



# Fleetwood Park Secondary

## Home of the Dragons

### Course Request

2026-2027

Fleetwood Park Secondary School  
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**Grades 10-11-12**



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# Graduation Requirements

## Grade 10

### Compulsory Courses

- Language Arts 10 (4 credits)
- Math 10 (4 credits)
- Science 10 (4 credits)
- Social Studies 10 (4 credits)
- Physical and Health Education 10 (4 credits)
- Career Life Education 10 (4 credits)

**A minimum of 80 credits is required for graduation**

### Elective

- A Fine Arts and/or an Applied Skills 10, 11, or 12 (4 credits)
- \_\_\_\_\_

## Grade 11

### Compulsory Courses

- Language Arts 11 (4 credits)
- Science 11 or 12 (4 credits)
- Social Studies 12 (4 credits)
- Mathematics 11 or 12 (4 credits)
- \*Career Life Connection (4 Credits) \* (not compulsory but recommended in Gr 11)

### Electives

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Grade 12

### Compulsory Courses

- Language Arts 12 (4 Credits)
- Career Life Connection (4 Credits) (If not completed in gr 11)
- 3 other grade 12 courses (a total of 4 grade 12 courses and CLC are required for grad)

### Electives

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
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## Course Selection Tips...

- 16 credits must be at the Grade 12 level including English 12 and CLC 12
- Learning Assistance courses do not offer credits towards graduation
- Courses that are retaken do not give additional credits towards graduation
- A second language is not required for graduation, but direct entrance to many universities WITHIN BC does require a language at the Grade 11 level.

## Reminder...

- You are required to complete the Gr 10 Literacy and Numeracy assessment as well as the Gr 12 Literary assessments to graduate.
- Students are required to take 4 credits of Indigenous focused education (certain English 10 or 12 classes or Contemporary Indigenous Studies)

# Course Planning

## English

Grade 9	Grade 10	Grade 11	Grade 12
Humanities 9	<i>1 of the following options (4 credits each):</i> <ul style="list-style-type: none"><li>English First Peoples Literacy and Writing</li><li>Literary Studies &amp; Composition 10</li><li>Literary Studies &amp; Creative Writing 10</li><li>Literary Studies &amp; New Media 10</li></ul>	<i>1 or more of the following options (4 credits each):</i> <ul style="list-style-type: none"><li>Composition 11</li><li>Creative Writing 11</li><li>Literary Studies 11</li><li>New Media 11</li></ul>	<i>All students must take either</i> <ul style="list-style-type: none"><li>English Studies 12 or</li><li>English First Peoples 12</li></ul>

### Welcome to Fleetwood Park's English Department.

Students at Fleetwood begin taking English at the grade 10 level. Our English courses are designed to help students develop their skills in reading, writing, speaking/listening, and viewing/representing. In all English courses, a variety of resources are used to promote skills and strategies for reading and to develop proficiency in oral and written communication. We encourage students and their families to consider all the choices available. All courses are of the same difficulty level and build the same skills.

### GRADE 10

There are four versions of English 10. All versions of the course will cover a wide range of topics and include the study of non-fiction and fiction texts and common forms of written communication. All the courses are designed to help students develop the six core skills of language arts: reading, writing, listening, speaking, viewing, and representing

### ENGLISH FIRST PEOPLES WRITING AND LITERARY STUDIES 10

*This class would meet the grad requirement of 4 credits of Indigenous focused courses.*

This course is the academic equivalent of any English 10. Students will develop the English language and literacy skills and capacities they must have to meet provincial graduation requirements. EFP is intended for both indigenous and non-indigenous students. The course represents an invitation to explore and discover First Peoples world views through the study of literary, informational, and media text with local, Canadian, and Global First Peoples' content. Areas of focus include:

- Recognizing and appreciating the diversity within and across First Peoples societies as represented in texts
- Recognizing and appreciating the role of story,

narrative and oral tradition in expression First Peoples perspectives, values, beliefs, and points of view

- Applying appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts
- Making connections to self, text, and world

### COMPOSITION & LITERARY STUDIES 10

This course explores various themes, authors, and genres through the study of text, stories, and various forms of media such as poetry, stories, novels, graphic novels, and film. Students create coherent, purposeful compositions while developing and refining their writing abilities. Skills emphasized are:

- Increasing literacy skills through close reading
- Developing higher level thinking
- Composing narrative, expository, descriptive, persuasive and opinion pieces
- Planning, drafting, and editing processes

### CREATIVE WRITING & LITERARY STUDIES 10

This course explores various themes, authors, and genres through the study of text, stories, and various forms of media such as poetry, stories, novels, graphic novels, children's literature, and film. This course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will develop their skills through writing. Students will examine such skills as:

- Increasing literacy skills through close reading
- Broadening understanding of self and the world
- Contemporary creative forms such as slam poetry, rap, drama, song, graphic novels
- Composing narrative, expository, descriptive, persuasive and opinion pieces
- Planning, drafting, and editing processes

## NEW MEDIA & LITERARY STUDIES 10

This course is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording opportunities to demonstrate understanding and communicate ideas through a variety of digital and print media. Through various themes, authors, and various forms of media, such as poetry stories, novels, graphic novels, children's literature, students will explore the connection between literatures and modern forms of communication. Skills include:

- Increasing literacy skills through close reading
- Developing higher level thinking
- Writing revising, presenting, and reflecting on all forms of communication
- Developing an understanding of traditional and contemporary forms
- Composing narrative, expository, descriptive, persuasive, and opinion pieces
- Applying strategies to improve digital literacy



## GRADE 11

All of these options are lenses by which the same skills will be developed. Reading, writing, critical thinking, creating, connecting and oral language are the foundational skills assessed in all the content areas. Students choose from the following options based on their personal interests.

### EACH OF THESE OPTIONS FULFILLS UNIVERSITY ENTRANCE REQUIREMENTS!

## COMPOSITION 11

Composition 11 is designed for students who have an interest in refining their skills in written communication in a variety of contexts as they continue to explore, extend, and improve their writing. Students will have opportunities to individually and collaboratively study, create, and write original and authentic pieces for diverse purposes and forms. They will develop their craft through processes of drafting, reflecting, and revising to develop a body of work that demonstrates breadth and writing for a wide range of situations. Possible areas of focus are:

- Narrative, expository, descriptive, persuasive and

option pieces with attention to such areas as thesis development, structure, transitions, argumentation, etc.

- Study of wide range of sample works
- Planning, drafting, and editing processes
- How to cite sources, consider the credibility of evidence, and evaluate the quality and the reliability of the source

## CREATIVE WRITING 11

Creative Writing 11 is designed for students who are interested in using writing for self-expression and various creative purposes. The course provides in depth opportunities for students to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes. The course is grounded in the exploration and application of the writing processes, inviting students to express themselves, experiment with, reflect on, extend, and refine their writing. Possible areas of focus are:

- Short fiction and poetry and sub genres such as adventure, graphic, fantasy, horror, sci fi, dystopian, suspense, etc.
- Voice and authenticity vs. sentimentality
- Style and literary devices and techniques
- Purpose and exploration of various forms such as memoirs and the relationship between form and function

## LITERARY STUDIES 11

Focused Literary Studies allows students to delve more deeply into literature. Students can explore different themes, periods, authors. or areas for the worlds through literary works (fiction and non-fiction). Through the range of topics available, students will increase their literary skills through close reading of appropriately challenging texts, expand their development as educated global citizens and further develop higher level thinking skills. Possible areas of focus are:

- Canonical literature by era- Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20<sup>th</sup> Century
- Genre specific studies- poetry, short stories, novels, graphic novels, drama
- Canadian literature
- First Peoples texts
- Self-directed readings and specific author studies

## NEW MEDIA 11

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

- Media and film studies – suggested content/topics include the globalization of the media industry, influence of media on users' perceptions
- Ethical challenges such as fake news and cyber bullying
- Journalism and publishing – suggested content/topics include the changing roles and structures
- Exploration of new media forms and platforms such as podcasts and gaming



## GRADE 12

Fleetwood Park offers two options for grade 12 English: **English Studies 12** and **English First Peoples 12**. Either course is open to all grade 12 students and both fulfill the English 12 Graduation Requirement.

## ENGLISH FIRST PEOPLES 12

*This class would meet the grad requirement of 4 credits of Indigenous focused courses and Gr 12 English credit*  
English First Peoples 12 builds upon and extends students' previous learning experiences in all English 10 and 11 courses. The course is grounded in First Peoples Principles of Learning. It is designed for all students, Aboriginal and non-Aboriginal, 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, film, and process. Students will have opportunities to:

- Contribute to Reconciliation by building greater understanding of knowledge and perspectives of First Peoples
- Explore the range of genres within contemporary indigenous literature
- Learn about the importance of authentic First Peoples voices
- Construct meaningful personal connections between self, text, and world
- Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences

## ENGLISH STUDIES 12

The English 12 Studies course builds on and extends students' previous learning experiences in English 10 and 11 courses and EFP 10 and 11 courses. It is a survey course in which students will develop and enhance their skills in the areas of reading, writing, oral communication, viewing, and representing. It is designed for all students and provides them with opportunities to:

- Refine their ability to communicate effectively in a variety of contexts
- Think critically and creatively about the uses of language
- Explore texts from a variety of sources, in multiple modes, and that reflect divers
- Create engaging and meaningful texts for a variety of purposes and audiences
- Deepen their understanding of themselves and others in a changing world
- Appreciate the importance of self-representation through text
- Contribute to Reconciliation by building greater understanding of knowledge and perspectives of First Peoples

# Social Studies

Grade 9	Grade 10	Grade 11
Humanities 9	Social Studies 10	<p><i>1 or more of the following options (4 credits each):</i></p> <ul style="list-style-type: none"> <li>• Explorations in Social Studies 11</li> <li>• Twentieth Century World History</li> <li>• Comparative Cultures 12</li> <li>• Contemporary Indigenous Studies 12</li> <li>• Law 12</li> <li>• Philosophy 12</li> <li>• Genocide Studies 12</li> <li>• Futuristic Cities and Ghosts of their Pasts 12</li> <li>• Physical Geography 12</li> <li>• Social Justice 12</li> </ul>

## SOCIAL STUDIES OVERVIEW

The primary goal of Social Studies education is to give students the knowledge, skills, and competencies to be active, informed citizens who are able to think critically. These learning objectives are based on curricular competencies (Inquiry, Cause and Consequence, Historical Perspectives, Historical Significance, Continuity and Change, Evidence, and Ethical Judgement). Students will become increasingly familiar with these skills from grades 8-12 and will demonstrate their learning in a number of different ways through a wide variety of content.

## SOCIAL STUDIES 10

Social Studies 10 continues to build upon themes, critical and creative thinking skills and inquiry processes introduced in earlier grades. This course focuses on the development of Canada in the 20th century with a particular emphasis on Canadian Identity. The historical and contemporary geography of Canada is studied in detail. Canada's contemporary history is examined through exploration of First Nations, French and English relations and Canada in a global context. Current events are used to supplement resources and aid students in making connections between Canada's past and present.

*The following course descriptions do not outline ALL topics covered in these courses. The Social Studies department attempts to acknowledge and celebrate ALL peoples, cultures, belief systems, historical and contemporary experiences, etc. from all parts of the world. Please speak to your Social Studies 10 teacher, or any teacher in the Social Studies Department, if you have a particular area of interest and would like to know which senior courses best reflect those interests.*

## EXPLORATIONS IN SOCIAL STUDIES 11

In Explorations in Social Studies 11 you will continue to build on the skills developed in Social Studies 10 (Cause and Consequence, Continuity and Change, Historical Perspectives, Historical Significance, Evidence, and Ethical Dimension). Focus on these skills will be complimented by engaging in the process of inquiry, centred on areas of individual student interest. Course content will cover a wide range of political, social, and economic topics related to a variety of historical time periods and geographic locations. Students will also be introduced to specific ideas and topics offered in Grade 12 course offerings. This exposure can help students decide which Grade 12 courses they want to pursue further.

## SOCIAL JUSTICE 12

In this course you will learn how to effect change and dismantle inequitable practices through critically analyzing our social systems and power structures, and building a deepened understanding of human rights, social constructs, and equity. The course aims to raise your awareness of global inequity and provide you with the tools necessary to find creative solutions to systemic problems. Our learning centres on our individual identities and worldviews, and seeks to challenge oppressive norms, policies, and ways of knowing. Topics may include Self-identity & Privilege, Systemic Discrimination, Human Rights, Resistance and Protest, Racialization & Racism, 2SLGBTQ+ Rights & Gender Equity, Indigenous Rights & Decolonization, Mental Health & Ablism, Climate Justice and, Activism & Advocacy. Students will be given opportunities to pursue passion-projects based on interest and share their learning with others. Foundational principles of philosophy, anthropology and sociology are also introduced as tools to recognize and understand varying perspectives.



## PHYSICAL GEOGRAPHY 12

Physical Geography 12 is a course for students who are interested in understanding and protecting our environment. Students will be able to study and interpret the landscape and understand the interconnections between our human actions and the Earth's physical systems. Content includes earth sciences, weather and climate, climate change, serious environmental issues and future global solutions. This course also includes an outdoor field study so students can interact with the geography first hand. These trips include a voluntary overnight Field Study to Garibaldi Provincial Park, snowshoeing at Seymour Mountain, a study of our watershed in North Vancouver and other TBA trips dependent on equipment and funding.

## 20TH CENTURY WORLD HISTORY 12

20th Century World History 12 is a world history course which deals with the major events and trends of the 20th century. Topics include, but are not limited to: Russian Revolution, WWII, Civil rights, Vietnam War, The Cold War, 20th century Chinese history, The Middle East, and understanding current events through historical connections. This course emphasizes historical thinking skills, in-depth analysis of historical issues, classroom discussion, and academic writing through inquiry. This course is designed for students with an interest in history and a passion for world events.

## LAW STUDIES 12

Through the study of the Canadian legal system students will explore the larger concept of justice. Understanding legal rights and responsibilities through the study of criminal law, civil law, family law and Indigenous self-government will allow students to critically analyze our justice system. They will be given individual and group opportunities to further their inquiry, research and presentation skills. Students will also participate in debates, case studies, mock trials and a field trip to the Law Courts as part of the course. In addition, guest speakers will provide expert knowledge on topics covered in class and bring awareness to the many careers available within this field of study.

## COMPARATIVE CULTURES 12

Comparative Cultures 12 explores humanity's journey through time, from ancient to the pre-modern era. Students will learn that understanding the complexity of one culture enhances our understanding of others. This is done through the study of anthropology, archaeology, ancient and art history. These ancient cultures include aspects of ancient Egypt, Greece, Rome, China, India, Mesoamerica, and various Indigenous groups across Australia, Polynesia, and North America. Students will investigate how environmental factors and belief and values systems influence aspects of culture such as power, authority, agriculture, and trade while exploring these ancient groups. The course emphasizes cultural rather than political history and in it, students will also study the painting, sculpture, architecture, music, and language of various ancient cultures. This course concludes with a student driven inquiry project using course themes and skills.

## URBAN STUDIES: ANCIENT AND FUTURISTIC CITIES 12

Ancient and Futuristic provides students with opportunities to reflect critically upon how Urban Design intersects with our lives, including but not limited to issues of Race, Power, Poverty, Gender, and Environmentalism. Students will examine Urban Design in the present, make connections with the past, and consider the future. Topics include: the History of Urbanization (a focus on Vancouver's development and history); Current Events in Urbanization (a focus on urban planning, design, architecture, and the impacts on human interaction); and Urbanization and the Future (a focus on technologies and cities of the future).





