

**Course Selection  
Handbook  
2021 - 2022  
Grades 9 - 12**



**Elgin Park Secondary School**

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## Principal's Message

Course selection is a process. This booklet outlines the course choices that are offered to students at our school and is a tool to help you select your courses.

While it is advisable to keep one's options open, it is necessary to narrow the focus at times to ensure a manageable load for students. Keep in mind that the choices made at the graduation program level (Grades 10-12) will impact the path a student can follow after graduation.

As a school, we highly encourage our students to explore a variety of courses in order to discover where their interests and talents lie. Students are advised to seek guidance from parents, teachers, and counsellors during the course selection process. We also encourage students to consult the careers department and post-secondary and other websites such as:

[www.educationplanner.ca](http://www.educationplanner.ca),  
[www.myblueprint.com](http://www.myblueprint.com))

### **Factors to consider in making your decisions:**

As you think about choosing your courses for next year, you should ask yourself:

- ◆ What courses **MUST** I take for graduation?
- ◆ What courses **MUST** I take to meet post-secondary and/or apprenticeship entrance requirements?
- ◆ What courses **MUST** I take to prepare for the work place?
- ◆ What will be the total time demand of the courses I select?

The course selection process provides an excellent opportunity for personal growth and for exercising decision-making skills. The staff at Elgin Park look forward to helping you make the best informed decisions possible.

## Student Support and Services

### **CAREERS**

The goal of the Career Department is to support students as they begin to explore employment options and career paths.

The Career Centre is where students can:

- Check out volunteer opportunities
- Get tips on resume writing
- Access labour market trends
- Get assistance with career and post secondary information
- Get information about district and school career programs

**Ms. Muir** (Career Facilitator)

**Ms. Spencer** (Career Centre Assistant)

**Mrs. Janzen** (Career Coordinator)

### **COUNSELLING**

The Elgin Park Counselling Staff are committed to assisting students in achieving their full potential academically, socially and emotionally. Counsellors can help students and their parents in the following ways:

- Orientation to the school
- Individual and group counselling for students
- Support and guidance for parents
- Guidance in high school graduation and course selection
- Liaise between students, teachers and parents
- Referral to community and professional services

### **Counsellors** (according to Last Name)

**Ms. Kim** (A-G)

**Ms. Hogan** (H-Li)

**Ms. Hundal** (Lia-Sa)

**Ms. Gill** (Sc-Z)

# Student Support and Services

## ELL PROGRAM

The English Language Learner (ELL) program at Elgin Park is set up on an immersion basis. ELL students are integrated into mainstream classes (academic and/or electives) for all blocks, with the exception of their ELL classes. Placement into the program is determined following the results of the District Initial Placement test written either at the Welcome Centre, or International Education (or from results of testing at their previous school) prior to registration at the school.

The ELL Levels are:

- 1) Level 1 (Starting)
- 2) Level 2 (Emerging)
- 3) Level 3 (Developing)
- 4) Level 4 (Expanding)
- 5) Level 5 (Bridging)

Level 1 to Level 3 students are usually enrolled in at least one ELL class per semester (direct support).

Level 4 and Level 5 students will typically be in mainstream classes (indirect support).

Students with either direct and indirect ELL support have access to LST for extra help in their classes; this does not apply to International students.

The ELL classes are divided into three progressive levels.

**The Level 3 courses will count as 4 credits each.**

- Level 1 - Starting: Canadian Culture class
- Level 2 - Emerging: Beginner 2 class
- Level 3 - Developing:
  - Introduction to Academic Language ELL 10
  - Academic Language ELL 10

Progress through the levels will be dependent upon each student's rate of language acquisition, which in turn will be influenced by a number of factors such as motivation and the length of time in the target language. Advancement up the levels will be determined in part by the results of the annual ELL Testing as recommended by both the District and the Ministry of Education. Other factors such as academic class marks and/or teacher recommendation will also be used to determine placement.

ELL students will continue to be monitored and tested yearly by the ELL teacher, typically in Spring.

Students exiting from the ELL program have met one of the

following criteria:

- received 5+ years of language instruction in the Surrey School District.
- achieved a mark at the Bridging level on the Surrey School District annual language assessment and has been recommended for exit by his/her academic teachers.
- approval of the School Based Team, in consultation with the ELL teacher.

### Level 1 - Canadian Culture

The focus is on writing, reading, listening and speaking English for Starting level students. Students will learn about Canadian Culture.

### Level 2 - ELL Beginner 2

The focus is on writing, reading, listening and speaking English for Emerging level students.

### Level 3 - Introduction to Academic Language ELL 10 (4 credits)

This is a bridging course for students at the Developing level to help prepare them for regular English classes. It focuses on writing, but has components of speaking, listening, reading, and visual representation.

### Level 3—Academic Language ELL 10 (4 credits)

This is a course with three main objectives—reading, writing, and speaking in English. Students will be exposed to a wide variety of reading genres including both fiction and non-fiction. The focus will be on increasing reading fluency, comprehension and speed. Students will learn how to respond and decipher various text questions.

### ELL English 10 / ELL Socials 10 (4 credits each)

ELL English/Socials 10 is a year-long full credit English 10 course that has been paired with full credit Socials 10 to help develop students' English language acquisition. Pacing of the class will be adjusted for English as a Second Language learners. For full information on English & Socials 10, refer to the English and Socials sections of this booklet.

# Student Support and Services

## **LEARNING SUPPORT TEAM**

The Learning Support Team (LST) at Elgin Park provides instruction to support students' identified learning needs and educational goals.

Students are either assigned a period for learning support in place of an elective course or use the LST centre on a drop-in basis for extra assistance with classroom work, independent study, project completion or test taking.

Our goal is to provide students a supportive, safe, and welcoming environment where they can become more efficient and confident with their own learning styles and learning strategies. LST staff assist students with their learning needs by teaching them skills to complete their homework and projects. We work with teachers to support students' pedagogical needs by providing and encouraging a variety of differentiated instruction techniques. LST staff also liaise with parents on an ongoing basis in order to help support their children at home.

Entry into LST is through a teacher and/or parent referral process. If you believe that your child needs LST support, please contact your child's counsellor.

Students enrolled in a LST block will be assigned one of the following courses:

## **Skills for Success 10, 11, 12**

Strategies for Learning 10-12 are designed to provide instruction in effective self-regulation and strategic learning for students with learning difficulties. Instruction focusses on developing skills and strategies which enable students to become effective and independent learners. Emphasis is placed on the transfer of these skills and strategies to all subject areas.

# Grade 9-12 Courses



## Business Education

### **Business Education 9/Ent & Marketing 10**

This basic business course introduces students to other business courses such as: Marketing, Accounting, Economics, Entrepreneurship and Business Leadership. This course is highly recommended for all students as a tool to learn about personal finances, budgeting, investments, and major purchases in the future. Students enrolled in this course will have a chance to participate in an Elgin Park Orca Pod Dragon's Den Challenge.

### **Entrepreneurship & Marketing 10**

This business course expands on business topics they might have learned in grade 9 and introduces the following topics more in depth: Personal Finance & Budgeting, Credit, Banking, Investments & Stock Market Simulation, Corporate Social Responsibility & Business Ethics, Economics, Marketing, Entrepreneurship, International Business, & Business Leadership. Students enrolled in this course will have a chance to create their own "Real Life" small business venture and participate in an Elgin Park Orca Pod Dragon's Den Challenge.

### **Marketing & Promotion 11/E-Commerce 12** *(Open to Grade 11 and 12 students)*

This course is a practical, activity-based course providing students with opportunities of examining the nature and role of marketing in local and global contexts as well as from a consumer perspective. Students will be encouraged to learn how marketing helps businesses determine and meet customer needs (marketing research); how businesses offer, promote and deliver products (promotions and pricing), and how to develop ethical and effective ways to meet consumer needs (products), and to explore the nature of the world economy. Students who take course will have opportunity to create their own Business Plan.

E-Commerce 12 is designed to apply the theories of Marketing 11 and use more advanced and professional marketing strategies.

### **Junior Computers 9/Computer Studies 10**

This course gives students the opportunity to learning Coding and Game Design. Students will be introduced to various, applied computer software (Adobe Flash Action script or Python). No previous computer experience is required and all assignments are completed in-class for this course.

### **Computer Programming 11/12**

This course is for students with strong computer skills and an interest in computer programming. Students will learn intermediate skills in problem solving, programming and game design as well as structured programming using C++ / Java/Python. This course is valuable for students interested in pursuing Sciences at post secondary level. This course is open to all Grade 11/12 students whether they have taken any previous Computer courses or not.

### **Graphic Productions—Intro to Computers 11/12**

Use your artistic skills to create documents and graphic images in a hands-on course. Students explore projects of personal interest by learning to use the following software: Photoshop, Dreamweaver, and Adobe Flash. This course is recommended for students with less computer experience or who need to refresh their skills from Junior Computers. Graphic Production 12 students will be expected to cover more advanced or creative projects as a continuation of Graphic Production 11.

### **Graphic Production 11/12 - Yearbook (+ Study)**

This course is available only to Grade 11/12 students who also qualify for a study block. The schedule for Yearbook combines a 4-credit course with a student block: Classes are in session 3 days a week (students will have a study block during the other 2 periods). The course will run from September through April. Students will be on a full time study block in May and June. Students will learn a variety of skills in graphics and commercial design, desktop publishing, digital media technology, and will market a product to the school community. Students will use computers and digital cameras to create the Yearbook.

Students with timetabling issues during second semester (or quarter) may be able to take this course and leave at the end of the semester (or quarter) and get a 2 credit Independent Studies 11/12 credit, but must consult with counselors and the course instructor for permission.

Prospective students must complete an application form available at the counselling office.

## Business Education

### **Media Design 11/12 - Computer Animation 11/12**

Use your artistic skills to create professional models and graphic images in a hands-on course. This advanced computer course explores Modeling and Animation and provides many opportunities for hands-on activities. It is an extension of Junior Computers. Some basic computer experience is recommended. This course is recommended for students that have achieved a “B” level or higher in Junior Computers or Graphic Production 11/12. This course will primarily use Blender and Myya.

Advanced Media Design 12 students will be expected to cover more advanced or creative projects as a continuation of Media Design 11.

### **Accounting 12** *(Open to Grade 11 and 12 students)*

This course provides an introduction to fundamental accounting concepts - a system to record and summarize financial events. Students will learn how to organize data using both manual and computerized methods to record, post and summarize transactions, and prepare financial statements and reports. Students learn to create balance sheets, ledgers, income statements, journaling and posting transactions. Students will also be required to interpret financial statements and predict what changes may occur to affect the financial positions of a company. Students will learn how to do their own personal income tax return at the end of the course. No pre-requisite required.

### **Entrepreneurship 12**

*(Open to Grade 11 and 12 students)*

This course allows students to discover the meaning of entrepreneurship and identify characteristics and skills demonstrated by entrepreneurs. They will research a variety of entrepreneurs and analyze their own entrepreneurial strengths and skills through in class activities and quizzes. They will study the different forms of business entities, how to begin a business, operate a business and create a business plan. Important areas covered in the setting up and operation of a small business includes: planning, organizing, controlling, strengths & weaknesses, site location, financing, human resources, promotion and innovation. Guest speakers will be invited to speak about their businesses. Students will have a chance to create a “Real Life Venture” with their classmates in this course.

## Career Education

The goal of career education is to help students identify their interests and skills and to assist with the transition from secondary school to the workplace and post-secondary.

### **Career Education 8 & 9**

All students receive credit and a letter grade for Career Education 8 & 9. Career related guest speakers and curriculum will be delivered throughout the year. Completion of follow up assignments and participation in Take Our Kids to Work Day for Gr. 9 is required.

### **Career Life Education 10**

The aim of Career Life Education 10 is to enable students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Career Life Education 10 will also provide opportunities for students to develop skills, attitudes, and behaviours that will allow them to manage their lives more purposefully and effectively, enhance their personal well-being and realize their full potential.

The course is organized into 4 areas:

- Personal Development
- Communication
- Community Connections
- Workplace Safety

### **Career Life Connections 12**

Career Life Connections is a Ministry Requirement for Graduation. It begins in Career Life 10 and culminates with a capstone presentation. All BC secondary school students must demonstrate they have met the following requirements for:

**Personal Development** – exploring post-graduation goals and plans.

**Connections to Community** – participate in work experience and/or community service and describe what was learned.

**Career and Life** – complete a “capstone project” to present significant accomplishments.

At Elgin, this course will be offered in different formats: as a stand alone course, through co-op, or paired with another course, such as Chemistry 11, Human Geography 12 or Studio Art 12, as a double block option.

