

# MAGEE COURSE PLANNING GUIDE

2024-2025



Art & Designed by: Faryn MR, Grade 10

## 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, is not always possible. Students should be prepared with alternative choices.

**Please Note: Students and their guardians are responsible to ensure successful completion of all courses required for graduation and post-secondary admissions.**

## Counsellors, Office and Support Staff for 2024 - 2025

\* Subject to change without notice

Principal	Dr. A. Schofield
Vice Principal	Ms. B. Dowle
Counsellors	Ms. T. Dykstra
	Mr. D. Lin
	Ms. P. Miladinovic
	Ms. A. McNeill
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

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[Visit us online](#)

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# COURSE REQUIREMENTS

## Grade 8

Students in Grade 8 take eight required courses.

- English Language Arts 8
- Social Studies 8
- Mathematics 8
- Science 8
- Physical and Health Education 8
- French 8
- ADST 8 (a rotation of: Home Economics 8, Technical Studies 8 & Business Education 8)
- Fine Arts 8 - One of: Band 8, Strings 8, or Art 8 / Drama 8.
- Career Education 8 (off timetable)



## Grade 9

Students in Grade 9 take eight courses. Required courses are:

- English Language Arts 9
- Social Studies 9
- Mathematics 9
- Science 9
- Physical and Health Education 9
- Career Education 9 (off timetable)

Grade 9s also need to take 3 elective courses which may include a language course



Electives are chosen by students in consultation with parents and counsellors based on interest or need as pre-requisites for senior courses.



# 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

52 credits are required from the following:

- A Language Arts 10, 11, and 12 (12 credits)
- A Social Studies 10 (4 credits)
- A Social Studies 11 or 12 (4 credits)
- A Mathematics 10 (4 credits)
- A Mathematics 11 or 12 (4 credits)
- A Science 10 (4 credits)
- A Science 11 or 12 (4 credits)
- Physical and Health Education 10 (4 credits)
- An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits)
- Career Life Education 10 (4 credits)
- Career-Life Connections 12 (4 credits)
- **NEW: 4 credits required from an [Indigenous-Focused course\(s\)](#)** as of 2023/24



There are three new graduation requirements to take note of:

- The new Grade 10 Graduation Numeracy Assessment (was introduced in 2018)
- The new Grade 10 Graduation Literacy Assessment (was introduced in 2019/20)
- The new Grade 12 Graduation Literacy Assessment (was introduced in 2021/22)

## ADVANCED PLACEMENT

The Advanced Placement Program is a cooperative educational endeavor between secondary schools, colleges and universities administered by the College Board. For students willing and able to apply themselves to college-level studies, the AP Program is designed to enrich their secondary experience in a variety of subject areas. It provides the means for colleges to grant credit, advanced placement, or both, to students who have applied themselves successfully in AP subject areas. Information on credit and/or placement of students at the college and university level after successful completion of AP examinations is available through Magee's AP Coordinator, the information offices of individual universities, or through the College Board.

Currently, AP courses and/or support are offered in:

- Calculus
- Computer Science
- English
- Psychology



Further information about these offerings and the AP examinations can be obtained from the AP coordinator, or through the teachers of the individual courses. AP examinations are offered in May of each school year. There is a fee for the writing of the AP examination. This payment is due in October 2024 paid through school fees. Generally speaking, students write the AP exams associated with AP courses. Students have nothing to lose (except the exam fee!) and everything to gain by writing to potentially gain a first-year university credit—a \$160 exam could save an entire semester's course tuition! Please note that students are

limited to a maximum of 2 AP courses per semester.

## APPLIED DESIGN, SKILLS AND TECHNOLOGIES

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

In Grade 8, students will be introduced to three different areas of ADST through a three-way rotation of: Entrepreneurship and Marketing, Foods, and Wood and Metal Technology. All Grade 8 students will also be enrolled in Career Education 8 as an off-timetable course.

### ENTREPRENEURSHIP AND MARKETING (MADEM08)

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

### FOOD STUDIES (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 applications. The course emphasizes and encourages individual effort, accountability and responsibility.

## BUSINESS EDUCATION

### ENTREPRENEURSHIP AND MARKETING 9 (formerly BUSINESS EDUCATION 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 no-homework, hands-on course where students complete all work in class. Good solid computer skills are essential in today's technology-oriented society. Completion of this course will provide you with a strong foundation of practical skills that will give you an edge over many of your classmates in post-secondary and prepare you to impress others in your 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, Excell, 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
- Students will complete the course with an "official" typing speed and experience in using industry-standard business software that they can use to add to their resume.

### MARKETING AND PROMOTION 11 (formerly MARKETING 11) (MMAF-11)

Open to students in grades 10 - 12

What makes a product successful? How do we decide what products to buy? 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.

Students also get practical, hands-on experience in customer service, cash handling procedures, using the Square POS, taking and fulfilling orders, and cleaning and hygiene procedures through working at the school store, The Lion's Den.

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 (formerly MARKETING 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 get hands-on experience conceptualizing a business, creating a business plan, reviewing different e-commerce platforms, and then building their own e-commerce site using Shopify Open Learning. Students will then add to their Shopify site through creating social media sites to extend their reach and build traffic. Ethical, social and political issues relating to e-commerce will be considered throughout the course. If you are interested in creating your own small business online (or maybe you already have one!), then this is the course for you!

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

Open to students in grades 10 – 12

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?

If you answer “Yes” to these questions – Accounting 11 is a course for you! 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 being earned? How much is being 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.

This is an essential course for those students

who wish to pursue a Commerce degree or an entrepreneurial career. Students can also gain practical work experience in a real “Accounting” setting via the Work Experience Program.

**ACCOUNTING 12 (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 software accounting 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.

Students will also have the opportunity to experience a real “Accounting” setting via the Work Experience Program. Students will proceed to post-secondary studies with a good foundation in accounting theory.

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

Preference to Grade 12

Economics 12 introduces you to many dynamic issues that affect the way that all of us live. Who says money makes the world go round? Come find out for yourself! Analyze the effects of individual and government decisions on our local society, the Canadian nation, and the global community. Understand how economic theory can help us deal with the environmental concerns of this generation. Economics is for everyone!



Business Education Electives by Grade				
GRADE 8	GRADE 9	GRADE 10	GRADE 11 OR 12	
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
		Tourism 11	Marketing & Promotion 11	E-Commerce 12
		Business Computer Applications 12	Business Computer Applications 12	* Economics 12
			Tourism 11	Entrepreneurship 12
				Tourism 12

\* Economics 12: preference will be given to Grade 12 students

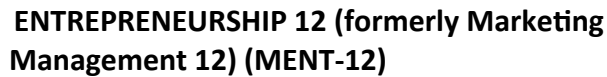
### **TOURISM 11 (MTRM-11),**

### **TOURISM 12 (MTRM-12)**

Open to students in grades 10 – 12

The tourism sector is one of the fastest growing and ever-changing industries in the world. British Columbia's tourism industry is projected to create 106,000 new job openings by 2028 in a wide range of areas. Do you enjoy working with other people and are you considering a future career in a client-based profession? If so, these are the courses for

you! Concepts covered in these courses will be of exceptional value to students who strive to work in the Tourism and Hospitality industry. Students learn to strengthen and develop effective communication strategies. Students will gain an understanding of global tourism issues, principles of tourism management and operations, and economic importance of tourism and trade.



You must be responsible, mature and able to take an assignment from start to finish with little or no supervision. 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. This course will be offered through any block on the timetable, as you will be working independently, guided by the marketing teacher.

## CAREER EDUCATION 8 (MCE--08)

## CAREER EDUCATION 9 (MCE--09)

In Career Education 9 students will continue with the personal development, connections to community, goal setting and career exploration begun in Career Education 8.

