



John Oliver Secondary School  
Course Planning Guide  
2024 – 2025



## TABLE OF CONTENTS

### Table of Contents

<b>SCHOOL INFORMATION</b> .....	2
<b>APPLIED DESIGN, SKILLS, AND TECHNOLOGIES</b> .....	3
BUSINESS EDUCATION .....	3
HOME ECONOMICS.....	3
TECHNOLOGY EDUCATION .....	5
<b>ARTS EDUCATION</b> .....	13
FINE ARTS.....	14
PERFORMING ARTS.....	17
MUSIC.....	19
<b>CAREER EDUCATION</b> .....	21
<b>STUDENT SERVICES</b> .....	22
<b>ENGLISH LANGUAGE ARTS</b> .....	24
<b>ENGLISH LANGUAGE LEARNING/ELL</b> .....	28
<b>LANGUAGES</b> .....	29
<b>MATHEMATICS</b> .....	32
<b>PHYSICAL AND HEALTH EDUCATION</b> .....	35
<b>SCIENCE</b> .....	38
<b>SOCIAL STUDIES</b> .....	41
<b>J.O. DIGITAL IMMERSION MINI SCHOOL</b> .....	44
<b>CAREER PROGRAMS</b> .....	48
<b>VSB ADULT EDUCATION</b> .....	51
<b>VANCOUVER LEARNING NETWORK</b> .....	52



## SCHOOL INFORMATION

John Oliver is a comprehensive school of nearly 1000 students in grades 8 - 12 supported by approximately 60 teachers and 40 additional support staff.

John Oliver offers a varied and rich program that includes a strong foundation in academic skills, both in the main school and the Mini School.

As well, the school is home to some of the best technical studies shop spaces in the city, a vibrant teaching cafeteria, and an acclaimed music program.

In addition to our Mini School, John Oliver has a number of district programs for diverse learners.

Extra-curricular opportunities are available in community service, clubs, social activities, music, and drama. A full range of athletics opportunities are offered throughout the year.

John Oliver has an enthusiastic and supportive Parent Advisory Committee (PAC) and encourages all parents to contribute to our dynamic school community by joining PAC.

### **Administration (2023-2024)**

Principal	Mr. B. Schieman
Grade 8 and 10 Vice Principal	Ms. K. Blake
Grade 9 and 11 Vice Principal	Mr. J. Mark

### **Counsellors (2023-2024)**

Grade 8	Ms. A. Alvares
Grade 9	Ms. C. Martel
Grade 10	Mr. M. Wolfe
Grade 11	Ms. N. Ghani
Grade 12	Mr. M. Wolfe, Ms. N. Ghani, Ms. C. Martel, or Ms. A. Alvares (depending on last name and program)

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Phone: 604-713-8938 FAX: 604-713-8937  
<https://johnoliver.vsb.bc.ca>



## **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES**

### **BUSINESS EDUCATION**

#### **ENTREPRENEURSHIP 12**

MENT-12

If you identify yourselves as social entrepreneurs, are interested in making money, and helping out the world around you, by running your own Values- Driven business, this is the course for you. Students work individually and in teams to plan and analyze a variety of socially aware businesses. Business simulations are used to provide realistic exposure and insight to effective decision-making and proper teamwork. Entrepreneurship students learn how to explore opportunities and how to distinguish between business ideas and real opportunities.

#### **MARKETING AND PROMOTION 11**

MMAP-11

Marketing and promotion students learn and apply business concepts and practices related to the development of products and services. Course emphasis is on How to Build a Values-Driven Business. Projects that reflect current business practices are used to stimulate interest in business opportunities. This is an excellent choice for students who are considering a career in the business world and value social justice. If you are interested in a career in advertising, promotions, public relations, or business ownership, Marketing and Promotion 11 is a wise choice.

### **HOME ECONOMICS**

#### **TEXTILES 9**

MADT-09

Develop your sewing skills while learning about fabrics, patterns and design. You will learn about natural and manufactured fibers, including the uses and care of the various types of fibers including in First Peoples cultures. You will learn how to draft patterns and make alterations, while you make projects. You will apply the elements of design to your projects.

#### **TEXTILES 10**

MTXT-10

You will focus on the basics of clothing construction from fiber selection to garment choices. You will learn to use hand and machine construction techniques. Pattern drafting and altering clothing patterns prior to construction, repairing and upcycling of textile items will be covered.

You will use the principles of design while creating your projects. An exploration of the factors that influence textile choices will be explored. Costs of projects will depend on the projects (based on fabrics and notions).

**TEXTILES 11**

MTXT-11

Learn about the properties of fabrics, pattern alterations, and the repurposing of textile items. Explore the elements and principles of design as you complete several projects. You will draft patterns for your projects and will also evaluate finished textile items based on their design, construction, cost and function.

**TEXTILES 12**

MTXT-12

Examine the relationship between textiles, patterns, and garment use. Learn about the creation of textile items, including pattern drafting, design, garment construction and fabric manipulation.

**FOODS 9**

MADFS09

Learn about the food you eat by examining the components that make up each food product. You will study food safety, use and adaptations of ingredients, and First Peoples foods. Food preparation will involve a variety of techniques and equipment. Examples may include: Breakfast foods, wraps, pasta, lasagna, pizza, hamburgers, and a variety of baked goods. Factors affecting availability and choice of food.

**FOODS 10**

MFOOD10

Learn about safe food preparation, meal planning, nutrition and healthy food choices while you prepare and sample a variety of foods. We will explore how food choices are influenced by food trends, marketing and food systems.

**FOODS STUDIES 11**

MFOOD11

While cooking a variety of foods you will examine the components of a recipe, function of ingredients, and food preparation methods. You will examine the roles, responsibilities and regulations of Canadian agencies involved in the food industry. Food safety and nutrition will be integrated throughout the course.

**FOODS STUDIES 12**

MFOOD12

This class will advance the food preparation techniques you already have, while foods are examined and made. You will practice meal planning with particular attention to timing, equipment, ingredients and methods of food preparation. You will explore a variety of food issues, nutrition, and health claims.