## GENOCIDE STUDIES 12

This course will examine the intentional destruction of peoples and their cultures throughout history. It will focus on the political, legal, social, and cultural ramifications of these atrocities in different global regions. Specifically, the course will explore characteristics, strategies and stages of mass murder, as well as global responses to these events. Historical evidence relating to perpetrators, bystanders, heroes and victims will be assessed to determine the scale and nature of atrocities, as well as international law, enforcement, and genocide denial. The course will examine humankind's capacity to commit both good and evil, and psychological responses to authority and trauma. Students will develop an understanding of themes relating to prejudice, discrimination, and racism while thinking critically and responding to injustice.

## CONTEMPORARY INDIGENOUS STUDIES 12

*This class would meet the grad requirement of 4 credits of Indigenous focused course and the senior social studies credit.*

This course will examine the varied identities, cultures and worldviews of Indigenous peoples. Specifically, students will examine the interconnection between land, family and language while exploring traditional and contemporary governance systems. Topics may include but are not limited to: the celebration of Indigenous culture from time immemorial, the relationship between Indigenous and Non-Indigenous peoples, colonial government policies and practices, resistance to colonialism, systemic racism, residential schools, intergenerational trauma, inequality, and the movement towards Truth and Reconciliation. Students will develop an understanding of themes relating to Indigenous identity, the impact of colonialism, and the celebration of Indigenous culture.

## PHILOSOPHY 12

This course will help you question and understand every aspect of your own life and thinking – why you do what you do, why you think what you think, and why you feel what you feel. You will learn about the history of philosophical thought, where the different branches originated, and where they can take your thinking. The course will focus on examining how questions in philosophy can aide in unpacking your own assumptions and in understanding your fundamental beliefs. Themes and theories include: The nature of reality, epistemology (what distinguishes justified belief from opinion), the philosophy of social and political movements, morality, ethics, and aesthetic.

# Science

Grade 9	Grade 10	Grade 11	Grade 12
Science 9	Science 10	<i>1 or more of the following options (4 credits each):</i> <ul style="list-style-type: none"> <li>• Earth Science 11</li> <li>• Life Science 11</li> <li>• Chemistry 11</li> <li>• Physics 11</li> <li>• Science for Citizens 11</li> </ul>	<i>1 or more of the following options (4 credits each):</i> <ul style="list-style-type: none"> <li>• Anatomy and Physiology 12</li> <li>• Chemistry 12</li> <li>• AP Chemistry 12</li> <li>• Physics 12</li> <li>• AP Physics 12</li> <li>• Science &amp; Technology Co-op 12 (20 credits)</li> </ul>

## SCIENCE 10

*Recommended: Science 9*

Science 10 deals continues to introduce students to the natural world by providing opportunities to analyze and evaluate information, communicate ideas, plan and conduct experiments plus predict and ask questions about the world of science.

The Big Ideas covered in Science 10 are:

- Genes are the foundation for the diversity of living things.
- Chemical processes require energy change as atoms are rearranged.
- Energy is conserved and its transformation can affect living things and the environment.
- The formation of the universe can be explained by the big bang theory.

## EARTH SCIENCE 11

*Recommended: Science 10*

Earth Science 11 is a survey course which, through lab and field experiments, explores the Earth and its environment in space. The Big Ideas offered in this course are:

- **Earth Materials:** Earth materials are changed as they cycle through the geosphere and are used as resources, with economic and environmental implications.
- **Plate Tectonic Theory:** Plate tectonic theory explains the consequences of tectonic plate interactions.
- **Atmospheric Science and Climate:** The transfer of energy through the atmosphere creates weather and is affected by climate change.
- **Oceanography and the Hydrosphere:** The distribution of water has a major influence on weather and climate.
- **Earth within the Solar System:** Astronomy seeks to explain the origin and interactions of Earth and its solar system.

## SCIENCE FOR CITIZENS 11

Science for Citizens 11 prepares students for science in the work place and focuses on real-world, practical applications of science.

The course focuses on helping students build skills around three big ideas: scientific processes and knowledge impact our daily lives and decisions; how scientific technology and knowledge is used in the workplace; and an understanding of science that enables us, as citizens, to respond and adapt to change on a local and global level.

## LIFE SCIENCE 11 (BIOLOGY 11)

*Recommend C+ or better in Science 10*

Life Science 11 is a course that introduces students to the diversity of life on Earth through investigations and inquiry.

The Big Ideas covered in Life Science 11 are:

- **Characteristics of Living Things:** Life is a result of interactions at the molecular and cellular levels.
  - What adaptations have evolved that allow organisms to flourish in their specific environments?
  - What unique characteristics enable organisms to endure in harsh environments?
- **Process of Evolution:** Evolution occurs at the population level.
  - How has evolution altered body systems across the major plant and animal phyla?
  - How does the increasing complexity of the phyla represent an evolutionary continuum?
  - Discuss the evidence for evolution, including microevolution and macroevolution.
- **Taxonomy:** The science of classifying living organisms into groups based on shared characteristics.
  - Why do two organisms compete for coexistence within the same niche?
  - How is DNA analysis utilized to demonstrate the relatedness of species?
  - How can morphology indicate relatedness (e.g., the hip structure of dolphins and humans)?

## ANATOMY & PHYSIOLOGY 12 (BIOLOGY 12)

*Recommended: Life Science 11 and Chemistry 11 strongly recommended. A C+ or better is strongly recommended.*

Anatomy & Physiology 12 explores the intricate workings of the human body, delving into its anatomical and physiological structures and functions. The following key concepts are covered:

- **Homeostasis:** The body maintains internal stability and balance by adjusting various processes to ensure optimal functioning.
- **DNA and Cells:** All living organisms are composed of cells, which contain DNA and structures that facilitate survival and reproduction.
- **Organization:** Organ systems exhibit intricate interconnections to maintain homeostasis. Students will conduct detailed investigations of the digestive, cardiovascular, lymphatic, respiratory, urinary, reproductive, and nervous systems. Additionally, students will explore the interrelationships between body systems and medical conditions associated with diseases within these systems.

## CHEMISTRY 11

*Recommended: Recommend C+ or better in Foundations of Math 10 and Science 10*

Chemistry 11 is an introductory laboratory course concerned with the description, classification and theory of matter. The big Ideas covered in this course are:

- **Atoms and Molecules:** Atoms and molecules are the fundamental building blocks of matter. Chemical bonds are the result of electrostatic forces. Periodicity can be explained by atomic structure.
- **The Mole:** The mole is a convenient way to express quantities of particles.
- **Chemical Reactions:** The rearrangement of atoms in chemical reactions is predictable. Matter and energy are conserved in chemical reactions. Chemical reactions and their applications have significant implications for human health, society, and the environment.
- **Solution Chemistry:** Solubility within a solution is determined by the nature of the solute and the solvent. Solution chemistry and its applications have significant implications for human health, society, and the environment.

## CHEMISTRY 12

*Recommend C+ or better in Chemistry 11*

- Chemistry 12 is a problem-centred laboratory course involving more advanced chemistry concepts. Experimentation and problem solving are major parts of the course. The big ideas covered in Chemistry 12 are:

**Reaction Kinetics:** Reactants must collide to react. Conditions surrounding a reaction determine its rate.

**Dynamic Equilibrium:** Some chemical reactions are reversible and proceed to equilibrium. Dynamic equilibrium can be altered by changing the surrounding conditions.

**Solubility Equilibrium:** Saturated solutions are systems in equilibrium.

**Acids and Bases:** The strength of an acid or base depends on the degree of dissociation of its ions. Weak acids, weak bases, and buffers are systems in equilibrium.

**Oxidation-Reduction:** Reduction and oxidation are complementary processes that involve the gain or loss of electrons. Redox reactions have implications for resource development and for the environment.

## PHYSICS 11

*Recommend C+ or better in Foundations of Math 10 and Pre-Calculus 10 and Science 10*

Physics 11 is an introductory course that focuses on the principles and theories of physics, encourages investigation of physical relationships, and illustrates the relationship between theory and application. The big ideas covered in physics 11 are:

- **1D Kinematics:** Kinematics allows us to predict, describe, and analyze an object's motion.
- **1D Dynamics:** Forces influence the motion of an object.
- **2D Dynamics:** Forces influence the motion of an object.
- **Energy:** Energy is found in different forms, is conserved, and has the ability to do work.
- **Electric Circuits:** The application of conservation laws explains the flow of electricity within a circuit.
- Optional Modules include:
- **Waves and Optics:** Light can be modelled as a wave or a particle.



## PHYSICS 12

*Recommend C+ or better in Pre-Calculus 11 & Physics 11*

This course will help students develop analytical, experimental and problem solving skills in physics. It consists of five modules — all students take three modules which are core to the course and teachers choose an additional two modules (one force and one electric) to complete the course. The following modules are Core modules:

- **1D Momentum:** Momentum is conserved in a closed system.
- **2D Kinematics:** Kinematics allows us to predict, describe, and analyze an object's motion.
- **2D Momentum and Energy:** Momentum and energy are conserved within a closed system.
- **Electrostatics:** Electric fields and forces describe how charges interact.
- **Electromagnetic Forces and Induction:** The electromagnetic force produces both electricity and magnetism.
- **Equilibrium:** An object in equilibrium is subject to zero net force and zero net torque.
- **Circular Motion and Gravitation:** Circular motion occurs as a result of a centre seeking force and can be used to describe and predict the motion of objects on Earth and in the universe. Gravitational forces and fields describe how masses interact.

Optional Modules include:

- **Quantum:** Quantum mechanics can be used to describe the behaviour of very small particles.
- **Special Relativity:** Special relativity helps explain the relationship between space and time.

## SCIENCE & TECHNOLOGY CO-OP 12

This is a 4 block linear program (2 blocks per semester) and is intended for students wanting to pursue careers in science, engineering, technology, and computer science. It provides students an opportunity to learn these subjects as an integrated program rather than as separate courses. Students will also be given a chance to explore careers in technology through related work placements.

Courses offered in the program (20 credits):

- Computer Programming 12 or Computer Science 12
- Physics 12 or AP Physics 12
- Calculus 12
- Technology Leadership 12
- WEX 12

## AP PHYSICS C MECHANICS) 12

*Recommend Physics 12, Recommend 80% or better*

This course is only offered as part of the Science & Technology Co-op Program

This is a higher-level physics course equivalent to a first-year university course in mechanics. This course helps develop analytical, experimental and problem-solving skills.

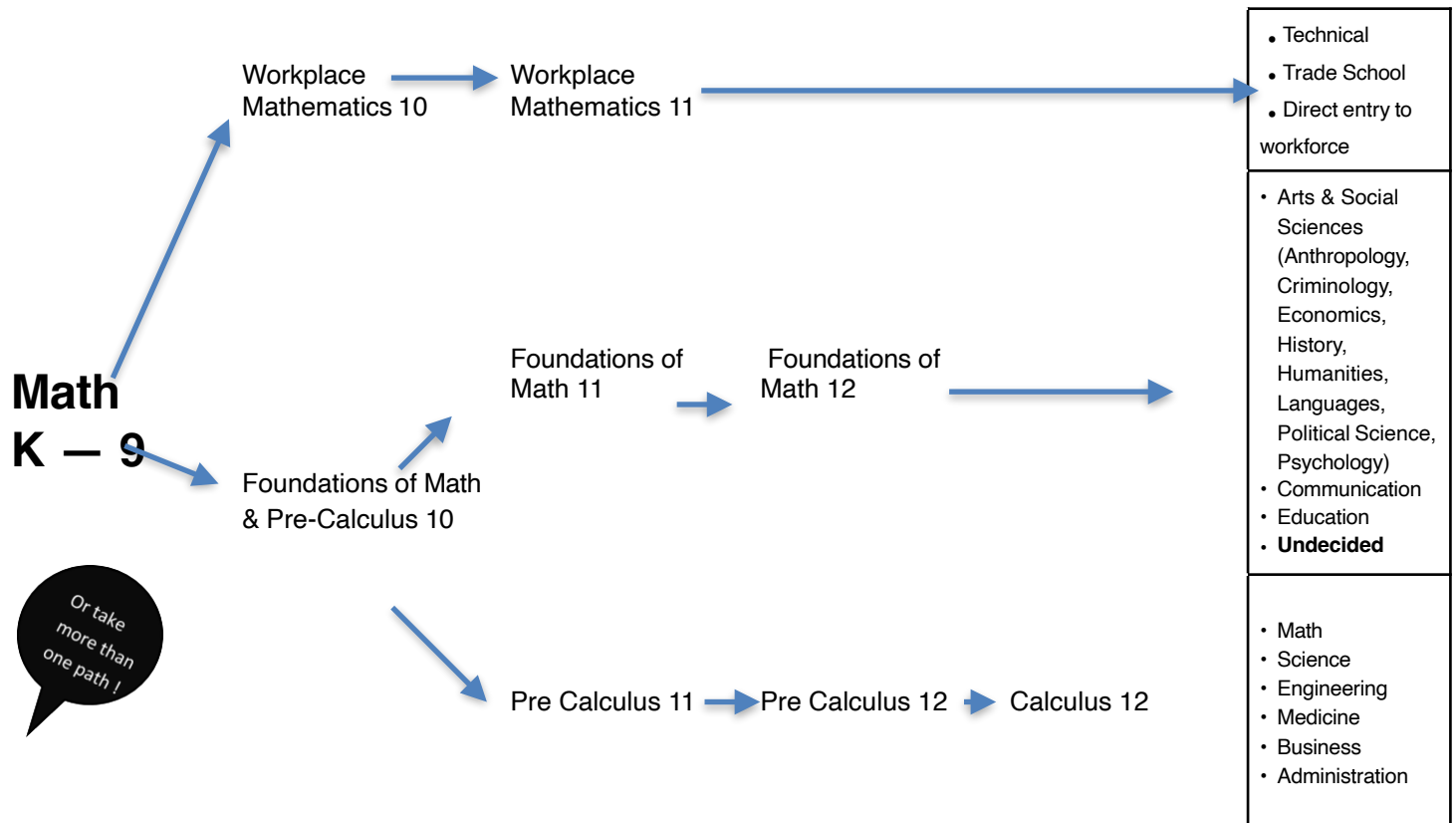
At the completion of this course, students will be well-prepared to write the Advanced Placement exam. The following topics will be covered:

- Kinematics and Dynamics
- Energy and Momentum
- Circular Motion and Equilibrium
- Rotational Motion and Oscillations





# Mathematics



## Mathematics at Fleetwood Park Secondary

The common curriculum framework for grades 10-12 Mathematics includes 3 pathways. In grade 10, two pathways are available. The goal of each pathway is to provide prerequisite attitudes, knowledge, skills and understanding for specific post-secondary programs for direct entry into the workplace.

Students are encouraged to consider their interests and aptitudes when selecting their course. Parents and students are also encouraged to research admission requirements at the various post-secondary institutions before committing to one of the pathways.

## MATH 10: FOUNDATIONS & PRE-CALCULUS

*Recommended: Mathematics 9*

Foundations and Pre-Calculus 10 is designed to help students develop their understanding of algebra, proportions, and relations. The big ideas that guide the course are: proportional comparisons can be made among right triangles, meanings of mathematical operations extend to algebraic expressions, rate of change is an essential attribute of linear relations, operations between polynomial expressions are connected and help learners make meaning through abstract thinking, and analyzing simulations and data allows learners to notice trends and relationships.