# Career Education

## CO-OP PROGRAMS

Elgin's Co-op Program is a cohort of students that includes set academic courses, two work experiences (without missing instructional time), customer service training, completion of Career Life Connections 12 and a variety of field trips related to curriculum and careers. Instead of the standard 16 credit semester, co-op students receive 20 credits. The application process begins in grade 10 and is based on academic performance, attendance, and teacher references.

Co-op provides students with a competitive edge in terms of post secondary applications and employment. The work experiences, combined with the CLC 12 curriculum prepare students for post-secondary and career decisions.

**Elgin's Co-op** includes **Language Arts 11, Law 12, Work Experience 12 A & B and Career Life Connections 12**

Elgin Co-op Timetable	
Co-op Semester	Non Co-op Semester
Career Life Connections 12	Science 11
Language Arts 11	Math 11
Law 12	Elective
WEX 12 A + B	Elective

**Note: Students do not miss any instructional time while on work placement.**

### Other information:

1. Students earn credits in the co-op semester.
2. Students receive a separate grade for each course.
3. Students complete two work experiences in the co-op semester.
4. Students do not miss any instructional time from classes while on work experience, however, due to the fact that students will be absent from the classroom, and receiving "on the job training" during the work experience portion of the co-op program, the remaining curricular areas will be faster paced during the time the students are in school.
5. Due to the pace of the curricular areas and the agreements made with employers, it is crucial that students maintain an excellent attendance record

during the co-op semester.

6. Holidays and/or other absences, other than on prescribed school holidays, are strongly discouraged during the co-op semester.
7. Students interested in applying for the Co-op Programs must submit an application for consideration for admission.

*Applications are available in the Career Centre and are due by February 16th.*

## English

### English 9

English 9 includes an exploration of a range of texts, including those of First Peoples, and how they express values, beliefs and point of view. Students will develop an awareness of purpose, structure and differing perspectives in authors' choices within texts. differing perspectives in authors' choices within texts.

### LANGUAGE ARTS 10 (English 10)

All Grade 10 students take a course that combines Composition 10 and another English 10 course. Read the selections carefully and choose a course that interests you.

**Composition 10** focuses on developing written communication and encourages students to think critically to explore, extend and refine their writing. Students will work individually and collaboratively to create and revise purposeful compositions that include narrative, expository, persuasive and reflective pieces. **Like all of the English 10 course options, this course is recognized and accepted by post-secondary institutions.**

**Creative Writing and Composition 10** lets students flex their imaginative muscles through a wide range of writing styles. Students will experiment with creativity, push boundaries beyond typical thinking, and reflect upon personal and cultural identities. Areas of focus may include: contemporary creative forms, fiction and non-fiction, poetry and song, and multimodal texts that combine visual, written and oral representation. **Like all of the English 10 course options, this course is recognized and accepted by post-secondary institutions.**

**Literary Studies and Composition 10** explores specific themes, time periods, authors and/or areas of the world through literature and a variety of media texts. Canadian, First Peoples, feminist and world literature may be explored through poetry, short stories, novels, drama, graphic novels, and children's literature. Possible areas of focus in Literary Studies include genre-specific, thematic, and author-specific studies. **Like all of the English 10 course options, this course is recognized and accepted by post-secondary institutions.**

**New Media and Composition 10** focuses on the increasing importance of digital media and literacy in communicating and exchanging ideas. Students explore and create digital and interactive media. This may include film studies, publishing, poetry, song lyrics, blogging, writing for the web, social media, gaming and pod casting. Possible areas of focus in New Media include media & film studies, journalism & publishing, and digital communication. **Like all of the English 10 course options, this course is recognized and accepted by post-secondary institutions.**

**Spoken Language and Composition 10** supports students as they develop their spoken communication through processes of questioning, exploring, and sampling. The course introduces students to varied structures, forms, and styles of oral compositions and provides opportunities to individually and collaboratively study, draft, and use language to create original pieces. This course will also include performance, storytelling, and public speaking. Possible areas of focus in Spoken Language include performance and professional applications. **Like all of the English 10 course options, this course is recognized and accepted by post-secondary institutions.**

## **LANGUAGE ARTS 11 (English 11)**

Students will choose to take Composition, Creative Writing, Literary Studies, New Media or Spoken Language. These new courses will lead into the core English Studies 12 course, as well as the grade 12 elective English course offerings. Students may take more than one English 11 course. **All English 11 options are recognized and accepted by post-secondary institutions.**

### **Composition 11**

This course is designed to support students as they refine, clarify, and adjust their written communication for a range of purposes and audiences. Students will read and study compositions and be exposed to a variety of styles as models for the development of their writing. They will expand their competencies through processes of drafting, reflecting, and revising to build an authentic body of work. This course may be of particular interest to students who enjoy the writing process as well as students who wish to focus on improving their level of written communication. **Like all of the English 11 course options, this course is recognized and accepted by post-secondary institutions.**

### **Creative Writing 11**

Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they reflect on, adjust and extend their writing skills. The course provides students with in-depth opportunities to explore personal and cultural identities, memories and stories in a wide range of genres. Students will collaborate and strengthen their skills through writing and design processes. This course may appeal to students interested in refining their creative self-expression. **Like all of the English 11 course options, this course is recognized and accepted by post-secondary institutions.**

### **Literary Studies 11**

This course allows students to delve 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. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

- increase their literacy skills through close reading of appropriately challenging texts.
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive.
- develop higher-level thinking and learning skills.
- **Like all of the English 11 course options, this course is recognized and accepted by post-secondary institutions.**

## New Media 11

This course reflects the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. Students and educators have the flexibility to develop an intensive program of study centered on students' interests, needs, and abilities, while at the same time allowing for a range of delivery methods. This course recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework helps students develop a set of skills vital for success in an increasingly complex digital world by providing opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of media forms. **Like all of the English 11 course options, this course is recognized and accepted by post-secondary institutions.**

## Spoken Language 11

This course is designed to support students as they refine, clarify, and adjust their spoken communication. The course provides opportunities for students to study, create, write, and present original and authentic pieces for a range of purposes and audiences. They will build a body of work that demonstrates expanding breadth, depth, and evidence of spoken language genres for a range of situations. The following are possible areas of focus:

- Performance - spoken word/slam poetry, oral storytelling, readers' theatre, radio/podcasts/video posts.
- Oral tradition - oratory, local story knowledge, oral history.
- Professional applications - speech writing/presenting, interviewing, radio/podcasts/video posts, voice - overs.
- **Like all of the English 11 course options, this course is recognized and accepted by post-secondary institutions.**

## LANGUAGE ARTS 12 (English 12)

**Grade 12 students *must* take English Studies 12.** They may also take one or more English 12 electives, choosing from Creative Writing 12, Literary Studies 12, and Spoken Language 12.

## English Studies 12

This mandatory course provides opportunities for students to refine communication, think critically and creatively about the uses of language, and explore in depth texts from a variety of sources. Students will deepen understanding of themselves and others, gaining insight into the diverse factors that shape identity. English Studies 12 contributes to Reconciliation by fostering greater understanding of the knowledge and perspectives of First Peoples, as well as what it means to be an educated Canadian and global citizens.

## Creative Writing 12

Creative Writing 12 allows students to refine and extend their imaginative processes through a wide range of writing styles and self-expression. Students will experiment with creativity, push the boundaries of thinking to a more sophisticated and inferential level, and reflect upon personal and cultural identity. Possible areas of focus include: contemporary creative forms, fiction and creative non-fiction, poetry and song, and multi-modal forms that combine visual, written and oral expression. This course encourages self-direction and choice in creating works that represent each student's individual style.

### Literary Studies 12

Literary Studies 12 explores specific themes, time periods, authors and/or areas of the world through literature and a variety of media texts. Literature such as world, feminist, Canadian or First People's may be explored through poetry, short stories, novels, drama, graphic novels and children's literature. Possible areas of focus in Literary Studies include genre-specific studies, Canadian literature, First Peoples texts, thematic studies, and specific author studies.

### Spoken Language 12

Spoken Language 12 develops spoken communication through processes of questioning, exploring, and sampling. The course introduces students to varied structures, forms, and styles of oral compositions and provides opportunities to study, draft, and use language to create original pieces. There will be opportunities for performance, storytelling, and public speaking. Possible areas of focus in Spoken Language include performance and professional applications.

### Elgin Co-op

The Elgin Co-op allows students the flexibility in their timetable to participate in work experience opportunities outside the school. During the semester of the Co-op, students are enrolled in the following courses:

- Language Arts 11
- Law 12
- Work Experience 12 A & B
- Career Life Connections 12

A description of the Elgin Co-op appears in the Career Education section of this booklet.

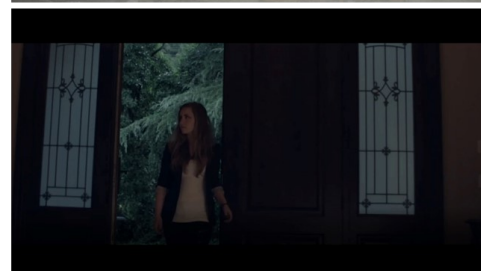
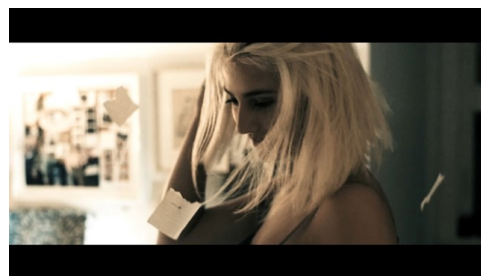
### MEDIA ARTS - Film 9/10, 11, 12 & Photography 9/10, 11, 12

#### **Overview:**

Media Arts (Film) & Photography courses provide students with a guided process that improves photography, film making, digital art and problem based learning skills. The general requirements for each assignment are to do research, concept development, draft development, final copy-editing and self-critiquing. There are also many opportunities for self-exploration, experimentation, contract projects and exhibiting your pieces in the school and community. Student success depends on personal maturity – a willingness to do “prescribed” learning tasks in a methodical and timely manner.

#### **Projects:**

To facilitate “real” learning, students are provided with clear steps and expectations to carry out their projects (four in number), as well as reasonable timelines – typically, four weeks. The assignment expectations are reviewed many times during the month. As well, outside of class-time is available to clarify comprehension related questions. Additionally, students will complete weekly skill building tutorials and in class assignments.



## Fine Arts: Visual and Media Arts

### **Media Arts 9/10 (Film)**

#### **Explore and create:**

- create media art using sensory inspiration, imagination, and inquiry
- explore artistic possibilities and take creative risks using various sources of inspiration
- create artistic works with an audience in mind
- create artistic works to reflect personal voice, story, and values
- develop and refine skills and techniques in creating media artwork
- demonstrate safe and responsible use of materials, tools, and work space

#### **Reason and reflect:**

- identify ways to resolve creative challenges
- describe and analyze how artists use materials, technologies, processes, and environments in media arts
- recognize and evaluate creative choices in the planning, making, interpreting, and analyzing of media artworks
- develop personal answers to aesthetic questions
- reflect on the influences of a variety of contexts on artistic works

#### **Communicate and document:**

- document, share, and appreciate media artworks in a variety of contexts
- communicate ideas and express emotions through art making
- demonstrate respect for self, others, and place
- communicate and respond to social and environmental issues using media art

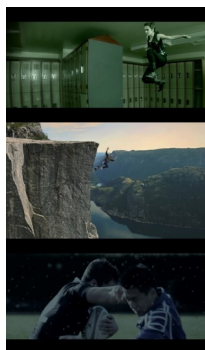
#### **Connect and expand:**

- explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge through media arts
- engage in digital citizenship throughout the creative processes

### **Media Arts 11 (Film)**

#### **Explore and create:**

- create media art using sensory inspiration, imagination, and inquiry
- explore artistic possibilities and take creative risks, using various sources of inspiration
- experiment with media arts materials and processes to create media artworks
- explore established, new, and emerging technologies used in media arts
- create artistic works for a specific audience
- refine skills and techniques in creating media artworks
- demonstrate active engagement in creating media artworks and resolving creative challenges



## Fine Arts: Visual and Media Arts

#### **Reason and reflect:**

- understand the purpose of a critique and choose when to apply suggestions
- describe and analyze, using discipline-specific language, how artists use materials, technologies, processes, and environments in media arts
- analyze creative choices in the planning, making, interpreting, and analyzing of media artworks
- develop personal answers to aesthetic questions
- reflect on the influences of a variety of contexts on artistic works

#### **Communicate and document:**

- document, share, and appreciate media artworks in a variety of contexts
- communicate ideas and express emotions through art making
- demonstrate awareness of self, others, and place through art making
- communicate about and respond to social and environmental issues through media arts

