

# **LORD TWEEDSMUIR SECONDARY SCHOOL**



**Grades 10, 11 & 12**

2024 – 2025

**COURSE PLANNING GUIDE**

[surreyschools.ca/schools/tweeds](https://surreyschools.ca/schools/tweeds)

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# GRADUATION PROGRAM

## My LTSS Graduation Plan

Use [www.educationplannerbc.ca](http://www.educationplannerbc.ca) for admission requirements to Post Secondary

Grade 10		Grade 11		Grade 12	
English 10 -one of: Creative Writing OR Spoken Language OR EFP New Media	Credits 4	Literary Studies 11 OR English First Peoples Lit. Studies & Spoken Lang. 11	Credits 4	English Studies 12 OR English First Peoples 12	Credits 4
2. Social Studies 10	4	2. A Socials Studies 11 or 12 _____	4	2. _____ 12	4
3. A Math 10 _____	4	3. A Math 11 _____	4	3. _____ 12	4
4. Science 10	4	4. A Science 11 _____	4	4. _____	4
5. Career Life Education (CLE) 10	4	5. Career Life Connections (CLC) 12	4	5. _____	4
6. Physical & Health Education (PE) 10	4	6. _____	4	6. _____	4
7. _____	4	7. _____	4	7. _____	4
8. _____	4	8. _____	4	8. _____	4
Total Credits Grade 10	= 32	Total Credits Grade 11	= 32	Total credits Grade 12	= 32

### Need 80 credits (20 courses) to graduate including:

#### 15 Required courses:

- English 10, 11 and 12
- Math 10 and 11
- Social Studies 10 and (11 or 12)
- Science 10 and 11
- Physical Education 10
- Career Life Education 10
- Career Life Connections 12 (**Taken in Grade 11**)
- A Fine Arts or an Applied Skill course taken in Grade 10, 11, or 12
- 2 other courses at the Grade 12 level
- Provincial Literacy and Numeracy Assessments: Grade 10 Literacy Assessment, Grade 10 Numeracy Assessment, Grade 12 Literacy Assessment
- An Indigenous – Focused Course: English First Peoples 10, 11 or 12, Contemporary Indigenous Studies 12 or BC First Peoples 12.

#### 5 Electives:

- Student choice. Check Post-Secondary admission requirements.

For graduation program planning purposes for grades 10-12, SAIL (Surrey Academy of Innovative Learning) offers on-line courses. For more information and to see which courses are offered please visit their website at [www.sailacademy.ca](http://www.sailacademy.ca)

## Graduation Assessments

Provincial graduation assessments are changing to align with the new curriculum. They provide a snapshot of student performance in key areas and, over time, can help to monitor key outcomes of B.C.'s education system.

B.C.'s provincial assessments remain rigorous and based on learning standards to evaluate student achievement, Core Competencies, and literacy and numeracy skills.

Graduation assessments are changing to align with the new curriculum. As part of the updated graduation requirements, students in the B.C. Graduation Program will complete three provincial assessments. These assessments focus on the demonstration and application of **numeracy** and **literacy**.

- **Grade 10 Numeracy Assessment (graduation requirement)**

*The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. It is a graduation requirement and students take the assessment in their Grade 10 year. The Grade 10 Numeracy Assessment focuses on the application of mathematical concepts learned across multiple subjects from kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes (different ways of thinking and working): interpret, apply, solve, analyze and communicate.*

- **Grade 10 Literacy Assessment (graduation requirement)**

*The Grade 10 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and students take the assessment in their Grade 10 year. The Grade 10 Literacy Assessment assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. The Grade 10 Literacy Assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10.*

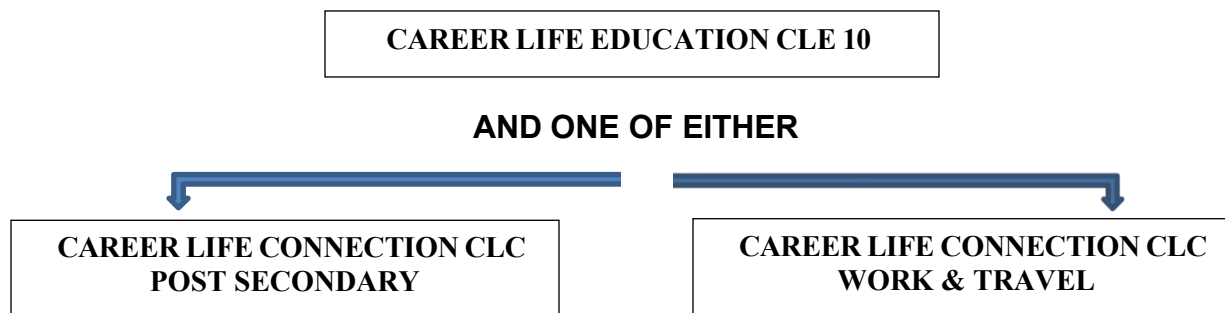
- **Grade 12 Literacy Assessment (graduation requirement)**

*The Grade 12 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and students take the assessment in their Grade 12 year.*

# CAREER EDUCATION

Employers today require graduates who display confidence, are self-directed, demonstrate initiative, set priorities, establish goals, and take responsibility for pursuing those goals in an ever-changing society. Career Education offers individual students opportunities to acquire the knowledge and competencies necessary for success in school, in the workplace, and in their daily lives.

***Students are required to complete 2 courses in Career Education to graduate***



***Additional Grade 11 and 12 Level Opportunities in Career Education***



## **Course Descriptions:**

### **CAREER LIFE EDUCATION (CLE) - 4 CREDITS Taken in grade 10**

Career Life Education provides students with opportunities to gain confidence in oral presentation explore and research a multitude of education and career pathways, and Employment Marketing strategies. Students have the opportunity to participate in campus tours and they will become familiar with the required Capstone Project to be completed in Grade 11 or 12.

### **CAREER LIFE CONNECTIONS (CLC) - 4 CREDITS Taken in grade 11**

Career Life Connections enables students to continue to develop the skills needed to be self-directed individuals who set goals, make thoughtful decisions, and take responsibility for their future pursuits. Students will explore education and careers, as well as finances and have the opportunity to participate in campus tours. Students will design, assemble, and present their Capstone Project. The Capstone Project is a culminating project that allows students to demonstrate their learning through an area of interest or passion.

- **Option 1 - CLC Post Secondary**

Emphasis on post-secondary and a real-world experience both within and outside the classroom environment allowing students to further develop their understanding of career and scholarship opportunities.

- **Option 2 - CLC Transition to Work and Travel**

Emphasis on reflecting on employment and travel after high school. There will be extended opportunities for developing job readiness and preparing students for post-secondary in the future.

**Grade 11 Experiential CLC Program:**

Experiential CLC (CLC + 2 Work Experiences) Total of 12 credits

The Experiential CLC program is designed for students who are interested in completing experiential work experiences in conjunction with their CLC class. Some school time will be given to help students complete their work experience hours. Any student interested in taking the **Experiential CLC Program** must complete an application form available in the Career Centre.

*Applications are due back to the Career Centre no later than **February 9, 2024***

**Grade 11 CO-OP Program:**

*Are you planning to take Math 11 Pre-Calc and Physics 11 next year? **If so, consider signing up for the Co-Op Program!***

Co-Op is a University recognized program which allows for a very unique learning experience:

- In the Fall term, students work exclusively with *one* teacher and the *same* cohort of classmates for all of their courses including: Math 11 Pre-Cal, Physics 11, CLC 12, and Work Experience (WEX).
- Students break from their regular classes to take part in a 100-hour Work Experience.

***Work Experience in Co-Op is such a great opportunity for students***

- This 100-hour full immersion component of the program allows for a very rich and diverse set of placements in a variety of professional fields and locations across the lower mainland.
- Work Experience gives students an incredible opportunity to explore a potential career field and get a taste of what working in that industry would really be like!

*The Co-Op program integrates seamlessly with your Grade 11 and 12 graduation requirements. Students will be selected through an application process, as space is limited to 30.*

***To apply, students need to pick up an Application Form from the Career Centre and return it no later than February 9, 2024.***

*Successful applicants will be notified and placed into the program.*

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**Academic Dual Credit:**

***Earn Post Secondary and High School Credit at the Same Time!***

KPU, Douglas, SFU, Surrey College, and NVIT have partnered together to create **Dual Credit Courses**.

- *Take post secondary course(s) during your Grade 11 or 12 year.*
- *Tuition is **paid for** by the Surrey School District.*
- *Acceptance is based on an application and interview process.*

***Please see the Career Centre for course requirements and applications.  
Deadline for Application is March 5, 2024.***

***Courses Offered In:***

- Child & Youth Care Course - Douglas College
- Community and Public Safety Course - Criminal Justice Studies - NVIT
- Early Childhood Education Program - Douglas College
- Drafting/CADD Program - KPU
- Graphic Design Course - SFU
- Inclusive Education Support Program (formally EA) - Surrey College
- Introduction to Health Science Course - KPU
- Introduction to Legal Office Procedures Course - KPU
- KPU High School on Campus - *Courses vary each year (business, environment, math etc.)*

***Self-paid Course:***

- Head Start in Arts Programs - Emily Carr

**Youth Train in Trades:**

***Get a head start on your career in the trade industry!***

The Youth Train in Trades programs have been developed by the Surrey School District in partnership with BCIT, KPU, and VCC. Youth Train in Trades program allows students the opportunity a foundation level 1 trades program while they are completing their secondary school graduation requirements.

- Students accepted into a Youth Train in Trades program typically spend one semester of their grade 11 or grade 12 school year attending training at the college site.
- Students receive credits toward both high school and a trade's certification.
- Tuition in these programs is paid for by the Surrey School District. Acceptance is based on an application and interview process.

***Please see the Career Centre for course requirements and an application.  
Deadline for Application is March 5, 2024.***

***Programs Offered:***

Aviation Sampler	Construction Worker ( <i>new</i> )		Painter
Auto Collision Refinishing Prep	Culinary Arts	Horticulture	Piping
Automotive Service	Electrician	Metal Fabrication	Welding
Baking & Pastry Arts	Hairstylist	Millwright	
Carpentry (Guildford Park)	Heavy Duty Mechanical		

## **Youth Work in Trades:**

***Get a head start on earning your Red Seal Trade Certification!***

This program provides students with the opportunity to work as a youth apprentice while still in high school.

- Students earn course credits for every hour of ***paid work*** in a trade area.
- Students can apply for a \$1000 Youth Work in Trades Scholarship.

***Please see the Career Centre for a Youth Work in Trades package.***

## **Work Experience:**

Work Experience offers hands-on learning at various businesses within the community. It provides students the knowledge and skills to be successful in the world of work, and the opportunity to explore career pathways.

**Currently, this course is only offered as part of the Grade 11 Co-Op Program, or Experiential CLC Program.**

***Please visit the Career Centre for more information  
Work Experience application are due February 9, 2024***



# ENGLISH LANGUAGE ARTS

## English Course Descriptions

Requirement Grade 10	Requirement Grade 11	Requirement Grade 12	Electives Grade 11 or 12
<i>Choose 1</i>	<i>Choose 1</i>	<i>Choose 1</i>	<i>Choose 1 or more</i>
<ul style="list-style-type: none"> <li>Literary Studies 10 &amp; Creative Writing 10</li> <li>Literary Studies 10 &amp; Spoken Language 10</li> <li>English First Peoples Literary Studies 10 &amp; EFP New Media 10*</li> </ul>	<ul style="list-style-type: none"> <li>Literary Studies 11</li> <li>English First Peoples Literary Studies 11 &amp; EFP Spoken Language 11* (space is limited)</li> </ul>	<ul style="list-style-type: none"> <li>English Studies 12</li> <li>English First Peoples 12*</li> </ul>	<ul style="list-style-type: none"> <li>Creative Writing 12</li> <li>New Media 12: Film Studies</li> </ul>

\* Meets the Ministry of Education graduation requirement of one full credit Indigenous- focused course

### All Grade 10 English Language Arts courses will:

- maintain equally rigorous learning standards
- be anchored in Composition
- develop necessary communicative skills
- enhance formal academic writing skills
- delve deeply into Literary Studies
- examine themes and characters
- promote literacy and critical thinking skills
- explore personal and cultural identities, memories, and stories

## **Literary Studies & Creative Writing 10**

This course is designed for students who have an interest in **creative expression** through language. The course provides students opportunities to **build their writing skills** within a **supportive community of writers**. Students will **collaborate** and develop their skills through writing, while expressing themselves creatively as they **experiment** with, **reflect** on, and **practice** their writing. Students will be required to read, write, and analyze literature.