**CULINARY ARTS 10**

MCUL-10

This introductory cafeteria course provides students with a learning situation comparable to a professional quality food service kitchen. In this active participation class, students will learn basic restaurant skills in safety and sanitation, food preparation, operation and maintenance of industrial equipment, and customer service. Students will receive Foodsafe Level I certification.

**CULINARY ARTS 11**

MCUL-11

Students will learn the best practices in a commercial kitchen setting while preparing diverse foods for service in the cafeteria. Students will build their knowledge of industrial equipment use, menu planning and food presentation. Food safety, ingredients, cooking methods, dietary restrictions and food allergies will be explored. Discussion topics will include B.C. agricultural practices, commercial waste management and recycling. If students are not certified already, they will receive Foodsafe Level 1 certification.

**CULINARY ARTS 12**

MCUL-12

Students will learn about menu design, including adjusting recipes for size, ratio of ingredients, recipe costing, and substitutions to facilitate dietary restrictions and food allergies. Students will prepare diverse cuisine using professional cooking equipment and methods (including ethnic, multicultural, and First Peoples foods). Discussion topics will include food trends, and career opportunities in the culinary arts industry. Students who need Foodsafe Level 1 will receive certification.

## **TECHNOLOGY EDUCATION**

**POWER TECHNOLOGY 9**

MADPT09

This course provides basic knowledge of the development and transmission of power and energy as applied to common mechanical devices. Two- and four-cycle engines are used to demonstrate operation and maintenance concepts. Students will also be involved in transportation problem solving activities and projects associated with a variety of energy and power studies. The effects of energy and power choice will be examined to allow students to see the impact on society, natural resources, and environment.

**POWER TECHNOLOGY 10**

MTPOW10

This course has been designed to give students exposure to today's technology. Students will gain awareness of various transportation and power systems. Machines and tools will be used to build the projects in the course. Students will learn through projects in the following areas:

Internal combustion engines

Air rockets

Scale-model dragster construction

Catapults

Magnetic Lev Vehicle

Marshmallow Shooter

Wind turbine and electricity generation

**DRAFTING 9**

MADD-09

Students will be introduced to the exciting world of 2D and 3D graphic communication using a design-oriented approach. This course covers basic drafting principles and techniques, including orthographic projections, isometric drawings, pictorial drawings, and dimensioning, plus 3D modelling. These skills will allow students to communicate ideas and designs and solve real-world problems. Assignments may be completed using technical sketching techniques, AutoCAD & Inventor programs, and 3D printing.

**DRAFTING 10**

MTDRF10

Drafting 10 course content will provide the student with an opportunity to explore the fundamentals of computer drafting using the AutoCAD drafting/design program. Students will create the following types of drawings: Single and two-view development, orthographic projections and a basic landscape park plan. The course will allow students with a snapshot of potential course offerings in grade eleven and twelve. Students with an interest in design, architecture and engineering should strongly consider this course.

**DRAFTING 11**

MTDRF11

This course in drafting is entirely computer based. The program covers pictorials, isometrics, orthographic projections, section views, auxiliary views and working drawings. 3D modelling and rendering are introduced using AutoCAD design software. This course would be invaluable to students considering engineering programs, architecture or building design and traditional trades at post-secondary institutions.

**DRAFTING 12**

MTDRF12

This course offers advanced drafting studies in mechanical drafting. Students use advanced solid modelling techniques. Solid models are converted to 2D orthographic projections. Computer

Numerical Controlled machining requires solid models. Solid modelling is the wave of the future for mechanical drafting. All parts manufacturing from automobiles to vacuum cleaners are made from solid model drawings. AutoCAD & Inventor drafting/design software are the computer programs that will be used for the course.

### **ELECTRONICS AND ROBOTICS 9**

MADER09

The electronics component is an introductory course that will teach students to recognize and know the function of basic electronic components and to use electronic test equipment such as digital multimeters and power supplies. Students will be introduced to reading and producing schematic diagrams. They will develop an understanding of basic circuit troubleshooting. Prototyping of circuits and project work are key components of this course. Students will learn how to construct printed circuit boards, learn how to solder, and build circuit enclosures (cases). These are all important skills that transfer over to the robotics component, where students will have the opportunity to design, build, code, and program competition robots.

### **ELECTRONICS AND ROBOTICS 10**

MTEAR10

This is a basic electronics course designed for people who have had little or no electronics. The areas covered are safety, semiconductors, discrete components and integrated circuits. A certain amount of theory will be given such as Ohm's law. Projects such as board games, strobe lights, sirens, etc. are built. It is highly recommended that students take this course before taking Electronics 11.

### **ELECTRONICS AND ROBOTICS 11**

MTELE11

The topics covered will be safety, series and parallel circuits, bread boarding, resistor colour codes, capacitor identification, electronic symbols, drawing conventions, semiconductors, and integrated circuits. A certain amount of theory will be given on the items just mentioned. Students will also have the opportunity to design circuits on the computer. The projects built in the course will vary, e.g. burglar alarm, power supply, logic probe, continuity tester, tree etc. Students may be allowed to build grade 12 projects depending on their ability and knowledge. It is highly recommended that students take Electronics 10 before entering Electronics 11.

### **ELECTRONICS AND ROBOTICS 12**

MTELE12

The areas covered will be safety, bread boarding, certain gate functions and simple analog topics. Students will also have the opportunity to design circuits on the computer. The projects that are built in this course will vary, e.g. digital dice, roulette wheel, counters, etc. The students may be allowed to build projects found in the grade 12 analog and digital courses depending upon their ability and knowledge. This course is intended for people who have completed Electronics 11.



**METALWORK 9**

MADM-09

Metal 9 is designed to provide the student with a general education in theory and associated skills related to the various components of metal fabrication. There will be a large safety component, theory, and time available for projects which provide skill development. This course also contains a component of Art Metal & Jewelry Making; designed to teach students a wide variety of skills blending theory and practice together in the form of projects such as rings, candle holders, and various sheet metal projects.

