

# Course Planning Guide

ÉCOLE  
KWANTLEN PARK  
SECONDARY



2026-2027

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## Graduation Requirements

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

<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade12</u>
Any English 10 course	Any English 11 course	English Studies 12, or English - First Peoples 12
Social Studies 10	A Social Studies 11 or 12 course	Elective 12
Math 10 Foundations or Math 10 Workplace	A Math 11 course	Elective 12
Science 10	A Science 11 course	Elective 12
Physical and Health Education 10	Elective 10/11/12	Elective 10/11/12
Career Life Education 10 (4 credits)	Elective 10/11/12	Elective 10/11/12
Arts Education or Applied Designs, Skills, and Technologies (ADST) elective	Elective 10/11/12	Elective 10/11/12
Elective 10	Elective 10/11/12	Career Life Connections & Capstone (4 credits)
Numeracy 10 Assessment and Literacy 10 & 12 Assessment - all three must be completed before the end of Grade 12. 4 Credits with Indigenous focus		

## Career Education

The Career Education curriculum supports students in becoming successful, educated citizens by helping them plan for their life journey and explore future possibilities. Students will identify personal interests, strengths, and competencies while connecting these to experiential learning, career-life options, and post-secondary pathways.

Under the guidance of their teachers, students learn to set meaningful goals, cultivate opportunities and supportive relationships, and continuously re-evaluate and adjust their plans for life after high school. They discover that career-life development is not just about choosing a future job, but a lifelong process of becoming who they want to be and how they can meaningfully contribute to their communities. As students progress through Career Education, they move from exploring possibilities and developing employability skills to applying self-knowledge and career strategies.

### Goals

Career Education helps students develop as educated citizens by enabling them to:

- Recognize the need for adaptability, resilience, and flexibility in an ever-changing world
- Understand how purposeful career-life development supports individual, community, and societal well-being
- Build the capacity to learn and grow new interests, knowledge, skills, and competencies throughout life
- Develop awareness of personal strengths, competencies, values, and passions to inform career-life choices
- Communicate and collaborate effectively, valuing diversity of people, perspectives, and opportunities
- Explore a range of experiences and roles in educational, workplace, and personal contexts to advance their career-life journey

### Careers 8 and 9 (MCE--08—Y, MCE--09—Y)

Careers 8 and 9 are completed through a variety of learning opportunities during the school year. The curriculum is delivered through events and assignments such as *Take Our Kids to Work Day* and the *WorkBC Find Your Fit Tour*, as well as through cross-curricular learning opportunities embedded in students' other subject areas. Students explore their personal interests, strengths, and future possibilities, including post-secondary and career options. Careers 8 and 9 are non-enrolling courses, meaning students do not attend regular classes but complete course work independently. Delivery and assessment are overseen by the Career Centre staff.

### Career Life Education 10 (MCLE-10—S)

*\*Successful completion required to graduate*

CLE 10 focuses on developing the knowledge, skills, and strategies needed to navigate life's journey into adulthood. Students become self-directed individuals who set goals, make thoughtful decisions, and adapt to internal and external factors, including economic and social changes. They explore post-graduation possibilities and build personal management skills for pursuing meaningful futures. Assessment includes a variety of assignments and projects.

### Career Life Connections 12 (MCLC-12—S)

*\*Successful completion required to graduate*

CLC 12 emphasizes applying career-life knowledge, skills, and strategies to personal goals and future plans. Students refine their career-life goals through experiential learning, community connections, and reflection. They explore the bridge between classroom learning, work, and post-secondary realities.

Completion of CLC is preferred in Grade 11 to ensure students are prepared for Grade 12. CLC requires a minimum of 30 hours of experiential learning, such as volunteer work, service learning, employment, or passion projects. Students also design, assemble, and present a Capstone Project, celebrating their learning and next steps. Assessment includes assignments, projects, the capstone, and documentation of 30 hours of career-life exploration.

## Capstone

*\*Successful completion required to graduate*

The Capstone is a passion project that allows students to demonstrate their learning through a personally meaningful area of interest. Students design and present their project to an audience, showcasing personal growth, development of core competencies, and reflection on their high school journey and future goals. The Capstone Project is completed as part of Career Life Connections 12.

## Optional Career Courses

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

Work Experience provides students with opportunities to apply classroom learning in real-world settings, explore potential careers, and develop employability skills. Students complete 100 hours of work experience to earn course credit. WEX may run as an Independent Directed Study (IDS) or as part of a Co-op Education program.

### Co-operative Education

Co-op programs integrate classroom learning with related field studies and work experience. Students take all courses with the same teacher(s) and classmates in one semester. Courses are accelerated to allow time for the 100-hour work experience component. Enrollment is limited; applications are required.

### Science Co-op

*Application required*

This accelerated program is designed for students interested in science-related careers. Students enroll in Chemistry 11, Life Sciences 11, and Physics 11 in one semester, gaining foundational theory and lab skills. Graduates of this program are well-prepared for AP Chemistry 12. Evaluation includes tests, projects, inquiry-based labs, and skill mastery.

A three-week work placement allows students to shadow professionals in science fields. Past placements include the SPCA, veterinary clinics, Science World, optometry offices, long-term care facilities, and the Vancouver Aquarium.

Course	Credits	Course Description
Life Science 11 (Biology)	4	P 13
Physics 11	4	P 13
Chemistry 11	4	P 13
CLC 12 & Capstone	4	P 5
WEX 12A	4	P 5
Total	20	

### Youth Work in Trades (YWIT)

Youth Work in Trades (YWIT) allows students aged 15 and older to begin an apprenticeship while still in high school. Students must be employed in a Red Seal trade to register as youth apprentices with SkilledTradesBC. They can earn up to 16 credits toward graduation—4 credits for every 120 hours of paid work completed. For more information, please visit the Career Centre.

### Youth Train in Trades (YTIT)

In partnership with SkilledTradesBC and local post-secondary institutions, Surrey Schools offers programs that let Grade 11/12 students begin training in a trade or technical field. Tuition is covered by the district, though students may be responsible for tools, textbooks, or materials.

Participants can earn high school elective credits, post-secondary credits, and/or apprenticeship training hours. Admission is based on a successful application and interview. Visit the Career Centre for more information.

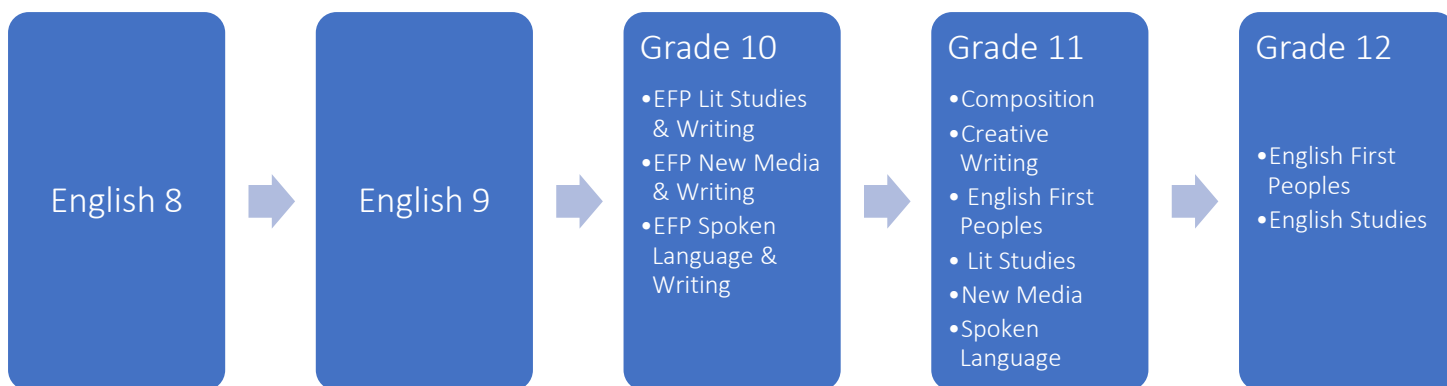
Auto Service Tech	Carpentry	Collision and Refinishing	Construction Craft Worker
Culinary Arts	Graphic Design	Electrical	Explorations in Aviation
High School on Campus	Horticulture	Hairstylist	Heavy Mechanical Trades
Intro to Practice for Child and Youth Care Counselling	Metal Fabrication	Millwright	Painter
Piping	Welding		

## District Programs, Academic Dual Credit Programs and High School on Campus

These programs allow Grade 11/12 students to begin post-secondary studies while still in high school. Students earn both high school and post-secondary credits, transferable across institutions. Tuition is covered by the Surrey School District. Admission is based on an application and interview. Visit the Career Centre for details.

Drafting / CADD	Criminal Justice	Intro to Child and Youth Care Counselling
Nursing Prep	Graphic Design IAT 102 at SFU	Intro to Health Sciences
High School on Campus	Intro to Legal Office Procedures	

## English



### English 8 MEN-08-S

English 8 helps students improve their thinking skills by working with different types of reading and writing, such as short stories, novels, poems, essays, and podcasts. In addition to building important school skills, the class will also help students improve their ability to communicate, think critically, and take responsibility for their learning.

### English 9 MEN-09-S

English 9 helps students build strong thinking skills to prepare for success in higher grades. Students will improve their reading and writing abilities by exploring short stories, poems, novels, podcasts, and essays. This course encourages students to think carefully about what they read and write, helping them become better at understanding, analyzing, and creating texts.

## **Grade 10**

### **EFP Literary Studies, EFP New Media, and EFP Spoken Language (2 credits each) will be paired with EFP Writing 10 (2 credits). MEFWR10--S**

EFP Writing 10 is for students who want to improve their writing for different purposes. In this course, students will have the chance to become better writers by exploring their personal stories, cultural backgrounds, memories, and connections to places. Students will work both on their own and with others to improve their writing skills and create clear and authentic pieces. The course focuses on the writing process, encouraging students to experiment, reflect, and improve as they express themselves.

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

EFP Literary Studies 10 helps students learn about First Peoples literature in different forms, such as short stories, poems, novels, and other types of media. In this course, students will explore personal and cultural identities, histories, stories, and connections to land and place by reading and studying works by First Peoples authors from Canada and their local communities.

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

EFP New Media and Writing 10 helps students learn how digital media can be used for learning and sharing ideas. In this course, students will explore how new media affects people and communities, focusing on First Peoples stories and views. They will study different types of media such as digital storytelling, podcasts, news analysis, and Indigenous films. Students will also practice writing for different reasons and audiences. Throughout the course, they will improve their writing skills, learn to express their ideas clearly, and understand how media shapes the world around them.