## **Literary Studies & Spoken Language 10**

This course is designed to support students in their development of **spoken communication** through processes of questioning, exploring, and sampling. The course builds students' spoken language competencies by introducing them to **varied structures**, forms, and **styles of oral compositions** and by providing opportunities for students to individually and collaboratively **study, draft, and use oral language to create original pieces** in a variety of modes. This area of choice will also provide students with opportunities for **performance, storytelling, and public speaking**.

\*Students enrolled in this course **will be expected to frequently speak publicly** to a range of audiences.

## **English First Peoples Literary Studies & New Media 10**

This course is designed for students who are interested in exploring **First Peoples literature** in a variety of contexts, genres, and media. This area of choice provides students with opportunities to explore **personal and cultural identities, histories, stories, and connections to land/place**. Students will work individually and collaboratively to broaden their understanding of **Indigenous Peoples' experiences and cultures**. Coursework is aimed at providing students opportunities to **demonstrate their understanding of technology** in an educational forum and **communicate ideas** through a variety of media, which may include **podcasts, blogs and digital portfolios**. This course is equally rigorous to Creative Writing and Spoken Language options, and students will be required to read, write, and analyze literature. This course meets the Indigenous-focused course requirement for graduation.

## **Literary Studies 11**

This course is designed for students to **read** appropriately challenging texts to increase their **literacy skills**, enhance their **critical thinking** skills, and expand their **development** as educated global citizens. Students will work on establishing a sense of balance and **broadening their understanding of themselves** and the world, while further developing **higher-level learning** skills. This course will be guided by the First Peoples' Principles of Learning.

## **English First Peoples Literary Studies & Spoken Language 11**

This course is designed for students who are interested in studying First Peoples' literature and **oral traditions** and in strengthening their oral language proficiencies. Students will delve deeply into **First Peoples' oral and written literature** in a **range of media** to explore various themes, authors, and topics. The course will offer a foundation for students to **think critically and creatively** as they continue to explore, extend, and strengthen their own repertoire of **oral language expressions**. Within a supportive community, students will work to **create powerful,**

**purposeful oral and written compositions.** This course meets the Indigenous-focused course requirement for graduation.

Students enrolled in this course will be expected to **speak publicly and frequently** to a range of audiences.

Space is limited.

## **English Studies 12**

This course provides students with opportunities for personal and intellectual growth, while preparing them to participate effectively in all aspects of society. In this course, students will refine their ability to **communicate effectively** in a variety of contexts, **think critically** and **creatively** about the **uses of language and literature**, and **explore diverse texts** to deepen their understanding of themselves and others. Students will enhance their development of the English Language Arts curricular competencies, both expressive and receptive. This course will be guided by the First Peoples' Principles of Learning.

## **English First Peoples 12**

This course is the sole grade 12 English course offered at Lord Tweedsmuir, and students who have not taken EFP 10 or EFP 11 need this course to graduate. **This course meets the Indigenous-focused course requirement as well as the English 12 requirement for graduation.**

This course provides students with opportunities to **engage with and learn from Indigenous creative expression**, and enter the worlds of First Peoples provincially, nationally, and internationally. The course focuses on the **experiences, values, beliefs, and lived realities of First Peoples** as evidenced in various forms of text, including **oral traditions, speech, poetry, dramatic work, dance, song, film, and prose** (fiction and non-fiction). EFP 12 would appeal to students interested in and/or committed to Reconciliation among and between Canada and Indigenous Peoples

## Senior Electives

**Please note:** Students must complete a minimum of 5 approved grade 12 courses for admission to all programs in the Faculty of Arts and Social Sciences at SFU and other post-secondary institutions. **The following are two courses that are on SFU's approved list.**

### Creative Writing 12

This course is for **students who love to write** and is open only to **Grade 11 and 12** students. It provides opportunities for students to further develop their writing in their preferred fiction and non-fiction genres, as well as **experiment** in other challenging genres. The process of writing will take place in a collaborative learning environment where students will **conference with the teacher and their peers** to **perfect their pieces** of writing. Students will **practice writing daily**, read in various genres, present on topics related to writing, and **create a digital portfolio** of their work in addition to submitting at least **one piece for publication** or to a writing contest outside the school. This course best suits students with **high levels of creativity**, focus, motivation and maturity. Students' passion for writing will enrich their experience of the course as well as enrich the experiences of their fellow writers.

### New Media 12: Film Studies

This course is for students who have an interest in **film** and **filmmaking**. Although there are no prerequisites, this course is open only to students in **Grades 11 and 12**. This course is intended to give students in-depth experience in movie **analysis** and **criticism**. Students will study the **elements of a motion picture**, explore the **roles** various figures play in the creation of film, and examine the **most recognized genres**. All students will engage with films and film theory, make **presentations** to the class, record and produce short films, and complete a **final research essay**.



# MATHEMATICS

## **Mathematics Pathways for Current Curriculum:**

The goals of all three pathways are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the work force. All three pathways provide students with mathematical understandings and critical-thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among pathways. When choosing a pathway, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study.

To satisfy graduation requirements, complete any Math 10 and a Math 11 or Math 12



## WORKPLACE MATHEMATICS

The Workplace Mathematics Pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of post-secondary trades programs and for direct entry into the work force. Topics include proportional reasoning, trigonometry, financial literacy, measurement, number, statistics and probability.

The senior courses offered in this pathway at Lord Tweedsmuir include:

**Workplace Mathematics 10\***

**Workplace Mathematics 11\***

**\*Satisfies graduation requirements**

**\*Please Note:** Completion of Workplace Mathematics may limit a student's ability to enter some educational programs. Parents and students should contact their child's math teacher when a concern or question arises concerning math pathways.

### **WORKPLACE MATHEMATICS 10**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified to graduate high school. This course leads to Workplace Math 11. We will connect your understanding of mathematical operations with formulae and unit conversions and connect the concepts of trigonometry with proportional reasoning. We will use graphs to represent and analyze data, calculate measures of central tendency, investigate experimental probability, and further develop financial literacy. You will be evaluated on how well you know the content as well as what you can demonstrate in all four dimensions of the curricular competencies.

**Placement in this course is based on Teacher Recommendation and the Prerequisite Course of a Math 9.**

### **WORKPLACE MATHEMATICS 11**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified to graduate high school. We will investigate proportional relationships through scale diagrams and rates of change as well as spatial relationships that can be used to describe and represent real-world experience. We will learn mathematics that will help us to make informed financial decisions and learn to analyze statistics to notice trends and relationships. You will be evaluated on how well you know the content as well as what you can demonstrate in all four dimensions of the curricular competencies.

**Placement in this course is based on Teacher Recommendation and the Prerequisite Course of a Math 10.**

## FOUNDATIONS OF MATHEMATICS

The Foundations of Mathematics Pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified **for post-secondary studies** in programs that do *not* require the study of theoretical calculus. Topics include algebra and number, financial mathematics, geometry, logical reasoning, measurement, relations and functions, and statistics and probability. Examples of programs that may not require calculus are Arts and Social Sciences (Economics, Geography, Psychology, Criminology, Humanities...), Communication and Education. Students should confirm pre-requisites for specific programs at their chosen post-secondary institution. **This pathway is designed for the majority of students.**

The senior courses offered in this pathway at Lord Tweedsmuir include:

**Foundations of Mathematics and Pre-Calculus 10\***

**Foundations of Mathematics 11\***

**Foundations of Mathematics 12**

**\*Satisfies graduation requirements**

### FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11. We will learn to understand how to use various mathematical operations to solve powers and algebraic expressions. We will connect your understanding of mathematical operations with polynomial expressions and connect the concepts of trigonometry with proportional reasoning. We will use graphs and equations to represent linear relations and use data to analyze trends and relationships. You will be evaluated on how well you know the content as well as what you can demonstrate in all four dimensions of the curricular competencies.

**Placement in this course is based on teacher recommendation and the prerequisite course of Math 9.**

### FOUNDATIONS OF MATHEMATICS 11

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs. This course leads to Foundations of Mathematics 12. We will use graphs and equations to represent linear inequalities, quadratic functions, and systems of equations. We will use logical reasoning to test conjectures and use statistical analysis to represent mathematical relationships. You will be evaluated on how well you know the content as well as what you can demonstrate in all four dimensions of the curricular competencies.

**Placement in this course is based on teacher recommendation and the prerequisite course of Foundations & Pre-Calculus 10.**



## FOUNDATIONS OF MATHEMATICS 12

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary programs such as Law, Economics, Languages, History, Humanities, and Communications. We will use the characteristics of different types of functions to model data and use geometric constructions and fractals to explore spatial relationships. We will use combinatorics to describe probability and use mathematical analysis to make financial decisions. You will be evaluated on how well you know the content as well as what you can demonstrate in all four dimensions of the curricular competencies.

**Recommended: Passing Foundations 11 with 73% or better.**

**SPECIAL NOTE:** This course is on the list for academically approved grade 12 course for most post-secondary institutions.

## PRE-CALCULUS MATHEMATICS

The Pre-calculus 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. Topics include algebra, financial mathematics, geometry, logical reasoning, relations and functions, and trigonometry. Examples of programs that require calculus include Mathematics, Commerce, Computing Science, Medicine, Science and Engineering. Students should confirm pre-requisites for specific programs at their chosen post-secondary institution.

The senior courses offered in this pathway at Lord Tweedsmuir include:

**Foundations of Mathematics and Pre-calculus 10\***

**Pre-Calculus 11\***

**Pre-Calculus 12**

**Calculus 12**

**\*Satisfies graduation requirements**

## FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11. We will learn to understand how to use various mathematical operations to solve powers and algebraic expressions. We will connect your understanding of mathematical operations with polynomial expressions and connect the concepts of trigonometry with proportional reasoning. We will use graphs and equations to represent linear relations and use data to analyze trends and relationships. You will be evaluated on how well you know the content as well as what you can demonstrate in all four dimensions of the curricular competencies.

**Placement in this course is based on teacher recommendation and the prerequisite course of Math 9.**

## PRE-CALCULUS 11

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs which require Calculus. This course leads to Pre-Calculus 12. We will connect and extend your understanding of math operations to solve algebraic expressions and equations involving quadratics, rationals, and radicals. We will use graphs and equations to represent quadratics and inequalities. We will use trigonometry to investigate non-right triangles and angles in standard position. You will be evaluated on how well you know the content as well as what you can demonstrate in all four dimensions of the curricular competencies. **Placement in this course is based on Teacher Recommendation and a high grade in the Prerequisite Course of Foundations & Pre-Calculus 10.**

## PRE-CALCULUS 12

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary programs in Science, Engineering, and some Business programs. This course is a university approved grade 12 academic course. This course leads to Calculus 12 and makes connections among mathematical ideas, other concepts in mathematics, everyday experiences, and other disciplines. We will use transformations of functions, exponential functions, logarithms, polynomials, and trigonometric functions in these explorations. You will be evaluated on how well you know the content as well as what you can demonstrate in all four dimensions of the curricular competencies.

