

# **Guildford Park Secondary**

## **COURSE DESCRIPTION BOOKLET**

**2022-2023**



**Grades 8-12**

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# Welcome to Guildford Park Secondary

## Home of the Sabres

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

Effective course planning requires interaction between student, parent, teacher and counsellor. Each student should make sure that their plans have been thoroughly discussed with the counsellor and with parents and guardians.

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

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

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

**Principal:** Mr. J. Johnstone

**Vice Principals:** Ms. A. Biggar (A-F)  
Ms. J. Johnson (G-N)  
Mr. M. Moloney (O-Z)

**Counsellors:** Ms. G. Missellbrook (A-De)  
Ms. C. Carlsen (Df-Li)  
Ms. T. Bartlett (Lj-Q)  
Ms. C. Adams (R-Z)

# STUDENT SERVICES

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## **Counselling Services**

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

Counsellors

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

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

## **Learner Support Team (LST)**

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

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

- Caseload management which includes writing IEPs, coordinating services, and liaising with families
- Collaborative consultation with classroom teachers
- Providing individualized and intensive essential student support
- Direct instruction in compensatory strategies such as the use of technology to support learning
- Development of adapted resources
- Exam adjudication
- Scheduled support blocks for identified students
- In-class academic support
- Drop-in support during class time with the classroom teacher's permission
- Drop-in support before school, at lunch, and after school
- Evaluation and reporting of student academic levels (Level A & B assessments)

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

The BASES Program is designed to teach, and support students who have been identified through psycho-educational testing. Our goal is for each student to acquire as many skills and to become as independent as possible before they graduate. This is done in several ways.

The following Life Skills oriented courses are taught within our classroom:

- Math
- English
- Social Studies
- Science
- Life Skills (Cooking, Shopping)
- Work Experience
- Fitness

We also provide assistance to students in integrated classes through Resource Blocks (where they can get help with their homework) and by providing support staff to help them in class.

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

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

# COURSE PLANNING – GRADE 8

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## Considerations when choosing courses for Grade 8:

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

*Courses with insufficient numbers of students will not be offered*

## Grade 8 Students take:

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

## **SESM (Socials, English, Science & Math)**

All Grade 8 students at Guildford Park enter into our SESM program, which consists of the four core academic courses: Social Studies 8, English 8, Science 8 and Math 8. SESM is a year-long program where students are placed into a cohort that stays together for the entire school year. Each cohort is taught by two teachers, one for English and Social Studies, the other for Math and Science. The SESM program is unique to Guildford Park and is effective in helping ease the transition from elementary to secondary school.

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

## COURSE PLANNING – GRADE 9

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### Considerations when choosing courses for Grade 9:

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

*Courses with insufficient numbers of students will not be offered*

### Grade 9 Students take:

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

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

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

# GRADUATION REQUIREMENTS

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## Graduation Program

All Grade 10-12 students must successfully complete 80 credits of course work on the 2018 Graduation Program. The chart below outlines the required curriculum and the elective requirements. You will need to work closely with your counsellor to ensure that you plan well for reaching your graduation goals.

You will need:

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

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

# PLANNING SHEET FOR GRADUATION (Grades 10-12)

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

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

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

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

# LANGUAGE ARTS

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## **English 8**

In English 8, students study a selection of literature, including novels, short stories, poetry, historical accounts, biographies, and current events. Emphasis will be on composition skills, the writing process: pre-writing, drafting, editing, and proof-reading. Oral communication skills will also be developed as students participate in individual and group oral presentations.

## **English 9**

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

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

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

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

## **Creative Writing & Composition 10**

This course offers the opportunity for students to develop lifelong languages skills throughout the writing process. This course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Students will develop their skills through writing coherent, purposeful compositions and other forms of written expression. The following are possible areas of focus within Creative Writing and Composition 10:

- contemporary creative forms such as slam poetry, rap, drama, song, graphic novels
- creative non-fiction, historical fiction
- poetry, song lyrics
- multimodal creative forms that combine visual, written, and oral texts
- composing narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- citing sources, considering the credibility of evidence, and evaluating the quality and reliability of the sources

## **Literary Studies & Composition 10**

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

- increasing literacy skills through close reading
- being educated global citizens

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

## **New Media & Composition 10**

This course is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording opportunities to demonstrate understanding and communicate ideas through a variety of digital and print media. Students will create coherent, purposeful compositions while developing and refining their writing abilities. Possible focus areas include media and film studies, journalism and publishing, poetry and song lyrics, and digital communication.

Skills emphasized are:

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

## **English Language Arts 11**

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

### **Composition 11**

Composition 11 is designed for students who have an interest in refining their skills in written communication in a variety of contexts as they continue to explore, extend, and improve their writing. Students will study, create, and write original pieces for diverse purposes and in diverse forms. Students will work to explore and create purposeful compositions and will develop their writing skills through processes of drafting, reflecting, and revising.

The following are possible areas of focus within Composition 11:

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

### **Creative Writing 11**

Creative Writing 11 is designed for students who are interested in using writing for self-expression and creative purposes, in parallel to the baseline English 11 curriculum, such as composition and literary analysis.

Students will become better writers and will collaborate and develop their talents through writing and design skill-building. Students will explore and apply writing processes as they experiment with, reflect on, extend, and refine their writing.

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

- short fiction and poetry—content could include short stories, flash-fiction, sub-genres of fiction, drama and script writing, fanfiction, poetry, literary devices and techniques
- creative non-fiction—content could include columns, articles, reporting, interviews, reviews, advertising, and memoirs

## **Literary Studies 11**

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

Students will:

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

## **English Language Arts 12**

*The completion of English Studies 12 is a requirement for graduation.*

## **English Studies 12**

This course continues to develop and enhance students' appreciation of literature and language through the exploration of a diverse collection of fiction and non-fiction that will deepen students' understanding of complex ideas about identity, others, and the world. Students will be exposed to varying worldviews and perspectives and gain a further appreciation for how language shapes ideas and influences others. Students' further development of language skills, questioning, and critical thinking will contribute to their ability to be educated and engaged citizens. English Studies 12 builds upon and extends students previous learning experiences in their English 10 and 11 courses. This course will include expository essay writing that will prepare students for college and university level courses.