### **EFP Spoken Language & Writing 10 MEFLS10-S**

Spoken Language 10 is for students who want to learn about First Peoples' oral traditions and improve their speaking and communication skills. In this course, students will work alone and with others to create clear and interesting oral presentations for different purposes, like performances, storytelling, and real-world situations. They will practice speaking in ways that are meaningful and engaging for different audiences. Students will also practice writing to improve their skills for different audiences and purposes.

## **English 11**

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

EFP Literary Studies + Writing 11 is for students who are interested in learning about First Peoples literature and using writing to express themselves and communicate in different ways. In this course, students will explore both spoken and written works from First Peoples, including stories and themes from different authors and media. By studying literature and practicing writing, students will learn to reflect on and improve their work. They will also focus on stories that highlight community and learn more about local First Peoples resources.

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

Composition 11 helps students improve their writing by practicing and making changes to their work. Students will read and study writing by other authors to learn different writing styles and use them as examples. They will work on creating their own pieces of writing for different purposes and real-world readers. As students progress, they will become more confident in writing their own original and meaningful work.

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

Creative Writing 11 is for students who want to build confidence and improve their writing skills by expressing themselves in creative ways. In this course, students will have the chance to explore their own personal and cultural identities, memories, and stories. They will write in different styles, like short stories, poems, personal essays, and memoirs.

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

Literary Studies 11 helps students explore and study different types of literature in depth. Students will read books, stories, and articles from different times, places, and authors. This course is designed to improve skills by focusing on challenging texts. It will also help students enhance their ability to express themselves, comprehend what they read, and think more critically, while deepening their knowledge of the world through literature.

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

Literary Studies 11 will allow students to delve more deeply into literature and texts across a series of interconnected units. Content covered in this course will not be exclusively limited to written works, as mediums such as films and podcasts may also be studied to reflect the changing nature of literature and media in today's world. Due to the hybrid nature of this course, students will often, but not always, have the unique ability to work through units and assignments at their own pace. Access to an internet-connected device is strongly recommended for this course, though it is not an absolute requirement. Throughout this course, students will explore specific themes, genres, authors, and areas of the world through literary works (fiction and non-fiction) and a variety of media to better understand the "how and why" of modern literature; special focus in each unit will be given to what's known as "author's intent," in which students will assess the reasoning and rationale as to why they believe a particular text exists.

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

English New Media 11 helps students explore the world of digital and print media, focusing on how modern media affects society. In this class, students will learn to think carefully about different types of media, such as documentaries, podcasts, online content, and books, and understand how they change the way we see things. They will look at important topics like media bias, ways media tries to persuade us, and environmental issues, all while developing their multimodal literacy skills. Through discussions, projects, and analysis, they will learn how media shapes our world and how to think about it carefully.

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

Spoken Language 11 helps students improve their speaking skills by practicing and making changes to their work. In this course, students will have the chance to create and present their own pieces of work for different purposes and real-world audiences. They will practice writing, thinking about their work, and making it better. Students will explore various methods of communication, including performances, storytelling, and professional settings, and apply these skills in a range of real-world situations.

## **Grade 12**

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

English Studies 12 builds on what students have learned in earlier English and First Peoples courses. This course is for all students and helps them improve their communication skills, think critically and creatively, and explore different kinds of texts from various sources. Students will learn about different worldviews and gain a deeper understanding of themselves and others in a changing world. They will also help with Reconciliation by learning more about the knowledge and perspectives of First Peoples, while expanding their understanding of what it means to be a responsible Canadian and global citizen.

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

EFP 12 is based on the First Peoples Principles of Learning. This course is for all students, both Indigenous and non-Indigenous, who want to learn more about First Peoples' oral and written stories, as well as their visual art in different forms of media. Students will explore the experiences, values, beliefs, and everyday lives of First Peoples through different types of texts, like stories, poems, songs, performances, movies, and writing. A big part of the course is learning from the real voices of First Peoples and reading works that show their views.

# Mathematics

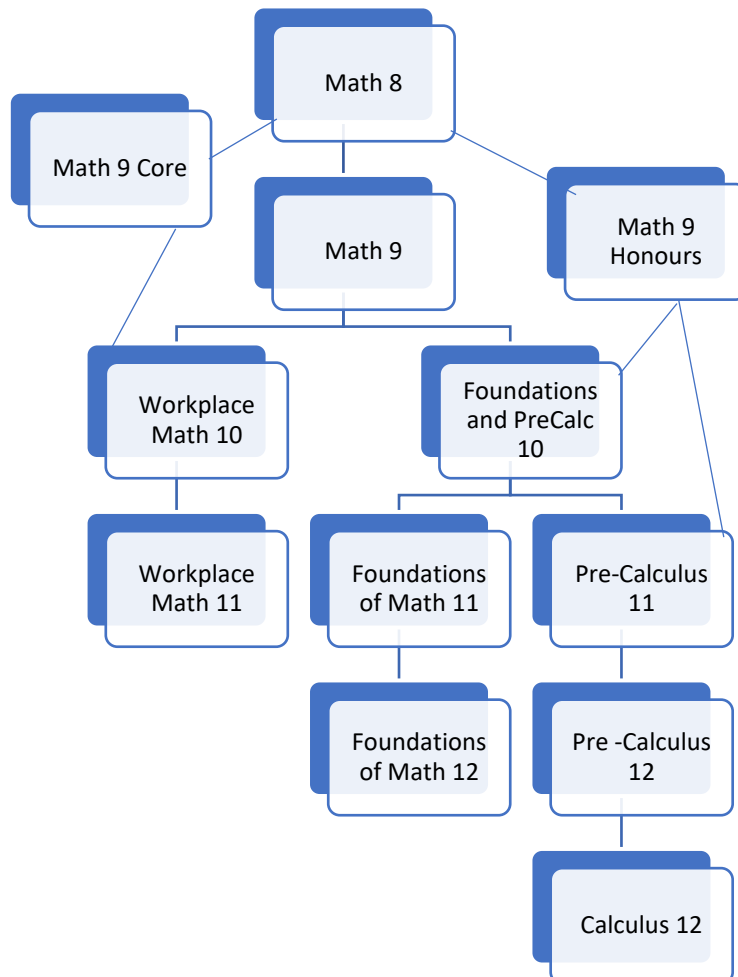
What students will do in ALL Mathematics courses (with increasing complexity and application of skills the courses progress):

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

Evaluation in all courses:

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

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



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

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

Next course: Math 9 or Math 9 Core, depending on a student's development of skills throughout the course.

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

This course is designed to improve basic numeracy skills.

What students will know: basic operations; solving one and two-step equations; measurement; ratios, rates, and proportional reasoning; connections between percentages, fractions and decimals; simple exponent laws.

Next course: Workplace 10, or Math 9, depending on how student's skills progress throughout the course.

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

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

Next course: Workplace Mathematics 10, or Foundations and Pre- Calculus (FPC) 10

### **Math 9 Honors MMA--09--S--HON**

This course covers the entire math curriculum for Math 9 and Math 10 in one semester. It is designed for students who are strong in math and have a good work ethic. At the end of the semester, an assessment will help the teacher determine whether a student gets credit for both Math 9 and 10 (next course: Math 11); or gets credit for Math 9 (next course: Math 10). The placement is based on Grade 8 teacher recommendation.

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

This course is designed to prepare students for entry into most trade programs, and for direct entry into the work force.

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

Next course: Workplace Math 11.

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

This course is designed to prepare students for entry into post-secondary programs.

What students will know: operations on powers with integral exponents; linear relations; solving systems of linear equations; multiplication and factoring of polynomials; primary trigonometric ratios; relationships among data, graphs, and situations; experimental probability; financial literacy.

Next course: Foundations of Mathematics 11 or Pre-Calculus 11.

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

This course is designed to give students more time to process and practice as they prepare students for entry into post-secondary programs. Students will learn the SAME curriculum as the semester-long course. It is backed with CLE 10 (see description on page4), another required course, and students will alternate Math and Careers on a Day 1, Day 2 schedule.

*Course available to students upon recommendation by their Math 9 teacher.*

Next course: Foundations of Mathematics 11 or Pre-Calculus 11.

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

This course is designed to prepare students for entry into post-secondary programs such as Economics, Languages, History, Humanities, and Communications.

What students will know: fractals; graphical representations of polynomial, logarithmic, exponential, and sinusoidal functions; regression analysis; set theory and conditional statements; combinatorics; probability.

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

This course is designed to prepare students for entry into Science or Engineering post-secondary programs.

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

Next Course: Pre-Calculus Math 12.

### **Workplace Mathematics 11 MWPM-11--S**

This course is designed to prepare students for entry into most trade programs, and for direct entry into the work force. This course counts as a graduation requirement for mathematics.

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

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

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

This course counts as a graduation requirement for mathematics, but students may continue to develop their mathematic skills in Calculus 12.

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

This course is designed to prepare students for entry into post-secondary programs such as Economics, Languages, History, Humanities, and Communications.

What students will know: Fractals; graphical representations of polynomial, logarithmic, exponential, and sinusoidal functions; regression analysis; set theory and conditional statements; combinatorics; probability.

This course counts as a graduation requirement for mathematics.

