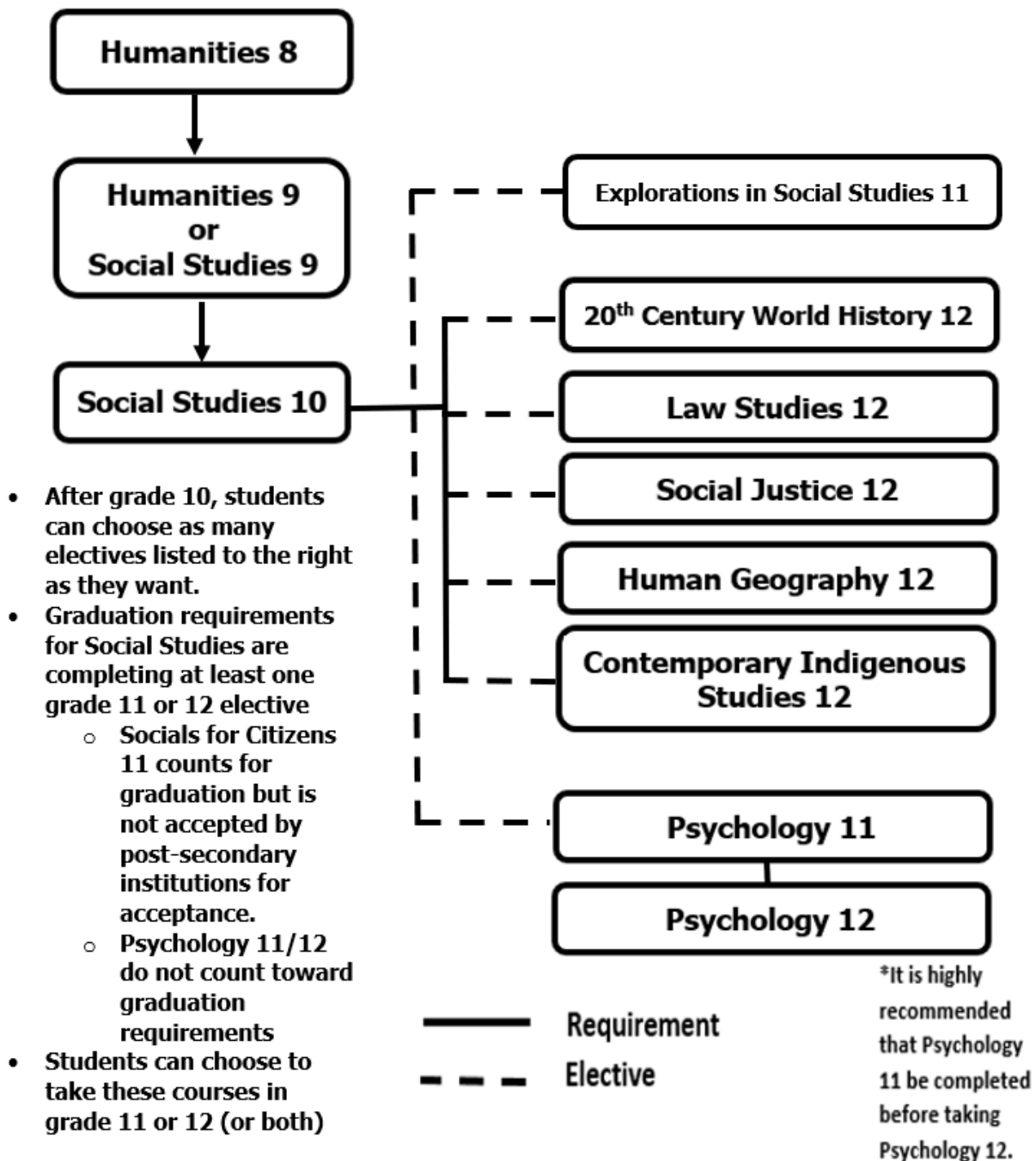
Course assessment and assignments include classroom lessons, discussions, projects, and laboratory-based inquiry work.

STEM COOP:

STEM Co-op is an enriched second semester program for students interested in pursuing studies and careers in Science, Technology, Engineering, or Mathematics. Students will be completing Pre-Calculus 11, Chemistry 11 and Career Life Connections 12 in this co-op. The program allows students to participate in 6 weeks of work experience in the scientific field to receive credit for Work Experience 12A and 12B as well. Students will work in a cohort of their peers with similar abilities and interest with one teacher in one classroom at a slightly accelerated pace to compensate for the time in the field. The CLC 12 component of this course, with its Capstone Project requirement, is thematically integrated with the Sciences to allow students an opportunity to reflect on what they are learning in the Sciences. It will also provide them with opportunities to consider occupations and issues such as networking in the field of Science. Students interested in signing up should select the "Science Co-op" option in the course selection process. In the event that there are more students than availability, due to limited space, acceptance into the program may be based on academic record and Science 10 teacher recommendation.



SOCIAL STUDIES



Social Studies 9

Students can choose to take Social Studies 9 (and English 9) separately, or as part of Humanities 9.