Students will be expected to reason and analyze, understand and solve, communicate and represent, and connect and reflect these ideas through the course content, which is expected to include, but is not necessarily limited to: operations on powers with integral exponents, relationships between data and graphs, linear relations, systems of linear equations, multiplication of polynomial expressions, polynomial factoring, primary trigonometric ratios, experimental probability, and gross and net pay. The foundations and pre-calculus pathways are designed for students who are going into careers that require university studies.

**This course satisfies the Grade 10 mathematics requirement for graduation.**



## MATH 10: WORKPLACE

*Recommended: Mathematics 9*

Workplace 10 is designed to help develop the necessary mathematical skills that students will require in daily life and as they enter the work force. The big ideas that guide the course are: understanding operations helps when working with formulae and unit conversions, proportional comparisons can be made among right triangles, many relationships can be modelled and interpreted using graphs, varying the transversal allows learners to notice angle relationships, and analyzing simulations and data allows learners to notice trends and relationships.

Students will be expected to reason and analyze, understand and solve, communicate and represent, and connect and reflect these ideas through the course content, which is expected to include, but is not necessarily limited to: graphs, primary trigonometric ratios, metric and imperial measurement and conversion, surface area and volume, angles, central tendency, experimental probability, and gross and net pay.

The workplace pathway is designed for students who are going into careers that do not require university studies.

**This course satisfies the Grade 10 mathematics requirement for graduation.**

## MATH 11: FOUNDATIONS

*Recommended: at least a C grade in Foundations of Mathematics and Precalculus 10*

Foundations of Math 11 is designed to help students develop their understanding of proportions, functions, logic, and statistics. The big ideas that guide the course are: proportional comparisons can be made among triangles and angles, quadratic functions and systems of equations can be represented in many connected ways, logical reasoning helps learners discover and describe mathematical truths, and statistical analysis allows learners to notice trends and relationships.

Students will be expected to reason and analyze, understand and solve, communicate and represent, and connect and reflect these ideas through the course content, which is expected to include, but is not necessarily limited to: mathematical reasoning and logic, angle relationships, graphical representations of quadratic functions, graphical solutions to systems of equations, systems of linear inequalities, trigonometry with oblique angles, applications of probability and statistics, and investments and loans.

The foundations pathway is designed for students who are going into university studies that do not require calculus.

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

## MATH 11: WORKPLACE

*Recommended: any grade 10 math course*

Workplace 11 continues to develop the necessary mathematical skills that students will require in daily life and as they enter the work force. The big ideas that guide the course are: scale diagrams and rates of change are ways of showing proportional relationships, mathematics helps learners make informed financial decisions, spatial relationships can help learners describe and represent real-world experience, and statistical analysis allows learners to notice trends and relationships.

Students will be expected to reason and analyze, understand and solve, communicate and represent, and connect and reflect these ideas through the course content, which is expected to include, but is not necessarily limited to: statistics in contextualized situations, views and scale diagrams of 3-D objects, linear relationships, slope as a rate of change, investments and loans, and personal budgeting.

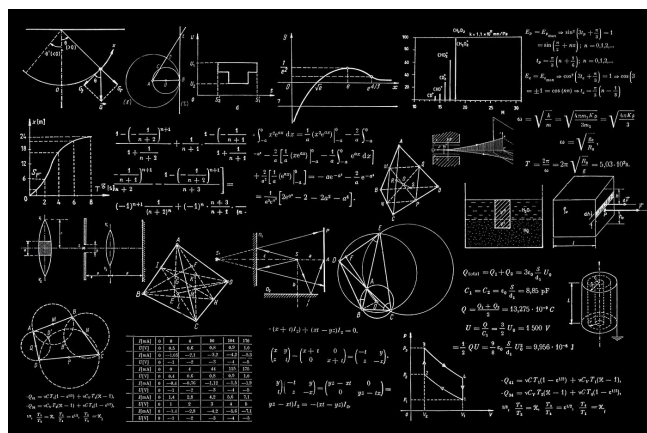
The workplace pathway is designed for students who are going into careers that do not require university studies.

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

## COMPUTER SCIENCE 11

Computer Science 11 focuses on the big ideas of decomposition and abstraction of problems, the algorithmic process, computational thinking, and data representation. Course content includes ways of representing basic data types, basic programming concepts, variable scope, logical statements, control flow and program execution, algorithm development, array and list searches and operations, problem decomposition through modularity, financial analysis through computing, and mathematical problem modelling.

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



## COMPUTER SCIENCE 12

*Recommended Computer Science 11*

*This course is only offered as part of the Science & Technology Co-op Program*

Computer Science 12 focuses on the big ideas of decomposition and abstraction of problems, the algorithmic process, computational thinking, and data representation. Course content includes data structures, multidimensional arrays, searching and sorting algorithms, runtime analysis, recursion, encapsulation and modelling of mathematical problems.

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

## MATH 11: PRE-CALCULUS

*Recommended: at least a C+ grade in Foundations of Mathematics and Precalculus 10*

Pre-Calculus 11 is a course that helps students develop understanding of algebra, operations, functions, and proportion in anticipation of calculus. The big ideas that guide the course are: proportional comparisons can be made among triangles and angles on a coordinate plane using trigonometry, meanings of mathematical operations extend to algebraic expressions, functions allow learners to model contextualized and financial situations, and operations between algebraic expressions and equations are connected and help learners make meaning through abstract thinking. Students will be expected to reason and analyze, understand and solve, communicate and represent, and connect and reflect these ideas through the course content, which is expected to include, but is not necessarily limited to: powers with rational exponents, radicals, the real number system, exponential functions, investments and loans, polynomial factoring, rational expressions and equations, quadratic functions and equations, and trigonometry of non-right triangles and angles in standard position.

The pre-calculus pathway is designed for students who are going into university studies that require calculus.

**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

*Recommended: Foundations of Mathematics 11 or Pre-Calculus 11*

Foundations of Math 12 is designed to help students develop their understanding of systematic counting, functions, logic, and spatial relationships. The big ideas that guide the course are: combinatorics provides efficient strategies for counting; understanding the characteristics of a variety of functions helps in modelling data; logical reasoning helps learners pose, organize, and defend arguments; and learners can create, measure, and describe objects in geometry by using spatial relationships. Students will be expected to reason and analyze, understand and solve, communicate and represent, and connect and reflect these ideas through the course content, which is expected to include, but is not necessarily limited to: transformations with iterations that create fractals, regressions and their analyses, set theory and conditional statements, combinatorics, probability and odds, and graphical representations of polynomial, logarithmic, exponential, and sinusoidal functions.

The foundations pathway is designed for students who are going into university studies that do not require calculus.

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

## MATH 12: PRE-CALCULUS

*Recommended: at least a C+ grade in Precalculus 11*

Pre-Calculus 12 is a course that helps students develop understanding of algebra, functions, inverses, and visualization in anticipation of calculus. The big ideas that guide the course are: many functions are related through inverse operations, analyzing the characteristics of functions allows learners to solve equations and model and understand relationships, transformations of shapes extend to functions in all of their representations, and geometrical thinking and visualization can be used to explore conics and functions. Students will be expected to reason and analyze, understand and solve, communicate and represent, and connect and reflect these ideas through the course content, which is expected to include, but is not necessarily limited to: logarithmic functions and equations, operations on logarithms, exponential equations, sequences and series, polynomial functions and equations, transformations of functions, conics, rational functions, and trigonometric functions, equations, and identities.

The pre-calculus pathway is designed for students who are going into university studies that require calculus.

**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.**

## GEOMETRY 12

*Recommended Foundations of Math 11 or Pre-Calculus 11*

Geometry 12 focuses specifically on the visualization and the logical connections of shape and space. The big ideas that guide the course are: working with diagrams is essential to geometric thinking, geometry is about working with variance and invariance, working with and on definitions is central in geometry, geometry stories and applications vary across culture and time, and written proof is the endpoint to the process of proving. Students will be expected to reason and analyze, understand and solve, communicate and represent, and connect and reflect these ideas through the course content, which is expected to include, but is not necessarily limited to: geometric constructions, parallel and perpendicular lines, circle geometry, tangents, transformations of 2-D shapes, and non-Euclidean geometries.

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

## MATH 12: CALCULUS

*Recommended: at least a B grade in Precalculus 12*

Calculus 12 is where students further their understanding of rates of change of phenomena and the concept of finding infinite sums. The big ideas that guide the course are: the concept of a limit is foundational in developing calculus, differential calculus develops the concept of instantaneous rate of change of one quantity in relation to another, integral calculus develops the concept of finding the sum of an infinite series, and derivatives and integrals have an inverse relationship.

Students will be expected to reason and analyze, understand and solve, communicate and represent, and connect and reflect these ideas through the course content, which is expected to include, but is not necessarily limited to: limits, derivatives, applications of derivatives, integrals, and applications of integration.

A mark of at least a "B" in Pre-Calculus 12 is required for entry into any Calculus course.

**Students who are intending to enrol 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. AP credit is available.**









# Physical & Health Education

## PHYSICAL & HEALTH EDUCATION 10

The aim of Physical & Health Education 8-10 is to enable all students to develop knowledge, movement skills, and positive attitudes and behaviours that contribute to a healthy, active lifestyle. It is expected that students successfully complete each level of Physical & Health Education before proceeding to the next.

The students will have the opportunity to:

1. Participate in, and experience, a variety of performance and leisure-oriented activities.
2. Develop positive attitudes towards physical activities.
3. Be able to develop positive personal and social behaviours, and work cooperatively in group activities.
4. Acquire skills and knowledge necessary to develop an active and healthy lifestyle.
5. Learn how healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.
6. Understanding the factors that influence our health empowers us to take action to improve it.

Activities include individual and dual activities, team games, and dance. Examples of activities include: badminton, pickleball, weight training, basketball, softball, soccer, football, volleyball, lacrosse, field hockey, floor hockey, minor games, and various styles of dance.

## FITNESS & HEALTHY LIFESTYLES 10

Fitness and Healthy Lifestyles 10 (FHL10) is designed to provide students with opportunities, beyond Physical and Health Education 10, to achieve improved levels of health knowledge and intrinsic motivation to be more active. FHL 10 is a non-competitive fitness and conditioning course. Students will be provided the opportunity to attain a greater understanding of health and the effects of lifestyle choices while in a safe environment to work towards personal goals for an improved level of physical fitness. Students will be exposed to a variety of fitness activities such as yoga, Zumba, fitness classes, running, walking, weight training, hiking, and/or aquatics.

## FITNESS & CONDITIONING 12

This course is both gym and classroom based and is intended for students who have an interest in both Science and Physical Education. The following Units will be explored through this course:

- Anatomy and Physiology Physical Fitness
- Biomechanics (human movement) Sports injuries and Prevention

This course is ideal for athletes in all types of sport, and is geared towards students who are considering the following careers:

- Sport sciences
- Physical Education
- Teaching/Coaching
- Physiotherapy
- Nursing
- Early Childhood development
- Occupational Therapy
- Any of the Health Sciences

## WEIGHT TRAINING 11/12

This course has been developed to support and encourage student's safe and effective participation in weight training. Weight Training is an individual fitness endeavour which when performed properly, has numerous health and social implications. Students will gain hands-on weight training techniques, knowledge of principles of training, safety procedures, adaptations to training and knowledge about supplement use. Students will be able to develop an individual weight training program and conduct the implementation of the plan to reach personal goals. 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.



## **ACTIVE LIVING 11/12**

### **(Sr. Physical Health & Education 11/12)**

In this course, students will be participating in traditional sports and activities associated with senior physical education courses, as well as strength and conditioning. In addition, there will be some health related content such as nutrition and injury prevention that may be delivered in a classroom setting. This class will include both weight room and regular physical education facilities on a regular basis. Students are expected to be able to do the following:

- Demonstrate appropriate movement skills for a variety of physical activities and environments
- Develop and demonstrate strategies to effectively participate in a variety of physical activities
- Apply methods of monitoring and adjusting exertion levels in physical activity
- Describe the impact of various types of physical activities on health and mental well-being
- Plan ways to overcome potential barriers to participation in physical activities
- Develop and demonstrate skills needed to plan, organize, and safely participate in recreational events and other preferred physical activities
- Identify and implement tactics to increase their chances of success in a variety of physical activities
- Explain how developing competencies in physical activities can increase confidence and encourage life- long participation in physical activities
- Explain the importance of resilience in maintaining personal health

## **GIRLS POWER AND PLAY (Female Identifying)**

The focus in this class will be on creating an environment in which female identifying students feel comfortable and confident moving their bodies in activities and games. This course will include sports and activities played in regular PHE classes as well as activities that will show students how to stay active for life. Through daily participation students will gain strength and improve their fitness while having fun and building confidence. This all-female environment will help girls build the skills, knowledge, and attitudes necessary to develop a lifestyle that will keep them healthy and fit as they move into adulthood.

## **INTRAMURALS 12**

*Pre-Req: Permission of Intramural Coordinator*

The course is a locally developed course, which runs like any other in class in terms of required attendance, assignments and student-run activities. This class runs during the regular timetable during lunch time & class time every day. Intramurals 12 allows students to demonstrate initiative by running a diverse range of inclusive activities (competitive & recreational) for students of all skills levels. It provides great opportunities for our students to be creative and to become directly involved in developing activities for their peers. Furthermore, students develop leadership skills of organizational through setting up equipment, creating schedules and mentoring and communication through fully facilitating and refereeing games throughout the year.

### **PEER TUTORING 11: P.H.E. Class Tutor**

*Prerequisite: Approval from P.E. Department Head*

P.H.E. Peer Tutoring 11 is an opportunity for students to develop leadership skills by mentoring, assisting and teaching younger students in a physical health and education setting. Physical Health and Education 11 provides great opportunities for our students to be creative, and to become directly involved in developing a diverse range of INCLUSIVE activities for students of all skill levels. Furthermore, they develop leadership skills of organization/ delegation through leading minor activities/warm ups, and mentorship through facilitating/refereeing games.

### **PEER TUTORING 12: P.H.E. Class Tutor**

*Prerequisite: Approval from the P.E. Department Head*

To be a leader, one must be allowed and encouraged to lead! PE Student Teaching Assistants are provided with the opportunity to learn about planning, organizing, communicating and teaching under the direct support of the classroom teacher. This course is designed for students that have a keen interest in PE, Athletics and Recreation. Students will work directly with younger PE students in their PE class and will be responsible for duties such as role modelling positive behaviours, taking attendance, organizing equipment, organizing teams, set up, take down and maintenance of equipment. Students need to be patient, responsible and knowledgeable about a variety of sports, games concepts and work well with younger students.



## OUTDOOR EDUCATION 11/12

Adventure awaits. In this second semester course Students develop knowledge, skills and an appreciation for the outdoors by participating in a wide variety of outdoor experiences such as rock climbing, snowshoeing, cycling, sea-kayaking and hiking just to name a few. Field trips will be on a pay-as-you-go basis. Ideal for students wanting to create lifelong memories and with a career interest in the adventure recreation fields, tourism, resource management and eco-tourism. Evaluation will primarily be based on active participation, leadership, skill development, practical skills evaluation, and outdoor trip journal.

## LEADERSHIP IN FIRST AID AND EMERGENCY RESPONSE 11/12

Leadership in First Aid and Emergency Response 11/12 offers students the opportunity to gain hands-on experience and certification in Emergency First Aid (Grade 11) or Standard First Aid (Grade 12), including CPR-C and AED. With a focus on continual practice, this course helps students develop the skills and confidence to respond effectively in real-world emergencies. Through engaging learning activities, use of first aid equipment and mannequins, and realistic first aid scenarios, students become certified First Aiders, equipped to handle complex situations with poise and skill!

