

# **Guildford Park Secondary**

## **COURSE DESCRIPTION BOOKLET**

**2025-2026**



**Grades 8-12**

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# Welcome to Guildford Park Secondary

## Home of the Sabres

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This handbook has been prepared to give students and their parents or guardians an introduction to the courses available at Guildford Park Secondary. The course descriptions are general and do not outline the total learning standards of each course. These descriptions are intended to guide both students and parents to the most suitable choices.

Effective course planning requires interaction between student, parent, teacher, and counsellor. Each student should make sure that their plans have been thoroughly discussed in advance of their selections.

It is imperative that students make thoughtful and careful decisions regarding course selection. Student course selections determine which courses will be offered the next school year. It takes several months to build the master timetable and requests for changes are not usually accommodated. Please take care when selecting your courses for the coming year!

It is recommended that students and parents review the contents of this booklet. If you have any questions or concerns, please speak to a school counsellor.

We wish all our students a rewarding and positive school year. Happy planning!

## **NEW FOR 2025-2026: Hybrid courses!**

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In December 2024, The Surrey School Board passed a motion to pilot hybrid courses in secondary schools in the 2025/2026 school year. At Guildford Park, we will be offering the following courses using a hybrid learning model. Students will follow a Day 1 Day 2 schedule where they are in class face-to-face with their teacher on some days and then engaged in independent or online learning the other days.

- Media Design 11/12
- Marketing & Entrepreneurship 11/12
- Interpersonal and Family Relationships 11/12
- French 12
- Photo 11/12

# STUDENT SERVICES

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## Administration

<b>Principal:</b>	Ms. M. Player	player_m@surreyschools.ca
<b>Vice Principals:</b>	Ms. S. Bensley (A-F)	bensley_s@surreyschools.ca
	Ms. K. Shier (G-N)	shier_k@surreyschools.ca
	Mr. M. Moloney (O-Z)	moloney_m@surreyschools.ca

## Counselling Services

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

### Counsellors

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

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

<b>Counsellors:</b>	Ms. J. Hacker (A-C)	hacker_j@surreyschools.ca
	Ms. C. Carlsen (D-K)	carlsen_c@surreyschools.ca
	Ms. T. Bartlett (L-Re)	bartlett_t@surreyschools.ca
	Ms. C. Adams (Rf-Z)	adams_c@surreyschools.ca

## Learner Support Team (LST)

The Learner Support Team is designed to assist and support students who have been identified as requiring additional academic support and adaptations. Enrollment in an LST class should be in addition to a consistent work and study routine at home.

The Learner Support Team works collaboratively and cooperatively with district personnel and school staff in delivering a range of support to students with diverse learning needs. At GP, some of the services offered by the team include:

- Caseload management which includes writing IEPs, coordinating services, and liaising with families
- Collaborative consultation with classroom teachers
- Providing individualized and intensive essential student support



- Direct instruction in compensatory strategies such as the use of technology to support learning
- Development of adapted resources
- Exam adjudication
- Scheduled support blocks for identified students
- In-class academic support
- Drop-in support during class time with the classroom teacher's permission
- Drop-in support before school, at lunch, and after school
- Evaluation and reporting of student academic levels (Level A & B assessments)

## **BASES (Building Academic, Social & Employability Skills)**

The BASES (Building Academic, Social, and Employability Skills) program is designed to support neurodiverse students in developing essential skills for success in school, work, and life.

### **Key Features:**

- **Academic Growth:** Individualized support to strengthen core academic skills with a focus on literacy, numeracy, and functional academics.
- **Social Development:** Opportunities to build communication, collaboration, and social interaction skills in inclusive and structured settings.
- **Employability Skills:** Hands-on experiences and practical training to prepare students for future work and independent living.
- **Inclusive Learning:** Collaborative approaches with mainstream teachers to integrate students into general education classes where appropriate.
- **Personalized Support:** Tailored strategies for behavior management and skill-building based on individual strengths and needs.

BASES empowers neurodiverse students to achieve their full potential by fostering independence, resilience, and confidence.

## **English as a Language Learner (ELL)**

English as a Language Learner – the purpose of this program is to enable students, whose first language is not English, to develop their oral and written skills in English so that they can participate in the academic school program. The ELL program helps enable students to function more successfully in the culture of the school and the community. Each student, after having been assessed, is assigned to an appropriate levelled ELL class and/or regular academic track class depending on their English proficiency.


# COURSE PLANNING – GRADE 8

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## Considerations when choosing courses for Grade 8:

- Selecting appropriate courses should be done in consultation with parents, counsellors, and teachers.

## Grade 8 Students take:

1. Socials 8
  2. English 8
  3. Science 8
  4. Math 8
  5. Physical and Health Education 8
  6. French 8
  7. Arts Education Rotation or Concert Band
  8. Grade 8 ADST Rotation (Applied Design, Skills, and Technology)
- 
- HUMANITIES

## HUMANITIES (Socials & English)

To support the transition to high school and help students make good social connections, all grade 8 students at Guildford Park will be in our Humanities program. This consists of the 2 core academic courses: Social Studies 8 and English 8. Humanities is a year-long program where students are placed into a cohort that stays together for the entire school year with one teacher.

Note: Careers 8 will be delivered throughout the school year in various settings.

## COURSE PLANNING – GRADE 9

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### Considerations when choosing courses for Grade 9:

- Selecting appropriate courses should be done in consultation with parents, counsellors, and teachers.
- A language 11 course is required for direct entry into some universities; therefore, not continuing with a language 9 should be considered carefully.

*Elective courses with insufficient numbers of students will not be offered.*

### Grade 9 Students take:

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

\*\* See course selection sheet for all elective choices

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

## COURSE PLANING (Grades 10-12)

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### Graduation Requirements

All Grade 10-12 students must successfully complete 80 credits of course work on the 2023 Graduation Program. The chart below outlines the required curriculum and the elective requirements. You will need to work closely with your counsellor to ensure that you plan well for reaching your graduation goals.

You will need:

- 52 credits from required courses
- 28 credits from elective courses—16 of those must be at the Grade 12 level
- Students must complete Provincial assessments in Numeracy and Literacy

Required Courses	
Subject Area	Minimum Credits
Language Arts 10 (students complete two 2 credit courses)	4
Language Arts 11	4
English Studies 12 or English First Peoples 12*	4
Social Studies 10	4
Social Studies 11 or 12 or BC First Peoples 12*	4
Science 10	4
Science 11 or 12	4
Mathematics 10	4
Mathematics 11 or 12	4
Physical and Health Education 10	4
At least one Arts Education 10, 11, or 12 or one Applied Design, Skills, and Technologies 10, 11, or 12	4
*At least one Indigenous-focused course 10, 11 or 12	
Career Education	
Career Life Education 10	4
Career Life Connections 12	4
Elective Courses	
Students must earn at least 28 additional credits for Grades 10—12 courses; 16 credits must be at the grade 12 level	28 credits
<b>Overall Total</b>	<b>80 Credits</b>

# PLANNING SHEET FOR GRADUATION (Grades 10-12)

Student Name: \_\_\_\_\_

Year of Graduation: \_\_\_\_\_

Career Goal: \_\_\_\_\_

Required Subject Area	Course Name	Check
Language Arts 10		
Language Arts 11		
Language Arts 12 or English First Peoples 12*		
Social Studies 10		
Social Studies 11 or 12 or BC First Peoples 12*		
Science 10		
Science 11 or 12		
Mathematics 10		
Mathematics 11 or 12		
Physical and Health Education 10		
At least one Arts Education 10, 11, or 12 or one Applied Design, Skills, and Technologies 10, 11, or 12		
*At least one Indigenous-focused course 10, 11 or 12		
<b>Career Education</b>		
Career Life Education 10		
Career Life Connections 12		
<b>Electives</b> three grade 10-11 courses needed: three grade 12 courses (plus Language Arts 12)		
1. Grade 10 or 11 elective		
2. Grade 10 or 11 elective		
3. Grade 10 or 11 elective		
4. Grade 10 or 11 elective		
5. Grade 10 or 11 elective		
6. Grade 10 or 11 elective		
1. Grade 12 elective		
2. Grade 12 elective		
3. Grade 12 elective		

# HUMANITIES

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## **Humanities 8**

Combining Social Studies 8 and English 8 into a Humanities program offers students a more integrated and interdisciplinary approach to learning. This structure allows students to explore historical events, cultural contexts, and social issues alongside the development of critical thinking, reading, and writing skills. By blending these subjects, students can make deeper connections between the content they study and the ways in which history, literature, and language shape each other. It fosters a more holistic understanding of the world and encourages collaborative learning, helping students see the relevance of both subjects in real-world contexts.

The skills and competencies in the English curriculum will be explored through both fiction and non-fiction works that support the geographical and historical content of the Social Studies curriculum. Students will also explore concepts surrounding current events, social responsibility and community engagement.

# LANGUAGE ARTS

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## **English 9**

Through the integration of reading, writing, oral communication, viewing, and representing, English 9 is designed to develop students' skills and appreciation of literature and language.

Reading: Materials offered for study include short stories, novels, poetry, drama, and non-fiction. Students will read for a variety of purposes and demonstrate interpretive understanding.

Writing: Emphasis will be on composition skills needed for a variety of formats. All stages of the writing process will be used: pre-writing, drafting, editing, and proofreading.

Oral Communication Skills: The focus is on developing an awareness of audience, purpose, and context. Students will participate in individual and group presentations.

## **English Language Arts 10**

Students choose one of the following combinations. Note that the difficulty level for all three of these options is the same. Do not choose a course expecting that it will be easier as there is no "easier" option.

### **Composition & Creative Writing 10**

This course offers the opportunity for students to develop lifelong languages skills throughout the writing process. 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. Students will develop their skills through writing coherent, purposeful compositions and other forms of written expression. The following are possible areas of focus within Creative Writing and Composition 10:

- contemporary creative forms such as spoken word poetry, drama, graphic novels, memoirs
- creative non-fiction, historical fiction
- poetry

- multimodal creative forms that combine visual, written, and oral texts
- composing narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- citing sources, considering the credibility of evidence, and evaluating the quality and reliability of the sources

## Composition & Literary Studies 10

In this course students will have an opportunity to explore various themes, authors, and genres through the study of stories, and various forms of media, such as poetry, short stories, novels, graphic novels, children’s literature, and First Peoples texts. Students will create coherent, purposeful compositions developing and refining their writing abilities in a variety of types, examining skills such as:

- increasing literacy skills through close reading
- broadening understanding of self and the world
- developing higher-level thinking
- composing narrative, expository, descriptive, persuasive, creative, and opinion pieces
- planning, drafting, and editing processes
- citing sources, considering the credibility of evidence, and evaluating the quality and reliability of the sources

## Composition & New Media 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. Students will create coherent, purposeful compositions while developing and refining their writing abilities. Possible focus areas include media and film studies, journalism and publishing, poetry, podcasts, and digital communication.

Skills emphasized are:

- developing higher-level thinking
- composing narrative, expository, descriptive, persuasive, creative, and opinion pieces
- planning, drafting, and editing process
- citing sources, considering the credibility of evidence, and evaluating the quality and reliability of the sources

## English Language Arts 11

Students must complete at least one course for their English Language Arts 11 graduation requirement. Students may choose to take more than one English 11 course (for example, a student may choose to complete both Literary Studies 11 and Creative Writing 11). Choices Include:

### 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 study, create, and write original pieces for diverse purposes and in diverse forms. Students will work to explore and create purposeful compositions and will develop their writing skills through processes of drafting, reflecting, and revising.

The following are possible areas of focus within Composition 11:

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

## Creative Writing 11

Creative Writing 11 is designed for students who are interested in using writing for self-expression and creative purposes, in parallel to the baseline English 11 curriculum, such as composition and literary analysis. Students will become better writers and will collaborate and develop their skills through writing and design processes. Students will explore and apply writing processes as they experiment with, reflect on, extend, and refine their writing.

The following are possible and additional areas of focus within Creative Writing 11:

- short fiction and poetry—content could include short stories, drama and script writing, poetry, literary devices, and techniques
- creative non-fiction—content could include editorials, articles, reporting, interviews, reviews, advertising, and memoirs

## Literary Studies 11

Literary Studies 11 encourages students to delve more deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media (poetry, short stories, novels, drama, films).