**Recommended: Passing Pre-Calculus 11 with 73% or better.**

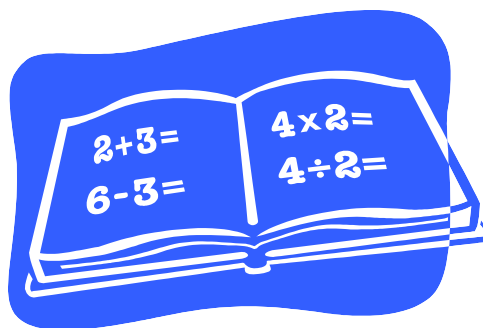
**SPECIAL NOTE:** This course is an academically approved course for post-secondary.

## CALCULUS 12

This course is designed to provide students with the mathematical understandings and critical thinking skills identified by post-secondary programs in Science or Engineering. We will explore the concept of a limit which is foundational in developing calculus. We will investigate and compute derivatives and their applications using a variety of techniques. We will also investigate integrals and their inverse relationship with derivatives. You will be evaluated on how well you know the content as well as what you can demonstrate in all four dimensions of the curricular competencies.

**Recommended: Passing Pre-Calculus 12 with 73% or better.**

**SPECIAL NOTE:** This course is an academically approved course



# PHYSICAL AND HEALTH EDUCATION

## PHYSICAL AND HEALTH EDUCATION 10

The aim of physical education is to enable all students to enhance their quality of life through active living. Students will develop the knowledge, skills and attitudes necessary to incorporate physical activity into regular routines and leisure pursuits to live an active, healthy lifestyle; along with making healthy choices in regard to relationships, personal well-being and the community.

There are **four Curricular Competencies** in Physical and Health Education 10. Expectations for each area are listed below:

**Physical Literacy:** Apply movement skills in a variety of activities, explain fitness components and principles of training; understand the effects of exercise on body systems, explain the benefits of and demonstrate warm-up and cool-down activities; describe how changes in body growth affects movement skills and concepts; select and apply rules and safety procedures; demonstrate appropriate social behavior, etiquette, fair play; and apply leadership skills related to physical activity.

**Healthy and Active Living:** Daily participation in different types of physical activity; design personal nutrition plans and fitness goal-setting that is specific for each individual and allows the student to identify, reflect and pursue their goals. Analyzing healthy decision-making goals in regard to healthy eating, substance use and sexual health.

**Social and Community Health:** Allow students to propose strategies for: bullying, discrimination, abusive relationships, and stereotyping; create strategies for promoting the health and well-being of individual relationships, the school and the community. Students will complete the ACT High school CPR and AED Training.

**Mental Well-being:** Describe and assess strategies for promoting mental well-being for self and others; describe and assess strategies for managing problems related to substance abuse; describe changes through puberty (physical, mental, social and emotional changes).

## PE 10 HOCKEY SKILLS ACADEMY (Optional)

The Physical Education Department at Lord Tweedsmuir is pleased to offer P.E. 10 Hockey Skills Academy. Students that register for this course and receive a passing grade will be given credit for Grade 10 Physical Education. Students take this course in place of their regular physical education course.

Students will receive both on-ice sessions and off-ice sessions throughout each week. The on-ice sessions will focus on skating and skill development. The off-ice sessions will be a combination of fitness training as it pertains to hockey, nutrition and theory. The cost of taking the Hockey Academy will be \$850.00. This is to cover the cost of ice and guest instructors. Approx. 40 on-ice sessions over a semester.

## **FIT FOR LIFE 10**

Fit for Life will educate students to have the knowledge, skills, and attitudes necessary to incorporate a variety of physical activity into regular daily routines.

Students will improve their personal level of fitness through participating in a selection of activities including, but not all encompassing, core training, weight training, circuit training, yoga, and walking/jogging.

Emphasis will be placed on fitness and lifetime activities using community recreational facilities and services.

The Fit for Life program aims to:

Foster the development of positive attitudes towards fitness

Foster active participation

Recognize the difference in students' interests, potential, and ability levels

Develop personal "Goal Setting" skills

## **BIGGER (BETTER) FASTER STRONGER 10**

### **Rationale:**

Bigger Faster Stronger is designed for students who want to positively impact their physical fitness. It is particularly suited for athletes, both in and out of their seasons of play. The success of the program depends on maintaining an organized structure including the maintenance of a personal workout log, a consistent five day work out plan and a highly motivated workout environment.

Bigger Faster Stronger is intended to encourage students to engage in an active, healthy lifestyle as a way of life beyond their high school years. The direct benefit is to increase athletic performance for individual students through weightlifting, agility, speed, plyometric, diet and flexibility training.

*A Better Faster Strong course will be offered that is for GIRLS only in grades 10-12.*

Students in Grade 10 that register for this course and receive a passing grade will be given credit for either Gr. 10 PHE or Fitness and Conditioning 11 if also taking PHE 10.

### **Benefits:**

Develops competitive spirit through physical activity

Excellent physical conditioning

Develops a strong work ethic

Teaches discipline that will positively affect their daily living and academic life

Builds teamwork

Increases confidence

Creates a sense of belonging to a group

Teaches responsibility and commitment

Helps with organization

Teaches respect

## **PHYSICAL EDUCATION 11 (ACTIVE LIVING 11)**

Through participation in a variety of activities, students will develop a positive attitude towards active living, demonstrate a functional level of activity-specific motor skills and develop career and occupational opportunities related to physical activities. Students will be introduced to available community recreational facilities and services. Emphasis will be placed on the development of leadership skills and fitness through activities.

## **PHYSICAL EDUCATION 12 (ACTIVE LIVING 12)**

This course enables students to enhance their quality of life through active living. Emphasis will be placed on leisure and lifetime activities using community recreational facilities and service as well as leadership skill acquisition.

## **FIT FOR LIFE 11 & 12**

Fit for Life will educate students to have the knowledge, skills, and attitudes necessary to incorporate a variety of physical activity into regular daily routines.

Students will improve their personal level of fitness through participating in a selection of activities including, but not all encompassing, core training, weight training, circuit training, yoga, and walking/jogging.

Emphasis will be placed on fitness and lifetime activities using community recreational facilities and services.

The Fit for Life program aims to:

Foster the development of positive attitudes towards fitness

Foster active participation

Recognize the difference in students' interests, potential, and ability levels

Develop personal "Goal Setting" skills

## **BIGGER (BETTER) FASTER STRONGER 11/12**

### **Rationale:**

Bigger Faster Stronger is designed for students who want to positively impact their physical fitness. It is particularly suited for athletics, both in and out of their seasons of play. The success of the program depends on maintaining an organized structure including the maintenance of a personal workout log, a consistent five day work out plan and a highly motivated workout environment.

Bigger Faster Stronger is intended to encourage students to engage in an active, healthy lifestyle as a way of life beyond their high school years. The direct benefit is to increase athletic performance for individual students through weightlifting, agility, speed, plyometric, diet and flexibility training.

**Benefits:**

- Develops competitive spirit through physical activity
- Excellent physical conditioning
- Develops a strong work ethic
- Teaches discipline that will positively affect their daily living and academic life
- Builds teamwork
- Increases confidence
- Creates a sense of belonging to a group
- Teaches responsibility and commitment
- Helps with organization
- Teaches respect

*A Better Faster Strong course will be offered that is for GIRLS only in grades 10-12.*

**STRENGTH AND CONDITIONING 11/12 (WEIGHT TRAINING 11/12)**

This is a grade 11/12 PE course for students interested in a weight training and building their own programs. The class is designed for students wanting to improve their strength, power and overall fitness.

Students will design their own training programs that fit their specific needs in consultation with their instructor. The focus will be on supporting and encouraging students to follow a healthy, active lifestyle path. Individual students will design and implement their training plans and are expected to monitor and assess the effectiveness of their plans in relation to personal goals.

Students will explore current trends and research in fitness including strength training, core training and flexibility, CrossFit, and sport-specific training. Basic anatomy and physiology will be covered, and proper technique and safety will be emphasized.

**P.H.E. PEER TUTORING 11/12  
(Recommended C+ or better average in PE 10)**

Please see a P.H.E. Peer Tutor Coordinator prior to selecting this course. P.H.E. Peer Tutoring is an opportunity for students to develop leadership skills, facilitate/referee games, and assist students in a physical health and education setting.

Peer tutors are role models and must contribute to a positive learning environment.

Students wishing to take this course **must submit an application to the P.H.E. Peer Tutor Coordinator** (to Ms. Robinson – Department Head).

Applications can be picked up in the counselling or PE office and students will be selected based on pre-determined department criteria.

## **ATHLETIC LEADERSHIP 10-12 (this is an X-Block course – outside the timetable)**

The Athletic Leadership Program is service course working with athletics and all events in the school through volunteer hours and running of events.

### **GOALS AND OBJECTIVES**

- promote positive attitudes toward youth leadership
- learn to plan, organize, and operate athletic events and programs
- develop individual and team leadership activities
- coordinate and assist in all school functions and events participation in school and community functions
- develop interpersonal and communication skills
- develop a positive self-image and improve self-esteem through involvement in leadership roles

### **CURRICULUM DESCRIPTION**

- event / activity planning and implementation- Intramurals & Tournaments
- promotion and reporting of events
- running Intramurals at lunch with the assistance of the Intramurals coordinator
- minor officiating and scorekeeping all athletics at LTS
- team building and managing teams
- bridging with elementary schools
- school and community projects
- the course is based on service in the school and all leadership students are expected to contribute at least 40 hours of service at LTS

**Students wanting to take this class need to see Ms. Robinson to apply.**

## **COACHING – LEADERSHIP FOR TEAM SPORTS 11/12**

This course is designed to build leadership skills and certify students in sport leadership and coaching. Students of this course will receive training to support their ambitions as camp leaders, sport leaders, sport instructors, school or club coaches.

This course combines both practical and theoretical components and does involve regular physical activity. Topics of this course include:

- teaching fundamental skills
- sport psychology
- nutrition
- sport specific weight training
- athlete management



There is a mandatory technical component involving service hours with school and/or community sports teams outside school hours.

- Students will take part in National Coaching Certificate Program (NCCP) seminars and be eligible to receive NCCP certifications. Other certifications include Sports First Aid & Taping, and hi5 Recreational Leadership.

**There is a course fee associated with this course for supplies and certification**

# SCIENCES

## SCIENCE 10

Students will extend their understanding of the major fields of science. They will be required to perform experiments using the scientific method and demonstrate ethical, responsible and cooperative behavior. The following big ideas are the basis for Science 10: DNA is the basis for diversity of living things, energy change is required as atoms rearranged in chemical processes, energy is conserved and its transformation can affect living things and the environment, the formation of the universe can be explained by the big bang theory.

## LIFE SCIENCES 11 (Formerly Biology 11)

Life Sciences 11 is a survey course of living things. This course has three big ideas: life is a result of interactions at the molecular and cellular levels, evolution occurs at the population level and organisms are grouped based on common characteristics. The following topics are the basis for Biology 11: Processes of Science: Correct Lab Techniques, Interpret Data, Use of Scientific Method, Taxonomy: Kingdom System of Classification, Evolution: Process of Evolution, Microbiology: Viruses, Bacteria and Protists, Plant Biology: Algae, Mosses, Ferns, Gymnosperms and Angiosperms, Animal Biology: Invertebrates and Vertebrates. The investigation and/or dissection of representative organisms are common.