Beyond first aid skills, this course also helps students develop important life skills like teamwork, communication, leadership, and stress management. These transferable skills are valuable in a wide range of settings from volunteering in the community, to pursuing a job or post-secondary education. Leadership in First Aid and Emergency Response 11/12 empowers students to make a positive impact, both in emergencies and in everyday life. In addition to skill-building, this course opens doors to potential related volunteer or job positions in areas like first

aid attendants, lifeguarding, first response, and health care. Whether students are interested in becoming a paramedic, firefighter, working in medicine, physiotherapy or another related field; this course provides a solid foundation for future education and career paths. Students gain valuable experience through practical learning, helping them decide if a career in these fields is right for them!

If students are already certified in Emergency or Standard First Aid (with CPR-C and AED), they can still select this course to gain practice/experience using their skills as a First Aider and explore future pathways. Usually during those course, practice time is very limited and even students who are already certified will find they will gain a better understanding of the techniques used in First Aid and have more confidence in their skills.

In this course, students may have the opportunity to: Volunteer as First Aid Attendants at our school's special events, sports games or as an attendant within the school Shadow our school's First Aid Attendants in real first aid calls at the school





# BUSINESS EDUCATION

Join our path to success!

~ courses that teach you career building skills ~

Become a business professional and learn practical skills that will help you get better results in all your classes, (here and at university), expand your career opportunities, and/or grow your future entrepreneurial ventures.

## **START**

Let your journey begin!

### Grade 9

- ✓ Business Basics
- ✓ Computer Studies

### Grade 10

- ✓ Business Dynamics
- ✓ Technology in Action

### Grade 11

- ✓ Computing for Careers
- ✓ Marketing
- ✓ Financial Accounting
- ✓ Computer Programming
- ✓ Yearbook -Level 1
- ✓ Gaming, Streaming and Healthy Living



### Grade 12

- ✓ Computing for Careers
- ✓ Computer Programming
- ✓ Economics
- ✓ Entrepreneurship
- ✓ Managerial Accounting
- ✓ Technology Leadership Co-op (CIS )
- ✓ Yearbook: Level 1 or 2
- ✓ Gaming, Streaming and Healthy Living



## BUSINESS EDUCATION COURSES

\$

## **FINISHED**

this journey, prepared to start your next one!



## BUSINESS DYNAMICS 10

Turn Ideas Into Action! Business Dynamics 10 is an exciting, hands-on course that brings the world of business to life for every type of learner. Whether you enjoy working independently or thrive in group settings, this course offers opportunities to create, innovate, and lead through real-world projects that build confidence and practical skills.

In this course, students will:

Explore essential business concepts like marketing, entrepreneurship, financial planning, investment, and management.

Develop critical thinking and creativity through interactive activities and collaborative projects.

Gain real-world experience by planning and running their own business ventures.

Course Highlight: The Entrepreneurship Fair

Students will design and launch their own business ideas—from writing a business plan and creating promotional materials to managing budgets and selling products at school. To make their ideas successful, students will:

- Conduct primary research by creating surveys and gathering feedback from peers around the school.
- Build a prototype of their product or service.
- Produce commercials and advertisements to promote their business.
- Pitch their ideas confidently at the fair and sell their final product.

Along the way, students will learn:

- How to conduct market research and identify target customers.
- How to manage finances using tools like Microsoft Excel.
- Introduction to investing in stocks—understanding how markets work and how investments can grow wealth.
- How to present and pitch ideas with confidence.

By the end of the course, students will walk away with:

- Practical business and financial skills that can be applied immediately.
- Confidence to innovate and lead in any future career path.
- A portfolio of work that showcases their creativity and entrepreneurial spirit.

Who should take this course?

Business Dynamics 10 is perfect for students curious about entrepreneurship, marketing, investing, or management—and for anyone who wants to learn how to turn ideas into action!

## TECHNOLOGY IN ACTION 10

Technology in Action 10 builds upon foundational computer skills and dives deeper into the world of technology, focusing on advanced applications, programming, and digital problem-solving. In this hands-on course, students will increase their touch-typing speed (typing without looking at the keyboard), as well as develop proficiency in software tools such as spreadsheets using Microsoft Excel, databases, and presentation software, while also learning the fundamentals of coding and programming languages.

Students will explore topics including web design, digital media creation, and computer ethics, gaining hands-on experience in designing and creating projects that integrate these skills. They will also gain a solid understanding of cybersecurity, digital citizenship and the impact of emerging technologies on society. This course should be taken by all grade 10 students to help them navigate this digital world more confidently. It's full of fun and engaging, yet practical assignments that will benefit everyone who takes it.

Technology in Action 10 is ideal for students who want to become more tech-savvy using programs regularly used in all courses throughout high school, university and beyond, or who want to pursue further studies in technology.

## MARKETING 11

This course will help you gain an understanding of the importance of marketing in relation to owning and running a successful business. You will learn how businesses conduct research and establish marketing strategies in order to achieve success on the local, national, and/or global scale. At the end of the term, will have an adequate understanding of:

\*Basic Marketing Concepts: Importance of marketing to businesses, factors that influence how businesses operate, the role of the consumer in marketing and how marketing addresses consumer change/ diversity

\*Marketing Research: Elements involved in the re- search process, techniques used to conduct re- search, how information is analyzed/evaluated to the benefit of the business

\*Marketing Strategies: Elements of the marketing mix, strategies for different types of businesses, consumers, and geographic locations (international market- ing)

\*Marketing Plans and effective Digital Communication

This course will be particularly beneficial to students who intend to study business at the post-secondary level, plan to start their own company in the future, or intend to pursue a career in the creative industry.



## COMPUTING FOR CAREERS 11

**Ready for life after high school? This course will actually prepare you for it.** Whether you're planning for university, college, trades, or entering the workforce, strong digital skills are essential. *Computing for Careers* gives students the practical technology experience that employers and post-secondary programs expect -skills that go far beyond social media and gaming. Grade 11's welcome to take (and get credit for) this grade 12 course!

Students will learn how to:

- **Master Excel** for budgeting, expense tracking, and even a stock market investment project
- **Create professional digital documents** like resumes, cover letters, and portfolios
- **Improve typing speed and accuracy** to boost productivity
- **Organize digital life** - files, emails, research, and communication tools
- **Develop career and life skills** including financial literacy, workplace expectations, and online professionalism

### Why this course matters:

- Builds confidence with technology for any career path
- Prepares students for real-world tasks they'll face in post-secondary and employment
- Offers practical skills that support success in other courses and life after graduation

### Bottom line:

Don't graduate without these skills! If you didn't take a computer studies course in Grade 10, this is your last chance to get future-ready and build the tech confidence employers and universities expect! From mastering Excel to creating professional portfolios, this course gives you practical tools you'll use for years to come. **This is one of the most valuable courses you can take before stepping into the next stage of your life!**

## COMPUTER PROGRAMMING 11

This course introduces students to programming and computational thinking, using Python as the primary language. Students will develop skills in writing, testing, and debugging code while learning key concepts such as modular programming, object-oriented programming, and working with data structures like lists and dictionaries. The course emphasizes problem-solving and program design, culminating in a final project where students create an original 2D game. This hands-on course provides a strong foundation for future studies in computer science. No prior programming experience is required.

## FINANCIAL ACCOUNTING 11

Workbook required, can also be used for Accounting 12.

Accounting is a very important aspect in the world of business, as it tracks the money coming into a business and the money going out of a business. This course is designed to introduce basic accounting concepts and principles. Throughout the course, you will work with workbooks, MS Excel, and play accounting Monopoly in order to learn the fundamentals of accounting. Specifically, you will learn how to:

- Learn basic accounting concepts such as keeping track of a company's financial position, revenue and expenses.
- Explain the relationship among assets, liabilities and owners' equity
- Demonstrate skill in recording transactions in a general journal and posting it to a ledger
- Demonstrate proficiency in using the double-entry accounting system

Prepare reports using worksheets, post-closing trial balances, income statements, and balance sheets

This course will be beneficial to students who intend to study business at the post-secondary level, or who plan to own their own business in the future.

## ENTREPRENEURSHIP 12

Entrepreneurship 12 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. Take this course and learn to be an Enterprising person that will gain skills and knowledge with regards to creating and building wealth through investing in assets such as real estate investing, starting and owning businesses, as well as increasing one's financial intelligence with Stock Market Investing.

## ECONOMICS 12

Economics 12 is designed for all students who have an interest in a business or managerial career, and who are interested in how the Canadian economy works. This course will benefit students who plan to attend post-secondary institutions. In this course, students will study the evolution of modern economic systems and current issues such as the production of goods and services and the organization of business. The course will also focus on the following topics: the stock market, banking, government budgets, the deficit, taxes, inflation, recession, employment and unemployment. **UBC and SFU recognize a student's achievement in Economics 12 as part of his/her academic average.**

## COMPUTER PROGRAMMING 12

*Recommended: Computer Programming 11*

This course builds on foundational programming skills, focusing on advanced concepts and software development using Java. Students will deepen their understanding of object-oriented programming, algorithms, and data structures, with an emphasis on modular program design and efficient coding practices. The course includes practical applications of programming concepts and problem-solving techniques. As a capstone project, students will design and code a functional Minesweeper clone, applying their skills in logic, interface design, and debugging. This course prepares students for post-secondary studies in computer science or related fields.

## TECHNOLOGY LEADERSHIP 12

*This course is only offered as part of the Science & Technology Co-op Program*

This course combines technical skill development with practical, real-world experience in IT support. Students will learn about network architecture, hardware maintenance, software troubleshooting, and systems administration, while applying these skills to provide technical support throughout the school. Through hands-on projects and leadership opportunities, students will gain expertise in diagnosing and solving IT issues, managing resources, and supporting users. This course is ideal for students interested in technology, problem-solving, and leadership roles, providing valuable experience for future studies or careers in information technology. Prior experience in computer systems is beneficial but not required.

## COMPUTING FOR CAREERS 12

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Students will learn how to:

- **Master Excel** for budgeting, expense tracking, and even a stock market investment project
- **Create professional digital documents** like resumes, cover letters, and portfolios
- **Improve typing speed and accuracy** to boost productivity
- **Organize digital life** - files, emails, research, and communication tools
- **Develop career and life skills** including financial literacy, workplace expectations, and online professionalism

**Why this course matters:**

- Builds confidence with technology for any career path
- Prepares students for real-world tasks they'll face in post-secondary and employment
- Offers practical skills that support success in other courses and life after graduation

**Bottom line:**

Don't graduate without these skills! If you didn't take a computer studies course in Grade 10, this is your last chance to get future-ready and build the tech confidence employers and universities expect! From mastering Excel to creating professional portfolios, this course gives you practical tools you'll use for years to come. **This is one of the most valuable courses you can take before stepping into the next stage of your life!**



## **YEARBOOK 11 AND 12 LEVEL 1**

This course is designed to create the school's annual yearbook. Students will learn the basics of layout design, journalistic writing and photography. With the nature of our subject matter, students need to be prepared to commit to time outside of class for photo assignments and need to understand that it is a deadline-based course where dedication and the ability to multitask are a must. Participants gain useful, real world skills in time management, marketing, teamwork and design principles. The Level 1 course will focus more on the development of base skills: Adobe programs, photography, journalistic writing and teamwork, page design, advanced publishing techniques, copy writing and editing while producing a creative, innovative yearbook which records school memories and events. Course work is made up of challenging real world projects and assignments typical of the graphic design and publishing industries.

## **YEARBOOK 12 LEVEL 2**

The Level 2 Yearbook course will see students in leadership positions and build upon skills learned in Level 1. Learning skills to act as editors, run a team and make important decisions for layout, design and themes are key to this course. With the nature of our subject matter, students need to be prepared to commit to time outside of class for photo assignments and need to understand that it is a deadline-based course. In this course, students will work on improving their skills in page design, advanced publishing techniques, copywriting, editing and photography while producing a creative, innovative yearbook which records school memories and events. Students gain real-world skills in time management, marketing, teamwork and design principles. This is a great course for anyone looking to enter into the fields of graphic design, journalism, or media-based arts.

## **MANAGERIAL ACCOUNTING 12**

Managerial Accounting 12 –is designed as a continuation of foundational accounting principles, focusing on the second half of the Accounting 1 textbook by Pearson. This course will deepen students' understanding of accounting procedures and financial statements, emphasizing real-world application in both business and personal contexts. Students will explore complex topics such as payroll accounting, internal controls, accounting for partnerships and corporations, and advanced financial statement analysis.

Throughout the course, learners will develop skills in preparing comprehensive financial reports, understanding the flow of transactions within different types of businesses, and applying accounting principles to solve practical problems. The course will also cover key concepts such as budgeting, cost accounting, and financial decision-making, equipping students with the knowledge and tools necessary for a successful career in accounting, finance, or business management. This course is essential for students considering careers in accounting, business, or finance. Note: Consumable workbook required (same one can be used that was purchased for Accounting 11)

## **E-SPORTS: ACTIVE LIVING IN THE DIGITAL AGE 11**

This course is designed to teach students healthy lifestyle skills through the exciting and dynamic world of e-sports. By integrating physical, mental, and emotional activities associated with competitive gaming, students will develop essential skills for active living. The competencies and content of the course will focus on various aspects of health, safety, participation, and social responsibility within the context of e-sports.

By participating in E-Sports: Active Living in the Digital Age, students will gain a comprehensive understanding of how to maintain a healthy lifestyle while engaging in competitive gaming. This course provides a holistic approach to well-being, ensuring students are equipped with the knowledge and skills to thrive both in the digital and physical worlds.



# HOME ECONOMICS

## TEXTILES 10

Students in this course will have the opportunity to construct various garments using the latest technology. Students will learn how to use a variety of tools and machinery such as sergers, computer embroidery machine, rotary cutter, Elna press. Commercial patterns will be used for garment construction. Students will learn ways to recycle clothing. Exploration of textile related occupations and careers such as fashion marketing, fashion design, fashion production, and textile crafts will also be covered

## TEXTILES 11/12 LEVEL 1

This is an introductory course for those who have not taken any prior textile courses since grade 8. This course will introduce students to the basics of textiles such as threading and operating various sewing machines. Once the foundational skills have been established, students will be able to choose their own patterns as abilities and experiences will vary. The use of elements and principles of design to produce garments that complement body types will be highlighted. Learn to use the latest in technology to make wearable clothing and/or decorative accessories. Skills learned may be applied to careers in fashion marketing, merchandising and entrepreneurial design as well as everyday living

## TEXTILES 11/12 LEVEL 2

*Textile 10 and or Textiles 11/12 Level 1 is recommended to be taken before this course*

Students will produce textile items using challenging fabrics and/or advanced sewing skills. This course is not for the beginner sewer. Take advantage of the computerized embroidery sewing machine to produce design and embellishments on textile products. Learn to work with new textile fibres. A highly individualized approach will allow several choices regarding projects. Skills learned

can be applied to careers in fashion design, marketing, and fashion merchandising. Students will explore the history of fashion and costume design.