Students will:

- Increase their literacy skills through close reading of appropriately challenging texts
- Expand their development as educated global citizens
- Broaden their understanding of themselves and the world
- Further develop higher-level thinking

## **English Language Arts 12**

***An English 12 course is required for graduation.***

***Note: \*An Indigenous-focused course is required for graduation. In grade 11 or 12 this may be satisfied with BC First Peoples 12 &/or English First Peoples 12.***

## English Studies 12

This course continues to develop and enhance students' appreciation of literature and language through the exploration of a diverse collection of fiction and non-fiction that will deepen students' understanding of complex ideas about identity, others, and the world. Students will be exposed to varying worldviews and perspectives and gain a further appreciation for how language shapes ideas and influences others. Students' further development of language skills, questioning, and critical thinking will contribute to their ability to be educated and engaged citizens. English Studies 12 builds upon and extends students previous learning



experiences in their English 10 and 11 courses. This course will include expository essay writing that will prepare students for college and university level courses.

Students will continue to develop their skills in reading, writing, speaking, and listening, and are expected to be able to:

- think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
- Evaluate the relevance, accuracy, and reliability of texts
- Construct meaningful personal connections between self, text, and world
- Evaluate how literary techniques and devices enhance and shape meaning and impact
- Respond to texts in personal, creative, and critical ways
- Develop speaking, listening, and presentation skills in a variety of formal and informal contexts
- Express and support an opinion with evidence

### \*English First Peoples 12

***\*Satisfies Indigenous course requirement for graduation.***

English First Peoples 12 is an engaging and thought-provoking opportunity for an in-depth exploration of First Peoples' literature. It is grounded in the First Peoples' Principles of Learning and designed for all students, Indigenous and non-Indigenous. The course focuses on the experiences, values, beliefs and lived realities of First Peoples. A key feature of the course is its focus on authentic First Peoples' voices.

# SOCIAL STUDIES

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## **Social Studies 9**

In Social Studies 9, students will learn to use the inquiry processes of social studies to explore the world between 1750 and the end of WWI in 1919. Students will study social, political, economic, and technological revolutions and analyze the effects these revolutions have had on the world. Students will also have the opportunity to analyze the development of modern nation-states, including Canada. The course will also give the students opportunities to learn the role geography, environment, power, ideology, and conflict have in shaping identity.

## **Social Studies 10**

Social Studies 10 examines the political and social creation of the Dominion of Canada, a nation from “sea to sea” throughout the 20<sup>th</sup> century. It also examines Canada’s economic development up to the present. Specific learning outcomes will include an analysis of how the World Wars, and other conflicts have shaped us. Issues of discrimination and racism will be explored and closely examined. The role of different groups, especially the First Peoples, in shaping our current identity. Geographic skills and knowledge will be reinforced and expanded, and an awareness and appreciation of current event issues will be encouraged.

## **Social Studies 11/12**

***The completion of one Social Studies 11 or 12 is a requirement for graduation.*** Students may choose to take more than one Social Studies course.

***Note: \*An Indigenous-focused course is required for graduation. In grade 11 or 12 this may be satisfied with BC First Peoples 12 &/or English First Peoples 12.***

## **Explorations in Socials 11: Media**

How connected are you to your phone? Do you like using social media or wondered about the design process behind it? With the growing change in technology, we are constantly influenced by this virtual world. Explorations in social media Studies 11 will allow you to explore and understand the impact of technological innovation both on our personal interactions and our society. You will analyze platforms such as radio and television, film and photography, blogs, podcasts, and specific social media applications (Instagram, Facebook, TikTok, Twitter, YouTube and more). More specifically, this course will look at the psychological and sociological impacts of social media, digital media, and software design. Since the virtual world of technology has so much to offer, this course will prepare you to learn safe practices and explore opportunities for creative use of media.

## **20TH Century World History 12**

As the course name states, History 12 is the study of people and events throughout the world in the 20th century. We will learn to think critically about the world and understand why the world is the way that it is. We will grapple with great issues and understand big events. The world will make much more sense to you after 20th Century World History 12.

Some themes we will cover are:

- Global conflicts, including WW I, WW II, and the Cold War:
- The rise and rule of authoritarian regimes: e.g., Nazi Germany, Soviet Russia
- Independence movements, and revolutions: e.g., Vietnam, China Human rights movement: e.g., US Black Civil Rights, Women's, Apartheid
- Religious, ethnic, and/or cultural conflicts, including genocide, e.g., Holocaust

### \*BC First Peoples 12

#### ***\*Satisfies Indigenous course requirement for graduation.***

BC First Peoples 12 is the study of the Indigenous peoples of BC. It satisfies the graduation requirement for an Indigenous course. The course looks at traditional territories of the BC First Nations and relationships with the land, the impact of historical exchanges of ideas, practices, and materials among local BC First Peoples and with non-Indigenous peoples. It examines provincial and federal government policies and practices that have affected, and continue to affect, the responses of BC First Peoples to colonialism. We will explore the many ways that BC's First Peoples have resisted colonialism, and have continued their culture, language, and self-government. This course will also attempt to understand and seek ways to reconcile current challenges faced by BC First Peoples.

### Law Studies 12

In Law 12, we study the foundations of Canadian Laws and the Canadian legal system. We discuss the balances between our rights and responsibilities, as shown in the Charter of Rights and Freedoms. We will discuss and debate critical issues facing the legal system in areas such as criminal law, civil law, family law, and constitutional law. We will, also, compare our systems to other countries' systems as well as study the field of international law. Reading cases, class discussions, and written responses will help develop your critical thinking and communicating skills.

Other topics include legislation concerning First Peoples, role of the judiciary as a constitutional check on legislative power, Canada's correctional system, legislation concerning children and youth, structures, and roles of global dispute resolution agencies, etc.

### Social Justice 12

In social justice 12, we will learn the various ways we can self-identify and our relationship to everyone else. We will study social injustices in Canada and the world that affect individuals, groups, and society, as well as the methods, processes, and institutions that try to promote social justice. We will explore ways to make a more socially just world.

Themes that we will explore race, poverty, LGBTQ+ rights, status of women, environmental and ecological justice, peace and globalization, disabilities, and other marginalized and vulnerable groups.

### Genocide Studies 12

Genocide is the intentional action to destroy a group of people— based on ethnicity, race, nationalism, or religion. In Genocide Studies, we will try to understand the reasons for genocides. We will need to understand the historical, psychological, economic, social, and other reasons why one group can turn against another group. We will study several different genocides in history, and currently occurring, through their identifiable stages, strategies, and responses. We will, also, try to learn how to predict future possible

genocides, how the legal system views genocide, and how to deal with people who deny these events even take place. Indirectly, we are learning about who we are as human beings.

Examples: The Holocaust (or Shoah), Cambodian Killing Fields, Rwandan Genocide, Tibet, Darfur, Congo, etc. Unfortunately, the list can go on.

## Human Geography 12

Human Geography is the study of how humans interact on the Earth's surface. Students will explore the diverse ways in which people affect the world around them and how they are affected by their surrounding natural environment. This can include the study of cultural phenomena such as language, religion, art, music, various economic and governmental structures that define how or why humans function the way they do. Human geography brings together economic and cultural geography to explain the broad social patterns that define societies and religions. Students will be faced with authentic, real-life problems and will collaborate in groups to creatively determine what solutions should be proposed. This course is open to students in both grades 11 and 12. At any time a student may choose an aspect from this course to satisfy the Capstone requirements.

## Psychology 12 \*

***\*Psychology 12 is an elective course for graduation but does not satisfy Social Studies requirements.***

This course introduces students to the exciting field of Psychology. Students will study the behaviour and mental processes of human beings and how these are affected by our physical state, mental state, and external environment. Units will include the psychology of learning, positive psychology, abnormal psychology, emotion, motivation, and relationships. Psychology 12 emphasizes critical thinking and includes significant amounts of critical reading, writing and class discussion.

# MATHEMATICS

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## PATHWAYS AND TOPICS FOR MATHEMATICS

The Common Curriculum Framework for Grades 10-12 Mathematics includes pathways and topics rather than strands as in The Common Curriculum Framework for K-9 Mathematics. Three pathways are available: Workplace Mathematics, Foundations of Mathematics and Pre-Calculus. A common Grade 10 course (Foundations of Mathematics and Pre-Calculus, Grade 10) is the starting point for the Foundations of Mathematics pathway or the Pre-Calculus pathway. Each topic area requires that students develop a conceptual knowledge base and skill set that will be useful to whatever pathway they choose. The topics covered within a pathway are meant to build upon previous knowledge and to progress from simple to more complex conceptual understandings.

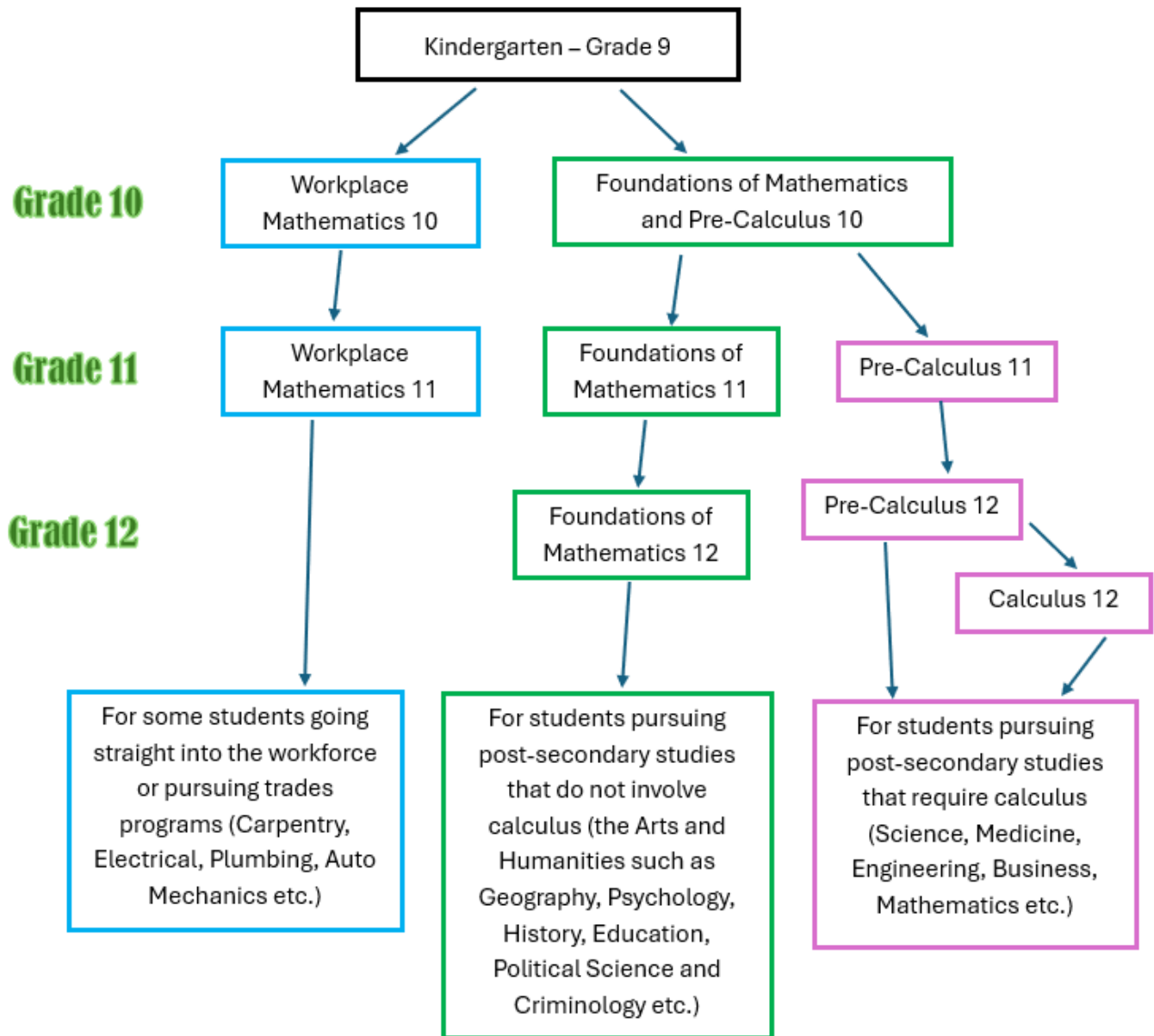
The mathematics curriculum contributes to students' development as educated citizens through the achievement of the following goals.