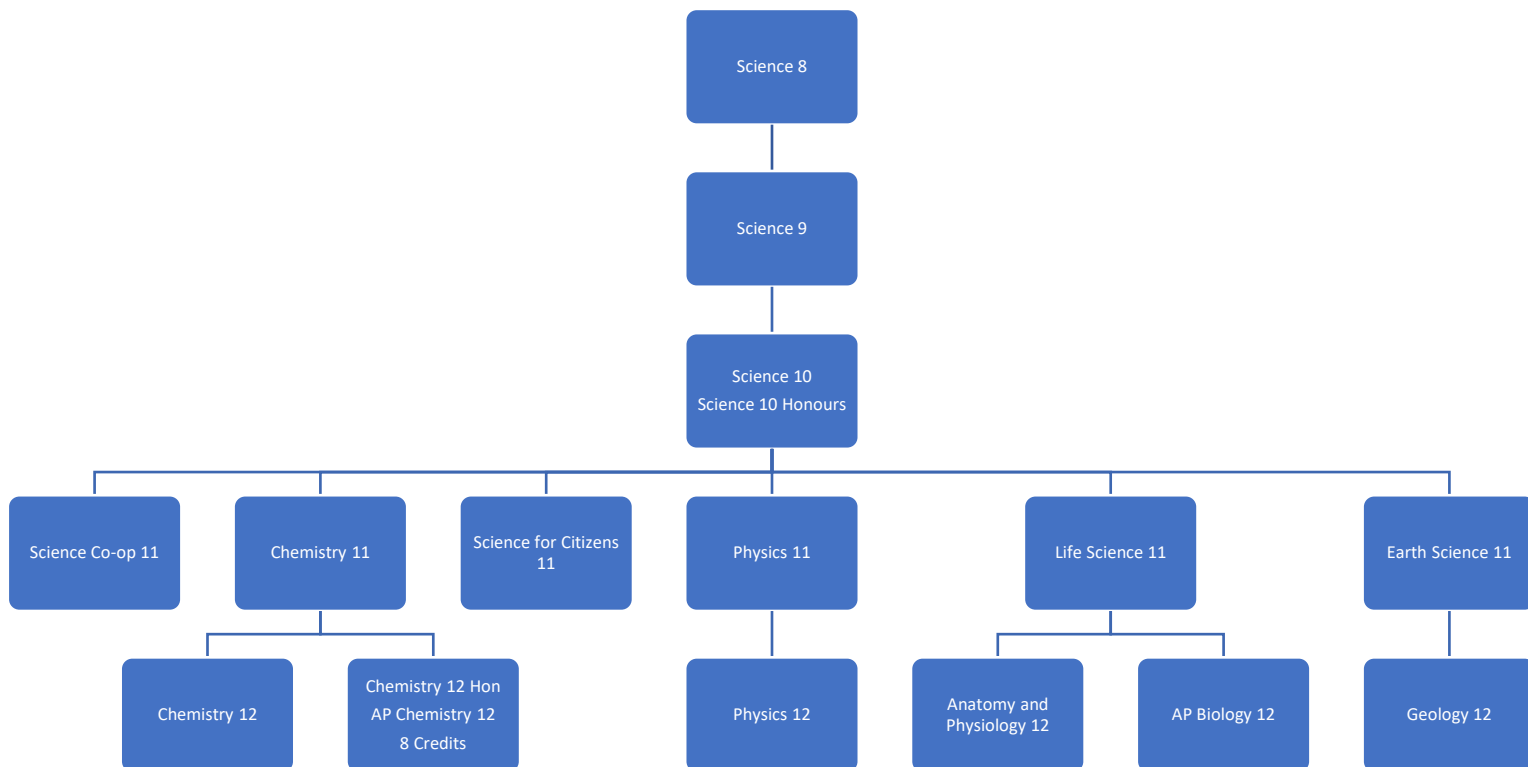
### **Calculus 12 MCALC12--S**

This course is designed to help students get familiar with concepts covered in first year university Calculus.

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

# Science

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



## Science 8 MSC--08--S

Science 8 builds on the core competencies of communication, thinking and personal and social skills through a focus on scientific curricular competencies. This course is organized around several big ideas that provide the content for inquiry-based learning of essential science skills. The big ideas include Safety and Scientific method, Life Science: cells and immune system, Physical Science: optics, kinetic molecular theory and the atom and Earth Science: plate tectonics and layers of the Earth. This course emphasizes the importance of applying content to hands on learning through labs. In the labs, students will have the opportunity to learn and practice the following curricular competencies: question and predict, plan and conduct, process and analyze data, evaluate and communicate.

## Science 9 MSC--09--S

Science 9 builds on the core competencies of communication, thinking and personal and social skills through a focus on scientific curricular competencies. This course is organized around several big ideas that provide the content for inquiry-based learning of essential science skills.

Science 9 explores key topics related to the four major branches of science; Life Science: cell cycle and reproduction, Chemistry: atomic theory and electron arrangements, Physics: electricity and circuits, and Earth Science: interactions within the biosphere. These topics are taught and assessed through inquiry-based labs, unit assessments and projects.

Students will be encouraged to make predictions, conduct investigations, analyze data, and learn how to share their findings throughout this course.

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

Science 10 continues to build upon, and strengthen, the core and curricular competencies that were the focus of Science 8 and 9. This course explores these four big ideas: genetics (life science), chemical reactions (chemistry), energy transfers and transformations (physics), and space and the formation of the universe (earth sciences). Throughout the course, students will build upon their skills of working safely in the laboratory, planning and conducting scientific experiments, analyzing and evaluating data, and communicating their knowledge in many ways.

### **Science 10 Honors MSC-10H**

Science 10 Honours is an accelerated course designed to better prepare for the senior science courses, especially the Science 11 Co-op Program. Science 10H explores these four big ideas: genetics (life science), chemical reactions (chemistry), energy transfers and transformations (physics), and space and the formation of the universe (earth sciences). Critical thinking and problem-solving skills will be developed through inquiry-based science experiments. Throughout the course, students will deepen their ability to work safely in the lab, to plan and conduct scientific experiments, to analyze and evaluate data, and to communicate their knowledge in many ways. A regular program of home study is expected. Placement will be based on recommendations from the Science 9 teachers.

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

This course explores the idea that life evolves at the molecular and cellular levels. Evolved organisms are grouped based on common characteristics. Students will learn to question, plan and process data that can be used to evaluate, apply and communicate ideas related to how modern organisms have evolved from ancient organisms. Students are evaluated based on their performance in tests, projects, inquiry-based experimental designs, and laboratory skills.

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

This is an introductory course which covers topics on unit conversion, matter, moles, stoichiometry, types of chemical reactions, solution chemistry, atomic theory and models, and organic chemistry. Problem solving involving math calculations is a major component of this course. Processing, analyzing and applying data and information will be the key curricular competencies. Students will be evaluated on Labs, Projects, Tests, Quizzes and Final Exam.

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

Physics 11 is an introductory course that provides students with a foundational understanding of key physical concepts, laying the groundwork for further exploration in senior science courses.

Physics 11 emphasizes a hands-on, approach where students will build and test hypotheses, conduct experiments, and analyze data. They will develop essential skills such as scientific inquiry, data collection, analysis, and interpretation which students will also be expected to apply to mathematical and logical problems in an in class setting. These competencies support critical thinking, creative problem solving, and an understanding of physical concepts like motion, energy, and forces. Assessment in Physics 11 includes a variety of methods designed to evaluate both understanding and application of knowledge. Students can expect assessments in the form of quizzes, lab reports, group work, and unit tests.

### **Science for Citizens 11 MSCCT11--S**

This course is a multi-disciplinary course that explores the connections between science and your everyday lives, and how we may respond and adapt to changes both locally and globally. Topics that are covered include forensic science, science technology, climate change and practical applications of science. This course emphasizes the importance of applying content to hands on learning through activities, projects and labs. Students will have the opportunity to learn and practice the following curricular competencies throughout this course: question and predict, plan and conduct, process and analyze data, evaluate and communicate. This course provides a Science 11 requirement for graduation.

## Earth Science 11 MESC-11—S

Students in this Earth Science 11 will explore the Earth, including its interior, atmosphere, place in the universe and how these factors impact life on the surface. Students will consider how the development of technology has impacted humanity's understanding of space and consider what further development might reveal. While exploring energy transfer in the atmosphere and the impacts of climate change on weather and natural disasters cause and effect relationships and long-term patterns will be studied. On the earth Students will learn about the surface and interior of Earth, its structural make up and how what happens under the Earth impacts the surface. Students will explore the rock cycle, where to find Earth's oldest and youngest rocks, where natural resources come from and the implications of extracting them. Evaluation will be done through a variety of hands-on activities, projects (with options allowing the best opportunity for students to demonstrate their understanding), labs and end of unit comprehension assessments. This course can be used to satisfy the Science 11 admission requirements for any B.C. university.

## Science 11 Co-op

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

This is an accelerated program ideal for students interested in exploring a career in the field of science. Students will enroll in Chemistry 11, Life Science 11, and Physics 11 in the same semester to learn fundamental theories and practical lab skills. Students who complete the Science Co-op program will be well-prepared and ideal candidates for Advanced Placement Chemistry 12. Students will be evaluated based on their performance in tests, projects, inquiry-based experimental designs, and mastery of laboratory skills.

By bridging classroom experiences with a 3-week work placement, this program provides opportunities for students to shadow professionals in various science careers. Past science-related placements have included the SPCA, veterinary clinics, long-term care facilities, Science World, optometry offices, denture clinics, the City of Surrey, physiotherapy clinics, tree planting, Burns Bog, and the Vancouver Aquarium.

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

## Anatomy and Physiology 12 MATPH12--S

This course explores these 3 big ideas: homeostasis, gene expression and organ systems. Organ systems have complex interrelationships to maintain the internal environment through DNA to the production of proteins. Students are evaluated based on their performance in tests, projects, inquiry-based experimental designs, and laboratory skills.

## AP Biology 12 ABIO-12--S

AP Biology is the equivalent of a first-year college general biology course. The course will provide an in-depth study of topics like evolution, energetics, information storage and transfer, and system interactions.

Students will develop essential skills such as scientific inquiry, data collection, analysis, and interpretation along with hands on lab skills. Students who plan to register for AP Biology 12 will also have to register for Anatomy and Physiology 12 Honours. For a detailed course description please visit the following website: <https://apcentral.collegeboard.org/courses/ap-biology>

## Chemistry 12 MCH--12--S

Chemistry 12 is a university preparation course emphasizing student discovery along with the discussion of principles. This course is recommended for those students wishing to continue their study of chemistry/science and related subject areas

at the post-secondary level. Main Topics: Reaction Rates, Chemical Equilibrium, Solubility Equilibrium, Acids & Bases, and Redox Reactions. Processing, analyzing, applying and communicating data and information will be the key curricular competencies. Students will be evaluated on Labs, Tests, Quizzes and Final Exam.

### **Geology 12 MGEOL12--S**

Geology 12 will expand on the topics from Earth Science 11 with a focus on processes directly on and under Earth's surface. The interior structure of Earth and plate tectonics will show how what happens under the Earth determines the landforms on the surface. Students will explore the conditions under which different rocks and minerals form. Resource-based industry will be studied in detail, focusing on both pros and cons from economic and environmental points of view. Students will study evidence from the Earth and learn how to interpret different structures as evidence of past geologic events. Students will learn about the formation and movement of glacial ice with a focus on the most recent ice age, and how the ice shaped the land. Connection between the atmosphere, biosphere, geosphere and hydrosphere will be explored through different weathering processes that impact the landscape. Students will be assessed on their ability to demonstrate critical thinking, research skills, represent and assess data through inquiry projects, hands on assignments and labs and content evaluations. This course will attempt to satisfy students' curiosities about the world around them and prepare them for post-secondary and career related explorations within the field of Geological Sciences.