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

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

The aim of the course is to enable 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 life which is essential to good physical 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 in order to adapt to changing career opportunities
- To consider internal and external factors when career planning
- The global economy affects our personal, social, and economic lives and prospects
- To continually plan, evaluate, and adapt for successful career and education paths

Career Life Education 10 provides relevant and experiential learning opportunities which help students relate learning in school to the demands of the working world. Students begin developing their Graduation Transition Plan/ Capstone Project in this course. Career Life

Education 10 can be further enriched by parental support. It is hoped that each student will discuss course content with his/her parents/guardians.

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

**This course is required for graduation.**

CLC is intended to support and guide students continuously in purposeful and ongoing career-life development. 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.

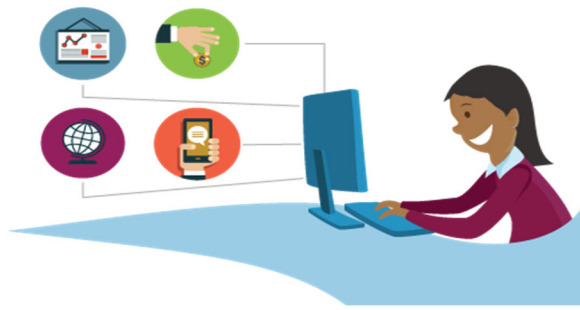
- Being aware of one's own
- self-identity will support
- their career-life choices.
- What will each student's
- personal journey look
- like?

Through CLC we will continue to 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 personally 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)**

Open to Grade 9, 10, 11, and 12 students. This course may only be taken once.

What happens when you type in a website's address into your browser? How does it know what to show you? How do computers communicate all that information across the globe? How can we get computers to do things for us? Answers to all these and more in Computer Studies!

The first part of the course is dedicated to learning how digital information is stored, transmitted, and read – in essence, how the internet functions. Students will then get an

introduction to programming using Scratch – a visual programming language great for building small, interactive

programs. Students will start with building classics like Pong and

working up to designing their own full featured game. (Students with prior Scratch experience will be given the opportunity to expand their programming skillset with AppInventor, GameMaker or other platforms).

The final section of the course allows for students to explore other areas of interest. Possible topics include hardware, advanced application use (e.g. Excel), and media applications (e.g. Flash and Photoshop).

This course aims to teach students the basics of computer information and communication as well give them an introduction to advanced topics.

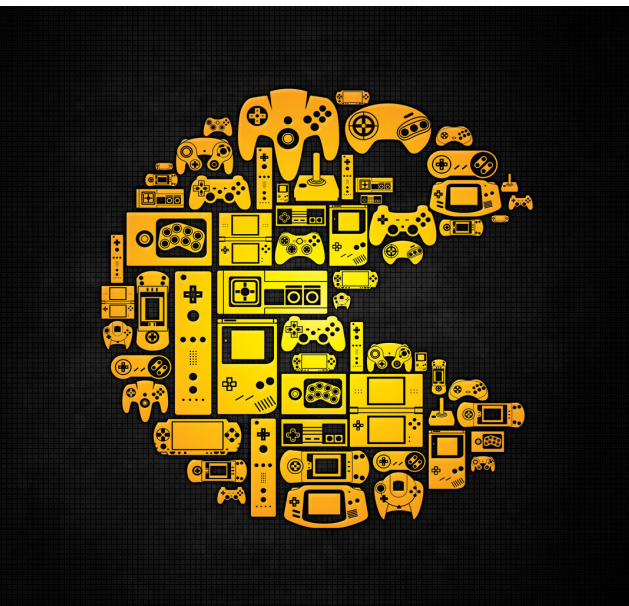
### COMPUTER PROGRAMMING 11 (MCMPR11)

Recommended: Computer Studies 10 or a strong foundation in Math 10.

Do you like problem solving? Enjoy finding and creating unique solutions? If you are interested in learning how to tell computers to do stuff for you, this is the class!

In this class you will learn the foundations of programming in Java, from variables, through loops, to classes and objects. Armed with the basics you will go on to create interactive, graphical programs starting with replicating classics like Asteroids and Pacman and working your way up. At each step, you will have plenty of opportunities to individualize your projects. This class is ultimately about taking your ideas and making them reality... on the computer.

This class serves as an excellent start point for anyone interested in Computer Science as part of their future education or career. BUT, it is intended for any student with any level of experience. People with no plans to pursue Computer Science will still benefit greatly from improved problem solving and computational thinking skills and the programming experience will still be an asset in any other field.



### AP COMPUTER SCIENCE A (ACSC-2A)

Recommended: Computer Programming 11 and Pre-Calculus 11.

***Not offered for 2024-2025 school year.***

This course is for those who enjoyed Programming 11 and anyone planning to pursue a Computer Science degree or any degree requiring first year computer science. Foundation programming skills are similar to Computer Programming 11 but there is a strong focus on design and further expansion on several advanced topics. Students will have the opportunity to write the College Board AP exam which requires a significant amount of time and work. In class lectures and labs will provide a good foundation in preparation for the exam. Successful completion of the exam may provide students with an advanced credit at a North American college or university.

### DIGITAL MEDIA DESIGN 11 (MMEDD11)

Open to all students in Grades 10, 11, or 12

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.



- Adobe Premiere Pro & After Effects - Make high-quality movies with the sound and visual effects.
- Sketch-up - Make 3D models and use our printers to print them out.

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

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

Prerequisite: Digital Media 11 or Graphic Production 11.

If you liked learning how to design and make things in Media or Graphics 11, then keep on designing and making those things by enrolling Digital Media Design 12.

This project-based course will support you in making the stuff you want to make (including CLC 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 own future business! Project ideas include posters, photographs, 3D prints, hats, mugs, T-shirts, hoodies, laser etches, websites, movies, videos, stickers, decals, buttons, logos, 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 your 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 exception to the prerequisite.*

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

Open to all students in Grades 10, 11, or 12.

Design and make cool things! 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 - Make cool illustrations and logos and turn them into sticker decals, hats, T-shirts, and hoodies.
- 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-10; was Foods & Nutrition 10)**

Open to Grade 9-10 students. This course may only be taken once, either in Grade 9 or Grade 10.

Students will learn about basic meal preparation and key nutrition concepts for healthy living. They will learn about measurement and safety while making things like pizza, chili, pasta, soups, baked goods and whole meals. Our world foods unit focuses on the culinary and cultural practices of many countries with dishes like enchiladas, sushi, chicken souvlaki, crepes and lasagna. Students are encouraged to take their cooking skills from the classroom into the home.



### **CULINARY ARTS 11 (MCUL-11; was Foods+ Nutrition 11B)**

Open to Grade 10-12 students.

This course teaches students more advanced culinary skills and meal preparation. Current nutrition concepts, consumer awareness and recipe analysis are integrated into course work. Students will learn a variety of new cooking techniques while making dishes such as Lava cakes, Calzones, Autumn Soup, Cheese Bread, Thai Chicken Curry and Orange Chiffon Cake. An international unit covers knowledge of other cultures and their culinary practices. Students will also have the opportunity to receive their Food Safe Level 1 certification.

### **CULINARY ARTS 12(MCUL-12; was Foods + Nutrition 12A)**

Open to Grade 10-12 students.

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. Recipes in our ethnic unit include things like Citrus Almond Biscotti, Pad Thai, Chicken Kiev, Stuffed Ravioli, Apple Streudel and Vegetable Pakoras. Students will also have the chance to receive their Food Safe Level 1 certification.

### **TEXTILES**

#### **9/10: FASHION AND DESIGN (MADT-09, MTXT-10)**

Open to Grade 9-10 students.

***Not offered for 2024-2025 school year.***

Students learn the basic elements and principles of design and how they can be applied to clothing design and construction. They will have design opportunities to develop hand and machine construction techniques to produce and repair textile items. The origins, characteristics and care of natural and manufactured textiles will be explored through a fabric study. Strategies will be introduced to alter patterns and upcycling. A minimum of four projects will be completed. Students will have a choice in project work and a minimum of three projects will be completed.