### Curricular Competencies

Students are expected to be able to do the following:

- **Reasoning and Analyzing**
  - Use logic and patterns to solve puzzles and play games
  - Use reasoning and logic to explore, analyze, and apply mathematical ideas
  - Estimate reasonably
  - Demonstrate and apply mental math strategies
  - Use tools or technology to explore and create patterns and relationships, and test conjectures
  - Model mathematics in contextualized experiences
- **Understanding and Solving**
  - Apply multiple strategies to solve problems in both abstract and contextualized situations
  - Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
  - Visualize to explore mathematical concepts
  - Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures
- **Communicating and Representing**
  - Use mathematical vocabulary and language to contribute to mathematical discussions
  - Explain and justify mathematical ideas and decisions
  - Communicate mathematical thinking in many ways
  - Represent mathematical ideas in concrete, pictorial, and symbolic forms
- **Connecting and Reflecting**
  - Reflect on mathematical thinking
  - Connect mathematical concepts to each other and to other areas and personal interests
  - Use mathematical arguments to support personal choices
  - Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts

## Mathematics Pathways and Course Flowchart



\*\*\*It is the responsibility of each student to research which pathway and courses are required for each of their desired post-secondary institutions and programs. ***Students should consult university and college entrance information online for their math requirements.*** Your counselor can assist you with this.

## **Mathematics 8**

Math 8 is the beginning of the junior Math program and builds on concepts learned, as well as skills developed in grade seven. It is recommended that students have a good grasp of the four operations and know their multiplication tables well. Math is a participatory course so all students must come to class prepared to work to solve problems together. ***\*Scientific calculators are required but not used daily.***

### Concepts and Content:

- Logic and patterns to solve games and puzzles
- Percent's less than one and greater than 100
- Decimal and fractional percent's
- Squares and cubes
- Square roots
- Rates and proportional reasoning
- Multiplication and division of fractions and integers
- Two variable linear equations involving integers and fractions
- Surface area and volume of regular solids
- Angles and parallel lines
- Construction, views, and nets of 3D objects
- Similarity and congruence
- Central tendency
- Data collection, display and analysis, including surveying and sampling
- Probability of two independent events

## **Mathematics 9**

Mathematics 9 is a rigorous academic program. Through a variety of classroom activities and independent practice, students will develop skills and solve problems in topics under each strand.

***\*Scientific calculators are required.***

### Concepts and Content

- Numerical and spatial reasoning, logic, and patterns to solve puzzles and games.
- Exponents
- Personal budgets
- Factors, prime factors, and numerical radicals
- Rational and irrational
- Multiplication and division of decimals, fractions, mixed numbers, and integers
- Two-variable linear relation, including graphs, rates of change, functions, and relations
- Operations with polynomials, of degree less than or equal to two
- One and two step equations with rational coefficients and solutions
- Multi-step one-variable linear equations and inequalities
- Equations involving distribution
- Surface area and Volume of Composite solids
- Volume of prisms, pyramids, cones, and spheres
- Primary trig ratios
- Pythagorean Theorem
- Scale diagram of 2D shapes
- Data collection, displays and analysis, including population and sample data
- Probability in society

## **Mathematics 10**

Students must choose one of the following Math 10 courses to meet graduation requirements.

### **Foundations of Mathematics & Pre-Calculus 10**

This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for post-secondary studies. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11.

Students are expected to know the following:

- operations on powers with integral exponents
- functions and relations: connecting data, graphs, and situations
- linear relations, slope, and equations of lines
- arithmetic sequences
- systems of linear equations
- multiplication of polynomial expressions
- polynomial factoring
- primary trigonometric ratios
- financial literacy: gross and net pay

### **Workplace Mathematics 10**

This course is for students not intending on pursuing studies requiring academic math and may limit post-secondary options. This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into the majority of trades and for direct entry into the workforce.

Students are expected to know the following:

- create, interpret, and critique graphs
- primary trigonometric ratios
- metric and imperial measurement and conversions
- surface area and volume
- central tendency
- experimental probability
- financial literacy: gross and net pay



## **Mathematics 11/12**

Students must choose at least one Math 11 or 12 course to meet graduation requirements but can take more as elective courses.

### **Foundations of Mathematics 11**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs such as Geography, Psychology, Criminology, History, Political Science, General Arts and/or Humanities and Fine Arts.

Students are expected to know the following:

- Forms of mathematical reasoning
- angle relationships
- graphical analysis:
  - linear inequalities
  - quadratic functions
  - systems of equations
  - optimization
- applications of statistics
- scale models
- financial literacy: compound interest, investments, and loans

### **Pre-Calculus 11**

Pre-Calculus is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, such as Science, Engineering or Business.

Students are expected to know the following:

- real number system
- powers with rational exponents
- radical operations and equations
- polynomial factoring
- rational expressions and equations
- quadratic functions and equations
- linear and quadratic inequalities
- trigonometry: non-right triangles and angles in standard position
- financial literacy: compound interest, investments, loans
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### **Workplace Mathematics 11**

Workplace Mathematics is designed to provide students with the mathematical understanding and critical thinking skills necessary to estimate, analyze, solve problems and communicate solutions related to a range of content areas.

Students are expected to know the following:

- financial literacy: personal investments, loans, and budgeting
- rate of change

- How probability and statistics are used in different contexts
- interpreting graphs in society
- 3D objects: angles, views, and scale diagrams

## Foundations of Mathematics 12

This course is designed to follow Foundation of Mathematics 11 and provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs such as Geography, Psychology, Criminology, History, Political Science, General Arts and/or Humanities and Fine Arts.

Students will study and practice the following:

Geometry (conics, fractals), graphs (polynomial, logarithmic, exponential, trigonometric), regression analysis, combination and probability, and financial planning. The seven mathematical processes (communication, connections, mental mathematics and estimation, problem solving, reasoning, technology, and visualization) which are interwoven throughout the mathematical topics.

This course does not prepare students for Pre-Calculus 12.

## Pre-Calculus 12

This course is designed to provide students with mathematical understanding and critical-thinking skills identified for post-secondary programs that require the study of theoretical calculus, like Mathematics, Business, Sciences or Engineering.

- Students are expected to know the following:
  - transformations of functions and relations
  - exponential functions and equations
  - geometric sequences and series
  - logarithms: operations, functions, and equations
  - polynomial functions and equations
  - rational functions
  - trigonometry: functions, equations, and identities

## Calculus 12

Calculus 12 is intended for students who plan to enter a post-secondary program that requires calculus, such as Engineering, Sciences, Health sciences, and Business.

Students are expected to know the following:

- **functions** and graphs
- **limits:**
  - left and right limits
  - limits to infinity
  - continuity
- **Differentiation:**
  - rate of change
  - differentiation rules
  - higher order, implicit
  - applications

- **Integration:**
  - approximations
  - fundamental theorem of calculus
  - methods of integration
  - applications

## Statistics 12

Statistics 12 is an additional course intended for students who plan to enter a post-secondary program in either the Arts/ Humanities or the Math/Science streams. **\*\* This is not a required course for university entrance.**

Students are expected to know the following:

- role of statistical thinking in research and the scientific method
- observational and experimental studies
- common graphical representations of variation
- use of summary statistics to describe variation
- association between two variables
- probability models for variation
- intuition and appreciation of inferential concepts, such as confidence intervals and hypothesis tests
- use of software and technology to enhance statistical ideas
- communication of statistical findings

# SCIENCE

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## Science 8

Science 8 is the beginning of the junior Science program. The **big ideas** to be developed in this course include:

- Life processes are performed at the cellular level (Biology).
- The behavior of matter can be explained by kinetic molecular theory and atomic theory (Chemistry).
- Energy can be transferred as both a particle and a wave (Physics).
- The theory of plate tectonics is the unifying theory that explains Earth's geological processes (Earth Science).

The big ideas will be taught with an emphasis on lab, inquiry, reasoning, and creativity skills.

## Science 9

Science 9 is a continuation of the junior Science program. The **big ideas** to be developed in this course include:

- Cells are derived from cells (Biology)
- The electron arrangement of atoms impacts their chemical nature (Chemistry) - elements and the periodic table, ionic and covalent compounds, experimentation with the six main types of reactions
- Electric current is the flow of electric charge (Physics)  
- static and current electricity, building circuits
- The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them. (Earth Science) - cycling of matter, interactions in nature, sustainability of systems

The big ideas will be taught with an emphasis on developing analytic skills, scientific processes and critical thinking while learning about more advanced scientific topics.

## Science 10

Science 10 is a continuation of the junior Science program. The **big ideas** to be developed in this course include:

- Genes are the foundation for the diversity of living things (Biology) - DNA, chromosomes, genetics
- Chemical processes require energy change as atoms are rearranged (Chemistry) - chemical reactions, acid base chemistry, energy changes during chemical reactions
- Energy is conserved and its transformation can affect living things and the environment (Physics) - kinetic and potential energy, radiation
- The formation of the universe can be explained by the big bang theory (Earth Science) - big bang theory, astronomical collection methods

The big ideas will be taught with an emphasis on developing analytic skills, scientific processes and critical thinking while learning about more advanced scientific topics.

## **Science 11/12**

Students must choose at least one Science 11 or 12 course to meet graduation requirements but can take more as elective courses.

### **Science for Citizens 11**

***Students who struggled in Science 10, could consider this course for completion of their graduation requirement.***

This course is for students not intending on pursue academic studies related to science and may limit post-secondary options.

This course will study the four branches of Science (Life Sciences, Chemistry, Physics and Earth Science) and will be composed of topics that are of particular interest to both the teacher and students. There is an emphasis on cooperative learning rather than focusing on content.

As this course is based on the progression of a student's process skills, **attendance** and **participation** are essential for success.

Course assessment and assignments are based on classroom lessons, discussions, projects, dissections, and laboratory-based inquiry work.

### **Life Sciences 11**

***A strong foundation in Science 10 is recommended.***

Life Sciences 11 lays the groundwork for first year biology courses at all major BC colleges and universities and is strongly recommended for students pursuing a career in the Sciences or Health Sciences.

Life Sciences 11 is a survey course of living organisms within the five Kingdoms. The course is woven around the central themes of identifying the characteristics and inter-relatedness of living things, the similarities within organisms (classification and taxonomy), and the processes of how organisms change over time (evolutionary theory). Students will perform laboratory experiments and investigations to examine a wide variety of organisms to explore the major themes of this course.

Course assessment and assignments are based on classroom lessons, discussions, projects, dissections, and laboratory-based inquiry work.

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

### **Chemistry 11**

***A strong foundation in Science 10 and Foundations of Math & Pre-Calculus 10 are recommended.***

Chemistry 11 is an introductory course that will give students an understanding of the composition, classification, properties, and behaviour of matter. Problem solving, critical thinking and experimentation are skills that will be used throughout this course.

Chemistry 11 is strongly recommended for students pursuing a career in the Sciences or Health Sciences.

Topics to be studied in this course include:

- Introduction to Chemistry (lab skills and safety, measurement and communication, matter)
- Chemical Reactions (nomenclature, reaction types)
- Atomic Theory (history of the atom, periodic table, chemical bonding)

- Mole Concept (dimensional analysis, molarity)
- Solution Chemistry (molarity, dilution, solubility)
- Organic Chemistry (nomenclature, hydrocarbons and functional groups)

Daily review, homework completion and strong study skills are required to be successful in Chemistry 11.

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

### Physics 11

***A strong foundation in Science 10 and Foundations of Math & Pre-Calculus 10 are recommended.***

Physics 11 is an introductory course towards a deeper understanding of the physical world. It is a course that has an emphasis on analytical and critical thinking skills to interpret the complexities of physics. Physics 11 will help enlighten us to a better understanding of the world and how we as society interact with our surroundings.

Physics 11 is mandatory in several careers such as engineering, surveying, or technological programs and is an entrance requirement into any post-secondary Science program.

Topics to be studied in this course include:

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

Daily review, homework completion and strong study skills are required to be successful in Physics 11.