#### **Connect and expand:**

- demonstrate personal and social responsibility associated with creating, perceiving, and responding in media arts
- explore First Peoples perspectives, knowledge, and protocols; other ways of knowing, and local cultural knowledge through media arts
- create artistic works to reflect personal voice, story, and values
- explore the relationships between media arts, culture, and society
- explore personal, educational, and professional opportunities in media arts and related fields
- engage in digital citizenship throughout the creative process
- connect with others on a local, regional, or national scale through media arts
- demonstrate safe and responsible use of materials, tools, and work space

### **Media Arts (Film) 12**

#### **Explore and create:**

- create media art using sensory inspiration, imagination, and inquiry
- examine artistic possibilities and take creative risks, using various sources of inspiration
- refine skills and techniques from various styles and genres
- examine established, new, and emerging technologies used in media arts

## Fine Arts: Visual and Media Arts

- experiment with media arts materials and processes to create media artworks
- explore established, new, and emerging technologies used in media arts
- create artistic works for a specific audience
- refine skills and techniques in creating media artworks
- demonstrate active engagement in creating media artworks and resolving creative challenges

### Reason and reflect:

- understand the purpose of a critique and choose when to apply suggestions
- describe and analyze, using discipline-specific language, how artists use materials, technologies, processes, and environments in media arts
- analyze creative choices in the planning, making, interpreting, and analyzing of media artworks
- develop personal answers to aesthetic questions
- reflect on the influences of a variety of contexts on artistic works

### Communicate and document:

- document, share, and appreciate media artworks in a variety of contexts
- communicate ideas and express emotions through art making
- demonstrate awareness of self, others, and place through art making
- communicate about and respond to social and environmental issues through media arts

### Connect and expand:

- demonstrate personal and social responsibility associated with creating, perceiving, and responding in media arts
- explore First Peoples perspectives, knowledge, and protocols; other ways of knowing, and local cultural knowledge through media arts
- create artistic works to reflect personal voice, story, and values
- explore the relationships between media arts, culture, and society
- explore personal, educational, and professional opportunities in media arts and related fields
- engage in digital citizenship throughout the creative process
- connect with others on a local, regional, or national scale through media arts
- demonstrate safe and responsible use of materials, tools, and work space

## Fine Arts: Visual and Media Arts

### Media Arts Photo 9/Photography 10

#### Explore and create:

- create photographic works using sensory inspiration, imagination, and inquiry
- explore photographic possibilities and take creative risks
- express meaning, intent, and emotion through photography
- create photographic images with an audience in mind
- develop and refine photographic skills and techniques in a range of styles and genres
- demonstrate safe and responsible use of materials, tools, and work space

#### Reason and reflect:

- describe and analyze how photographers use materials, technologies, processes, and environments in art making
- recognize and evaluate design choices in photographic works
- develop personal answers to aesthetic questions

#### Communicate and document:

- document, share, and appreciate photographic images
- demonstrate respect for self, others, and place
- communicate and respond to social and environmental issues through photography

#### Connect and expand:

- create photographs that demonstrate personal, cultural, social, environmental, and historical contexts
- explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through photography
- engage in digital citizenship throughout the photographic process



## Fine Arts: Visual and Media Arts

### Photography 11

#### Explore and create:

- create photographic works using sensory inspiration, imagination, and inquiry
- explore photographic possibilities and cross-cultural perspectives
- take creative risks to express meaning, intent, and emotion through photography
- intentionally select and combine materials, processes, and image-making technologies to convey ideas
- create photographic images for a specific audience
- develop and refine photographic skills and techniques related to a range of styles and genres
- demonstrate active engagement in creating photographic images and resolving creative challenges

#### Reason and reflect:

- understand the purpose of a critique and choose when to apply suggestions
- describe and analyze, using discipline-specific language, how photographers use materials, technologies, processes, and environments in art making
- analyze design choices in photography
- develop personal answers to aesthetic questions

#### Communicate and document:

- document, share, and appreciate photographic images
- demonstrate awareness of self, others, and place through photography
- communicate about and respond to social and environmental issues through photography

#### Connect and expand:

- create photographs that reflect personal, cultural, social, environmental, and historical contexts
- explore First Peoples perspectives, knowledge, and protocols; other ways of knowing, and local cultural knowledge through photography
- explore personal, educational, and professional opportunities in photography and related fields
- explore the reciprocal relationships between photography, culture, and society
- engage in digital citizenship throughout the photographic process
- connect with others on a local, regional, and national scale through photography
- demonstrate safe and responsible use of materials, equipment, and work space

### Photography 12

In addition to all the skills learned in Photography 11, students in Photography 12 will also:

#### Explore and create:

- examine a range of photographic possibilities and cross-cultural perspectives

## Fine Arts: Visual and Media Arts

- intentionally select and combine materials, processes, and image-making technologies to convey ideas and justify choices

#### Reason and reflect:

- recognize and engage in the reciprocal process of a critique
- interpret and evaluate, using discipline-specific language, how photographers use materials, technologies, processes, and environments in art making

#### Communicate and document:

- demonstrate respect for self, others, and place through photography
- investigate ways to respond to social and environmental issues through photography

#### Connect and expand:

- evaluate personal, educational, and professional opportunities in photography and related fields



# Fine Arts: Visual and Media Arts

## VISUAL ARTS

### Visual Arts 9/Art Studio 10 (4 credits Fine Arts)

This course is an introduction to various materials and methods of art-making including: painting, drawing, sculpture, ceramics, mixed media and fibre arts. The emphasis in this course is on students gaining artistic skills and confidence. Students will also become familiar with the Creative Process and the Elements and Principles of Art & Design. Students will have the opportunity to express and develop their unique creativity and artistic style through a variety of interesting and engaging projects.

### Art Studio 11/12 Beginner and Intermediate (4 credits Fine Arts)

Art Foundations 11/12 is designed for students who are looking to develop their creativity and gain better art making skills and techniques. The class will offer a variety of art making opportunities such as: drawing, painting, sculpture, ceramics, print-making and mixed-media. Students will explore the Creative Process and Image Development strategies while creating both 2D and 3D artworks. The course will explore historical and contemporary artists and will include field trips to galleries to engage with what is happening in the Art World today.

### Studio Arts 2D 11/12

This is an advanced course designed to further develop student interest and skill in 2D media. It is a continuation of media introduced in Visual Art 10, with an emphasis on more advanced techniques in drawing and painting. Students can expect to explore a variety of media to create their 2D artworks including: pastel, watercolour, acrylic paint, ink, charcoal etc. This course will provide students with both directed and self-directed projects. Students will explore creative strategies to make artwork that is both technically and conceptually engaging. There will be opportunities for students to exhibit their work publicly, attend field trips to exhibitions, and prepare for post-secondary Art study if that is their goal.

### Studio Arts 3D (Ceramics) 10, 11, 12 (4 credits Fine Arts)

Ceramics and Sculpture is a course for students in grades 10-12 which focuses on the fundamentals of 3D forms using a variety of materials including clay, plaster, paper-mache, wire, and other materials. This is a hands-on course that will explore basic 3D sculpture building skills and vocabulary.

Beginners learn hand-building techniques for clay, and will have the opportunity to create several finished ceramic pieces- both functional and sculptural.

Advanced students will be introduced to throwing on the pottery wheel and will be able to create a body of self-directed artworks. This course will explore aesthetics and forms of analysis for 3D art, as well as examining the cultural and historical styles and uses of various forms of sculpture.

### Studio Art 11/Career Life Connections 12

This course prepares students to make successful transitions to post-secondary work, education, and/or training through a career inquiry which will lead to their final Capstone Project. This hybrid course is ideal for students who are interested in art and want to be challenged creatively. Students will explore their potential, learn about the many possible careers in the diverse field of creativity, and develop a portfolio based on their own creative interests. Students considering an education in Graphic Design, Architecture, Studio Art, Industrial Design, Teaching, Curation, Interior Design, Fashion, or Film & Television (set & costume design, make-up artistry etc.) will benefit greatly from this dynamic course.

### Advanced Placement Art 11/12

This course is for students who are dedicated to developing their art portfolio for post-secondary studies in Studio Art and Design programs.

Students signing up for the Advanced Placement programs must be prepared for the rigorous amount of time and effort required both in and out of class needed to develop their art portfolio.

If you want to take Pre-Advance Placement Art you should sign up for PKG--11--8.

If you want to take Advance Placement Art 12 should sign up for PKG--12--6.

## Fine Arts: Visual & Media Arts

### Pre AP and AP Art Courses

<i>Grade 11 Courses</i>	<i>Grade 12 Courses</i>
<p><b>PKG—11—08 Pre-AP Studio Art Advanced</b></p> <p><b>MVAD 11 and MVAGA 11</b> (8 credits Fine Arts)</p> <p>This is a two semester program for students who are serious about pursuing AP Art in Grade 12. Students will have this year to develop technical skills and artworks to include in their AP Drawing portfolio in Grade 12.</p> <p>Some students may wish to complete their portfolio in Grade 11 and may do so if they have demonstrated technical and conceptual competency.</p> <p><b>See course component descriptions below.</b></p>	<p><b>PKG—12—06 AP Advanced Placement Art</b></p> <p><b>MVAD12 and ASAD 12</b> (8 credits Fine Arts)</p> <p>This yearlong course is designed for students who are interested in completing an <b>Advanced Placement Drawing Portfolio</b> through the College Board. This course focuses on Drawing Issues which can be explored through a variety of 2-D mediums. <b>Students will complete a total of 24 artworks throughout the school year</b> (12 <b>Breadth</b> pieces plus 12 <b>Concentration</b> pieces) cultivating their artistic skill-set and style. AP Art students will complete their portfolios by the end of April when they will digitally submit 24 completed artworks, as well as sending in 5 of their best pieces to be graded. Students who receive top marks on their portfolio are able to earn 1st year university level credit through the College Board.</p>
<p><b>MVAD11 (Pre-AP)</b> (4 credits Fine Arts)</p> <p><b>Studio Arts 2D 11</b></p> <p>Students will learn about the Elements&amp; Principles of Art, successful composition strategies and will develop their technical abilities through a variety of projects. Students will be introduced to several Drawing Issues which are the focus of the AP Drawing Portfolio that is submitted to the College Board.</p>	<p><b>MVAD 12</b> (4 credits Fine Arts)</p> <p><b>Studio Arts 2D 12</b></p> <p>This is an advanced course and a continuation of the Grade 11 course. This would be an appropriate course for those students who have a more serious interest in Art, and who have taken prior art classes.</p> <p>AP students will continue working on their portfolio and expanding their art skills. AP students will also begin developing their Concentration for their AP portfolio.</p>
<p><b>MVAGA 11 (Pre-AP)</b> (4 credits Fine Arts)</p> <p><b>Graphic Arts 11</b></p> <p>This course is an extension of the Pre-AP Art program for students who want to continue working on their AP Drawing Portfolio <u>after completing MVAD 11.</u></p> <p>This course will provide opportunity for students to expand their experience with new &amp; varied 2D Drawing, Painting , and Print Media. Assignments completed in this course will be added to the AP Drawing Portfolio (in the Breadth section).</p>	<p><b>ASAD 12</b> (4 credits Fine Arts)</p> <p><b>Advanced Placement Art 12 (Drawing Portfolio)</b></p> <p>During this course students complete their Concentration artworks (a body of 12 artworks exploring one theme). Students will also complete artist statements and an essay describing their artwork and process. Students can expect to engage in regular class critiques throughout this course as they develop and work to completing their complete AP Portfolio.</p>
<p><i>*Pre-AP can be taken as one OR two semesters. All students wanting to take AP 12 <b>must</b> have at least one semester of Pre-AP 11.</i></p> <p><b>*Pre-AP Art Course Options:</b></p> <ul style="list-style-type: none"> <li>MVAD 11 (1 Semester)</li> <li>MVAG 11 (1 Semester)</li> <li>Or PKG—11—08 (Yearlong)</li> </ul>	

## Fine Arts: Performing Arts

### **BAND**

#### **Jazz Band 9**

This course focuses on an intermediate level of jazz band performance. Various styles of jazz will be studied (Swing, Latin, Funk and Rock) through ensembles and solo works. Improvisation and solo work will include intermediate techniques based on scales and chords. Enrollment is limited to the following standard big band instruments: saxes, trumpets, trombones, piano, bass, guitar and drums. Other instruments will be by director's permission. Students must be able to demonstrate a high enough level of musical competency to move towards the jazz idiom. The students will have an opportunity to perform and compete locally, as well as at the national and international level. Evaluation will be based on progress, attitude, participation in music activities and self-reflection. **Jazz Band 9 will be offered outside of the regular timetable.**

#### **Jazz Band 10** (Prerequisite: Interview required) (4 credits Fine Arts)

This course focuses on an intermediate level of jazz band performance. Various styles of jazz will be studied (Swing, Latin, Funk, Rock) through ensembles and solo works. Improvisation and solo work will include intermediate techniques based on scales and chords. Enrollment is limited to the following standard big band instruments: saxes, trumpets, trombones, piano, bass, guitar and drums. Other instruments will be by director's permission. The students will perform and compete locally as well as at the national and international level. Evaluation will be based on progress, attitude, participation in music department activities and self-reflection. **This course is offered in the timetable alternating with Concert Band.**

#### **General Music 10**

This course is designed as an alternative to Jazz Band 10 and is offered alternating with Concert Band. Students if they wish, can continue to develop their musicianship on their main instrument, or use this as an opportunity to branch out and explore something new. The students will have a chance to perform locally. Evaluation will be based on musical progress, attitude, participation in musical department activities, and self-reflection. General Music 10 is a year-long course.