### **TEXTILES 11: FASHION AND DESIGN (MTXT-11)**

Recommended: Textiles 9/10. Open to Grade 11-12 students.

***Not offered for 2024-2025 school year.***

The study of the elements and principles of design will be continued in greater depth. This enables students to develop strategies to choose projects wisely with economical and ethical considerations. A study of specialty fabrics and properties and the exploration and use of related sewing techniques will help students to develop confidence in their use. Students will have a choice in project work and a minimum of three projects will be completed.

### **TEXTILES 12 FASHION AND DESIGN (MTXT-12)**

Recommended: Textiles 11. Open to Grade 11-12 students.

***Not offered for 2024-2025 school year.***

Students will examine complex textiles designs and determine the methods for designing patterns. The influence of historical uses of textile items will be studied and forecasting practices will be examined. Students will have a choice in project work. A minimum of three projects will be completed.

### **PYSCHOLOGY 11 (YPSYC1A)**

Grades 11 and 12

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.

Psychology 11 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)**

Advanced placement (AP) Psychology 12 is a fast paced, content rich course. It is intended for 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. In AP Psychology there is a considerable amount 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.

Course topics will include history of psychology, research methods, biological basis of behaviour, sensation and perception,



learning, cognition, memory, intelligence, stages of development, motivation, emotion, personality, clinical psychology, and social psychology. Taking Psychology 11 first is an asset but not required. AP Psych 12 is intended for students who have a strong interest in psychology and want an AP Psych course credit, or who are interested in taking the AP Psych exam in May for first year university credit. If a student scores a 4 or 5 on the exam, they have the option to receive credit for a first-year university psychology course.

## TECHNOLOGY EDUCATION

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

No prerequisite

Topics Covered: Design, Woodwork, Metalwork, Silversmithing

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.

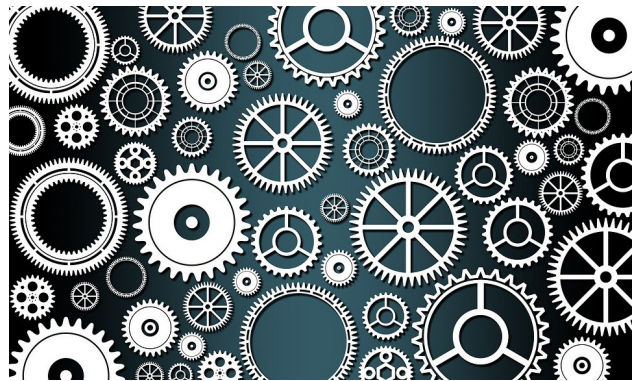
### DESIGN AND FABRICATION 10 (MWWK-10)

No prerequisite

Topics Covered: Design, Woodwork, Metalwork, Silversmithing

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)

No prerequisite

Topics Covered: Design, Woodwork, Metalwork, Silversmithing

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.

### ENGINEERING 11 (MENR-11)

Topics Covered: Design for the Life Cycle, Product Development and Manufacturing Process, Innovative Engineering Projects

Engineering 11 is a collaborative, project based course incorporating technical skill and knowledge of design and fabrication with the application 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



opportunity for specialized study and a chance to explore a diverse range of careers stemming from Engineering. It develops well-rounded citizens who are informed creators and consumers, while facilitating the development of future fabricators, innovators, and skilled workers who can contribute to solving problems not yet anticipated with processes and technologies not yet imagined in order to improve their lives, the lives of others and the environment.

## 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.

In conjunction with Career Life Education 10 and Career Life Connections 12, work experience helps prepare students for the transition from secondary school to the world of work, for further education and training, or for other post-graduation opportunities.

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, afterschool 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 particular area:

1. If a student wishes to go to an Accounting placement they must have some Accounting knowledge (i.e. Accounting 11, Accounting 12)

2. If a student wishes to go to a Technology/ Computer based placement they must have some Technology knowledge (Media 11,/12 Programming 11/12)
3. If a student wishes to go to a Tourism/ Hospitality placement, they must have some exposure to tourism and/or foods (Tourism 11, Foods 11)

**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 to:

- 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

### 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 each and 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.

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

(Formerly Peer counselling 12)

Peer Leadership 12 is offered to Grade 12 students who want to enhance a positive school climate. The intent of the course is to equip student-leaders with the skills and knowledge needed to provide support and leadership for other students. Training includes; *active listening, group facilitation, problem solving, decision making and conflict resolution, values clarification, and understanding of critical and relevant youth issues*. This course includes guest speakers, community involvement, journaling, and regular classes.

\*Application required, please see Grade School Counsellor for more details. References are strongly encouraged.

## 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)

In our intermediate language arts program, students will develop their literacy and their awareness of themselves as readers, with primacy given to the printed word and consideration given to visual and digital texts, including graphic novels, video (conventional film, YouTube, other digital media), 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)

**Recommended:** English Language Arts 8

In our intermediate language arts program, students will develop their literacy and their awareness of themselves as readers, with primacy given to the printed word and consideration given to visual and digital texts, including graphic novels, video (conventional

film, YouTube, other digital media), 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. The skills and understandings considered in ELA 8 are further developed in ELA 9.

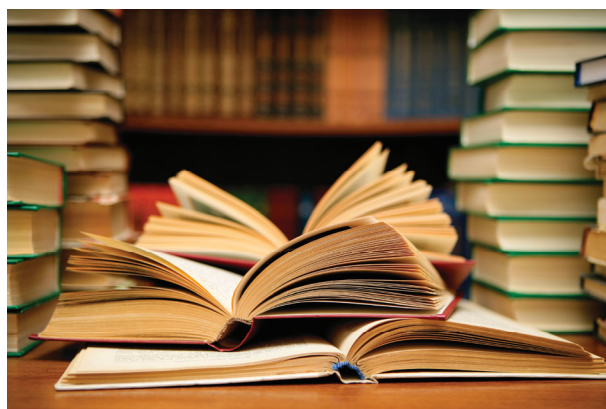
### ENGLISH LITERARY STUDIES 10 (MLTST10)

**Recommended:** English Language Arts 9

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)**, which is 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)**, which is designed to support students' interest in creative expression through language. The course provides students 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 (MEFLS11DA2)**

Recommended: An English 10 4-credit combo

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, taking into account 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)**

Recommended: An English 10 4-credit combo

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.

**LITERARY STUDIES AND WRITING 11 (MEFLS11)**

Recommended: An English 10 4-credit combo

This 4-credit course is recommended for students considering taking taking AP Literature and Composition 12, and may be taken in addition to, or instead of, Composition 11. Lit Studies 11 includes a chronological survey of the major writers of English literature from Anglo-Saxon times to the 21st century.



This course also delves into current writing, in English, from around the world. Students learn not only about the literature, but also about the cultural, social, political, and economic factors, including colonialism, which have influenced and shaped the English-speaking world. Students also learn literary terminology, and critical analysis. Students participate in a variety of reading, writing, speaking, and listening experiences. The course seeks to assist students in developing their critical and creative thinking skills.

### **ENGLISH STUDIES 12 (MENST 12)**

Recommended: English 11

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 stageplay, as well as oral forms. Students workshop their craft in a collaborative and supportive environment, working toward revision in the short term, and on developing their own distinct voice and style in the long term.

### **AP ENGLISH 12 LITERATURE & COMPOSITION (AELC-12)**

Recommended: LITERARY STUDIES 11

This course does not fulfill the English 12 graduation requirement; students must take English Studies 12 in addition to this course.