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

### Anatomy and Physiology 12

***A strong foundation in Life Sciences 11 is recommended.***

Anatomy and Physiology 12 serves as a foundation for students continuing onto life sciences studies at the post-secondary level.

Anatomy and Physiology 12 uses the principles learned in Life Sciences 11 with respect to the unity, diversity, and organization of body systems. Students will focus on cellular biochemistry and metabolic processes and physiology of organ systems and their inter-relationships. Students' theoretical understanding of the body's ability to maintain homeostasis will be applied to various lab work, dissections, discussions, and inquiry projects.

Course assessment and assignments are based on classroom lessons, discussions, projects, dissections, and laboratory-based inquiry work.

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

## Chemistry 12

**A strong foundation in Chemistry 11 and Pre-calculus 11 are recommended.**

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

Chemistry 12 is strongly recommended for students pursuing a career in the Sciences or Health Sciences.

Topics to be studied in this course include:

- Dynamic Equilibrium
- Solubility Equilibrium
- Acids and Bases
- Oxidation and Reduction
- Reaction Kinetics

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

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

## Physics 12

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

Physics 12 is an advanced course towards a more thorough understanding of the physical world, particularly for those who are expecting to continue studying science at a post-secondary institution. It is a course that has a strong emphasis on being able to think analytically and critically in order to interpret the complexities of Physics 12. We will be examining theories of Isaac Newton, Michael Faraday, and Albert Einstein. This course will enhance student's understanding of Physics on a macro (as large as the universe) and micro level (subatomic particles).

Physics 12 is mandatory in a number of careers, such as engineering, surveying, or technological programs and is an entrance requirement into any post-secondary Science program.

The course is broken down into two parts – mechanics and electromagnetism.

Topics involving mechanics include:

- Two-Dimensional Momentum and Energy (collision of objects, kinetic and potential energy)
- Equilibrium (motion and torque)
- Circular Motion and Gravitation (circular and gravitational forces)
- Relativistic Effects—Time Dilation

Topics involving electromagnetism include:

- Electrostatics (behavior of electrons and protons in the physical world)
- Electric Circuits (complex circuits, conventional current)
- Electromagnetic Forces (the behavior of magnets and electricity)
- Induction (inducing current with magnets)

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

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

# LANGUAGES

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## **French 8**

This is an interactive course that encourages students to develop speaking, listening, reading, and writing skills in French. Students will start by reviewing basic vocabulary, key phrases and concepts introduced in Elementary French. We will continue with a communicative program that emphasizes the development of core communication skills and high frequency vocabulary. Themes discussed will include personalities, the environment and Québécois culture.

*It is **strongly** recommended that students successfully complete French 8 before taking any further second languages.*

## **French 9**

French 9 will continue to build on communication from French 8, providing students an opportunity to deepen communication through communicative situations. Active participation is essential as students will be involved in individual and pair activities in addition to small and large group tasks. Students will explore themes including travel, pan-Canadian culture and personal uniqueness.

## **Spanish 9**

This is an introductory academic course focusing on both oral and written communication. Spanish 9 aims to teach students to understand, speak, read, and write the language at a basic level. Students will be evaluated on the four language skills. It also introduces the students to the culture, traditions, and daily lives of Hispanic people. Themes include school life, personal descriptions, food, family, and shopping.

## **French 10**

French 10 will solidify much of what has been learned up to this point and introduce new concepts designed to increase students' ability to communicate effectively in common everyday situations. Students will engage in activities designed to learn about Francophone and First Peoples' cultures. Daily routines built around partner and small-group discussions will help students develop their communication and comprehension skills.

## **Spanish 10**

Spanish 10 expands and builds upon the material already covered in Spanish 9. Students will further develop their reading, writing, listening, and speaking skills to communicate effectively in Spanish on several topics. Students will prepare a variety of individual, pair, and group projects through the semester. Themes include household, sports and health, technology and weekend and vacation plans.

**Please note that Spanish 9 and 10 can be taken in the same year.**



*\*Students should be aware that a grade 11 language course is a prerequisite for admission to some post-secondary institutions or programs.*

*\*Students can request language 11 and 12 in the same year.*

## **French 11**

French 11 helps bring together concepts and meets the university language requirement. Students will continue to refine communication and comprehension skills through the exploration of a variety of texts and authentic documents. In particular, music and film will be used extensively to connect these and to explore francophone cultures. Themes will include films, food, and sports.

## **Spanish 11**

Spanish 11 will strengthen and build on the skills developed in Spanish 9 and 10. Students will further develop their listening, speaking, reading, and writing skills through various activities. Students will also produce several individual, pair and group projects throughout the semester. Topics covered during the semester include travel, Mexican culture and history, movies and entertainment, and the environment.

## **French 12-Hybrid**

As the final French course taught in high school, French 12 will emphasize task-focused communication and develop students' ability to communicate both orally and written. Students will also further develop their confidence to access, understand and enjoy a variety of texts for a variety of purposes. We will continue to broaden our understanding of Francophone cultures and identities through the exploration of authentic examples of music, film, written texts, and artworks.

**As part of the opportunities available in the course, students will have the chance to challenge the DELF exam—an official exam of French proficiency, which, if successful, provides students with an official certificate of completion as well as earning them four additional credits.**

## **Spanish 12**

Students will continue to develop proficiency in understanding, speaking, reading, and writing Spanish as well as gain further insight into cultures of the Hispanic world.

There is more emphasis on formal grammar as well as compositions about general topics. Themes covered include traditional cuisine, vacation and travelling, history, environment, social justice issues in the Hispanic world fine arts, short stories, careers, and future plans.

# PHYSICAL AND HEALTH EDUCATION

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## **Physical and Health Education 8**

*\*Students have the option to choose girls, boys, or co-ed.*

Physical and Health Education 8 aims to develop students' understanding of healthy living as individuals and members of society. Through this course, students will gain the knowledge, skills, and attitudes necessary to maintain lifelong physical and mental well-being. Emphasizing active participation and personal growth, the program fosters a safe and inclusive environment where students can build confidence, responsibility, and teamwork.

The course focuses on four key areas:

1. **Physical Literacy:** Students will refine fundamental movement skills and apply movement concepts across a variety of activities. They will learn methods to monitor and adjust exertion levels during physical activity.
2. **Healthy and Active Living:** Students will engage in daily physical activities aimed at improving and maintaining their health and fitness while exploring factors that influence personal health choices.
3. **Social and Community Health:** Students will examine the interconnectedness of individual and community health, developing the ability to advocate for the well-being of others.
4. **Mental Well-Being:** Students will explore pressures and influences on mental health and develop strategies to support their own and others' mental well-being.

Students will be assessed on participation, personal and social responsibility, fitness activities and knowledge, personal progress, and movement concepts.

Students will participate in a range of activities, including basketball, badminton, dance, volleyball, soccer, tennis, track and field, and fitness training. These activities provide opportunities for skill development, teamwork, and enjoyment in physical activity.

\*\* Students have the option to choose girls, boys, or co-ed classes.

## **Physical and Health Education 9**

*\*Students have the option to choose girls, boys, or co-ed.*

Physical Education 9 is a dynamic and participation-oriented course designed to equip students with the knowledge, skills, and habits to lead an active, healthy lifestyle. The program emphasizes the development of physical literacy, healthy and active living, social and community health, and mental well-being. Students will participate in a wide variety of activities, including basketball, badminton, dance, volleyball, lacrosse, soccer, tennis, track and field, weight training, and more.

Key areas of focus include:

- **Physical Literacy:** Refining and applying movement skills in diverse activities while learning to monitor and adjust exertion levels.
- **Healthy and Active Living:** Engaging in daily physical activity that enhances fitness and promotes lifelong health and well-being.
- **Social and Community Health:** Developing strategies for navigating unsafe situations, building healthy relationships, and fostering an inclusive community.

- **Mental Well-Being:** Creating and evaluating strategies for self-care and supporting the mental health of others.

Students will also explore personal and social responsibility, emphasizing leadership, communication, cooperation, and trust in a safe and inclusive environment. Active participation and appropriate gym attire are required for success, as students will be evaluated on their participation, responsibility, fitness activities, personal records, and understanding of movement concepts.

This course provides a positive, challenging, and enjoyable environment that supports personal growth and fosters a lifelong appreciation for physical activity.

\*\* Students have the option to choose girls, boys, or co-ed classes.

## **Physical and Health Education 10 (PHE10)**

Students must choose one of the following PHE 10 courses to meet graduation requirements.

### Physical and Health Education 10

***\*Students have the option to choose girls, boys, or co-ed.***

This course is designed to help students develop the skills, knowledge, and attitudes required for lifelong physical activity and health. It emphasizes active participation, teamwork, and personal growth while fostering a safe and inclusive learning environment.

Students will explore and experience various activities and concepts in the following areas:

- **Physical Literacy:** Apply and refine movement skills, understand fitness components, explain principles of training, and practice proper warm-up and cool-down techniques.
- **Healthy and Active Living:** Engage in regular physical activity, set personalized fitness and nutrition goals, and make informed decisions about health and well-being.
- **Social and Community Health:** Develop strategies to address issues like bullying, discrimination, and relationship challenges while fostering community and individual health.
- **Mental Well-being:** Learn and apply strategies to promote mental health, manage

The course includes a variety of activities such as badminton, tennis, rugby, basketball, soccer, track and field, volleyball, softball, lacrosse, weight training, dance, football, minor games, hockey, ultimate, and aerobics.

Students will be assessed on their participation, personal and social responsibility, understanding of fitness activities and theory, personal records, and movement concepts.

#### **Participation Requirements:**

Success in this participation-oriented course requires consistent attendance, appropriate gym attire, and active involvement in all activities.

\*\* Students have the option to choose girls, boys, or co-ed classes.

## **Active Living 11**

Active Living 11 is designed to inspire and empower students to embrace a physically active lifestyle that supports their overall well-being. Building on the foundation of the Junior Physical Education program, this course delves deeper into the concepts of active living, fitness, and recreation. Students will explore the benefits of an active lifestyle, the drawbacks of inactivity, and the lifelong impact of physical activity on health and mental well-being.

Through a variety of engaging activities—including team sports, fitness circuits, and cooperative games, — students will expand their understanding of fitness components and recreational pursuits. The curriculum also emphasizes skill development in planning, organizing, and safely participating in recreational activities that align with individual interests and passions.

### **Key Program Activities Include:**

- Exploring the physical, mental, and social benefits of an active lifestyle.
- Understanding and applying the components of fitness.
- Engaging in fitness circuits, aerobic training, and weight training.
- Playing sports such as badminton, basketball, soccer, softball, volleyball, lacrosse, football, tennis, hockey, field hockey, and ultimate.
- Developing teamwork, leadership, and game strategy skills.

**Evaluation Criteria:** Students will be assessed on:

- Attendance, participation, and adherence to appropriate gym attire.
- Attitude, effort, and teamwork during activities.
- Understanding and application of fitness principles, game strategies, and exercise concepts.
- Completion and quality of their PE notebook and related assignments.

**Note:** Active Living 11 is a participation-oriented course. Success requires regular attendance, a positive attitude, and active engagement in all activities.

## **Fitness & Conditioning 11**

This course will allow students to explore the components of physical fitness as they are related to the principles of training. This course will provide students with a better understanding of the importance of cardiovascular, muscular strength and flexibility training through exploration in concepts of physical fitness, human anatomy, and physiology. This knowledge teamed with in-depth instruction and focused active training sessions will allow students to achieve improved levels of health and fitness on an individualized basis.

### **Program Goals:**

- To develop the students' knowledge and understanding of human anatomy and physiology as it applies to improving and developing physical fitness
- To develop the student's knowledge and understanding of proper nutrition as it relates to human performance
- To give the students exposure to and participation in a diverse range of training techniques and fitness programs
- To apply the principles of training (FITT, SAID, Progressive Overload) to individual program planning and goal setting
- To teach the correct lifting and spotting techniques to ensure personal safety training

- To enable students to identify, measure and monitor their level of aerobic fitness with heart rate monitors

**Evaluation:** Students will be evaluated in the following areas: daily effort and participation, projects, training logs, daily preparedness, and tests/quizzes.

### **Fit For Life 11/12**

Fit for Life will educate students to have the knowledge, skills, and attitudes necessary to incorporate a variety of physical activities into regular daily routines. Students will improve their personal level of fitness through participating in a selection of activities including, but not all encompassing, core training, weight training, circuit training, yoga, and walking/jogging. Emphasis will be placed on fitness and lifetime activities using community recreational facilities and services.