#### **Jazz Band 11** (Prerequisite: Interview required) (4 credits Fine Arts)

This course is a continuation of playing jazz in a big band setting. Students will practice the skills necessary to move towards a professional level of performance. They will continue work on jazz articulations and jazz improvisation. Enrollment is limited to standard big band instruments (Saxes, trumpets, trombone, piano, bass, guitar, and drums). Other instruments will be by director's permission. Evaluation will be based on progress, attitude, participation in music department activities and self-reflection. **Jazz Band 11 is offered in the timetable and alternates with Concert Band 11.**

#### **Jazz Band 12** (Prerequisite: Jazz Band 11 + Interview required) (4 credits Fine Arts)

This course is a continuation of Jazz Band 11. The course material will be demanding and high in quality. Students will be expected to prepare their pieces to a high performance level. Enrollment is limited to standard big band instruments (Saxes, trumpets, trombone, piano, bass, guitar, and drums). Other instruments by director's permission. Evaluation will be based on progress, attitude, participation in music department activities and self-reflection. **Jazz Band 12 is offered in the timetable and alternates with Concert Band 12.**

#### **Concert Band 9**

This course is designed for students who have reached an advanced intermediate level of proficiency on a band instrument. Students must demonstrate a high enough level of competency to grasp advanced musical concepts. Daily preparation of materials at home is essential. The students will have an opportunity to perform and compete locally as well as at the national and international level. Evaluation will be based on progress, attitude, participation in music department activities, and self-reflection. **Concert Band 9 is a year long course.**

## Fine Arts: Performing Arts

**Concert Band 10** *(Recommended: successful completion of Concert Band 9 + director's permission) (4 credits Fine Arts)*

This course is designed for students who have reached an advanced intermediate level of proficiency on a band instrument. Students must demonstrate a high enough level of competency to grasp advanced musical concepts. Daily preparation of materials at home is essential. The students will have an opportunity to perform and compete locally as well as at the national and international level. Evaluation will be based on progress, attitude, participation in music department activities and self-reflection. In Addition, the students will be able to "Complete Career Life Education" which is a Ministry Requirement for all students in Grade 10.

**Concert Band 11/12** *(Prerequisite: Band 10. Interview required) (4 credits Fine Arts)*

Students will develop increasing levels of musical proficiency through the widest possible range of repertoire. The goal of lifelong music enjoyment will be explored along with post secondary education preparation and careers in music. Performance opportunities may include festivals, concerts, workshops all designed to enhance the student's experience. Evaluation will be based on progress, attitude, participation in music department activities and self reflection. In addition, the students will be able to complete the Career Life Connections 12 course which is a Ministry graduation requirement. Concert Band 11/12 is a year long course that alternates with Jazz band/CLC and a study.

**Concert Band 11/12 + Career Life Connections 12**

This program allows students the opportunity to continue their exploration of self, the community, career and life while pursuing their passion for music. Students will be asked to reflect & present upon their own experiences, as well as interact with the professional music community, establishing musical reference points with respect to their own learning. Whether students are pursuing music as a career or as a passion, this program builds skills and provides the foundation for pursuing individual life goals.

**Guitar 9/10**

This course covers a range of basic/medium instrument skills and an application of essential music fundamentals. Students will learn basic/medium guitar playing techniques by studying music notation, chord symbols, and peer modeling. They will perform music in a variety of situations both as a solo performer and as part of an ensemble. Additionally, a focus on enquiry, self-reflection and peer assessment will form an important part of the course. Students will be assessed according to their own personal development, technical progress, attitude, work habits, and improvement from performance to performance.

**Guitar 11/12**

This course covers a range of advanced instrument and performance skills. Students will learn advanced guitar playing techniques by studying scales, advanced chords, and improvisation. They will perform music in a variety of situations both as a solo performer and as part of an ensemble. Additionally, a focus on enquiry, self-reflection and peer assessment will form an important part of the course. Students will be assessed according to their own personal development, technical progress, attitude, work habits, and improvement from performance to performance.

**Music Composition & Production 11/12**

This course is intended for experienced and self-motivated musicians. Students will study the various elements of song writing and will learn to express perspectives, personal voice, story and cultural identity by writing their own original music. Using software and audio technology, they will also record, produce and manipulate their compositions. Students will also analyze, interpret and reflect on musical compositions, and share personal insights on the song writing process.

# Fine Arts: Performing Arts

## **THEATRE and DRAMA**

### **Drama 9**

This course is largely based on participation, attitude and teamwork. Students will work on their improvisation skills through Theatre Sports games and creating their own characters and scripts. Physical acting and mime will also be a large part of the course. They will learn rehearsal techniques and gain experience preparing performances of their own creation.

**Drama 10** (4 credits Fine Arts) *Recommended Prerequisite: Drama 8 or 9. If you have not taken these courses, speak to Mr. Weiss before course selection.*

Drama 10 is intended for those students who are serious about developing their acting skills in preparation for Acting 11 and 12. Acting techniques will continue to be stressed and developed with emphasis on performance for the audience in and outside of the classroom. Attention will be given to backstage and front of the house duties, as well as stage management and directing.

Numerous scenes, monologues, readers theatre assignments, one act plays, and keeping an actors journal contribute to helping develop student skills in this course. Students entering the course will work be expected to work with all members of the class in and outside of class time for rehearsals and performances. Opportunities to view professional theatre are open to Drama 10 students. Evaluation is based on attendance, professional etiquette, and a variety of assignments throughout the year.

### **Drama 11** (4 credits Fine Arts)

As senior acting students, Grade 11's are expected to work as leaders in the theatre company. They are given more instruction on character study and development, high-level improvisation sessions and will be expected to show more written output associated with their scene studies. Work in Shakespearean scenes continues, as does work with monologues.

### **Drama 12** (Recommended Prerequisite: Drama 11) (4 credits Fine Arts)

Grade 12 acting students will be evaluated with a large focus on performance and written work. They are expected to lead the theatre company by example and show greater focus on improving their art. Students will study professional theatre and film and strive to hone their own skills in characterization, improvisation and physical acting.

### **Directing and Script Development 12** (Recommended Prerequisite: Drama 11) (4 credits Fine Arts)

The student directors will act as aides to the teacher. By developing leadership skills and directing techniques, the student director will help to guide the acting students towards more effecting performance choices. The director acts as a class leader, helping to maintain a positive and creative working environment within the class.

Directors will also develop skills in script and character analysis and may also choose to create their own original scripts.

### **Theatre Company (X Block)**

Elgin Theatre Company is an X-Block that runs outside of the school day. Theatre Company provides students with the opportunity to mount a full production and perform it in front of an audience, emulating a professional theatre troupe. The focus is on the four steps required to create a theatre production: selecting the company, pre-production, production, and post-production. This course is a linear, full year course that is grounded in the talent and commitment of a wide variety of students, who combine their skills to form a full production team.

Students learn about the nature of a theatre company and the interconnected roles and responsibilities of the people who work in it. They examine the requirements for leadership, teamwork, commitment, theatre etiquette and protocol. Through participation in the rehearsal and performance process, students learn the skills and attitudes necessary to perform within a theatre company, including valuable personal and interpersonal skills that they can apply in broader social and career contexts.

Students are expected to show discipline, flexibility and willingness as they face the challenge of working together towards the realization of a live theatre experience. As students work together to perform their roles in the production, they progress towards the high standards set by professional theatre. The life skills students acquire through this course, including communication, teamwork, problem solving, empathy, responsibility and organization, benefit them in all areas of their life and will enhance their employability regardless of their future career choice.

This course is open to all grade 9-12 EPS Students. It is offered outside of the regular timetable on a regular basis. We will determine meeting days at the first meeting. Up to four rehearsals per week and evening performances are mandatory components of this course.

# Home Economics

**Foods Studies 9/10** (*This course is for students in Grade 9 or 10. This course alternates every year so that students are able to take it in both Grade 9 and 10 without duplication. . When taken in grade 10 students will receive an Applied Skills credit towards graduation. No prerequisites required.*)

This course builds on the basic skills and information students acquired in Lifeskills 8. Students will learn about food safety, sanitation, measurement and practice a wide array of cooking methods. Skills in planning, preparing and presenting nutritious foods will be emphasized and developed throughout the semester. Students will broaden their knowledge on nutrition by using Canada's Food Guide to make healthier food choices.

**Foods Studies 11/12** (*This course is for students in Grade 11 or 12. This course alternates every year so that students are able to take it in both Grade 11 and 12 without duplication. No prerequisites required.*)

This course builds on the basic skills and information students acquired in Foods and Nutrition 9-10. Students will go beyond the basics of food safety, sanitation and measurement to explore how fitness, diet, culture and consumerism influence overall health. Students will become confident at selecting and interpreting recipes and creating a wide selection of menu items. They will also explore various careers in the food industry.

**Pastry Arts and Baking 12** (*This course is for students in Grade 11 or 12. This course alternates every year so that students are able to take it in both Grade 11 and 12 without duplication. (Prerequisite: Foods and Nutrition 8 recommended)*)

Pastry Arts and Baking is a course that focuses on more advanced skills and techniques in baking. This course will be valuable for any student considering a career as a pastry chef, employment in a bakery, restaurant, catering service, or opening a business of their own. The skills learned in this course are transferable from the classroom to the competitive service industry.

## **TEXTILES 9-12**

*Courses in textiles are open to students in Grades 9 through 12. No prerequisites required. Students will supply own fabric, patterns and notions. There are 3 streams of study available:*

**Sewing:** Students will refresh their knowledge of the sewing machine operation and be introduced to the serger. They will complete various sample projects to develop and practice new skills. This course offers students the flexibility of working on personal projects with a focus on independent study and interest.

**Arts and Design:** This course is for students who like DIY crafts but do not necessarily wish to construct garments using a sewing machine. Projects may include soft sculptures, upcycled projects, holiday crafts, knitting and crocheting, jewelry making and home décor items. Students will identify various principles and elements of design from other cultures and learn about textile fundamentals.

**Patterning and Costumes:** Express your creativity through pattern drafting and garment construction. Students will cover topics such as figure shape analysis, colour and design, wardrobe planning, clothing alterations, natural and synthetic fibres as well as fashion history and trends.

## **Interpersonal & Family Relationships 11**

*(No prerequisites required)*

This course involves discussion based learning on the role of family in both local and global settings. The transition from adolescence to adulthood will be examined with an emphasis on family growth and development, social, emotional and cognitive changes. Students will explore the study of self as well as relationships. Skills learned may be applied to careers in counselling, social work, health care and teaching.

## **Child Development & Caregiving 12**

*(No prerequisites required)*

This course involves discussion based learning on the role of child development and caregiving. The transition of child development from infant to adolescents will be examined with an emphasis on how to care for children at each stage. Student will even have the opportunity to have their own "baby" where they will be responsible for caring for a computerized doll!to hone is your ability to think critically and open your mind to new and different ideas. Psychology, in essence, is the science of "why we do what we do".