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

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

# SOCIAL STUDIES

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## **Social Studies 8**

In Social Studies, a variety of learning experiences are facilitated through the integration of reading, writing, listening, speaking, viewing and representing skills. Students develop historical understandings and explore the inter-relationships between the past and present by studying selected events between the 7th and 18th centuries.

## **Social Studies 9**

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

## **Social Studies 10**

Social Studies 10 examines the political creation of the Dominion of Canada, a nation from “sea to sea” from about 1663 through to Confederation in 1867. It also examines Canada’s economic development up to the present. Specific learning outcomes will include an analysis of the conflicts between the French and British, the European immigrants and the Aboriginal peoples in North America, and between the British and the Americans. Issues of discrimination and racism will be explored and closely examined. Answers to questions like why Canada has two official languages and why Canada’s head of state is a king or queen, and why Canada is so much like the United States but remains a separate nation will be found in the conflicts that took place two hundred years ago and more. Geographic skills and knowledge will be reinforced and expanded, and an awareness and appreciation of current event issues will be encouraged.

**\*Students who do not have credit for a Socials Studies 11 or 12 course must choose at least one of the following Social Studies courses to meet Graduation requirements but may take more as elective courses\***

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

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

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

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

Some themes we will cover are:

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

## **Black Studies 12**

Black Studies 12 is the study of Black History in Canada. We will strive to gain a deeper understanding of Black homelands and the colonial experience of Black settlers in Canada. We will examine the social, cultural, political, legal, economic, and environmental factors that have altered Black ways of creating knowledge and lived experiences. Black studies will provide students with the skills and knowledge to critically question and investigate past and present Black contributions, representation and acts of resistance in Canada.

## **Comparative Cultures 12**

In this course we will examine how cultures are formed and how they change over time. We will strive to look beyond Eurocentric points of view to gain a deeper understanding and appreciation for cultures that have laid the foundation for our modern day understanding of society and culture. Through various form of expression, we will attempt to understand:

- How belief systems and social organizations are formed and influence structures of power within a culture
- How geographic and environmental factors influence the development of economic, agricultural and political systems
- How the interactions between cultures has led to conflict but also the exchange of values and belief systems

## **Law Studies 12**

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

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

## **Social Justice 12**

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

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

## **Genocide Studies 12**

Genocide is the intentional action to destroy a group of people— based on ethnicity, race, nationalism, or religion. In Genocide Studies, we will try to understand the reasons for genocides. We will need to understand the historical, psychological, economic, social, and other reasons why one group can turn against another group. We will study several different genocides in history, and currently occurring, through their identifiable stages, strategies, and responses. We will, also, try to learn how to predict future possible genocides, how the legal system views genocide, and how to deal with people who deny these events even take place. Indirectly, we are learning about who we are as human beings.

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

## **Psychology 12 \***

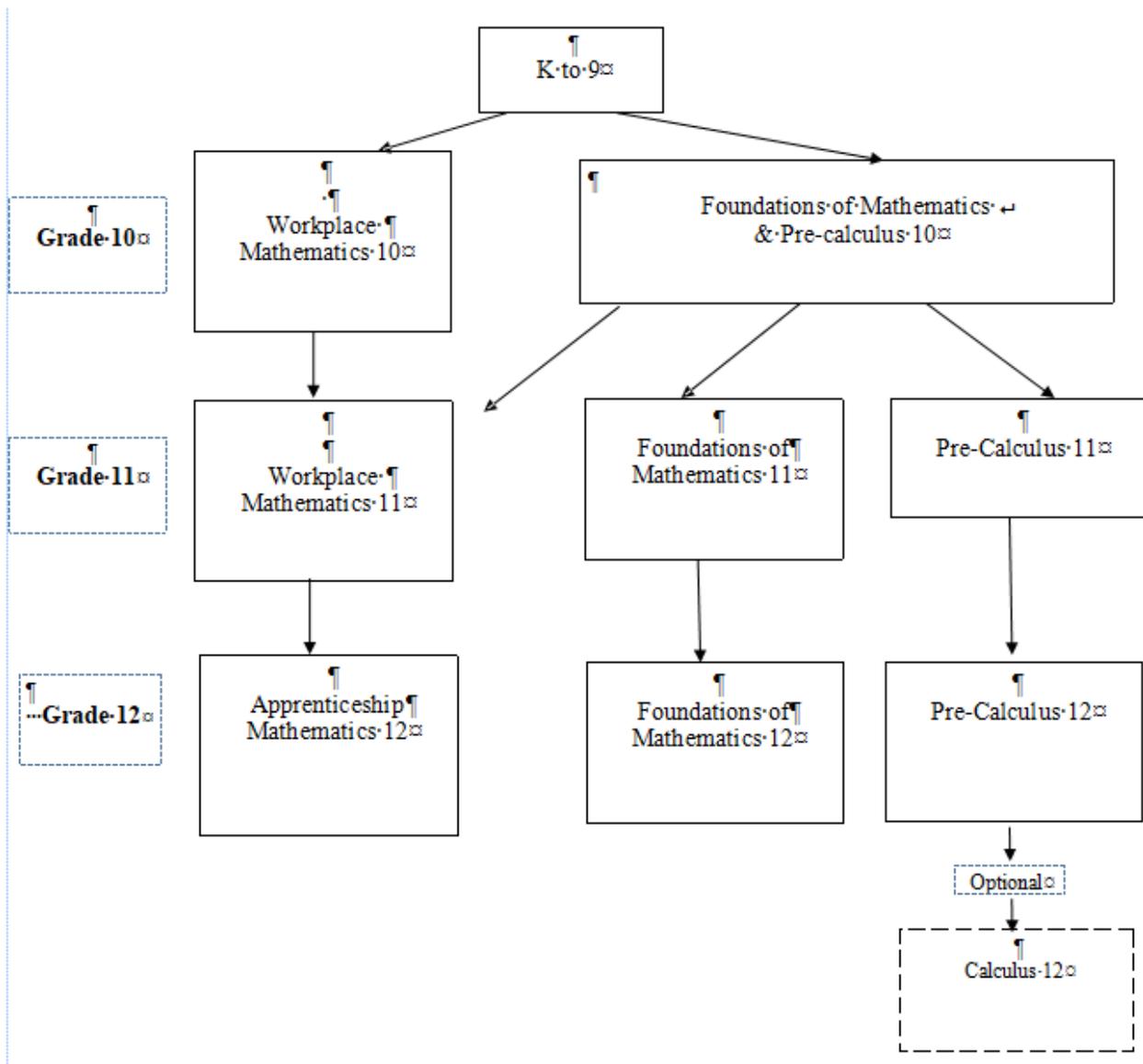
***\*Psychology 12 is an elective course for graduation but does not satisfy Social Studies requirements requirement***