## CHEMISTRY 11

Chemistry 11 is an introductory laboratory course concerned with the description, classification and theory of matter. A C+ in math 10 foundations and pre-calculus is recommended. The following topics are the basis for Chemistry 11: Introduction to Chemistry: lab safety, measurement and communication and matter and its changes; Atoms, Molecules and Ions: classification and nomenclature; Mole Concept: introduction, molar volume of gases, percent composition and molarity; Chemical Reactions: introduction and stoichiometry; Atomic Theory: introduction, periodic table and chemical bonding; Solution Chemistry; Organic Chemistry: introduction, hydrocarbons and functional groups.

## PHYSICS 11

Physics 11 is an introductory course that focuses on the principles and theories of physics, encourages investigation of physical relationships, and illustrates the relationship between theory and application. A C+ in math 10 foundations and pre-calculus is recommended. The following topics are investigated: vector and scalar quantities, uniform and accelerated motion, projectile motion, contact forces, Newton's laws of motion, forces in systems, electric circuits (DC), simple machines and power and efficiency.



## **SCIENCE FOR CITIZENS 11 (Formerly Science & Technology 11)**

Science for citizens 11 is intended primarily for students who do not intend to continue their studies in science past grade 11. This course is intended for students not proceeding directly to University or University Transfer programs. The activities in this course are designed to develop the critical processing of information. Practical issues relative to society, science and technology form the basis of that information.

## **EARTH SCIENCES 11**

Earth Science 11 is a survey course, which, through lab and field experiments, explores the Earth and its orientation in space. The following topics are the basis for Earth Science 11: Geology: materials, weathering, erosion, volcanoes, earthquakes, tectonics; Oceanography: basins and currents; Astronomy: stars, solar system, earth and moon; Atmosphere: pressure, winds, weather and climate; History: geological time, earth history.

## **ANATOMY AND PHYSIOLOGY 12 (Formerly Biology 12)**

Life Sciences 11 and/or Chemistry 11 with at least a C+ are recommended prerequisites. Anatomy and Physiology 12 focuses on how the human body functions at the cellular and systems level. The content is quite different from Life Sciences 11 and the pace is much faster. You must have very good study skills and be prepared to do 30-45 minutes of biology review most nights. A lot of memory work is involved but students must also demonstrate understanding, synthesis and application of information. There is a heavy emphasis on tests - expect a test (50-60 marks) and several quizzes for each chapter covered in the course. This course includes dissections - students may choose to participate or observe.

### Course content

First half of course: Scientific method, inorganic and organic molecules, cell organelles, transport across the cell membrane, DNA structure & function, protein synthesis, cancer, genetic engineering, enzyme function

Second half of course: body systems (Digestive, Circulatory, Lymphatic, Respiratory, Urinary, Nervous and Reproductive Systems)

**This is a university approved grade 12 academic course.**

## **CHEMISTRY 12**

A minimum of C+ in Chemistry 11 is highly recommended. Typically, students need to have a strong foundation (or C+) in Math 11 Pre-Calculus to be successful in this course.

Chemistry 12 is a problem-centered laboratory course involving more advanced concepts. Experimentation and problem solving are major parts of the course. The following topics are the basis for Chemistry 12: Reaction Kinetics; Acids, bases and salts; Equilibrium; Oxidation – Reduction Reaction Solubility of Ionic Substances.

***This is a university approved grade 12 academic course.***

## **PHYSICS 12**

Physics 11 is highly recommended. Typically students need to have a strong foundation (or C+) in Math 11 Pre-Calculus to be successful in this course.

Physics 12 is an advanced course for those who plan to continue studying science at a post-secondary institution. This course will help students develop analytical, experimental and problem solving skills. The following topics will be studied: static equilibrium, circular motion, gravitational field, gravitational dynamics and energy relationships, electric field, electrostatic dynamics and energy relationships, relativistic effects, magnetic field, magnetic force, electromagnetic induction, impulse and collisions.

***This is a university approved grade 12 academic course.***

# SOCIAL STUDIES

## SOCIAL STUDIES Graduation Requirements

- Students are required to take Social Studies 10 **plus** at least one Social Studies 11 or Social Studies 12 course to fulfill their graduation requirement.
- Students may only take **one** Social Studies 11 course for credit.
- Students may take **multiple** Social Studies 12 courses as electives. These grade 12 courses do not have a prerequisite. **All** Grade 12 SS courses are **university academic courses** EXCEPT Psychology 12.

Grade 10 (required)	Grade 11 (may choose one for credit)	Grade 12 (can take multiple for credit)
Social Studies 10	Contemporary Indigenous Studies 12* Explorations 11 Explore BC 11 Political Studies 11 Psychology 11**	20th Century World History 12 BC First Peoples 12* Genocide Studies 12 Law Studies 12 Physical Geography 12 Psychology 12** Social Justice 12 Urban Studies 12

\* *These courses meet the Ministry of Education graduation requirement for a full credit Indigenous focused course.*

\*\**Psychology 11 and 12 do not meet the Social Studies graduation requirements and are not university entrance requirements as a SS credit. They are elective courses.*

### SOCIAL STUDIES 10

This course examines the many social, political, and economic changes of Canada from 1914 to current day. Students will learn about how Canada's evolving history. Important topics in Canada's epic journey include: our role in the international conflicts of WWI and WWII, the relationship between English, French, and First Peoples, colonization, the development of Canadian democracy and government institutions, elections and political ideologies, different living standards and environmental issues facing Canadians today.

## **GRADE 11 SOCIAL STUDIES COURSE OPTIONS**

*Our grade 11 courses - Contemporary Indigenous Studies, Explorations, Explore BC, and Political Studies - will prepare students to meet the rigorous academic demands of grade 12 courses like Genocide Studies, 20th Century History, Physical Geography, Social Justice, and Urban Studies. It is **highly encouraged** (but not required) that students take one of these classes before a Grade 12 SS course.*

*Please note: Students may take only **one** Social Studies 11 course for credit.*

### **CONTEMPORARY INDIGENOUS STUDIES 12**

Contemporary Indigenous Studies 12 offers an introduction to the rich diversity of Indigenous cultures and peoples in Canada, their unique beliefs, traditions, and histories, and their complex historical and contemporary relations with local, provincial, and federal governments and other community stakeholders. A central component of the course involves regular student reflection and communication of ideas, opinions, and understandings through written, oral, and visual means. Students will continue to work within the historical thinking framework of skills developed and practiced in other Social Studies courses as well as with the First Peoples Principles of Learning which guide us in how we as a classroom community approach the topics to be explored in this course.

These topics include:

- Relationships - The interconnections of human, animal, and plant life, the land and water, the ancestors, and other spirits
- Stories and Storytelling – Their structures, purposes, and position within Indigenous history and memory
- Cultures – Forms of artistic expression and celebration within Indigenous cultures
- Territories and Rights – Indigenous advocacy, resistance, and empowerment
- Truth and Reconciliation – History, trauma, memory, and healing

Contemporary Indigenous Studies 12 is positioned as a springboard for students intending to take BC First Peoples 12, giving a firm grounding in Indigenous experiences and perspectives from across Canada that will allow them to better understand and appreciate the more focused topics of the BC First Peoples 12 course.

*This course meets the Ministry of Education graduation requirement for a full credit Indigenous focused course.*

### **EXPLORATIONS 11**

Explorations in Social Studies 11 is an extension of the history topics learned in Social Studies 10 and will examine various themes and topics of the 20th century. It is a good fit for students curious about the world and their place in it. The goal is to think critically about important world issues and to formulate ideas to make positive change.

Topics may include:

- social, cultural, or technological innovations and developments in the 20th century
- colonialism and contemporary issues for indigenous people in Canada and around the world
- current issues in local, regional, national, or global politics as represented in mass media.
- systems of power and governance in global cultures
- methods used by individuals, groups, and organizations to promote social justice.

Using the historical thinking framework, students will examine the following: historical significance, cause and consequence, continuity and change, historical perspectives, ethical dimensions of history, and sources as evidence. Topics and themes will start from a Canadian perspective but will expand to include an international context.

## **EXPLORE BC 11**

Explore B.C. is positioned as a Grade 11 survey course designed to expose students to many of the themes that they will then engage with in depth in their Grade 12 Social Studies courses. It is an exploration of the environmental history of B.C. through the lens of Indigenous connection and stewardship of the land, preservation vs. conservation vs. recreation, environmental activism, and the implications of global climate change. Students would look at significant moments in B.C.'s environmental history whilst taking part in hands-on outdoor field studies. These exploratory and recreational activities are designed to promote students' understanding of the environment and insert them into the complexity of appreciating and protecting B.C.'s wilderness.

The main concepts covered in Explore BC include:

- Indigenous land stewardship (then and now)
- Settler conservation vs. Indigenous ways of knowing (fire management)
- History of environmental activism in BC
- Important timelines alongside provincial and federal leadership
- Significant moments in BC's environmental history: Pine Beetle, Wildfires, Pipelines & Forestry (Fairy Creek), etc.
- Wilderness reaction as industry: environmental and economic impact
- Who gets a say? Whistler, Kicking Horse, Chilliwack proposal, etc.
- Outdoor recreational pursuits are awesome; but at what cost and who is included?
- Field Studies: old growth logging walk in North Van or Squamish, hike in Buntzen or Golden Ears, talk with someone knowledgeable in the indigenous community, invasive species removal, if possible, a canoe trip

## **POLITICAL STUDIES 11**

How is power used and abused? How much say do I really have over political decisions? This course is perfect for anyone who is interested getting involved in politics (municipal, provincial, federal). Students will learn how political decisions are made, what different political parties, leaders and movements represent and how different types of political systems operate around the world. Students will also learn how power is exercised through political institutions such as parliamentary and congressional systems, the courts, the civil service and the military, as well as the roles of important groups such as the media, interest groups, unions, corporations and citizens' organizations. Finally, students will learn how power is distributed in democratic political systems and how informed citizens can make a difference to achieve change.

Some questions to explore include:

- How have political systems shaped different policies and outcomes in Canada and in other countries?
- Which factors are necessary in any country for democracy and human rights to succeed?
- Why are some countries opposed to democracy?

## **PSYCHOLOGY 11**

Psychology 11 explores the diversity of human behavior. It includes the study of the human brain, emotions, stress, the influence of drugs on behavior, early childhood and adolescent development, and the underlying basis of social interactions and anti-social behavior. This course serves as an introduction to the field of psychology and would provide a good foundation for a student who is planning to pursue psychology at the post-secondary level. The course will provide students with an understanding of how psychological research is conducted and introduce them to the major psychological theories and thinkers in the field. Psychology is relevant in many diverse fields including law enforcement, nursing, advertising, sports and human resources.

***This course is an elective and does not count as a Social Studies 11 credit.***

## **GRADE 12 SOCIAL STUDIES COURSE OPTIONS**

Students may take **multiple** Social Studies 12 courses as electives!

These grade 12 courses do not have a prerequisite, but students may benefit academically from first taking a SS 11 course. Students must complete a minimum of 5 approved grade 12 courses for admission to SFU and 6 for UBC. **All Grade 12 SS courses are university approved academic courses and meet entrance requirements EXCEPT Psychology 12.**

### **20TH CENTURY WORLD HISTORY 12**

*"[Humankind] is so much the same, in all times and places, that history informs us of nothing new or strange in this particular. Its chief use is only to discover the constant and universal principles of human nature." - David Hume*

Comprehending history requires students to develop an understanding of historical perspective, the ability to describe the past on its own terms, and empathy for the experiences and points of view of people of different backgrounds and roles in society. This course requires students to conduct historical inquiries, to think through cause- effect relationships, and to reach sound historical interpretations. It requires students to use

historical evidence and facts to analyze and construct arguments, and to be aware of the subjective nature of historical narratives.