## FASHION INDUSTRY 12

*Textiles 11/12 Level 2 or advanced sewing skills is recommended to be taken before this course*

Students must have a solid background and understanding of garment construction as this is a highly individualized course. The course encourages students to express themselves creatively through the medium of textiles. It is important that students gain an understanding of the design process and apply it to every garment they make using commercial patterns. It is expected that students will personalize the fit and ensure that garments meet industry standards. In order to do so, ready-to-wear garments will be provided for students to examine. Students will learn about the fashion industry and career opportunities in the field of fashion. Upon completion of this course, students will have developed a portfolio that has their final garments, a designer biography, a logo and fashion sketches that would be used towards the admission process for Post Secondary institutions that offer Fashion Design.

## FOOD STUDIES 10

The focus of this course is to plan and prepare healthy dishes and meals. Students will have the opportunity to prepare multi course meals for breakfast, lunch and dinner. Students will explore health concerns associated with unhealthy eating patterns. Learn how to select reliable and healthy recipes and commercial food products. Evaluation for this course will be based on labs, written assignments, quizzes and projects. Classroom activities provide students with opportunities to: prepare food, analyze food choices, and learn how to select reliable healthy recipes and commercial food products.



## FOOD STUDIES 11/12 LEVEL 1

This is an introductory course for those who have not taken any prior Food studies since grade 8. You will learn the basics of the how to function in a kitchen with respect to safety and sanitation. Students will learn the basic construction of how to create a well written recipe and be able to independently follow and execute recipes with ease. Students will learn how to prepare dishes that will be appealing to the senses as well as to the finances. Cooking for yourself in a creative and nutritional manner is one of the many themes which will be touched upon as we go through the elements of the design process. Evaluation is based on observations, written assignments, summative assessments (quizzes and tests) presentations, projects, and practical labs.

## FOOD STUDIES 11/12 LEVEL 2

Food studies 10 and or Food Studies 11/12 Level 1 is recommended to be taken before this course. This course is not for the beginner cook, basic knowledge from Food Studies 10 or 11/12 Level 1 will be required as this course expands upon the basic understanding. We will explore the latest trends in the foods and entertainment industry. We will explore and expand upon our taste palates with recipes from where we live and beyond. Students will learn about the food choices that impact health, finances and the environment. Current issues in food and health and food security and sustainability will be explored. Evaluation is based on observations, written assignments, summative assessments (quizzes and tests) presentations, projects, and practical labs.

## CULINARY ARTS 11

*Recommended previous course work done in Foods 9 and/or 10.*

Cafeteria Training is an introductory course in Professional Cook Training with the main focus being the preparation of daily lunch for the school and learning how to work in a professional kitchen. Students must have an excellent attendance record as daily on-time attendance is crucial for success. Students will be exposed to different types of food preparation techniques and cooking methods and will learn how to make recipes for large quantities of people. They must be able to lift heavy stockpots, work around hot stoves and ovens and not be afraid to work with sharp knives. They must also be prepared to work closely with other students and to work together as teams. Personal hygiene and personal grooming are very important as well as bringing a clean chef's coat daily to class. Topics covered include the making of sandwiches, salads, soups, stocks, main courses, baking, desserts, washing and sanitizing pots and pans and inventory and receiving. Safety and theory play an important role in this course; students must be able to carry out instructions and communicate effectively with the teacher as well as other

students in the program.

## CULINARY ARTS 12

*Recommended: Completion of Culinary Arts 11*

Culinary Arts 12 is a subsequent course in Culinary Arts that expose students to more in-depth training in the Professional Cook Training Industry. Students are expected to show more leadership, have a better than average attendance and on-time record and be prepared to assist new students in entry level courses. They are also expected to know how to read recipes, perform simple and continuous duties and be able to work independently with little or no supervision after each task has been demonstrated to them. Students are marked more for their leadership and culinary skills. Besides doing all of the entry level tasks explained above, these students will also be able to perform at a very high level in the kitchen.

## PASTRY ARTS & BAKING 12

*Recommended: Food Studies 10, 11 and 12 or recommendation of the Food Studies Teacher*

Do you love to bake? Are you interested in advancing your skills or considering a career in the baking and pastry art industry? Then this is the course for you! Students will learn to work with different medium to create personal work of art that are utilize in cake decorating, chocolate making and French pastry. Learn techniques to express your creativity and artistic skills in designing, presenting and creating baking masterpiece. This course will provide you with opportunities to explore and discover through practical and purposeful ways.





## **CHILD DEVELOPMENT & CAREGIVING 12**

This course uses a psychological perspective to provide you with an opportunity to explore social issues that exist in your personal lives, your community and in society. We will examine human behaviour, mental processes and be exposed to several psychological theories relating to adolescents and young adults. This course is an excellent choice if you are planning to enrol in post-secondary Psychology courses or if you are interested in understanding yourself and the world around you better. This course will include sections on theories of personality, gender differences, adolescence, motivation

## **PSYCHOLOGY 11**

This course uses a psychological perspective to provide you with an opportunity to explore social issues that exist in your personal lives, your community and in society. We will examine human behaviour, mental processes and be exposed to several psychological theories relating to adolescents and young adults. This course is an excellent choice if you are planning to enrol in post-secondary Psychology courses or if you are interested in understanding yourself and the world around you better. This course will include sections on theories of personality, gender differences, adolescence, motivation and emotion as well as look at the relationship between the brain, body and our behaviour.



# Technology Education

## Technology Education Course Selector

	Animation	Drafting	Electronics	Automotive	Engineering	Woodwork	YET 10-12
<b>Career Paths</b>	Film & TV Video Games Advertising Graphic Arts	Architecture Carpentry Engineering Design Interior Design - CNC Programmer	Electronics Technician Electrician Engineering Robotics Computer Technician Computer Programmer	Auto Mech Aircraft Mech Diesel Mech Heavy Duty Mech Millwright Machinist Welder AutoBody	Engineering Robotics Industrial Design Millwright - CNC Programmer Machinist	Construction Carpentry Cabinetry Furniture Design Arts & Crafts Wood Carver Stage craft & movie sets	Constructio n Carpentry Plumbing Sheet Metal Welding Drafting
<b>ATTRIBUTES</b>							
<i>I like working with tools and machines</i>			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<i>I like working with computers</i>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>		
<i>I like building things</i>			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<i>I like Problem solving</i>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<i>I like to be creative</i>	<b>X</b>	<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>
<i>I like to draw</i>	<b>X</b>	<b>X</b>			<b>X</b>		
<i>I like model making</i>	<b>X</b>	<b>X</b>			<b>X</b>		
<i>I like fixing things and taking things apart to see how they work</i>			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<i>I don't mind getting my hands dirty</i>				<b>X</b>		<b>X</b>	<b>X</b>
<i>I like Math &amp; Science</i>		<b>X</b>	<b>X</b>		<b>X</b>		
<i>I prefer to work and learn independently</i>	<b>X</b>	<b>X</b>			<b>X</b>		
<i>I am better at following clear directions and instructions</i>			<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>
<i>I like to work on my feet rather than sit at a desk</i>			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

## **ANIMATION 10**

This course introduces students to the world of Computer Animation and Computer Graphic (CG) Arts. Animation engages students in a problem solving design process, an artistic process and a technical process. This course is based on computers, but also incorporates hand sketching. Students will learn basic computer 3D modelling techniques, texturing, lighting, camera work, rendering, animating and video production. Students will use Maya software to create their animation projects. This course is recommended for creative students who can work and learn independently and wish to explore the world of computer animation.

## **ANIMATION 11**

This course takes students further into the world of computer animation. Design and problem solving, creative, artistic and technical processes are the foundation of this course. Students will learn concepts of planning and designing storyboards, and further develop skills in 3D modelling, texturing, lighting, animating, special effects and rendering. Students will use a combination of hand sketching and Maya software to complete a variety of animated projects.

This course is recommended for students who wish to explore career possibilities and further studies in Animation, Computer graphics, and Video game design.

## **ANIMATION 12**

*Recommended Animation 11 or equivalent demonstrated proficiency.*

This is an advanced course in Computer Animation using industry standard Maya software. Students will continue to build on the previous course curriculum experience to further enhance their skills in computer animation. They will go deeper into 3D modelling, texturing, lighting, animating, special effects and rendering.

The larger portion of this course is a major project. Some students can choose to work in teams. This specialized curriculum is designed for creative students who can work and learn independently

## **DRAFTING & DESIGN COURSES:**

Students who take our drafting and design courses will learn a useful set of skills that can be applied to many career and life choices. Engineers, Architects, Carpenters, Electricians, Mechanics and Millwrights are just some of the professions that require the ability to read a set of blueprints.

Software used: AutoCAD, Inventor and Revit.

## **DRAFTING 10**

This Introductory course gives the student the opportunity to learn various Drafting & Design processes that are used in the Engineering, Manufacturing and Construction industries. Design principles, hand drawing techniques and CAD software will be taught in this project based course. Students will learn both Engineering and Architectural drawing formats. Project activities include designing a small house and drawing the building plans using 3D CAD software and then building a foam board model. In addition to learning basic drafting skills, students will use a 3D printer and a vinyl cutter to create stick-on decals.

## **DRAFTING 11**

This Course gives the student the opportunity to learn various Drafting & Design processes that are used in the Engineering, Manufacturing and Construction industries at an intermediate level. Design principles, hand drawing techniques and CAD software will be taught in this project based course. Students will learn both Engineering and Architectural drawing formats. Project activities include residential house design and model making, 3d printer projects, Vinyl cutter projects and the opportunity to use a CNC machine. The skills learnt in this course are invaluable for those who intend to pursue design and drawing related careers such as Engineering, Architecture, and Industrial Design.

## **DRAFTING 12**

*Drafting 11 is recommended*

This advanced course provides students who have demonstrated proficiency and interest in Engineering or Architectural Drafting to expand their knowledge base and skill set in this area. After a review of hand drawing skills, students decide on an Architectural or Engineering focus for this course. The focus of the Architectural course will be the "Rethink Dwelling" project where students are asked to critically rethink residential home design, then students will design, draw the building plans, build a model and then present their solution. Engineering students will work on advanced machine part design projects and use the 3D printer to prototype and model their work. The skills learnt in this course will be of benefit to anybody going into Engineering or Architectural related field after high school.

## **ELECTRONIC/ROBOTICS COURSES:**

Prepare for the future with our Electronics courses that are evolving to keep up with the ever changing hi-tech world as computer automation and electronic systems become part of our everyday lives. Every Electronics course will cover robotics and programming in addition to problem solving and design. Kick start a career or become an informed user of your electronic world.

Software used: AutoCAD, Arduino & Fritzing.



## **ELECTRONICS & ROBOTICS 10**

This course provides an opportunity to learn the fundamentals of electricity and electronics, how electronic components function, and how to use electronic test equipment. Students will learn how electronic components function, how to build and prototype basic circuits, soldering techniques and circuit board construction, and how to use a multimeter. Take home projects include an LED lamp and the light seeking "MouseBot" project. Level 2 students will build the Arduino Maze-Bot project. Students will incorporate 3D printing and CNC manufacturing in to their projects and also be introduced to Arduino/robotics programming.

## **ELECTRONICS 11**

This course provides an opportunity to learn the fundamentals of electricity and electronics, how electronic components function, and how to use electronic test equipment at an intermediate level. Students will learn how to design, prototype and troubleshoot electronic circuits. Mechanical and power transmission applications will also be explored. Students will continue to expand their practical skills by designing and constructing project cases and robot platforms & structures. Level 2 students will build the Arduino Maze-Bot project. Level 3 students will build an Arduino 2 legged walking Robot. Students will incorporate 3D printing and CNC manufacturing in to their projects and also incorporate to Arduino/robotics programming into their projects

## **ELECTRONICS 12**

*Recommended: Electronics 11*

This advanced course provides students who have demonstrated proficiency and interest in Electronics and Robotics to expand their knowledge base and skill set in this area. Students are expected to do more advanced projects, circuit design and testing. Level 3 students will work on an Arduino based robotics project or work with the VEX EDR Robotics system. Level 4 students will work independently on teacher directed or self directed projects.

## **ENGINEERING 10**

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

hand drafting, working with hand tools, and communicating their ideas to others.

## **ENGINEERING 11**

Designed for students considering careers as engineers, architects, technologists, technicians, and industrial designers in a variety of different fields. It is a combination of Technology, Art, and Science, and is designed for creative and self-motivated students who are looking to gain hands-on experience. Students will learn about topics such as mechanical systems, electrical induction, and control systems. The emphasis of the course will be on the Engineering Design Process, with multiple opportunities for students to take their ideas from concept to finished product, making improvements along the way. Possible projects include mechanical automatons, generators, robots, and aquatic vehicles. Members of this class will get experience with computer-aided drafting, working with hand tools, and communicating their ideas to others.

## **ENGINEERING 12**

*Recommended: Engineering 11*

Designed for students considering careers as engineers, architects, technologists, technicians, and industrial designers in a variety of different fields. It is a combination of Technology, Art, and Science, and is designed for creative and self-motivated students who are looking to gain hands-on experience. Students will learn about topics such as mechanical systems, electrical induction, and control systems. The emphasis of the course will be on the Engineering Design Process, with multiple opportunities for students to take their ideas from concept to finished product, making improvements along the way. Possible projects include mechanical automatons, generators, robots, and aquatic vehicles. Members of this class will get experience with computer-aided drafting, working with hand tools, and communicating their ideas to others.

## **POWER TECHNOLOGY 10**

This is an introductory mechanics course. The focus of this course will be on exploring the 2 and 4 stroke internal combustion engine and how to work safely in a mechanics shop. Students will learn about the tools and parts required to dismantle and rebuild a small engine and learn about the engine's operating systems. Students will also be given an introduction to precision measurement, metalworking and various welding techniques. This is an excellent opportunity for students to be introduced to mechanical and metal trades careers.

## **AUTOMOTIVE TECHNOLOGY 11**

This introductory auto mechanics course will provide students with a general overview of today's automobile and how to work in an automotive repair shop. Students will gain a combination of "hands-on" skills and knowledge that will be invaluable for future car owners as well as for those interested in mechanics as a career. The focus of this course will be on learning shop safety, how to work with hand tools, automotive operating systems, basic automotive servicing and repairs and an introduction to various welding techniques. No prerequisites are required to take this course.

## **AUTOMOTIVE TECHNOLOGY 12**

*Recommended: Automotive 11*

This is a continuation of Auto 11 and will allow the student to gain greater knowledge and skills in working with today's automotive technology. Topics of this course will include shop safety, how to work with hand tools, and welding procedures. Automotive servicing, problem diagnosis & repair, engine & powertrain rebuilding, and electrical/electronic systems, and basic bodywork can be covered in this course. Students should have taken Automotive 11 before taking this course.

## **METAL ART 10, 11, & 12**

This course is an exploration of metal as a 3D art material. After a thorough introduction to the metal/welding shops and work shop safety, students will have the opportunity to combine their imaginations, creativity, and new found shop skills to create various metal art projects. Class activities include individual demonstrations, assignments and projects. Three to four set projects will be completed during the semester based on metal sculpture and/or jewelry designs.

## **WOODWORK 10**

This course is an introduction to woodworking. Students will become familiar with the safe use of tools and machines, and the craft of woodworking through teacher-directed projects and by projects that you choose and design yourself. The class will cover basic joinery and woodworking techniques along with an introductory unit using our computerized CNC router. Projects may include wood carving, intarsia, cutting boards, jewelry boxes, clocks, wood bowls, and simple furniture.