The Fit for Life program aims to:

- Foster the development of positive attitudes towards fitness
- Foster active participation
- Recognize the difference in students' interests, potential, and ability levels
- Develop personal "Goal Setting" skills

### **Active Living 11/12 – Girls Only**

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

### **Active Living 12**

The primary purpose of our physical education program is to help students gain the skills and knowledge to be physically active for a lifetime.

Active Living 12 will extend and develop the students' learning of the concepts introduced in Active Living 11. Success in the senior PHE Program requires that the students be cooperative, responsible, and self-disciplined. Participation in community activities should reflect the positive attitudes and values of Guildford Park.

#### **Program Activities:**

- Individual and team sports with an emphasis on invasive game analysis and tactical models
- Minor games, cooperative challenges and activities, skill circuits
- Design your own skill improvement plan in the sport/activity of your choice

- Pursue your own recreational interests
- Create your own Sport folio
- Group led warm up and cool downs
- Personal fitness profile-you will develop an individualized fitness plan, which includes fitness assessments and monitor your efforts to improve your personal fitness
- Why be fit? We will explore the benefits of an active lifestyle and the drawbacks of being “unfit”
- Do you know all the components of fitness? You will also learn wellness, lactic acid, RICE, FIT formula, physical activity pyramid, aerobic/anaerobic, ballistic stretch, isometric, isotonic, plyometrics and calorie balance
- Fitness circuits, aerobic training
- PHE Labs: nutrition, stretching, cardio fitness, muscle fitness, safe exercise

**Evaluation:** The students will be evaluated in the following areas: attendance, attitude, effort, teamwork, approach to fitness, PHE notebook and knowledge of skills, game strategy and exercise concepts, attendance, and completion of course components.

*Note: PHE is a participation-oriented course. Students will not be successful if they do not attend regularly, wear appropriate gym clothing, and actively participate in all activities.*

## **Fitness & Conditioning 12**

Fitness & Conditioning 12 will expand on the components of physical fitness learned in Fitness & Conditioning 11 as they are related to the principles of training. This course will provide students with a better understanding of the importance of cardiovascular, muscular strength, and flexibility training through exploration in concepts of physical fitness, human anatomy, and physiology. This knowledge teamed with in-depth instruction and focused active training sessions will allow students to achieve improved levels of health and fitness on an individualized basis. This course will also provide the students with the knowledge to design, monitor and adapt personalized nutrition and training programs on an ongoing basis.

It is strongly recommended that Fitness & Conditioning 11 be taken prior to this course.

### **Program Goals:**

- To further develop the student’s knowledge and understanding of human anatomy and physiology as it applies to improving and developing physical fitness
- The students will gain an understanding of the different physiological systems in the body at work: muscular, skeletal, aerobic and anaerobic
- To describe the positive and negative aspects of nutrition and supplements on the body
- The students will be able to determine the physiological needs of proper nutrition in order to reach individual goals
- The students will learn how to advance from the cognitive aspects of planning to the physical aspects of creating and implementing a weight training plan
- To develop the student’s knowledge and understanding of proper nutrition as it relates to human performance
- To give the students exposure to and participation in a diverse range of weight training techniques and fitness programs
- The students will gain the ability to recognize and communicate the need for modifying and adapting a workout program to ensure continual development

- The students will identify and measure levels of overall fitness throughout the course using heart rate monitors to measure and track progress of cardiovascular improvements, through one-rep maximum tests to measure improvements in muscular strength and endurance, and flexibility tests to monitor increased levels of flexibility

**Evaluation:** Students will be evaluated in the following areas: daily effort & participation, projects, training logs, daily preparedness, and tests/quizzes.

### **Recreational Leadership 10-12**

See description in the Leadership section on page 59.

# BUSINESS, INFORMATION & COMMUNICATIONS TECHNOLOGY

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## **ADST Lifeskills 8**

ADST 8 (Applied Design, Skills & Technology) offers courses to introduce students to the elective areas in the school. The course offerings may include any of the following areas: Information Technology 8, Entrepreneurship & Marketing 8, Textiles 8, Food & Nutrition 8, Robotics 8, Woodworking 8, or Metalwork 8.

## **Entrepreneurship & Marketing 9**

Are you ready to become a Dragon like on *Dragons Den*? Let's learn about Business!! Topics include how a company designs its own logo and branding, how they design their products and how they promote their sales! This course will explore how products are made, tested, and sold! Develop your business skills for your future!

## **Information Technology 9**

What is going to be the next POPULAR social media app? What will laws in the METAVERSE Look like when we all use VR? What will communication look like in the future...

This course focuses on:

- Office 365 Apps and tools
- Social Media Apps
- Virtual Reality
- Critical thinking and journalism
- Media production including 2D Animation and Stop Motion
- Modular Computing (Raspberry PI'S)
- AI Technology and digital media Literacy

## **Robotics 9**

Robots! Join this class if you are interested in computers and robotics. You will get the opportunity to build your own VEX IQ Robot. First, drive your robot with a remote control and then program it to be driverless! This class will be great for developing your computer skills. If you are interested in this class, go on YouTube to learn more about the VEX IQ Robots you will be using. All skill levels welcome, come develop your computer skills!

## **Entrepreneurship & Marketing 10**

Have you ever watched an episode of *Dragons Den* or *Shark Tank* and wondered what it would be like to be a part of a business negotiation? Entrepreneurship and Marketing 10 is an introductory venture into the worlds of business, finance, money and commerce. How businesses form, become profitable, adapt, and grow their revenue are some topics this class will examine.

This course focuses on:



- Personal Finance and banking.
- Opportunities and characteristics of business ownership.
- Invention and innovation: creation, design, and sales of products.
- Ethical and sustainability implications of economy on both humans and the earth.

## **Media Design 10**

Want to learn podcasting, video editing and media design? This course is for students looking to learn about ‘content creation’! Unleash your creativity in ‘Media Design and Production’! You will learn various technologies and digital programs, storytelling techniques, and elements of media design. Learn the basics of video recording, voice recording and video editing.

## **Computer Programming 11**

Roblox, Instagram, Snapchat, Google... these companies use computer programming to bring their apps to your phone. Have you ever thought to yourself, “this app would be better if...”? Join this class and develop your computer skills while you create video games, websites, and apps! If you can type on a keyboard and use a mouse, you have the skills to succeed in this course!

## **Media Design 11-Hybrid**

Get ready to explore the world of Media Design! In this fun and creative course, you'll learn how to make awesome images, videos, and sounds that tell stories and grab attention. You'll discover how to use design tools, find your own unique style, and think about how design can reflect or challenge different ideas and cultures. By the end of the course, you'll have the skills to create your own digital projects and think about how they impact the world around you. Let's get started! #LetsCreate

## **Media Design 12-Hybrid**

A.I., Podcasting, Digital Design, and Video Production - this is the exciting senior level course called Media Design! You'll dive into the world of how to create powerful images, videos, and sounds that tell a story and influence others. You'll learn how to use visual elements, develop a unique 'voice', and apply design strategies that reflect, or challenge, cultural beliefs. Get ready to unleash your creativity and gain the skills to design for the future while considering social, environmental, and ethical issues. #LetsGo

## **Marketing & Entrepreneurship 11/12-Hybrid**

**“You’re Hired!”** Students interested in business, finance, and product development will build on the topics of Entrepreneurship and Marketing 10. Students will explore the following areas of study through readings, discussions, presentations, reports, comparative analysis, and lecture:

- Market/economy analysis: local, national and international business.
- Personal and Business networking and finance (personal income tax).
- Basic accounting principles.
- Product lifecycles.
- Ethical and sustainability implications of economy on both humans and the earth.

## **Graphic Production 11/12: Yearbook**

Students work together in a committed team to build, design, and create Guildford Park's annual yearbook. The course covers three main areas of Photography, Journalism and Graphic Design to capture Sabre life at GP. Students need to be committed in their dedication to meet deadlines, work under pressure and most of all, have fun!

## **Computer Programming 12**

Didn't take Computer Programming 11? You can still take Computer Programming 12! You will learn the concepts covered in Computer Programming 11. Already taken Computer Programming 11. You will continue to challenge yourself by developing your computer programming in HTML, CSS, JavaScript, and Python. You will have the opportunity to do personal projects creating your own apps or programs. The skills you develop in this course will allow you to pursue a career in Engineering or Business!

## **Economics 12**

Money! Stocks! Taxes! Bitcoin! This course is about MONEY and how the world transfers value! You will study the history of money and how it works around the world. Did you know that SALT (yes, table salt) was once used as Money?

Broader topics include:

- Ethics
- Personal Finance
- Indigenous perspectives
- Legal perspectives

## **Tourism 11 & 12**

Tourism is the world's fastest growing industry. On average, visitors make 19.6 million overnight trips to Canada and almost four million tourists visited BC. This course introduces students to the five sectors of Tourism:

- Accommodation
- Food and Beverage
- Transportation
- Travel Services
- Recreation & Entertainment

The certificates offered and skills learned in this course are applicable anywhere in Canada and puts the world of tourism and hospitality at the students' feet. The course covers a full range of businesses and operations—as applied to the entire hospitality and tourism field. Classroom work, field trips, guest speakers and technology—generated projects cover areas of career-focused study, including:

- Food & Beverage Management
- Hotel & Resort Management
- Travel & Tourism Operations

# HOME ECONOMICS & CULINARY ARTS

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## **ADST Lifeskills 8**

ADST 8 (Applied Design, Skills & Technology) offers courses to introduce students to the elective areas in the school. The course offerings may include any of the following areas: Information Technology 8, Textiles 8, Food & Nutrition 8, Robotics 8, Woodworking 8, or Metalwork 8.

## **Foods 9**

This course introduces basic food preparation and nutrition. Students will work their way through breakfast, brunch, lunch, pasta/rice and a final baking unit. Students learn the fundamentals of safety and sanitation, food safety, function of ingredients, adapting ingredients and recipes, various cooking methods, nutrition, and healthy eating guidelines. Embedded in the units will be the following:

- Learning to read and understand labels for nutritional and comparison purposes
- Health, economic, and environmental factors that influence availability of food in areas
- Ethical issues related to food
- First Peoples traditional food use, including ingredients, harvesting/gathering, storage, preparation, and preservation

## **Textiles 9**

This course will introduce students to the basic techniques involved in garment construction using commercial patterns. Projects may include boxer shorts, pajama pants, top/t-shirts, bags, and home decorating or craft items. Students supply fabric and patterns for personal choice products. Students will learn about the following:

- Natural and manufactured fibres including origins, uses and care
- Strategies for using and modifying commercial patterns
- Elements of design used in the design of a textile item
- Social factors that influence textile choices and the impact of those choices in the community/world
- Role of textiles in First Peoples cultures

## **Food Studies 10**

The idea of this course is to concentrate on social, ethical, and sustainable considerations in connection to food related topics. Expanding on skills learned in Foods 9, this course will have you learning more complex tasks, technologies and tools and learning how to use them at different stages of food preparation.

Students will be expected to know the following:

- Causes and consequences of food contamination
- Developing and designing meals, learning, and understanding the relationship between mental and physical well-being
- Studying food trends, including nutrition, marketing, and food systems
- Simple and complex global food systems and how they affect food choices, including environmental, ethical, economical, and health impacts

- First People food protocols, including land stewardship, harvesting/gathering, ceremonial uses and preserving methods

## **Textiles 10**

This course is designed to build upon skills learned from ADST 9 Textiles. Students will identify sources of inspiration and work towards developing textile designs which consider how tools and materials can be effectively repurposed and recycled. As students learn and build their understanding, they will learn a series of skills and techniques which will allow them to create increasingly complex products or prototypes.

Students are expected to know the following:

- Natural and manufactured textiles, including their origins, characteristics, and care
- Hand and machine construction techniques for producing and/or repairing textile items, including First Peoples textile practices
- Strategies for altering patterns and upcycling
- Principles of design used in the design of a textile item
- Environmental and ethical factors that influence textiles choices and the impact of those choices on local and global communities

## **Family and Society 10**

This course is designed to introduce students to the study of family and society. During the course, students will see how social, ethical, and sustainability considerations impact the development of families and society. They will come to see how complex relationships develop and work towards a greater understanding of interpersonal relationships. Students will grow to understand how changes in society and technology impact the development and growth of families.