The course incorporates the historical thinking framework to examine various themes and events of the 20th century, and will challenge students with questions like:

- What were the immediate effects of conflicts on the geopolitical realities of nations and societies?
- What influences have past cultural, religious, and ethnic tensions had in the 20th century?
- To what extent have nationalist movements united people in common causes?
- How have technological and economic changes affected society positively and negatively?
- How have human rights developed over the 20th century?

### **BC FIRST PEOPLES 12**

Who are the First Peoples of British Columbia? This course takes an in depth look at the identities, worldviews, and languages of B.C. First Peoples and the impact of contact and colonialism on their political, social, and economic lives. The richness, diversity, and resiliency of B.C. First Peoples will be explored through topics like self- governance, leadership, and self-determination, including the challenges of and resistance to Canada's ongoing colonialism.

Topics will include:

- traditional territories of the B.C. First Nations and relationships with the land
- role of oral tradition for B.C. First Peoples
- impact of historical exchanges of ideas, practices, and materials among local
- B.C. First Peoples and with non-indigenous peoples
- provincial and federal government policies and practices that have affected, and continue to affect, the responses of B.C. First Peoples to colonialism
- resistance of B.C. First Peoples to colonialism
- role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of B.C. First Peoples
- commonalities and differences between governance systems of traditional and contemporary B.C. First Peoples contemporary challenges facing B.C. First Peoples, including legacies of colonialism.

*This course meets the Ministry of Education graduation requirement for a full credit Indigenous focused course.*

## **GENOCIDE STUDIES 12**

**CONTENT WARNING: This course deals with mature subject matter that may be disturbing to some students. It is HIGHLY RECOMMENDED that students academically prepare for this course by first taking a Grade 11 SS course. THIS COURSE IS NOT RECOMMENDED FOR ANY STUDENT UNDER THE AGE OF 16.**

This course will examine case studies of the intentional destruction of peoples and their cultures and explore how these movements can be disrupted and resisted. We will study the use of the term “genocide” to describe atrocities, exploring the political, legal, social, and cultural ramifications. We will come to understand that despite international commitments to prohibit genocide, violence targeted against groups of people or minorities has continued to challenge global peace and prosperity. While genocides are caused by and carried out for different reasons, all genocides share similarities in progression and scope.

The main concepts covered in Genocide Studies include:

- origins and development of the term “genocide”
- economic, political, social, and cultural conditions of genocide
- characteristics and stages of genocide
- acts of mass violence and atrocities in different global regions
- strategies used to commit genocide.
- use of technology in promoting and conducting genocide
- recognition of and responses to genocides
- movements that deny the existence of or minimize the scope of genocides.
- evidence used to demonstrate the scale and nature of genocides.
- genocide prevention, including international law and enforcement.



## LAW STUDIES 12

*“We are bound by the law, so that we may be free.”*

- Marcus Tullius Cicero

- What rights do we have as citizens?
- What happens when our legal and human rights are violated?
- What types of criminal laws are there?
- What does it mean to sue someone?
- What rights and obligations do I have as a parent or as child?

These are some of the many questions we will explore in the academically rigorous course which is Law Studies 12. To understand our legal system, we will also examine the ethical, morale and philosophical foundations of law and will survey a variety of rights and freedoms (Charter of Rights and Freedoms), criminal (homicide, drugs and alcohol, arrest and trial), civil (tort and negligence), family (marriage, divorce, and parenting), precedent case

studies, and First Peoples laws in Canada. Students will also participate in criminal, civil mock trials, and will learn how to debate complex current topics.

The course will address a number of sensitive and often controversial issues in our justice and legal systems to enhance their personal awareness of the Canadian Legal System. Topics will be both historical and current present day. Students should be prepared to be challenged academically as well as both morally and ethically throughout the course.

## PHYSICAL GEOGRAPHY 12

Geography 12 is the study of the physical environment, and how we interact with it. This course focuses on explaining the processes that shape our world, such as climate and weather, plate tectonics and volcanism, rivers, and glaciers. Human geography is also incorporated into this course, as students learn how the environment impacts both political and social developments across the globe. Topics students may explore include environmental issues, such as pipelines, renewable energy, and resource extraction. Other topics include human adaptations in earthquake-prone areas or ways to mitigate climate change. Due to our location, students will spend time learning and understanding the implications of a mega thrust earthquake that could happen and how to prepare for it.

## PSYCHOLOGY 12

Psychology 12 is an academic course for students who have an interest in the subject and wish to pursue it further at a post-secondary level. **Psychology 11 is recommended**, as

this course will extend topics from in that course and introduce new areas of study. Students will explore the four goals of psychology, including describing, explaining, and predicting human behaviours. This course allows students to engage in the use of scientific methods in order to explore and understand a variety of social issues. Students will have

the chance to carry out their own research experiments in areas of personal interest. Areas of focus include Relationships, Stress and Health, Psychological Disorders, Psychological Testing, and Attitudes and Social Influence.

***This course is an elective and does not count as a Socials 12 credit.***

## **SOCIAL JUSTICE 12**

*“Returning hate for hate multiplies hate, adding deeper darkness to a night already devoid of stars. Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate, only love can do that” (Martin Luther King Jr., *Strength to Love*, 1963).*

With respect to Martin Luther King's quotation, Social Justice 12 explores various issues of equality, equity, and justice in society (and hence their counterparts of inequality, inequity, and injustice). In examining the differences between social service, social responsibility, and social justice, the course encourages students to develop a commitment to advocate and work toward a more socially just society.

Sample inquiry topics include:

- Truth and Reconciliation
- Feminism and Patriarchy
- Racism and Civil Rights
- LGBTQ+ Justice
- Economic Justice

Social Justice 12 is a participatory course that requires respectful and open dialogue of controversial issues, self-reflection, social analysis, respect for diversity and inclusion, and a willingness to take responsible action for change.

## **URBAN STUDIES 12**

Have you ever wanted to be a part of how a city is planned? Urban Studies is about the situations that shape cities and the impact these have on the environment. In addition, it explores the quality of life for the people that live “IN” those cities. You will learn about the history of cities and urbanization in Canada and around the world. Through this course you will learn to evaluate the past, present and future design of cities, as well as the many interesting features that form a city. Critical thinking skills will be developed as you learn about urban planning and urban design. As a class, let's discover the type of city that Cloverdale could be in the future.

# ELECTIVES

## BUSINESS EDUCATION APPLIED DESIGN, SKILLS AND TECHNOLOGIES

### ACCOUNTING 11

Accounting 11 is an introductory accounting course that will provide students with a broad introduction to accounting concepts and practice. This is a very hands-on course, where students will practice applying accounting concepts through various activities. Most course activities will be completed using Microsoft Excel. Accounting 11 will be extremely useful for any student planning to continue with accounting or business in post-secondary education.

### ACCOUNTING 12

Accounting 12 builds on the concepts learned in Accounting 11. Students examine how financial data is used by organizations to track and control assets and liabilities for both services and merchandising businesses. Students will be introduced to Simply Accounting software along with the use of Excel to complete course requirements.

### COMPUTER PROGRAMMING 11

In this course, students will be introduced to the history and development of programming languages. Some of the topics that will be covered are: applying programming terminology, creating simple variables, and generating input, output and read/write files. The course centers around the programming language called Python. Students also begin to explore app building for android.

### COMPUTER PROGRAMMING 12

Students will learn advanced techniques in the Python programming language. The course focuses on game development and building. This is a very self-directed class with students exploring areas of personal interest within programming.

### ANIMATION 10: NO PREREQUISITE

This course will review the skills learned in Animation 9 and build on them. Topics include creating rain/snow using Particle Spray, making a handle to open a 3D Jack-in-the-Box, using correct light wattage for your backgrounds. Taking apart objects and decorating them with textures using UVW unwrap are some additional skills that will be explored. If you would like to take your creative skills to a new level and use them to make an exciting video, then this course is for you.

## **DIGITAL ANIMATION 11/12**

This course will allow students to have a self-directed focus and work on specific areas in the field of animation. Students will be responsible to set up a portfolio and exploring topics such as Lighting, Skinning a Character, and Modelling. Students will also have the opportunity to create movies that will be shown on Eye of the Panther. This course will provide students with an introduction that could lead into a future career in the field of animation.

## **MARKETING & PROMOTION 11**

Marketing 11 is an introductory course designed to explore the basic concepts and terms of marketing. Students will learn the role that marketing plays in both the business world and in their personal lives as consumers. The market mix (price, product, place and promotion) will be studied in detail.

## **MARKETING & E-COMMERCE 12**

Marketing 12 is designed to provide an overall, practical and up-to-date look at major aspects of marketing. Students will explore how businesses respond to consumer expectations, distributions, and communications in both domestic and international markets.

# **HOME ECONOMICS**

## **FOODS & NUTRITION 10**

In this course you will sauté, dice, cream and bake your way through a variety of recipes as you prepare healthy and delicious dishes and meals. Learn techniques for making soups and sauces, prepare breads and breakfast dishes while finding new and interesting ways to incorporate fruit and vegetables into your diet. Learn to decode a nutrition label as well as make informed food choices. Explore a variety of techniques for creating baked goods while at the same time gaining an understanding of the nutrition behind the food you prepare. No prerequisite required however students will be expected to cook at home when they miss a lab at school. Students are responsible for supplying their own apron.

## **FOODS STUDIES 11**

This is a great opportunity to broaden your food knowledge by learning to cook using interesting seasonings and a variety of cooking/baking techniques. Your confidence in the kitchen will grow as you gain a better understanding of multiple cooking practices. In addition, this course will help create an awareness of global food issues including: food recalls, national/regional/indigenous food guides, food security, food labelling, and food marketing practices. Students will also participate in recipe development, modification, and preparation through various cooking labs. No prerequisite required however students will be expected to cook at home when they miss a lab at school. Students are responsible for supplying their own apron.

## **FOODS STUDIES 12**

Foods Studies 12 will further explore new foods, flavors and techniques that you will take into your future independent life. This course will also explore global food issues that focus on health claims of foods, food justice, food safety, food production, food philosophy, and food sovereignty. Students will also participate in components of meal preparation through development, planning, designing, and modifying of methods and/or ingredients. No prerequisite required however students will be expected to cook at home when they miss a lab at school. Students are responsible for supplying their own apron.

## **TEXTILES 10**

Express yourself through creating your own textile products. Students will continue to work on advancing their sewing skills and taking them to a higher level. By using commercial patterns and current technology you will produce fashionable garments. Evaluation is based on projects and assignments.

## **TEXTILES 11**

If you love the latest fashion and enjoy creating your own clothing then this is the course for you. This is a highly individualized course that provides you with the opportunity to work with specialty fabrics, to learn some new and exciting techniques and to explore the fashion industry as well as possible career opportunities. Perhaps fashion design, the theatre or film industry (costume design) or retailing interest you. Impress your friends with your unique creations and your new wardrobe.

## **TEXTILES 12**

In this advanced course, students will increase their awareness of the versatility of textiles, and further develop their sewing skills. This course is highly individualized using commercial patterns or designing your own. Skills learned may be applied to further study in fashion design, production, marketing and other textile related careers.

## **FAMILY STUDIES 10-12**

This interactive course provides life-skills and information beneficial to all students. It is divided into two main areas of study (offered alternating years): Relationships Impacting Families in Society and Child Development with Parenting. By the end of these courses, you will have a good understanding of relationships and what it means to be a part of a healthy family as well as what your expectations are for your own future family. During this course, students will have the opportunity to practice parenting skills with the Baby Think it Over Simulators (electronic babies) and gain valuable insight into the challenges of what the needs of a child are and how to meet those needs. This is a great course for anyone interested in having relationships, working with families and/or children, or planning to have a family of their own one day. No prerequisite needed; however, every student will be required to take the electronic baby home overnight as part of the course requirements.

