



With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).

# **MAGEE SECONDARY SCHOOL**

Vancouver, British Columbia



## **COURSE PLANNING GUIDE**

**2026-2027**

**Counsellors, Office and Support Staff for 2026 - 2027**

**\* Subject to change without notice**

Principal	Mr. R. Mirani
Vice Principal	Ms. J. Sehmbi
Counsellors	Ms. A. McNeill Ms. P. Miladinovic & Ms. S. Tanabe Ms. G. Missellbrook Ms. M. Eby & Ms. L. Nordman
Receptionist	Ms. C. Russell
Administrative Assistant	Ms. D. Kwong
Records Clerk	Ms. Z. Carpenter
School Accountant	Mr. J. Li
Building Engineer	Mr. K. Tun & team

**Magee Secondary School**  
6360 Maple St. Vancouver, BC  
V6M 4M2  
604-713-8200  
[Visit us online](#)

## Welcome to the Magee Course Planning Guide!

Course descriptions in this booklet are intended as a guide to assist students and parents in selecting courses for programs. Some courses must be taken to [meet the requirements of the Ministry of Education](#) while others are chosen to meet individual interests and goals. Counsellors will assist students in the selection of their courses, and their valued advice and expertise will be the principles that guide Magee students to success.

While every effort is made to give students their first choice of course selection, due to circumstances beyond the school's control, it is not always possible. Students should be prepared with alternative choices.

## Purpose of the Course Planning Guide

To provide students and parents information necessary to make thoughtful course selections. In senior secondary schools, students need to be aware of three outcomes:

1. Graduation requirements
2. Post-Secondary Entrance Requirements
3. Career preparation for post-secondary opportunities

Every program in every post-secondary institution is different, and each one has its own entrance requirements. You need to prepare for future educational goals. Your task is to plan your courses carefully and be committed to your course of study for next year. Please remember that our timetable is created, and our school is organized based on your initial course selections. **Please Note: It is the responsibility of each student to ensure that the entrance requirements of the selected post-secondary institution(s) are met.**

## Factors to Consider in Making Your Decisions

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

1. What are my required courses? What **foundation** and **elective** courses must I take for graduation?
2. What courses are required for my post-secondary plans: colleges, technical schools or universities?
3. What courses do I need to enter jobs or job training programs in which I am interested?
4. Am I developing my full potential by developing all my interests?
5. What will be the total time demand of my learning program? Am I realistically able to do this?
6. **Priority registration in senior classes at the Grades 11 and 12 level will be given to Grade 11/12 students.**
7. **Conditional placement in a senior level course that has room *may* be offered to accommodate junior students who have progressed to a higher grade level course.**

**MAGEE SECONDARY SCHOOL**  
**COURSE PLANNING GUIDE – 2026-2027**

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## Academic Information and Graduation Program Requirements

Grade 8		Grade 9	
Required Courses	Electives	Required Courses	Electives
Choose 1 from the following:		Choose 3 from the following:	
English 8	French 8	English 9	Modern Languages
Math 8	Music 8: Band	Math 9	Fine Arts
Phys. & Health Education 8	Music 8: Choir	Phys. & Health Education 9	Performing Arts
Science 8		Science 9	Media Arts
Social Studies 8		Social Studies 9	Technical Studies
ADST Rotation 8		Career Education 9 (Off-Timetable)	Home Economics
Fine Arts Rotation 8			Info. Technology

### The Graduation Program: Grades 10 – 12

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements. **Students require a minimum of 80 credits to graduate, and of these 80 credits:**

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12
- At least 28 credits must be elective course credits
- **4 credits required from an Indigenous-Focused course(s)**

**52 credits are required from the following:**

Course	Credits
Career Education (CLE10, CLC/Capstone)	8
Physical & Health Education	4
Science 10	4
A Science 11 or 12	4
Social Studies 10	4
A Social Studies 11 or 12	4
A Math 10	4
A Math 11 or 12	4
A Language Arts 10, 11, and 12	12
An Arts Education 10, 11, or 12 and/or An Applied Design, Skills & Technology 10, 11, or 12.	4
TOTAL CREDITS REQUIRED = 80	
<b>Elective Courses (28 credits)</b>	

There are three **graduation requirements** to take note of:

- Grade 10 Graduation Numeracy Assessment
- Grade 10 Graduation Literacy Assessment
- Grade 12 Graduation Literacy Assessment

## **Advanced Placement (AP)**

AP is a program of college-level courses and exams for secondary school students. AP courses challenge interested students by providing exciting in-depth opportunities. The standards, curricula and exams are set by the American College Board.

AP courses offered at Magee:

- AP Calculus
- AP Psychology

## **Applied Design, Skills, and Technologies**

Applied Design, Skills and Technologies encompass Business Education, Home Economics, Information and Communications Technology, Technology Education, Career Education and Work Experience.

In Grade 8, students will be introduced to different areas of ADST through a rotation that may include a combination of: Entrepreneurship & Marketing, Foods, Wood & Metal Technology, Graphics Production, and Career Education.

### **ENTREPRENEURSHIP AND MARKETING (MADEM08)**

This course introduces students to some fundamental business concepts including communication, entrepreneurship, marketing, business software and document formatting.

### **CULINARY ARTS (MADT-08)**

This course introduces some of the skills required to master the practical aspects of everyday life. The focus is on nutrition and food preparation concepts. Students will learn all the basics of preparing simple recipes.

### **WOOD AND METAL TECHNOLOGY (MADW-08)**

Using an integrated approach, students' problem solve and learn skills designed to equip them for an increasingly technological world. The course provides an opportunity for students to design and make projects in Technical Drawing, Woodwork, and Art Metal. Students also learn some computer application. The course emphasizes and encourages individual effort, accountability and responsibility.

### **GRAPHICS PRODUCTION (MADMA8)**

This introductory course will teach you useful computer graphic skills and how to use the special equipment to make stuff that you can keep or give away.

## **Business Education**

### **ENTREPRENEURSHIP AND MARKETING 9 (MADEM09)**

This course will give students the opportunity to understand the basics of business. Students will develop and apply appropriate business skills, including interpersonal, teamwork, communication, and research skills to solve business problems. Topics include but are not limited to the following: Business Communication, Entrepreneurship, Economics, Finance and Marketing.

### **DIGITAL COMMUNICATIONS AND COMPUTER APPLICATIONS 9/BUSINESS COMPUTER APPLICATIONS 12 (Gr. 9s: MADIT09, Gr.10-12: MBCA-12)**

This is an introductory course for Grades 9-12 students, and **may only be taken once, either in Grade 9, 10, 11 or 12.**

This is a hands-on course where students complete all work in class. Completion of this course will provide you with a strong foundation of practical skills that will prepare you for the workplace. In this course, you will learn to:

- Type by touch, without looking at the keyboard.
- Use proper keyboarding techniques and work on good ergonomic positioning.
- Become familiar with functions and features of MS Office applications - Word, Excel, and PowerPoint.
- Formatted business documents including memos, letters, reports, flyers.
- Effectively create and format a spread sheet, use common equations, and create charts and graphs from data.
- Use advanced functions to create a slideshow using the Ken Burns technique

### **MARKETING AND PROMOTION 11 (MMAP-11)**

This course introduces students to the fundamental concepts of Marketing, covering the “4 Ps” of Marketing: Product, Place, Price, and Promotion, through a combination of presentations, readings, assignments and group projects. Through the course material, students also increase their awareness of their role as a consumer in the market and reflect on ethical considerations both from the business and the consumer perspectives. By the end of the course, students will have developed their analytical, presentation, and teamwork skills, gain practical experience that they can include on their resume, and become a more informed consumer.

### **E-COMMERCE 12 (MECOM12)**

Recommended: Marketing and Promotion 11

In this course, students will be introduced to foundational concepts in e-commerce. They will learn about the history of e-commerce, some of its unique characteristics, and different types of business models. They will gain hands-on experience conceptualizing a business,

creating a business plan, reviewing different e-commerce platforms, and then building components of their own e-commerce site using various tools.

Students will also learn about social media marketing strategies to extend their reach and build traffic for their e-commerce ventures. We will cover important topics such as Conversion Rate Optimization, Cryptocurrency in e-commerce, addressing unique challenges in the e-commerce landscape, and Search Engine Optimization techniques to improve online visibility.

### **ACCOUNTING 11 (MAC--11)**

Are you interested in MONEY? Do you want to learn how businesses manage their finances? Do you want to find out how much you are WORTH? Students need financial skills to survive in today's competitive and complex world. This course provides a basic understanding of the accounting steps taken by most service businesses in keeping track of their money: How much is earned? How much is spent? Students learn to prepare Balance Sheets, Income Statements and other Financial Statements needed to solve financial problems and run the financial affairs of a business. Students also explore career opportunities in the field of accounting.

### **ACCOUNTING12 (MACC-12)**

Recommended: Accounting 11.

You enjoyed Accounting 11, and you want to continue your studies in Accounting? Take this course and move into Automated Accounting and much more. Students will learn Accounting procedures for Merchandising Businesses and the use of Specialized Journals. Each student will learn how to use automated accounting software and complete accounting work for several different companies. Students will learn to complete basic income tax returns for a high school student with a part time job and university student. If time permits, students will complete a special "House Hunters" unit focusing on housing, mortgages, and the real costs associated with living in the Lower Mainland.

### **ECONOMICS 12 (MEC--12)**

Explore how choices, markets, and resources shape the world we live in. Economics 12 introduces you to the core principles of economics, including scarcity, trade-offs, supply and demand, and measuring economic performance. You will investigate how economies grow, how businesses and individuals make decisions, and how these concepts apply in real-world contexts. Through assignments, projects, and discussions, you will connect economic ideas to current events and everyday situations. This course is designed to spark curiosity, build critical thinking skills, and give you a strong foundation for post-secondary studies or future opportunities in business and daily life.

### **ENTREPRENEURSHIP 12 (MENT-12)**

Recommended: Marketing 11 or E-commerce 12.

Independence, problem-solving, and decision-making skills are encouraged and promoted as are communication and interpersonal skills. You will manage the operation of the Lion's Den, with direction and guidance from the marketing teacher. You will experience the key functional aspects of managing a small retail business including developing, refining, and implementing store policy and operational procedures, scheduling, procuring, controlling and managing inventory. You will manage and supervise staff including developing staff incentive programs, working with Marketing and Promotion 11 students to develop and implement marketing, operational and financial initiatives. Through these key functions, you will also develop skills in business software.

<b>Business Education Electives by Grade</b>				
<b>GRADE 8</b>	<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11 OR 12</b>	
Entrepreneurship & Marketing 8	Entrepreneurship & Marketing 9	Accounting 11	Work Experience 11	Work Experience 12
	Digital Communications & Computer Applications 9	Marketing & Promotion 11	Accounting 11	Accounting 12
		Business Computer Applications 12	Marketing & Promotion 11	E-Commerce 12
			Business Computer Applications 12	* Economics 12
				Entrepreneurship 12

### **Career Education**

#### **CAREER EDUCATION 8 (MCE--08)**

In this course students will develop skills to be self-directed individuals who set goals, make thoughtful decisions, and take responsibility for their goals.

#### **CAREER EDUCATION 9 (MCE--09)**

Students will continue with the personal development, connections to community, goal setting and career exploration started in Career Education 8.

### **CAREER LIFE EDUCATION 10 (MCLE-10)**

#### **This is a required course for graduation.**

This course enables students to develop the skills they need to set better goals, make informed decisions and take responsibility for their actions throughout life.