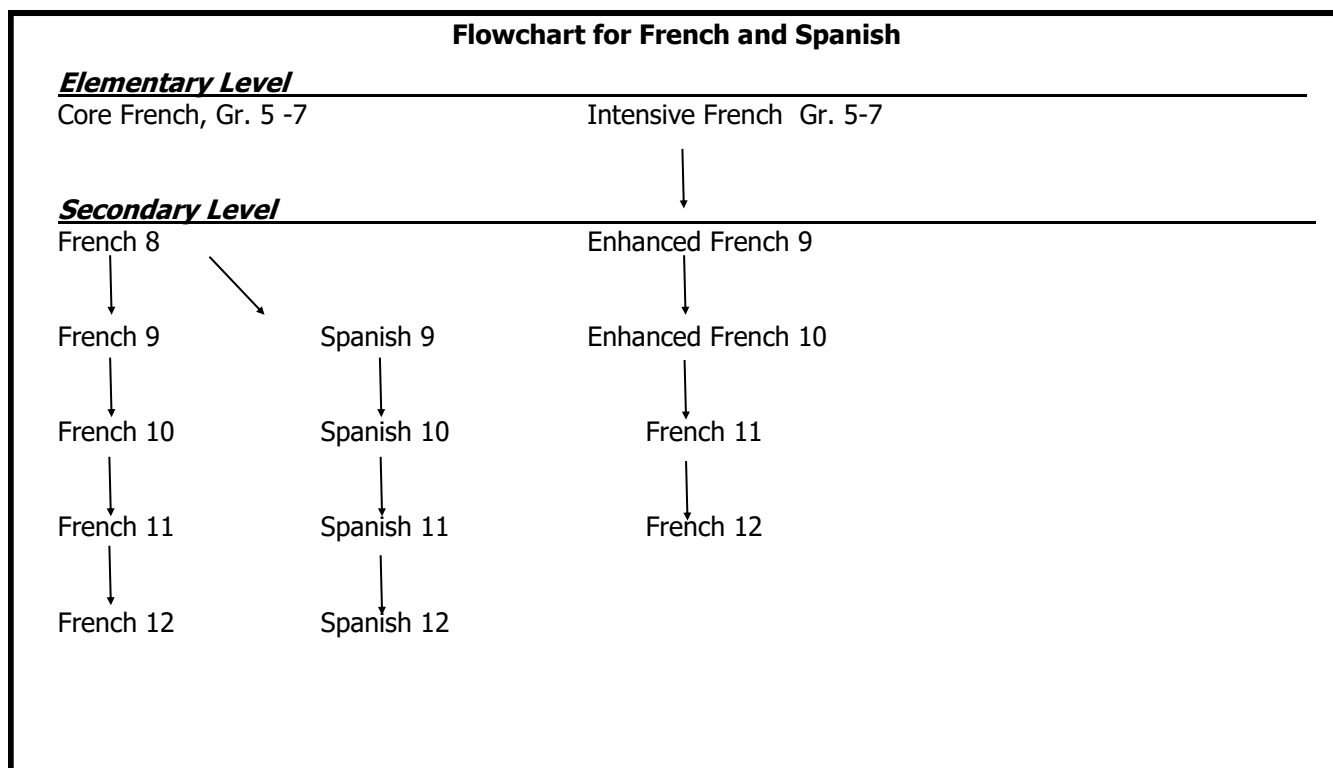
# International Languages

The principle goal of our program is to develop communication skills so that students have the desire and ability to communicate in French or Spanish in real-life situations. Specifically, this communication competency encompasses the set of second language abilities that students use to:

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

The specific curricular competencies change at each grade level and can be found at: <https://curriculum.gov.bc.ca/curriculum>

Students should be aware that some post-secondary programs may require a grade 11 and/or 12 language course. Please check with your counselors and/or the post-secondary website.



## International Languages

### **French 9**

Students will continue to develop their fluency in French through a variety of new themes. They will participate in many activities, such as games, presentations and discussions, that will enhance their speaking and listening skills. They will complete meaningful theme-based assignments that will further develop their reading and writing skills. Students will increase their awareness of French culture and the francophone world and be able to identify similarities and differences between French cultures and their own. **Students may be given opportunities to participate in extra-curricular field trips and travel to Quebec.**

### **Enhanced French 10** (*Prerequisite: Enhanced French 9*)

This is the follow-up course to Enhanced French 9. The students will complete the Core French 10 curriculum, but the course will be substantially enriched with more advanced speaking, reading and writing skills. Students must be prepared to be fully immersed in the language: French will be the only language spoken. The course will have interesting, authentic and motivating themes as well as a high level of student involvement and interaction. **Students may be given opportunities to participate in extra-curricular field trips.**

### **French 10**

In French 10, students will continue to develop their reading, writing, speaking and listening skills in an interactive atmosphere. Themes include survival missions, artistic expression, careers, news and current events, urban legends, and the forces of nature. Aboriginal perspectives will be embedded in the learning activities and French culture will be explored through food, literature, travel and film. **Students will be given opportunities to participate in extra-curricular field trips and travel experiences.**

### **French 11**

Students will enjoy this highly interactive course. They will communicate with growing confidence in French in many different authentic contexts. They will improve their reading, writing, and oral skills through interesting themes such as ethnic cuisine, childhood memories, advertising and adolescent difficulties. Some of the cultural highlights include a field trip to a French restaurant, an Ethnic Food Carnival and reading French children's stories.

Aboriginal perspectives will be embedded in the learning activities. **Students will be given opportunities to participate in extra-curricular field trips and/or travel experiences.**

### **French 12**

This course is the culmination of the study of French language and culture at the secondary level. Students will refine their understanding of the language, culture and literature in a more relaxed atmosphere. They will continue to improve their language learning skills with an emphasis on speaking. A greater amount of class time is spent on discussions and the sharing of ideas. Some of the cultural highlights include a French restaurant field trip, exposure to French magazines and stories, research into Francophone artists and countries, ethnic food sampling, and the viewing of foreign films. Aboriginal perspectives will also be embedded in the learning activities. Students may be given the opportunity to write the DELF exam. **There is an EPS Scholarship for the top French 12 student. In addition, there are District Authority scholarships that are awarded to exceptional language students.**

### **Spanish 9**

This is a fun, introductory course that focuses on the language learning skills of speaking, listening, reading and writing. Spanish 9 aims to teach students the basics so that they will be able to communicate in Spanish-speaking communities. It also introduces students to the literature, culture, and traditions of Hispanic people. Some of the themes include food and restaurants, likes and dislikes, clothing and shopping, family, friends and school life. **Students may be given opportunities to participate in extra-curricular field trips.**

### **Spanish 10**

In Spanish 10, students continue to explore the Spanish language and culture. They will develop their writing, reading, speaking and listening skills through a variety of interesting and engaging themes. Highlights include fun individual and group projects, foreign films and cultural experiences. Aboriginal perspectives will be embedded in the learning activities. **Students enrolled in language classes may be given an opportunity to travel to Mexico or Spain for an authentic cultural experience.**

## International Languages

### Spanish 11

This is a highly interactive course where students will communicate with growing confidence in Spanish in many different authentic contexts. They will improve their reading, writing, speaking and listening skills through interesting themes such as travel, media and childhood memories. They will enjoy foreign films and other cultural experiences. Aboriginal perspectives will be embedded in the learning activities. Successful completion of Spanish 11 provides the minimum language requirement needed for some Universities. **Students enrolled in language classes may be given an opportunity to travel to Mexico or Spain for an authentic cultural experience.**

### Spanish 12

This course is the culmination of the study of Spanish language and culture at the secondary level. Emphasis is on building fluency in Spanish, learning more complex language structures and continuing to explore the Spanish culture. Aboriginal perspectives will be embedded in the learning activities. Students enrolled in Spanish 12 may have the opportunity to participate in an authentic language experience field trip. **There is an EPS scholarship for the top Spanish 12 student. In addition, there are District Authority scholarships that are awarded to exceptional language students.**

## Library Science

### Library Science Program

Students will be learning about how a library learning commons (LLC) works, help run the LLC, and assist Elgin Park students and staff. Students will learn how to process and organize materials, access information, use the learning commons website, and help with the technology in the library learning commons. This course will provide students with an understanding of library management, library organization, customer service, teamwork; and reading fiction and non-fiction, storytelling and research skills – skills that will carry them into their post secondary lives.

The expectation is that students work independently and in a team environment, stay actively engaged in the daily tasks of the learning commons and be personable and helpful to all users of the LLC.

***Prerequisite:*** Due to limited space, permission of the teacher-librarian is required. Please see the teacher-librarian in the Library Learning Commons to discuss plans before registering in a Library Science course. It is recommended that students have a B in English and Math, as well as an interest in books, computers and technology, be independently motivated, and have a history of good attendance.

### Library Science 10

This course provides students interested in library or information related careers with an introduction to library management, research, organization, reading and storytelling, and customer service skills. Through controlled inquiry, students will develop and practice trans-

literacy skills and promote them to their peers. Students will also learn and practice the operation methods of the Learning Commons. Evaluation is based on daily work habits, attendance, assignments and project work, and demonstrated knowledge of skills.

### Library Information & Literary Studies 11

This course provides students with an in-depth study of the role of the Library Learning Commons as the learning centre of the school as it supports all members of the school community. Through supported inquiry, students will continue to develop and practice their transliteracy skills and promote them to the school community in various ways (eg. developing ideas for LC website, reading stories). Students will continue to develop their ability to promote and support access to the Library Learning Commons resources, services and programs not only to their peers but to all members of the school community.

### Library Learning Commons Inquiry 12

This course provides students with the opportunity to refine their understanding of the role of the Library Learning Commons in a school setting through inquiry. Students will develop the skills and maturity to learn independently as they work toward meaningful inquiry goals.

# Mathematics

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

## **Reasoning and Analyzing**

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

## **Understanding and Solving**

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

## **Communicating and Representing**

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

## **Connecting and Reflecting**

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

**It is advised that both parents and students maintain contact with the Math teacher when concerns or questions arise concerning Math placements. In addition, please check with post-secondary institutions for requirements of math courses and grades in specific programs.**

*Please see the Mathematics Flow Chart on Page 21. Students should explore the course pathways keeping their career objectives in mind, and what courses they will need to fulfill their goals.*

## **Mathematics 9**

Math 9 is a continuum of the skills from the Mathematics 8 course to assist further aptitudes. Students will study:

- Numbers and its operations
- Patterns, proportional reasoning and relations (algebra)
- Shape and Space (measurement, geometry and trigonometry)
- Probability and statistics
- Financial literacy
- Problem solving

## **Workplace Math 10**

Workplace Mathematics 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 will explore:

- Puzzles and games for computational fluency
- Create, interpret, and critique graphs
- Primary trigonometric ratios
- Metric and imperial measurement and conversions
- Solving problems involving surface area and volume
- Angles
- Central tendency
- Experimental probability
- Financial literacy: gross and net pay

## **Workplace Math 11**

Workplace 11 satisfies the graduation requirement for a math course at the Grade 11 level. Content in this pathway was chosen to meet the needs of students intending to pursue careers in the trades and general workplaces. Students will study:

- Financial literacy
- Rate of change
- Contexts
- Interpreting graphs
- 3-dimensional objects
- Problem solving

# Mathematics

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

This course develops major strands in Algebra, relations and functions and measurement with more formal instruction. Students intending to pursue post-secondary studies in Arts and Sciences must enroll in this course. Students will study:

- Real numbers
- Number patterns
- Factors and products
- Roots and powers
- Relations and functions
- Linear functions
- Systems of linear equations
- Problem solving
- Financial Literacy

## **Foundations of Math & Pre-Calculus 10H**

*(Recommended: B or better in Mathematics 9)*

This course develops the same strands as stated above in the Foundations of Math & Pre-Calculus 10 but with enrichment.

## **Foundations of Math 11**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that **do not** require study of theoretical calculus. Content in this pathway was chosen to meet the needs of the majority of the students intending to pursue careers in areas that typically require university, but are not math intensive, such as the humanities, fine arts, social sciences, and nursing. (Some programs may require Foundations of Math 12 in addition). Students will study:

- Scale models
- Angle relationships
- Graphical Analysis
- Mathematical reasoning
- Spatial puzzles
- Statistics (normal distribution, interpretation of statistical data)
- Linear inequalities
- Quadratic functions
- Systems of Equations
- Financial Literacy
- Applications

## **Foundations of Math 12**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in the arts or the humanities. Students will study:

- Financial planning
- Geometric explorations: constructions, conics, fractals
- Graphical representations of polynomial, logarithmic, exponential, and sinusoidal functions
- Regression analysis
- Odds, probability, and expected value
- Combinatorics

## **Pre-Calculus Math 11**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Content in this pathway was chosen to meet the needs of students interested in pursuing careers in Math, Engineering and Science. Students will study:

- 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
- Financial literacy

## **Pre-Calculus Math 12**

This course 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, in Mathematics, Sciences or Engineering. Students will study:

- Transformations of functions and relations
- Exponential functions and equations
- Polynomial functions and equations
- Rational functions
- Trigonometric functions, equations and identities
- Logarithms; operations, functions, and equations
- Geometric sequences and series

## **Calculus 12** *(Pre-Calculus 12 with B average recommended)*

This is an excellent preparatory course for first year University Mathematics. The course content is mostly differentiation with applications and introduction of basic integration. (Students registered in CALC 12 may write the UBC/SFU/UNBC/UVIC Challenge Exam in the first week of June.) A percentage with a letter grade is mailed directly to the student's home address. The student may then present this credit to local institutions within British Columbia to receive their first year Calculus credit.