### **AP Chemistry 12 ACHE—12--S**

AP Chemistry is the equivalent of a first year college general chemistry course. The course will place special emphasis on applying mathematics in problem solving and as a means of expressing and modeling scientific inquiry. The course will provide an in-depth study of atomic structure, gas laws, thermodynamics, stoichiometry, kinetics, equilibria, oxidation-reduction and electrochemistry. Processing, analyzing, applying and communicating data and information will be the primary curricular competencies. Students will be evaluated on Labs, Tests, Quizzes and Final Exam.

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

Physics 12 is a senior high school course that delves into the interactions of force and energy within various fields (such as gravitational, electric, and magnetic fields), linear momentum and its conservation, circular motion dynamics, and the measurement of motion from the perspective of special relativity.

Through hands-on experiments and inquiry-based projects, students will develop skills in formulating hypotheses with informed predictions. They will plan and conduct scientific procedures both individually and collaboratively while analyzing and interpreting their results.

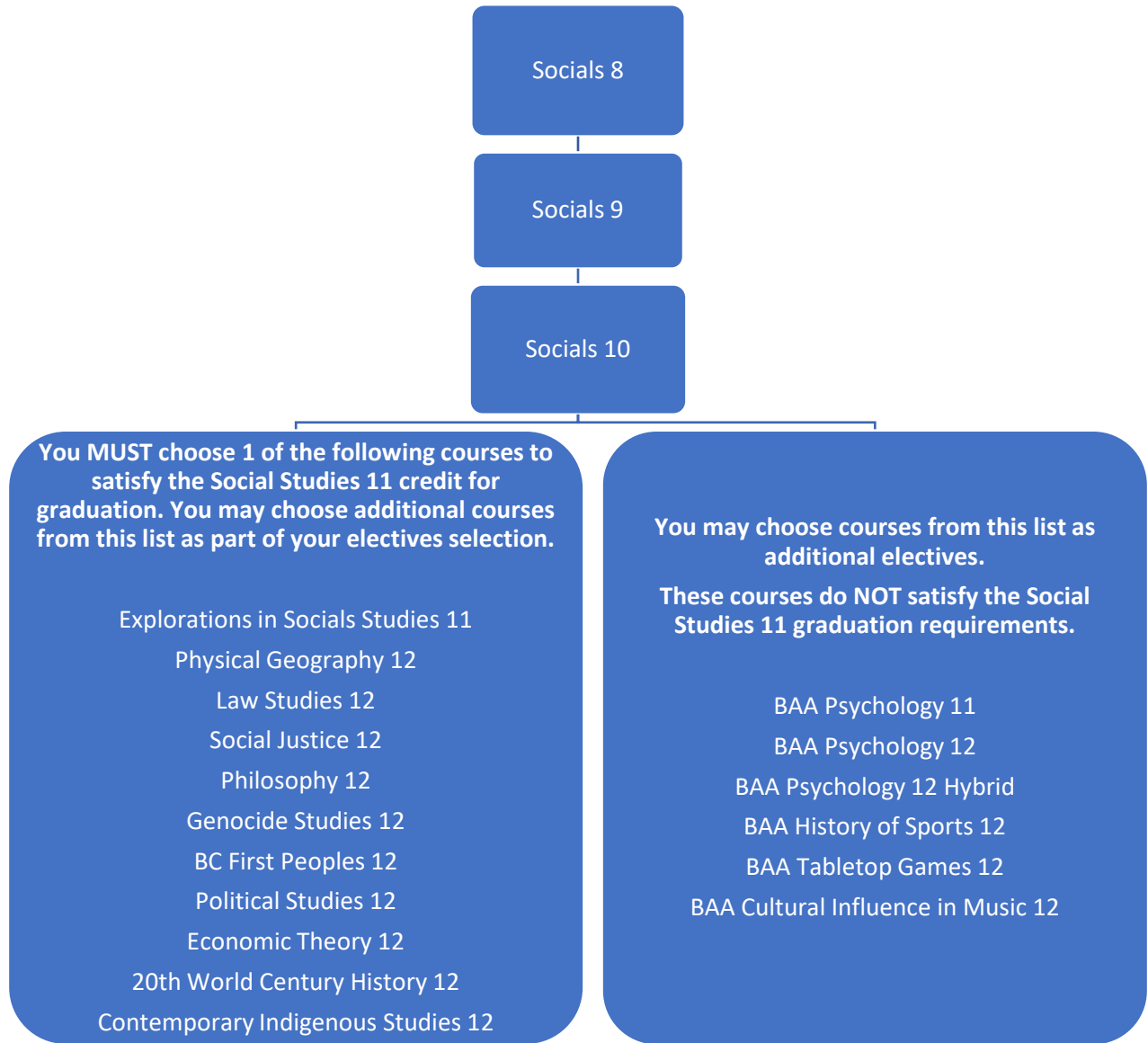
Student performance will be assessed through teacher observations, tests, lab work and reports, and projects, focusing on the curricular competencies and content outlined above.

### **Land-Based Math/Science 11 Cohort**

Land-Based Math & Science is a blended, 8-credit Grade 11 Workplace Math and Earth Science course where students learn by being outside and doing hands-on activities. Students explore soil, rocks, water, weather, and ecosystems while using math to measure, count, and look for patterns. Learning is active and connected to real places. The course is based on Indigenous ways of learning and the First Peoples Principles of Learning, and helps students work together, learn from the land, and build skills they can use in everyday life.

# Social Studies

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



## Social Studies 8 MSS--08--S

Social Studies 8 focuses on the study of world civilizations from the Early Middle Ages (6<sup>th</sup> Century) to the Emergence of the Nation State (18<sup>th</sup> Century). Students will learn about the growth and decline of civilizations, and the influence of exploration, expansion, trade, colonization, and conflict on societies.

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

Social Studies 9 will explore the change in Europe from the fight for democracy and freedom through Revolutions. It will also explore Canadian history from being a French colony to a British Dominion leading to World War I. The important topics of Truth and Reconciliation with Indigenous Peoples will be discussed. Students will examine how ideas and ideologies influence societies, and the role that power plays in the relationships between individuals and society.

### **Social Studies 10 MSS--10—S**

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

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

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

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

Geography will address the physical and human-created systems of the world through the study of people, places, and environments. As an ever-increasing world population places increasing demands on the planet's resources, there is a need for a society that is geographically literate and therefore able to make informed decisions about the sustainability of the Earth's resources and the future of the planet. This course will teach students to interpret the landscape and understand the interconnections between their actions and the Earth's physical systems. Through the study of geography, students can develop an understanding of how local, regional, and global environments affect them.

### **Social Justice 12 MSJ--12--S**

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

### **Law Studies 12 MLST-12--S**

Law 12 explores the legal rights and responsibilities that affect all Canadian Citizens. Students examine the roles of our laws and different participants within the justice system. The course involves regular class discussion, written responses, class debates, mock trials, critical thinking, primarily through studying legal cases, considering current events and issues. Students are expected to consider various viewpoints and make reasoned judgements to develop their own positions. Topics include History of Canadian Law, Rights and Freedoms, Criminal Law, Civil Law, and careers in Law. Field trips to the Law Court and guest speakers are normally organized for the classes.

## **Philosophy 12 MPHIL12--S**

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

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

Psychology 11 is an introductory course to the wonderful world of human behaviour. In Psychology 11, students will explore concepts such as memory, perception, the human brain, learning, motivation, and mental health. Students will practice and expand on skills such as effective communication, research skills, critical evaluation of psychological theories. By the end of the course, students will be able to apply psychological principles to everyday situations, think critically about human behavior, and use evidence-based reasoning to draw conclusions about different behaviour. Assessment in Psychology 11 includes a variety of formats such as tests, written assignments, group projects, and presentations.

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

Psychology 12 is a course designed to provide students with an understanding of social psychology which is the study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others and/or society. In addition, this course also allows you to explore the unique differences that exist between individuals, and gain insight into why people think and behave in certain ways. Topics that will be covered include psychological disorders, personality, gender identity, love and attraction, cognitive, moral and social development. Students will learn the content through notes, in-class discussions, hands on activities, case studies and documentaries. Students will also learn how to properly cite using APA format, read and breakdown scientific articles and write literary papers; skills needed to prepare for post-secondary. Psychology 11 is not required to take this course.

## **Psychology 12 Hybrid (BAA) YPSYC2A--S-PSYCH-HYB**

Psychology 12 is a course designed to provide students with an understanding of social psychology which is the study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others and/or society. In addition, this course also allows you to explore the unique differences that exist between individuals, and gain insight into why people think and behave in certain ways. Topics that will be covered include psychological disorders, personality, gender identity, love and attraction, cognitive, moral and social development. Students will learn the content through notes, in-class discussions, hands on activities, case studies and documentaries. Students will also learn how to properly cite using APA format, read and breakdown scientific articles and write literary papers; skills needed to prepare for post-secondary. Psychology 11 is not required to take this course. This class will be hybrid (50% in class and 50% off site). Students are expected to have a digital device to access TEAMS on days where we will not be meeting in person.

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

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

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

Contemporary Indigenous Studies examines the important role indigenous societies in a modern-day world. This course will explore how the identities, worldviews, and languages of indigenous people are renewed, sustained, and transformed through our connection to the land. Students will study how indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism. An emphasis will be placed on how indigenous peoples continue to advocate and assert their rights to self-determination and how reconciliation requires all colonial societies to work together to foster healing and address injustices. Students will be given the opportunity to listen to guest speakers, watch documentary footage in contemporary films and have the opportunity to go on field trips.

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

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

### **History of Sports 12 YSSC-2C--S**

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

### **Comparative Cultures 12 MCC—12--S**

Comparative Cultures 12 is a course where students will learn about the diverse expression of world cultures. By exploring their own culture and others' students will examine the interactions between belief systems, social organization, and languages. While surveying geographic and environmental conditions students will identify the factors influencing the development of agriculture, industry, trade, and power structures. In addition, a look will be given to value and belief systems within a culture.

### **Economic Theory 12 MECT-12--S**

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

### **20<sup>th</sup> Century World History 12 MWH--12--S**

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

## **Political Studies 12 MPLST12--S**

Political Studies 12 aims to illustrate the rich diversity of political affairs, not just in Canada and the United States, but in and across a host of nations around the world. We will discuss and analyze important roles in politics and governance, assess local, national and international governments and institutions, explain differences in process and policy outcomes, make sense of the social movements of our times; and acknowledge the importance of global political and economic changes in the 21st century. We plan on going to visit government institutions to get a more thorough understanding how our government institutions work. All the while, students will learn important skills in writing, speaking, debating and assessing aspects about politics, governments, nation states, political cultures, ideologies, social movements, the news media and more.