In Career Life Education 10, students learn how:

- To find a balance between school life and personal and mental health.
- To develop a network of family, friends, and community members who can support and broaden career awareness and options.
- To prepare for lifelong learning to adapt to changing career opportunities.
- To consider internal and external factors when planning career.
- The global economy affects our personal, social, and economic lives and prospects.
- To continually plan, evaluate, and adapt for successful career and education paths.

Students will begin developing their Capstone Project in this course.

### **CAREER LIFE CONNECTIONS 12 AND CAPSTONE PROJECT (MCLC-12)**

In this course students learn how to set personally meaningful goals, recognize and cultivate relevant opportunities and supportive relationships, and continually re-evaluate and revise their plans that they began in CLE 10. Emphasis in CLC is put on becoming self-aware, life-long learners, who understand that one's interests may develop and change over time. CLC will support and guide students towards a better understanding of who they want to be in the world.

### **CAPSTONE PROJECT**

#### **The completion of this project is required for graduation.**

The Capstone project is a learning opportunity for students to reflect and share in meaningful ways, their knowledge, competencies, and passion(s). It will integrate personal interests and strengths with preferred future possibilities. It is a representation of the student's learning journey and provides an opportunity to reflect and synthesize as well as showcase and celebrate.

### **Information Technology**

#### **INFORMATION TECHNOLOGY/COMPUTER STUDIES 9/10 (MADGE09/MCSTU10)**

#### **This is an introductory course for Grades 9-12 students, and may only be taken once, either in Grade 9, 10, 11 or 12.**

This course is mostly project based, utilizing mini assignments along the way! You will explore a wide array of topics related to computer studies with 4 focus areas: How computers and the internet work, developing slick presentations in Canva with image editing and animations, learning how to program 2D games and finally, an open unit where student interest can be explored: such as an influencer project or website.

Other topics that will be covered include cyber security, the social impact of the internet, being a good digital citizen, the future of computers, cryptocurrencies, and artificial

intelligence. You will have the opportunity to explore your creativity and interests while you develop your skills using computers and software.

### **COMPUTER PROGRAMMING 11 (MCMPR11)**

Recommended: Computer Studies 10 or strong foundation in Foundations and Pre-Calc 10  
This course is for grade 11 and 12 students who want to learn how to code. This course is taught using the Java programming framework. Students will learn computer science fundamentals such as input and output, loops, Boolean conditionals, modular design, and GUI based design. You will have the opportunity to explore your creativity and interests in both project-based learning and supporting assignments. This course is designed to develop your logical thinking and computational thinking skills that will be an asset in any other field.

### **COMPUTER PROGRAMMING 12 (MCMPR12)**

Recommended: Computer Programming 11. Building on the skills learned in grade 11 students will explore Object Oriented Programming. Designed to give students a taste of university level programming courses, students will learn about Java and its String methods, classes, using modularity to create flexible code, and objects. No tests. Just mastery level assignments and projects here. The course finishes off a review of search algorithms and concepts such as stacks and queues. Many projects can be used for university portfolio submission.

### **DIGITAL MEDIA DESIGN 11 (MMEDD11)**

Learn how to use the Adobe software to do cool things! If you love creating digital stuff on your phone or on your computer, this is the course for you. Whether you want to: edit a photo placing your best friend's head on a cat's body by using Adobe Photoshop; make a TikTok of your mom dancing on the moon while shooting laser beams out of her eyes with Adobe Premiere Pro, or use Artificial Intelligence to create an image entirely using word prompts, then this class is for you! Adobe Photoshop - Create and edit stunning images to be printed or for digital use. Also discover the new AI features available to create 100% original art from words. Adobe Flash - Learn the basics of animating objects and controlling the sequence of events.

### **DIGITAL MEDIA DESIGN 12 (MMEDD12)**

Prerequisite: Digital Media 11 or Graphic Production 11.

Makers unite!!!! If you liked learning how to design and make things in Media 11 or Graphics 11, then keep on designing and making those things by enrolling in Digital Media Design 12. This project-based course will support you in designing and making the stuff you want to make (including Capstone Projects!). Using the software, computers, and equipment that we have in school you can continue making those cool things for yourself, for others or for your portfolio or club/business! Project ideas include posters,

photographs, 3D prints, hats, mugs, T-shirts, hoodies, laser etches, websites, movies, videos, stickers, decals, buttons, logos, video games, etc. In this course you will work independently, or in small groups, to create original works of your own choosing. You will be assisted by the classroom teacher, but the projects will be uniquely yours and you will need to bring some knowledge of the equipment and software. Come see Mr. Jay or your counsellor to see if you are eligible for an exception to the prerequisite.

### **GRAPHIC PRODUCTION 11 (MGRPR11)**

In this class, we will learn the elements and principles of design and practice these skills by using Adobe Illustrator, Adobe Photoshop, Sketch-up and other programs to make stuff. Through a series of lessons and projects, students will gain valuable knowledge and skills that can be used in future careers of graphic design, marketing, fine arts, programming and beyond. Projects for this course may include:

- Adobe Photoshop - Make images to be put onto buttons, stickers, mugs, ad posters.
- Adobe Illustrator - Illustrations and logos made into sticker decals, hats, shirts, etc.
- Sketch-up - Make 3D models and use our printers to print them out.
- Calligraphy - Make your own font and install it on your phone or computer.
- Inkscape - Design an iron on patch and use our embroidery machine to make it.
- Lightburn - Design a personalized rubber stamp and use our laser etcher to make it for yourself to use.

This course is open to all students in grade 10, 11, or 12, but computer experience and a healthy imagination is an asset.

### **Home Economics**

#### **CULINARY ARTS 10 (MCUL-0A)**

Students will learn about basic meal preparation and key nutrition concepts for healthy living. They will learn about measurement and safety as well as the culinary and cultural practices of many countries. Students are encouraged to take their cooking skills from the classroom into the home.

#### **CULINARY ARTS 11 (MCUL-1B)**

This course teaches students more advanced culinary skills and meal preparation. Current nutrition concepts, consumer awareness and recipe analysis are integrated into course work. An international unit covers knowledge of other cultures and their culinary practices.

#### **CULINARY ARTS 12(MCUL-2B)**

During this course students will acquire more advanced food preparation skills while making gourmet recipes. Concepts on recipe creation, food and the environment and food marketing are also covered. Students will learn how to prepare full meals that are not only nutritious but also visually appealing.

### **PSYCHOLOGY 11 (YPSYC1A)**

Psychology 11 provides information relating to issues that all individuals encounter, not only in themselves, but also in their relationships with others. Students will acquire insight into the complex determinants of human behaviour and develop an appreciation of and understanding for individual differences. Topics in this course include perspectives of psychology, the brain, motivation, stress, emotions, humour, perception, learning, memory, development, personality, mental health issues, and abnormal psychology. This course will be of interest to students planning future studies in the areas of psychology, law, education, medicine, and business. Through taking this course, students will gain a better understanding of how they can apply the study of psychology to help them with their personal and social interactions and well-being.

### **AP PSYCHOLOGY 12 (APSY-12)**

AP Psychology 12 is a fast paced, content rich course. It is intended for grade 11 and 12 students who are interested in advanced placement standing, which is equivalent to a first-year psychology course at a university level. Students taking this course should expect to spend additional time outside of the classroom on reading, course work, and exam prep. The AP course is not one in which you play a passive role, simply absorbing information presented by the teacher. You will be asked to take an active part in discussions, games, pair and group activities, projects, and study sessions. There are a considerable number of terms and concepts you must master so there will be a focus on not just memorizing information but applying it to real life situations to help you retain the information.

This course introduces students to the scientific study of human behaviour and mental processes. Major units of study include the biological bases of behaviour, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students will apply their science skills to psychological research methods and data interpretation while evaluating claims, considering evidence, and effectively communicating ideas.

Taking Psychology 11 first is an asset but not required. AP Psych 12 is intended for students who have a strong interest in psychology or who are interested in taking the AP Psych exam in May for first year university credit.

### **INTERPERSONAL & FAMILY RELATIONSHIPS 11 (MIAFR11)**

Through a sociology lens, this course will provide students with a broader understanding of themselves and the people around them. Students will learn about the types, roles, and functions of various relationships, as well as communication styles and strategies to better develop their interpersonal skills. Students will explore the powerful influences of community and culture that shape social behaviours and norms. Not only will this course provide students with a foundational understanding of human relationships, but it will also

help students develop important life skills that will improve their personal life, school engagement, and career success.

## **Technology Education**

### **DESIGN AND FABRICATION 9 (MADW-09)**

Topics Covered: Design, Woodwork, Metalwork, Silversmithing, 3D modeling

The Magee Design and Fabrication (MDF) program offers students the opportunity to design and fabricate objects using a variety of materials, methods, technologies and tools. Using creative and critical thinking, students will work individually and collaboratively to problem solve by exploring materials, using tools and equipment, designing and building, developing processes and communicating the merits of their work.

### **DESIGN AND FABRICATION 10 (MWWK-10)**

Topics Covered: Design, Woodwork, Metalwork, Silversmithing, 3D modeling.

The Magee Design and Fabrication (MDF) program offers students the opportunity to design and fabricate objects using a variety of materials, methods, technologies and tools. Using creative and critical thinking, students will work individually and collaboratively to problem solve by exploring materials, using tools and equipment, designing and building, developing processes and communicating the merits of their work.

### **DESIGN AND FABRICATION 11/12 (MWWK-11, MWWK-12)**

Topics Covered: Design, Woodwork, Metalwork, Silversmithing, 3D modeling

The Magee Design and Fabrication (MDF) program offers students the opportunity to design and fabricate objects using a variety of materials, methods, technologies and tools. Using creative and critical thinking, students will work individually and collaboratively to solve problems by exploring materials, using tools and equipment, designing and building, developing processes and communicating the merits of their work.

## **ENGINEERING 11 (MENR-11)**

Engineering 11 is a collaborative, project-based course incorporating technical skill and knowledge of design and fabrication with the application of one's scientific theory and practice to design and construct novel solutions to challenges that exist in our everyday world. Learning in this hands-on environment fosters students' creativity and ingenuity while building a firm foundation for lifelong learning, an opportunity for specialized study and a chance to explore a diverse range of careers stemming from Engineering.

## **ENGINEERING 11 AND PHYSICS 11 – STEM COHORT (MENR-11OFF, MPH-11CO1)**

Attention all future engineers, applied scientists, problem solvers and inventors, this engineering cohort is for you. Engineering 11 is a project-based course where you will apply the knowledge that you have acquired from attending Mr. Jay's partnered Physics 11 class. In Engineering 11, Mr. Robinson will teach you how to design, create and test your

machines by implementing the key Physics 11 concepts of kinematics, dynamics, energy, simple machines and electricity. We will focus on the engineering practices of design (using Autodesk Fusion), manufacturing (fabricating in plastics, wood and metal), testing and refinement.

If you best learn challenging concepts by completing hands-on projects, and not through old school lectures and labs, then come join us as we work collaboratively to build solutions to real-world problems. You will innovate and build one-of-a-kind bridges, cranes, flying machines, planetary rovers and more. You will learn about different manufacturing process, how to integrate new technologies and all while considering the products life cycle and how it might impact nature and humanity. Be the problem-solvers of the future, enroll in Engineering 11.

## **Work Experience**

### **WORK EXPERIENCE 11 (XAT--11WEX) & WORK EXPERIENCE 12 (MWEX-2A)**

**NOTE:** Each student who completes the 90-hour work experience program will receive credit for their 30 hours of career life exploration required for graduation as outlined in the Career Life Connections 12 course.