**METALWORK 10**

MTMET10

This is an introductory course for students interested in decorative metalwork, jewelry, and basic metalwork procedures. Emphasis will be placed on skill acquisition. This course will introduce students to the design and fundamental techniques used in producing a variety of functional or expressive projects, including constructed jewelry pieces (chains, broaches, pendants, and rings), sculptures, and mobiles. Skills mastered include silver soldering, bench work, polishing, and machining. Hand-working skills will be stressed. Students will be required to design their own projects.

**METALWORK 11**

MTMET11

Metal Fabrication 11 will introduce the basic materials, tools, techniques, and terminology used in metal technology. Many processes will be utilized, including silver and aluminum casting, polishing, welding, brazing, machining, and finishing. Projects will include the making of tools, candle holders, belt buckles, cannons, and rings. Students will be required to design their own projects or they may choose to make projects modelled after existing designs.

**METALWORK 12**

MTMET12

This advanced Metalworking course will encourage students to attempt projects that are practical and challenging. Emphasis is placed on accuracy in the use of all the shop machines and the development of craftsmanship to produce well-finished projects. Processes that can be mastered include welding, machining, casting, art metal, and jewellery. Students will design their own major project, required for course credit.

## **COMPUTER STUDIES 10**

MCSTU10

Open to Grade 10, 11, and 12 students as an introductory course to computer science.

This course is an introduction to the theory and programming of computers. It invites learners to explore the principles of computational thinking through computer programming. Students will be introduced to programming structures through learning the visual coding language Snap! This is a great language for building small interactive programs - students will be able to build classic games like Pong and work their way up to creating a full platform style game like Super Mario Bros. Then, students will be introduced to the high-level text-based programming language Python. Students will also be able to explore programming hardware, such as Micro:Bits. There will be an emphasis on project-based learning and collaboration throughout the course. If you've always wanted to learn how to code or have any interest in learning to code at all, this course is for you!

## **INTERMEDIATE COMPUTER PROGRAMMING**

MCMPR11

Open to Grade 10, 11, and 12 students as an intermediate course in computer science. This course is a continuation of our Introduction to Computer Programming course, so it is recommended you take Introduction to Computer Programming first. We will continue to learn the high-level text-based programming language Python. Students will learn about data structures such as functions, dictionaries, and methods (classes). Then, we will move forward onto Object Oriented Programming. There will be an emphasis on project-based learning and collaboration throughout the course. Some examples of the projects we will create throughout the course are a text-based adventure game (based on The Oregon Trail), Guess Who, and Pokemon. Also, all students will get to build a final project of their choosing – any game or program they want using Python!

## **TECHNOLOGY EXPLORATIONS 9**

MADGE09

This course is designed for the inquisitive student. Materials and processes will be explored. This course will feature a hands-on applied science method of learning. Students will build practical solutions to real world challenges. Projects will include bridges, mag-lev, solar energy, rocketry, and robotics.

## **WOODWORK 9**

MADW-09

Carving/Pen Turning/Machine use

This course will allow students the opportunity to complete a variety of small projects while learning to safely use more machines and hand tools. Projects will include 'Pen Turning' on the lathe, Wood carving a small speaker amplifier, building a serving tray, and customizing it using our state of the art 'Laser cutter'. Skill development in this course will lead to the opportunity in higher grades for students to select and build their own personal projects.

**WOODWORK 10**

MWWK-10

This is an introductory course for students interested in woodwork. Emphasis will be placed on the safe use of hand and power tools. A variety of appealing projects will be constructed to familiarize and strengthen students' abilities. Examples of projects are folding locker chairs, tables, and jewelry boxes.

**WOODWORK 11**

MWWK-11

An introductory woodwork course which stresses good design and craftsmanship in traditional and modern wood fabrication. This course stresses safe operation of hand and machine tools. Examples of student designated and completed projects are computer desks, speaker boxes, poker tables and entertainment centers. Students in grade 10 who have completed Woodwork 10 may take this course with the permission of the instructor.

**WOODWORK 12**

MWWK-12

This course offers practical hands-on training in wood products technology and fabrication. Using a wider range of materials, machines and processes, students will continue to design and build their own projects. Examples of student projects are pool tables, air hockey games and baseball bats.

**AUTOMOTIVE TECHNOLOGIES 11**

MTAUT11

Auto Mechanics 11 is an introductory course providing students with a general overview of today's automobile. As a future car owner and driver, this course will teach students the foundations of car maintenance and repair. Students will learn both the theory and practical aspects of the following:

- Automotive tools
- Preventative maintenance
- Cooling and lubrication systems
- Brakes
- Stereo and electronic theory
- Engine design
- Steering and suspension

**AUTOMOTIVE TECHNOLOGY 12**

MTAUT12

A hands-on course utilizing and expanding on the knowledge gained in Automotive Technology 11. Emphasis will be placed on skills needed to develop competence in quick repairs as undertaken at a professional repair facility. Repairs such as exhaust system replacement, suspension overhaul, ignition system tune-up, and brake system service will be stressed.

## **ENGINE AND DRIVE TRAIN 12**

MTEAD12

This course is as useful to the academic as well as to the trades-oriented student. Emphasis is on actual work on cars with one-third of the time spent reviewing tune-up, maintenance work, studying brakes and alignment, transmissions, drive lines, starters and generators as well as some advanced study of emission devices. An extra degree of ability, motivation, and desire to study are necessary to successfully complete this course. Equipment is available to teach the diagnostic analysis of late model North American vehicles with built-in computers.

## **YOUTH EXPLORE TRADES SKILLS**

MSTX-1A

**YOUTH EXPLORE TRADES SKILLS** is an engaging program available to students in grades **10-12** where students use hands-on learning to acquire skills and knowledge in the ‘Skilled Trades’ of **Carpentry, Design/Drafting, Landscaping, Electrical, Plumbing, and Welding**. Projects will be mostly group based, always practical and will involve making, creating, and problem-solving. Theory time will be spent understanding **apprenticeship training model**, researching post-secondary institutions, and gaining a better understanding of which skill sets are required in specific trades. This is a suggested course for grade 11 students interested applying to VSB-Career Programs ‘Youth Train OR Youth Work In-Trades Program’. Students will be supported with application preparation for VSB Career Programs.