The Advanced Placement Literature and



Composition course prepares students to write the AP exam which is set by the American College Board, the same organization that sets the SAT exams and other qualifying exams. The AP exam is challenging; students must be prepared to read widely and thoughtfully from authors of generally acknowledged literary merit, and to work hard to refine their own academic writing about literature. The focus of the course is close reading of literary texts, and clear expression of the understandings that develop. Successful completion of the exam might provide students with an advanced credit at a North American college or university.



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

Recommended: English 10 or in English 10 4 credit combination courses. Open to students in Grades 10, 11 and 12

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.

The photography component is now entirely digital. 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.

Students new to Canada, either local or International, may require English Language Support. The English Language Learning program provides this support, based on assessment which may have been completed in district offices such as the VSB International Education Office or the Newcomer Welcome Centre. The assessment indicates the level of English proficiency and areas of reading, grammar, and writing that need further development. The ELL Department may also assess students upon arrival.

### **ENGLISH LANGUAGE LEARNING**

**ELL Classes** are divided into Beginner and Intermediate levels, and are provided to assist with vocabulary development, reading, speaking and listening skills in the subjects of Reading, Social Studies, Science and Writing. ELL students will usually be placed in four of these subject area classes. Students will also take grade level PE, Mathematics, Career Education, and three other electives from either Fine Arts, Applied Skills, Music, Technology, Home Economics, or Business Education. ELL students receive a timetable of

their courses from their respective counsellors, also based on assessment.

### Transition

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.

### WRITING STRATEGIES FOR ELL LEARNERS 8/9 (XLDCE09WR3)

### ACADEMIC STRATEGIES FOR ELL LEARNERS 10 (YESFLOAELL)

*Writing Strategies and Academic Strategies 10* is a course available to English Language Learners at the transitional level of language proficiency. The *Academic Strategies* class provides additional English language support for ELL students who are moving into regular academic courses. In this course, students review and further develop the language skills introduced at the Beginner and Intermediate levels. The curriculum places a greater emphasis on critical thinking skills, communication, and formal writing.

ELL Program	Transitional Program	Regular English Program	
Beginner or Intermediate Students	Transitional	Junior Grades	Senior Grades
4 ELL Classes - Reading, Writing, Social Studies and Science	English 8, 9 or English 10 with Academic/Writing Strategies	English 8 or English 9	English 10, 11, 12
Grade level Math and Physical and Health Education	Writing Strategies 8/9 Academic Strategies 10	6-7 other courses each year	7 other courses each year
	Social Studies 8, 9 or 10 Science 8, 9, or 10 Grade level Math	WRITING STRATEGIES (on teacher's recommendation)	ACADEMIC STRATEGIES (on teacher's recommendation)
	Three other grade level courses		
2 Electives			

## 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)

Recommended: DRAMA 8

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)

Recommended: DRAMA 9

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. A production for elementary schools is frequently a feature of this course.

### 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)

Recommended: DRAMA 11 for DRAMA 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.



## **FILM AND THEATRE CRITICISM 11/12 (MVAMT11- Gr. 11, YVPA-2P Gr. 12)**

Open to senior students.

The Theatre and Film Criticism class attends performances in the evening and meets at lunch-time every Monday for reflection and discussion. The course gives students an opportunity to attend professional, college, and university productions in well-known and popular venues like the Arts Club, the Cultch, and Studio 58, as well as films from film festivals and Hollywood. Students will learn to critically assess performances based on casting, technical elements, scripts, and directorial choices, to explore creative risks, and to express these criticisms in an eloquent fashion, both orally and in writing. This course is designed for mature students with a keen interest in theatre and film.

### **MAGEE MAINSTAGE PROGRAM**

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

**PKG--11B: Mainstage: Theatre Company 11 & Musical Theatre 11**  
(PKG--11B: MDRTC11 & MMUTH11)

**PKG--11C: Mainstage: Theatre Production 11 & Musical Theatre 11**  
(PKG--11C: MD RTP11 & MMUTH11)

**PKG--12B: Mainstage: Theatre Company 12 & Musical Theatre 12**  
(PKG--12B: MDRTC12 & MMUTH12)

**PKG--12C: Mainstage: Theatre Production 12 & Musical Theatre 12**  
(PKG--12C: MD RTP12 & 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 includes comedies, dramas, devised theatre, and a musical production. 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)**

**Prerequisite:** 1 year of band experience, or 1 year of private lessons or permission of the teacher.

Junior Band is for students with at least one year of band experience playing a 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)**

**Prerequisite:** 2 years of band experience, or 2 years of private lessons or permission of the teacher.

Intermediate Band is for students with at least two 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 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.

### **SYMPHONIC BAND 9, 10, 11, 12**

**(MMU--09BA4, MMUCB-10--4, MIMCB11--4, MIMCB12--4)**

**Prerequisite:** 3 years of band experience, or 3 years of private lessons or permission of the teacher.

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)**

**Prerequisite:** 3-4 years of band experience, or 3 -4 years of private lessons, or permission of the teacher.

Wind Ensemble is the top instrumental ensemble in the school. Entrance into Wind Ensemble is based on advanced playing skills and the amount of instruments needed in the band. Students should have at least 3-4 years of high school playing experience or 3-4 years of private lessons. 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. Previous tours have included Canada, United States, Russia, Japan, Central Europe, Spain, UK, and Cuba.

### **JUNIOR JAZZ BAND 8, 9, 10**

**(MMU--08JB2, MMU--09JB2, MMUJB-10--2)**

Prerequisite: 1 year of band experience, or 1 year of private lessons or permission of the teacher. Student must also be registered in a concert band course.

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.

### **ORCHESTRAL STRINGS 8 – 12 (MMU--08OS1, MMU--90S1, MMUOR10, MMUOR11, MMUOR12)**

This course develops string technique 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)**

Prerequisite: Prior instrumental experience strongly recommended.

Co-requisite: Must be concurrently enrolled in either a Concert Band or String Orchestra course at Magee at student's current grade level.

The Magee Symphony Orchestra (MSO) gives the opportunity for a select number of students to experience playing in an ensemble

### **SENIOR JAZZ BAND 10, 11, & 12**

**(MMUJB-10--4, MIMJB11--4, MIMJB12--4)**

Prerequisite: Junior Jazz Band, 3 years of band experience, or 2-3 years of private lessons, or permission of the teacher. Student must also be registered in a concert band course.

Senior Jazz Band music is for advanced band students that have at least 3 year's 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.



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 similar to 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.

## 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 (period 6) in the Magee Concert Choir! With no prior singing experience required nor 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.

### 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. Students enrolled in these classes are also required to concurrently enroll in Concert Choir.

### 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. Students are also required to concurrently enroll in Concert Choir.

### 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. Students enrolled in these classes are also required to concurrently enroll in Concert Choir.

## 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)

Open to all students. No experience necessary.

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)

Open to all students. No experience necessary.

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 an 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 (MVA10 and MVA11)

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, method



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 (MVA12)

Previous grade level Art Studio Portfolio course recommended or permission from instructor.

#### Course Objectives:

- 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.

Course Description: 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 courses in photography, ceramics, or other grade level Art class.

### CERAMICS and SCULPTURE 9 – 12 (MVA--09CR1, MVAC-10, MVAC-11, MVAC-12) Open to students in Grades 9 - 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 student 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)**

Open to Grades 9 - 11

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 a photograph, 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)**

Pre-requisites: none

This course continues with the themes of the 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.



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 are designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of 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 are designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary studies in programs that require the study of theoretical calculus.

**3. Foundations** (grades 11 and 12)  
These courses are designed to provide students with the mathematical understandings 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 courses above. It is possible to take more than one of these mathematics courses.