## **CULINARY ARTS PROGRAM**

The goal of Culinary Arts is to expose students to the many varied facets of professional cooking and baking through different media, including banquet preparation, gingerbread house design and construction, plated presentation and normal lunchtime service.

### **CULINARY ARTS 10/11**

Culinary Arts 11 is an introductory course that allows students to experience first-hand the skills, attitudes, work habits and techniques needed in today's fast paced commercial kitchens. During this time, students will receive Food Safe Level 1 certification, and will be exposed to a wide assortment of professional equipment, recipes and routines which are based on actual restaurant and hotel practice. By using these pieces of equipment, reading the recipes and following the routines, the students learn the fundamentals of commercial operations in a teaching kitchen. This course will teach students how to prepare a wide variety of food, using proper cooking methods and service practices associated with the ordering and storage of food and supplies. Students will also learn proper dishwashing procedures and are given access to a professional cook's library from which to learn valuable theory behind the practical aspect of this course.

No prior experience is needed for Culinary Arts 11 but students should show strong work ethics, attend classes regularly, be on time for class and have a strong desire to be on task all of the time. Limited supervision is available so students must be able to follow written instructions in English. This course presents a highly structured environment and while the course is taught within a high school, the expectations are in keeping with demands of a professional kitchen. Students should take Culinary Arts 11 before taking Culinary Arts 12.

### **CULINARY ARTS 12**

**It is recommended that students have completed Culinary Arts 11**

Culinary Arts 12 builds on the experience students gain from previous Culinary Arts courses. Students from the LTSS Culinary Arts courses have been successfully placed at locations such as the Four Seasons Hotel, the Pan Pacific Hotel and the Hotel Vancouver to name a few.

As a continuation of Culinary Arts 11, students are given more responsibility in class, are used as mentors to younger students and are expected to take more of a leadership role during class time. They are expected to know how to use most of the commercial equipment, how to follow a number of professional recipes and participate in after school Banquets. A high priority is placed on working together as a team at each station, showing maturity and helping to supervise students in Culinary Arts 11. In general, these students should demonstrate the ability to perform and to work under very little supervision, once instructions have been given.

## MODERN LANGUAGES

The Lord Tweedsmuir Languages Department provides opportunities for students to develop functional and spontaneous communication skills in the target language and openness towards other cultures. The language program seeks to provide students with the necessary skills to perform real-life tasks, share ideas, and acquire information. Grammar instruction plays a supportive role, as does training in useful strategies that facilitate communication and comprehension.

Students will participate in a wide variety of speaking, listening, reading and writing experiences. To encourage openness towards other cultures, language classes will incorporate elements of the following: anecdotes, cultural comparisons, exposure to food, music, arts, and optional field trips and events.

- A Grade 11 language course is a pre-requisite for some university programs.
- A Grade 12 language course is a university approved Grade 12 academic course.

Students enrolled in a Grade 12 language course are encouraged to take the optional internationally recognized language proficiency exam: DELF for French, DELE for Spanish.

**NOTE:** Students with a recent background in French Immersion or Intensive French, and students who are transferring in from other provinces or countries should consult the counsellor and Modern Language department head to determine the Core French level appropriate for them before the semester begins.

### **FRENCH 10**

**It is strongly recommended that students complete French 9 prior to enrolling in this course.**

This course provides continuing development of communication skills (listening, speaking, reading and writing) and grammar concepts established in French 8 and 9. Students will learn strategies to accurately source vocabulary of personal interest. Relevant themes and authentic communicative situations stimulate interest and knowledge of Francophone cultures and help students increase their ability to function in everyday situations using French. Students are expected to use their language skills in regular classroom communication with peers and the teacher. They develop composition capacities and extend conversation skills.

## **FRENCH 11**

**It is strongly recommended that students complete French 10 prior to enrolling in this course.**

This course expands on language skills (listening, speaking, reading and writing) acquired in French 8-10. Students continue to increase their ability to communicate in French in authentic contexts with growing confidence. They will further develop their understanding and appreciation of culture through the exploration of engaging themes of personal interest such as ethnic cuisine and childhood memories. Students will enjoy this highly interactive course which offers many opportunities for daily spontaneous expression in French. Successful completion of French 11 provides the minimum language entrance requirement needed for most university programs.

## **FRENCH 12**

**It is strongly recommended that students complete French 11 prior to enrolling in this course.**

Students work towards expressing themselves more fluently and spontaneously orally and with greater precision in writing by developing more sophisticated vocabulary and using a variety of grammatical structures. This course combines thematic units, literature, music, film, and discussion of current issues of interest to the students. Students will have opportunities to communicate in French outside the classroom on various field trips such as dining at a French restaurant and interacting with a French Immersion Elementary class. Students enrolled in French 12 are encouraged to take the optional internationally recognized DELF language proficiency exam. The DELF certificate validates their listening, reading, writing and speaking competency levels and can possibly be used for future employment or educational opportunities. This is a university approved grade 12 academic course.

## **SPANISH 10**

**It is strongly recommended that students complete Spanish 9 prior to enrolling in this course.**

This course is a continuation of the Spanish 9 program. Students further develop their abilities to communicate effectively in Spanish on a number of topics. Along with expanding their conversational skills, students develop composition capacities.

## **SPANISH 11**

**It is strongly recommended that students complete Spanish 10 prior to enrolling in this course.**

Communication skills continue to develop and new language structures are introduced. Spanish 11 strengthens and builds on the skills developed in Spanish 9 and 10. Understanding of Hispanic culture and history continues to develop. Successful completion of Spanish 11 provides the minimum language entrance requirement needed for most university programs.



## SPANISH 12

**It is strongly recommended that students complete Spanish 11 prior to enrolling in this course.**

This course is a more in-depth look at the basic concepts of the Spanish language and introduces many of the fine points necessary to give a degree of polish and perfection to the student's knowledge of the language in its written and oral forms. Hispanic culture and history will be explored in greater depth.

Students enrolled in Spanish 12 are encouraged to take the optional internationally recognized DELE language proficiency exam. The DELE certificate validates their listening, reading, writing and speaking competency levels and may be taken in the Lower Mainland.

This is a university approved grade 12 academic course.



## PUNJABI INTRODUCTORY 11

This course offers an opportunity for students who have limited to no background in Punjabi. Punjabi Introductory 11 is an intensive course designed to cover essential learning standards in order to prepare students for Punjabi 11. Students are introduced to Punjabi alphabets, basic grammar structures, vocabulary, reading, writing, listening and speaking skills. Various aspects of Punjabi culture are also explored.

*Note: Please make sure that you confirm with your selected post secondary institution regarding language requirements and to ensure this course meets those requirements.*



# PERFORMING ARTS

## FINE ARTS

### DANCE 10 BEGINNER

This course is for students who have always wanted to learn to dance but have not yet had the opportunity or who have **up to two years of experience in any genre**. Students will learn the basics of multiple genres including Jazz, Hip Hop and Contemporary in a fun and supportive atmosphere. This class will enhance performance and choreography skills, while working on conditioning and technique. This class would be appropriate for students who have taken dance in previous years but have not danced recently. Students will advance at individual levels and be encouraged to challenge themselves through establishing individual dance goals. Students will have multiple performance opportunities.

### DANCE 10 INTERMEDIATE

This course is for students **with three or more years of dance experience in any given genre, either in school or at a studio**. Students will have opportunities to study many genres including Hip Hop, Contemporary and Jazz. In this performance-based class, students will work to view, critique and create performances in different styles, improve technique and create choreography for stage. Students will advance at individual levels and will be encouraged to challenge themselves as dancers and choreographers.

### DANCE 10 ADVANCED

This course is designed to challenge the advanced dancer and facilitate explorations of the world of dance and performance. This course is appropriate for those with **five or more years of dance experience in any genre, either at school or at a studio and who have been recommended to the course**. In this performance-based class, students will work to view, critique and create performances in different styles, improve technique and create choreography for stage. Students will advance at individual levels and will be encouraged to challenge themselves as dancers and choreographers.

### DANCE CHOREOGRAPHY 11

This course is for student choreographers and those advanced level dancers, wishing to work towards mentoring students and creating group choreography for stage. Students will be placed with a class and will work under the direction of Ms. Okrainetz to act as peer tutors and learn to create dynamic pieces for stage, using the choreography, cleaning and planning for stage processes. Students who register for choreography should be either enrolled in an advanced class, be members of a senior team or speak with Ms. Okrainetz about qualifying experience. Please note: this is a course with limited enrollment. All course requests will be reviewed by the department in conjunction with administration.

## **DANCE 11: BEGINNER**

This course is for students who have always wanted to learn to dance but have not yet had the opportunity or who have **up to two years of experience in any genre**. Students will learn the basics of multiple genres including Jazz, Hip Hop and Contemporary in a fun and supportive atmosphere. This class will enhance performance and choreography skills, while working on conditioning and technique. This class would be appropriate for students who have taken dance in previous years but have not danced recently. Students will advance at individual levels and be encouraged to challenge themselves through establishing individual dance goals. Students will have multiple performance opportunities.

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## DANCE 12: BEGINNER

This course is for students who have always wanted to learn to dance but have not yet had the opportunity or who have **up to two years of experience in any genre**. Students will learn the basics of multiple genres including Jazz, Hip Hop and Contemporary in a fun and supportive atmosphere. This class will enhance performance and choreography skills, while working on conditioning and technique. This class would be appropriate for students who have taken dance in previous years but have not danced recently. Students will advance at individual levels and be encouraged to challenge themselves through establishing individual dance goals. Students will have multiple performance opportunities.

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This course is for students **with three or more years of dance in any given genre, either in school or at a studio**. Students will have opportunities to study many genres including Hip Hop, Contemporary and Jazz. In this performance-based class, students will work to view, critique and create performances in different styles, improve technique and create choreography for stage. Students will advance at individual levels and will be encouraged to challenge themselves as dancers and choreographers.

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This course is designed to challenge the advanced dancer and facilitate explorations of the world of dance and performance. This course is appropriate for those **with five or more years of dance experience in any genre, either at school or at a studio and who have been recommended to the course**. In this performance-based class, students will work to view, critique and create performances in different styles, improve technique and create choreography for stage.



**ACTING 10**  
**(Recommended experience in Drama 8/9)**

Acting 10 is a fun and challenging course where we review basic acting techniques learned in Drama 9, then move to developing those skills further. Students enhance their knowledge in team building, ensemble creation, solo performance, and theatre etiquette through practice in ensemble work, solo work, and collective creation. Students will also strengthen their reflective skills by providing constructive feedback to their own work and the work of fellow students within the class. Exercises and activities are aimed at improving students' confidence several performance techniques. Topics of study include voice, movement, scripted work, monologues, theatre history and improvisation.

**THEATRE PERFORMANCE 11**  
**(Recommended experience in Acting 10)**

Theatre Performance 11 is an intermediate acting course designed to strengthen basic acting skills and styles to achieve pre-professional performance. Students will work on individual and group projects to enhance their skills in vocal technique, body movement, scene building, character development, ensemble creation and performance etiquette. Students will also work to enhance their theatrical critique by engaging in professional and student work, as well as direction and scriptwriting. Topics of study include scene/script work, monologues, theatre history, improvisation, play analysis, vocal technique, and character development.

**THEATRE PERFORMANCE 12**  
**(Recommended experience in Theatre Performance 11)**

Theatre Performance 12 is an advanced acting course where students are given opportunities to create professional standard performance within a classroom setting. Strong focus is placed on the actor's individual skills in vocal technique and movement, as well as their ensemble skills in collective creation. This course will focus on the actor's ability to create an atmosphere of confidence, strong theatre etiquette, and professional standard performance through practice in individual and group projects. Students will also have the opportunity to learn about directing and scriptwriting, as well as critique professional and student performance. Topics of study include scene/script work, monologues, theatre history, improvisation, play analysis, vocal technique and character development.