## **WOODWORK 11**

This course is designed to cover an intermediate level of wood working techniques and design. Students will become familiar with the safe use of tools and machines through the construction of both teacher directed and student selected projects. The objective of this course is to increase students knowledge of wood- working processes as well as continue to improve their hands-on and problem solving skills. Skills that will prove valuable over their lifetime as well as open doors to a variety of exciting careers. Projects may include wood carving, intarsia, cutting boards, jewelry boxes, clocks, wooden bowl turnings, furniture construction, chests and an intermediate unit on our CNC router.

## **WOODWORK 12**

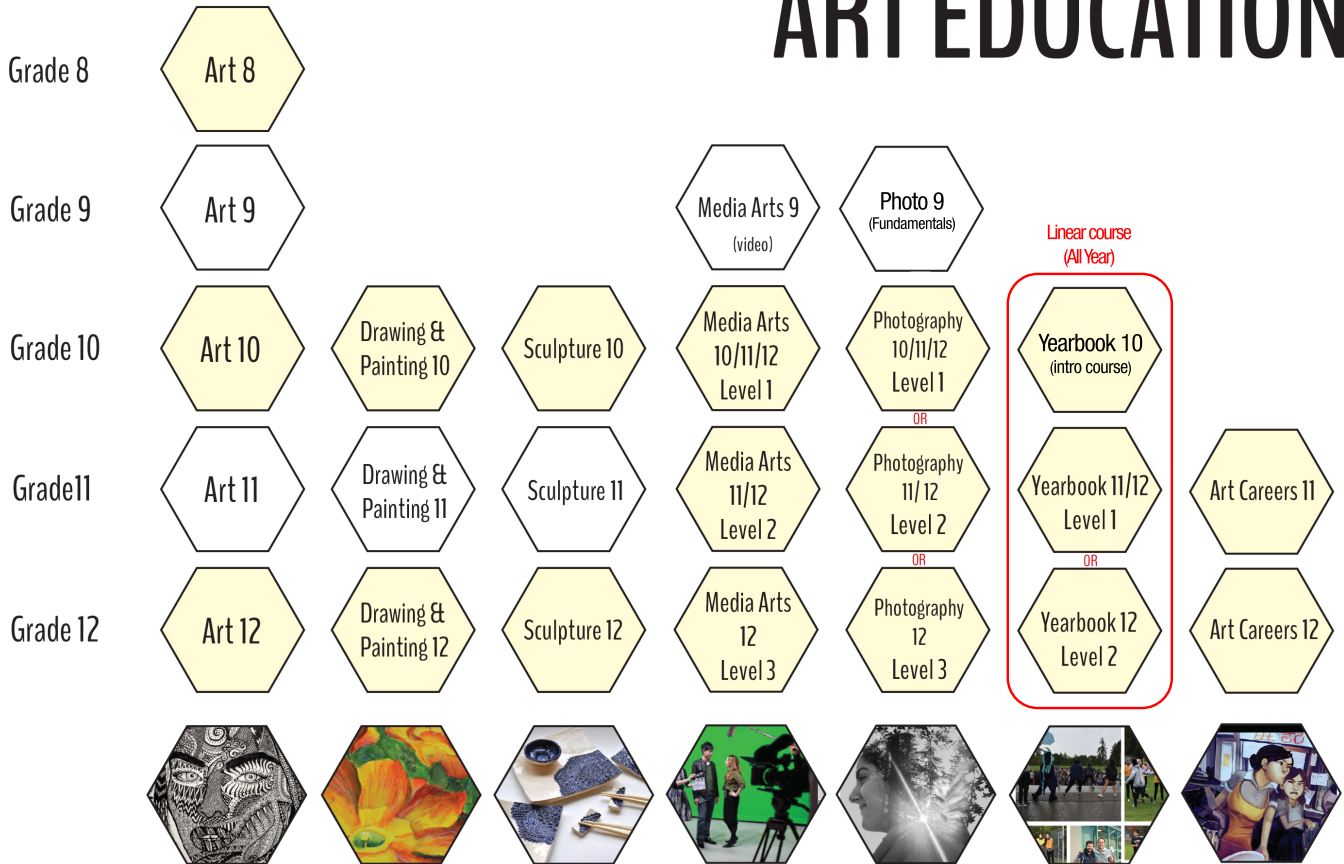
The main objective of this course is to offer students with previous Woodworking experience an opportunity to learn more advanced project design and joinery techniques. The areas of focus will include a blending of safety, measurement, wood theory, tools and equipment use, joinery, hardware, shop setup and a look at manufacturing processes. Students will apply their knowledge to construct teacher or student selected projects as well as assist in the repairs/ upkeep of school equipment, tool panels and shop machinery. The skills in this course will prove to be invaluable over their lifetime as well as open doors to a variety of exciting career options.

## **YOUTH EXPLORE TRADES 10-12**

Youth Explore Trades provides students in Grade 10, 11 and 12 a unique opportunity to get hands-on and in depth experience sampling a variety of different Trade areas including Carpentry, Electrical, Plumbing, Drafting, Welding and Sheet Metal. The focus of the course is to give students a sense of what trades are available in industry and what trade may best suit their interests and talents. This course will provide students with practical introductory level trade skills and knowledge, while enhancing their ability to problem solve, use tools and machines and collaborate with others. If you love creating new and exciting things and are interested in potentially exploring a career in trades but are not sure which trade you prefer, this is the course for you! Students may also use their experience in this course for later transitions into the Surrey School Districts Youth Train in Trades programs. Please note: Students may only take this course once for graduation credit.

1. Select what grade you are in
2. Pick your course(s)!

## Course Guide ART EDUCATION



### ART STUDIO 10

This course is open to students looking for a foundation in a variety of art disciplines. This course explores drawing, painting, printmaking, ceramics and sculpture providing a broad range of experience in the visual arts. Students will investigate a variety of styles, historical, cultural social and personal contexts as they develop their artwork. Exploration and experimentation using different processes, materials and techniques are encouraged. Students will also be exploring genres such as the figure, still life, landscape and abstraction along with image sources such as observation and imagination. All students will be expected to maintain a visual journal as a record of their ideas, image development and exploration. Come and join us in the studio!

### SCULPTURE & CERAMICS 10

This course is designed for students who are interested in creating functional and sculptural artwork. We will be using a variety of materials to understand how artwork communicates with viewers and interacts with the space around them. We will apply a variety of sculpting methods such as assemblage, casting, carving, sculpting and an introduction to throwing on the pottery wheel. We will be using media such as; clay, glazes, plaster, paper mache, paper pulp, soapstone, wire, metal, wood, fabric, found objects and mixed media. Traditional and contemporary styles and processes will be explored and considering form and function in sculpture will be a primary focus. All students will be expected to maintain a sketchbook for research, project planning and image development. Come and join us in the studio!

## **DRAWING & PAINTING 10**

This course is designed for students who want to explore different drawing, painting and printmaking materials and processes. Techniques and media may include: pencil, charcoal, graphite, water colour, mixed media, scratchboard, acrylic paint, pen and ink, mono prints, drypoint, chalk pastels, oil pastels and many more. 2D surfaces such as paper, canvas and wood may be used as the start to interesting and creative imagery. Explorations will focus on personal, historical and/or cultural contexts using a variety of styles and image sources such as observation and imagination. Students will learn a variety of techniques and will be exploring genres such as the figure, still life, landscape and abstraction. All students will be expected to maintain a visual journal as a record of their ideas, image development and exploration. Come and join us in the studio!

## **MEDIA ARTS Level 1 (10,11,12)**

This is a course that actively engages students in the creative processes and analysis of video and film, print media and podcasts. Students will spend time in different production crews across a variety of roles (behind the camera, in front of the camera and editing) to create videos for a variety of purposes and genres (such as tutorials, interviews, PSA, music video, commercials, comedy/drama). Topics may include but are not limited to storyboarding, camera angles, lighting, sound and editing effects.

This a great class for students motivated to improve their videography skills and explore related media regardless of level of experience.

## **ART STUDIO 11**

This course encourages students to continue developing their interests and expertise in drawing, painting, printmaking, ceramics and sculpture. This course explores drawing, painting, printmaking, ceramics and sculpture providing a broad range of experience in the visual arts. Students will investigate a variety of styles, historical, cultural social and personal contexts as they develop their artwork. Exploration and experimentation using different processes, materials and techniques are encouraged. Students will also be exploring genres such as the figure, still life, landscape and abstraction along with image sources such as observation and imagination. All students will be expected to maintain a visual journal as a record of their ideas, image development and exploration. Come and join us in the studio!

## **SCULPTURE & CERAMICS 11**

This course is designed for students who wish to continue to explore and create functional and sculptural artwork in greater depth. This course is designed for students who are interested in creating functional and sculptural artwork. We will be using a variety of materials to understand how artwork communicates with viewers and interacts with the space around them. We will apply a variety of sculpting methods such as assemblage, casting, carving, sculpting and an introduction to throwing on the pottery wheel. We will be using media such as; clay, glazes, plaster, paper mache, paper pulp, soapstone, wire, metal, wood, fabric, found objects and mixed media. Traditional and contemporary styles and processes will be explored and considering form and function in sculpture will be a primary focus. All students will be expected to maintain a sketchbook for research, project planning and image development. Come and join is in the studio!

## **DRAWING & PAINTING 11**

This course is for students who wish to continue to explore different drawing, painting and printmaking materials and processes in greater depth. Techniques and media may include: pencil, charcoal, graphite, water colour, mixed media, scratchboard, acrylic paint, pen and ink, mono prints, drypoint, chalk pastels, oil pastels and many more. 2D surfaces such as paper, canvas and wood may be used as the start to interesting and creative imagery.

Explorations will focus on personal, historical and/or cultural contexts using a variety of styles and image sources such as observation and imagination. Students will learn a variety of techniques and will be exploring genres such as the figure, still life, landscape and abstraction. All students will be expected to maintain a visual journal as a record of their ideas, image development and exploration. Come and join us in the studio!

## **MEDIA ARTS Level 2 (10,11,12)**

*Media Arts Level 1 is recommended to be taken before this class* This is a course that challenges students further in the creative processes and analysis of video and film, print media and podcasts. Students will spend time in different production crews across a variety of roles (behind the camera, in front of the camera and editing using Adobe Premier Pro) to create videos for a variety of purposes and genres such as: tutorials, interviews, PSA, music video, commercials, comedy/drama). Topics may include but are not limited to storyboarding, camera angles, lighting, sound and editing effects. This a great class for students motivated to improve their videography skills and explore related media regardless of level of experience.



## ART STUDIO 12

This course is designed for students wishing to continue their education in the visual arts through their art making in drawing, painting, printmaking, sculpture, ceramics and textiles. Students will be encouraged to develop their own style in creating unique and personal images. Students will explore related cultural and historical issues with an emphasis on personal and social relevance. Exploration and experimentation using different processes, materials and techniques are encouraged. Students will also be exploring genres such as the figure, still life, landscape and abstraction along with image sources such as observation and imagination. All students will be expected to maintain a visual journal as a record of their personal imagery research, image development and materials exploration. Come and join us in the studio!

## SCULPTURE & CERAMICS 12

This course is designed for students who wish to continue to explore and create functional and sculptural artwork in greater depth. This course is designed for students who are interested in creating functional and sculptural artwork. We will be using a variety of materials to understand how artwork communicates with viewers and interacts with the space around them. We will apply a variety of sculpting methods such as assemblage, casting, carving, sculpting and an introduction to throwing on the pottery wheel. We will be using media such as; clay, glazes, plaster, paper mache, paper pulp, soapstone, wire, metal, wood, fabric, found objects and mixed media. Traditional and contemporary styles and processes will be explored and considering form and function in sculpture will be a primary focus. All students will be expected to maintain a sketchbook for research, project planning and image development. Come and join us in the studio!

## DRAWING & PAINTING 12

This course is for students who want to explore different drawing and painting materials and methods in greater depth. Techniques and media may include: pencil, charcoal, graphite, water colour, mixed media, scratchboard, acrylic paint, pen and ink, mono prints, drypoint, chalk pastels, oil pastels and many more. 2D surfaces such as paper, canvas and wood may be used as the start to interesting and creative imagery. Explorations will focus on personal, historical and/or cultural contexts using a variety of styles and image sources such as observation and imagination. Students will learn a variety of techniques and will be exploring genres such as the figure, still life, landscape and abstraction. All students will be expected to maintain a visual journal as a record of their ideas, image development and exploration. Come and join us in the studio!

## MEDIA ARTS Level 3 (11,12)

*Media Arts Level 2 is recommended to be taken before this class* This is a course that actively engages students in the creative processes and analysis of video and film print media, and podcasts. Students will explore broadcast media from audio/ video recording, editing, preproduction and post production. Students will spend time in different production crews across a variety of roles (behind the camera, in front of the camera and editing using Adobe Software) to create videos for a variety of purposes and genres (such as Commercials, Journalistic inter- views, PSA, Music Videos, Commercials, Trailers, and School Class Videos). Topics may include but are not limited to storyboarding, camera angles, lighting, sound and editing effects. This is a great class for students motivated to improve their videography skills and explore related media.

## ART CAREERS 11

*Recommended: An Art 10 course or teacher permission* Art Careers 11 will allow students to begin to discover areas of personal strength and style while establishing a portfolio demonstrating a breadth of ability. These highly motivated students will be given more independence and freedom to explore a variety of media and personal themes than in a regular art class, completing artwork at a more accelerated pace. Students will also begin to explore post secondary and career options. Students will be expected to keep a visual journal as a record of their ideas, image development and explorations. This course is highly recommended for students who plan to take Art Careers 12 in their final year.

## ART CAREERS 12

*It is strongly recommended that students have taken a grade 11 or 12 level art class previously and/or concurrently. Art Careers 11 is recommended but not required.*

This course is for serious art students who will work in consultation with the teacher on an area of specialty. It will provide experienced art students an opportunity to prepare a portfolio for possible employment or postsecondary education in art, to study an area of interest in depth and to research postsecondary opportunities. Creating a series of pieces that show “breadth” in understanding of different processes and materials and also “depth” in personal exploration of thematic/aesthetic ideas of their choice are integral aspects to the course. Students will be expected to keep a visual journal as a record of their ideas, image development and explorations.

## PHOTOGRAPHY 10, 11 & 12 LEVEL 1

*Access to a DSLR camera and SD card recommended*

This introductory level course is designed for students who wish to explore the world of photography. They will consider aspects of photographic composition and different genres in photography such as the portrait, still life and landscape. Activities in the course are designed to encourage students to understand the creative process, to interpret and make judgments about how various works of art have been made, how they affect our lives and to create their own artworks. The students will learn the elements of photography—Light, ISO, Aperture and shutter speed, as well as how these elements interact. They will be introduced to the digital dark- room where they will capture, process and create original images. Photoshop editing and effects will be explored and students will be introduced to studio lighting.

## PHOTOGRAPHY 11 AND 12 LEVEL 2

*Access to a DSLR camera and SD card recommended, Recommended Photo 10 Level 1 or teacher recommendation*

Students will explore the world of digital image taking, editing and manipulation. Emphasis will be placed on creating content, exploring ideas and will also have a focus on learning camera properties and manipulating light. Students will be introduced into the world of colour and black and white photography and create visually interesting, original and personally meaningful images. They will consider aspects of photographic composition and different genres in photography such as portrait, still life and landscape. Photoshop editing and effects will be used to manipulate photos for particular visual purpose and studio lighting will be explored in greater depth. We will look at some of the fascinating technical, practical and commercial aspects of photography today and apply many of these ideas into our original and creative visual work.