### MATH 8 (MMA--08)

This course is designed to provide 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)

**Recommended:** Mathematics 8

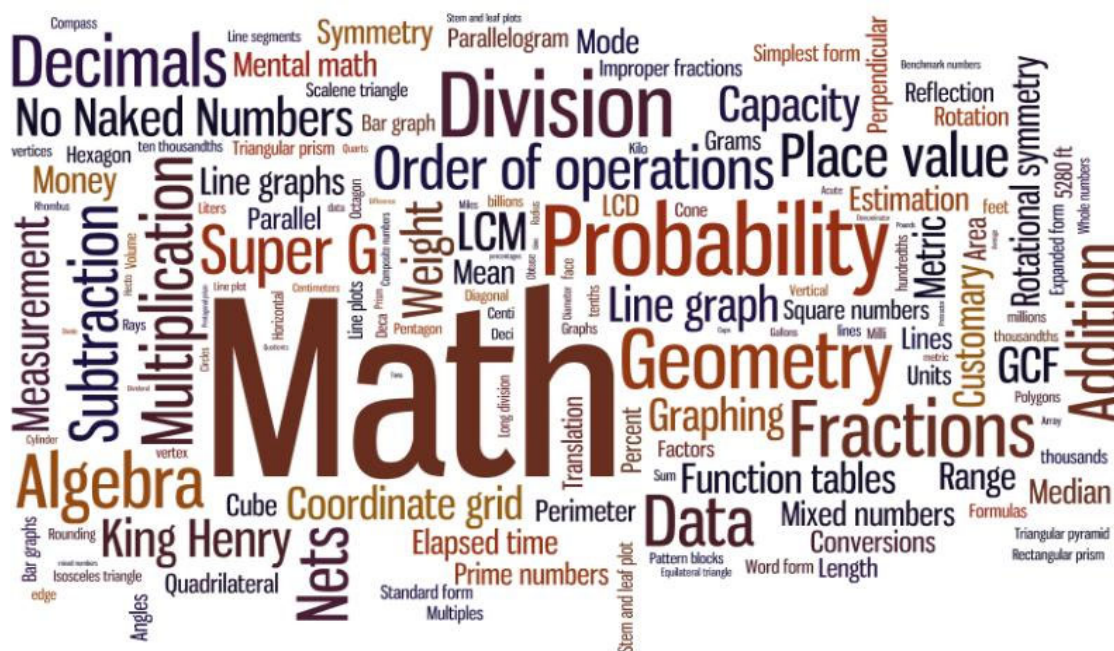
This course is designed to elaborate on the foundational skills learned in Math 8. Mathematics 9 consists of five areas of study.

- 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, collect and analyze data, and probability.
- 5) Financial Literacy.

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

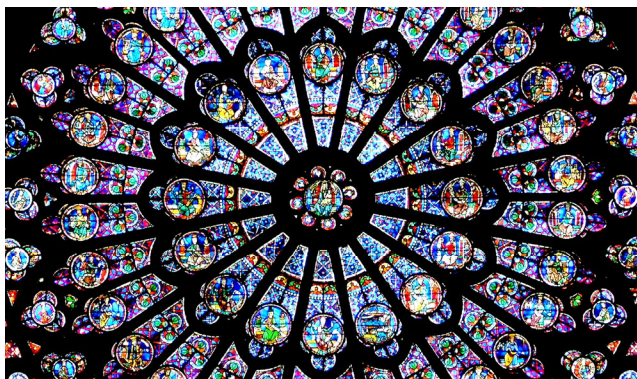
**Recommended:** Math 9

This course is designed to provide 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 designed 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 entails 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.**



Recommended: MPREC11

## HISTORY OF MATHEMATICS 11 (MHOM-11)

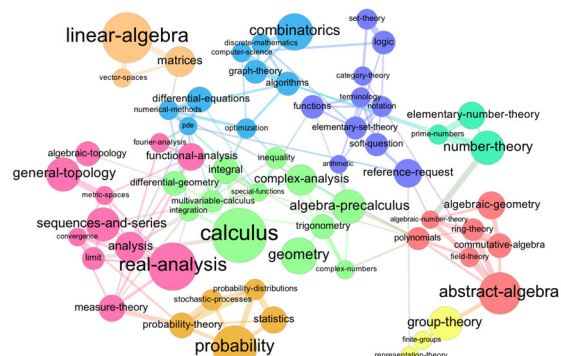
Recommended: MFMP 10

The evaluation is mainly project based with some formal testing.

**STATISTICS 12 (MSTAT12)**

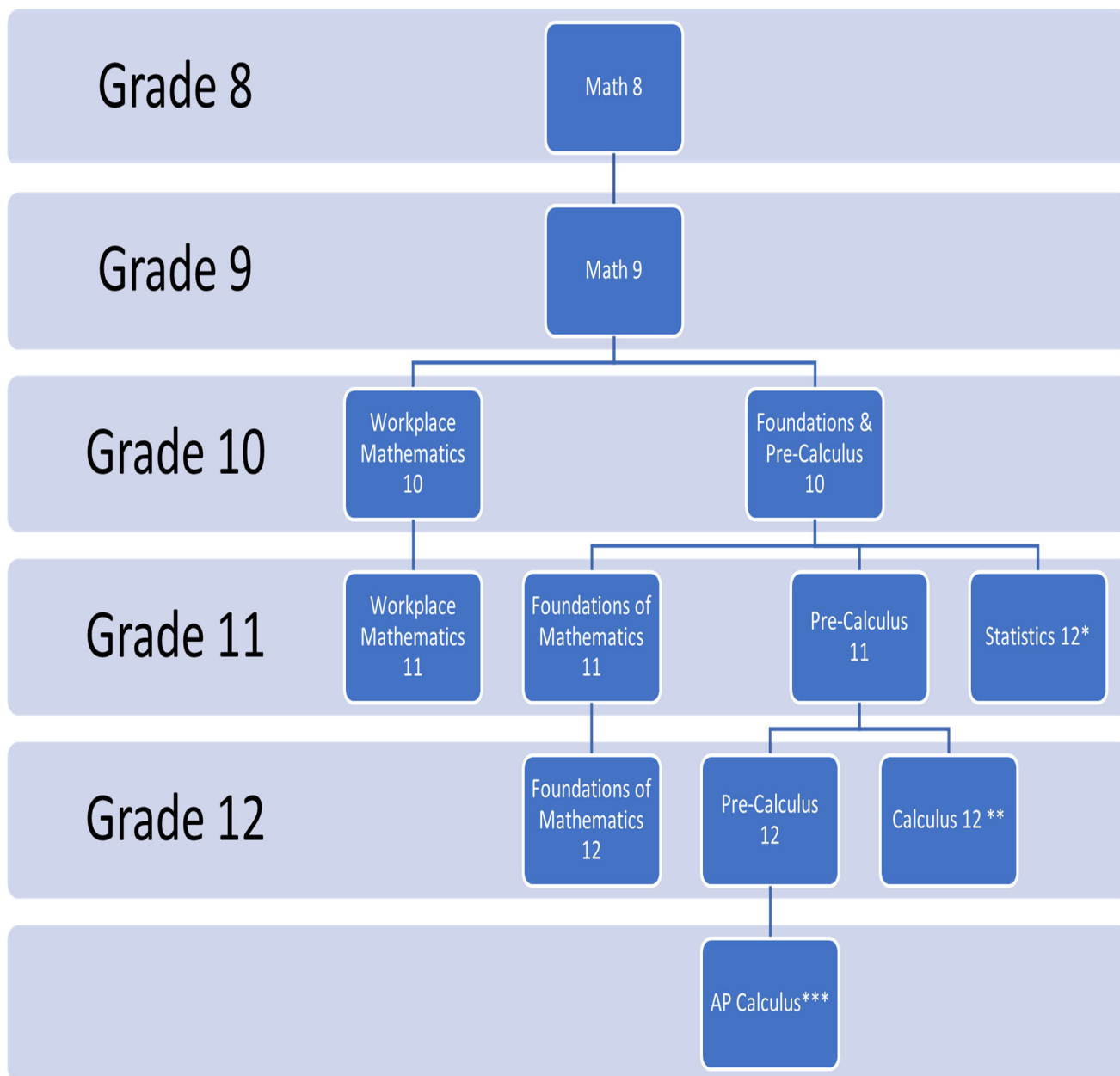
Recommended: MFMP 10

This course is designed to provide students with both a 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



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## 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 requires prior completion of Pre-Calculus 12.