## **CHESS 11**

YLRA-1D

Chess 11 is a course designed to introduce students to the wonderful world of chess. This course will focus on its many facets, which include a brief history of chess, chess in culture, rules and etiquette of chess, how to read and record chess games, strategy, tactics, opening, middle, and endgame theory. As well, the course will focus on the study of famous master games and daily in-class play and tournaments. Not only will the course take the student from beginner to novice level of play, but students will also benefit from the logical, critical, analytical, and creative thinking chess provides- skills that can be transferred to all subject areas and all facets of life.

# STEM

## (Science Technology Engineering & Math)

This program is undergoing a change in structure. There will be more information about program structure available from your counsellors.

### STEM 9

MADER09C01 / MADPT09C01

STEM 9 is for students who are interested in engineering and/or combining hands on learning with their science and math courses. Projects include but are not limited to: Rockets, CO2 dragsters, Robots, Toothpick bridges, and much more.

### STEM 10

MTEXP10C01

Project based learning may include robotics, programming, metal and wood fabrication. Students will volunteer or work in their area of interest.

### STEM 11

MTELE11C01

Project based learning in **ELECTRONICS 11** (MTELE11C01) extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks.

### STEM 12

MTROB12C01

Project based learning in **ROBOTICS 12** teaches students the engineering and design process using mechanisms, machines and robotic systems. Students will learn the fundamentals of programming to design robots which will perform a set of pre-determined tasks.



## ARTS EDUCATION

John Oliver Secondary has a long and vibrant history of fine arts education. Because of this we are immensely proud of the visual and performing arts programs we have on offer! From the establishment of our music program which began with Ifor Robert’s choral program in the 1920s; eventually becoming the award-winning choir led by Teo Repel from 1957 to 1980, to our world travelling concert band, established in 1962 by Ron Pajala. Not forgetting about Tibor Kalmar, the notable drama teacher who changed student’s lives and entertained our South Vancouver community through his elaborate musicals from 1980 until 1992. Even today our award-winning photography program, and our annual theater productions play a significant role in making JOSS the amazing school that it is.



The world needs creative thinkers and makers. The visual and performing arts provides you with the necessary foundations you need to become the powerful creative and critical thinkers necessary for success in our ever-changing world. Our classes are also so much fun and a necessary break from the challenges we face every day. Now, have some fun and take art! Be part of JO’s extensive creative history. You won’t regret it! Everyone is welcome.

### Fine Arts

#### Fine Art Courses Offered by Grade

Fine Arts						
Grade 8	Art Rotation					
Grade 9	Studio Arts: General 9				Media Arts 9	
Grade 10	Arts 2D: Drawing and Painting 10 (Junior or Advanced)	Studio Arts 3D: Ceramics and Sculpture 10 (Intro or advanced)	Annual (Yearbook) 10		Media Arts 10	Photo 10
Grade 11	Arts 2D: Drawing and Painting 11 (Junior or Advanced)	Studio Arts 3D: Ceramics and Sculpture 11 (Intro or advanced)	Annual (Yearbook) 11	Graphic Arts 11	Media Arts 11	Photo 11
Grade 12	Arts 2D: Drawing and Painting 12 (Junior or Advanced)	Studio Arts 3D: Ceramics and Sculpture 12 (Intro or advanced)	Annual (Yearbook) 12	Graphic Arts 12	Media Arts 12	Photo 12

# FINE ARTS

## ARTS EDUCATION

MAE—09

This fun filled course is open to all grade 9 students regardless of previous art experience. Art 9 introduces students to a variety of creative processes including drawing, painting, printmaking, design, sculpture, and graphics. Students will be introduced to a variety of media including, pastels, paint, charcoal, ink, collage and more! Student supplies: Sketchbook.

## STUDIO ARTS 2D: DRAWING and PAINTING 10-12

MVAD-10 / MVAD-11 / MVAD-12

This course is designed to allow students to begin to specialize in two-dimensional creativity in the visual expression areas of drawing and painting. Historical and contemporary aspects of painting and drawing will be considered. Students will use a variety of materials and media for their projects and will use these to grow their creative skills. Student supplies: Sketchbook.

## STUDIO ARTS 3D: CERAMICS & SCULPTURE 10 – 12

MVAC-10 / MVAC-11 / MVAC-12

Want to play with clay and make mixed media sculptures?! This course is your chance to step into the world of ceramics and sculpture, which offers an exploratory approach to all areas of clay, including hand building techniques, wheel work, modeling, fundamental glazing, and decoration strategies. Student supplies: Sketchbook.



Grade 8s playing around making “botanical mugs” in the ceramics room

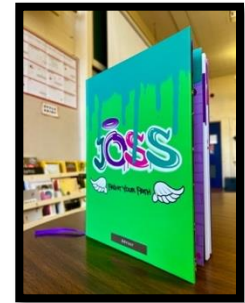
# Digital Art: Studio

**ANNUAL (YEARBOOK) 10 – 12**

YCCT-0C / YCCT-1C / YCCT-2C

This course meets off timetable.

This project-based course has it all! Hands-on design, business, marketing, journalism, and photojournalism! You want a leadership course that provides real work experience, that also looks great on a resume or a post-secondary application, this is the class for you! As part of the yearbook team, you will learn theme development, layout design, digital photography, business and marketing, journalistic writing, organization, fundraising, problem solving, decision making and teamwork skills. You will also develop your technical skills by learning how to use Adobe Photoshop, Illustrator, and InDesign. Senior students in this course will take on senior executive leadership roles such as editor-in-chief, creative editor, photography editor and co-ordinator, copy editor, section, and indexing editor, as well as business and marketing executive. Senior students will also support and mentor the junior members of our team who will build up their skills in co-executive roles as they train towards taking over the senior executive positions in subsequent years. Be part of a motivated, committed, inspiring and supportive community of students, ready to take on challenges and create JOSS history! (Got questions?! Interested in a specific leadership role? Please speak to Ms. Walker anytime!).