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

# MATHEMATICS

## PATHWAYS AND TOPICS FOR MATHEMATICS

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



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

- develop a deep understanding of both factual (content) and processed-based (curricular competencies) information; each of these forms of knowledge are needed to solve complex problems
- reason mathematically using their understanding of number, pattern, spatial relationships, and analysis of data in order to problem solve
- become financially literate and able to make sound financial decisions
- use flexible, effective, and accurate strategies to analyze and solve increasingly complex problems
- explore how mathematics complements and includes other ways of knowing, such as First Peoples knowledge and
- other world views
- develop perseverance and confidence to apply mathematical thinking in various abstract and concrete contexts
- view and navigate their world with a mathematical perspective
- develop the ability for abstract thinking, including the critical thinking skills necessary for understanding global issues in society.

## **Mathematics 8**

***\*Scientific calculators are required but not used daily***

This course builds on concepts learned in grade seven. It is recommended that students have a good grasp of the four operations and know their multiplication tables well. Math is a participatory course so all students must come to class prepared to work and solve problems together.

### **Concepts and Content:**

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

## **Mathematics 9**

***\*Scientific Calculators are required.***

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

### **Concepts and Content**

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

***\*Students must choose one of the following Math 10 courses to meet Graduation requirements\****

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

***Students who received a less than 60% in Math 9 are not recommended to take this course; Workplace Math 10 is strongly recommended.***

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

Students are expected to know the following:

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

## **Workplace Mathematics 10**

*Students who received less than 60% in Math 9 are recommended to take this course.*

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

Students are expected to know the following:

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

*\*Students must choose at least one of the following Math 11 courses to meet Graduation requirements\**

*Pre-Calculus and Foundations are suitable choices for post-secondary study; students need to check post-secondary program requirements. Calculus 12 does not satisfy math requirements for graduation*

## **Foundations of Mathematics 11**

*Students who struggled in Math 10, receiving less than 67% may consider this course for completion of their graduation requirement. This course may be sufficient for post secondary studies in General Studies, Social Sciences, and Arts. This course may not be sufficient for academic studies in Math, Science, Engineering.*

Students are expected to know the following:

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

## Pre-Calculus 11

*Students who struggled in Math 10, receiving less than 67% are not recommended to take this course for completion of their graduation requirement.*

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

Students are expected to know the following:

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

## Workplace Mathematics 11

Students are expected to know the following:

- **financial literacy**: personal investments, loans, and budgeting
- **rate of change**
- How probability and statistics are used in different **contexts**
- **interpreting graphs** in society
- **3D objects**: angles, views, and scale diagrams

## Pre-Calculus 12

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

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

## **Calculus 12**

Calculus 12 is intended for students who intend to enter a post-secondary program that requires calculus.

Students are expected to know the following:

- **functions** and graphs
- **limits:**
  - left and right limits
  - limits to infinity
  - continuity
- **Differentiation:**
  - **rate of change**
  - **differentiation rules**
  - higher order, implicit
  - **applications**
- **Integration:**
  - **approximations**
  - fundamental theorem of calculus
  - **methods of integration**
  - **applications**

## **Statistics 12**

Statistics 12 is an elective math course which helps us make sense of data through; experiments, collection of data, and interpreting what we see in the media. This course does not replace the required math course to graduate, such as Precalculus 11 or Foundations 11. This course is for those in the Foundations or Pre-calculus pathways intending on going to college/university in either arts or sciences. You will learn the following in Statistics 12:

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

# SCIENCE

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## Science 8

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

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

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

## Science 9

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

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

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

## Science 10

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

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

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

**\*Students must choose at least one of the following Science 11 or 12 courses to meet Graduation requirements but can take more as elective courses\***

## **Science for Citizens 11**

***Students who struggled in Science 10, receiving less than 60% should consider this course for completion of their graduation requirement.***

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

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

As this course is based on the progression of a student's process skills, **attendance** and **participation** are the two most important parts of this course.