- Defining the term “family,” including culture, societal influence, spirituality, roles, values, beliefs, language, and how those definitions change over time
- Societal influences and impacts on families
- Relationship dynamics, including roles and responsibilities of family members, factors that influence family dynamics, resources, and needs and wants of family members
- Challenges families face, both locally and internationally, including strategies for taking action, special caregiving issues, and access to resources
- Interpersonal relationships in families, communication, healthy/unhealthy relationships, and ending relationships
- Role of children in families and society, including rights of children locally and globally
- Living arrangements and housing options for individuals and families

## **Food Studies 11**

This course is designed to give students the opportunity to learn and experience food preparation skills and techniques from various countries of the world. They will learn how to use different tools and technologies and how to adapt them for specific purposes. During the course of Food Studies 11, students, through personal design interests, will learn how to evaluate and refine their skills. They will create products that are designed for life cycle.

Students will be expected to know the following:

- Causes and impacts of food recalls
- Components of recipe development and modification, including ingredients, functions, proportions, temperatures, and preparation methods
- Issues involved with food security
- Factors involved in the creation of national/regional food guides, including Indigenous food guides
- Roles, responsibilities, and regulations of Canadian government agencies and food companies for food labeling
- Food promotion and marketing practices, and their impact on specific groups of individuals

## **Culinary Arts 11 & 12**

The Culinary Arts 11 & 12 course provides students with a comprehensive foundation in the culinary and hospitality industries, emphasizing both practical skills and industry knowledge. Students will gain hands-on experience in a professional commercial kitchen, developing competencies in food safety and sanitation, food preparation techniques, culinary production, and cost control.

Throughout the course, students will engage in team-based culinary operations, where they will apply mise en place and cooking methods to prepare a wide variety of dishes. Students will explore the principles of menu design, inventory management, kitchen efficiency, and quality assurance, gaining a holistic understanding of the foodservice industry.

The program also offers opportunities for students to connect with apprenticeship pathways and post-secondary education through partnerships with local institutions and industry professionals. These connections provide students with direct exposure to the real-world culinary environment, enhancing their career prospects and allowing them to further develop their technical culinary skills.

No prior culinary experience is required, making the course accessible to all students interested in pursuing a career in the food and hospitality sector. Taught in a state-of-the-art teaching kitchen, this course aligns with industry standards and sets students on a path to success in a rapidly evolving and dynamic field.

## **Textiles 11**

This course works to further develop the skills learned in ADST 10 Textiles. Students will learn information about pattern design and manipulation in the creation of textile items. Students will explore the influence of social media, culture, sustainability and ethics in the design, manufacturing, and advertising of fashion products. Consideration will also be given to the process of upcycling fabrics and garments in order to repurpose existing items using a variety of tools and techniques.

Students are expected to know the following:

- Physical and chemical properties of fabrics, including technological developments
- Strategies for modifying patterns
- Techniques for repurposing textile items
- Various factors that affect the selection of textile items, including the elements and principles of design and textile functionality
- Symbolism in textile prints and designs, including those of First Peoples
- Economical and ethical issues in textile production and consumption

- Influence of marketing and advertising, such as social media, in the promotion of fashion and textile items

## **Interpersonal & Family Relationships 11-Hybrid**

This course is designed to build students' understanding of relationships and families. Throughout this course, students will be introduced to the study of interpersonal relationships, including how they function and change throughout the life cycle. Students will examine how skills and tools can be developed to help build strong, healthy, and effective relationships at all stages of life. Students will work to develop their communication skills and relationship techniques to enhance interpersonal relationships in their own lives.

- interpersonal relationships, types, roles, functions, and importance
- Interpersonal relationship communication styles and strategies, methods
- Committed relationships, including indicators of readiness for a committed relationship, legal status and requirements, financial implications, roles of community and culture
- Marriage and commitment customs and how they are influenced by culture, including First Peoples cultures
- Factors involved in ending relationships, including the emotional, legal, financial, and social implications for the individuals involved
- Components of safe/healthy relationships and unsafe/unhealthy relationships, and how to stay safe in a variety of interpersonal relationships
- Indicators of unhealthy/unsafe relationships, and actions that can be taken if relationships become unhealthy/unsafe

## **Food Studies 12**

This course is a continuation from Food Studies 11 and is designed to give students the opportunity to learn and experience food preparation skills and techniques from various countries of the world. They will learn how to use different tools and technologies and how to adapt them for specific purposes. During the course of Food Studies 12, students, through personal design interests, will learn how to evaluate and refine their skills. They will create products that are designed for life cycle.

Students will be expected to know the following:

- Components of multi-course meal development and preparation, including timing, proportions, originality, temperatures, ingredients, equipment, and methods
- Food justice in the local global community
- Legislation, regulations, and agencies that influence food safety and food production
- Factors involved in regional and/or national food policies
- Nutrition and health claims and how they change
- Development of a food philosophy by an individual or group
- Perspectives in Indigenous food sovereignty

## **Textiles 12**

This course will focus on building the skills and techniques learned in ADST 11 Textiles. Students will create increasingly complex textile items, which allow them to refine and develop their understanding of different fabrics and design principles as well as various methods of garment construction. Consideration will be given

to how fabric type and origin relate to end use products and their life cycle. Students will also investigate how different policies and guidelines influence the production and sale of textile items.

Students are expected to know the following:

- Relationship between fibre content, fabric type, and textile use
- Methods for designing patterns
- Textile manipulation techniques
- Legislation, regulations, and agencies that influence production, labelling, and distribution of textile items
- Historical uses of textile items and their influence on modern textile use, including those of First Peoples
- Forecasting practices and how they are used in the development and creation of textile items

### **Child Development & Caregiving 12 -Hybrid**

This course focuses on building students' understanding of the cycle of human development. It focuses on the study of children's growth and development. Students will learn about the fundamental development process from conception and infancy to adolescence; and explore tools and techniques for ensuring proper growth. Content will also include the study of different caregiving styles and how these approaches are linked to theories on child development.

- Pregnancy, methods of conception, prenatal development, medical care, and methods of childbirth and delivery
- Legal rights and responsibilities of various caregivers, including ensuring a child's welfare and safety
- Stages of child development from birth to age 12, including cognitive, social, physical, and emotional development, language and speech, and the role of play
- Nutritional needs and feeding practices for children of various ages, including external influences on these practices
- Theories of child development, including First Peoples theories
- Effects of caregiving styles on child development
- Childcare options available locally and internationally, regulations, education, and funding
- Community resources that offer services for children and families

# TECHNOLOGY EDUCATION

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## **Drafting 9**

Students will be introduced to basic drafting skills through board drawing and computer-aided drafting (CAD). This knowledge will then be used to design and draft a set of plans for a small dwelling.

## **Metalwork 9**

This course is designed to provide students with an introduction to the theory and skills related to the various aspects of metal fabrication, welding, machining, casting, and project design. Students will learn to use various metal working machines and hand tools. A variety of projects will be built to help develop the student's general knowledge and understanding of metalwork.

## **Technology Explorations 9**

Engineering technology 9 is a hands-on course meant to explore technology by finding solutions to design challenges. Students will work both individually and in teams using the design process and a variety of woodwork and metalwork tools and machines, as well as computer programs. Each project will include planning, testing, building and reflection. This course will be enjoyable for students interested in becoming engineers, architects, builders, designers, and those who like to work on small projects that challenge their problem-solving abilities. Some example projects would be CO2 dragsters, robotics, bridge construction, electronics, egg-drop competition, mousetrap powered cars. Students may take home all their projects once they are completed and marked.

## **Woodwork 9**

This course is a hands-on introduction to woodworking with an emphasis on the development of practical skills, design work and problem-solving. Students will learn to follow written instructions and fabricate projects using wood and wood composite materials and become familiar with the safe use of tools and machines.

## **Drafting 10**

This is an introductory course that will allow the student to explore both board drawing and computer-aided drafting (CAD). Assignments will include mechanical and architectural drawings.

## **Trades Exploration 10**

This program is designed to introduce students to a variety of trade careers. Similar to the Discover Trades Program, this **1block elective**, allows students to participate in practical "hands on" training in a number of trade areas.

### **Carpentry, Electrical, Plumbing, and Automotive**

- Learn about apprenticeships and prepare for the Ddistrict ACE-IT programs.
- Learn WorkSafe procedures and how to be safe on a job site.



- Learn about, and train for a career in the trades.
- Provides you with some skills to improve your resume and get a job.

## **Electronics and Robotics 10**

This course is an introduction to electronics and robotics technology. It will combine electrical theory, experiments, and construction of projects. Students will gain experience in the applications of printed circuit boards and components. In the second part of this course, you will design, build, and program your own robot. Through the design process, you will analyze and build your robot to complete challenges through the use of different sensors that can be found in everyday objects such as phones or cars. Through computer programming your robot will perform the challenges autonomously (just like a driverless car!).

## **Metalwork 10**

This is an introductory course in metal shaping and fabrication. Students will have an opportunity to design and construct projects through the use of lathe work, arc welding, oxyacetylene welding, foundry, forging, and other machine practices. An introductory component of computer-controlled machining may be included.

## **Power Technology 10**

Power Technology 10 will have students working on more complex 4 stroke engines and forms of power. The student will work through a series of labs that will have them take apart an engine completely and then reassembled. While working on the engines, the student will be answering questions and drawing detailed diagrams of engine parts in their lab. Other forms of power will also be discussed, and projects assigned.

## **Woodwork 10**

This is a project-oriented course that will introduce the student to hand and machine woodworking skills. Emphasis will be placed on safety, care, and correct usage of tools.

## **Automotive Technology 11**

The main objective of the automotive courses is to offer a combination of knowledge and “hands-on” skills that will prove valuable over a lifetime as well as opening doors to a wide variety of career options for both males and females through post-secondary. The areas of focus will include a blending of safety, measurement, theory of mechanical and electronic operation, tools and equipment, and procedures with an emphasis on the diagnosis, maintenance, and repair of modern automobiles and other motorized vehicles. Students will apply the acquired knowledge and skills in the performance of teacher/student-selected labs and tasks.

## **Drafting 11**

The main objective of this course is to offer a combination of knowledge and “hands-on” skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of conventional board drawing measurement, and a variety of software applications, primarily

AutoCAD, with an emphasis on architectural and mechanical drawings. Students will apply the acquired skills in the design and drawing of teacher/student-selected projects.

## **Discover Trades 11/12**

The Discover Trades Program, this **1block elective**, allows students to participate in practical “hands on” training in a number of trade areas.

### **Carpentry, Electrical, Plumbing, and Automotive**

- Learn about apprenticeships and prepare for the Ddistrict ACE-IT programs.
- Learn WorkSafe procedures and how to be safe on a job site.
- Learn about, and train for a career in the trades.
- Provides you with some skills to improve your resume and get a job.

## **Electronics 11**

The main objective of Electronics 11 is to offer a combination of knowledge and “hands-on” skills that will prove valuable over a lifetime as well as opening doors to a wide variety of career options that are open to both males and females through post-secondary. The areas of focus will include a blending of safety, use and care of tools and equipment, circuit theory as it applies to DC, AC, analog and digital circuits or systems. Emphasis will be placed on the application of theory to design. Where applicable, students will assemble, test, and if necessary, trouble-shoot various teacher/student-selected labs or projects.

The course may include the following:

- Lab practices
- Tools and equipment
- Theory and applications of DC electricity
- Simple passive and active components
- Printed circuit board design and production
- Breadboarding (solder and solderless)
- Principles of robotics

## **Metalwork 11**

The main objective of this course is to offer a combination of knowledge and “hands-on” skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of metal-related products. Students will apply the acquired skills in the design and construction of teacher/student-selected projects. Specific course objectives may include oxy-acetylene welding/cutting/brazing, electric arc welding (stick), and MIG. Lathe practices, sheet metal, and casting will also be included.