## MODERN LANGUAGES

### FRENCH 8 (MFR--08)

Grade 8 students use French as a tool for communicating about everyday topics they find interesting. Students are provided with multiple opportunities to practice and develop

listening, reading, and writing skills. Students acquire practical vocabulary and expressions from sources chosen because of the 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.



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)

Recommended: French 8

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,

### FRENCH 10 (MFR--10)

Recommended: French 9

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 identity and that of Francophones.

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

Recommended: French 10

Students are able to 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)**

Recommended: French 11

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 in order to enhance their cultural awareness.

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

Open to Grade 9 students.

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)**

Open to Grade 10, 11, and 12 students.

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. Emphasis 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)**

Open to Grade 9 students.

### **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 are able to 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, MPHE10)**

Recommended: Completion of the previous course before advancing.

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.

### **PHE10 Leadership (MPHE10SC1)**

Recommended: Successful completion of PHE9.

PHE 10 Leadership aims to enable students to enhance their quality of life through healthy living and physical activity while providing opportunities to further develop students' leadership skills and knowledge. Students will discover the benefits of volunteering and giving back to their school and community as well as gain an appreciative respect for the leadership who played a significant role in physical and health education.

Course Fee: Pay as you go.



### **PHE 11/12 Active Living Leadership (MACLV11SC1, MACLV12SC1)**

Recommended: Successful completion of MPHE10 or MPHE10SC1

This course is designed to help students further develop their leadership knowledge, skills and sensitivities. Students will explore the components necessary to become leaders and participate in individual and group activities where they can practice and hone their leadership skills. Students will recognize their personal leadership styles, explore leadership issues unique to youth and articulate a personal philosophy of leadership. They will also demonstrate effective communication skills, understand and practice team building strategies and motivate others to contribute to the success of their projects.

A requirement of 10 hours of community service is required.

Field trips will be dependent on the health and safety circumstances.

Course Fee: Pay as you go.

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

Recommended: Completion of PHE10.

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.

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

Recommended: Successful completion of PHED 10.

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.

Cost: \$40 for workshops and extracurricular activities.



## 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)

Recommended: Science 8

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)

Recommended: Science 9

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)**

Recommended: Science 10

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)**

Recommended: Science 10

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.

The course includes a variety of place-based experiences and may include a day trip to a local biodiversity museum and an *optional* multi-day trip to the Bamfield Marine Sciences Centre.

**ANATOMY AND PHYSIOLOGY 12 (MATPH--12 formerly BIO12)**

**Recommended:** Students taking this course should have a comprehensive understanding of the concepts covered in Chemistry 11 and Biology 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 as a result 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)**

Recommended: Science 10

Students should also concurrently enroll in either Pre-Calculus 11 or Foundations of Mathematics 11 as this course involves many and 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.

### **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 the 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)
- Shifts in philosophical and cultural ideas (Enlightenment, Renaissance, developments in art and architecture)
- The impact of exploration, expansion and colonization on established civilizations (state formation to collapse)
- Population trends and resulting impacts on living standards (forced/voluntary migrations, impacts on environment)
- Interactions between ideas, arts, cultures and resources among different civilizations (Mesoamerica, crusades, the Silk Road, Indian Ocean trade, imperialism, Renaissance)

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

Recommended: Social Studies 8

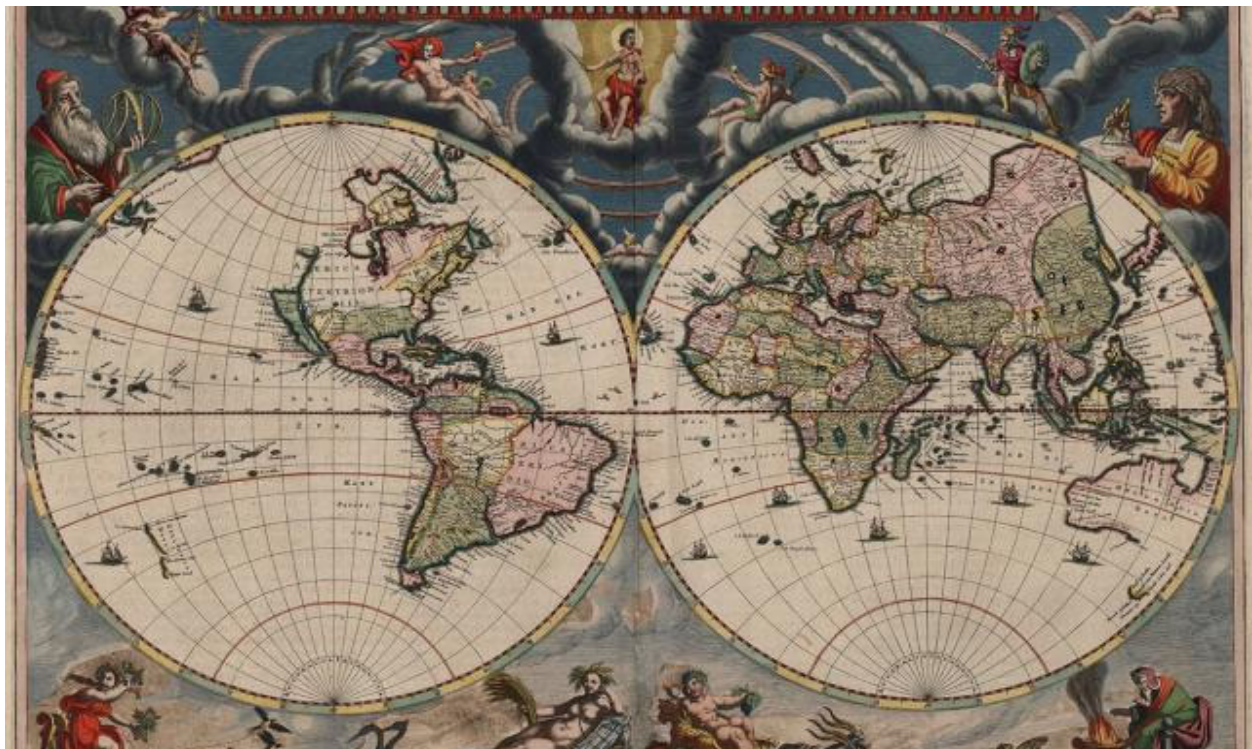
This course investigates the growth of democracy and the development of the modern world from 1750-1919. Teachers will

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)**

Recommended: Social Studies 9

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.

### **SOCIAL STUDIES SENIOR ELECTIVES**

Students must complete one social studies elective for graduation.

### **PHYSICAL GEOGRAPHY 12 (MPGEO-12)**

Geography 12 is a course that is considered both a liberal art and a science. Students investigate the processes that create our world and the impact those processes have on humans. It develops an awareness of present world environmental issues such as wild species depletion, oil spills, and global warming; resource management, such as mining, forestry practices and water usage; and our economic dependence upon the natural world. Students practice assessing the compatibility of human activities and the compatibility of human activities and nature's

ability to sustain human demands, with the hope of developing solutions for the future. Students also gain a solid base in the physical elements of geography and the techniques of studying these features.