**GRAPHIC ARTS 11 & 12**

MVAGA11 / MVAGA12

This hands-on course will explore the worlds of graphic design, interior design, and print making through projects such as package and logo design, album cover design, silk screening, printmaking, button making, stencilling, publication design, typography, digital illustration, and more. Student's will develop technical and industry standard skills using Adobe Photoshop, Illustrator, and InDesign. Senior returning students will work both independently and collaboratively on advanced projects building upon their prior knowledge. No experience required.



**\*“Take Me Home. Can’t Go Home” (2022)** – Postcard Design by student Ashlyn Figueras. Part of the post cards for change design project which raised money for local charities



## MEDIA ARTS 9 – 12

MADMA09 / MVAM-10 / MVAMT11 / MVAMT12

This course is a brilliant introduction into the world of digital art through: film making, animation, sound production and so much more! Students will learn to use a variety of Adobe programs such as Premier Pro, After Effects, Animate, Illustrator, and more! Adobe CC suite provides students with industry standard experience. Throughout the course, students are encouraged to use their experience, skills, and interests to develop works of art that are both contemporary and fun. Students will have incredible opportunities to submit their artwork to youth film festivals and other competitive endeavours. They will also be provided with opportunities to meet industry experts through field trips and events throughout the school year. No experience required.

## Photography: Digital & Film

### PHOTOGRAPHY 10 – 12

MVAPH1- / MVAPH11 / MVAPH12

This class produces awards winning photography students! The junior photography students will learn the basics of digital photography, including manual camera functions, elements of visual art, and principles of photo composition. We will also learn the history of photography while exploring notable photographers from around the world. Students will learn a foundational level of photo-editing skills using Adobe Photoshop and Lightroom. Through a variety of assigned projects, students will engage their creativity by photographing a range of subjects and learning to see the world through the lens of their camera. Senior (experienced) photo students will learn how to use a 35mm SLR film camera, further building on their camera skills, as well as expand their knowledge and experience with Adobe Photoshop and Lightroom. Students will have the opportunity to work in the darkroom to develop their own black and white film and print their photographs. JOSS is one of the few schools in Vancouver who still has a working darkroom. All levels participate in several photography competitions like the Polygon Art Gallery's Chester Field youth photography competition as well as the Magenta Foundations Flash Forward Incubator youth photography program. No experience required.



**\*“The Value” (2022)** - Photo by student Jeffer Ward (Gr. 12 2022 JO Alumni) 1<sup>st</sup> Place winner of the Polygon Gallery Chesterfield youth photography competition.

NOTE: Students having their own DSLR camera is an asset but is not required as cameras are available for student.

# PERFORMING ARTS

## Dance & Drama Courses Offered by Grade

Dance & Drama			
Grade 8	Art Rotation		
Grade 9	Dance Foundations 9	Drama 9	
Grade 10	Dance Foundations 10	Drama 10	Theater Company 10
Grade 11	Dance Foundations 11	Drama 11	Theater Company 11
Grade 12	Dance Foundations 12	Drama 12	Theater Company 12

## Music Courses Offered by Grade

Music							
Grade 8	Art Rotation						
Grade 9	Choir 9	Concert Band Beginner 9	Concert Band Intermediate 9	Concert Band Senior 9		Guitar 9	Jazz Band 9
Grade 10	Choir 10	Concert Band Beginner 10	Concert Band Intermediate 10	Concert Band Senior 10	Drum Line: Contemporary Music 10	Guitar 10	Jazz Band 10
Grade 11	Choir 11	Concert Band Beginner 11	Concert Band Intermediate 11	Concert Band Senior 11	Drum Line: Contemporary Music 11	Guitar 11	Jazz Band 11
Grade 12	Choir 12	Concert Band Beginner 12	Concert Band Intermediate 12	Concert Band Senior 12	Drum Line: Contemporary Music 12	Guitar 12	Jazz Band 12

## Dance

### DANCE FOUNDATIONS 9 – 12

MDNC-09 / MDNC-10 / MDCF-11 / MDCF-12

If you are interested in dance or simply musical expression through movement, then this is the course for you! We will work through the basics of Ballet, Jazz, Modern, and Hip Hop, along with other dance styles based on your interests! Each class will provide a high energy workout and stretch to improve your flexibility, strength, and coordination. No previous dance experience is necessary.



# Theatre



## **DRAMA 9 – 12**

MDR—09 / MDRM-10 / MDRM-11 / MDRM-12

This incredibly fun course focuses on the development of acting techniques and skills that not only teach the craft of performance but help to support a well-rounded student. Voice, movement, improvisation, character development, scene creation, script work, and scene performance are a few examples of the work that is done in this class. Exercises, games, and activities are aimed at improving student confidence, creativity, and group skills in a positive, supportive atmosphere. Focus and full participation is expected.

## **THEATRE COMPANY 10 – 12**

MDRTC10 / MDRTC11 / MDRTC12

Do you want an intense and enriched experience in Drama at John Oliver? Do you love to be on stage? Back stage? Do you want to make your own film? This performance-oriented course is for experienced Drama students who wish to develop their acting, directing, and production skills in a very supportive group of similarly committed students. This course is only for highly motivated and committed theatre students. Students will perform numerous times throughout the year, but the focus of the course will be the main stage production. Students are strongly encouraged to take Drama 10/11/12 at the same time as taking this course.

## **THEATRE PRODUCTION 10-12**

MDRD-10 / MD RTP11 / MDRPT12

Do you want an intense and enriched experience in Drama at John Oliver? Do you love to be on stage? Back stage? Do you want to make your own film? This performance-oriented course is for experienced Drama students who wish to develop their acting, directing, and production skills in a very supportive group of similarly committed students. This course is only for highly motivated and committed theatre students. Students will perform numerous times throughout the year, but the focus of the course will be the main stage production. Students are strongly encouraged to take Drama 10/11/12 at the same time as taking this course. No previous experience required.