#### **Overview**

Work Experience gives students the opportunity to participate in, observe, and learn about the tasks and responsibilities related to an occupation or career. Work Experience 11 and 12 are courses of work-based learning in a cooperative partnership between the student, the school, and the employer. In grade 11, students are prepared for Work Experience through class work, and the students have many opportunities to complete some of their 90 required hours. In grade 12, students complete all of the remaining portion of their 90 required hours of Work Experience--many students complete well over 100 hours.

#### **Timing**

Work experience courses occur in Grades 11 and 12 - scheduled in an off-timetable period. Students will meet with their Work Experience teacher on a regular basis - sometimes at lunch, after school or during certain flex time periods.

#### **Course Requirements**

Work experience students must complete 2 components to successfully earn 4 credits:

1. IN SCHOOL COMPONENT: classroom topics to be covered: workplace safety, appropriate workplace behavior, resume and cover letter writing, personal work placement plan, employability skills, collaboration, leadership, interview preparation, dress code, etc.

*\*this component is usually completed in grade 11 along with some of the 90 hours of work experience.*

2. OUT OF SCHOOL COMPONENT: 90 hours of work experience (volunteering and job

shadowing) in the community and completion of all the necessary paperwork.

\*the remaining portion of this component is usually completed in grade 12.

### **Recommended Courses of Study and Exposure**

If students wish to pursue specific areas of work experience it is recommended that they have some exposure to one or two courses in that area.

**NOTE:** Grade Counsellors and the Work Experience Teacher can help students in choosing the appropriate courses of study.

### **To Be Considered for Work Experience:**

Students registering for Work Experience will have:

- 1) Excellent attendance
- 2) Consistently good work habits
- 3) Good communication skills
- 4) A positive attitude and willingness to learn

### **Benefits of Work Experience**

- Work experience provides students with the *opportunity*:
- apply in-school learning to the world of work
- gain new learning experiences that go beyond those they receive in a school setting
- earn course credits for exploring the workplace at a practical level
- explore career choices to make informed decisions
- develop qualities and skills that are transferable to, and contribute to success in, employment and career development
- obtain references and contacts that will assist with future job searches
- gain valuable experience in diverse settings

### **Upon Completion of Work Experience**

- A student will receive 4 credits towards graduation
- A student will receive credit for the Career Life Exploration requirement of 30 hours
- A student will receive a WORK EXPERIENCE CERTIFICATE at Graduation from the school

### **English Language and Literature**

Magee's English program provides students with opportunities to develop a solid foundation in their study of English language and literature. The program encourages enjoyment and appreciation of language and literature, while also affording students opportunities to acquire the tools, techniques, and strategies which will enable them to convey their understanding of what they hear, read, and see and to express their ideas, thoughts, and feelings clearly and coherently.

### **ENGLISH LANGUAGE ARTS 8 (MEN--08)**

Students will develop their literacy and awareness as readers, with focus on the printed word and consideration of visual and digital texts, including graphic novels, video and informational and social media. Students will engage in critical and creative thought in response to various texts, and will develop communication skills, with emphasis on the written word, including sentence fluency, usage, and style, as well as rhetorical considerations such as audience and purpose. Attention will also be given to oral language and visual representation of meaning.

### **ENGLISH LANGUAGE ARTS 9 (MEN--09)**

Students will develop their literacy and awareness as readers, with focus on the printed word and consideration of visual and digital texts, including graphic novels, video and informational and social media. Students will engage in critical and creative thought in response to various texts, and will develop communication skills, with emphasis on the written word, including sentence fluency, usage, and style, as well as rhetorical considerations such as audience and purpose. Attention will also be given to oral language and visual representation of meaning.

### **ENGLISH LITERARY STUDIES 10 (MLTST10)**

- **Composition 10 & Lit Studies 10**
- **Creative Writing 10 & Lit Studies 10**

For English 10, **students will take two 2-credit courses**. All students will take the **Literary Studies** course (2 credits) which will be bundled with one of **Composition or Creative Writing** (each 2 credits):

**Literary Studies 10** is designed to allow students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Students will:

- Increase their literacy skills through close reading of appropriately challenging texts.
- Enhance their development of the English Language Arts curricular competencies, both expressive and receptive.
- Expand their development as educated global citizens.
- Develop balance and broaden their understanding of themselves and the world.
- Develop higher-level thinking and learning skills.

**Plus, one of:**

**Composition 10 (MCMPS10)**, designed to support students in their development of written communication through a critical process of questioning, exploring, and sampling. The course builds students' writing competencies by introducing them to varied structures, forms, and styles of composition. Students have opportunities to individually and

collaboratively study, create, and write original pieces, exploring audience and purpose. They also develop their craft through processes of drafting, reflecting, and revising.

**OR**

**Creative Writing 10 (MCTWR10)**, designed to support students' interest in creative expression through language. The course provides students with opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres. Students will collaborate and develop their skills through writing and design processes. This course invites students to express themselves creatively as they experiment with, reflect on, and practice their writing.

**ENGLISH FIRST PEOPLES LITERARY STUDIES AND WRITING 11 (MEFLS11)**

This 4-credit course fulfills **both** the English Language Arts and the Indigenous-Focused graduation requirements. In English First Peoples 11, students engage with the vibrant and diverse voices of Indigenous peoples from BC and Canada through the study of authentic First Peoples' texts in English. These texts take various forms including prose (fiction and non-fiction), poetry, oral story, film, and drama. This course encourages students to learn from Indigenous world views, considering historical and modern contexts. Students will continue to develop the skills of critical and creative thinking, and literary analysis, in written and oral forms.

**COMPOSITION 11 (MCMPS11)**

In this 4-credit course, students develop strong communication skills in both speaking and writing. They are given many opportunities to express their ideas, thoughts, and opinions, both orally and in writing. Students review punctuation, grammar, syntax, diction, and mechanics to enable them to communicate clearly; they write in narrative, descriptive, and expository modes. Students also experience the complexity and versatility of the English language by reading and studying the short story, the novel, poetry, drama, and the essay. They participate in class and small group discussions so that they can share ideas and develop their oral communication and listening skills.

**ENGLISH STUDIES 12 (MENST 12)**

English Studies 12 is the course required for graduation; it emphasizes the critical approach to communication through reading, writing and thinking. Readings might include short stories, novels, graphic novels, Shakespearean drama, modern drama, poetry, and essays. Students develop their composition skills with particular emphasis placed on the organization and structure of expository writing, although they also write in narrative and descriptive modes. Additionally, students work on developing their writing style, and their oral communication skills in class and small group discussions.

**CREATIVE WRITING 12 (MCTWR12)**

This course does not fulfill the English Studies 12 graduation requirement; students must

take English Studies 12 in addition to this course.

In Creative Writing 12, students experiment with and practice a variety of creative writing techniques, with the goal of developing their writing process. Readings are selected to engage students not only in creative and reflective thinking, but also in critical thinking about the craft of writing. Students will work in forms such as prose (fiction and non-fiction), poetry, screenplay, and stage play, as well as oral forms. Students workshop their craft in a collaborative and supportive environment, working toward revision in the short term, and developing their own distinct voice and style in the long term.

### **YEARBOOK 10, ANNUAL PRODUCTION 11 and 12 (YCCT-0C, YCCT-1C, YCCT-2C)**

Annual Production is a practical, hands-on course in which the Magee yearbook is created and produced. Students gain experience in almost all aspects of book production, from planning and design to distribution of the finished product. Students take formal posed shots as well as a wide variety of candid and action shots. Yearbook staff members gather information and produce write-ups about school sports teams, fine arts groups, clubs, and events.

The course mission is to produce a technically proficient and visually appealing yearbook that is inclusive, positive and up-beat, and respectful of everyone in the Magee community. This can be a very rewarding course for students who are motivated, responsible, and prepared to work on the project outside of class time. Success in this course requires commitment and initiative.

### **English Language Learning**

Student placement in ELL is based upon English language testing, age, and academic achievement both in the student's home country and Canada. The ELL Department may also assess students upon arrival.

Movement from ELL Beginner or Intermediate level classes is based on assessment of English language proficiency; it is not based on current grade level. Students are usually recommended by the ELL department for grade level English only when teachers are confident that the students will succeed with the demands of the grade level English course.

### **Fine and Performing Arts**

#### **Theatre**

##### **DRAMA 08 (MDR--08)**

This course introduces students to the whole range of Drama activities: improvisation, theatre sports, basic acting and speaking skills and scene composition. Each Drama 8 class

is assisted by experienced senior students who act as coaches and demonstrators. There is plenty of intellectual and creative challenge for students who have some acting experience and for those who have none, as well as for those who wish to overcome shyness and improve their self-confidence and verbal skills.

### **DRAMA 09 (MDR-09)**

Drama 9 is a full year course that builds on the skills learned in Drama 8: improvisation, creative thinking, problem solving, and verbal skills. Some projects are of longer duration than those in Drama 8 and concentrate on building new skills in scene composition and stage technique. Drama 9 uses a wide selection of enjoyable activities as starting points for acting.

### **DRAMA 10 (MDRM-10)**

Drama 10 is a fast-moving course which focuses on acting technique through script work and improvisation. Students will learn both acting and technical production skills in this course. Drama 10 also includes units in play building, script writing and musical theatre.

### **DRAMA COACHING 10, 11, 12 (MDRTC10, MDRDS11, MDRDS12)**

Prerequisite: Permission of Instructor

This course is for Grade 10, 11, and 12 students with a strong background in drama and acting who wish to develop and share their leadership and theatre skills with younger students. The Coach works along with the teacher in a Grade 8 or 9 Drama class as a director, demonstrator, and group leader. As a teaching assistant, the Coach assumes considerable responsibility and challenge. Coaching is a valuable and rewarding experience for the student who has a particular interest in teaching and/or directing.

### **DRAMA 11 and 12 (MDRM-11, MDRM-12)**

The goal of all senior courses is to build theatrical skills, self-confidence and speaking skills, and to provide students who wish to pursue further study in this area with a solid, comprehensive acting background.

Drama 11 and 12 are performance classes that stress scene work and criticism as well as improvisation. Students have opportunities to play a variety of characters and styles. Scenes are mainly chosen from modern comedies and tragedies but may also come from older, classic plays. Directing and a variety of special workshops may also be included.

### **MAGEE MAINSTAGE PROGRAM**

Mainstage is a two-year program, which gives credit for two courses each year. Students select one of the following packages:

- 1. Mainstage: Theatre Company 11 & Musical Theatre 11 (MDRTC11 & MMUTH11)**
- 2. Mainstage: Theatre Production 11 & Musical Theatre 11 (MDRTP11 & MMUTH11)**
- 3. Mainstage: Theatre Company 12 & Musical Theatre 12 (MDRTC12 & MMUTH12)**

#### **4. Mainstage: Theatre Production 12 & Musical Theatre 12 (MDRTP12 & MMUTH12)**

**A strong background in Drama is required.** Enrollment is limited and depends on an audition and the student's specialization. Magee Mainstage is an intensive production program for serious acting students and those who seek a challenge beyond that usually offered at the secondary level. The highest standards of work and dedication are required.

Students become members of a production company. A wide range of productions usually include comedies, dramas, devised theatre, and musical productions. In addition, students have extensive experience with field professionals, and the opportunities to attend workshops, festivals, and conferences.

**Magee Mainstage** puts special emphasis on orienting students to post-secondary programs and the profession through career counselling and audition coaching.