## **Robotics 11/12**

Would you like an opportunity to learn and prepare for the future? Tesla’s Driverless Vehicles and DJI’s Delivery Drones demonstrate the future capabilities of Robotics, which is already part of your everyday life, and will continue to impact your life moving forward. If you join this class you will design, build, and program

your own robot. Through the design process, you will analyze and build your robot to complete challenges through the use of different sensors that can be found in everyday objects such as phones or cars. Through computer programming your robot will perform the challenges autonomously (just like a driverless car!). This course is designed for people who have no computer programming experience but those with experience can enjoy the challenge of coding their robot in text-based languages such as RobotC or Python. If you are considering enrolling in robotics, gain a deeper understanding about the robots you will be working with by watching videos about VEX Robotics on YouTube.

## **Woodwork 11**

The main objective of this course is to offer a combination of knowledge and “hands-on” skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of wood-related products.

## **Automotive Technology 12**

*AUTOMOTIVE TECHNOLOGY 11 strongly recommended.*

A continuation of Automotive 11 where the emphasis is on developing greater skill and confidence in performing routine automotive repairs, such as would be experienced in an automotive repair shop. Students will also develop an understanding of suspension and steering systems, fuel systems, and the more modern electronic ignition systems.

Students at this level will also be shown how to perform diagnostic and troubleshooting skills necessary in a typical automotive shop environment. This is a great course for anyone considering career options in automotive repair, autobody repair, motorcycle repair, service writer, parts person, or mechanical engineering.

## **Drafting 12**

*DRAFTING 11 strongly recommended.*

The main objective of this course is to offer an advanced set of skills and knowledge that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of conventional board drawing, measurement, and a variety of software applications, primarily AutoCAD, with a further emphasis on architectural and mechanical drawings. Students will apply the acquired skills in the design and drawing of teacher/student-selected projects which could serve as a portfolio for post-secondary entrance or career exploration. Scale models may also be created. Students may also enter post-secondary institutions with advanced credits and advanced standing.

## **Electronics 12**

*ELECTRONICS 11 is strongly recommended.*

The objectives of Electronics 12 will be to build upon basic electronics knowledge and skills learned in grade 10 and 11 Electronics.

## **Metalwork 12**

*METALWORK 11 strongly recommended.*

The main objective of this course is to offer an advanced combination of knowledge and “hands-on” skills that will build on previous experience in metalwork. The areas of focus will include a blending of safety, advanced and precision measurement using metric and imperial micrometers, theory, tools, and equipment. The students will utilize the design process to make working drawings that will become practical realities. Post-secondary and career options are explored in the related subject areas.

## **Machining and Welding 12**

*METALWORK 12 strongly recommended.*

This course is an extension of the work done in the previous metalwork courses, concentrating on more advanced techniques in machining and welding. The areas of focus will include a blending of safety, advanced and precision measurement using metric and imperial micrometers, theory, tools, and equipment. The students will utilize the design process to make working drawings that will become practical realities. Post-secondary and career options are explored in the related subject areas.

## **Woodwork 12**

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

## **Furniture and Cabinetry 12**

*WOODWORK 11 and 12 strongly recommended.*

This course combines the area of furniture construction and cabinet making with the addition of engineered wood products and composite materials along with solid wood. Students will use specific construction techniques including drawer construction and rail and stile doors in the manufacturing of a variety of projects.

# ARTS EDUCATION

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## **VISUAL ARTS**

### **Visual Arts 8**

EXPLORE, EXPERIMENT, DISCOVER

Do you love to make ART? This is your chance to improve your skills, techniques, and creativity! Students will become familiar with the Elements and Principles of Design and the expressive qualities of various 2D and 3D art material. Students will be challenged to produce works of art to the best of their abilities in a fun and creative environment. Projects will include drawing, painting, ceramics (clay), print making and sculptural works. This is a chance to expand your imagination and bring out your unique talents.

### **Visual Arts 9**

Expand your skills and techniques to express your creative ideas through fun and interesting 2D and 3D art projects. Projects will include drawing, painting, ceramics (clay), Print making and sculptural works. You will continue to use your sketchbook to express and record your imaginative thoughts with confidence. Remember, employers are looking for creative people who can think outside the box! Let that be you!

### **Art Studio 10**

Take your art to the next level! Learn new techniques and practice skills in a variety of media. Drawing, printmaking, painting, sculpting and ceramics are all covered in this course. Develop ideas and hone your talent in your sketchbook, then create great, gallery ready works of art. All levels are welcome.

### **Graphic Arts 10-12 - Novel/Comic Design**

Are you passionate about Graphic Novels, Comic Books or Manga? Do you love to draw and tell stories? This course will help you develop great cartoon, manga, chibi, comic and superhero characters and teach you design techniques so that you can publish your own graphic stories. We will create comic strips, mini-comics, full size comics and short graphic novels. It will also introduce basic, classical animation techniques so you can see your characters come to life.

### **Studio Arts 2D 10-12 - Sketchbook**

If you really like drawing and painting and want to develop your skills, Sketchbook Art is where you need to be. Practice working in graphite, coloured pencil, oil pastel, water colour, acrylic, ink and more. Learn to work from instructions, observation, imagination and prompts to build your creativity muscles. Whether you aspire to be an artist or just looking for a fun hobby, all levels are welcome.

### **Studio Arts 3D 10-12 - Ceramics**

Do you love to work with your hands? Do you love working with clay? This course will guide you through the amazing processes and techniques of pottery, hand building, sculpture, wheel throwing and glazing. Design

and build your own mugs, masks, ocarinas, vessels, sculptures and more. Get creative and have fun. All levels are welcome.

## **Photography 10**

Introduction to digital photography. In this course, students will be introduced to the art of digital photography, how to use a DSLR, how to shoot manual, how to edit RAW images using Adobe Photoshop, and how to take their photography to the next level! This course will prepare you for Photography 11/12 where you build an artist portfolio, work with studio lighting, and advance your ability to work technically and create visual narratives. Web development is one of the largest and fastest growing job industries in the world. Advancements in web design continue to shape how we interact globally and how we function daily. Every year we can improve our ability to send and transfer information via the internet; and we accomplish this through the design and production of a fluid and responsive website.

## **Art Studio 11**

Take your art to the next level! Learn new techniques and practice skills in a variety of media. Drawing, printmaking, painting, sculpting and ceramics are all covered in this course. Develop ideas and hone your talent in your sketchbook, then create great, gallery ready works of art. Whether you aspire to be an artist or just looking for a fun hobby, all levels are welcome.

## **Photography 11/12 - HYBRID**

This is a project-based course where students will learn the art of digital photography. Emphasis will be placed on compositional techniques, critical viewing, image editing, photo manipulation, and storytelling through visual narratives. Students will be encouraged to explore the world around them and to look within themselves to explore photography as a means of communication and self-discovery.

## **Art Studio 12**

Take your art to the next level! Learn new techniques and practice skills in a variety of media. Drawing, printmaking, painting, sculpting and ceramics are all covered in this course. Develop ideas and hone your talent in your sketchbook, then create great, gallery ready works of art. Whether you aspire to be an artist or just looking for a fun hobby, all levels are welcome.

## **PERFORMING ARTS**

### **Dance 8**

This course is a basic introduction to dance which will require students to physically participate in the daily structure of a dance class. Students will learn the proper etiquette and behavior appropriate for participating in dance class and will study a variety of dance techniques over the course of the semester such as Hip Hop, Jazz, and Breaking. The purpose of this course is to introduce students to a positive and supportive environment for the exploration of movement in all skill levels and abilities. Students will have the opportunity to perform and create their own choreography.

### **Dance 9**

This course is an introduction to various forms of dance. Students will have the opportunity to learn the history, terminology, and basic techniques of different forms of dance such as tap, jazz, hip hop, contemporary, musical theatre, and cultural dance. Students will be taught proper dance class and theater etiquette and will experience dance both as an audience member and as a performer. Students will have multiple performance opportunities.

### **Dance Choreography 11/12**

*A recommendation from the dance teacher is required. Students who register without approval will be removed from the course.*

This course is for student choreographers and those advanced level dancers who are looking to work towards mentoring students and creating group choreography for the stage. Students will be assigned to a junior class where they will work alongside the teacher a peer tutors and will learn to create dynamic pieces for stage. Students who register for choreography must be recommended by the dance teacher and should be enrolled in either Dance Foundations or Dance Technique and Performance. Please note this is a course with limited enrollment. All course requests will be reviewed by the department in conjunction with administration.

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

*A recommendation from the dance teacher is required. Students who register without approval will be removed from the course. Co-requisite: Dance Technique and Performance or permission of the instructor.*

This is an audition-based course for advanced dancers looking to refine their technique and performance skills and grow as artists. Students will undergo intensive technical training and will learn advanced-level performance pieces for events and competitions. This class will focus on Street styles. Auditions will be held in June and September and teacher approval is required before students may enroll. Students in grades 8 and 9 are welcome to audition.

\*Please note that this course is offered outside of the regular timetable. Classes will be on Tuesdays and Thursdays after school. Additional evening and weekend performances will be required throughout the school year.

## **Dance Foundations 10-12**

This is an open level course that welcomes students of all abilities and fitness levels. Students will learn the basics of multiple dance genres such as hip hop, jazz, tap, contemporary, and cultural dance. Students will increase their dance skills through freestyle/improvisation, the creation and performance of choreography, and the viewing and critiquing of live and recorded performances. Students will have multiple performance opportunities.

## **Dance Technique and Performance10-12**

*Pre-requisite: Dance Foundations or permission of the instructor.*

This course is for students with previous dance experience and builds on the skills acquired in Dance Foundations. It's designed to challenge the advanced dancer and facilitate explorations of the world of dance and performance. Students will build on their technique in multiple styles of dance such as Jazz, Hip Hop, Contemporary, and Musical Theatre. Students will have a variety of workshop, performance, and competition opportunities, as well as working within their chosen genre of dance. Students must be recommended or receive permission to enroll in this course.

## **DRAMA**

Drama and theatre courses incorporate all the elements of acting and performance: storytelling, character development, improvisation, and script work. Drama is more than acting on stage. You can also learn and develop skills in backstage work, technical theatre, script writing, directing, and play production. Take a Drama course – or two or three! Remember: *The Play's the Thing!*

### **Drama 8**

Drama 8 is an introductory course in the Theatre Program. The main emphasis of the course is creative drama where students will have the opportunity to create their own characters and stories. The students will be involved in various drama activities including theatre games, improvisation, and scene building.

### **Drama 9**

Drama 9 is an activity-based course in which students will develop their acting and performance skills. In addition to reviewing and expanding on theatre basics, students will further develop their acting skills through the study of movement, voice, improvisation, and scene building. Scripted scenes and plays are also introduced at this level. Activities, games, exercises, and performances are aimed at enhancing students' confidence, creativity, collaboration, and communication skills.

### **Drama 10**

Drama 10 is a transitional course, and its main theme is the student's personal development with more specific studies of the theatre and the art of acting. Students will complete a variety of scene projects that focus on using speech, movement, and expression to communicate their ideas to an audience. The course is a combination of creating original scripts and the memorization and performance of published works. Personal awareness and self-discipline play a very important role in the course. Through the analysis and



performance of dramatic situations, students will continue to develop their confidence, creativity, collaboration, and communication skills.

## **Drama 11**

Drama 11 is designed to help students develop their formal acting skills and to provide experience in script analysis and scene work. Since more advanced script work is intended, students must be prepared to devote time and effort to developing their acting and performance skills. Improvisation, vocal expression, movement, and character development will be enhanced through a focus on both original and scripted scenes and plays. This course will also provide opportunities for students to explore a variety of genres and performances styles.

## **Directing and Script Development 11**

Directing and Script Development 11 is an advanced theatre course that explores staging, script analysis, character development, and vocal and physical expression from a director's perspective. Students will have the opportunity to enhance their collaboration and communication skills through leading performance groups and creating performance material for the stage. Directing and Script Development students will create original monologues and scenes, develop an original one-act play, and direct a class production. Personal awareness, self-discipline, and a willingness to assume responsibility play a vital role throughout the course.

## **Technical Theatre Production 10-12**

This stagecraft course focuses on backstage work and technical theatre. Stagecraft students should have a curiosity about how theatre is made as the course explores all the production elements required to tell a story on stage: set design, props, lighting, sound, costuming, and stage management. Personal awareness and self-discipline play a very important role throughout the course. In addition to learning and developing backstage and technical theatre skills, students will develop their collaboration and communication skills by becoming a vital member of an effective creative team. Students must be willing to devote some time outside of class to provide technical support for school productions/performances.