# MUSIC

## Music



### CHOIR 9-12

MMU—09CC1 / MMUCC10 / MCMCC11 / MCMCC12

Everyone has a voice, and this course WILL TEACH YOU HOW TO USE YOUR VOICE to create beautiful music. As a team, you will receive vocal training that enables you to become a good singer. Students are always singing in a big group, so don't be shy! If you have 2 OR MORE YEARS or choir experience in and out of school, then you may select to become a part of our advance vocal ensemble where we study repertoires that require mature singers with advance techniques. You will learn a variety of music repertoire and perform in many events in and out of school. This ensemble will represent John Oliver in competitions and music festivals.

### CONCERT BAND BEGINNER 9 – 10

MMU—09BA1 / MMUCB10--1

Have you ever wanted to learn a musical instrument? Here is your opportunity! You will have a choice of an instrument and learn the process of how to play it. You will also learn to work as a team, perform for others, play in festivals, and have FUN doing it! Instruments choices range from the following: oboe, flute, clarinet, bass clarinet, alto, tenor, and bari saxophone, trumpet, French horn, trombone, euphonium, tuba and percussion. No experience required.

### CONCERT BAND INTERMEDIATE 9 – 12 MMU—09BA3 / MMUCB10—2 / MMUOR11—3 / MMUOR12--3

If you have had **one year** experience playing in beginner band this course is for you! We will advance our technique and performance on our chosen instrument, play in festivals and community events, learn to work as a team and have FUN doing it! Intermediate Band members are also encouraged to join Jazz Band.

**CONCERT BAND SENIOR 9 – 12**      MMU—09BA4 / MMUCB10—3 / MMUOR11—4 / MMUOR12--4

The Senior Concert Band is the top-level ensemble at John Oliver. We will be able to advance our technique and performance on our chosen instrument, play in festivals, community events and tours, learn to work as a team with leadership opportunities and have FUN doing it! Senior Band members are encouraged to also join Jazz Band. It is recommended that students enrolling in Senior Band have **two years or more** of experience, in any combination of beginner or intermediate band.

**DRUM LINE CONTEMPORARY MUSIC 9 – 12**      MMU—09CO1 / MMUCM10 / MMUCM11 / MMUCM12

The one and only ensemble of its kind in all of Vancouver District! This loud, flashy, and exciting ensemble will teach you everything you have to know about drumming and performing a highly choreographed show. You will LEARN TO PLAY THE DRUMS and become a musician through this course. John Oliver has the privilege to host the Provincial Drumline Championships, be a part of an amazing team and experience! No Experience necessary!

**GUITAR 9-12**      MMU—09GR1 / MMUGT10 / MIMG-11 / MIMG-12

Want to learn to play guitar? Already know and want to be challenged? Emphasis will be on learning chords, strumming techniques and finger picking styles. Students will also perform songs of different styles and genres. Personal choice of the songs you play is a big part of this course! NO EXPERIENCE REQUIRED  
NOTE: Guitars are available for student use, however having their own guitar would be an asset

**JAZZ BAND 9 – 12**      MMU—09JB1 / MMUJB10—1 / MIMJB11 / MIMJB12

EVERYONE’S WELCOME! This pep band is about having fun, making the audience dance, and creating an exciting atmosphere for all. AS LONG AS YOU CAN READ MUSIC AND CAN PLAY A MUSICAL INSTRUMENT, YOU ARE IN! Recommended that Jazz Band students take either Choir (Voice) or Intermediate/Senior Band (instrument) to improve their technique. It is strongly recommended that students have at least 2 years of experience in either choir (for voice) or band (for instrumentalists) to meet the challenges of the music.



## CAREER EDUCATION

### **CAREER LIFE EDUCATION 10** 10

MCLE-

Today's workplace needs graduates who can adapt to ongoing change in their lives and careers and the increasing need for intercultural awareness. Career Education offers individual student's opportunities to acquire the knowledge and competencies necessary for success in school, in the workplace, and in their daily lives.

### **CAREER LIFE CONNECTIONS 12**

MCLC-12

As students move through Grades 10–12, they further refine their understanding of the links between personal development and their career decisions. They consider regional and global trends to reflect on career possibilities, refine their understanding of safety requirements associated with occupational areas and related technologies, and further develop and refine their understanding of career possibilities through planning, practice, and application of competencies and knowledge.

Students may explore and experience various career options before they discover the most appropriate and meaningful direction for them. For some students, a successful transition will involve a direct path to further education, while for others it will involve a direct path to the world of work. During these years, students develop their transition plans, which include workplace experience and a final capstone project.



## STUDENT SERVICES

### COMMUNITY SERVICE 11

YCPM-1D

Prerequisite: Acceptance by a teacher/department

Successful completion of Grade 11, regular attendance and demonstrated responsibility are necessary. Students provide assistance in the Library, Career Centre, Counselling Centre, Office, and to individual teachers.

### PEER TUTORING 12

YIPS-2B

Prerequisite: Acceptance by application.

This course is for students who get satisfaction from helping others achieve their potential and for students who are interested in pursuing careers that involve working with people. Peer Tutors meet with classroom teacher to gain understanding of requirements for peer tutoring in that subject area.

#### The Peer Tutoring program objectives are:

- To provide tutoring under the supervision of a classroom teacher on a one-to-one or small group basis to students having difficulties with their studies.
- To develop leadership skills and ability to assume responsibility.
- To develop interpersonal and communication skills.
- To study different learning styles and behaviours and to apply this learning to become effective tutors.
- To provide tutoring support in the learning commons.

#### Requirements to be a Peer Tutor:

- Satisfactory academic achievement.
- Good citizenship and role model.
- Good attendance record.
- A desire to help others achieve.

Peer Tutors are chosen through an application process. An interview by classroom teachers may be required. Please see your Counsellor for an application form.

**PEER COUNSELLING**

YIPS-2C

Peer counsellors are trained to help other students, usually junior students. Consider applying if you are responsible, self-motivated, caring, interested in helping people and willing to try new experiences. Peer Counsellors are interested in serving other students, wish to improve their communication skills, and understand the importance of their position as role models. The required training sessions are held off timetable. Students also need to be available at other times outside of school time to meet with students and attend events. Peer Counsellors are chosen through an application process. An interview may be required. See Ms. Alvares or your counsellor for an application form.