#### **Music - Instrumental**

##### **BEGINNING BAND 8, 9, 10 (MMU--08BA1, MMU--09BA1, MMUCB-10--1)**

In Beginning Band, students with no previous band instrument experience will learn the fundamentals of playing an instrument from one of the following family - brass, woodwind, percussion or bass. Students will learn proper posture, hand position, how to create the sounds, how to read notes, rhythms, musical terms and symbols, and how to play together in a group. This course is open to students in grades 8-10. Students will perform in concerts at school.

##### **JUNIOR BAND 8, 9, 10 (MMU--08BA2, MMU--09BA2, MMUCB-10--2)**

PreReq: 1 year of band experience, or 1 year of private lessons or teacher permission. Junior Band is for students with at least one year of band experience playing woodwind, brass or percussion instrument either at the elementary or high school level. This course is open to students in grades 8-10. Students will continue their development of musicianship, sight reading, theory, and ear training through a variety of band repertoire. Students will perform at school, district band festivals and, if numbers are sufficient, on a retreat to Whistler.

##### **INTERMEDIATE CONCERT BAND 8, 9, 10, 11 (MMU--08BA3, MMU--09BA3, MMUCB-10--3, MIMCB11-3)**

PreReq: 2 years of band experience, or 2 years of private lessons or teacher permission. Intermediate Band is for students with at least two years of band experience playing woodwind, brass or percussion instrument either in high school or through private lessons. This course is open to students in grades 8-11 depending on their skill and experience. Students will continue to develop their playing skills, sight reading, theory, and ear training through a variety of band repertoire. Students will perform at school concerts, district band festivals and, if numbers are sufficient, on a performance or festival tour.

**JUNIOR JAZZ BAND 8, 9, 10 (MMU--08JB2, MMU--09JB2, MMUJB-10--2)**

PreReq: 1 year of band experience, or 1 year of private lessons or teacher permission.

Junior Jazz Band is for students that have at least one year's playing experience in band or private lessons. Students don't need any experience in playing jazz music and may play a different instrument than what they play in concert band. Students are introduced to the following musical styles: jazz, rock, Latin: Brazilian/Afro-Cuban, funk and fusion. Students are introduced to the basics of jazz articulation styles, swing rhythms and improvisation. Students will perform at school and district concerts, community events.

**SENIOR JAZZ BAND 10, 11, & 12 (MMUJB-10--4, MIMJB11--4, MIMJB12--4)**

PreReq: Junior Jazz Band, 3 years of band experience, or 2-3 years of private lessons, or teacher permission.

Senior Jazz Band music is for advanced band students that have at least 3 years' playing experience in band or private lessons. Students will play advanced music in the following musical styles: jazz, rock, Latin: Brazilian/Afro-Cuban, funk and fusion. Students will continue to improve jazz technique and improvisation. Students will perform at school and district concerts, festivals, community events and on the senior tour.

**ORCHESTRAL STRINGS 8-12 (MMU--080S1, MMU--90S1, MMUOR10, MMUOR11, MMUOR12)**

This course develops string techniques and explores string orchestra music designed to challenge students as they progress. Music in a variety of styles and historical periods is studied. Many opportunities for mentorship and leadership are presented to select students throughout the year, and it is expected that students attend all performances at various concerts throughout the year as well as weekly sectional rehearsals.

This course is also open to beginners. Beginners recommended, but not required, to have had some musical training of some kind with basic note reading.

**SYMPHONY ORCHESTRA 9-12 (MMU-09SY4, YVPA-OA--4, YVPA-1A--4, YVPA-2A--4)**

PreReq: Prior instrumental experience strongly recommended.

The Magee Symphony Orchestra (MSO) gives the opportunity for a select number of students to experience playing in an ensemble that combines both strings and band instruments. This unique and exciting program, offered only at one other school in the district, will enrich its members by offering an authentic musical experience like what they would get if playing in a professional orchestra. Repertoire will consist of a wide variety of genres including film scores, familiar classical, and stage/Broadway musical pieces. This is an off-timetable course that will meet in an afterschool block.

**SYMPHONIC BAND 9, 10, 11, 12 (MMU--09BA4, MMUCB-10--4, MIMCB11--4, MIMCB12--4)**

PreReq: 3 years of band experience, or 3 years of private lessons or teacher permission.

Symphonic Band is for students with at least three years of band experience playing a woodwind, brass or percussion instrument either in high school or through private lessons. This course is open to students in grades 9 -12 depending on their skill and experience. Students will continue to develop their playing skills, sight reading, theory, and ear training through a variety of band repertoire. Students will perform at school concerts, district band festivals and, if numbers are sufficient, on a performance or festival tour.

**WIND ENSEMBLE 10, 11, 12 (MMUCB-10--5, MIMCB11--5, MIMCB12--5)**

PreReq: 3 years of band experience, or 3 years of private lessons, or teacher permission. Wind Ensemble is the top instrumental ensemble in the school. Entrance into Wind Ensemble is based on advanced playing skills and the number of instruments needed in the band. Auditions may be required if there are too many instruments in one section. Wind Ensemble students are expected to perform at school concerts, district events, community concerts, national and international tours and festivals.

**BEGINNER/JUNIOR STRINGS 8-12 (MMU—08OS2-002/MMU—090OS2-002/MMOUOR10-002/MMUOR11-002/MMUOR12-002)**

This class is for students at any grade level (8-12) wanting to learn how to play a bowed string instrument (Violin, Viola, Cello, Bass) or for students who have only had one or two years of experience and would like to reinforce their musical skills. Students will learn and strengthen basic musical techniques related to string instruments with the intention of progressing toward going into the Concert String Orchestra or even one day Senior Strings Ensemble. Skills covered will include bowing technique, pizzicato, music theory, sight reading, solo and ensemble playing, and foundational music literacy. No prior experience required, only a desire to learn how to play strings and a strong work ethic.

**SENIOR STRINGS ENSEMBLE 8-12 (MMU--08ST4, MMU--09ST4, YVPA-0C, YVPA-1B--4, YVPA-2B--4)**

Application and permission of the teacher required

The Magee Senior Strings Ensemble is a performance-based group for students who would like to play at a higher level of musical artistry. This will be a group that will be challenged in their technical as well as musical abilities. We will explore a wide range of genres of music as well as time periods. This will be an off-timetable course that will take place 2-3 times a week. Limited enrollment as balance of the group will be prioritized. Students wanting to be considered for this group should come see Mr. Quan for an application form.

Evaluation will be ongoing, and performance based. In class practical testing, analysis of repertoire, self-evaluation/reflections will be utilized to enable accurate evaluation of the students' abilities and overall growth. Final evaluations will come in the form of concert performances and projects.

### **MUSIC COMPOSITION AND PRODUCTION 11/12 (MMUCP11, MMUCP12)**

The goal of the class will be to teach the basics of music theory. Students will develop the skills of learning how to identify key signatures, scales, and basic harmonic structures related to music theory. Students will be expected to also compose and write melodies while following strict rules with classical theory. Students must already play an instrument and will be required to use these concepts in small jazz ensembles. In these ensembles, students will put their compositions to work and perform them at concerts throughout the semester. Students will also explore composition and will demonstrate their knowledge of writing through performance.

The class will also explore digital production. Students will have the opportunity to record their projects through a studio-based environment where they will digitally edit their recordings. The final project will be to produce an album. Students will learn how to use adobe audition as part of this class.

Students who take this class should have completed the following courses:

- Beginner Band
- Intermediate band (allowed to be enrolled at the same time).

### **Music - Choral**

#### **CONCERT CHOIR 8 – 12 (MMU--08CC1, MMU--09CC1, MMUCC-10, MCMCC11, MCMCC12)**

Sing! Sing! Sing! Students passionate about singing, as well as new singers wanting to try out their voices for the first time meet to rehearse and create music and community together during alternate lunch hours in the Magee Concert Choir! With no prior singing experience required or the ability to read music, students will learn the techniques for effective vocal production, ear training, and sight reading. The class surveys and studies all aspects of serious choral literature in all styles. Concert and sectional attendance are part of the course. This experience is open to any student who wishes to work in a singing ensemble at the school, and new members are welcome at any age or grade level.

#### **CONCERT CHOIR 8-12 ON-TIMETABLE (MMU--08CC2/MMU--09CC2/MMUCC10--2/ MCMCC11—2/MCMCC12--2)**

This class is for any level of experience who would like to have a more in-depth course on learning to sing. Students will explore a variety of songs from Pop, Broadway, and classic choral literature both sacred and secular to explore different cultures and eras as well as reinforce musical skills and concepts, both practical and theoretical. No prior experience is necessary and there will be a strong focus on foundational work on learning to read music notes, healthy vocal technique, and community building and social development through music. Students in the Concert Choir will have the opportunity to perform at school and district concerts and festivals.

**JUNIOR CHAMBER CHOIR: Evolution Choir 9-12 (MMU--09JV2, MMUVJ-10--2, MCMJV11--2, MCMJV12--2)**

Permission of the teacher required—no audition required.

Prior experience in Concert Choir is highly recommended. This intermediate vocal ensemble explores a variety of a cappella choral literature for small ensemble including early chamber music, modern, folk, and other ensemble literature. Vocalists learn skills from basic unison singing through to more complex 4-part harmony. Sight-singing and ear training are explored as is a stronger focus on how to properly create vocal textures and tone.

**CHAMBER CHOIR 9 – 12 (MMU--09CH, MMUCH10, MMUCH11, MMUCH12)**

**Audition required.** Previous Choral experience strongly recommended.

In this advanced vocal ensemble, students engage in a serious study of a cappella literature from a variety of periods and styles. Students are expected to learn correct vocal production, style techniques and related theory.

**VOCAL JAZZ ADVANCED: Elation Ensemble 9-12 (MMU--09VJ4, MMUVJ-10--4, MCMJV11--4, MCMJV12--4)**

Permission of the teacher required.

Prior experience in Concert Choir is highly recommended. This advanced vocal ensemble studies a variety of a cappella choral literature for small ensemble including modern and classic vocal jazz, folk, and other ensemble literature. Vocalists learn more advanced vocal techniques; sight singing and ear training are explored as well as a stronger focus on how to properly create vocal textures and tone.

**Visual Arts**

**VISUAL ART 8 (MVA--08)**

Students explore drawing, painting, printmaking, sculpture, ceramics and mixed media. Students are introduced to art history and begin to develop an appreciation for contemporary artists.

**VISUAL ART 9 and 10 (MVA--09 and MVAD-10)**

These engaging and hands-on courses allow students to work in a variety of media including painting, printmaking, sculpture and ceramics, students further develop the foundation skills. Learn to draw what you see and create what you imagine. Students are introduced to art appreciation and art history and learn to engage with self and peer critique practices. Students begin to become aware of a personal style and themes within the expression of their art. Students may be required to work independently on a visual journal or sketchbook.

**ART STUDIO FOUNDATIONS 11 and 12 (MVAD-11SC1 and MVAD-12SCI)**

Art Studio Foundations is a fun senior course that requires no previous art experience. Students are encouraged to show an effort and a willingness to try new materials and methods. Students will be introduced to a variety of media such as oil pastels, paints, charcoal, India ink, collage, sculpture, ceramics, and printmaking. This engaging course will include further exploration of materials and methods. Students may be required to work independently on a visual journal or sketchbook that contain ideas, interests, and student generated artwork. Effort and a willingness to try new things are at the foundation of this course.