Social Studies 10 (4 credits)

This is a required course for all students. It is a Canadian history course. Concepts explored include: governance, First Peoples' governance, political ideologies; Canadian involvement in global conflicts and peacekeeping; discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments; Canadian historical and contemporary injustices that challenge the identity and narrative of Canadian multiculturalism; as well as Canadian jurisdictions and civil

rights processes. The course also examines the idea that Canadian history is understood differently, depending on identity, perspective and worldview of the individual Canadian citizen. This course includes a focus on Indigenous history and issues that will support learning in English First Peoples 10 that students will take at the same time.

SOCIAL STUDIES AFTER GRADE 10:

Students must take at least one Grade 11 or 12 level Social Studies elective to meet their graduation requirements. They can take as many other Social Studies electives as can fit into their course schedule according to their interests and/or post-secondary requirements. Please note that Psychology 11 and 12 do not count towards a Social Studies graduation requirement – but they do count as valuable electives. Socials for Citizens 11 counts as a graduation requirement but is not accepted by post-secondary institutions for acceptance.

Below are course descriptions for the Social Studies electives available to grade 11 and 12 students:

20th Century World History 12 (4 credits)

History 12 is a world history course which deals with the major events and trends of the 20th century (the 1900s). The major themes and issues studied in the course include Social Change, Economic Developments, Technological Progress, and Ideologies. Topics of study include the Treaty of Versailles, growth of Communism and Fascism, the United States and Soviet Union in the Inter-War period, World War Two, the Cold War, and Post-War De-colonization. Students will also have the opportunity to explore events of their choosing. Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

Human Geography 12 (4 credits)

This course looks at the impact of people on our world and on each other. The relationships between the natural world and our effect on it as a population from environmental, economic, and political aspects are explored. Students will have the opportunity to investigate the effect of a growing global population on our physical landscapes and will study issues such as climate change, population growth and movement, agricultural practices, industrialization, resource management and urbanization.

Law Studies 12 (4 credits)

Law 12 is a practical course in which students gain an understanding of where Canadian law comes from, and how it works. The course enables students to better understand their legal rights and responsibilities in Canada. Some of the topics covered include the origins of law, human rights, criminal law, civil law, family law, and youth and the law.

Social Justice 12 (4 credits)

Social Justice 12 is a course designed to raise students' awareness of social injustice, to enable them to analyse situations from a social justice perspective, and to provide them with knowledge, skills, and an ethical framework to advocate for a socially just world. Students will investigate concepts of social justice, such as, diversity, human rights, oppression, and peace. In addition, students will study characteristics of social injustice by investigating various social issues in Canada and around the world involving race, poverty, LGBTQ+ rights, the status of women, environmental justice, genocide, globalization and other marginalized and vulnerable groups.

BC First Peoples 12 (4 credits)

BC First Peoples 12 looks at how the identities, worldviews, and language of BC First Peoples are renewed, sustained, and transformed through their connection to the land. Students will investigate how the impact of contact and colonialism continues to affect the political, social, and economic lives of BC First Peoples. Students will study how cultural expressions convey the richness, diversity, and resiliency of BC First Peoples. Students will gain an understanding of how, through self-governance, leadership, and self-determination, BC First Peoples challenge and resist Canada's ongoing colonialism.

Using indigenous principles of learning (holistic, experiential, reflective, and relational) students will learn in a variety of ways, including the opportunity to engage in several field trips to significant places of interest, learn from local knowledge keepers, and participate in various activities to encourage respectful consideration of various contemporary indigenous issues.

Psychology 11 (4 credits)

This course is designed to give students an introduction to Psychology. A variety of topics related to the study of human behaviour and mental process will be explored. Topics covered include: Introduction, Psychological Approaches, Research Methods; a study of the Brain and Behaviour; Social Psychology; Developmental Psychology; and Sensation and Perception. Highlights of the class include learning to conduct psychological experiments, researching current topics in psychology along with weekly journals and discussion days (field trips will be taken when available).

Psychology 12 (4 credits)

This course is designed to provide students with the knowledge and tools needed to put the theory gained in Psychology 11 into practice. The primary focus of this course is to extend students' learning about behaviour and mental processes as they relate to personality, interpersonal relationships and psychological disorders. Disorders covered include Schizophrenia, Depression, Bi-Polar Disorder, Obsessive-Compulsive Disorder, Panic Disorder, Phobias and Generalized Anxiety Disorder. Highlights of this class include, guest speakers, researching topics around addiction and psychological disorders, along with weekly journals and discussion days (field trips will be taken when available).

Explorations in Social Studies 11 (4 credits)

Explorations in Social Studies 11 is a course designed to be an alternative path to graduation for students without post-secondary plans. It can be used instead of a grade 12 Social Studies elective course to fulfil the graduation requirement but can't be used for application to university. It can also be used as a good place to develop skills needed for grade 12-level Social Studies electives.

Explorations in Social Studies focuses on the parts of the social studies curriculum that are most relevant to everyday life. Through a basic and personal understanding of a wide variety of socials topics, students will be encouraged to be well-rounded. The goal of this course is to provide each student with the tools and information to explore their own areas of interest.