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

## **Life Sciences 11**

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

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

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

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

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

## **CHEMISTRY 11**

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

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

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

Topics to be studied in this course include:

- Introduction to Chemistry (lab skills and safety, measurement and communication, matter)
- Chemical Reactions (nomenclature, reaction types)

- Atomic Theory (history of the atom, periodic table, chemical bonding)
- Mole Concept (dimensional analysis, molarity)
- Solution Chemistry (molarity, dilution, solubility)
- Organic Chemistry (nomenclature, hydrocarbons and functional groups)

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

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

## **PHYSICS 11**

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

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

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

Topics to be studied in this course include:

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

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

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

## **Anatomy and Physiology 12**

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

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

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

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

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

## **Chemistry 12**

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

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

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

Topics to be studied in this course include:

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

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

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

## **Physics 12**

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

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

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

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

Topics involving mechanics include:

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

Topics involving electromagnetism include:

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

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

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

# LANGUAGES

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## **French 8**

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

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

## **French 9**

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

## **Spanish 9**

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

## **French 10**

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

## **Spanish 10**

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

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

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

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

## **French 11**

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

## **Spanish 11**

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

## **French 12**

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

**As part of the opportunities available in the course, students will have the chance to challenge the DELF exam—an official exam of French proficiency, which, if successful, provides students with an official certificate of completion as well as earning them 4 additional credits.**

## **Spanish 12**

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

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

# PHYSICAL AND HEALTH EDUCATION

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## **Physical and Health Education 8**

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

PE is a participation-oriented course in which appropriate gym strip is required and active participation is needed for success. The qualities of leadership, communication, responsibility, trust, and cooperation among students is emphasized. A safe and inclusive learning environment will be provided to help students experience positive, challenging, and enjoyable physical activity while learning skills and developing an understanding of the benefits of physical activity.

### **Program Goals:**

#### **Active Living:**

- Understand the principles and concepts that support active living
- Develop and maintain a personal level of functional physical fitness
- Develop a positive attitude toward active living in the pursuit of lifelong health and well being

#### **Personal and Social Responsibility:**

- Develop positive personal and social behaviors and interpersonal relationships

#### **Movement:**

- Demonstrate efficient and effective movement skills and concepts in all movement categories
- Demonstrate a functional level of activity-specific motor skills
- Demonstrate efficient and effective body mechanics

**Evaluation:** Students will be evaluated in the following categories: participation, personal & social responsibility, fitness activities & theory, personal records and movement concepts.

**Program Activities:** Basketball, Badminton, Dance, Volleyball, Lacrosse, Soccer, Minor Games, Tennis, Softball, Hockey, Rugby, Ultimate, Football, Aerobics, Track & Field, Weight Training

## **Physical and Health Education 9**

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

PE is a participation-oriented course in which appropriate gym strip is required and active participation is needed for success. The qualities of leadership, communication, responsibility, trust, and cooperation among students is emphasized. A safe and inclusive learning environment will help to provide students experience positive, challenging, and enjoyable physical activity while learning skills and developing an understanding of the benefits of physical activity.

### **Program Goals:**

#### **Active Living:**

- Understand the principles and concepts that support active living
- Develop and maintain a personal level of functional physical fitness
- Develop a positive attitude toward active living in the pursuit of lifelong health and wellbeing

**Personal and Social Responsibility:**

- Develop positive personal and social behaviors and interpersonal relationships

**Movement:**

- Demonstrate efficient and effective movement skills and concepts in all movement categories
- Demonstrate a functional level of activity-specific motor skills
- Demonstrate efficient and effective body mechanics

**Evaluation:** Students will be evaluated in the following categories: participation, personal & social responsibility, fitness activities & theory, personal records, and movement concepts.

**Program Activities:** Basketball, Badminton, Dance, Volleyball, Lacrosse, Soccer, Minor Games, Tennis, Softball, Hockey, Rugby, Ultimate, Football, Aerobics, Track & Field, Weight Training

## **Physical and Health Education 10**

***This is a Graduation requirement***

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

PE is a participation-oriented course in which appropriate gym strip is required and active participation is needed for success. The qualities of leadership, communication, responsibility, trust and cooperation among students is emphasized. A safe and inclusive learning environment will be provided to help students experience positive, challenging, and enjoyable physical activity while learning skills and developing an understanding of the benefits of physical activity.

**Program Goals:****Active Living**

- understand the principles and concepts that support active living
- develop and maintain a personal level of functional physical fitness
- develop a positive attitude toward active living in the pursuit of lifelong health and well-being

**Personal and Social Responsibility**

- develop positive personal and social behaviors and interpersonal relationships

**Movement**

- demonstrate efficient and effective movement skills and concepts in all movement categories
- demonstrate a functional level of activity-specific motor skills
- demonstrate efficient and effective body mechanics

**Evaluation:** Students will be evaluated in the following categories: participation, personal and social responsibility, fitness activities and theory, personal records, and movement concepts.

**Program Activities:** Badminton, Tennis, Rugby, Basketball, Soccer, Track and Field, Volleyball, Softball, Lacrosse, Weight Training, Dance, Football, Minor Games, Hockey, Ultimate, Aerobics

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

## **Fitness & Conditioning 11**

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

### **Program Goals:**

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

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

## **Active Living 11**

The primary purpose of our physical education program is to help students gain the skills and knowledge to be physically active for a lifetime. Active Living 11 is an extension of our Junior PE program, where concepts related to active living are further explored. Success in the Senior PHE program requires that the students be cooperative, responsible, and self-disciplined.

### **Program Activities:**

- Exploring the benefits of an active lifestyle and the drawbacks of being "unfit"
- Expanding on the understanding of the Components of Fitness
- PHE Labs and Notebook activities on a variety of healthy living and fitness related topics
- Minor games, cooperative challenges and activities
- Fitness Circuits and Aerobic Training
- Badminton, Basketball, Soccer, Softball, Volleyball, Lacrosse, Football, Tennis, Hockey, Field Hockey, Ultimate, Weight Training, Aerobics.