# Mathematics

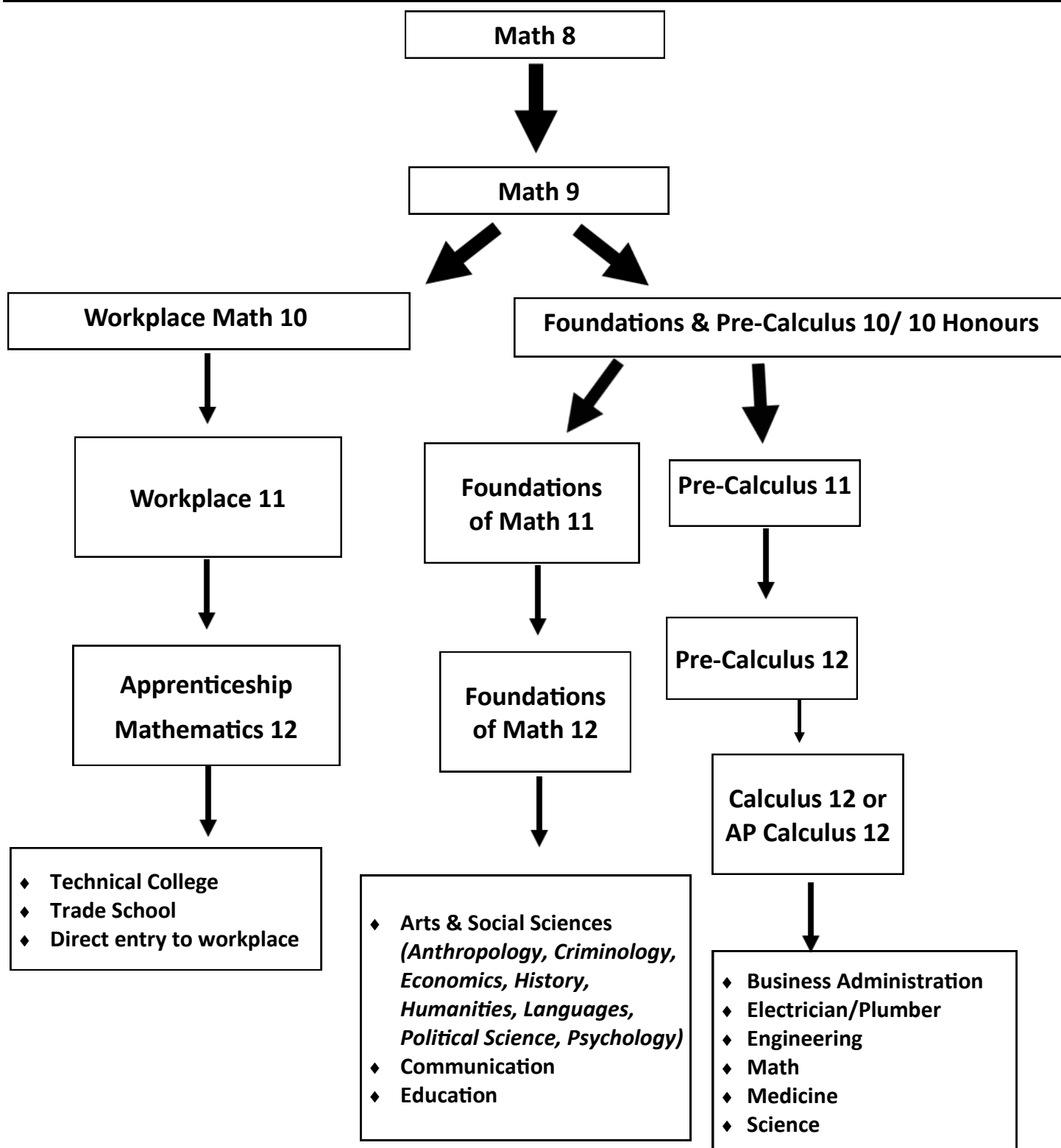
## Advanced Placement Calculus

This is an excellent preparatory course for first and second year university Mathematics. The AP course content is differentiation and integration with applications of the two. Students registered in AP CALC 12 are encouraged to write the AP (Advanced Placement) Exam in May.

This course is offered as a linear program with Pre-Calculus Math 12. Students are required to take both Pre-Calculus Math 12 and AP Calculus 12 in this program.

***It is stressed that students verify prerequisite math courses and grades to specific programs at post-secondary institutions.***

## Math Pathways 2021 - 2022



\* *Computer Science 11 could be your Math 11 credit for graduation or a math elective in addition to Pre-Calculus 11. **Please note:** It is important that students **verify** with the Post-Secondary Institutions for pre-requisite courses and required grades.*

## Physical Education

Our Elgin Park PE Program provides opportunities for all of our students to be physically active and to appreciate and enjoy movement in a variety of activities from the following three categories:

**Games:** Touch Football, Basketball, Field Hockey, Rugby, Soccer, Softball, Minor Games, Volleyball, Forest Games

**Individual and dual activities:** CPR, Badminton, Resistance Training, Wrestling, Pickleball

**Dance:** Square Dancing, Line Dancing, Social Dance

### Physical and Health Education 8, 9 & 10

Elgin Park Secondary has students participating in a variety of activities, games and functional fitness training. They will also include topics such as Mental Well Being, Social and Community Health, and Health and Active living, with the focus being on **physical literacy and increasing personal physical fitness**.

### Active Living 11/12 (Active Health)

Active Health is designed to encompass the importance of both physical activity and nutrition to achieve a healthy lifestyle. We want students to understand and develop a passion for life long fitness! Students will also have the opportunity to work in the foods lab where they will learn to plan and prepare healthy, convenient and delicious meals and snacks. There will also be emphasis on emotional and mental health. Activities may include: Yoga, Pilates, UGI, Tabata, Circuit Training, Aquatics, Walking, Outdoor Activities, Cooking, Meditation, and much more!

### Sports Performance: Fitness & Conditioning 11/12

This course will offer highly driven student athletes a multi-sport training program. Students will gain experience in a variety of strength, speed, flexibility, nutrition and power techniques. Students will work towards the development of their own fitness programs. This course is ideal for the student who wishes to improve his/her muscle development and athletic performance.

#### **Areas of Study:**

- Active living, and Movement
- Personal and social responsibility (personal behaviours and safety practices, leadership and community involvement)

### PHE Leadership 10 (Recommended: B or higher in PE 9, Credit for PE 10)

The emphasis of the P.E. Leadership Program is to introduce students to a variety of leadership opportunities in P.E. classes and within the Athletic Program. Students will apply leadership and organizational skills in activities such as: tournament coordination, officiating, and in the

organization of school events. For example: students will receive training in minor officiating and will be expected to commit to a minimum of 30 hours of volunteer service outside of class time. Students will be exposed to a variety of sports and games, similar to a regular P.E. 10 class, and also have the opportunity to try many community based recreational activities such as bowling, rock climbing, hiking, paddle boarding and snowshoeing. The course is open to mature, energetic students in Grade 10. **Application Process:** Students interested in this course should select it; however, final acceptance into the program is dependent upon an application/interview process.

## Science

### Science 9 and 10

The Science 9-10 program is designed to provide opportunities for students to develop scientific knowledge, skills, and attitudes that will be relevant in their everyday lives and their future careers, it encourages them to:

- develop a positive attitude toward science.
- make observations aimed at identifying their own questions about the natural world.
- collaboratively and personally plan, select and use appropriate investigation methods to collect reliable data.
- use knowledge of scientific concepts to draw conclusions that are consistent with evidence.
- analyze cause and effect relationships.
- describe specific ways to improve their investigation methods and quality of data.
- exercise a healthy, informed skepticism.
- critically analyze the validity of information and evaluate the approaches used to solve problems.
- transfer and apply learning to new situations.
- generate and introduce new or refined ideas when problem solving.
- formulate physical or mental theoretical models to describe phenomenon.

# Science

## **Life Sciences 11**

This course is a survey of the diversity of taxonomy of living organisms. Units of study include characteristics of living things, process of evolution, and a survey of microbes, fungi, plants and animals. There is a comprehensive lab component in this course that includes animal dissections.

Successful students in this course will build an extensive vocabulary of biological terminology that will require regular attendance and home study. Grade 11 or 12 students intending to take this course should be aware it requires daily homework and review.

## **Anatomy and Physiology 12**

This is a comprehensive course which furthers the understanding of the human body from the molecular level to specialized organ systems with specific functions. It is strongly recommended students have taken Life Sciences 11 and Chemistry 11. Units of study include homeostasis and biochemistry, DNA and cellular processes and in-depth study of organ systems of the human body. There is a lab component in this course that includes dissection of animal organs.

## **Chemistry 11**

Chemistry 11 serves as an introduction to quantitative measurement and calculation techniques used in the study of Chemistry. Many new calculation-intensive and theoretical concepts are introduced in this course. As such, successful students will require strong math and problem-solving skills. A grade of B or higher in both Science 10 and Math 10 is recommended in order to be successful in this course.

Students will learn/develop:

- Laboratory skills including experimental design
- An introduction to Chemistry as a scientific discipline
- Measurement and Calculation techniques
- Chemical nomenclature
- The mole and its use in quantitative chemical procedures
- Atomic structures and theories such as Quantum theory
- Solution Chemistry
- Organic Chemistry

## **Chemistry 11 + Career Life Connections 12**

For any students interested in pursuing post-secondary careers related in any way to science or technology, Chemistry 11 is usually a required course for admission. In a combined CLC and Chemistry 11 program we will discuss applications of the academic knowledge and skills learned in Chemistry 11 with respect to various careers such as

medicine, health sciences, engineering, computing sciences, research and technological and trades programs as well as anything else that may interest students.

This course meets the requirements for both Chem 11 and CLC12, including the completion of the required capstone project. Other CLC components include: self-exploration, career and university research, post-graduation plans, volunteerism, personal branding, budgeting, health and wellness, scholarship applications, resumes and cover letters.

Ample time will be allotted to researching a variety of science and technology related programs at different post-secondary programs across the country with the intended goal of helping students select a suitable program and post-secondary institution based on their interest, career aspirations, and degree of certainty in their career aspirations. Guest speakers will be invited to attend the class to provide guidance in pursuing particular careers depending on student demand and speaker availability.

## **Chemistry 12**

This course is an extension of materials studied in Science 10 and Chemistry 11. Units of study include:

- Chemical reactions and their rates
- Chemical equilibrium
- Solubility
- Acid-base Chemistry
- Electrochemistry

Successful students will require strong math skills and problem-solving abilities, and will work to further improve these skills during the course. It is recommended that students have a grade of B or better in both Chemistry 11 & Math 11.

## **Chemistry 11/12 Inquiry**

Chemistry 11/12 Inquiry will be a year-long course which students will find challenging but extremely interesting. This program will focus on integrating the various units from the Chemistry 11 and 12 curriculum with an emphasis on learning through inquiry and experimentation. Upon successful completion of this course, students will receive credit for both Chemistry 11 and Chemistry 12. Students will get time to do more hands-on project based learning and understand how theory connects to real life. Units of study will emphasize lab skills and will include:

- Atomic Theory
- Stoichiometry

- Solution Chemistry
- Reaction Kinetics
- Equilibrium
- Acid Base Chemistry
- Electrochemistry

## **Physics 11**

This is an introductory course that focuses on the principles and theories of Physics, encourages investigation of physical relationships, and illustrates the relationship between theory and application. Units of study include:

- Kinematics
- Dynamics
- Energy and Electricity
- Waves and Sound

It is recommended that students have a solid level of knowledge, a grade of B or better, in both Science 10 & Math 10.

## **Physics 12**

This course provides a firm grounding in the discipline of Physics and the treatment of topics is mathematically much more rigorous than in Physics 11. Physics 12 is designed to help students develop analytical and problem-solving skills. It provides opportunities for students to understand and apply the principles and concepts of Physics to practical situations. The principles learned in Physics 11 are extended to two dimensions. Units of study include:

- Motion can occur in two dimensions and can be understood using vector analysis
- Forces act in two dimensions and determine and objects motion
- Equilibrium, circular motion and electricity will be optional units

It is recommended that students have a solid level of knowledge, a grade of B or better, in both Physics 11 & Math 11.

## **Physics 11/12 Inquiry**

Physics 11/12 Inquiry will be a year-long course which students will find challenging but extremely interesting. This program will focus on integrating the various units from the Physics 11 and the Physics 12 curriculum with an emphasis on learning through inquiry and experimentation. Upon successful completion of this course, students will receive credit for both Physics 11 and Physics 12. It is expected that Students will carry out hands on practical experiments, video analysis of motion as well as software modelling of physical phenomena. Units of study will include:

- |          |                                |
|----------|--------------------------------|
| • Motion | • Electricity                  |
| • Forces | • Equilibrium                  |
| • Energy | • Special Theory of Relativity |

To ensure success, it is highly recommended that students be able to grasp science concepts readily and be able to do routine calculation involving triangles and basic algebra. It is expected that students will demonstrate creativity in their analysis and be willing to apply a problem-solving approach to physics. It is highly recommended that students have a grade B or better, in both Science 10 and Math 10.