**THEATRE PRODUCTION/STAGECRAFT 11/12**  
**(Recommended experience in Drama, Acting or Performance)**

This is an introductory course in technical theatre and backstage theatre skills. Students will have the opportunity to work alongside student actors to study production design and creation from its beginning stages to the final product on stage. Students will gain a perspective on stage management, production elements, performance elements, design and technical theatre. This is primarily a hands-on, project-based course, with the final project incorporating a complete design of a play. Topics studied include set design, costume design, stage lighting, sound operation, theatre terminology, theatre history, media and stage projection.

## **DIRECTING AND SCRIPTWRITING 11/12**

This course gives students the opportunity to develop their script writing skills in more depth. While studying dramatic elements and experimenting with different forms, students will find their individual writing and directing styles. When directing, students will work side by side with the Acting 11/12 class through the creative process to produce dramatic works as well as reflect on their progress. Making aesthetic choices, students will learn to influence an audience's perspective. Students will take on a leadership role in the classroom and need to demonstrate a commitment to theatrical etiquette and practices. There will be a night performance for directors to showcase their work.

## **THEATRE COMPANY 8-12 \***

Theatre company is more than a course, it is an immersive collaborative experience. Students will be given a safe place to practice taking creative risks. We will use the creative process to study various genres and dramatic elements. Students will prepare for two performances. A One Act show in the Winter and a full mainstage play in the Spring. We will be connecting with other theatre company's in the district by sharing our work and supporting their productions. Being a member requires commitment, resilience and a significant contribution to personal and social responsibility.

**\* NOTE: This course will run in an X block after school**





## CONCERT BAND 10: SENIOR WIND ENSEMBLE

**It is strongly recommended that students have completed the Concert Band 9 course prior to enrolling in this course or see the Music Director for permission.**

Requirements: Band instrument (rent or own) and accessories.

**The Concert Band 10** class will be learning and performing a variety of repertoire in classical, contemporary and movie soundtracks. Students will see a significant increase in the complexity (and excitement) of the repertoire (songs). Course material will cover performance style as well as historical and theoretical concepts for a wide variety of musical genres and style periods. As this is a performance-oriented course, students will be expected to participate in a number of communities, regional and festival concerts throughout the year. It is the students' responsibility to make the necessary arrangements to attend each performance.

**All students 8-12 are required to do Smart Music assignments. Each student can purchase the application for \$30 CDN to use at home or use the school practice room. Students are also required to purchase a music tie for the uniform at \$20. If a student has the tie from grade 8, another one does not need to be purchased. Students may choose to rent the ties but are responsible for cleaning cost prior to its return.**

## CONCERT BAND 11: SENIOR WIND ENSEMBLE

Requirements: Band Instrument (rent or own) and accessories. This course will review instrumental techniques introduced in Band 10 and develop them to a more sophisticated level. Students will perform music of various styles and from a variety of historical periods. Students will proceed to a more advanced level of technical proficiency and stylistic interpretation.

Students can expect a full range of concert opportunities and Music Festival participation. As part of the compositional component of the course, students should expect greater emphasis on theory, ear training and music history.

A major tour will be undertaken in the spring with the support of parents and school administration.

**All students 8-12 are required to do Smart Music assignments. Each student can purchase the application for \$30 CDN to use at home or use the school practice room. Students are also required to purchase a music tie for the uniform at \$20. If a student has the tie from grade 8, another one does not need to be purchased. Students may choose to rent the ties but are responsible for cleaning cost prior to its return.**

## CONCERT BAND 12: SENIOR WIND ENSEMBLE

There is no pre-requisite, however, Concert Band 11 is highly recommended.  
Requirements: Band Instrument (rent or own) and accessories. This course will review instrumental techniques introduced in Band 10 and develop them to a more

sophisticated level. Students will perform music of various styles and from a variety of historical periods. Students will proceed to a more advanced level of technical proficiency and stylistic interpretation.

Students can expect a full range of concert opportunities and Music Festival participation.

As part of the compositional component of the course, students should expect greater emphasis on theory, ear training and music history.

A major tour will be undertaken in the spring with the support of parents and school administration.

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### **JAZZ BAND 10\***

**It is strongly recommended that students have completed a Junior Band course prior to enrolling in this course.**

The following instruments are included in Intermediate Jazz; Drums, Bass, Guitar, Piano, Saxophones, Trombones and Trumpet Note: Students that play nontraditional jazz instruments like Clarinet or flute, that would like to play in the jazz group, are encouraged to learn another instrument. Flute players usually make good trombonists. We have free trombones to be used by highly motivated students. Course content will include instruction in jazz performance both as ensemble player and soloist.

Requirements: Band instrument (rent or own) and accessories. This is an entry level course for jazz studies at LTSS. This course will be a 4-credit course but will be offered in an extracurricular time slot twice weekly throughout the year.

**\* NOTE: This course will run in an X block after school**

**All students 8-12 are required to do Smart Music assignments. Each student can purchase the application for \$30 CDN to use at home or use the school practice room. Students are also required to purchase a music tie for the uniform at \$20. If a student has the tie from grade 8, another one does not need to be purchased. Students may choose to rent the ties but are responsible for cleaning cost prior to its return.**

## JAZZ BAND 11/12

**It is highly recommended that students have experience in jazz ensemble**

Open to Grade 11 and 12 students (Grade 10s considered if there is room). This is the most advanced course in Jazz Studies offered at Lord Tweedsmuir Secondary School. The course will be a 4-credit course offered during regular class schedule, not after school. Students participating in this course can expect to play and perform very challenging literature from all genres and style periods.

This ensemble will be hired out for professional paying gigs throughout the year and can expect to take part in evening coffee house, community, and a variety of festival concerts: Surrey's annual Surrey Schools International Jazz Festival, and in late February an optional Tour to the internationally renowned Lionel Hampton Jazz Festival in Moscow, Idaho.

**All students 8-12 are required to do Smart Music assignments. Each student can purchase the application for \$30 CDN to use at home or use the school practice room. Students are also required to purchase a music tie for the uniform at \$20. If a student has the tie from grade 8, another one does not need to be purchased. Students may choose to rent the ties but are responsible for cleaning cost prior to its return.**

### Music Pathway:

Concert Band 8 → Concert Band 9 → Concert Band 10-12\*\*\*

Jazz Band 8\*  
(After School) → Jazz Band 9-10\*\*  
(After School) → Jazz Band 11-12\*\*\*

\*Student must be enrolled in the Concert Band 8 course

\*\*Student must take a Concert Band course to be enrolled in Jazz 9-10.

\*\*\* Student may choose to take one or both courses. Courses will be backed with each other.



# TECHNOLOGY EDUCATION

## APPLIED SKILLS

### **AUTO TECHNOLOGY 11**

Auto Technology 11 is an introductory course providing the students with a general overview of today's automobiles and light trucks. Shop work involves learning diagnostic and hand skills needed to do general maintenance servicing, lubrication & coolant changes, disc & drum brake repairs, tune-ups, etc. that are needed on today's vehicles. Quality workmanship, cleanliness and SAFETY will be expected at all times. Whether you choose to follow a related career in this field, or to expand your knowledge and skills for general interest, exposure to the Automotive Industry, its products and service network will offer challenges and rewards for you.

### **AUTO TECHNOLOGY 12**

**It is highly recommended that students have taken Auto Technology 11**

This course is an extension of materials covered in Auto 11, both theory and practical work, although more emphasis will be placed on the practical hands-on shop work. The course is designed to give students a strong basic knowledge of the construction, operation, servicing and maintenance of all aspects of modern automobiles and light trucks. The students will be encouraged to use reasoning to diagnose/solve problems, reference textbooks and technical service CD's/manuals for manufacturer specifications and develop the mechanical skills to complete the job repairs correctly. A clean, safe and quality work ethic will be expected at all times during the course.

### **DRAFTING & DESIGN 10**

Students will be introduced to the exciting world of graphic communication using a design-oriented problem-solving approach. This course will provide students with a basic understanding of the following concepts: sketching, orthographic projection, dimensioning, working drawings, modeling and architectural drawing. Students will complete drawing assignments using two- and three-dimensional computer assisted design programs. Students will be given the opportunity to 3D print and use a CNC Mill.

### **DRAFTING & DESIGN 11**

The main objective of this course is to offer a combination of knowledge and "hands-on" skills that will be valuable over a lifetime, as well as opening doors to a variety of career options. This course would be beneficial for students going into engineering, design or the trades. The areas of focus will include sketching, 3D printing, CNC programming, Computer aided drafting with an emphasis on architectural and mechanical drawings. Students will apply the acquired skills in the design, drawing and prototyping of student/teacher selected projects.

## **DRAFTING & DESIGN 12: TECHNICAL VISUALIZATION**

**It is highly recommended that students have taken Drafting & Design 11**

This course is intended for students who are interested in engineering, design, and drafting or are planning a career in associated fields. This course continues to develop skills learned in Drafting 11. Students will design, sketch, draw mechanical and architectural drawings and understand their connection to industry. Greater emphasis will be placed on 3 dimensional drafting using Inventor, Revit and AutoCad design software. Students will be given the opportunity to 3D print and use a CNC Mill for prototyping.

## **ELECTRONICS 10**

In this hands on course students will learn about Electronic circuits and how they operate. As the students build and trouble shoot projects the theory of electronics and how various components work will be explored. Some examples of Electronics projects students will build include Robo Ear, FM bug spy mic and the Strobe Light.

## **ELECTRONICS 11**

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

## **ELECTRONICS 12**

**It is highly recommended that the student has taken Electronics 11**

Students will learn to solve more complex circuits using Ohm’s law and Kirchoff’s current and voltage laws. They will also further their knowledge of design and development processes of printed circuit boards. Digital electronics will be a central component of this course, with further development of electromechanical and robotic devices.

## **FILM AND TV 10**

Students will learn the basics of video camera use and how to edit using Adobe Premier Pro. Emphasis will be placed upon Video Production and Desktop Editing and Animation (traditional & computer). Students will be required to do assignments in each of the core areas, but enough flexibility is given to allow students to pursue in-depth, an area of special interest. All course participants will be required to produce a final video project on a topic of their choice.

## **FILM AND TV 11**

**(Fine Art & Applied Skill)**

This course is designed to introduce students to the broad range of communications technology. This is a lab oriented course offering students a practical “hands on” approach to problem solving, experimenting, creating, designing and building within the area of communications. Emphasis will be placed upon the following areas of video production: Shooting Scripts, Video Composition, Sound, Lighting, Desktop Editing, Animation and creating the **Eye of the Panther** an LTSS TV show. Students will be required to do assignments in each of the core areas, but enough flexibility is given to allow students to pursue in depth, an area of special interest.

## **FILM AND TV 12**

**It is highly recommended that students have taken Film and TV 11**

This course continues to develop skills learned in Film and TV 11. Emphasis will be placed upon the following areas of video production; Video Composition, Sound, Lighting, Desktop Editing, Special Effects, and organizing the **Eye of the Panther**. Students will be required to do assignments in each of the core areas, but enough flexibility is given to allow students to pursue in depth, several areas of special interest.

## **VISUAL EFFECTS FOR FILM & TV 11**

**(Media Technology 11 - Board Approved)**

This course addresses basic principles of media technology and then provides students with advanced instruction in the areas of: media, graphics, animation, and will focus on the creation of special effects. Students will have access to digital graphics production hardware and software and will be challenged to create special effects and motion graphics for film and television.