**SKILLS DEVELOPMENT AND LEARNING STRATEGIES**

XLDCD09/YLE--0A/YLE—1A/YLE—2A

Prerequisite: Teacher and/or Counsellor Recommendation

This course is for students who need assistance to be successful in their studies. Students will receive instruction aimed at identifying specific learning and organizational strategies to support their work in their other classes. Specific areas of skill development will include reading and listening skills, note-taking, test-taking strategies, and time management. Tutorial support in the content areas of English, Social Studies, Science and Mathematics will allow students to apply these strategies. Grade 11 and 12 students should select the Learning Strategies 11 and 12 courses for 4.0 credits (YLE11 and YLE12).

**LIBRARY SERVICES 11**

YBMO-1B

Students in grades 11 and 12 who have credit for Community Service or are enrolled in Community Service, may take Library Services 11. The course refines C.S. skills specifically for application in the library. In the course, students acquire the attitudes and skills directly transferable to future academic and community settings. Students develop the ability to work independently to complete self-directed tasks, as well as collaborate with other students on larger projects. Attention to detail and a desire to develop leadership skills are necessary attributes of students taking the course.





## ENGLISH LANGUAGE ARTS

### ENGLISH LANGUAGE ARTS 9

MEN--09

ELA 9 provides opportunities for individual and group learning in the language arts, i.e., reading- viewing, writing-representing, and speaking- listening. You will develop your critical, analytical, and creative thinking through the study and interpretation of language and literature. In addition, you will strengthen and extend your knowledge of literary terms, concepts, and devices. You will undertake a variety of oral and written assignments and develop your essay-writing skills. A focus on independent reading is included in order to foster a love of reading in young students.

### ENGLISH LANGUAGE ARTS 10

*ELA10 reinforces and builds on the knowledge and skills that learners acquired in English Language Arts 8 and 9. Students must take 2 combined courses to earn the 4 credits needed at this level for Graduation.*

#### **Students will take the following 2-credit course:**

#### **FOCUSED LITERARY STUDIES 10**

MLTST10

This course focuses on the literature of a particular era, geographical area, or theme, or in the study of literature in general. This course allows students to delve more deeply into literature as they explore specific themes, time periods, authors, or areas of the world through literary works in a variety of media.

#### **Students will then choose ONE of the following 2-credit course options below to be combined with Focused Literary Studies 10:**

#### **COMPOSITION 10**

MCMP510

Composition 10 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 compositions. Students have opportunities to individually and collaboratively study, create, and write original pieces. They also develop their craft through processes of drafting, reflecting, and revising.

## **NEW MEDIA 10**

MNMD-10

This course is designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. New Media 10 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording opportunities to demonstrate understanding and communicate ideas through a variety of digital and print media.

## **ENGLISH FIRST PEOPLES 11**

*Both streams of EFP 11 courses offered count as 4 credits. Students must take at least ONE of the following EFP courses to earn the 4 credits needed at this level for Graduation. These are:*

### **EFP: LITERARY STUDIES + WRITING 11**

MEFLS11

Literary Studies and Writing is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions.

### **EFP: LITERARY STUDIES + NEW MEDIA 11**

MELNM11

Literary Studies and New Media is designed for students who are interested in studying First Peoples literature and examining the evolving role of technology in today's society, especially the increasing importance of digital media in communicating and exchanging ideas and engaging in social advocacy. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for students to think critically and creatively as they continue to explore, extend, and strengthen their own writing and communication. Students examine the increasingly complex digital world and have opportunities to demonstrate understanding and communicate sophisticated ideas through a wide variety of digital and print media.

## **ENGLISH LANGUAGE ARTS 12**

*Both English Studies 12 and English First Peoples 12 count as 4 credit courses. It is mandatory that students take one of them to graduate.*

## **ENGLISH STUDIES 12**

MENST12

The required English Studies 12 course builds on and extends students' previous learning experiences in ELA 10 and 11. It is designed for all students. Students will develop the English language and literacy skills and capacities they must have to meet British Columbia's graduation requirements.

English Studies 12 provides opportunities for all students to

- refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals
- think critically and creatively about the uses of language
- explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that shape identity
- appreciate the importance of self-representation through text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understanding of what it means to be educated Canadian and global citizens.

## **ENGLISH FIRST PEOPLES 12**

MENFP12

The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text including oral story, speech, poetry, dramatic work, dance, song, film, and prose (non-fiction and fiction). Students will develop the English language and literacy skills and capacities they must have in order to meet British Columbia's graduation requirements.

English First Peoples 12 (EFP 12) provides opportunities for all students to

- engage with indigenous creative expression
- enter the worlds of First Peoples provincially, nationally, and internationally
- gain insight into Canada's past and future
- analyze the role First Peoples voices and texts play within the process of Reconciliation
- understand how self-representation through text is a means to foster justice
- creatively and critically, think about how culture and history shape text
- refine and strengthen their ability to communicate effectively in order to pursue their career and academic goals
- deepen their understanding of complex ideas about identity and others
- expand their personal and social awareness, and responsibility

## **ELECTIVES**

*The John Oliver Secondary English Department offers two ministry electives, Literary Studies 12 and Creative Writing 12.*

## LITERARY STUDIES 12

MLTST12

Literary Studies 12 allows students to delve more deeply into literature through increasingly complex texts. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time increase their literacy skills through close reading of appropriately challenging texts enhance their development of the English Language Arts curricular competencies in order to expand their development as educated global citizens develop balance and broaden their understanding of themselves and the world further refine higher-level thinking and learning skills. This course offers strong preparation for the writing and communication skills needed for post-secondary study.