## **Earth Science 11**

Earth Science 11 is a survey course which explores the earth and its environment in space through lab and field experiments. Units of study include:

- Earth materials (rocks & minerals)
- Plate Tectonic Theory
- Atmospheric Science and Climate
- Oceanography and the Hydrosphere
- Earth within the solar system

## **Geology 12**

Geology 12 provides students with the opportunity to investigate the physical and chemical processes that affect the Earth. Units of Study include: Earth Materials, Surface Processes, Geologic Time, Deformation and Mapping and Plate Tectonic Theory. This is an academic although not math-driven course which can open up many career opportunities.

## **Science for Citizens 11** (*Science & Tech 11*)

This course provides a basic understanding of the role science plays in society. Units of study include:

- How Science informs our decisions and impacts our daily lives
- How science has every day uses.
- How science helps explain how nature changes and human choices affect global systems

## **Environmental Sciences 11 + Career Life Connections 12**

This programs allows for a more in-depth, place-based study of Environmental Science. Areas such as diversity, processes & changes, and the sustainability of local ecosystems as well as human impact will be explored within the local community. Skills and knowledge will be gained through self-directed lab experiments, field investigations, and research projects. Students will be provided with opportunities to engage with community members to further explore and refine their hypotheses, building upon communication and collaborative skills essential for success both in school and in work. Students who are passionate about learning and immersing themselves in the environment and/or are interested in pursuing a career in environmental engineering, mining, forestry, political science, social justice, environmental assessment, geology or even construction would be well-suited for this program.

## Social Studies

### **Social Studies 9**

In Social Studies 9 students will continue to build on the foundational historical thinking skills while embarking on a journey from the Age of Revolutions to World War 1 (1750 - 1919). Students will learn about the impact that new ideas and disparities in power can have on individuals, societies, and the world. Key questions to be considered may include: Why does a country experience revolution? How has modernity shaped the world? What role do early imperialism and colonialism have on Canada's present day events?

### **Social Studies 10**

This course examines the many exciting social, political, and economic changes affecting Canada from the end of World War I to modern day. Students will learn about how Canada's history has never been a smooth tale of progress, but a rocky and contentious struggle of people.

Potential topics in Canada's epic journey include the relationship between English, French, and Aboriginal peoples; the growth of the welfare state; the evolution of the multicultural tapestry; human-environment interaction; and the role that Canada has played on the world stage.

**Students in Grades 11 or 12 must take ONE of the following courses to complete graduation requirements unless they have already completed Social Studies 11.**

### **20th Century World History**

Who was the most ruthless dictator of the 20th Century? Discover the answer to this and other burning questions of this troubled time. Learn from a global perspective about the rise and fall of world leaders, World War Two, conflicts in the Middle East & China, and the Cold War. Explore these topics through case studies, debates, field trips, and simulations.

### **Economic Theory 11/12**

Economics is a social science that focuses on human behaviour and the needs and wants of society. Going beyond money to look at the motivations that influence political and societal economic decisions. Through observing, interpreting and judging past economic theories and world conditions we will examine economic systems, trade, money and investment. Some areas we will investigate include; the energy economy and a more sustainable future; cryptocurrencies impact on financial markets; Artificial Intelligence and robotics role in the future. Strong analytical and research skills are a benefit.

### **Human Geography 11/12**

7.8 billion and counting; the human race requires a lot of space. From dry deserts or remote mountainous regions to mega cities that never sleep, we have settled all over the globe. Learn how settlement has shaped culture, how migration patterns, economic development, political policies and the use of natural resources have driven human interactions around the globe.

## Social Studies

We will explore these dynamic changes and take a look at what humans may face as they navigate through the 21st Century. As we advance through the 21st century, geographically literate citizens will be in high demand as humanity attempts to support the world's population and move towards a more sustainable future for our planet. Through the study of people, places and environments, will you be one of them?

### **Human Geography + Career Life Connections 12**

This course combination will give students the opportunity to see the elements of human geography in their own community and beyond while gaining experience related to various occupations and post secondary programs that take our local and global geography into account. We will study the characteristics of place, the use of space and the patterns and trends of our landscapes. Analysis of the complex social and environmental issues facing humanity, along with how humans interact with each other and the physical landscape around them will be explored to help us understand how this shapes our actions and decision making towards a sustainable future. By learning about how we can help the planet recover from generations of misuses through innovation, city planning, and/or behavioural change, students can build their connection to the world around them and investigate how that can be channeled into a career. This program would be beneficial for students who are interested in Environmental Management, Land Use Planning, Transportation, education, Urban Planning, Non-Profit Social Support organizations and International Development.

This course meets the requirements for both Human Geography 12 and CLC12, including the completion of the required Capstone project. Other CLC components include: self-exploration, career and university research, post-graduation plans, volunteerism, personal branding, budgeting, health and wellness, scholarship applications, resumes and cover letters.

### **Elgin Co-op**

Co-op is suited for all students wishing to explore real world issues while gaining work experience and further discovering where their interests lie. Learn about our legal system through case studies, debates, field studies and mock trials. You will also learn about the inner workings of our criminal justice system including policing, the trial process, youth justice, and sentencing/corrections. This course provides a foundation for many areas from trades and technical to social sciences, education, law, policing and more.

The Elgin Co-op allows students the flexibility in their school timetable to participate in work experience opportunities outside the school. During the semester of the Co-op, students enrol in the following courses:

## Social Studies

- Language Arts 11
- Law 12
- Career Life Connections 12
- Work Experience 12A
- Work Experience 12B

### **Law Studies 11/12**

Are you a fan of Law & Order, Criminal Minds, CSI, How to Get Away with Murder, Dateline or Cops? Then this course is for you! Learn about our legal system through case studies, debates, field studies and mock trials. Discover the roots of Canada's legal system, which date back thousands of years and the inner workings of our criminal justice system (including policing, the trial process, and sentencing/corrections). There will also be an engaging exploration into the criminal and why people commit crime. If you love the law or want to learn more about how it impacts you, sign up today!

### **Law Studies + Career Life Connections 12**

Are you a fan of Suits, Criminal Minds, How to Get Away with Murder, or Dateline? Then this course is for you! Learn about our legal system through case studies, debates, field trips and mock trials. You will learn about the roots of Canada's legal system which date back thousands of years. You will also learn about the inner workings of our criminal justice system including policing, the trial process, youth justice, and sentencing/corrections. There will also be an engaging exploration into the criminal mind and why people commit crime. The course lends itself to looking not only at the justice system in Canada, but also the different roles people can play within it including the different career options within the justice system. We can investigate all the career options within the Justice system through guest speakers and court speaker sessions during field studies. This course meets the requirements for both Law 12 and CLC12, including the completion of the required capstone project. Other CLC components include: self-exploration, career and university research, post-graduation plans, volunteerism, personal branding, budgeting, health and wellness, scholarship applications, resumes and cover letters.

### **Physical Geography 11/12** *(Geography 12)*

The Earth is a dynamic and ever changing planet; natural processes like earthquakes, volcanoes and tornadoes along with human exploitation of resources through mining, mountain top removal and forestry continually shape the world. Physical geographers explore the earth's natural systems while measuring the impact of human behaviour. In an age of solar roads, artificial intelligence

and hydrogen trains, can modern technology and innovation provide a less destructive future?

As we advance through the 21st century, geographically literate citizens will be in high demand as humanity attempts to repair generations of misuse and move towards a more sustainable future for our planet. Through the study of people, places and environments, will you be one of them?

### **Political Studies 11/12**

Political Studies focuses on the structure and function of Canada's political institutions as well as how political institutions, beliefs systems, and the media shape our everyday lives. Explore the realm of politics through debates, case studies, simulations and maybe even a class trip to the Legislature to watch politics in action!

As former President Ronald Reagan said, "The most terrifying words in the English language are: I'm from the Government and I'm here to help" How can we make our Government more accountable to the people? Explore this question and others by taking Political Studies.

### **Psychology 11** *(No prerequisites required.)*

This course will be designed with your questions and queries about human psychology at its core. We will study the human brain, behaviour and relationships between yourself and others. You will be introduced to the social sciences such as motivation and emotion and positive psychology such as the science of happiness, passion and their link to brain health. Furthermore, you will gain a general understanding of the origin of major theories and thinkers of this vast field. We will also study the science of addiction, focusing on tech, food and drug addiction through; our text (Psychology in Action 10<sup>th</sup> ed), expert media via the Net, small and large group discussions, student presentations and many expert speakers. One of the most important skills you will be asked to hone is your ability to think critically and open your mind to new and different ideas. Psychology, in essence, is the science of "why we do what we do".

### **Broad Topics:**

- Introduction to Psychology/Theories/Perspectives/ Branches of Psychology/Research Methods
- States of Consciousness- levels of consciousness, dreams and theories, sleep, hypnosis and meditation. (during our SAM talks)
- Neuroscience & Addiction – Understanding the brain and its connection to addiction

## Social Studies

- Clinical Psychology- Focus on understanding the prevalence of certain mental illnesses i.e. Anxiety & Depression and possible treatments (during our SAM talks)
- Cognitive Psychology-Focus on our mind, such as motivation, memory, intelligence, sensation and perception (during our SAM talks)

### **Psychology 12** (*Prerequisite Psychology 11*)

This course is the follow up to Psychology 11. In this course we will focus on the study of Stress and Health Psychology. We will also look further into the field of developmental psychology understanding better how we develop and grow and how our personality is developed.

Finally we will study the fascinating field of social psychology – such themes as prejudice, discrimination, aggression, love and attraction. This vast field will be explored through; our text (*Psychology in Action* 10<sup>th</sup> ed), expert media via the Net, small and large group discussions, student presentations and many expert speakers. One of the most important skills you will be asked to hone is your ability to think critically and open your mind to new and different ideas. Psychology, in essence, is the science of “why we do what we do”.

### **Broad Topics:**

- Stress & Health Psychology– sources/effects & management
- Developmental Psychology - Lifespan Development I,II,III
- Personality-Various theories from Bio/Psycho/Social Perspectives
- Social Psychology—Understanding Prejudice, aggression, love and attraction

### **Social Justice 11/12**

Social Justice 12 explores various issues of equality, equity and justice. This course will offer you the opportunity to understand critical theoretical perspectives and examine a range of topics which can include: racism, poverty, sexism, disability, animal welfare, and the role of government and non governmental organizations in regards to social justice and injustice. Social Justice will encourage you to become a lifelong advocate for social responsibility; it is well suited for students who are interested in pursuing Law, Education, Gender Studies, Psychology and Women’s Studies. It will also provide you with a frame of reference that can be applied to many areas of your own life. **Social Justice is a participatory course and it is highly recommended that students taking it are mature, independent, and have a strong social conscience.**

## Technology Education

### **Woodwork 9/10**

This course is designed to build on the knowledge gained at the junior level. The student will be exposed to a wider variety of skills, tools, operational safety and tool maintenance. The knowledge gained will be applied in the design and manufacture of projects at a higher skill and maturity level. Accuracy and emphasis on detail is important in this course and will form a valuable part of the student's development.

### **Woodwork 11**

*(Recommended: Tech. Ed. Woodwork 10)*

The course is designed to build on and expand the knowledge gained at the Technology Education Wood 10 level. The student will be exposed to a wider variety of skills, tools, operational safety and tool maintenance. The knowledge gained will be applied in the design and manufacture of projects at a higher skill and maturity level. Accuracy and emphasis on detail is important in this course and will form a valuable part of the student's development.

### **Woodwork 12** (*Recommended Prerequisite: Woodwork 11*)

This course is designed to build on the knowledge gained in Carpentry and Joinery 11. The student will be exposed to a wider variety of skills, tools, operational safety and tool maintenance. The knowledge gained will be applied in the design and manufacture of projects at a higher skill and maturity level. Accuracy and emphasis on detail is important in this course and will form a valuable part of the student's development.

### **Furniture & Cabinetry 12** (*Recommended Prerequisite: Woodwork 11 or Woodwork 12*)

This specialty course will specifically focus on the design and creation of advanced woodcraft projects. Students will be expected to challenge themselves in creating several artistic projects in the following possible areas: wood turning, intarsia, carving, and scroll work. The student’s artistic creation could be a stand-alone project or an enhancement of a value-added piece of furniture or cabinet.

## Technology Education

### **Metalwork 9/10**

This course is an introduction to the environment of Metal Technology and the construction of projects using metal as basic material. The safe and effective way of using hand and shop power tools, which will develop their skills through the forming and shaping of metal and related material, is encouraged. Accuracy, design and drawing form an important part of this course, and students will be encouraged to produce working drawings and design characters to complete their projects. Introduction to Oxy Acetylene welding, fusion welding and cutting may form part of this course. More attention to accuracy and emphasis on detail is important in this course as students are gearing up for introduction to senior courses.