## PHOTOGRAPHY 12 LEVEL 3

*Access to a DSLR camera and SD card recommended, Recommended Photography 11 Level 2 or teacher recommendation*

This course is project-based, focusing on reinforcing and making connections between concepts of photocomposition and design, software and camera proficiency, and developing powerful photo design solutions. At this level, students are expected to be self-motivated and work independently to create their unique personal style. Assignments will be self-directed and can cover several topics, such as landscape photography, photojournalism, people and children, event and concert photography, advertising and product photography, fashion photography as well as night and time exposures. The focus will be more on client-based design projects for the “real world”. Evaluation will be based on participation, assignments, projects and the portfolio. It is expected that students will use significant time out of school to take photos for projects and their portfolios. It is essential to have access to a DSLR camera as the school has a limited supply. This course allows exploration of various careers and portfolio building in photography.



## VISUAL ART PEER TUTORING 11 and 12

This course is offered by permission only to experienced art students going into grades 11 and 12 who would like to help junior level students in a peer tutoring capacity. Students will take a leadership role in the art classroom and help students to visually problem solve in a variety of media. This would include:  
Helping students with techniques and concepts.  
Helping with organization of equipment and materials.  
Encouraging students in their learning.  
Leading an activity (as appropriate).  
Creating art displays  
Students who take this class should be able to show initiative and work well with others. Peer helper course work would be required.

## YEARBOOK 11 AND 12 LEVEL 1

This course is designed to create the school's annual yearbook. Students will learn the basics of layout design, journalistic writing and photography. With the nature of our subject matter, students need to be prepared to commit to time outside of class for photo assignments and need to understand that it is a deadline-based course where dedication and the ability to multitask are a must.

Participants gain useful, real world skills in time management, marketing, teamwork and design principles. The Level 1 course will focus more on the development of base skills: Adobe programs, photography, journalistic writing and teamwork, page design, advanced publishing techniques, copy writing and editing while producing a creative, innovative yearbook which records school memories and events. Course work is made up of challenging real world projects and assignments typical of the graphic design and publishing industries.

## YEARBOOK 12 LEVEL 2

The Level 2 Yearbook course will see students in leadership positions and build upon skills learned in Level 1. Learning skills to act as editors, run a team and make important decisions for layout, design and themes are key to this course. With the nature of our subject matter, students need to be prepared to commit to time outside of class for photo assignments and need to understand that it is a deadline-based course. In this course, students will work on improving their skills in page design, advanced publishing techniques, copywriting, editing and photography while producing a creative, innovative yearbook which records school memories and events. Students gain real-world skills in time management, marketing, teamwork and design principles. This is a great course for anyone looking to enter into the fields of graphic design, journalism, or media-based arts.

## DRAMA 10 - INTRODUCTION TO THEATRE

*NOTE: If you have previously completed Drama 9 Introduction to Theatre, you should enrol in Advanced Acting 10-12.*

This introductory course focuses on building a strong foundation of theatre skills and theatrical language. Units of study will include an introduction to vocal techniques, physical expression, improvisation, character creation and development, storyboarding and scriptwriting, monologues, duologues, screenplays and musical theatre. Students will use theatre as a means of exploring and expressing their personal identity.

Through dramatic self-expression, students are encouraged to gain insight into the perspectives and experiences of people from a variety of times, places and cultures. Students will create artistic works collaboratively, using ideas inspired by imagination, inquiry and purposeful play. Through this collaborative work, students will build community, nurture relationships and utilize unique sensory language in order to create and communicate themes and artistic vision.

## THEATRE COMPANY 10-12 - ACTING \*Offered as Grade 9-12 Course\*

*Select this course if interested in Acting / Performance.*

This course will run as a linear course throughout the school year and is intended to give students the opportunity to take part in a large theatrical production that communicates ideas, challenges opinions, and inspires change. Students engage in every aspect of theatre, including staging, costumes, make-up, sets, and choreography, in order for students to learn about perseverance, risk taking, collaboration, and exploration and reflection. Classes will run 2-3 times per week after school, with additional time required around final productions. Students will choose to specialize as on-stage performers or back-stage technical theatre production staff. the Dragon Tales Theatre Co. will be producing TWO Theatre Productions – one in December, and one in May. Students who are interested in auditioning for leading roles in next year's production are strongly encouraged to enrol in Advanced Acting 10-12 and/or Musical Theatre 9-12 offered within the timetable. Additionally, students will compete in various Theatre Festivals, and design additional in-school productions. This course runs after school, Mondays and Wednesdays for actors, and Tuesdays and Thursdays for stage crew, and students must take it as an X- Block course.

## THEATRE COMPANY 9 -12 – STAGECRAFT

**\*Offered as Grade 9-12 Course\***

**Select this course if interested in Stagecraft / Crew / Back of House Responsibilities.** This course will run as a linear course throughout the school year and is intended to give students the opportunity to take part in a large theatrical production that communicates ideas, challenges opinions, and inspires change. Students engage in every aspect of theatre, including staging, costumes, make-up, sets, and choreography, in order for students to learn about perseverance, risk taking, collaboration, and exploration and reflection. Classes will run 2-3 times per week after school, with additional time required around final productions. Students will choose to specialize as on-stage performers or back-stage technical theatre production staff. The Dragon Tales Theatre Co. will be producing TWO Theatre Productions – one in December, and one in May. Students who are interested in auditioning for leading roles in next year's production are strongly encouraged to enrol in Advanced Acting 10-12 and/or Musical Theatre 9-12 offered within the timetable. Additionally, students will compete in various Theatre Festivals, and design additional in-school productions. This course runs after school, Mondays and Wednesdays for actors, and Tuesdays and Thursdays for stage crew, and students must take it as an X-Block course.

## THEATRE PRODUCTION 10-12 - ADVANCED ACTING & THEATRE

*Recommended: Introduction to Theatre 9/10 or Teacher Recommendation*

This advanced course focuses on building advanced acting and technical skills beyond the foundations explored in the Introductory Theatre courses. Students will explore advanced theories of acting, including the theories of Stanislavsky, Adler, Strasberg, Meisner, Hagen and Shakespeare. Students will also learn the technical aspects of a theatrical production, including lighting, sound, stage management and costume and prop design. Students will learn that growth, as an artist, requires perseverance resilience and reflection. Theatre Production cultivates creativity through aesthetic experiences, enhanced through movement, sound, imagery and language. Active participation in Theatre Production creates personal and cultural connections and reveals insights into the human experience.

## MUSICAL THEATRE 10-12

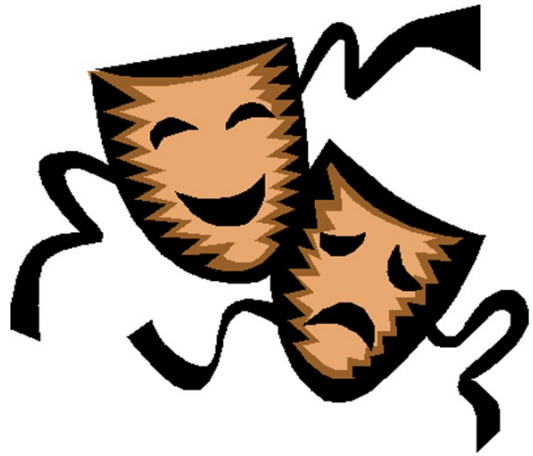
**\*Offered as Grade 9-12 Course\***

Musical Theatre is a new course for students wishing to strengthen and explore their singing voices in solo and small group settings. Students will learn singing fundamentals of breathing, diction, vocal production, and performance etiquette, specific to the genre of musical theatre. Units of study will be: technical fundamentals, solo performances, small group performances, character studies, and the combination of movement and music. Students are expected to have a positive attitude towards themselves, their peers, and the class and to maintain an open, growth-focused mindset.

## DIRECTING 10-12

**Prerequisite:** Students will need approval from Mr. Rossiter for admission into this class.

This class is designed for students looking to gain experience in working with younger students in a mentoring capacity. Students will learn how to direct students in units of voice, movement, improvisation, scriptwriting, and other forms of theatrical production. Students taking this class should be strong leaders, be able to self-direct, show initiative, and work collaboratively with others.





## **BAND 10**

*Recommended: Band 9*

In Band 10 students will continue to learn and improve their technical and musical development on their chosen instrument. Throughout the year student perform in a variety of settings including evening concerts, field trips, festival events and in small chamber ensembles. Each student is asked to provide their own instrument, and in some cases, instruments can be rented through the school for a fee. This is particularly the case with percussion section players and large instruments like French horn, bass clarinet, bassoon, euphonium, baritone saxophone, tubas, upright basses.

## **BAND 11**

*Recommended: Band 10*

In Band 11 students will continue to learn and improve their technical and musical development on their chosen instrument. Throughout the year student perform in a variety of settings including evening concerts, field trips, festival events and in small chamber ensembles. Each student is asked to provide their own instrument, and in some cases, instruments can be rented through the school for a fee. This is particularly the case with percussion section players and large instruments like French horn, bass clarinet, bassoon, euphonium, baritone saxophone, tubas, upright basses.

## **BAND 12**

*Recommended: Band 11*

In Band 12 students will continue to learn and improve their technical and musical development on their chosen instrument. Throughout the year student perform in a variety of settings including evening concerts, field trips, festival events and in small chamber ensembles. Each student is asked to provide their own instrument, and in some cases, instruments can be rented through the school for a fee. This is particularly the case with percussion section players and large instruments like French horn, bass clarinet, bassoon, euphonium, baritone saxophone, tubas, upright basses.

## **JAZZ BAND 10**

*Recommended – Junior Jazz Band 9*

*Students registered in this course must also be registered in Concert Band 10.*

Intermediate Jazz band is a continuation on the jazz learning journey from Junior Jazz Band 9 and for players with 2 or more years experience on a Jazz appropriate instrument. (Saxophone, Trombone, Trumpet, Piano, Bass, Guitar, Drums). Student placement into this course is finalized by the directors.

## **JAZZ BAND 11**

*Recommend Jazz band 10*

*Students registered in this course must also be registered in Concert Band 11*

Senior Jazz 11 band is a continuation on the jazz learning journey from Intermediate Jazz Band 10 and for players with 3 or more years' experience on a Jazz appropriate instrument. (Saxophone, Trombone, Trumpet, Piano, Bass, Guitar, Drums). Student placement into this course is finalized by the directors.

## **JAZZ BAND 12**

*Recommended - Intermediate Jazz Band 11*

*Students registered in this course must also be registered in Concert Band 12.*

Senior Jazz 12 band is a continuation on the jazz learning journey from Senior Jazz Band 11 and for players with 3 or more years' experience on a Jazz appropriate instrument. (Saxophone, Trombone, Trumpet, Piano, Bass, Guitar, Drums). Student placement into this course is finalized by the directors.



## DANCE 10 - TECHNIQUE & PERFORMANCE

### *Recommended Dance 9*

This course extends the knowledge learned in Dance 9. Technique becomes more challenging with more emphasis on skills and terminology. Students will explore elements of street styles, jazz, ballet, Broadway and cultural dances and perform them in a variety of settings. Students will also work in small groups to choreograph routines using these various dance forms. Students will compete in local dance events. Finally, students will learn elements of stagecraft including costumes, props and event promotion. Teamwork is essential in this course.



## CHOREOGRAPHY 10:

### *Dance 9 highly recommended*

This course is by permission only for experienced dancers who would like to have a specialized focus in dance leadership and choreography. Students should have taken previous dance classes at the school or have recent experience from the community. Students will be placed in a Junior level class and be expected to create combinations that can be shared with the class, gaining experience as both a dancer and choreographer. In addition, Choreography students will take a leadership role in leading warm ups, games, and other various class activities. Finally, skills relating to stagecraft, managing sales and production will be further developed and perfected.

## BEGINNER BHANGRA 9 to 12

In order to feel comfortable with various elements of Bhangra dance, beginner students will focus on mastering basic steps in this style as well as other related styles (i.e. Bollywood, Giddha). The goal of the course will be to perfect bhangra skills and expand knowledge in other styles mentioned above. Performances in a variety of settings (formal and informal / small and large groups) will help students develop more skills in all phases of dance preparation and production. Consideration of audience and venue while help create appropriate choreography for this level of dancer. Students will develop dance vocabulary, skills and technique in various styles studied. Finally, they will be able to express their personal voice, cultural identity, values and emotions through dance.

## ADVANCED BHANGRA 9 to 12

### *Recommended: two years of experience*

This class is for more experienced Bhangra dancers. Students will continue to perfect their skills and expand knowledge in other dance styles such as Bollywood and Giddha. Students will develop more dance vocabulary and technique in various styles studied. Performances in a variety of settings (i.e. large group & small groups) will help students develop more skills in all phases of dance preparation and production. They will need to consider audience and venue while creating choreography. Finally, they will be able to express their personal voice, cultural identity, values and emotions through dance.

## **DANCE 11: TECHNIQUE & PERFORMANCE**

*Dance 9/10 recommended.*

This course extends the knowledge learned in Dance 9/10. Students should have taken previous dance classes at the school or have recent experience from the community. Students will study elements of street styles, jazz, ballet, Broadway and cultural dances with a larger emphasis on performance. Students will also work in small groups to choreograph routines/ create combinations using these various dance forms to be shared with the class and performed at our various events. Students will compete in local dance events. Finally, skills relating to stagecraft, managing sales and production will be perfected. Teamwork is essential in this course.

## **DANCE 11: CHOREOGRAPHY**

*Dance 9/10 highly recommended*

This course is by permission only for experienced dancers who would like to have a specialized focus in dance leadership and choreography. Students should have taken previous dance classes at the school or have recent experience from the community. Students will be placed in a Junior level class and be expected to create combinations that can be shared with the class, gaining experience as both a dancer and choreographer. In addition, Choreography students will take a leadership role in leading warm ups, games, and other various class activities. Finally, skills relating to stagecraft, managing sales and production will be further developed and perfected.

## **DANCE 12: TECHNIQUE & PERFORMANCE**

*Dance 9/10/11 recommended.*

This course extends the knowledge learned in Dance 9/10/11. Students should have taken previous dance classes at the school or have recent experience from the community. Students will study elements of street styles, jazz, ballet, Broadway and cultural dances with a larger emphasis on performance. Students will also work in small groups to choreograph routines/ create combinations using these various dance forms to be shared with the class and performed at our various events. Students will compete in local dance events. Finally, skills relating to stagecraft, managing sales and production will be perfected. Teamwork is essential in this course.

## **DANCE 12: CHOREOGRAPHY**

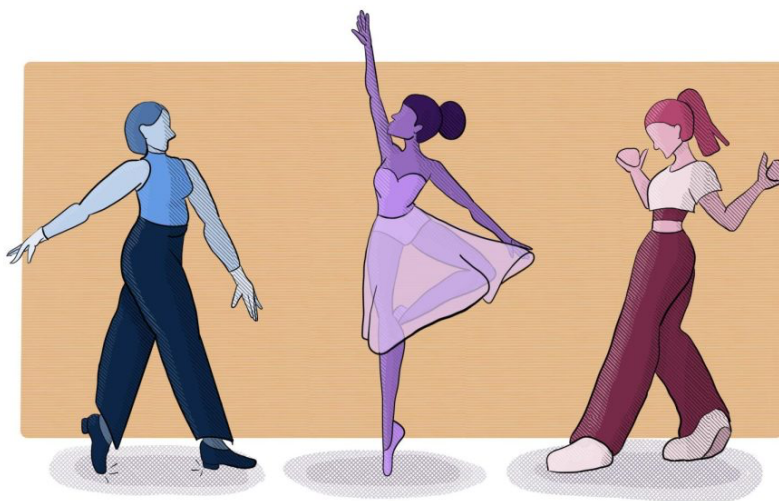
*Dance 11 OR Choreography 11 highly recommended*

This course is by permission only for experienced dancers who would like to have a specialized focus in dance leadership and choreography. Students should have taken previous dance classes at the school or have recent experience from the community. Students will be placed in a Junior level class and be expected to create combinations that can be shared with the class, gaining experience as both a dancer and choreographer. In addition, Choreography students will take a leadership role in leading warm ups, games, and other various class activities. Finally, skills relating to stagecraft, managing sales and production will be further developed and perfected.