### **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)

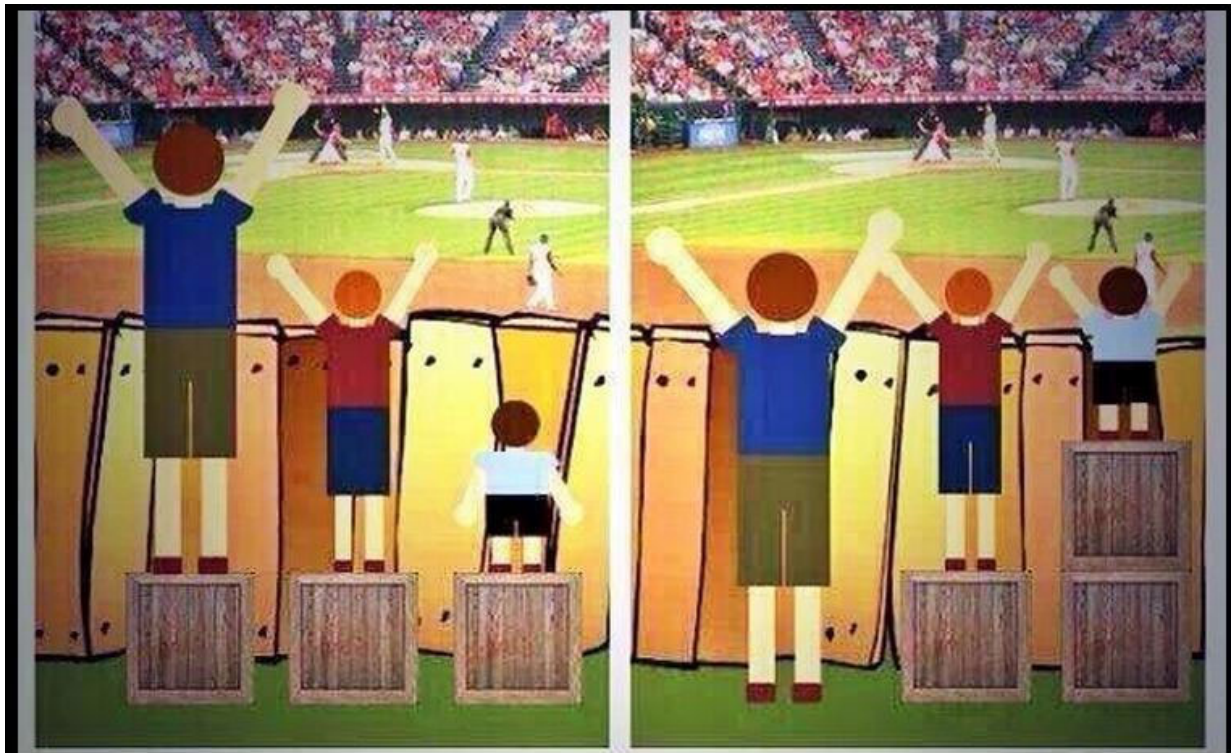
This is a senior Social Studies course designed to address the issues surrounding the causes and consequences of discrimination, unfair labour practices, and social inequity. The purpose is to increase awareness of our rights

as citizens and our responsibilities as people. "If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him. We need not wait to see what others do." *Mahatma Gandhi*

## 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. Student 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.





## SKILLS DEVELOPMENT CENTRE

SDC services are multidimensional. Students experiencing significant difficulty in one or more basic academic skills required for successful independent learning and achievement receive direct intervention (alternating days) in the SDC. Individual Educational Plans are established documenting accommodations or modifications for curriculum.

**Prerequisite:** Candidates for referral to the SDC experience academic difficulty in one or more academic area(s). Students experiencing challenges due to environmental, behavioral or absenteeism problems receive school support other than from the SDC. Formal and informal testing is used to assess students prior to psychometric and speech/language testing and to identify areas of concern.

**Expectations and Evaluation:** IEPs are developed to meet students' learning needs



and to establish a framework for a positive learning experience where expectations for success are high. Students are expected to work to capacity and the best of their ability. Assigned work must be responsibly completed for each course.

At each reporting period, anecdotal reports (not letter grades) are provided for students enrolled in the SDC, and include information on interventions used, evaluation of progress, work habits, attendance, recommendations for further or alternative interventions and areas of concern. Interim report cards are sent if deemed necessary.

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

Peer Tutoring is offered to Grade 12 students who are trained by the Skills Development Centre teachers. Peer tutors act as positive role models and assist the learning of other students. In the SDC, peer helpers become the learning assistants for students who are experiencing challenges in academic courses.

Peer helpers are intensely schooled in the application of sound learning strategies and study skills to apply to regular, academic course work. Time is spent on motivation and encouragement, study skills, organization of daily school work, preparation and editing of written assignments and word processing.

**Prerequisites and Evaluation:** If you are willing and helpful, please apply. Good attendance, a willingness to contribute in a variety of ways, and the maintenance of a daily journal will enable the student to succeed in this course.

## COMMUNITY SERVICE

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

Open to students in Grades 11 and 12.

Community Service 11 is a full year course designed to involve students in a variety of service activities such as assisting the office staff, working in the library, and assisting special needs 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

### 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 or five courses each year and are required to take additional courses or credits to meet graduation requirements and post-secondary goals. 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. Please consult your grade school counsellor for more information on maintaining 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 counsellor regarding absences and any changes to their SPARTS programing.



## Courses Recommendations

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

Recommended: Completion of the previous course before advancing.

This REMOTE course is designed specifically for SPARTS students who complete much of their physical activity through their SPARTS discipline. This course focuses on the additional components of the PHE curriculum such as healthy eating and goal setting for healthy living will also be covered. There will be emphasis on personal and social responsibility as well as opportunities to develop leadership skills.

### **SPARTS Active Living 11/12 (MACLV11SC2, MACLV12SC2)**

Recommended: Completion of PHE10.

This REMOTE course is designed specifically for SPARTS students who complete much of their physical activity through their SPARTS discipline. It offers students an opportunity to enhance their work from the SPARTS PHE10

curriculum. There will be emphasis on personal and social responsibility as well as opportunities to develop leadership skills. External health and safety or first-aid certification may be included.

### **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 12
English 8 Math 8 Science 8 Socials 8 Career Ed 8 (remote)  • Online optional	English 9 Math 9 Science 9 Socials 9 Career Ed 9 (remote)  • Online optional	English 10 Math 10 Science 10 Socials 10 PHED 10 CLE10  • Online/Remote options • Transfer Standing Credits	EFP 11 Math 11 Science 11 Socials 12  • Online/Remote options • Transfer Standing Credits	English 12 + 3 Electives CLC 12 (remote)  • Online/Remote options • 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:

<http://go.vsb.bc.ca/schools/adulted>

[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





## Youth TRAIN in Trades Programs

The Vancouver School Board offers district programs for students to pursue industry certification or the foundation level of a skilled trade program. These programs save time and money (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 Skilled Trades BC (formerly the Industry Training Authority)
- Potential direct lead into 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](https://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](https://skilledtradesbc.ca).

All students applying for Youth TRAIN in Trades programs should register at their home school with a full course load. Schools will be asked to modify a student's timetable if the student is accepted into a Youth TRAIN in Trades program.

Successful completion of a Youth TRAIN in Trades program will earn Level 1 technical training credit or a Certificate of Completion from Skilled Trades BC and leads to either a Red Seal endorsement or Certificate of Qualification in a specific 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
Auto Collision and Refinishing	VCC	32	Mon–Fri	March 1	September
Auto Service Technician	Britannia	20	Mon–Fri, Semester 2	March 1	February
Baking and Pastry Arts	VCC	24	Mon–Thurs	December 1	July
Carpentry	BCIT	20	Mon–Fri	March 1	July
Cook	Sir Charles Tupper Secondary	24	Mon–Fri, Semester 2	March 1	February
Electrical	BCIT	24	Mon–Fri	March 1	August February

Hairdressing	VCC	48	Mon–Wed	March 1	September
Heavy Mechanical Trades	VCC	28	Mon–Thurs	March 1	September
Millwright	BCIT	20	Mon–Fri	March 1	September
Motorcycle & Power Equipment	BCIT	20	Mon–Fri	March 1	September
Metal Fabrication	BCIT	20	Mon–Fri	March 1	February
Painting & Decorating	Finishing Trades Institute of BC	4	Mon–Fri	March 1	June
Plumbing	Piping Industry College of BC	8	Mon–Fri	December 1	June

## Youth WORK in Trades - Apprenticeship

Students with the skills and connections can start an apprenticeship 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. The Career Programs Teacher is available to assist with this process.