The main software we will be exploring is Adobe After FX to animate, alter and compose media using various tools and optional plug-ins. The program is widely used by motion-graphics professionals, website designers, and visual effect artists for post-production on digital films, DVD, video and the web.

## **JEWELLERY MAKING 11/12**

This is a hands-on course in which students will learn how to make Sterling Silver jewellery. No previous experience is needed! Students will learn the basic jewellery techniques as they build projects. As the students gain experience, they will be encouraged to design and build their own jewellery. Examples of projects include key fobs, rings, chains and small boxes.



## **METALWORK 10**

Metalwork 10 is an introduction to metal work. Students will learn techniques and principles in metal fabrication, welding, casting, metal art, and jewelry making.

## **METAL FABRICATION & MACHINING 11**

Metal 11 is designed as an introductory course where students become familiar with the processes of manipulating metal with hand and machine tools. Students will produce several projects, each of which will have different objectives to demonstrate metal forming/manipulating processes.

Specific course learning objectives will include hand and machine tool usage and safety, measurement (including precision measurement), material and fabrication processes, welding (MIG, ARC, Oxy-acetylene and spot-welding), surface layout, various methods of cutting, drilling, bending, casting, forging, precision machining, and a sense of good work ethic. Upon the completion of this course students will have lifelong skills, which can be put to use immediately in work or hobby.

## **METAL FABRICATION & MACHINING 12**

**It is highly recommended that the student has taken Metal Fabrication & Machining 11**

Metal 12 facilitates all the skills previously learned in Metal 11. Students will have the opportunity to learn advanced procedures on the same equipment used in Metal 11, with the addition of some applied theory. Students will be given the opportunity to use the design process to create their own working drawings and projects. Post-secondary education and career options will be explored. Upon finishing this course students will have a broad knowledge of metal work to be used for career opportunities or to further their hobby interests.

## **WOODWORK 10**

This hands-on course builds upon skills and processes introduced in Wood 9, which is recommended but not required for this course. Projects are teacher and student driven, with a greater emphasis upon student design. Through the manufacture of projects, students will learn and demonstrate their ability to accurately measure and manipulate both hand and machine tools.

## **CARPENTRY & JOINERY 11**

The main objective of this course is to offer a combination of knowledge and hands-on skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of wood related products. Students will apply the acquired skills in the design and construction of teacher/student selected projects.

## CARPENTRY & JOINERY 12

It is highly recommended that the student has taken Carpentry & Joinery 11



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

## YOUTH EXPLORE TRADES SKILLS 10-12

Youth Explore Trades Skills is an engaging program in which students use hands on learning to acquire skills and knowledge related to the construction trades.

Are you in grade 10, 11, or 12? Do you like to build things? Want to make cool projects using real building materials while learning Trade Skills? In this course you will explore different career paths while building trade related projects.

**A variety of Construction Trades will be explored in this course, including:**

- Carpentry [Framing of Residential Structures]
- Residential Electrical
- Design and Drafting of Residential Structures
- Residential Plumbing





# VISUAL ARTS

## **ART 10**

This is a first year art course that has at its core The Creative Process and the Elements and Principles of Design. Students will be taught techniques in drawing, painting, 3-D art, etc., and idea development. Students will follow the steps of the creative process for each project. Students will continue to build their artistic confidence, they will be introduced to the purpose and utilization of sketchbooks, and they will continue to explore various media.

## **CERAMICS AND SCULPTURE 10**

This course is intended for students who are new to 3-D art. The Creative Process and the Elements and Principles of Design will be used by students for each project. This Sculpture course is an introduction to three-dimensional art - the vocabulary, materials, and techniques. Students will work with wire, cardboard, plaster, clay and/or wood.

## **CERAMICS AND SCULPTURE 11**

This course is intended for students who are interested in 3-D art. The Creative Process and the Elements and Principles of Design will be used by students for each project. This Sculpture course is an extension of C&S 10 - the vocabulary, materials, and techniques. Students will work with wire, cardboard, plaster, clay and/or wood.

## **CERAMICS AND SCULPTURE 12**

This course is intended for students who are interested in further developing their skills in 3-D art. The Creative Process and the Elements and Principles of Design will be used by students for each project. This Sculpture course is a continuation of learning three-dimensional art - the vocabulary, materials, and techniques. Students should have a solid understanding of material techniques, composition, and balance.

## **PAINTING AND DRAWING 11**

This course is intended for students who are new to painting and drawing. The course will focus on basic techniques in drawing, water colour painting and acrylic painting. The Creative Process and the Elements and Principles of Design will be used by students in the development of their own artistic style.

## **PAINTING AND DRAWING 12**

This course is intended for students who want to further develop their skills in painting and drawing. The course will focus on advanced techniques in drawing and painting. Students should have a good understanding of acrylic and watercolour techniques, one point perspective, the human form and proportion. The Creative Process and the Elements and Principles of Design will be used by students in the development of their own artistic style and project development.

## **STUDIO ART 11**

This course is intended for students wanting to take their art to the next step. Instruction will focus on conceptual development (e.g.: developing your own creative ideas). Students should have a good understanding of technical process in drawing, painting and/or sculpture. Students will be expected to produce mature, high quality work while developing their own artistic style. Projects will range from drawing, painting, printmaking, and sculpture. It is recommended that students have some background in artistic technique, but the course is open to anyone willing to learn and explore their creative side.

## **STUDIO ART 12**

This course is intended for serious art students who are working towards attending Art School at the Post-Secondary Level, or art students who want to further develop their own artistic styles. Students should have a solid grasp on technical skills (drawing in perspective, portraiture in correct proportion, acrylic painting techniques). This is an Independent Studio Class where students develop and propose their own projects over the semester. All students work towards a final Gallery and Silent Auction Night to show off their semesters work.

## **PHOTOGRAPHY 11/12**

**Requirement: Students will need their own digital cameras**

This is an introductory course intended to teach students the basics of how to use digital cameras, basic composition techniques and Photoshop techniques. Students will start to use photography as a tool for seeing and exploring the world in expressive and personal ways. Students will have various shooting assignments to be completed both at home and in class. Projects emphasize image composition, camera technique, and the exploration of personal interests.

## **YEARBOOK 11/12\*\***

Students in this course will learn various skills related to journalism, layout and design, marketing, sales and advertising, photography, and graphic design. Students will also learn Adobe Photoshop and Josten's Yearbook Design, and the art of digital photography and photo enhancement. Help create a part of Lord Tweedsmuir history.

***\*\*Application required - please see Mr. Tam if you have chosen Yearbook as an elective.***

## Other

### **BOARD APPROVED COURSES**

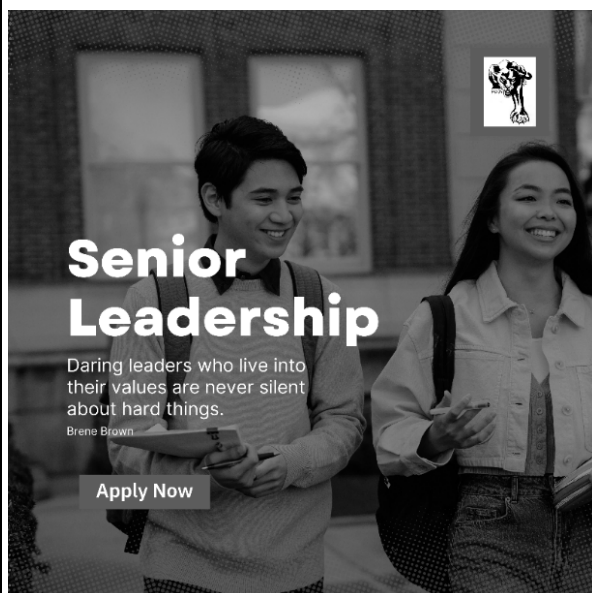
#### **PEER TUTORING 11/12 (including BASES Peer Tutoring)**

Students must submit a Peer Tutoring application to the Peer Tutor Coordinator to receive approval for this course. Please see a Counselor prior to selecting this course. Peer Tutoring is available to students in grades 11 and 12. The Peer Tutoring Program offers opportunities for students to develop their communication skills while assisting peers academically and socially. BASES peer tutors will also work with students with complex needs under the guidance and supervision of school staff. All peer tutors must behave responsibly and maturely. Peer tutors are role models and must contribute to a positive learning environment. Excellent attendance, good work habits, and good grades are prerequisites to being a peer tutor. Students interested in BASES peer tutoring will be selected based on pre-determined department criteria, including excellent attendance and work habits. (*For BASES PE Peer Tutoring, please see PHE Peer Tutoring for information.*) Note: As Peer Tutoring is a credit course, it cannot be used for service/volunteer hours for scholarship applications.

#### **P.H.E. PEER TUTORING 11/12 (Recommended C+ or better average in PE 10)**

Please see the P.H.E. Peer Tutor Coordinator prior to selecting this course. P.H.E. Peer Tutoring is an opportunity for students to develop leadership skills, facilitate/referee games, and assist students in a physical health and education setting. Peer tutors are role models and must contribute to a positive learning environment. Students wishing to take this course must apply to the P.H.E. Peer Tutor Coordinator and will be selected based on pre-determined department criteria.

## SENIOR LEADERSHIP (Leadership 10, 11 and 12)



In Senior Leadership, you will have the opportunity to learn skills that will help you develop confidence in your leadership capacity. It will also enhance your university applications and employability – the top five skills for which employers are looking is leadership, communication, problem-solving, work ethic, and teamwork.

In this course, you will learn and practice all of these as you plan and run events for our school and/or in the community. You will study different leadership styles; learn planning, goal-setting, and reflective skills; and work to positively impact the climate and culture of our school and community.

This course is suited for grade 10-12 students with strong self-management skills who are interested in taking on leadership roles and want to make a difference in our school. They will need to be responsible and able to work as a team, taking on

both leader and follower roles as their group plans, organizes, and runs events. Interested students must apply for the course (see the QR code to the right). This course will run after school in an X block on Tuesdays and Thursdays.

**NOTE: Leadership 11 is a pre-requisite for Leadership 12,** although Leadership 10 is not a requirement for Leadership 11. See Ms Smith in C211 for more information on the structure of and/or application to the course.

Senior Leadership Application



## **LIBRARY LEARNING COMMONS INQUIRY 11**

This course provides students interested in library or information related careers with an introduction to library services and management. Duties of the library student will include circulation of books, shelving materials, promoting library programs, accessing information online and assisting students researching in the library or searching for a book.

An application is mandatory prior to being accepted in this course. No previous library experience is required. Candidates must possess a mature attitude, be able to work independently with a minimum of supervision and have an excellent attendance record. An understanding of decimal numbers is an asset

# **SPECIAL EDUCATION PROGRAM**

Learner Support Team (LST)  
English Language Learners (ELL)  
BASES Program

## **LST 10-12: SKILLS FOR SUCCESS (4 credit course)**

Students enrolled in this course (by invitation of the LST department) will further develop their skills in the use of assistive technology, executive functioning, learning styles, and self-advocacy. Additionally, students will receive support with completing academic coursework. Students are required to complete weekly assignments and must have consistent attendance to receive credit for the course. Students may only receive credit for Skills for Success once per grade, even if they have more than one LST block in a school year.

## **ENGLISH LANGUAGE LEARNER PROGRAM (ELL)**

The English Language Learner program enables students whose first language is not English to learn sufficient oral and written English so that they can fully participate in the regular academic program as soon as possible.

## **BASES PROGRAM (BUILDING ACADEMIC SOCIAL & EMPLOYMENT SKILLS)**

The BASES program is designed to help students with intellectual disabilities in grade eight through twelve with basic reading, math, life, social and employment skills. In grades eleven and twelve, students spend the second semester in various work placements in the community. Students are placed in this program by the District.