## **Drama 12**

*Drama 10 or 11 recommended.*

Drama 12 builds on the skills acquired in Drama 11 with an increased emphasis on acting techniques and styles. Script work and the development of character are focused on at this level. As students will be presented with increasingly challenging projects and performance opportunities, they must be prepared to devote time and effort to developing their acting and performance skills. Advanced study of performance, critical analysis of script and character, objective and motivation, and theatrical styles will be explored throughout the course. Students in senior acting courses will also learn about career opportunities in the performing arts as well as audition techniques.

## **Directing & Script Development 12**

*Drama 11 or Directing and Script Development 11 recommended.*

This is an advanced theatre course that builds on the skills introduced in Directing and Script Development 11. Students will be given increasingly more advanced script work with a focus on concept, theme, character, script analysis, and play production. Leadership, collaboration, and communication skills will be enhanced as students work within a performance group, create original scripts, and direct a one-act play for performance. Personal awareness, self-discipline, and a willingness to assume responsibility play a vital role throughout the course.

## **MUSIC**

### **Band 8**

This is an introductory instrumental music class for students who took Band 7 or are new to Band. We will learn the fundamentals of music practice and performance, study repertoire from a variety of sources, learn the basics of music theory, music technology, composition, and improvisation. Instrument choices include flute, oboe, clarinet, bass clarinet, saxophone, trumpet, French horn, trombone, baritone, tuba, bass, and percussion.

### **Music 9: Concert Band**

*Recommended developing or higher in Band 8 or permission of instructor.*

This is an intermediate instrumental music course. Students will advance in their technical skill, theoretical understanding, and knowledge of musical styles and traditions. Participation in class, daily practice, and participation in concerts and festivals (including multi-day, overnight trips) are primary expectations for this course.

### **Music 9 - 12: Guitar Beginner**

This is a beginner guitar course for students new to the instrument or playing music. Students will study fundamental guitar technique, music theory, composition, and performance. This course is assessed based on the student's growth on the guitar and their in-class performances. A keen interest in learning more about how music works and what it takes to become a musician is recommended for students wanting to take this course.

### **Music 9 - 12: Guitar Intermediate**

This is an intermediate to advanced guitar course for students who have already taken Guitar Beginner or already know the basics of how to play the guitar prior to coming into the class. Students will be challenged to explore their musical identity through independent and group study of music they love. Students will study advanced guitar technique, music theory, composition, and performance. This course is assessed based on the student's growth on the guitar and their in-class performances. A keen interest in growing as a guitar player and musician and the ability to practice independently are crucial for students wanting to take this course.

## **Concert Band 10-12**

*Recommended C+ or higher in previous grade band course or permission of the instructor.*

These courses are open to students with demonstrated skill on their instrument. Students will continue to develop as players and musicians and will enhance their knowledge of theory, style, and musical tradition. Repertoire will be chosen to provide a wide range of style at the highest level of musical interest. Participation in class, daily practice, and participation in concerts and festivals (including multi-day, overnight trips) are primary expectations for this course.

## **Composition and Production 11/12**

This is a senior level technology-based creative arts course where students will explore the basics of music production using computers. No pre-requisite or prior musical experience required. Students must be able to work independently without constant direct supervision, have basic proficiency with computers, and able to work within an inquiry model of education where they come up with both the questions and the answers. Students will compose and record music using Ableton Live, Bandlab, GarageBand, or their preferred DAW. This course is assessed based on a portfolio of completed work. This class is not limited to any musical genre, but is a little more geared towards music made using computers: hip hop, EDM, video games music, etc.

## **Jazz Band 9-12**

*Requires minimum B, proficient, or higher in your last band course AND an audition. Co-requisite: Concert Band 9-12 or permission of the instructor.*

This is an advanced instrumental music course being offered as an X Block after school, 2-3 days/week. Students will be introduced to the ensemble (“big band”) setting. Students must be dedicated musicians who are excited to push their musical understanding and instrumental technique through the study of advanced repertoire, jazz theory, and improvisation. Consistent attendance and punctuality, participation in concerts and festivals, and daily practice are primary expectations for this course.

# LEADERSHIP

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## **Recreational Leadership 10-12**

Physical Education Recreation Leadership is a linear course offered to students in grades 10, 11 and 12. The goals of the course are: to develop positive youth leadership, to plan, organize and run athletic events and programs, to develop individual and team leadership activities, to develop interpersonal and communication skills, to develop a positive self-image through involvement in leadership roles and to understand the benefits of teamwork. Students applying for this course will be interviewed and selected by the teacher.

**This course is scheduled outside of the daily block order.** Students will not attend a regularly scheduled class. The course hours/requirements will be made up of:

- A leadership retreat at an outdoor camp for one day in September.
- Leadership activities within our school's Athletic Department and Intramural program. This may involve running events/tournaments, managing teams, scorekeeping, officiating and promoting events. Student hours will be recorded as a part of the participation component of the course.
- A journal must be kept over the course of the year.
- Weekly meetings
- Self-assessment rubric

Please understand that you must be involved for the duration of the school year. This is considered a linear course, and students must participate throughout the year.

***Students are required to speak to their counsellor and Mr. Strain prior to registering for this course.***

## **Peer Tutoring 11/12**

The Peer Tutoring course is designed to help students develop their interpersonal and leadership skills through helping their peers in academic classes. Successful completion of this course will provide students with many of the "soft skills" sought in many areas of employment. Peer Tutors are a reflection of what all Guildford Park students should aspire to, and therefore, Peer Tutors must demonstrate a positive attitude, excellent work ethic and a desire to help their peers.

The following are the criteria for acceptance into the Peer Tutoring Program:

1. A minimum of one complete semester at Guildford Park prior to enrolling in Peer Tutoring
2. A desire to be a positive role model and help others achieve their academic goals
3. Demonstrated academic strength and work ethic in a least three subject areas/courses as indicated by marks and teacher comments
4. An excellent attendance records in all previous courses
5. Exemplary work habits in previous coursework that demonstrate the student's willingness to work hard and a commitment to achieving goals aligned with the core competencies
6. Strong interpersonal skills that will enable the tutor to relate well to other students and communicate empathy and encouragement
7. Capability and willingness to keep up with expectations/responsibilities of online coursework component of blended model of instruction, AND adhere to deadlines

## **Laboratory Technology 12**

*Pre-requisites:*

- *achieved a high standing in Chemistry 11*
- *achieved a high standing in one of: Life Science 11 or Physics 11*
- *approval of the Science Department Head*

Laboratory Technology 12 is a self-directed course that will allow students to develop the skills required to become laboratory assistant within our Science department. This course will provide an opportunity to learn and utilize science safety procedures, demonstrate proper lab techniques, equipment usage, and to prepare and evaluate lab demonstrations for classroom use. Students will receive an in-depth study to how inventory is managed in a lab environment.

This course consists of working as a lab assistant and the completion of five major projects (one each in Biology, Chemistry, Physics, Earth Science and one based on the students' interest).

The skills and confidence gained through this course will benefit students entering into lab based post-secondary coursework. This will provide students with an opportunity to learn and practice lab skills while being mentored by the teachers in our Science department.

**For more information regarding this course and to receive an application please see Mr. Prasad in room B200.**

## **Community Leadership 10-12**

The Guildford Park Student Leadership 12 Program is a linear course meeting regularly on Tuesdays, Wednesdays, and Thursdays from 2:45 pm- 4:15 pm. This program has two overarching components: personal growth and community engagement. Throughout the year, Students will design, develop, and implement their own local community enhancement project. Students will also run the After School Academic Mentorship Program, where we aim to support students from Grades 8-12 to achieve their academic and personal best. This course is for those who want to be the change we wish to see at GP.

# CAREER EDUCATION

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## Career Education 8

Career Education 8 is the first of four Career Education courses taken by students in high school that helps to prepare for their future. This course is designed around the following Big Ideas:

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

Career Education 8 is a non-enrolling class, where students will complete assignments through selected classes as well as attend special events and presentations during the school year. Students will receive a mark for this course at the end of the school year.

## Career Education 9

Career Education 9 is the second of four Career Education courses taken by students in high school that helps to prepare for their future. This course is designed around the following Big Ideas:

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

Career Education 9 is a non-enrolling class, where students will complete assignments through selected classes as well as participate in Career activities during the school year, including “Take Our Kids to Work” Day. Students will receive a mark for this course at the end of the school year.

## Career Life Education 10

Career Life Education (CLE) is a **mandatory graduation requirement** for all students in the Province of British Columbia. CLE focuses on students gaining a clear understanding of career-life development knowledge, skills, and strategies for life’s journey into adulthood, and includes the following Big Ideas:

- Finding balance between personal and work life promotes well-being.
- Cultivating networks and reciprocal relationships can support and broaden our career-life awareness and options.
- Lifelong learning fosters career-life opportunities.
- Career-life decisions are influenced by internal and external factors, including local and global trends.
- Career-life choices are made in a recurring cycle of planning, reflecting, adapting, and deciding.

The aim of Career Life Education is to enable students to work on Career-life Development, make Connections to Community, and to start their Career-life Planning.

## **Career Life Connections 12**

Career Life Connections (CLC) is a **mandatory graduation requirement** for all students in the Province of British Columbia.

CLC focuses on applying personal career-life management knowledge, skills, and strategies to one's own personal life journey and includes the following Big Ideas:

- A sense of purpose and career-life balance supports well-being.
- Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.
- Lifelong learning and active citizenship foster career-life opportunities for people and communities.
- Career-life decisions influenced and are influenced by internal and external factors, including local and global trends.
- Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.

Career Life Connections course requires all students to complete and present a Capstone Project. This culminating project will demonstrate personal learning and achievement, growth in core competencies, and a reflection on their post-graduation plan. *(This course can be taken in Grade 11)*

CLC is offered at Guildford Park through either a regular scheduled class or through a Co-op program.

## **Co-op Programs**

Enrich your classroom studies with exciting work experience opportunities by taking one of our Co-op Programs.

### **Humanities Co-op**

- Literary Studies 11
  - BC First Peoples 12
  - Career Life Connections 12
  - Work Experience (WEX 12A)
  - Leadership 12
- \*\* 20 credits*

### **Science Co-op**

- Life Sciences 11
  - Chemistry 11
  - Career Life Connections 12
  - Work Experience (WEX 12A)
  - Leadership 12
- \*\* 20 credits*

## **Discover Trades Program**

Students will gain hands on experience in a variety of trades.

### **Trades Exploration – 1 Block Elective**

- Carpentry, Electrical, Plumbing & Auto

## **District Partnership Programs**

*District Application process and interview required. See the Career Centre for an application package.*

The Surrey School district offers over twenty District Partnership Programs to students who are interested in trades training or an academic program. District Partnership Programs provide students with an opportunity to earn credits towards graduation from secondary school at the same time as they are earning credit toward post-secondary programs.

District Partnership Programs are delivered in collaboration with local post-secondary institutes and industry training providers. While some of the dual credit programs have an academic focus, the Youth Train in Trades Programs enable students to begin training in specific trades.

- Benefits to Students
- Earn high school and post-secondary credits
- Begin training for a career while still in high school
- Acquire marketable skills
- Save money. Tuition is paid for by the Surrey School District

### ***What District Programs are offered?***

Automotive Collision & Refinishing	Drafting-CADD	Horticulture
Automotive Service Technician	Early Childhood Education	Legal Office Procedures
Baking & Pastry Arts	Electrical	Metal Fabrication
Carpentry	Explorations in Aviation	Millwright
Child & Youth Care Counsellor	Graphic Design	Nursing Preparation
Community & Public Safety	Hairstylist	Painter
Construction Craft Worker	Health Science	Piping
Culinary Arts	Heavy Mechanical	Welding

## **Youth Work in Trades**

Get a head start on earning your Red Seal Trade Certification with the Industry Training Authority (ITA). Youth Work in Trades provides students with the opportunity to work as a youth apprentice while still in high school. Students will earn course credits for every 120 hours of paid work in a trade area. Students can also qualify for \$1000 Youth Work in Trades Scholarship if they have the “approved courses”, a C+ average in grade 12, still employed or studying in an ITA Red Seal trade and obtain 900 hours or working. Please see the Career Centre for Youth Work in Trades package.