## **DANCE COMPANY 9-12**

*Recommended previous dance experience*

This course is by permission only for experienced dancers who will be short listed by the dance teacher via audition process. Students will be expected to master technical skills and dance movement in a variety of street styles/ choreography. The focus will be to choreograph various dance routines which will be performed to diverse audiences. Dancers will partake in several performances and competitions in the community throughout the year.



# Modern Languages

## FRENCH 10

*Recommended: French 9*

French 10 builds upon skills learned in both French 8 and French 9. For the duration of the course, students will be encouraged and able to communicate and converse in French spontaneously. Further study of French past and future tenses are added at this level. French 10 students will profit from their knowledge of the language and gain the confidence necessary to communicate more naturally in French. They will be better prepared for Canada's workforce, able to communicate while traveling abroad, and will be beginning to prepare for the DELF. \*

## FRENCH 11

*Recommended French 10*

Students will interact with growing confidence in French and will discover and learn to use the countless French resources available inside and outside of the classroom. Listening, speaking, reading and writing skills are further developed with the help of a wide variety of works and texts. Successful completion of French 11 provides the minimum language requirement needed for most universities. Students will begin advance preparation for the DELF\* exams

## FRENCH 12

*Recommended French 11*

This course is the culmination of the study of French language and culture at the secondary level. More complex facets of language and literature are introduced. French culture is explored in greater detail. Some universities offer advanced placement upon successful completion of French 12. Students may also participate in a DELF \* exam at the A2 or B1 level.

## SPANISH 10

*Recommended Spanish 9*

Spanish 10 expands and builds upon the material already covered in Spanish 9. Students will further develop their abilities to communicate Spanish effectively in oral and written form on a number of topics

## INTRODUCTORY SPANISH 11

*Recommended None*

This course is the equivalent of Spanish 9 and 10 combined. It is a demanding, fast-paced course covering two years of regular program work in one year and is intended for students who have no background in the language. The goal of this course is to develop communication skills (speaking, understanding, reading and writing) in Spanish. The course also aims to give the students some insight into the culture and history of Spanish-speaking countries. Successful completion of this course qualifies a student to enter Spanish 11.

## SPANISH 11

*Recommended Spanish 10 or Beginner's Spanish 11*

Spanish 11 will strengthen and build on the skills introduced in Spanish 9 and 10 or Beginner's Spanish 11. Listening, speaking, reading and writing skills are further developed and an awareness of Hispanic culture and history will continue to be explored. Successful completion of Spanish 11 provides the minimum language entrance requirement needed for most university programs. *NOTE: Students should consider taking Spanish 11 and 12 in the same year to allow for optimum continuity in their language program. Students should consult with the Spanish teachers or counsellors.*

## SPANISH 12

*Recommended Spanish 11*

This is an advanced Spanish language course intended to refine the skills developed in the previous 3 levels of Spanish. Hispanic culture and literature will be explored in greater depth. Through spontaneous language use within the classroom, students will leave confident and able to communicate in Spanish.



## INTRO PUNJABI 10

*Recommended: If you already have prior Punjabi reading and writing skills, check with a Punjabi teacher before enrolling in this course*

This is an introductory level Punjabi course open to Grade 10 or 11 students who cannot read or write or have never taken a Punjabi course before. This beginner's course is designed to introduce the students to Punjabi alphabets, basic grammar structures, vocabulary and oral skills. Punjabi culture is also explored with emphasis on, festivals and history.

## PUNJABI 11

*Recommended Prerequisite: Intro Punjabi 10 or permission from a Punjabi teacher.*

Students are expected to have a foundational fluency in reading, writing and speaking skills and or have taken Intro Punjabi 10. Students will build on their prior knowledge as they gain a deeper understanding into Punjabi culture, history and festivals while also strengthening their reading, writing, and conversation skills. Students will work on developing a foundational understanding of grammar, specifically, past, present, and future tenses, when conversing and in writing.

# Library

## LIBRARY INFORMATION & LITERACY STUDIES 11

This course provides students with an in depth study of library management, organization and services. Students will learn research and information technology skills that will be of life- long value. Students will also acquire the necessary skills to critically evaluate resources for their appropriateness. Acquisition of resources and processing skills will be taught along with the promotion of library materials and services.

Furthermore, as they assist the Teacher Librarian, this course provides students with an opportunity to practice work related customer service skills. Students will also be given an opportunity to explore library or information related careers.

## INDEPENDENT DIRECTED STUDY- INQUIRY 12

Students taking this course must have successfully completed LIBRARY INFORMATION AND LITERACY STUDIES

11. Students will have the opportunity to use all the skills and knowledge acquired in LIBRARY INFORMATION AND LITERACY STUDIES 11 while working in the library on an independent inquiry project. This course will provide students with an opportunity to study a topic of their choice in depth and create personal meaning. Students will work on developing the skills and maturity to work independently in pursuit of becoming a life long learner. Initiative, creativity and drive are essential for success.



# Leadership

## RECREATION LEADERSHIP 10

*Pre-requisite: None*

This introductory course (in which grade 10 and 11 students are combined) in recreational leadership allows students the opportunity to explore leadership styles, event planning and peer teaching within the school and community. Students participate in leadership training and provide service to the school community. The course runs in the course timetable (usually in Block E) and students are required to meet at least twice weekly throughout the year and / or online through the class website. To successfully complete the course, students must complete a minimum of 12 volunteer hours per term for a total of 48 hours for the year. Online course work and weekly discussions / meetings are required. While Athletic events will occupy the bulk of volunteering opportunities, other school events may require assistance. Students must have the flexibility to volunteer their time during and after regular school hours.

## RECREATION LEADERSHIP 11

Leadership Department

*Pre-requisite: None*

Please see Recreation Leadership 10:

## SOCIAL DYNAMICS IN TABLETOP ROLE PLAYING GAMES 12

Social Dynamics in Tabletop Role Playing Games (Social Dynamics in TTRPGs) is a course option for students who have a desire to strengthen their interpersonal, intrapersonal, and leadership skills. This course will provide an environment that empowers them to use their interests and strengths to accomplish this goal. The course focuses on the shared storytelling tabletop experience as the main vehicle for developing and practicing good communication skills. Students will work extensively with each other as well as opportunities to coach and engage with junior students. No prior experience is required for this course.

## STUDENT LEADERSHIP 10

Leadership Department

This course is designed to give students the opportunity to develop personal responsibility and individual leadership skills through the acquisition and application of leadership theory and skills.

This course recognizes that students must understand the concept of leadership and must be able to lead themselves before they can be effective leaders for others. Emphasis

will be placed on the ongoing development of leadership as a process of learning and on cultivating the attitudes of reflective and creative thinkers, self-directed responsible lifelong learners, collaborative contributors, caring family members, and responsible citizens. Personal and interpersonal skill development will include recognition of leadership styles, communication, interacting in group work, event planning and implementation, time management and organization, public speaking, and personal and social responsibility.

## STUDENT LEADERSHIP 11

Leadership Department

*Pre-requisite: None*

This course is designed to give students the opportunity to further develop personal responsibility and leadership skills through the acquisition and application of leadership theory and practice. This course underscores further self-development and service to the school community. Emphasis will be placed on developing a personal philosophy of service. Leadership personal and interpersonal skill development will include recognition of leadership styles, communication, interacting in group work, event planning and implementation, time management and organization, public speaking, and personal and social responsibility. There will be a variety of opportunities provided to leadership students to practice and enhance these skills. Student Leadership 11 will further develop and expand upon concepts and skills from Student Leadership 10.

## STUDENT LEADERSHIP 12

Leadership Department

*Pre-requisite: None*

This course is designed to give students the opportunity to further develop personal responsibility and leadership skills through the acquisition and application of leadership theory and practice. This course underscores further self-development and service to the school community. Emphasis will be placed on developing a personal philosophy of service. Leadership personal and interpersonal skill development will include recognition of leadership styles, communication, interacting in group work, event planning and implementation, time management and organization, public speaking, and personal and social responsibility. There will be a variety of opportunities provided to leadership students to practice and enhance these skills. Student Leadership 12 will further develop and expand upon concepts and skills from Student Leadership 10 and 11.

# Peer Tutoring

## PEER TUTORING 10/11/12

*Prerequisite: Permission from the Learner Support Team*  
Peer tutoring is a course for students wishing to support other students with their learning. Peer tutors achieving exceptional success will have an excellent reference for teaching programs in post secondary schools. Students who wish to become peer tutors should display the following qualities:

- |                     |               |
|---------------------|---------------|
| * Responsibility    | * Flexibility |
| * Friendliness      | * Patience    |
| * Positive attitude | * Maturity    |

### Criteria for acceptance into the Peer Tutoring Program:

1. A good academic background in at least one subject area.
2. Possess strong interpersonal skills. They should feel comfortable talking to students and teachers.

3. Good work habits and good record of attendance. They should be role models for the students in the classrooms they support.
4. An enjoyment of learning and helping others to learn.

\*\* Students may have the opportunity to tutor in non-academic courses with teacher recommendation.

Acceptance into the Peer Tutoring course is dependent on a review from the Peer Tutoring Coordinator of the student's work habits, attendance and grades.





# Special Programs at Fleetwood

## Learner Support Team (LST)

The Learning Support Team (LST) program is designed to provide in-class and tutorial support to students in academic courses who are struggling to meet course objectives. The LST model recognizes that students benefit most when educators work collaboratively—systematically coordinating their efforts and expertise to enhance student achievement.

At Fleetwood Park, the Learner Support Team works with classroom teachers to identify, plan for, teach, and assess students with learning needs. The LST supports students in the regular classroom through a variety of interventions, including collaboration with teachers, small-group pullouts, and in-class assistance. Some students may also be offered an LST Support block, where they can receive additional help with their classwork.

Referrals for LST support may come from students, teachers, parents, or the School-Based Team.

## English Language Learners (ELL)

English Language Learners (ELL) The ELL Department assesses the language proficiency of incoming ELL students. After determining the students' level of language, they are assigned classes or supports appropriate to their level and grade.

**Beginning** level students have up to 4 ELL classes.

**Developing** level students have up to 3 ELL classes.

**Expanding** level students have up to 2 ELL classes.

**Consolidating** level students receive indirect support.

Some students are not given ELL classes but are provided support through their teachers and the ELL/Learner Support Team.

**ELL 1 (Beginning and Developing)**- Students will work on building a foundation for language and literacy skills: reading, writing and oral communication. Emphasis will be on increasing vocabulary and sentence structure.

**ELL 2 (Developing and Expanding)** - Student will continue to strengthen their language and literacy skills: reading, writing, and oral communication. Emphasis will be on grammar, complex sentence structures, and the writing process.

**ELL 3 (Expanding and Consolidating)** - Students will work on mastering language and literacy skills: reading, writing and oral communication. Emphasis will be on increasing comprehension, analysis and academic writing

## English 10 Prep

English 10 Prep is a prerequisite course for ELL students bridging into regular English 10 courses. It is designed to help students develop their skills in written and oral communication in a variety of contexts. The course provides opportunities for students to develop and refine their writing abilities. For oral communication, students will

develop an awareness and appreciation of audience, purpose, and context through performance and public speaking.

## B.A.S.E.S. Program

**The B.A.S.E.S. Mission:** The mission of the B.A.S.E.S. program, an acronym representing Building Academic, Social, and Employment Skills, is dedicated to fostering the diverse needs of students toward the attainment of their individualized goals. Within this program, a broad spectrum of students, including those with developmental disabilities such as intellectual disabilities, autism, A.D.H.D., Asperger's, Pervasive Developmental Disorder, Down syndrome, Tourette's Syndrome, and others, are accommodated.

Recognizing the varying strengths and requirements of each student, the program aims to facilitate a tailored approach to education.

**Academic Skills:** Customizing academic learning is fundamental within the B.A.S.E.S. program to ascertain the zone of proximal learning for every student. This zone represents an equilibrium between achievement and challenge, avoiding undue frustration or monotony. Unattainable expectations may lead to discouragement, while a lack of appropriate challenges could result in boredom.

**Social Skills:** Central to the Fleetwood Park B.A.S.E.S. program is the cultivation and instruction of positive social skills. The program emphasizes community values and endeavours to foster constructive interactions among students. Proficiency in social skills is regarded as a critical life skill with substantial value, particularly in the eyes of employers.

**Employment Skills and Life Skills:** Students enrolled in the Fleetwood Park B.A.S.E.S. program acquire essential employment and life skills that serve as gateways to future opportunities. The nature of these skills is highly individualized, catering to the distinct requirements of each student. For instance, students with lower functioning capabilities may focus on foundational community and safety skills, such as street-crossing or shopping, whereas those with higher functioning capabilities may engage in more advanced community and career education skills, such as independent public transit use.

## Our Philosophy

At Fleetwood Park, our program ethos aligns with the principles of "positive behaviour support" and "gentle teaching." We foster a positive learning environment that allows for minor mistakes within a safety framework, enabling students to strive toward maximum independence. Our aspiration is for all students to realize their full potential and access numerous future opportunities, emphasizing the importance of setting realistic goals to achieve this vision.



# Careers Programs

## SECONDARY SCHOOL WORK IN TRADES

The Work in Trades Program offers students the opportunity to begin an apprenticeship while completing secondary school. Secondary school Apprenticeship depends on employers to provide youth with on-the-job training in their chosen field. Students who have a part-time job in a trade area are candidates for Work in Trades. It is the student's responsibility to secure appropriate employment.

**See the Career Ed Department for more information.**

## DISTRICT PARTNERSHIP PROGRAMS

The Surrey School District offers a number of District Partnership Programs. These programs generally require that students spend one semester of either their grade 11 or 12 year at their home based school, and one semester at an off school site. Surrey's Partnership Programs provide students the opportunities to receive industry certification, or post secondary course credits, in addition to meeting the requirements for high school graduation. "Partners" in these programs include Kwantlen Polytechnic University, BCIT, and Vancouver Community College and Surrey College. Tuition for these programs is paid for by the Surrey School District.

**\*\*Application forms must be submitted to the Career Education office by early April\*\***

### The following programs are available:

Carpentry, Electrical, Hairdressing, Millwright/Machinist, Auto Service Technician, Baking and Pastry Arts, Carpentry, Culinary Arts, Horticulture, Drafting/CADD, Explorations in Aviation, Piping, Welding, Nursing Prep and Early Childhood Education.

## ACADEMIC DUAL CREDIT COURSES

Surrey school district has opportunities for students to take courses in certain subject areas which provide both secondary school and post-secondary school credit. These courses run either as a summer or night school course.

The following courses are available:

- Criminal Justice Studies
- Graphic Design
- Headstart in Art
- Introduction to Health Science
- Introduction to Legal Office Procedures
- Introduction to Practice for Child and Youth Care Counsellors.