**STUDIO ARTS 2D 11 and 12 (MVAD-11SC3 and MVAD-12SC3)**

This dynamic senior-level course is for art students who would like to work in 2D materials like painting and drawing by using a range of materials. Students continue to work on personal expression and themes. Students will develop art vocabulary and critical skills for use in class discussions to understand self- and peer-critique of artwork. This course introduces more substantial and sophisticated projects in a variety of media. Students may be required to work independently on a visual journal (sketchbook).

**ART STUDIO PORTFOLIO 10 and ART STUDIO PORTFOLIO 11 (MVASt10 and MVASt11)**

Art Portfolio 10 and 11 are studio courses intended for students with a strong interest in art and design, including those developing portfolios for art, design, or architecture in post-secondary schools. These courses will nurture a supportive arts community within the school and will provide a more in-depth study of contemporary art and art materials, methods and critiques. Students will complete numerous projects with an emphasis on conceptual and technical development in both 2D and 3D art. A detailed sketchbook will foster idea development and practice techniques. This course includes guest artists, field trips and university representative presentations and portfolio reviews. Students in this course are expected to be enrolled in another art course in photography, ceramics or other grade level Art class.

**ART STUDIO PORTFOLIO 12 (MVASt12)**

Previous grade level Art Studio Portfolio course recommended or permission from instructor. It is intended for students who have a strong interest and prior knowledge in art and design. Students are encouraged to be simultaneously enrolled in the regular grade level art class, ceramics, or photography class. This course provides a more in-depth study of art history, materials, and methods at a faster pace within a supportive cohort. Students will produce artwork suitable for post-secondary portfolios.

Studio Portfolio 12 is an independent focused course intended for students with a strong interest in art and design, including those developing portfolios for art, design, or architecture in post-secondary schools. These courses will nurture a supportive arts

community within the school and will provide a more in-depth study of contemporary art and art materials, methods, and critiques. Students will complete numerous projects with an emphasis on conceptual and technical development and practice techniques. This course includes guest artists, field trips and university representative presentations and portfolio reviews. Students in this course are expected to be enrolled in another arts course in photography, ceramics, or other grade level Art class.

**CERAMICS and SCULPTURE 9 – 12 (MVA-09CR1, MVAC-10, MVAC-11, MVAC-12)**

This course will provide an opportunity for students to develop strong hand-building skills (pinch pot, coils, slabs) as well as begin to explore throwing skills on the potter's wheel. Surface treatment techniques such as glazing will be taught. New projects each year allow students to take this course multiple years. Advanced students can develop independent and self-directed projects.

**PHOTOGRAPHY 9, 10 and 11, (MVA-09PH1, MVAPH10, and MVAPH11)**

These are fun, hands-on courses that will teach students through mini projects how to use film, digital, and smart phone cameras. The goal of this course is to not only teach students how to take photographs, but how to see a photograph and capture a moment. Students will learn how to develop black & white film and enlarge negatives in our own darkroom! Different projects are given each year so that course can be taken for multiple years. Themes focus on historical/contemporary photographers and styles, as well as tricks to composing interesting and eye-catching photos outside or in a studio setting. Some postproduction editing tips will be covered as well.

**PHOTOGRAPHY 12 (MVAPH12)**

This course continues with the themes of previous years. Basics will be covered for those that are new to photography with students being exposed to hands-on photo challenges that are fun and engaging. Experienced students from the previous Photo classes will develop their own style while building a photo portfolio suitable for admissions to post-secondary institutions. Visiting photographers and gallery visits will be organized when possible.

**FILM PRODUCTION 9 (MADMA09)**

Students will play drama/ team building games and learn film concepts in the Drama Studio. The course covers basic filmmaking techniques from: how to use a digital camera to make short films, how to light a scene using studio lights, to how to assemble footage to create a story. After learning the fundamentals of filmmaking, students can choose to enroll in Digital Media Design to learn how to edit using the Adobe Premiere Pro software.

The skills that you learn in this course can be tremendously valuable for your future Capstone Project in grade 12!

## **Mathematics**

All students must study mathematics from grade 8 to 11. The mathematics program at Magee allows students to pursue mathematics within the framework of the provincial mathematics curriculum. The math department also offers highly motivated students the opportunity to take Advanced Placement Calculus in their grade 12 year.

While Mathematics 8 and Mathematics 9 are common for all students, at the senior level there are three pathways' students can choose from:

### **1. Workplace Mathematics** (grades 10 and 11)

These courses provide students with mathematical understanding and critical-thinking skills identified for entry into most trades, via a technical college or a trade school, and/or for direct entry into the workforce.

### **2. Pre-Calculus** (grades 11 and 12)

These courses provide students with mathematical understanding and critical-thinking skills identified for entry into post-secondary studies in programs that require the study of calculus.

### **3. Foundations** (grades 11 and 12)

These courses provide students with mathematical understanding and critical-thinking skills identified for entry into post-secondary studies in programs that require the study of mathematical fields other than calculus such as discrete mathematics, geometry, logic and statistics. Each pathway has several proficiencies that they address. For the most part, there is very little overlap between each of the three pathways described above. It is possible to take more than one of these mathematics courses.

## **MATH 8 (MMA--08)**

This course provides students with a foundation of mathematical skills. Mathematics 8 consists of five areas of study:

1. Number: operations with fractions, perfect squares and cubes, square and cube roots, percentages and proportional reasoning.
2. Patterns and Relations: involves solving two-step and graphing linear equations.
3. Shape and Space: Pythagorean theorem, nets, surface area and volume.
4. Statistics and Probability: independent events.
5. Financial Literacy.

## **MATH 9 (MMA--09)**

This course elaborates on the foundational skills learned in Math 8. Mathematics 9 consists of five areas of study:

1. Number: rational numbers, order of operations and square roots, and exponent laws.

2. Patterns and Relations: solving multi-step one variable linear equations and graphing two variable linear equations, extrapolation and interpolation, basic polynomial operations.
3. Shape and Space: scale diagrams and spatial proportional reasoning.
4. Statistics and Probability: use of statistical language, collecting and analyzing data, and probability.
5. Financial Literacy.

### **FOUNDATIONS and PRE- CALCULUS 10 (MFMP-10)**

This course provides a foundation of both theoretical and applied mathematics. The course content includes four strands:

1. Algebra and Number: operations on powers with integral exponents, multiplication of polynomial expressions, and polynomial factoring,
2. Relations and Functions: linear relations including slope, equations of lines, solving systems of linear equations, function analysis.
3. Relationships among data, graphs and situations.
4. Financial Literacy: gross and net pay.

### **FOUNDATIONS OF MATHEMATICS 11 (MFOM-11)**

Recommended: MFMP 10 and/or MFOM 10

This course is for students planning for a career in law, nursing, fine arts, arts, or the social sciences. Examples of post-secondary studies supported by this course include archaeology, communications, criminology, history, languages, international studies, political science, and psychology.

Students enrolled in this course will study Euclidean geometry, trigonometry, linear inequalities, quadratic functions, statistics and proportional reasoning. This course is a strong emphasis on developing logical arguments. The use of inductive and deductive reasoning is embedded within all aspects of this course. In addition, financial literacy with the focus on investments and loans will be covered. A major component of this course involves learning mathematics as a tool and conducting research. This course satisfies the graduation requirement in mathematics. **Students may choose to take Foundations 11 concurrently with Pre-Calculus 11/12.**

### **FOUNDATIONS OF MATHEMATICS 12 (MFOM-12)**

Recommended: MFMP 10 and/or MFOM 11

This course continues to build and develop on topics addressed in Foundation 11. This course is recommended for students who are continuing in post-Secondary studies in Arts faculty (examples: Archaeology, Criminology, History, Languages, International Studies, Political Science, Psychology and many more), Communications faculty, Education faculty or the Fine Arts faculty. Topics include Transformations with iterations to create fractals, graphical representations of polynomial, logarithmic, exponential and sinusoidal functions, regressions, set theory and conditional statements, combinatorics, financial mathematics,

and logical reasoning. **Students may wish to take Pre-Calculus 11/12 concurrently with Foundations 12.**

### **PRE-CALCULUS 11 (MPREC11)**

Recommended: MFMP 10

This course is designed for students planning to enter a college or university in the Applied Science, Science, or Commerce faculty. The main areas of study are the real number system, operations on powers with rational exponents and radicals, exponential functions, rational expressions and equations, quadratic functions and equations, trigonometry, and the study of financial literacy with the focus on investments and loans, will be covered. This is a highly theoretical course. This course gives students the graduation requirement in mathematics. **Students may wish to take Pre-Calculus 11 concurrently with Foundations 11/12.**

### **PRE-CALCULUS 12 (MPREC12)**

Recommended: MPREC11

This course continues to build and develop topics addressed in Pre-Calculus 11. This is a theoretical course supporting students who are continuing in post-Secondary studies in Applied Science, Science or Commerce. Topics include Sequences and series, trigonometric functions and equations with real numbers, trigonometric identities, transformations of functions, exponential equations, operations on logarithms, logarithmic functions and equations, polynomial functions and equations, and conics. **Students may wish to take Pre-Calculus 12 concurrently with Foundations 11/12.**

### **CALCULUS 12 (MCALC12) and AP CALCULUS 12 (ACAL-12)**

Recommended: MPREC 12 (can also be taken concurrently).

\*Note: The content for AP Calculus and Calculus 12 is identical. There are two main differences between the courses:

1. The scheduling of AP Calculus takes into consideration the need for the course to be completed prior to the annual AP Exam. In most school years this results in the course running in Semester 1.
2. AP Calculus is designed to prepare students for the AP Exam. As such, the course is generally more demanding than Calculus 12. It is recommended (but not required) for students to complete Pre-Calculus 12 prior to taking AP Calculus.

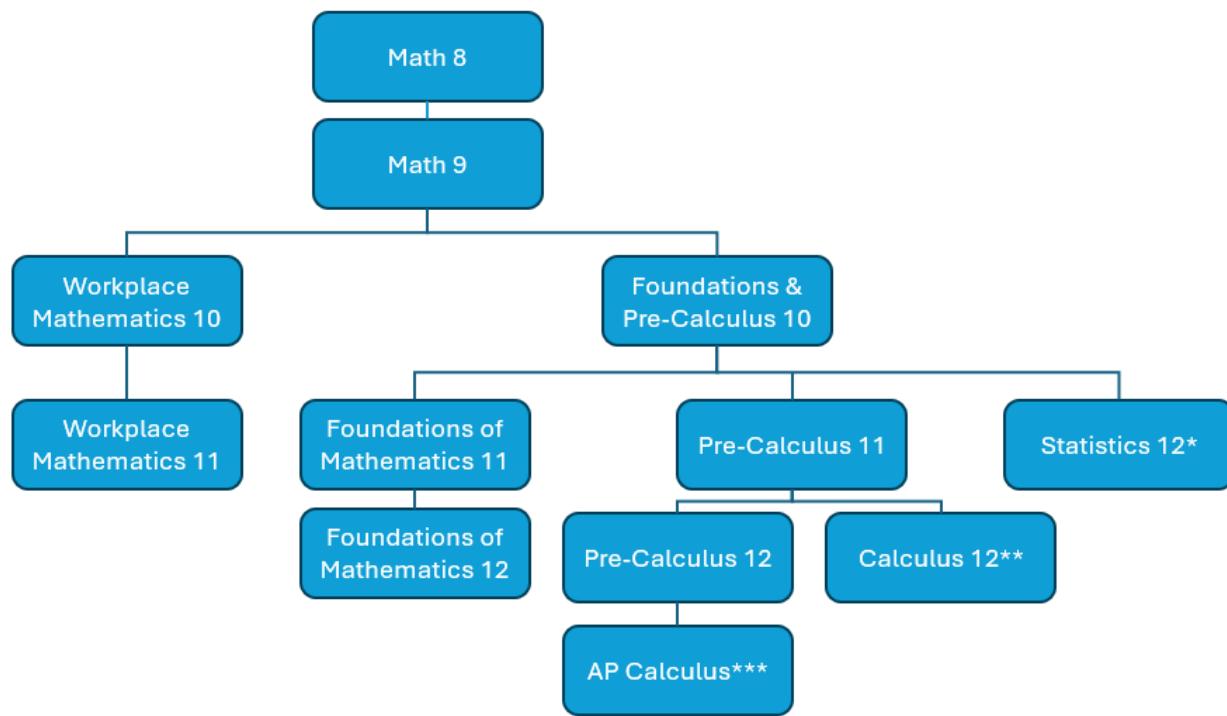
These courses are for students intending to further their studies in Mathematics and Science at the post-secondary level. Both courses offer an introduction to the principles of differential and integral calculus. These courses demand skills in higher mathematical analysis and should be attempted only by motivated students who fulfill the prerequisites. Calculus 12 AP is a high-level course which gives successful students credit for first year calculus at most universities and colleges, subject to completion of the AP exam with an adequate score. The exam is set by the College Testing Board and is usually written in May.