## **Tabletop Games 12 YIPS-2C--S-GAMES**

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

## **Arts Education**

Art, Ceramics, Photography, Yearbook

## **General Art Courses**

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

During Art 8 you will create a variety of different art works, reflect on the art making process, and respond to your own work and as well as the work of other artists. You will try many different types of art making methods and processes such as collage, sculpture, printmaking, ceramics, drawing and painting. Throughout the semester, you will also further your knowledge of the elements and principles of design and respond to and reflect on both contemporary and historical art works.

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

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

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

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

### **Studio Arts 11 MVA-11-S**

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

## **Studio Arts 12 MVA12--S**

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

## **Photography Courses**

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

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

### **Photography 10 MVAM-10AD--S**

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

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

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

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

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

## **Yearbook**

### **Media Arts 10 (Yearbook 10) MVAPH10—Y**

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

### **Media Arts 11 (Yearbook 11) MGRPR11--Y**

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

### **Media Arts 12 (Yearbook 12) MGRPR12--Y**

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

## Drama

The introductory elements of Drama focus on communication, storytelling, team building and expression through both physical and vocal means.

### **Drama Foundations MDR--08—S, MDR--09--S, MDRM-10--S, MDRM-11—S, MDRM-12--S**

*\*\* No experience is necessary.*

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

### **Advanced Acting 11 MDRTC11--S**

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

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

*Prerequisite: Drama Foundations or permission of the teacher*

### **Advanced Acting 12 MDRTC12--S**

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

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

*Prerequisite: Acting 1 or permission of the teacher*

## Dance

### **Beginner Dance (Dance Foundations) 8-12 MDNC-08—S, MDNC-09--S-BEG, MDCF-10--S-BEG, MDCF-11--S-BEG, MDCF-12--S-BEG**

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

\* *For first time dancers and/or students who want to learn dance fundamentals and learn choreography at a slower pace.*

*This class will have performances in large and small groups.*

### **Beginner Dance (Non-Performing) 8-12**

This dance class is designed for students new to dance who want to gain skills and learn different genres in a purely explorational way. No previous dance experience necessary. There will be no performances required in this class. Students will build basic dance foundations in multiple genres and learn how to create choreography. This is a project-based dance class that has many options for individualized learning. Students will use dance as a means to explore the Core Competencies.

### **Intermediate Dance (Dance Performance and Technique) 9-12 MDNC-09--S-INT, MDNCM10--S-INT, MDNCM11--S-INT, MDNCM12--S-INT**

This dance class is designed for students who have considerable dance experience, either in a previous KP dance class or in an outside dance studio. Students will be taught how to create choreography and take creative risks. The class is faster paced with no review of basic dance foundations, rather we build on the basic techniques and expand. Jazz technique such as jete's, pirouettes and splits will be expected. A strong emphasis will be on expanding previous performance skills. All dance classes will explore various genres such as hip-hop, jazz, contemporary, tap, ballet, and cultural dances. This class will have multiple performance opportunities.

Recommended: It is recommended that students in this course have previously succeeded in Dance Beginner with an Extending or an (A) in addition to being encouraged by Ms. Flather to enroll in Intermediate.

### **Advanced Dance (Dance Company) 9-12 MDNC-09--S-ADV, MDNTP10--S-ADV, MDNTP11--S-ADV, MDNTP12--S-ADV**

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

Students must have Ms. Flather's permission to enroll in this course.

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

### **Dance Leadership 11/Dance Leadership 12 YIPS-1A--S-DNC11, YIPS-2A--S-DNC12**

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

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

## **Music**

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

An introduction to high school band. An opportunity to learn different instruments or continue your current one. Will learn ensemble skills, being a member of a team, rhythmic accuracy and musical notation.

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

A continuation of band 8 with an increase in complexity and excitement of repertoire. Individual music abilities are molded into a performing group.

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

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

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

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

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

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

*Recommended: The director's permission.*

## **Jazz Band**

### **Instrumental Music 9, 10 (Jazz Band) MMU--09--S-JB, MMUJB10--S**

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

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

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

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

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

## **Guitar**

### **Instrumental Music 9, 10, 11, 12 (Guitar) MMU--09--S-GU, MMUGT10--S, MIMG-11--S-GUITAR, MIMG-12--S-GUITAR**

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

## **Music Composition Courses**

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

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

This course will provide students with the time to use their collected information and skills to compose their own music. Students will work independently at their own pace on a self-designed program. A high level of self-discipline and musical ability is required, as is your own laptop.

## **Vocal Courses**

### **Choral Music 10, 11, 12 MMUCC10--S, MCMCC11--S, MCMCC12--S**

This course is for students who want to build their confidence and sing to further their musical knowledge and confidence levels. Emphasis on group and solo singing with performance opportunities throughout the semester. The course will only run if enough students sign up.

## **Band-Leadership**

### **Available for all Band Courses**

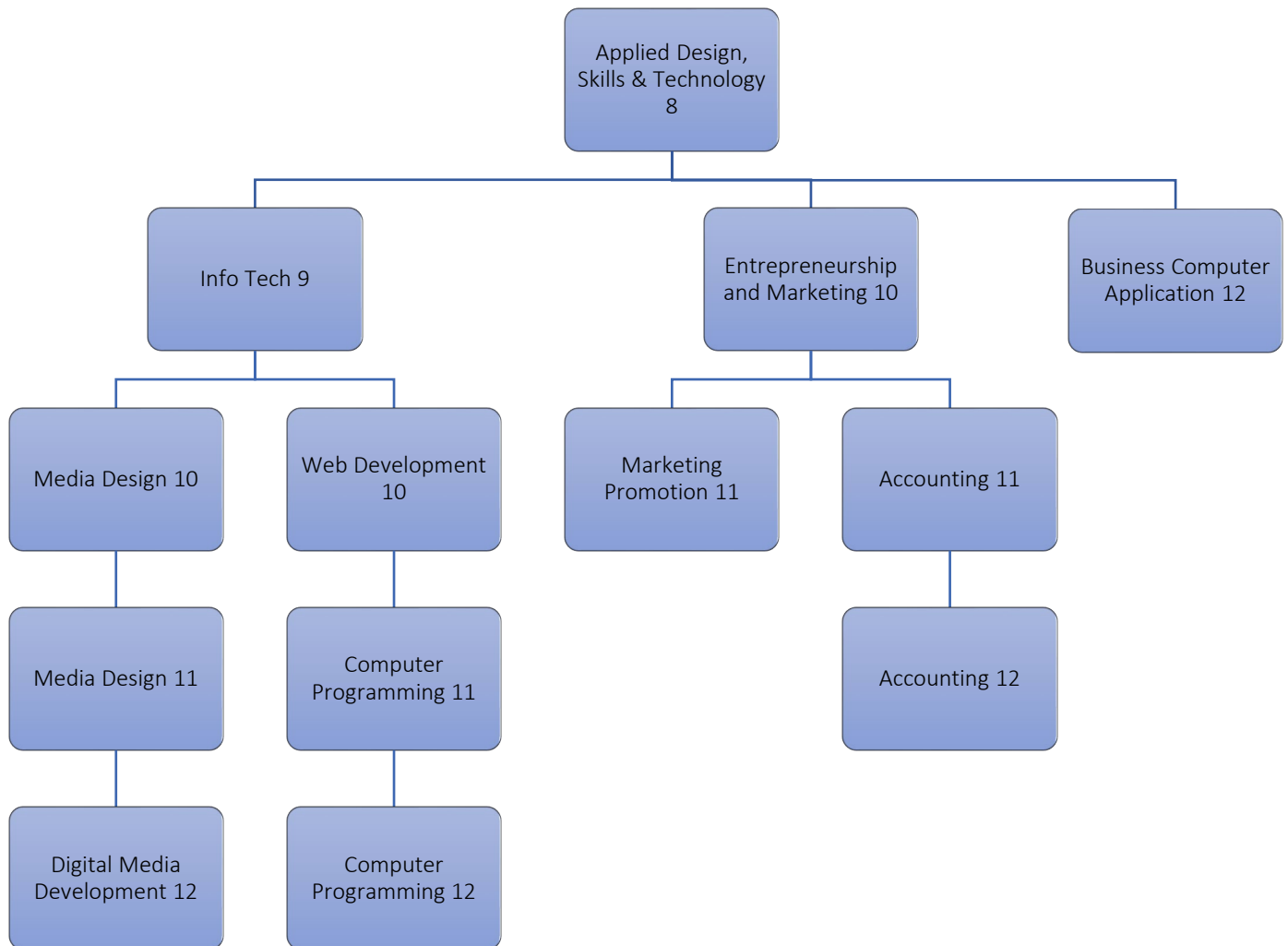
Special permission from the instructor is required.

Requires a high level of self-discipline, musical knowledge and confidence. You should be able to play 2 or more instruments proficiently and read music at a high level.

Must have a history of good attendance and punctuality.

## Business Education

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



## Business Courses

### Entrepreneurship and Marketing 10 MADEM10--S

This is an introductory course in which students study the ideas of entrepreneurship and marketing by exploring several big ideas in business education. **Big Ideas** include identifying entrepreneurship opportunities, characteristics of entrepreneurs and developing creative ways to add value to an existing idea or product. In the **Marketing** component students will focus on social, ethical, and sustainability considerations that impact design and decision making. An inquiry-based approach is encouraged to build an understanding of the practical skills in different technologies and tools that are required at different stages of creation and communication a **business or marketing plan**. Students will participate in a real time **stock market computer simulations**. The goals of this course are to empower students to develop the economic, financial, consumer, and communication skills.

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

**Recommended:** None.

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

This entry-level course introduces students to the fundamentals of accounting concepts and practices. Aligned with the **Big Ideas** of the BC curriculum, students will:

- Understand how financial literacy and ethical decision-making impact personal and business decisions.
- Learn how financial and business systems evolve to meet the needs of society.
- Explore how accounting principles can be applied to manage and evaluate personal and organizational finances.
- Recognize the value of accurate and transparent financial information in business operations.

Students will develop practical skills in accounting through projects and written applications, as well as using Microsoft Excel. Assessments will include hands-on projects to apply learning to real-world scenarios, along with tests to evaluate understanding of core concepts and principles.

This course is ideal for students interested in careers in accounting, bookkeeping, or managing a small business. The inquiry-based approach encourages critical thinking and problem-solving, enabling students to gain confidence and competence in various accounting practices while preparing them for future educational and career opportunities in finance and business.