### **Metalwork 11** *(Recommended Prerequisite: Metalwork 10)*

This course is designed to build on the knowledge gained at the junior level. The student will be exposed to a wider variety of skills, tools, operational safety and tool maintenance. Students will do research of materials and discover the aspects of design as it is used in practice. The knowledge gained will be applied in the design and manufacture of projects at a higher skill and maturity level. Accuracy and emphasis on detail is important in this course and will form a valuable part of the student's development. Students will also be exposed to career opportunities and areas of further studies will be investigated.

### **Metalwork 12** *(Recommended Prerequisite: Metalwork 11)*

This course is designed to build on the knowledge gained at the Metalwork 11. The student will be exposed to a wider variety of skills, tools, operational safety and tool maintenance. Students will research and discover the aspects of design as it is used in the technical field. The knowledge gained will be applied in the design and manufacture of projects at a higher skill and maturity level using oxy-acetylene cutting and fusion welding, GMAW welding and arc welding. Students will be exposed to design accuracy and emphasis on detail is important in this course and will form a valuable part of the student's development. A bigger focus on machining takes place at this level. Students will also be exposed to career opportunities and areas of further studies will be investigated.

manufacture of projects at a higher skill and maturity level using oxy-acetylene cutting and fusion welding, GMAW welding and arc welding. Students will be exposed to design accuracy and emphasis on detail is important in this course and will form a valuable part of the student's development. A bigger focus on machining takes place at this level. Students will also be exposed to career opportunities and areas of further studies will be investigated.

### **Machining & Welding 12** *(Recommended Prerequisite: Metalwork 12)*

This is an advanced course that will focus mainly on the use of welding and machining in the creation of projects. Students will have to decipher engineered drawings to aid in the creation of their projects. Multiple types of welding will be used, and students will have a good knowledge in the strength and weaknesses of each type. Using the mill and lathe to build projects will make up a large portion of the course. The ability to evaluation and inspect milled/turned surfaces, and weld quality will be supported and grown throughout the semester.

### **Art Metal & Jewelry 12**

*(Recommended Prerequisite: Metal 12)*

This specialty course is individualized and allows students to design and create all of their own projects. Artistic talents and practical equipment usage will be combined. Similar tools and procedures to Metalwork 12 will be used with vastly different results in project outcomes. Art Metal students will work with mostly semi precious mediums such as: copper, brass and aluminum. Possible projects: rings, chains, pendants, bowls, wall hangings and sculptures

### **Automotive Power Technology 10**

*(Recommended Prerequisite: None)*

Power Technology 10 will provide the basic knowledge of the development and transmission of power and energy as applied to common mechanical devices. Two and four cycle engines may be used to demonstrate the operation, maintenance and overhauling concepts. Students will also be involved in problem solving activities and projects associated with a variety of energy and power studies. The effect of energy and power choice will be examined to allow students to see the impact on society, natural resources and the environment. Students may also work on go-carts or mini-bikes to attain these objectives. Projects may include: 2 cycle/4 cycle engines, automotive power systems, marine power systems, aeronautical

# Technology Education

## **Automotive Technology 11** (Recommended prerequisite: Power Tech 10)

The Automotive courses are open to both male and female students. These courses are designed to offer the basic knowledge and skills required to maintain a vehicle. In addition, there are specialty courses for those students with a greater interest in automotive technology or for students pursuing one of the many automotive career options after high school. Students will apply the acquired knowledge and skills in the performance of teacher/student-selected labs with an emphasis on shop work. Areas of study that will be covered will include Safety Shop Practices, Basic Tools/Equipment, Accessing Repair/ Maintenance Data Information, Tires and Wheels, Brake and Steering Systems, Suspension and Chassis Engines and Subsystems Vehicle Servicing Basic Electrical System Cooling System.

## **Automotive Technology 12** (Recommended Prerequisite: Automotive 11)

The Automotive courses are open to both male and female students. These courses are designed to offer the basic knowledge and skills required to maintain a vehicle. In addition, there are specialty courses for those students with a greater interest in automotive technology or for students pursuing one of the many automotive career options after high school. Students will apply the acquired knowledge and skills in the performance of teacher/student-selected labs with an emphasis on shop work. Areas of study that will be covered will include Safety Shop Practices, Basic Tools/Equipment, Accessing Repair/Maintenance Data Information, Tires and Wheels, Brake and Steering Systems, Suspension and Chassis Engines and Subsystems Vehicle Servicing Basic Electrical System Cooling System and a deeper understanding of the internal operation of automobiles.

## **Electronics and Robotics 9-12**

The course will explore the uses of electronics and robotics, components of an electric circuit, ways in which various electrical components affect the path of electricity, ohm's law, platforms for PCB (printed circuit board) production, basic robot behaviours using input/output devices, movement and sensor-based responses, microcontrollers, mechanical devices for the transfer of mechanical energy, mechanical advantage and power efficiency, including friction, force, and torque, robotics coding, and various platforms for robotics programming. Some projects students will make and compete include: robot mask and competition, sumo bot and competition, line following robot, object avoidance robot, hydraulic robot arm and competition, servo motor robot arm, VEX clawbot, and others (subject to change).

## **Engine & Drive Train 12** (Prerequisite: Automotive 12)

Engine and drivetrain 12 is a higher level course where students will have the opportunity to diagnose, maintain and repair advanced automotive systems. Students will gain the knowledge and experience to not only work on the major systems of an automobile but also to work on pulling an engine apart and rebuild it. This course goes deeper into the transfer of power from piston to tire, and will also touch on modifications and their effects on the vehicle as a whole. Time will also be spend learning, using and diagnosing the ever evolving electronics and CAN-bus in newer vehicles.

## **Drafting 9/10** (Prerequisite: None)

This course provides an introduction to the fundamentals, standards and skills of Mechanical Drafting and CAD Drafting (Computer Aided Design). The course covers the following topics: Orthographic and Isometric Projections, Dimensioning, Auxiliaries, Pictorial drawings and working drawings. Students will access to multiple technologies

## **Drafting 11** (Recommended Prerequisite: Drafting 10)

This course is designed to accommodate a wide range of student ability. Drafting 11 is designed to develop sound basics of graphic representation through the use of CAD workstations, drafting machines and drafting instruments. Students will have access to multiple technologies including vinyl cutters, soldering irons, hot wire cutters, laser engravers and 3D printers. Students are encouraged to work at their own pace while striving to improve themselves. They should find satisfaction in their progress and skill development as careful, quality work is stressed while communicating through graphic representation. Pictorials, Renderings, Orthographic and Isometric Projections will be used to develop skill and design appreciation by the student. In addition, relationships between form and function will be explored. This course will help students acquire the skills and knowledge needed to pursue post secondary training for careers as technologists, draftsmen, fashion design, interior design, technicians, architects, engineers and industrial design specialists.



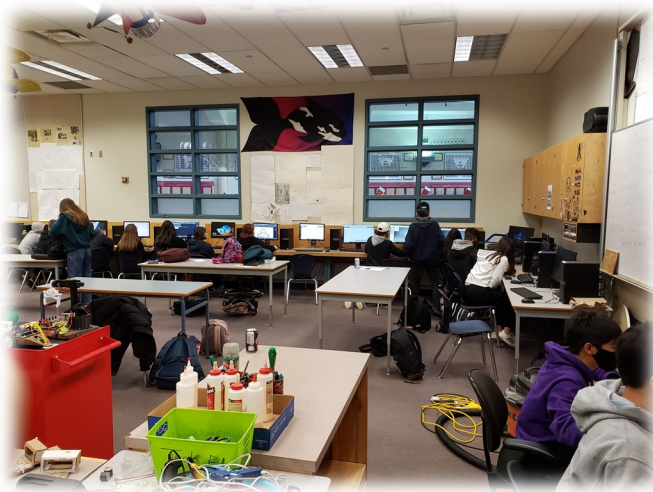
# Technology Education

## **Drafting 12** (Recommended Prerequisite: Drafting 11)

This Computer Aided Drafting and Design course builds on the skills and fundamentals taught in TED 10 or DDF 11. This course provides credit for both Fine Arts and Applied Skills. Three dimensional models and animations are created using AutoCAD, Master Cam and Revit. Students will have access to multiple technologies including vinyl cutters, soldering irons, hot wire cutters, laser engravers and 3D printers. This course will look at mechanical and architectural drawing and design using a combination of manual and computer drafting. While CAD will be primarily used, sketching and hand drawing will allow the students to develop their skills around drafting conventions such as lettering, dimensioning and view projection. Through a series of teacher and student designed projects, students will gain an appreciation for drafting and the asset that it can be in life, school, and career options.

## **Mechatronics 12** (Recommended Prerequisite: Drafting 12)

This course focuses on the combination of mechanical engineering and electronics. Students will use computer aided drafting programs to create and rapid prototype different movements. These movements will be powered first by hydraulics and then by electronic systems. The projects will be challenge based, and the movements are graded on their ability to complete the separate challenges. Technology used in this course: vinyl cutter, laser engraver, 3D printer and hotwire cutters.



# Special Programs



## Special Programs

### **ADVANCED PLACEMENT PROGRAM**

The Advanced Placement Program at Elgin Park gives students an opportunity to take college-level courses and exams while still in high school. There are 35 courses in 19 subject areas, offered by nearly 14,000 secondary schools around the world.

Elgin Park offers the following AP courses:

AP Calculus

AP Studio Art

Based on their performance on the AP Exams, students can earn credit, advanced placement, or both, for college and university. AP provides tremendous enrichment for a serious student, even if they do not intend to earn university credits. Students enjoy the challenge of taking AP courses with enthusiastic classmates and teachers. High school teachers find that AP courses enhance their students' confidence and academic interest as well as their school's reputation. Colleges and universities report that AP students are far better prepared for post secondary academic work.

The Advanced Placement Exam is only available to be written in the first week of May. If a student gets a "qualifying" grade on the AP Exam, there are thousands of colleges and universities worldwide that will give credit or advanced placement for their efforts. If, however, a student does not achieve a "qualifying" grade on the AP exam, it is still recognized that the student participated in a highly structured and rigorous learning environment.

This experience alone prepares the student for further academic studies. In Canada, McGill and Queens Universities have participated in the program for a number of years and the University of Victoria and U.B.C. both accept students for Advanced Placement. To learn more of the many benefits of AP, go to the following web sites for more details:

<http://www.collegeboard.org/ap> or [www.ap.ca](http://www.ap.ca).

### **TRIPLE A STUDY BLOCK**

The **Triple A Study Block** is a choice for students in Grades 9 through 12 who are prepared to give up an elective. This independent study block opportunity has been established for students whose outside commitments in sports or fine arts require a very rigorous training schedule at an elite level.

No credits are given for this choice. Students must complete an application form that will be reviewed by a panel in order to be deemed eligible. The number of hours of involvement in the activity per week, the student's citizenship record, work habits and parental approval are among the criteria. Application forms are available in the Counselling Centre.

### **PEER TUTORING**

*(Please note that there will be a 4 day training session for Peer Tutors in June; exact dates to be announced)*

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

- be in Grades 11 or 12
- have good communication and organizational skills
- be willing to help support younger students
- be excellent role models
- be recommended by at least two teachers or staff
- maintain a C+ or better GPA
- complete an application—please see your Counsellor

#### **Peer Tutoring 11**

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

#### **Peer Tutoring 12**

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

## Special Programs

### YOUTH WORK IN TRADES

This is a high school program that provides students with the opportunity to begin an apprenticeship while still in high school. They get paid while they are learning valuable skills and gaining high school credit. Careers are available in everything from aerospace to electronics to hairdressing and a whole lot more.

Students are encouraged to visit the Elgin Park Career Centre for more information.

#### **What are Youth Training in Trades?**

These Partnership Programs have been developed with local post secondary institutions to provide specialized technical training not offered in the secondary schools.

#### **Purpose:**

The purpose of these programs is to allow students the opportunity to complete part or all of a foundations trades training while they are completing secondary school graduation. These programs are completed while students are in Grade 11/12.

By completing a Youth Training in Trades Program, students have the opportunity to receive advanced placement credit at either Kwantlen Polytechnic University, BCIT, Vancouver Community College, Emily Carr or Nicola Valley Institute of Technology.

Youth Training in Trades Programs	
Automotive Collision Repair Technician	Explorations in Aviation Careers
Automotive Service Technician	Hairdressing
Automotive Refinishing Prep Technician	Horticulture
Baking and Pastry Arts	Intro to Health Science Course
Carpentry	Law Enforcement Preparation
Child and Youth Care Counselling	Legal Office Procedures (Summer)
Culinary Arts	Millwright
Drafting/CADD	Painter
Educational Assistant Program	Plumbing
Electrical Industrial Electronics Program	Tah-tul-ut Indigenous Education Pathway
Emily Carr, Head Start in Art Program	Welding