**Evaluation:** Students will be evaluated in the following areas: attendance, attitude, effort, teamwork, approach to fitness, PE notebook and knowledge of skills, game strategy and exercise concepts

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

## **Fitness & Conditioning 12**

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

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

### **Program Goals:**

- To further develop the student's knowledge and understanding of human anatomy and physiology as it applies to improving and developing physical fitness
- The students will gain an understanding of the different physiological systems in the body at work: muscular, skeletal, aerobic and anaerobic
- To describe the positive and negative aspects of nutrition and supplements on the body
- The students will be able to determine the physiological needs of proper nutrition in order to reach individual goals
- The students will learn how to advance from the cognitive aspects of planning to the physical aspects of creating and implementing a weight training plan
- To develop the student's knowledge and understanding of proper nutrition as it relates to human performance
- To give the students exposure to and participation in a diverse range of weight training techniques and fitness programs
- The students will gain the ability to recognize and communicate the need for modifying and adapting a workout program to ensure continual development
- The students will identify and measure levels of overall fitness throughout the course using heart rate monitors to measure and track progress of cardiovascular improvements, through one-rep maximum tests to measure improvements in muscular strength and endurance, and flexibility tests to monitor increased levels of flexibility

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

## **Active Living 12**

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

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

### **Program Activities:**

- Individual and team sports with an emphasis on invasive game analysis and tactical models

- Minor games, cooperative challenges and activities, skill circuits
- Design your own skill improvement plan in the sport/activity of your choice
- Pursue your own recreational interests
- Create your own Sport folio
- Service to others in a recreational setting (you choose what area suits your interests and schedule)
- Group-led arm up and cool downs
- Personal fitness profile-you will develop an individualized fitness plan, which includes fitness assessments and monitor your efforts to improve your personal fitness
- Why be fit? We will explore the benefits of an active lifestyle and the drawbacks of being “unfit”
- Do you know all the components of fitness? You will also learn wellness, lactic acid, RICE, FIT formula, physical activity pyramid, aerobic/anaerobic, ballistic stretch, isometric, isotonic, plyometrics and calorie balance
- Fitness circuits, aerobic training
- PHE Labs: nutrition, stretching, cardio fitness, muscle fitness, safe exercise

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

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

# BUSINESS, INFORMATION & COMMUNICATIONS TECHNOLOGY

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## **ADST Lifeskills 8**

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

## **Information Technology 9**

In a world where digital technology is becoming a big part of our daily activities, the ones who know how to properly use these technologies will have a tactical advantage in the 21<sup>st</sup> century! Information Technology 9 is a class that is designed to tackle the demands of digital technology in our society. This class covers topics from online networks/apps like *Office 365*, to digital *3D modelling*, to text-based *coding*, and *Photoshop* design. Students will understand how this technology works, how to build and design different technologies, and how to assess and understand the social implications of emerging technology, as it continues to be integrated into our daily lives.

## **Robotics 9**

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

## **Entrepreneurship & Marketing 10**

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

This course focuses on:

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

## **Digital Communications 11**

Think of your favourite *meme*, *logo*, or *emoji*... 😊! What does this graphic communicate, and how does it communicate it? Digital Communications 11 will give students the opportunity to study aspects of human communications in the *digital*, *online* and *print media* areas. Specific topics of study will be:

- Sociological impacts (the impact on humans).
- Ethical impacts and the changing nature of Journalism and the Media.
- Emerging technology to support collaboration and connectivity.
- Career opportunities in Digital Communication.
- Personal safety and responsibility in a 'digital citizenship'.
- Digital Literacy skills.

## **Marketing & Promotion 11/Entrepreneurship 12**

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

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

## **Computer Programming 11**

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

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

In this course, the YERDS (yearbook nerds) work together to build, design, and create Guildford Park's annual. Students in this class belong to a committed team that works to produce a book that will make our school proud.

The course content covers three main areas:

- Photography – digital photography using high-end DSLR cameras and digital development techniques using Adobe Photoshop as well as the art of photojournalism documenting games, events, and student life at GP.
- Journalism – vivid reporting and storytelling through written copy and copy editing.
- Graphic Design – creating page layouts using Adobe InDesign that are both balanced and beautiful.

Yearbook is not for the faint of heart – it requires a great deal of dedication and many hours outside of class time; however, if you like working as a part of a team and being creative then yearbook is the class for you!

## **Computer Programming 12**

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

## **Economics 12**

***This course is for students considering studying business after graduation.*** Economics is the study of human behavior in a financial context. This course will be of interest to you if you are interested in money, cryptocurrencies (Bitcoin), business or entrepreneurship. Understanding economics can prepare you for a life in business or the financial market (banking & stock market) but also give you skills to effectively manage your finances in your daily life. Have you, or someone you know, ever ordered food on an App, or bought items online? Maybe it was on an App like *Amazon*, *Uber* or a Website. Did you consider where did that item originally come from? Who built it? How much did the designer or builder get paid? Who delivered it? In Economics 12 students will study the methods and strategies that people, companies and even countries use to sell things!

You will explore how someone with an idea, grows that idea into a prototype, and then begins to sell it. What happens if the product is faulty? Or a massive success? In this course, students will study the systems of product sales and the impacts of each on both people, groups, governments and the environment.

- Students will explore the effects that the following have on the systems of business:
- Governments (local, provincial and national).
- Laws and legal considerations.
- Ethical considerations (What is 'right' and 'wrong'? in Economics).
- Indigenous impacts and perspectives.
- How countries manage, distribute wealth, resources and opportunities.

## **Tourism 11 & 12**

Tourism is the world's fastest growing industry. On average, visitors make 19.6 million overnight trips to Canada and almost 4 million tourists visited BC. This course introduces students to the five sectors of Tourism:

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

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

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

# HOME ECONOMICS & CULINARY ARTS

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## **ADST Lifeskills 8**

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

## **Foods 9**

This course introduces basic food preparation and nutrition. Students learn the fundamentals of safety and sanitation, the function of ingredients, various cooking methods, nutrition and healthy eating guidelines, culinary career opportunities, and social, economic, and cultural factors that affect food choices and etiquette.