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

This course introduces students to the dynamic world of marketing by exploring concepts such as product design, pricing, distribution and promotions. Aligned with the **Big Ideas** of the BC curriculum, students will:

- Learn how marketing is influenced by values, ethics, and diverse perspectives.
- Explore how marketing strategies evolve based on market trends and consumer needs.
- Understand how creativity and innovation contribute to business success.
- Develop skills to apply entrepreneurial and marketing concepts in practical ways.

Students will be assessed through **hands-on projects**, including the development of their own business ideas, fostering an experiential and activity-oriented approach to learning. Emphasis is placed on both individual and group performance, allowing students to collaborate, problem-solve, and execute real-world marketing initiatives.

Projects and inquiry-based assignments will guide students in developing practical skills in advertising, and consumer analysis, preparing them to be informed and innovative contributors to the business world. By bringing their ideas from conception to execution, students will gain valuable insights into the entrepreneurial process and the impact of marketing in a global economy.

### Accounting 12 MACC--12--S

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

**Recommended:** Accounting 11.

## Economics 12 MEC--12--S

Economics 12 examines human behavior within financial and economic contexts, encouraging students to develop an economic lens to understand the systems that shape our world. This course is built around the **Big Ideas** of the BC curriculum, which include:

- Financial and economic systems sustain and influence individuals, communities, and societies.
- Decision-making involves trade-offs between needs, wants, and limited resources.
- Interconnections between individuals, businesses, and governments shape economic activity.
- Economic concepts and systems evolve to meet changing societal needs and conditions.

Students will explore both theoretical and practical aspects of macroeconomics and microeconomics to answer three central questions:

1. Why do people make the choices they do?
2. How do financial systems and economies function?
3. How do people and financial systems interact with one another?

Key topics include supply and demand, behavioral economics, economic indicators, incentives, monetary systems, and analysis of relevant current events.

### Assessment

Students will demonstrate their understanding through a variety of assignments, quizzes, tests, simulations, and projects, with a focus on applying their knowledge to real-world scenarios. These assessments are designed to build critical thinking, analytical skills, and a deeper understanding of economic principles and their practical applications.

## Entrepreneurship 12 MENT-12--S

Entrepreneurship 12 provides students with the opportunity to explore and develop entrepreneurial skills by designing, operating, and evaluating a school-based business. Aligned with the **Big Ideas** of the BC curriculum, students will:

- Explore how entrepreneurship drives innovation and economic development.
- Understand how recognizing and responding to market needs creates opportunities.
- Examine the role of personal and social responsibility in business decision-making.
- Investigate how planning and risk management contribute to successful ventures.

Students will analyze the characteristics of successful entrepreneurs, business ethics, social responsibility, and production/resource management. Through hands-on, experiential learning, students will research, develop, and implement individualized venture plans that link technical and managerial resources with innovative ideas.

Key activities include:

- Developing detailed business plans.
- Operating a functional school-based business.
- Conducting market research and analyzing economic data.
- Participating in real-time business simulations to gain practical experience.

### Assessment

Students will be evaluated through a variety of methods:

- **Business theory:** Unit quizzes and tests.
- **Business simulations:** Hands-on practical assessments.
- **Venture operation:** Project-based evaluations of their school-based business.

This course focuses on active skill development to prepare students for the business world and post-secondary studies. While there are no prerequisites, prior business education courses would be helpful.

## Computer Courses

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

Course content (what students will know):

- Using keyboarding techniques to create text-based coding, drag and drop program development, and the foundation of creating and manipulating web-based products (HTML, Python).
- The design and function of network hardware and topology.

- Strategies to manage and maintain personal learning networks, including content consumption and creation. (Photoshop, Illustrator, InDesign, Microsoft Office).
- Current and future implications of cloud based technologies.
- Relationship between technology and social change.

### **Web Development 10 MWBDV10-S**

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

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

### **Media Design 10 MMEDD10--S**

Course content (what students will know):

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

*Recommended: Information Technology 9*

### **Media Design 11 MMEDD11--S**

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

Course content (what students will know):

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

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

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

*Recommended: Media Design 10 or approval of course instructor.*

### **Computer Programming 11 MCMPR11--S**

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

- Using an integrated development environment (IDE) to create projects.

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

*Recommended: Web Development 10.*

### **Digital Media Development 12 MMEDD12--S**

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

Course content (what students will know):

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

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

### **Computer Programming 12 MCMPR12--S**

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

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

*Recommendation: Computer Programming 11*

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

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

Course content (what students will know):

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

# French Immersion

## French Immersion Programme Overview

Table legend:

Course in French

Course in English

Junior Skill-Building Years		Senior Years and Graduation Requirements		
GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Français Langue Seconde - Immersion 8 <i>French Language 8</i>	Français Langue Seconde - Immersion 9 <i>French Language 9</i>	Français Langue Seconde-Immersion 10 <i>French Language 10</i>	Français Langue Seconde-Immersion 11 <i>French Language 11</i>	Français Langue Seconde-Immersion 12 <i>French Language 12</i>
Sciences Humaines 8 <i>Social Studies 8</i>	Sciences Humaines 9 <i>Social Studies 9</i>	Sciences Humaines 10 <i>Social Studies 10</i>	Histoire 12 <i>History 12</i> <i>Can be taken in Gr. 11 or 12</i>	Elective
Sciences 8 <i>Science 8</i>	Sciences 9 <i>Science 9</i>	Sciences 10 <i>Science 10</i>	A Science 11 or 12 course	Elective
Éducation Physique et Santé 8 <i>Physical Health and Education 8</i>	Éducation Physique et Santé 9 <i>Physical Health and Education 9</i>	Éducation Physique et Santé 10 <i>Physical Health and Education 10</i>	Elective	Elective
English 8	English 9	Any English 10 FP course	Any English 11 course	English Studies 12, or English 12 FP
Math 8	Math 9, Math 9 Core or Math 9 Honours	Math 10 Pre-Calculus and Foundations, or Math 10 Workplace	Pre-Calculus 11, Foundations 11, or Workplace 11	Elective
ADST 8 – Elective Sampler Rotation	Elective	Career Life Education 10	Career Life Connections & Capstone	Elective
Elective	Elective	Elective	Elective	Elective
<ul style="list-style-type: none"> <li>Careers 8 and 9 will be completed through a series of small assignments within the other classes.</li> </ul>		<ul style="list-style-type: none"> <li>At least one course must be a First Peoples (FP) course</li> </ul>		
		GRADUATION ASSESSMENTS: <ul style="list-style-type: none"> <li>Numeracy 10</li> <li>Literacy 10</li> <li><b>FRIM Littérature 12 – écrit et orale</b></li> <li>Literacy 12</li> </ul>		

## French Immersion Programme Description:

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

Learning French – the French Immersion Context allows students to:

- Acquire the knowledge, learning processes, abilities and attitudes necessary to communicate in French in an effective manner.
- Acquire an appreciation of the French language within its cultural context, in order to better understand Francophone communities and their cultures as well as the students' own culture and those of others.
- Acquire knowledge and appreciation of written, oral and visual works in the French language.
- Explore their own potential through language awareness, critical thinking and self-expression.
- Emphasize 4 facets of language (listening, speaking, reading, writing) to achieve functional literary bilingualism.
- A bilingual secondary diploma is awarded at the end of Grade 12.

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

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

## French Immersion Courses

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

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

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

Les Sciences Humaines 8 se concentrent sur l'étude des civilisations mondiales du début du Moyen Âge (6<sup>e</sup> siècle) à l'émergence de l'État-nation (18<sup>e</sup> siècle). Les élèves apprendront sur la croissance et le déclin des civilisations, ainsi que sur l'influence de l'exploration, de l'expansion, du commerce, de la colonisation et des conflits sur les sociétés.

### Sciences 8 FSCF-08--S

La science permet de mieux comprendre la nature et le monde autour de nous. Ce cours explore quatre disciplines fondamentales : les sciences de la terre (les plaques tectoniques et les couches de la terre), les sciences de la vie (les cellules et le système immunitaire), la chimie (la théorie atomique et la théorie cinétique moléculaire), et la physique (la lumière et l'optique). À travers de ces quatre disciplines, les élèves apprennent à planifier les expériences scientifiques, à travailler prudemment au laboratoire, à collaborer en français avec les autres et à acquérir une meilleure organisation académique.

### **Éducation Physique et Santé 8 (Mixte) FEPSF08--S**

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

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

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

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

Les Sciences Humaines 9 exploreront les changements en Europe, de la lutte pour la démocratie et la liberté à travers les révolutions. Elles aborderont également l'histoire du Canada, depuis sa colonisation française jusqu'aux années avant la Première Guerre Mondiale. Les sujets importants de la Vérité et de la Réconciliation avec les peuples autochtones seront discutés. Les élèves examineront comment les idées et les idéologies influencent les sociétés et le rôle que joue le pouvoir dans les relations entre les individus et la société.

### **Éducation Physique et Santé 9 (Mixte) FEPSF08--S**

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

### **Science 9 FSCF-09--S**

Les élèves approfondiront d'avantage leurs connaissances dans les quatre disciplines fondamentales : la chimie (les éléments et le tableau périodique), les sciences de la vie (la reproduction), la physique (l'électricité) et les sciences de la terre (les cycles de matière et la durabilité des systèmes). À travers ces quatre disciplines, les élèves développeront leurs habilités à planifier les expériences scientifiques, à travailler prudemment au laboratoire, à représenter leurs connaissances de plusieurs façons et à collaborer en français avec les autres.

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

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

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

Les sciences humaines 10 se concentrent sur les forces qui ont façonné l'identité canadienne de 1914 à nos jours. Les élèves seront encouragés à examiner de manière critique et réflexive les défis auxquels tous les Canadiens sont confrontés dans la société moderne, et cela les aidera à se préparer pour leur vie future en tant que citoyens canadiens et membres de la communauté internationale.

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

Ce cours comprend les quatre disciplines fondamentales : les sciences de la vie (la génétique), la chimie (les réactions chimiques), la physique (l'énergie) et les sciences de la terre (l'espace et la formation de l'univers). À travers ces quatre disciplines, les élèves approfondiront leurs habilités à planifier les expériences scientifiques, à travailler prudemment au laboratoire, à représenter leurs connaissances de plusieurs façons et à collaborer en français avec les autres.