### **STATISTICS 12 (MSTAT12)**

Recommended: MFMP 10

This course provides students with both theoretical and practical knowledge of statistical methods of data analysis and basic experimental design. The course is open to students with a wide range of mathematical backgrounds and is specifically encouraged for any students interested in pursuing further studies in the natural sciences, social sciences (psychology, criminology, etc.), or economics. It can be taken by any student that has completed MFMP 10. Topics covered include both descriptive statistics (central tendency, variability, correlation) and inferential statistics (hypothesis testing, confidence intervals, statistical significance). Students will also learn how to perform these analyses using statistical software.

### **Magee Mathematics Choices by Grade**



\* Statistics 12 can be taken in either Grade 11 or Grade 12. Students are prepared for the course after completion of Foundations & Pre-Calculus 10.

\*\* Calculus 12 may be taken concurrently with Pre-Calculus 12.

\*\*\* AP Calculus is a demanding course and prior completion of Pre-Calculus 12 is recommended

### **Modern Languages**

#### **FRENCH 8 (MFR-08)**

Students are provided with multiple opportunities to practice and develop linguistic skills in new and interesting contexts and in different groupings. Students are also given

opportunities to experience popular culture through exposure to various works by Francophone artists, enabling students to explore a variety of Francophone cultures around the world.

### **FRENCH 9 (MFR--09)**

The focus of this course is to further the development of students' communication skills for practical purposes in situations which are meaningful to Grade 9 students. A variety of activities strengthen students' speaking, listening, reading, and writing skills. Students acquire practical vocabulary and expressions from sources chosen because of their relevance to this age group. Students' exposure to and appreciation of creative works is strengthened through assignments which enable students to view, listen and appreciate French artistic productions.

### **FRENCH 10 (MFR--10)**

Students at this level are encouraged to take risks to communicate in various ways. While emphasis remains on the practical and everyday use of language, students develop their descriptive abilities to link and narrate events in sequence. Involvement with creative works increases with students making personal choices and responding creatively from a variety of options. French 10 students examine the role of cultural practices and traditional language patterns in shaping their own identify and that of Francophones.

### **FRENCH 11 (MFR--11)**

Students can interact with increasing confidence in familiar situations. They can describe or narrate events they witness or experience. They have the necessary skills to research relevant information to accomplish specific tasks. At this level, students are exposed to creative works from a variety of genres, time-periods, and Francophone regions of the world. As their knowledge of Francophone culture increases, they also enhance their ability to make observations about their own culture.

### **FRENCH 12 (MFR--12)**

Students in French 12 are expected to be able to use their French communication skills to cope in most common situations, both expected and unexpected. They are engaged in increasingly complex and spontaneous oral interactions, perform meaningful tasks, and use their research skills to acquire relevant information. Though communication continues to be essential, students are further exposed to both contemporary and traditional works in French to enhance their cultural awareness.

### **SPANISH ENTRY 9 (MSP--09)**

This is an introductory course designed to provide students with a foundation of the Spanish language. Emphasis will be on practicing the most commonly used vocabulary and sentence structures through music, storytelling, reading, art and theatre. Students will also

explore the similarities and differences between their own language and culture with those of Spanish speaking communities around the world.

### **SPANISH 10 (MSP-10)**

Recommended: Spanish 9

As a continuation of Spanish 9, students will review and expand on a range of commonly used vocabulary and sentence structures. Emphasis will be on learning the past, present, and future time frames through music, storytelling, reading, art and theatre. Students will also explore the many contributions Spain and Latin American countries have made to society.

### **SPANISH INTRODUCTORY 11 (MBSP-11)**

This is a condensed and fast-paced course that covers the Spanish 9 and 10 curricula in one year. Emphasis will be on practicing the most commonly used vocabulary and sentence structures through music, storytelling, reading, art and theatre. Students will also explore the similarities and differences between their own language and culture with those of Spanish speaking communities around the world.

### **SPANISH 11 (MSP-11)**

Recommended: Spanish 10 or Introductory Spanish 11

Students will learn a range of complex vocabulary and sentence structures through authentic works in Spanish. Emphasis will be on increasing awareness about the many cultural and linguistic influences found in Spain and Latin American countries. Students will use the language in fun and meaningful ways through independent and collaborative projects.

### **SPANISH 12 (MSP-12):**

Recommended: Spanish 11

Students will learn a wider range of increasingly complex vocabulary and sentence structures through a variety of authentic texts in Spanish. will be on engaging in meaningful dialogue about language, culture, geography, history, and current events. Students will learn how to access Spanish resources online and engage in independent and collaborative projects to exchange ideas and information.

### **JAPANESE 9 (MJA-09) and INTRODUCTORY JAPANESE 11 (MBJA-11)**

Open to 10, 11, and 12 students

Students develop a range of oral and written Japanese language-learning skills which assist them in comprehension, expression, and task accomplishment encountered in everyday life. Students will use both *hiragana* and *katakana* to acquire information from authentic documents. The “plain form” is also introduced and through this, students can understand how language works and how culture determines the different ranks of Japanese society.

### **JAPANESE 11 (MJA-11)**

Recommended: Beginner Japanese 11 or equivalent

Students have frequent opportunities to describe and participate in events they encounter in their daily life (such as describing their families, ordering food at a restaurant, etc.) *Kanji* is introduced. They continue to use culturally appropriate expressions as required in Japanese.

### **JAPANESE 12 (MJA-12)**

Recommended: Japanese 11

Students are encouraged to take more risks in creating “on the spot” extemporaneous dialogues and interactions based on common situations found in Japan. Acquired sentence patterns and grammar, along with *Kanji*, play a bigger role in paragraph writing. A wide range of resources is used for students to acquire the information they need for both oral and written activities.

## **Physical and Health Education**

### **PHE 8, 9, 10 (MPHE-08, MPHE-09, MPHED10)**

Each of these courses begin with the premise that a lifelong commitment to physical activity has many benefits and is an essential part of a healthy lifestyle. Students will participate in a variety of team and individual activities, dance, and fitness. There will be emphasis on personal and social responsibility as well as opportunities to develop leadership skills.

### **PHE - Active Living 11/12 (MACLV11, MACLV12)**

This co-ed course offers students an opportunity to enhance individual and group skills through a variety of individual and team games. It promotes healthy attitudes and improvement of personal fitness levels through regular physical activity.

### **PHE - Active Living Volleyball 11/12 (MACLV11SC3, MACLV12SC3)**

This volleyball course is a senior level Physical and Health Education course that provides skill-based and strategic lessons where students can learn to appreciate the game of volleyball in greater depth. Students will improve their skills and fitness and play a variety of volleyball games. The goal of this course is also to use the game of volleyball to help students build confidence and skills in the sport while also learning about teamwork, positivity, and communication.

### **Fitness and Conditioning 11/12 (MFTCD11, MFTCD12)**

Cost: \$40 for workshops and extracurricular activities.

Students should have the desire and motivation to improve both their cardiovascular and muscular fitness and to improve their knowledge of fitness-related topics. Strength and Conditioning is a practical movement course. This course educates, trains and assesses

students on functional human movements and proper weightlifting techniques. Students will utilize strength training equipment and a variety of physical activities to improve overall health and wellness throughout the year. Students will also learn the principles of exercise, sport nutrition, human anatomy, biomechanics of resistance exercises & personalized program design. This course will be beneficial to both athletes and those interested in general fitness training for improved health and athleticism.

### **BA YOGA FOR LIFE 12 (YLRA-2A)**

In this course, students will learn yoga through a variety of gentle exercises, breathing and mindfulness. Students will enhance their mental and physical wellness by developing strength, flexibility, and mobility as well as skills to manage stress. This is an inclusive course for Grade 11 and 12 students of all genders and abilities. Assessment will be based on physical practice, observations, reflections, and communication.

## **Science**

### **SCIENCE 8 (MSC--08)**

Using an experimental approach, Science 8 investigates the four fundamental disciplines of Biology, Chemistry, Earth Science and Physics. Topics include:

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

### **SCIENCE 9 (MSC--09)**

Using an experimental approach, Science 9 investigates the four fundamental disciplines of Biology, Chemistry, Earth Science and Physics. Topics include:

- Cells are derived from cells
- The electron arrangement of atoms impacts their chemical nature
- Electric current is the flow of electric charge
- The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.

### **SCIENCE 10 (MSC--10)**

Using an experimental approach, Science 10 investigates the four fundamental disciplines of Biology, Chemistry, Earth Science and Physics.

Topics include:

- Genes are the foundation for the diversity of living things.
- Chemical processes require energy change as atoms are rearranged.

- 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.

### **SCIENCE FOR CITIZENS 11 (MSCCT11)**

This course will consider the real world, practical applications of science. Science for Citizens 11 is intended for students who want an overall view of science from the perspective of a citizen in our global society. The course allows students to explore the relationships between science and technology, as well as gain an understanding of the related social and environmental considerations. The focus of the learning will be done through in-class assessments, assignments and group hands on activities and projects with less emphasis on formal content-based assessments. The main topics explored could include the role of science in health, fitness, sustainability, crime, and the workplace. This course satisfies the Science 11 graduation requirement, but additional science course may be required for many post-secondary programs.

### **LIFE SCIENCES 11 (MLFSC--11)**

The objectives of Life Sciences 11 are to provide students with an introductory survey of Earth's organisms, their unifying and identifying characteristics, the interrelationships that exist between them and the genetic basis for their evolution. Furthermore, special attention will be given to the local organisms, places and living systems of British Columbia and the Metro Vancouver region.

### **ANATOMY AND PHYSIOLOGY 12 (MATPH--12)**

Recommended: Students taking this course should have a comprehensive understanding of the concepts covered in Chemistry 11 and Life Sciences 11.

The objectives of Anatomy and Physiology 12 are to provide students with an understanding of the structure and function of a cell, the physical and chemical interactions that are inherent to cell survival, the expression of genes and traits because of information held within a cell, and the diverse structures and systems of the human body. This course includes several hands-on learning experiences including specimen dissections (or simulations), experimental design inquiries, and hands-on physiology labs.