Information and application forms are available on the VSB Career Programs website at [careerprograms.vsb.bc.ca](https://careerprograms.vsb.bc.ca)® Our Programs® Youth WORK in Trades

## Youth EXPLORE Trades Sampler – Tupper Tech

Tupper Tech is an exploratory skilled trades program designed for Grade 12 students seeking a supported transition to full-time apprenticeship. 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 the Tupper Tech program remain attached to their home school for the purpose of graduation but are enrolled in their classes at Sir Charles Tupper Secondary School. In addition to elective credits, students will be enrolled in CLC/Capstone 12 and English First Peoples 12.

For more information or to obtain an application, please visit the VSB Career Programs website. Students interested in applying for the program could benefit from contacting Mr. Joseph Hamilton, the teacher for the Tupper Tech program – [jphamilton@vsb.bc.ca](mailto:jphamilton@vsb.bc.ca) or 604-713-8233.

### **Dual Credit Programs**

These programs, in partnership with post-secondary institutions, provide the opportunity for students to get a head start on their certification programs. Students save money (tuition paid by VSB) and earn high school and post-secondary credits at the same time.

#### ***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 – 4 months

Graduation credits earned – 16

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](http://careerprograms.vsb.bc.ca) ® Our Programs ® Early Childhood Educator

#### ***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 – 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](http://careerprograms.vsb.bc.ca) ® Our Programs ® Healthcare Assistant

### **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

## Magee Secondary – Course Code Quick Reference – 2024 - 2025

Applied Design, Skills and Technologies	
ADST Grade 8 Rotation	
MADEM08	ADST – Entrepren & Marketing 8
MADT-08	ADST – Textiles & Foods 8
MADW-08	ADST – Wood and Metal Tech 8
Business Education	
MADEM09	ADST – Entrepren & Marketing 9
MADIT09	ADST – Digital Com & Comp App 9
MBCA-12	Business Computer Applications 12
MMAP-11	Marketing and Promotion 11
MECOM12	E-Commerce 12
MAC--11	Accounting 11
MACC-12	Accounting 12
MEC--12	Economics 12
MTRM-11	Tourism 11
MTRM-12	Tourism 12
MENT-12	Entrepreneurship 12
Information Technology	
MADGE09	ADST – Info Tech Explorations 9
MCSTU10	Computer Studies 10
MCMPR11	Computer Programming 11
MMEDD11	Digital Media Design 11
MMEDD12	Digital Media Design 12
MGRPR11	Graphic Production 11
Home Economics	
MADFS09	ADST – Culinary Arts 9
MCUL-10	Culinary Arts 10
MCUL-11	Culinary Arts 11
MCUL-12	Culinary Arts 12
YPSYC1A	Psychology 11
APSY-12	AP Psychology 12
Technology Education	
MADW-09	ADST – Design and Fabrication 9
MWWK-10	Design and Fabrication 10
MWWK-11	Design and Fabrication 11
MWWK-12	Design and Fabrication 12
MENR-11	Engineering 11
Work Experience	
XAT--11WEX	Work Experience 11
MWEX-2A	Work Experience 12
Career Education	
MCE--08	Career Education 8
MCE--09	Career Education 9
MCLE-10	Career Life Education 10
MCLE-10OFF	Career Life Education 10 Early Morn
MCLC-12	Career Life Connections and CapProj
English Language and Literature	
MEN--08	English Language Arts 8
MEN--08DS1	English Language Arts 8 LSP
MEN--09	English Language Arts 9
MEN--09OFF	English Language Arts 9 Early Morn
MEN--09DS1	English Language Arts 9 LSP
PKG--10A	Composition 10 and Lit Studies 10
(MCMPS10, MLTST10)	
PKG--10B	Creative Writing 10 and Lit Studies 10
(MCTWR10, MLTST10)	
PKG--10C	Comp 10 and Lit Studies 10 Early Morn
(MCMPS10OFF, MLTST10OFF)	
MEFLS11DA2	EFP Literary Studies and Writing 11
MCMPS11	Composition 11
MEFLS11	Literary Studies and Writing 11
MCTWR12	Creative Writing 12
MENST12	English Studies 12
AELC-12	AP English Literature

English Language Learning	
XLDCE09RE1	ELL Beginner English
XLDCE09RE3	ELL Intermediate English
XLDCE09SC1	ELL Beginner Science
XLDCE09SS1	ELL Beginner Social Studies
XLDCE09SS3	ELL Intermediate Social Studies
XLDCE09WR1	ELL Beginner Writing
XLDCE09WR3	Writing strategies 8/9
YESFLOAELL	Acad. Strategies for ELL Learners 10
Fine Arts	
Fine Arts 8 Rotation	
PKG--08A	Drama 8 and Visual Arts 8
(MDR--08 & MVA--08)	
Theatre	
MDR--09	Drama 9
MDRM-10	Drama 10
MDRTC10	Drama 10: Coaching
MDRM-11	Drama 11
MDRM-12	Drama 12
MVAMT11	Film and Theatre Crit 11 ( <i>Lunch</i> )
YVPA-2P	Film and Theatre Crit 12 ( <i>Lunch</i> )
PKG--11B	Mainstage: Theatre Co & MT 11
MDRTC11, MMUTH11	
PKG--12B	Mainstage: Theatre Co & MT 12
MDRTC12, MMUTH12	
PKG--11C	Mainstage: Theatre Prod & MT 11
MDRTP11, MMUTH11	
PKG--12C	Mainstage: Theatre Prod & MT 12
MDRTP12, MMUTH12	
Music - Instrumental	
Beginning Band 8, 9, 10	
MMU--08BA1	Music 8 Concert Band Beginners
MMU--09BA1	Music 9 Concert Band Beginners
MMUCB10--1	Inst Music: Concert Band 10 Beginners
Junior Band 8, 9, 10	
MMU--08BA2	Music 8 Concert Band Junior
MMU--09BA2	Music 9 Concert Band Junior
MMUCB10--2	Inst Music: Concert Band 10 Junior
Intermediate Concert Band 8, 9, 10, 11	
MMU--08BA3	Music 8 Concert Band Intermediate
MMU--09BA3	Music 9 Concert Band Intermediate
MMUCB10--3	Inst Music: Concert Band 10 Intermed.
MIMCB11--3	Inst Music: Concert Band 11 Intermed.
Symphonic Band 9, 10, 11, 12	
MMU--09BA4	Music 9 Concert Band Symphonic
MMUCB10--4	Inst Music: Concert Band 10 Symph
MIMCB11--4	Inst Music: Concert Band 11 Symph
MIMCB12--4	Inst Music: Concert Band 12 Symph
Wind Ensemble 10, 11, 12	
MMUCB10--5	Inst Music: Concert Band 10 Wind
MIMCB11--5	Inst Music: Concert Band 11 Wind
MIMCB12--5	Inst Music: Concert Band 12Wind
Junior Jazz Band 8, 9, 10 (Early Morning)	
MMU--08JB2	Music 8 Junior Jazz Band
MMU--09JB2	Music 9 Junior Jazz Band
MMUJB10--2	Inst Music: Jazz Band 10 Junior
Senior Jazz Band 10, 11, 12 (Early Morning)	
MMUJB10--4	Inst Music: Jazz Band 10 Senior
MIMJB11--4	Inst Music: Jazz Band 11 Senior
MIMJB12--4	Inst Music: Jazz Band 12 Senior

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