## **Textiles 9**

This course will introduce students to the basic techniques involved in garment construction using commercial patterns. Projects may include boxers or PJ pants, tops/T-shirts and home decorating and/or craft items. Students supply fabric and patterns for personal choice projects.

## **Food Studies 10**

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

Students will be expected to know the following:

- Causes and consequences of food contamination
- Developing and designing meals, learning and understanding the relationship between mental and physical well-being
- Studying food trends, including nutrition, marketing and food systems
- Simple and complex global food systems and how they affect food choices, including environmental, ethical, economical, and health impacts
- First People food protocols, including land stewardship, harvesting/gathering, ceremonial uses and preserving methods

## **Textiles 10**

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

Students are expected to know the following:

- Natural and manufactured textiles, including their origins, characteristics, and care

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

## **Family and Society 10**

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

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

## **Food Studies 11**

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

Students will be expected to know the following:

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

## **Culinary Arts 11 & 12**

The Culinary Arts 11 & 12 course hopes to offer students the opportunity to experience working in a commercial kitchen. They will learn principles of food safety, food preparation, food production costs and service. Students will be expected to engage in a variety of food prep experiences in a team setting. Students will also be offered the opportunity to further their interests in the food and hospitality industry by developing connections to opportunities in Career choices offered through apprenticeship partnerships with schools in the district offering further education. Students may choose to enrol in Culinary Arts without any experience in food preparation. ***This course is taught in the Teaching Cafeteria Industrial Kitchen and not in a Home Economics Food lab.***

## **Textiles 11**

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

Students are expected to know the following:

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

## **Interpersonal & Family Relationships 11**

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

- interpersonal relationships, types, roles, functions, and importance
- Interpersonal relationship communication styles and strategies, methods
- Committed relationships, including indicators of readiness for a committed relationship, legal status and requirements, financial implications, roles of community and culture
- Marriage and commitment customs and how they are influenced by culture, including First Peoples cultures
- Factors involved in ending relationships, including the emotional, legal, financial, and social implications for the individuals involved

- Components of safe/healthy relationships and unsafe/unhealthy relationships, and how to stay safe in a variety of interpersonal relationships
- Indicators of unhealthy/unsafe relationships, and actions that can be taken if relationships become unhealthy/unsafe

## **Food Studies 12**

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

Students will be expected to know the following:

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

## **Textiles 12**

This course will focus on building the skills and techniques learned in ADST 11 Textiles. Students will create increasingly complex textile items, which allow them to refine and develop their understanding of different fabrics and design principles as well as various methods of garment construction. Consideration will be given to how fabric type and origin relate to end use products and their life cycle. Students will also investigate how different policies and guidelines influence the production and sale of textile items.

Students are expected to know the following:

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

## **Child Development & Caregiving 12**

This course focuses on building students' understanding of the cycle of human development. It focuses on the study of children's growth and development. Students will learn about the fundamental development process from conception and infancy to adolescence; and explore tools and techniques for ensuring proper

growth. Content will also include the study of different caregiving styles and how these approaches are linked to theories on child development.

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

### **Chef Co-op Program**

Two block (1/2 day) program that gives you the equivalent of three courses! Combine your culinary and baking/pastry interest with a 100-hour work experience in the food service industry. This is a specialized Foods course that includes CLC 12 (see write-up page 20).

Chef Co-op students will learn how to use different tools and technologies and learn how to adapt them for specific purposes. During the course, students, through personal design interests will learn how to evaluate and refine their skills. They will create products that are designed for life cycle. Students will have the opportunity to acquire their Food Safe Certification.

Students are expected to know the following:

- Pathogens, food-borne illness and prevention
- Operational procedures for kitchen tools and equipment
- Safety responsibilities of food services operators
- Reading and conversion of culinary recipes
- Menu design, recipe factoring, ratios, and costing
- Identification and selection of culinary ingredients
- Characteristics and properties of culinary ingredients
- Anatomy of meat, poultry, and seafood
- Selection of cuts of meat and poultry
- Principles of cooking methods
- Methods and principles for seasoning and presentation
- Ethnic and multicultural ingredients and their cooking
- Ethical, social, and environmental issues related to commercial waste management and recycling
- Food procurement decisions
- BC agricultural practices
- Substitutions for dietary restrictions and food allergies
- Career exploration, social perceptions of chefs, culinary enthusiasts, and food trends

# TECHNOLOGY EDUCATION

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## **Drafting 9**

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

## **Technology Explorations 9**

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

## **Drafting 10**

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

## **Trades Exploration 10**

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

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

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

**Please note**—This is only **1 block elective** that is designed to be more of an introductory course than our Discover Trades Program.

## **Electronics and Robotics 10**

This course is an introduction to electronics and robotics technology. It will combine electrical theory, experiments, and construction of projects. Students will gain experience in the applications of printed circuit boards and components. In the second part of this course you will design, build and program your own robot. Through the design process, you will analyze and build your robot to complete challenges through the

use of different sensors that can be found in everyday objects such as phones or cars. Through computer programming your robot will perform the challenges autonomously (just like a driverless car!).

## **Metalwork 10**

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

## **Power Technology 10**

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

## **Woodwork 10**

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

## **Automotive Technology 11**

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

## **Drafting 11**

The main objective of this course is to offer a combination of knowledge and “hands-on” skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of conventional board drawing measurement, and a variety of software applications, primarily AutoCAD, with an emphasis on architectural and mechanical drawings. Students will apply the acquired skills in the design and drawing of teacher/student-selected projects.