### **CHEMISTRY 11 (MCH--11)**

Students should also enroll in either Pre-Calculus 11 or Foundations of Mathematics 11 as this course involves many varied calculations. This is an introductory course in chemistry involving the study of matter using laboratory exercises and chemical calculations. Topics include laboratory safety procedures, significant figures, mole concepts, stoichiometric calculation, nomenclature, atomic theory, the periodic table, chemical bonding, solutions and organic chemistry.

### **CHEMISTRY 12 (MCH-12)**

Recommended: A strong understanding of the concepts covered in Chemistry 11. Enrolling in Pre-Calculus 12 is also recommended.

This course deals with advanced topics in chemistry including solutions and solubility, rates of chemical reactions, chemical equilibrium, solubility equilibrium, acid-base chemistry and oxidation-reduction reactions.

### **PHYSICS 11 (MPH-11)**

Recommended: Science 10 and because students will be carrying out complex mathematical calculations, Pre-Calculus 11 should be taken previously or concurrently. Physics 11 deals with the nature of matter and energy in terms of facts, laws, concepts, principles and theory. The specific topics include wave motion applied to light or sound, acceleration, frictional forces, mechanical and heat energy, optics, nuclear physics and special relativity.

**\*See Applied Skills for the STEM Cohort Physics 11 option**

### **PHYSICS 12 (MPH-12)**

Recommended: A strong understanding of the concepts covered in Physics 11. Enrolling in Pre-Calculus 12 is also recommended.

This is an in-depth course carrying out precise measurements of major principles of physics. This course is designed to foster the understanding of physics as an integral part of society's culture and provide the groundwork for further academic or career training.

### **ENVIRONMENTAL SCIENCE 12 (MEVSC12)**

This course will consider human relationships to our living planet, including how our actions affect water and climate systems. Moreover, it will investigate sustainable land management practices and explore socio-scientific issues such as human population growth and environmental law. Special attention will be given to local places and systems of British Columbia and the Lower Mainland region.

This course includes a variety of place-based experiences and leadership opportunities and may include several day trips.

## **Social Studies**

### **SOCIAL STUDIES 8 (MSS-08)**

Within this scope, students will study at least one indigenous population and will have opportunities to explore and better understand some of the following concepts:

- Social political and economic structures (the end of feudalism, reformations, counter reformations, religious structures, labour movements, changing gender roles)
- The impact of scientific and technological innovations (in agriculture, navigation, cartography, mathematics, printing, on religious ideas)

### **SOCIAL STUDIES 9 (MSS--09)**

This course investigates the growth of democracy and the development of the modern world from 1750-1919. Teachers will choose from a variety of topics such as: the French Revolution; American Revolution; the Red River Resistance; the impact of treaties on First Peoples; the impact of the Indian Act; slavery; immigration to North America; Canadian Confederation; National Policies; Responsible Government; the Opium Wars; the Fraser Canyon War; Crimean War; societal attitudes towards ethnic minorities in Canada and the racist policies that developed; physical regions in Canada; and the connection between resources and the economy in Canada.

### **SOCIAL STUDIES 10 (MSS--10)**

Socials 10 looks at Canada and the world, beginning in the 20<sup>th</sup> century. Special emphasis is given to the economic, social, geographical, and ideological factors that created Canadian institutions, and that forged a sense of Canadian identity. Students will challenge the narrative of Canada and its identity as inclusive and multicultural by examining various historical injustices in Canada and the world which led to the establishment of processes to address those injustices truth and reconciliation commissions, repealing/revising historically unjust, or inherently prejudiced laws, for example. Sustainability and economic growth are components of this course, as is examining the interaction between humans and their environment, nationally and internationally.

### **20<sup>th</sup> CENTURY WORLD HISTORY 12 (MWH--12)**

The 20<sup>th</sup> century was a century of unprecedented change and conflict. The emergence of competing political ideologies led to extensive international conflict, but also strong technological development, the growth of human rights, living standards and democracy. Developments in Europe and the US are the primary focus, but the course will also view Asia, the Middle East and emerging nations. Film and video resources will be used extensively.

### **COMPARATIVE CULTURES 12 (MCMCL12)**

Comparative Cultures 12 explores various human civilizations through a study of the many mediums of culture: art, architecture, sculpture, philosophy and music. Students help decide which civilizations will be studied. A special emphasis is the appreciation of culture through the study of art, and the diversity of world views inherent in artistic and cultural contributions. The course serves as a basic introduction to several liberal arts disciplines: archaeology, anthropology, sociology and art history.

### **LAW STUDIES 12 (MLST-12)**

This course offers an understanding of Canadian law. Guest speakers including lawyers, judges and police officers speak on their areas of expertise. Field trips may include the

Provincial and B.C. Supreme Court, a law firm and the police museum. Areas of study may include Criminal, Family, Civil, Environmental and Contract Law. Major topics include:

- History of law and development of our legal system
- Rights, responsibilities and obligations
- Court system and dispute resolution
- Criminal Law and the civil legal process

### **SOCIAL JUSTICE 12 (MSJ--12)**

In this course, we will be learning about the histories of social justice movements, theories, and how to make a material/tangible difference in the lives of people. We will be exploring themes of identity, climate justice, feminism, gender, migration, racism, class, Capitalism, Neoliberalism, Indigenous histories, and skills for action, resistance, and engagement.

### **BC FIRST PEOPLES 12 (MBCFP12)**

This course fulfills the Indigenous-focused coursework graduation requirement.

BC First Peoples 12 looks at how the identities, worldviews, and language of BC First Peoples are renewed, sustained, and transformed through their connection to the land. Students will investigate how the impact of contact and colonialism continues to affect the political, social, and economic lives of BC First Peoples. Students will study how cultural expressions convey the richness, diversity, and resiliency of BC First Peoples. Students will gain an understanding of how through self-governance, leadership, and self-determination, BC First Peoples challenges and resists Canada's ongoing legacy of colonialism.

### **HISTORY OF AFRICAN DESCENT IN B.C. 12 (YSSC-2A)**

African-Canadian history is Canadian history. This course aims to offer a comprehensive history of people of African descent in B.C. through an Afrocentric lens. The objective of this course is for all students to have the opportunity to learn about the heritage and past experiences of the Black Canadian community which will help to foster cross cultural understanding and appreciation. Topics will span ancient African empires through the Transatlantic slave trade, the civil rights era, contemporary culture and beyond into Afrofuturism. Throughout the course there will be a celebration of the achievements as well as the artistic, scientific, social and political contributions of the African diaspora, both in the past and in the present.

This course:

- Is open to all Grade 11s and 12s in the district.
- Is delivered online with regular TEAMS meetings.
- Counts as an elective.

### **QUEER AND TRANS HISTORY OF B.C. 12 (YSSC-2B)**

This year-long course explores how gender identity, expression and sexual orientation diversity have influenced social, economic, and political structures. We will examine past

and current issues pertaining to 2SLGBTQIA+ communities locally and beyond, with a focus on understanding the breadth of identities our communities encompass.

Local presenters and activities will be scheduled throughout the school year. Students will be asked to interpret, analyze and explain their understanding of the context of different events, and will be asked to complete a capstone inquiry project for a final showcase. Topics include Language & Identity, Expression & Political Shift, and New Futures, all with the objective of celebrating and deepening our understanding of the rich history of Queer & Trans people in what is now known as British Columbia.

This course:

- Is open to all Grade 11s and 12s in the district.
- Will involve in person classes once per week.
- Counts as an elective.

## **Counselling Services**

Magee's Counselling Department offers a variety of support systems to meet the academic, vocational, personal, emotional and physical needs of our students. Counsellors often collaborate with staff, families and community resources to foster wellness and balance as our students navigate the challenges and opportunities presented to them. We pride ourselves on connecting personally with every member of our grade through classroom visits, individual meetings, large group sessions and by "following" our students to graduation. Students are encouraged to speak to their grade counsellor directly to set up an appointment.

## **Leadership Opportunities**

### **PEER LEADERSHIP 12 (YIPS-2C)**

Peer Leadership 12 is an opportunity to enhance a positive school climate. The intent of the course is to equip students with the skills and knowledge needed to develop their leadership capabilities. Students can select leadership directions that correlate to their future academic and career goals.

### **PEER TUTORING 12 (YIPS-2B)**

Peer Tutoring offers senior students an opportunity to give back to the school community by assisting other students in classroom settings, either during scheduled classes or during FIT. Some peer tutors also work with our Inclusion Support Teachers to support students in our Learning Hub. Peer tutors function as tutors, helpers, role models and mentors. Placement is available in a class during a scheduled block (4 credits), in the Learning Hub (4 credits), or various locations supporting students during FIT **two days per week** for either one semester (2 credits) or for the full year (4 credits.)

Training will be provided, and peer tutors will work under the supervision of a teacher.

### **COMMUNITY SERVICE 11 (YCPM-1D)**

Community Service 11 is a course designed to involve students in a variety of service activities such as assisting the office staff, working in the library, and assisting students and their teachers.

Acceptance into the course is arranged through an administrator and a sponsoring staff member. **Space in this course is limited.**

Community Service students are expected to:

- attend regularly and be punctual,
- complete all tasks, assignments or projects.
- demonstrate responsibility and the ability to fully understand instructions and carry out tasks with a minimum of supervision,
- show a responsible attitude, and
- show initiative and resourcefulness in their approach to the work assigned.

### **LIBRARY SERVICES 11/12 (YBMO-1B)**

**Library Club and/or Library CS encouraged, or permission from Librarian.**

Students provide service to staff and students in the School Library Learning Commons. They acquire knowledge, skills, and attitudes that prepare them for work environment, book trade, University and community libraries. Students develop the ability to work independently and be self-directed. Completion of Community Service 11 in the library, or membership in the Library Club encouraged. If not, students must speak to the Teacher-librarian prior to registering to ensure success in this course.

### **SPARTS**

SPARTS students earn course credits through a combination of studying in a part-time schedule of courses at Magee and online learning if needed. Most students complete four each year and are required to take additional courses or credits to meet graduation requirements and post-secondary goals. SPARTS grade 10, 11, and 12 students are eligible for “SPARTS credits” through verification from their coach, association, or club; athletes will receive PHE credits, performing arts students will receive fine arts credits. Some students may also be eligible to receive additional transfer standing credits for some provincial and externally accredited organizations depending upon their extra-curricular activity. Consult your counsellor for more information about your graduation pathway. SPARTS students are expected to maintain a strong academic average along with their rigorous training schedules and provide ongoing communication with their teachers and counsellors regarding absences and any changes to their SPARTS programming.

### **SPARTS PHE 10 (MPHED10SC2)**

This remote course is designed specifically for SPARTS students who complete much of their physical activity through their SPARTS discipline.

### **Early Morning CAREER LIFE EDUCATION 10 (MCLE-10OFF)**

This is a required course for graduation. \*Limited availability, students will be enrolled into regular course if space is not available.

**Early Morning ENGLISH LANGUAGE ARTS 9 (MEN-09OFF)**

Recommended: English Language Arts 8

\*Limited availability, students will be enrolled into regular course if space is not available.

**Early Morning ENGLISH LITERARY STUDIES 10 (PKG--10C)**

Recommended: English Language Arts 9

\*Limited availability, students will be enrolled into regular course if space is not available.