TECHNOLOGY EDUCATION

Skills Exploration 10-12

Would you like to gain skills in automotive, trades and technology? This is the class to get your hands dirty, use some common trade's tools, and gain some independence. All skill levels welcome!

Wood/Metal 9:

This is an introductory course that will build on the skills learned in the wood 8 and metal 8 rotations. Students will learn hand and power tools safety, project design, layout, measurement, problem solving and to fabricate projects of their own. Wood/Metal9 will be taught for ½ semester in the wood shop and ½ semester in the metal shop. This course is comprised of 40 % theory and 60% practical work.

METALWORK

Metalwork 10: (4 credits Applied Skills)

This course is open to all grade 10 students. This course will introduce students to metal work and metal jewelry design. Students will study the use of hand and machine tools to make projects with the lathe, milling machine, grinding and sanding machines, and casting operations in the foundry. A unit on ring making, Jewelry including chains and bracelets, welding, and sheet metal work is included. Students are welcome to design and build their own project ideas once mandatory project work is completed.

Metalwork 11: (4 credits Applied Skills)

This course is designed for students to learn basic theory and practical skills related to machining, welding, fabrication, metallurgy and sheet metal. It will provide students' opportunities to develop marketable skills, prepare for further study related to metal fabrication and machining, design and create projects, pursue personal interests, develop practical life skills to enhance self-reliance, including the capacity to be critical consumers of metal products and consider related social and ethical issues.

Machining & Welding 12: (4 credits Applied Skills)

This course is designed for students to learn additional theory and further develop practical skills related to machining, welding and sheet metal. Use of the milling machine, lathes, foundry, and welding equipment learned in Metal Fabrication will be emphasized. Selected projects may be self- initiated. The work follows the general lines of Metal Fabrication and Machining 11 but more sophisticated operations are learned and required.

Art Metal & Jewelry 12 (4 credits Applied Skills)

This course is for students who have taken Metal: Jewelry 11, and are interested in advancing their skills. Students will create jewelry and sculpture using sheet metal, precious metals, rods and bars. Projects may include lost wax rings, enameled copper pendants, woven wire earrings, and cold formed bracelets. Career options for art metal and jewelry will be explored.

WOODWORK

Woodwork 10: (4 credits Applied Skills)

This course is open to all grade 10 students. This course is a hands-on introduction to woodworking processes with an emphasis on learning through doing. Students will gain practical skills, learn design and gain problem-solving ability. Students will become familiar

with the safe use of tools and machines, read and interpret plans and follow written and oral instructions. Teacher directed projects have been designed to encourage the learning and development of students, but many aspects of design are left up to the individual student.

Woodwork 11: *(Prerequisite: None) (4 credits Applied Skills)*

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

Woodwork 12: *(Recommended Prerequisite: Carpentry and Joinery 11) (4 credits Applied Skills)*

The main objective of this course is to offer an advanced combination of knowledge and hands-on skills that will build on previous experience in woodwork. The areas of focus will include safety, measurement, tools, equipment, materials and processes with an emphasis on the fabrication of wood related products. Students will apply the acquired skills in the design and construction of advanced teacher/student selected projects. Post-secondary and career options are explored.

Furniture & Cabinetry 12: *(Recommended Prerequisite: Carpentry and Joinery 11 or 12) (4 credits Applied Skills)*

This course is an advanced course offered to those who have previously taken Carpentry and Joinery 11 and 12. The main focus of this course will be student directed. Students will select or design a major project and see it through from the planning stages to completion. Post-secondary and career options are explored.

PEER TUTORING

Princess Margaret offers a number of Peer Tutoring 4-credit courses designed to give students insight into helping fellow peers to achieve academic success and support them with their social/emotional learning. Peer Tutoring students will work with junior students in a classroom that fits their area of strengths. Tutors will be trained to recognise learning needs and to introduce various learning strategies to junior students.

Students who want to take part in the Peer Tutoring program must:

- be in grades 11 or 12
- have good communication and organizational skills
- be willing to help support younger students
- be excellent role models
- be recommended by teachers or staff (teacher reference form required)
- maintain a C+ or better GPA

Students who wish to take Peer Tutoring must first fill in an application form available from Ms. Sengara. If your application is accepted, you will be asked to complete a teacher reference form in the subject area you are hoping to tutor in.

Peer Tutoring 11 (4 credits)

The most effective way to learn is to teach. Peer Tutoring 11 provides students with the opportunity to learn about teaching and learning. This course is designed for peer tutors to gain an awareness of the diversity of the student population, and to model successful learning and organization, study and communication skills. These skills are imperative to the success of the peer tutor and the students they support.

Peer Tutoring 12 (4 credits)

Peer Tutoring 12 provides students with the opportunity to expand on previous experiences with tutoring. This course is designed to gain a deeper understanding of the dynamic nature of the teaching process. Course work includes instructional theory and strategies, communication, study skills and organization, instructional applications and the metacognitive process. Tutors will gain further awareness of the diversity of learners and the basis of educational theory and practice.