## **Electronics 11**

The main objective of Electronics 11 is to offer a combination of knowledge and “hands-on” skills that will prove valuable over a lifetime as well as opening doors to a wide variety of career options that are open to

both males and females through post-secondary. The areas of focus will include a blending of safety, use and care of tools and equipment, circuit theory as it applies to DC, AC, analog and digital circuits or systems. Emphasis will be placed on the application of theory to design. Where applicable, students will assemble, test, and if necessary, trouble-shoot various teacher/student-selected labs or projects.

The course may include the following:

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

## **Metalwork 11**

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

## **Robotics 11/12**

Would you like an opportunity to learn and prepare for the future? Tesla’s Driverless Vehicles and DJI’s Delivery Drones demonstrate the future capabilities of Robotics, which is already part of your everyday life, and will continue to impact your life moving forward. If you join this class you will design, build and program your own robot. Through the design process, you will analyze and build your robot to complete challenges through the use of different sensors that can be found in everyday objects such as phones or cars. Through computer programming your robot will perform the challenges autonomously (just like a driverless car!). This course is designed for people who have no computer programming experience but those with experience can enjoy the challenge of coding their robot in text-based languages such as RobotC or Python. If you are considering enrolling in robotics, gain a deeper understanding about the robots you will be working with by watching videos about VEX Robotics on YouTube.

## **Woodwork 11**

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

## **Automotive Technology 12**

*AUTOMOTIVE TECHNOLOGY 11 strongly recommended*

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

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

## **Drafting 12**

*DRAFTING 11 strongly recommended*

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

## **Electronics 12**

*ELECTRONICS 11 is strongly recommended*

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

## **Metalwork 12**

*METALWORK 11 strongly recommended*

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

## **Machining and Welding 12**

*METALWORK 12 strongly recommended*

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

## **Woodwork 12**

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

## **Furniture and Cabinetry 12**

*WOODWORK 11 and 12 strongly recommended*

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

# ARTS EDUCATION

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## **VISUAL ARTS**

### **Visual Arts 8**

EXPLORE, EXPERIMENT, DISCOVER

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

### **Visual Arts 9**

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

### **Art Studio 10**

ART IS EVERYWHERE!

Art 10 will allow students to further develop their technical skills and express their personal style in a fun and creative environment. Emphasis will be placed on composition, critical thinking and transmitting meaningful concepts in a variety of 2D and 3D media like painting, drawing, printmaking, ceramics (clay) and sculpture. Students will develop methods for analyzing historical and contemporary art. Daily use of sketchbooks will continue with the purpose of assisting students with expressing strong ideas visually. Cultivating your unique talents will prepare you for the demands of our ever-changing world with a high demand for creative people.

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

Students will have the opportunity to explore, experiment and create self-directed art in their sketchbook, This is NOT a skill building class, this studio class is for students who are looking for a quiet studio space to expand their skills and creativity at their own pace based on their own theme with access to art tools, materials and resources.

Students will reflect on their progress and present their sketchbook for evaluation for report card time. Daily assessment will be based on attendance, use of class time (production/focus), growth/artistic development.

Students are expected to:

- Show 1-hour worth of work or research each block
- Acknowledge inspirations (email photos and names of art & artists & visually display that in sketchbook)

- Document research (names of artist and what they have learned from them). Select an evolving theme to focus on for the semester (Alice in Wonderland, rabbit, rabbit tattoos, time, clock, cyborg....)
- Use of digital device for research purpose only. Daily self-evaluation out of 5 based on: Attendance, use of class time, focus (no digital device distraction), production growth/artistic development, exploring and experimenting with theme or material.

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

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

## **Photography 10**

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

## **Art Studio 11**

This course welcomes beginner art students (entry level) who want to become more creative. It is also designed for developing art students who want to further expand their skills and creativity in both 2D and 3D art.

Entry level artists will learn to express their ideas creatively in a fun and relaxing environment. Experienced art students will continue to explore and develop their style, skills, imagery, creative problem solving and critical thinking in both 2D and 3D media.

Students will have the opportunity to show their Art at various Art gallery settings.

*"I am always doing what I cannot do yet, in order to learn how to do it." Vincent van Gogh*

## **Photography 11/12**

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

## **Art Studio 12**

This course welcomes beginner art students (entry level) who want to become more creative. It is also designed for developing art students who want to further expand their skills and creativity in both 2D and 3D art. Entry level artists will learn to express their ideas creatively in a fun and relaxing environment. Experienced art students will continue to explore and develop their style, skills, imagery, creative problem solving and critical thinking.

Continuing Art students will be encouraged to create work that will produce a strong portfolio; they will be challenged to communicate their ideas in a professional, powerful artistic way using both 2D and 3D media. Remember employers want to hire creative people!

Students will have the opportunity to show their Art at various Art gallery settings.

*"Drawing is above all a means of expressing intimate feelings and moods" HENRI MATISSE*

## **PERFORMING ARTS**

### **Dance 9**

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

### **Dance Foundations 10-12**

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

## **DRAMA**

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

### **Drama 8**

Drama 8 is an introductory course in the Theatre Program. The main emphasis of the course is creative drama. The students will be involved in various lead up drama activities including theatre games, improvisation and script writing.

### **Drama 9**

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

### **Drama 10**

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

### **Drama 11**

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

### **Directing and Script Development 11**

Directing and Script Development 11 is an advanced theatre course that explores staging, script analysis, character development, and vocal and physical expression from a director's perspective. Students will have the opportunity to enhance their collaboration and communication skills through leading performance

groups and creating performance material for the stage. Directing and Script Development students will create original monologues and scenes, develop an original one-act play, and direct a class production. Personal awareness, self-discipline, and a willingness to assume responsibility play a vital role throughout the course.