**Sample SPARTS Schedule by Grade**

Grade 8	Grade 9	Grade 10	Grade 11	Grade 11
English 8	English 9	English 10	English FP 11	English 12
Math 8	Math 9	a Math 10	a Math 11	+ 3 Electives
Science 8	Science 9	Science 10	a Science 11	CLC 12 (remote)
Social Studies 8	Social Studies 9	Social Studies 10	a Social Studies 12	
Career Ed 8	Career Ed 9	PHED 10		
• Online Optional	• Online Optional	CLE 10		
		• Online/Remote options	• Online/Remote options	• Online/Remote options
		• Transfer standing credits	• Transfer standing credits	• Transfer standing credits

**VSB Adult Education**

The Vancouver Board of Education operates three Adult Education (AE) centres throughout Vancouver; centres may provide outreach programs at offsite locations and offer youth programs. AE centres provide students with a wide array of flexible and student-centered learning opportunities that range from the basic literacy level (Ministry Foundations courses, Levels 1-7) to high school completion.

The Foundations courses help students develop or strengthen specific core skills needed for Grade 10/11/12 courses and obtain a high school diploma. All courses, both Foundations and Grade 10/11/12, follow prescribed Ministry curriculum.

To meet student needs for flexible programming, centres offer courses from early morning to evening, including Saturdays and operate year-round with a variety of schedules:

- Semester (2 terms per year; beginning Sept. and Feb.)
- Quarter system (9-week terms; beginning Sept., Nov., Feb., Apr.)
- Summer term (6-week term)

Depending on student needs, each Centre provides a variety of course formats which may include:

- Self-paced courses (blended paper-based instruction with face-to-face assistance)

from Foundations to Grade 10-12 courses

- Structured courses at the Foundations and Grade 10/11/12 levels

Students at our centres reflect the diversity of language and cultural backgrounds in Vancouver and range in age from 16 to seniors. Each of the Centres responds to the specific needs of its community and program offerings reflect student course requests and enrollment patterns. Please note that students attending adult centres must be 16 years old (on July 1 of the current school year) and follow MOE course concurrency rules to be eligible for Ministry funding.

Adult Education Centers in Vancouver:

<https://www.vsb.bc.ca/page/5240/adult-education>

[Gathering Place Education Centre](#)

Tel: (604) 257-3849

[Main Street Education Centre at Gladstone](#)

Tel: (604)713-5731

[South Hill Education Centre](#)

Tel: (604)713-5770

## **Career Programs Offerings**

### **Dual Credit Programs**

These programs, in partnership with post-secondary institutions, provide the opportunity for students to get a head start on a post-secondary credential. Students save money (tuition paid by VSB) and earn high school and post-secondary credits at the same time. This includes both skilled trades and non-trade career pathways.

All students applying for a Dual Credit program, including Youth TRAIN in Trades programs, should register at their home school with a full course load. The Career Programs team will work with schools to accommodate any necessary changes to a student's timetable if the student is accepted into a Career Programs pathway.

### ***Architectural & Structural CADD and Graphics Technician***

This program offers two areas of specialization: Architectural CADD and Graphics Technician or Structural CADD and Graphics Technician. These programs offer training for a variety of applications in architecture, building construction, and industrial applications.

- Training Program Institution – BCIT
- Program length – 10 months (September to June)
- Graduation credits earned – 40
- Application Due Date – March 1
- Program Start Month – September

Additional information and application form can be found on the VSB Career Programs

website at [careerprograms.vsb.bc.ca](https://careerprograms.vsb.bc.ca) ® Our Programs ® Architectural CADD

***Early Childhood Educator***

This career path involves working with young children from birth to age five. Early Childhood Educators design and deliver educational programs to support children's learning and growth. This program can lead to further studies earning a diploma or bachelor's degree in ECE.

- Training Program Institution – Langara College
- Program length – 8 months
- Graduation credits earned – 28
- Application Due Date – March 1
- Program Start Month – September

Additional information and application form can be found on the VSB Career Programs website at [careerprograms.vsb.bc.ca](https://careerprograms.vsb.bc.ca) ® Our Programs ® Early Childhood Educator

***Emergency Medical Responder***

Certification as an Emergency Medical Responder is the first step to becoming a primary care paramedic or pursuing a career in paramedicine.

- Training Program Institution – Justice Institute of British Columbia
- Program length – 5 weeks plus Work Experience
- Graduation credits earned – 12
- Application Due Date – March 1
- Program Start Month – February

Additional information and application form can be found on the VSB Career Programs website at [careerprograms.vsb.bc.ca](https://careerprograms.vsb.bc.ca) ® Our Programs ® Emergency Medical Responder

***Headstart-in-Art***

This art foundation program explores creative process, the realms of imagination, and art & design practices. Students who earn 80% or higher in the program may receive a portfolio waiver should they apply to an undergraduate degree at Emily Carr University of Art+Design.

- Training Program Institution – Emily Carr University of Art+Design
- Program length – 12 weeks (Saturdays from September to December)
- Graduation credits earned – 8
- Application Due Date – March 1
- Program Start Month – September

Additional information and application form can be found on the VSB Career Programs website at [careerprograms.vsb.bc.ca](https://careerprograms.vsb.bc.ca) ® Our Programs ® Headstart-in-Art

***Healthcare Assistant***

Students will prepare to work as front-line caregivers in home support, adult day care, assisted living, and complex care (including special care units).

- Training Program Institution – Vancouver Community College
- Program length – 28 weeks (September to April)
- Graduation credits earned – 36
- Application Due Date – December 1
- Program Start Month – September

Additional information and application form can be found on the VSB Career Programs website at [careerprograms.vsb.bc.ca](http://careerprograms.vsb.bc.ca) ® Our Programs ® Healthcare Assistant

***Medical Laboratory Assistant***

Medical Lab Assistants collect and prepare blood and other biological samples, perform electrocardiograms (ECG), and communicate effectively with patients and other healthcare providers.

- Training Program Institution – Vancouver Community College
- Program length – 8 months (January to August)
- Graduation credits earned – 36
- Application Due Date – December 1
- Program Start Month – January

Additional information and application form can be found on the VSB Career Programs website at [careerprograms.vsb.bc.ca](http://careerprograms.vsb.bc.ca) ® Our Programs ® Medical Lab Assistant

***Pharmacy Technician***

Students will learn to safely and accurately prepare and distribute pharmaceutical products, promote patient health, and communicate with health care professionals in a community or hospital pharmacy.

- Training Program Institution – Vancouver Community College
- Program length – 12 months
- Graduation credits earned – 16
- Application Due Date – December 1
- Program Start Month – January

Additional information and application form can be found on the VSB Career Programs website at [careerprograms.vsb.bc.ca](http://careerprograms.vsb.bc.ca) ® Our Programs ® Pharmacy Technician

***Youth TRAIN in Trades Programs***

The Vancouver School Board offers district programs for students to pursue industry certification or the first level of a skilled trades training program. These programs help

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students lower costs (free tuition) and offer a jump start for students in grade 11 or 12. The benefits include:

- Dual credit with post-secondary institution (most programs)
- Head start with Foundation trades training
- Registration with SkilledTradesBC
- Potential lead-in to an apprenticeship
- Work experience in the trade

For more information and to download an application form, please visit the VSB Career Programs website – [careerprograms.vsb.bc.ca](http://careerprograms.vsb.bc.ca). The site includes links to Youth TRAIN in Trades information, a PDF brochure for each program, and the application package. For additional detailed information about more than 100 regulated skilled trades and endorsements, visit the Skilled Trades BC website – [skilledtradesbc.ca](http://skilledtradesbc.ca).

Successful completion of a Youth TRAIN in Trades program provides students with a Level 1 technical training credential or a Certificate of Completion from Skilled Trades BC. With additional training and required work experience, students can progress toward earning a Certificate of Qualification or a Red Seal endorsement in their chosen skilled trade.

The following is a list of programs commonly available through Career Programs. Please contact Career Programs directly to determine if Career Programs can accommodate students interested in other trades.

Program	Training Program Institution	Graduation Credits Earned	Standard Class Schedule	Application Due	Program Start Month(s)
Aircraft Maintenance Engineer – M license	BCIT	16	Mon-Fri	March 1	August January
Auto Collision and Refinishing	VCC	32	Mon-Fri	March 1	September February
Auto Service Technician	Britannia	20	Mon-Fri, Semester 2	March 1	February
Baking and Pastry Arts	VCC	24	Mon-Thurs (afternoon/evening)	March 1	July
Bricklayer	Trowel Trades Training Assoc.	8	Mon-Fri	March 1	Various
Cabinetmaking	BCIT	24	Mon-Fri	March 1	August February
Carpentry	BCIT	20	Mon-Fri	March 1	July February
Cook	VCC	28	Mon-Thurs	March 1	Various

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Electrical	BCIT	24	Mon-Fri	March 1	August October February March
Hairstylist	VCC	48	Mon-Wed 8:00am – 6:00pm	March 1	September
Heavy Mechanical Trades	VCC	28	Mon-Thurs	March 1	Various
Metal Fabrication	BCIT	20	Mon-Fri	March 1	February
Millwright	BCIT	20	Mon-Fri	March 1	September February
Motorcycle Technician	BCIT	20	Mon-Fri	March 1	September February
Painting & Decorating	Finishing Trades Institute of BC	4	Mon-Fri	March 1	June
Plumbing or Sprinkler Fitting	Piping Industry College of BC	8	Mon-Fri	December 1	June

**Youth WORK in Trades - Apprenticeship**

Students with the required skills, aptitude and connections can start an apprenticeship while in high school. Students who are already working or interested in working in a skilled trade can formalize the apprenticeship relationship with their employer. While not all trades are a good fit for work to start without any formal training, several trades allow a student to start a 'Direct Entry' apprenticeship first and follow-up with formal training several months into the apprenticeship.

Students interested in a referral to a potential employer can contact Career Programs for support, construction safety training, and/or assistance with the apprenticeship process.

There are 4 courses (16 credits) available to students whose apprenticeship is registered with Skilled Trades BC by the school district. Enrollment in these courses is required, and coursework primarily consists of going to work and earning hours and a paycheque.

Enrollment and registration are done in collaboration with Career Programs staff. Information and application forms are available on the VSB Career Programs website at [careerprograms.vsb.bc.ca](http://careerprograms.vsb.bc.ca) ® Our Programs ® Youth WORK in Trades

**Youth EXPLORE Trades Sampler**

A Trades Sampler is an exploratory skilled trades program designed for Grade 11 or 12 students seeking a supported transition to full-time apprenticeship and training in a specific skilled trade. Students in the program are introduced to several construction

trades, provided with various forms of safety training, and employment readiness skills. This is a program for students who are seeking a more immediate pathway to start working in a skilled trade.

Students in a Trades Sampler program remain attached to their home school for the purpose of graduation but are enrolled in courses as determined by Career Programs staff. In addition to elective credits, students should expect to be enrolled in additional graduation course requirements.

Trades Sampler program offerings can change from year to year but typically include a program at a VSB high school and the Trades Discovery program at BCIT. For more information or to obtain an application, please visit the VSB Career Programs website.

### **School-based Programs**

#### ***IT and CISCO Networking Program – Killarney Secondary***

Students will diversify and enhance their computer knowledge by building a computer, installing software and connecting the computer to networks and to the internet. This hands-on program takes place in a computer lab space. Students can opt to complete industry-recognized certification exams during the program.

- Program Length – Semester 2 of grade 12
- Graduation credits earned – 16 credits
- Application Due Date – March 1
- Program Start Month – February

Additional information and application form can be found on the VSB Career Programs website at [careerprograms.vsb.bc.ca](http://careerprograms.vsb.bc.ca) ® Our Programs ® CISCO