## Éducation Physique et Santé 10 (Mixte) FPHED10--S

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

## Français Langue seconde - Immersion 11 - Langue et culture de la francophonie FLCF-11--S

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

## Français langue seconde - Immersion 12 FFRAL12--S

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

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

Êtes-vous intéressé par les raisons pour lesquelles le monde est tel qu'il est aujourd'hui ? Voulez-vous comprendre les causes profondes des conflits actuels au Moyen-Orient, en Europe de l'Est ou en Asie du Sud-Est ? Voulez-vous être en mesure d'expliquer les tensions géopolitiques entre la Chine, la Russie, les États-Unis et leurs alliés ? Êtes-vous curieux de savoir pourquoi l'héritage de la colonisation provoque encore des tensions et des souffrances en Afrique, en Amérique latine ou à travers l'Asie ? Voulez-vous en savoir plus sur les idéologies politiques et les structures économiques qui ont façonné notre monde au cours des 100 dernières années ? Si c'est le cas, vous devez remonter le temps. Histoire du Monde au XXème siècle 12 vous fournira les outils et les connaissances nécessaires pour comprendre les relations internationales passées et présentes.

## Home Economics

### Applied Skills 8 (Home Economics) MADGE08--S

This 6-week introductory course provides students with essential life skills in both food preparation and textiles. Students will learn the fundamentals of safe food handling, basic cooking techniques, and experience with hand sewing. Emphasis is placed on safety, practical skills, and building confidence in the kitchen and in sewing.

## Family Studies Courses

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

Students will explore the fascinating world of human growth and development while gaining practical skills to care for children of all ages. In this course, you'll delve into topics such as childhood milestones, effective caregiving strategies, and the impact of culture and society on parenting. Whether you're interested in pursuing a career in childcare, teaching, healthcare, or simply want to be an amazing sibling, babysitter, or future parent, this course equips you with the knowledge to make a meaningful difference in a child's life.

Hands-on activities, engaging projects, and real-world scenarios bring learning to life as you discover how to create nurturing and supportive environments for children to thrive. Explore exciting opportunities for leadership, empathy, and creativity while building skills that last a lifetime. Join us in **Child Development and Caregiving 12** to unlock your potential and inspire the next generation!

## Food Studies Courses

### Food Studies 9 MADFS09--S

In this course, students will learn how to prepare a variety of healthy and delicious meals. They will explore different cooking techniques, safety practices in the kitchen, and how to work with a range of ingredients. Students will also learn about the importance of nutrition and how food choices affect health and the environment.

### Food Studies 10 MFOOD10--S

Students will develop more advanced cooking techniques, food safe practices, and improve their meal planning skills. Students will also explore the connection between food, nutrition, and sustainability, learning how to make healthier and more eco-friendly food choices.

### Food Studies 11 MFOOD11--S

Students will expand their cooking skills by learning to prepare a variety of dishes from different cultures. They will learn how to prepare more complex dishes, including baking and food presentation, while focusing on nutrition, food safety, and sustainability. Students will also explore the cultural and environmental impacts of food choices.

### Food Studies 12 MFOOD12--S

Students will refine their cooking skills by preparing advanced dishes and exploring different techniques in the kitchen. They will focus on meal planning, food presentation, and nutrition, learning how to create balanced meals with a focus on sustainability and local ingredients. Students will also study the business side of food, including food trends, industry practices, and career opportunities in the culinary world.

## Textiles Courses

### Textiles 9 MADT-09-S

Students will explore the world of textiles by learning about different types of fabrics, materials, and how to sew. They'll develop basic hand sewing skills before using a sewing machine and work on creating their own projects like accessories or clothing. Students will also learn how design choices impact their projects and the environment. This hands-on course encourages creativity while teaching practical skills that can be used in everyday life.

### Textiles 10 MTXT-10--S

Students will learn about different types of fabrics and develop basic sewing skills, including using a sewing machine and hand stitching. They'll have the opportunity to create their own projects, such as clothing and accessories, while exploring how textiles are used in fashion, art, and design. Students will also focus on the importance of sustainability in the textile industry.

### Textiles 11 MTXT-11--S

Students will build on a variety of sewing skills by learning more advanced techniques and working with a wider variety of fabrics. They'll explore the design process to complete projects like clothing, accessories, or home décor items. Students will also learn about the role of textiles in the fashion industry and how to make more sustainable choices in their work. This hands-on course encourages students to explore hand sewing, beading, crocheting and knitting for both personal use and potential careers in textiles.

### Textiles 12 MTXT-12--S

Students will build upon and refine their sewing skills by working on more complex projects, such as customizing clothing and learning advanced textile techniques. They will explore the history and trends of the textile and fashion industries with a focus on sustainability and learning how to make eco-friendly choices in their designs and materials. This course provides hands-on experience and helps prepares students for careers in fashion, design, or textile-related fields.

## Fashion Design Tailoring 12 (BAA) MTXT-12AD--S-FASH

Students will explore the world of fashion design developing skills in pattern making, fabric selection, and garment construction. Students will learn about the fashion industry, including trends, marketing, and career opportunities in fashion. This hands-on course allows students to express their creativity while gaining valuable skills for a future in fashion design or related fields

## International Languages

The study of a foreign language has been found to increase cognitive development and capacity for empathy. Studying an additional language enhances travel and employment opportunities. Research has shown that people who speak multiple languages also have overall higher lifetime career earnings.

The principal goal of our program is to develop communication skills so that students have the desire and ability to communicate in French or Spanish in real-life situations. This happens through in-class activities, food trucks, music, workshops, and field trips where students practice using the language in authentic experiences.

Specifically, this communication competency encompasses the set of second language abilities that students use to:

- Import and exchange information, experiences and ideas
- explore the world around them
- understand and effectively engage in dialogue with others

The specific curricular competencies change at each grade level and can be found

at: <https://curriculum.gov.bc.ca/curriculum>

French and Spanish 11 and 12 meet the requirements of most post-secondary programs for reporting an academic course. Please check with your counselors and/or the post-secondary website.

### French 8

French 8 is required to fulfill the requirements for the Ministry Language Education Policy. This introductory course builds upon acquired knowledge and skills from elementary school, to offer students an opportunity to increase their level of competence in listening, speaking, reading and writing. This course focuses on important foundational skills that are required for future years of French. Students will learn French through Comprehensible Input methodologies, like storytelling, story-asking, Movie Talk, Picture Talk, among others. Students will be immersed right from the beginning in a communicative environment and encouraged to take risks with the language. Cultural elements are explored to develop a better understanding of the French-speaking world. Due to the cooperative nature of this course, regular attendance is very important.

### French 9

French 9 allows students to communicate at a basic level in French, through topics that are personally meaningful. As students gain proficiency in French, they will learn to communicate clearly and effectively in the target language. Students will be able to narrate stories orally and in writing, they will engage in short conversations, and they will be able to express themselves with growing fluency. They will participate in many activities, such as games, presentations, and discussions, that will enhance their reading, writing, speaking, and listening skills. Students will increase their awareness of French culture and the francophone world and be able to identify similarities and differences between French cultures and their own. Due to the cooperative nature of this course, regular attendance is very important.

### French 10

*Recommended: successful completion of French 9*

Students will continue developing their abilities to communicate effectively in French through listening, speaking, reading and writing in an interactive atmosphere. There will also be opportunities to learn about and grow an appreciation for various francophone cultures through different music, films, and stories. Student knowledge of

supporting grammatical concepts continues to be developed as well as the capacity to tell stories, express ideas, opinions, and preferences in spontaneous conversation and presentation. Due to the cooperative nature of this course, regular attendance and participation are very important.

## French 11

*Recommended: successful completion of French 10*

French 11 is accepted as a second language university requirement. This is a highly interactive and communicative course. Students will continue to enhance their abilities to communicate effectively in French through listening, speaking, reading, and writing with growing confidence. They will also learn about and grow an appreciation for various francophone cultures through different music, films, and stories. Student will be working towards attaining a working fluency in French and will be able speak and write with increasingly complex nuances of the French language. Due to the cooperative nature of this course, regular attendance and participation are very important.

## French 12

*Recommended: successful completion of French 11*

This course is the culmination of the study of French language and culture at the secondary level. Students refine their understanding of the language and cultural aspects and continue to develop their abilities to communicate effectively in listening, speaking, reading and writing. Students will work to refine the content and form of their work to an increasingly sophisticated level of French. A greater amount of class time is spent on discussions and the sharing of ideas. Students completing French 12 may be eligible to write the DELF exam (goal= B1 level), dependent on district exam offerings. Due to the interactive and cooperative nature of this course, regular attendance is very important. There are District Authority scholarships that are awarded to exceptional language students.

\*The DELF (Diplôme d'études en langue française) is a diploma awarded by the French Ministry of Education to prove the French-language skills of non-French candidates. Students who continue their French language learning through to French 12 will be given the opportunity to write the DELF exam and receive accreditation from the French Ministry of Education. <https://delf-dalf.ambafrance-ca.org/>

- A1: Understand and use familiar expressions employed in daily life to meet basic needs. Able to introduce oneself and others while asking and responding to simple questions on topics such as home, family and surroundings.
- A2: Understand short phrases and frequently used expressions relating to areas of immediate priority. Able to engage in simple tasks where they exchange simple and direct information while learning to describe immediate environment.
- B1: Understand essential points when clear and standard language is used. Familiar topics such as work, school and leisure are emphasized. Achieving a functional level of French is highlighted where students learn to manage in international settings in which French is the language spoken. Events, experiences, hopes and dreams are also a topic of conversation and expression. This is the level required for citizenship and for some study-abroad programs.
- B2: Understand the main ideas of complex texts, communicate spontaneously and fluently with native speakers, and express a clear, detailed opinion on a wide range of topics. This level is often considered the threshold for entering French-speaking universities or certain professional roles.

## INTRODUCTION TO FRENCH 11/12

Intro French 11/12 is an introductory course focusing on listening, reading, speaking and writing skills. This course provides a chance to start learning French, with beginner-friendly foundational skills! The focus in this course is the purposeful use of French to perform real life tasks, to share ideas, and to acquire information. In addition to studying the culture and traditions of the Francophone world.

-- *This course is not appropriate for students who have learned French before or native speakers.*

## Spanish 9

This course is an introductory Spanish course for those students that have little or no background in Spanish. Students will learn Spanish through Comprehensible Input methodologies, like storytelling, story-asking, Movie Talk, Picture Talk, among others. Students will be immersed in the language right from the beginning, in a communicative environment, that resembles the way we learn our first language: a relaxed, fun and caring environment that focuses on acquiring the language not on learning about it. Due to the cooperative nature of this course, regular attendance is very important.