## **Technical Theatre Production 11/12**

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

## **Drama 12**

*Drama 10 or 11 recommended*

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

## **Directing & Script Development 12**

*Drama 11 or Directing and Script Development 11 recommended*

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

## **MUSIC**

### **Band 8**

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

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

*Recommended C+ or higher in Band 8 or permission of instructor*

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

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

This is a mixed level music course where students will begin to learn how to communicate musical ideas using the guitar. More advanced students will have the opportunity for some independent study and to pursue the development of musical skills most relevant to their interests. All students will study fundamental guitar technique, music theory, composition, and basic audio recording techniques.

### **Concert Band 10-12**

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

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

### **Concert Choir 10-12**

These courses are the advanced levels of the Choral Music program, in a mixed grade class

Students will develop their understanding and competency in vocal production, learn to appreciate and enjoy various styles of vocal and choral music, and increase their fluency in the language of music. Students are expected to participate in class and our concerts throughout the semester. Additionally, senior level members are expected to offer mentorship and guidance to younger students in the course as we welcome them to our musical community.

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

This is a technology-based creative arts course where students will learn the basics of music production using technology. No pre-requisite or prior musical experience required. Students will learn music theory, listening and analysis techniques, techniques for composing music, piano keyboard technique, how to record music using a Digital Audio Workstation, and audio mixing techniques. This class is not limited to any musical genre, but is geared towards music made using computers: hip hop, EDM, synthwave, etc.

## **Jazz Band 10-12**

*Recommended B or higher in your last band course AND permission of the instructor. Co-requisite: Concert Band 9-12 or permission of the instructor*

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

# LEADERSHIP

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## **Recreational Leadership 10/11**

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

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

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

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

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

## **Library Science 11**

This course introduces library science and library work experience. Students will gain an understanding of library services, resources, policy, promotion of books and programs, effectively research skills and use of library technology, and client service skills. Students must be able to work independently. Students are responsible for accurate circulation desk duties. Attendance and independent focus on assignments are significant factors in a student's successes.

## **Peer Tutoring 11/12**

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

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

1. A minimum of one complete semester at Guildford park prior to enrolling in Peer Tutoring
2. A desire to be a positive role model and help others achieve their academic goals
3. Demonstrated academic strength and work ethic in a least three subject areas/courses as indicated by marks and teacher comments
4. An excellent attendance records in all previous courses

5. Exemplary work habits in previous coursework that demonstrate the student's willingness to work hard and a commitment to achieving goals aligned with the core competencies
6. Strong interpersonal skills that will enable the tutor to relate well to other students and communicate empathy and encouragement
7. Capability and willingness to keep up with expectations/responsibilities of online coursework component of blended model of instruction, AND adhere to deadlines
8. A minimum of 2 references from previous classroom teachers at Guildford Park prior to enrollment in the course

## **Library Science 12**

This course builds on the basic library science skills learned in Library Sciences 11. Students will develop more advanced skills in information literacy, secondary and post-secondary level research, collection management, the review of books in print and digital format, recommended resource lists, program development and client services skills. Attendance and independent initiative are significant factors in student success.

## **Laboratory Technician 12**

*Pre-requisites:*

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

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

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

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

**For more information regarding this course please see Mr. Prasad in room B200.**

## **Community Leadership 12**

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

# CAREER EDUCATION

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## Career Education 8

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

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

Career Education 8 is not a formal class with a single teacher. Students will complete assignments through selected classes as well as attend special events and presentations during the school year. Students will receive a mark for this course at the end of the school year.

## Career Education 9

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

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

Career Education 9 is not a formal class with a single teacher. Students will complete assignments through selected classes as well as participate in Career activities during the school year, including “Take Our Kids to Work” Day. Students will receive a mark for this course at the end of the school year.

## Career Life Education 10

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

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

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

## **Career Life Connections 12**

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

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

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

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

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

## **Co-op Programs**

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

<p><b><u>Applied Tech Co-op</u></b></p> <ul style="list-style-type: none"> <li>• Science for Citizens 11</li> <li>• Workplace Math 11</li> <li>• Career Life Connections 12</li> <li>• Work Experience (WEX 12A)</li> <li>• Leadership 12</li> </ul> <p><b>** 20 credits</b></p>	<p><b><u>Chef Co-op (Half Days)</u></b></p> <ul style="list-style-type: none"> <li>• Specialized Studies in Foods 12</li> <li>• Career Life Connections 12</li> <li>• Work Experience (WEX 12A)</li> </ul> <p><b>** 12 credits</b></p>
<p><b><u>Humanities Co-op</u></b></p> <ul style="list-style-type: none"> <li>• Literary Studies 11</li> <li>• Explorations in Social Studies 11</li> <li>• Career Life Connections 12</li> <li>• Work Experience (WEX 12A)</li> <li>• Leadership 12</li> </ul> <p><b>** 20 credits</b></p>	<p><b><u>Science Co-op</u></b></p> <ul style="list-style-type: none"> <li>• Life Sciences 11</li> <li>• Chemistry 11</li> <li>• Career Life Connections 12</li> <li>• Work Experience (WEX 12A)</li> <li>• Laboratory Technology 12</li> </ul> <p><b>** 20 credits</b></p>

## **Discover Trades Program**

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

<p><b>Trades Exploration – 1 Block Elective</b></p> <ul style="list-style-type: none"> <li>• Carpentry, Electrical, Plumbing &amp; Auto</li> </ul>
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## **District Partnership Programs**

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

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

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

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

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

Automotive Collision & Refinishing	Education Assistant	Legal Office Procedures
Automotive Service Technician	Electrical	Metal Fabrication
Baking & Pastry Arts	Explorations in Aviation	Millwright
Carpentry	Hairstylist	Painter
Child & Youth Care Counsellor	HeadStart in Art	Piping
Community & Public Safety	Health Science	Tah-tul-ut Indigenous Education
Culinary Arts	Heavy Mechanical	Welding
Drafting-CADD	Horticulture	

## **Youth Work in Trades**

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