-- *Not intended for native Spanish speakers*

### **Spanish 10**

*Recommended: successful completion of Spanish 9*

As students gain proficiency in Spanish they will learn to communicate clearly and effectively in the target language. Students will be able to narrate stories orally and in writing, they will engage in short conversations and will be able to express themselves with growing fluency: ask and respond to a variety of questions, describe situations, express opinions on familiar topics, among other things. Due to the cooperative nature of this course, regular attendance is very important.

### **Spanish 11**

*Recommended: successful completion of Spanish 10*

Students will continue developing basic communication in Spanish through listening, speaking, reading & writing tasks. Successful completion of Spanish 11 provides the minimum language requirement needed for some universities. Due to the cooperative nature of this course, regular attendance is very important.

### **Spanish 12**

*Recommended: successful completion of Spanish 11*

This course is the culmination of the study of Spanish language and culture at the secondary level. Emphasis is on building fluency in Spanish, learning more complex language structures and continuing to explore the Spanish culture. Students will work to refine the content and form of their work to an increasingly sophisticated level of Spanish. Due to the cooperative nature of this course, regular attendance is very important.

### **INTRODUCTION TO SPANISH 11/12**

Intro Spanish 11/12 is an introductory course focusing on listening, reading, speaking and writing skills. This means that students who have not taken a language prior to grade 10 have another chance to start learning Spanish! The focus in this course is the purposeful use of Spanish to perform real life tasks, to share ideas, and to acquire information. In addition to studying the culture and traditions of Hispanic people, the following themes will be explored: greetings, school life, food, friends, and family.

-- *This course is not appropriate for students who have learned Spanish before or native speakers.*

### **Intro to PUNJABI 11/12**

This is an introductory course for students who have little or no background in the Punjabi language. This course aims to teach students the fundamentals of Punjabi language and to develop communication skills (speaking, understanding, reading and writing) in Punjabi. In this course Punjabi culture and history will also be explored through music and movie segments. Grade 11 and 12 students are welcomed in this course. Successful completion of this course qualifies a student to enter Punjabi 11/12 level 2, a language which satisfies most University program's admission requirements.

## Linguistics

### Language Exploration 11 (BAA) YLOE-1D--S

Would you enjoy exploring and learning a language of your choice? Are you an independent learner? Language Exploration 11 might be the place for you! This course is for senior students who are curious about the study of linguistics and how language works. This course provides you with an exciting new opportunity to learn a language of your choosing that is not currently offered at our school. It will cover some introduction to linguistics and allow students to set realistic goals about their language learning journey.

## Peer Tutoring and Leadership

### Peer Tutoring 10 (BAA) YIPS-0A--S-PTUT10

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

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

Peer Tutors will undergo an initial two-week training period that is designed to prepare students to support struggling learners. Upon completion of training, peer tutors will spend most of the semester in a classroom placement in a subject area that is suited to the peer tutor's strengths and skills. In addition to classroom placement responsibilities such as supporting learners, peer tutors will be required to complete assignments related to classroom learning.

Peer tutors will receive training in positive, effective communication and collaborative skills, and will also study general information on learning difficulties and strategies that can be used to support students experiencing learning challenges in school.

Students will be assessed on putting theory into practice in the classroom as well as multiple assignments that are focused on classroom learning and their experiences supporting students.

*Prerequisites: Student demonstrated proficiency in a subject area, strong work habits and a sincere interest in developing leadership responsibility. Submission of two completed reference forms to LST. Reference forms can be found in the LST room.*

### Leadership 10 (BAA) YIPS-0A--Y-LEAD10

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

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

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

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

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

## Physical and Health Education

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

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

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

- Participate in and experience a variety of performance & leisure activities.
- Acquire skills and knowledge necessary to develop an active and healthy lifestyle.
- Develop positive attitudes towards physical activities.
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.
- Complete a Health Unit focusing on healthy relationships, consequences of alcohol and drug abuse, vaping, nutrition, and mental health.
- Train for a 5 km run once a week for ten weeks.
- Engage in large group fitness days once a week throughout the semester

### **Physical Education 9 MPHE-09--S**

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

- Participate in and experience a variety of performance & leisure activities.
- Acquire skills and knowledge necessary to develop an active and healthy lifestyle.
- Develop positive attitudes towards physical activities.
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.
- Complete a Health Unit focusing on healthy relationships, consequences of alcohol and drug abuse, vaping, nutrition, and mental health.
- Train for a 5 km run once a week for ten weeks.
- Engage in large group fitness days once a week throughout the semester.

### **Physical Education 10 MPHE10—S**

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

- Participate in and experience a variety of performance & leisure activities.
- Acquire skills and knowledge necessary to develop an active and healthy lifestyle.
- Develop positive attitudes towards physical activities.
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.
- Complete First Aid and CPR training through the ACT Foundation.
- Train for a 5 km run once a week for ten weeks.
- Engage in large group fitness days once a week throughout the semester

### **Physical and Health Education 10 - Recreational. MPHE10--S--REC**

The Grade 10 Recreation program offers students the same opportunities as Physical Education 10 but in a less competitive and more recreational environment, focusing on participation, enjoyment, and personal growth.

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

Students will:

- Acquire skills and knowledge necessary to develop an active and healthy lifestyle through recreational activities.
- Develop positive attitudes towards physical activities, mindfulness activities and non-competitive game play
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.
- Complete First Aid and CPR training through the ACT Foundation.
- Train for a 5 km run once a week for ten weeks.
- Engage in large group fitness days once a week throughout the semester

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

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

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

- Demonstrate responsibility by fulfilling leadership requirements.

Activities:

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

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

### **Fitness & Conditioning Superfit 11 CO-ED MFTCD11--S--SFIT-CO**

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

Activities:

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

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

### **Active Living 12 MACLV12--S**

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

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

Activities:

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

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

### **Fitness & Conditioning Superfit 12 CO-ED MFTCD12--S--CO**

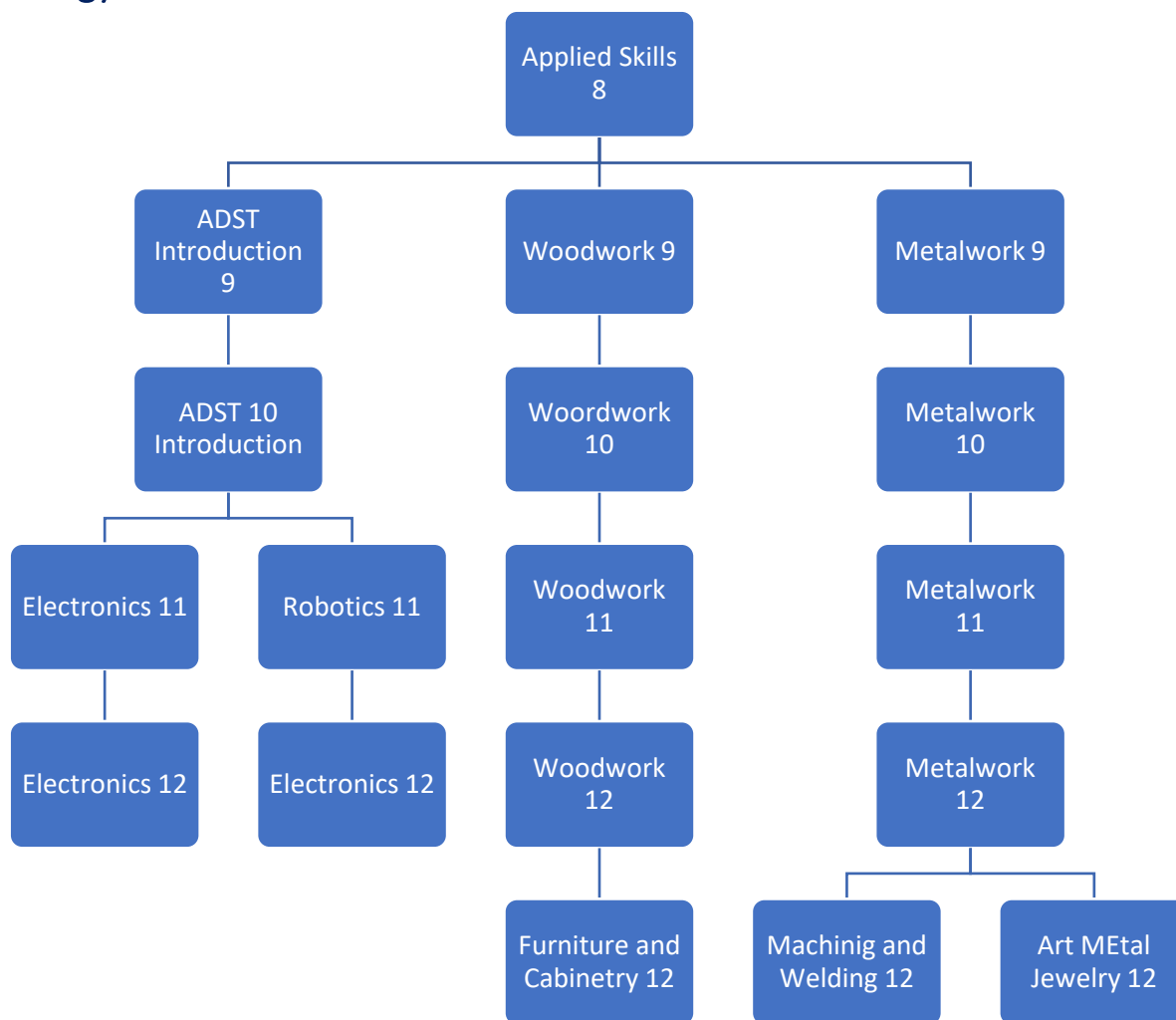
This course is designed to be a progression from Superfit 11. Students will create their own fitness program which will include the following:

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

Activities:

- Develop and create an exercise program incorporating the principles of training.
- Identify and describe different strategies for stress management and relaxation. Evaluate critically the effects of consumerism on body image and perception of athletes.

# Technology Education



## Applied Skills 8 MADGE08--S

5-week introduction to modern ADST – covering basic electronics, robotics, CAD, coding and web-design.

## ADST 9 Introduction 9 MADGE09--S-INTRO

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

## Electronics

### ADST 10 Enhancement MSTX-0A--S

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

### Electronics 11 MTELE11--S

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

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

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

## **Robotics**

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

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

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

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

## **Woodwork**

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

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

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

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

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

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

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

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

## **Metalwork**

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

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

### **Metalwork 10 MTMET10--S**

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

### **Metalwork 11 MTMET11—S**

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

## **Metalwork 12 MTMET12--S**

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