The following are possible areas of focus in Literary Studies 12, at the discretion of the instructor:

- Genre-specific studies – poetry, short stories, novels, drama, graphic novels, children’s literature
- World or diasporic literature
- Feminist literature
- Canadian literature
- First Peoples texts
- Specific author studies
- Topic, theme, or inquiry
- Canonical literature by era—Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century

## CREATIVE WRITING 12

MCTWR12

Creative Writing is designed for students who are interested in creating a body of work and exploring the creative side of poetry or prose. The course provides students with opportunities to specialize and publish in real world contexts. Students engage in the exploration of personal and cultural identities, memories, and stories, in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes, celebrating successes. Students will refine their ability to write in complex, controlled styles with effectiveness and impact.

The following are possible areas of focus within Creative Writing 12:

- fiction and poetry – may include flash fiction, graffiti, sub-genres (e.g., adventure, children’s literature, comic/graphic, fantasy, fan fiction, historical fiction, horror, sci-fi, dystopian, suspense, thriller, tragedy, romance), drama, script writing, poetry, authenticity versus sentimentality, literary devices and techniques, various forms, the relationship between form and function
- creative non-fiction – may include columns, features, articles, queries, captions, layout, reporting, interviews, reviews (fashion, movie), advertising, titles, bylines, sample readings
- memoir – may include place-based writing, narrative, film memoir, sample reading



## ENGLISH LANGUAGE LEARNING/ELL

ELL designated courses are in place for language support and learning. Each student is evaluated and placed according to language support needs. Each term, students receive feedback about the effort and skills they display and areas that need extra attention. Because language learning occurs at varying rates, students may take more or less time to reach a level where no specific language support is required. Students may receive ELL support for up to 5 years, and beyond if necessary.

### ENGLISH LANGUAGE LEARNING CLASSES

#### LEVEL ONE:

Students take five core English language courses as well as three integrated subjects such as physical education, math, and arts.

Reading I	XLDCE10RE1
Writing I	XLDCE10WR1
ELL Social Studies	XLDCE10SS1

#### LEVEL TWO:

Students take three ELL language classes as well as five integrated courses.

Reading 2	XLDCE10RE2
Writing 2	XLDCE10WR2
ELL Social Studies 2	XLDCE10SS2

#### LEVEL THREE:

Students take three ELL language classes as well as five integrated courses.

Reading 3	XLDCE10RE3
Writing 3	XLDCE10WR3
ELL Social Studies 3	XLDCE10SS3

### ACADEMIC STRATEGIES FOR ELL

YESFLOA

### ENGLISH LANGUAGE DEVELOPMENT

YESFL1B

The course is designed to familiarize and extend a student's abilities to use various strategies independently in order to meet the Learning Outcomes and be successful in content-based courses such as English, Social Studies, and Science. Emphasis will be on the comprehension of important concepts, linking current information to prior knowledge, and the application of strategies and skills learned. In addition, students will be more familiar with a variety of learning skills and Canadian assessment technique.



## LANGUAGES

### FRENCH

#### FRENCH 9

MFR--09

French 9 is a lively and hands-on continuation of the French 8 program. This course emphasizes the further development of oral-aural communication by way of animated activities such as games, role-play and presentations. Through the exploration of authentic French works including short stories, musical lyrics, and articles, students will increase their reading and writing skills while being exposed to cultural aspects of life in France, French Canada and other French-speaking countries. Themes covered include school, style, music, sports, and outdoor adventure. Enthusiasm is mandatory, berets are optional.

#### FRENCH 10

MFR--10

French 10 is a dynamic and engaging continuation of the French 9 program. This year, students will build on their language skills by acquiring strategies for understanding spoken and written French such as increasing vocabulary, understanding structures and communicative strategies, improving listening comprehension and deconstructing grammar rules. Fun-filled activities such as games and role-play will support oral-aural development and the use of authentic French works, such as short stories, articles, and films, will expose students to the diverse cultures in the Francophone world. Themes covered include interior design, childhood memories, exploring Canada, and job searching. Participation is mandatory.

#### FRENCH 11

MFR--11

This is an exciting continuation of French 10 as students will now use the language skills, they have developed to express their personal experiences, preferences, and opinions. Gone are the days of rote memorization and constant repetition. Students will tantalize their foodie taste buds, reminisce about childhood memories, deconstruct, and create advertisements and explore multiculturalism in Canada. The course delivers all the components of a language program - reading, writing, listening, speaking and culture - centered around engaging activities such as games, role play, group work, debates, and multi-media presentations. French 11 satisfies University entrance requirements. Enthusiasm and participation are mandatory, baguettes are optional.

## FRENCH 12

MFR--12

This is the riveting culmination of the 5-year French program and a continuation of French 11. The focus will be on communication skills that will add sophistication to speaking and writing. Students will develop their ability to express their thoughts and opinions through discussions and explorations centered around authentic French works such as movies, articles, music, novel studies and plays. Students will be able to explore their own artistic abilities as painting, slam poetry writing, and improvisation are parts of the curriculum. The course delivers all the components of a language program - reading, writing, listening, speaking and culture - centered around engaging activities such as games, role play, group work, debates, and multi-media presentations. French 12 satisfies 1st year University language course requirements. Active participation is mandatory for success in this course.

## SPANISH

### INTRODUCTORY SPANISH

MSP—09

¡Bienvenido amigos y amigas! Get ready to talk another language! Let the fun begin!! ¡VÁMONOS! Anyone in the school (except Grade 8's) can take this class. Maybe you want to be more prepared if you ever go to Mexico, or you may have joined the JO community after grade 8, or you're in the ELL program or you want to try a language besides French. This course is for you. Spanish is easy to pick up – mainly because you write how you speak. There are no funny spelling rules. Emphasis is placed on having fun conversations with classmates which are then used as the starting point for reading and writing. We will learn how to carry on basic conversations about personal descriptions, school life and Lucha Libre, among other topics. Students will increase their appreciation of diverse Spanish cultural identities and customs through music and film.

This course is open to students **in Grades 9, 10, 11 & 12**. It leads to Spanish Year 2.

### SPANISH YEAR 2

MSP—10

¡Bienvenido de nuevo! Students continue to develop their speaking, reading, writing and listening skills from our first year together. We will do this through a variety of means, including telling wacky stories together, doing role play and learning about Spanish speaking cultures. We will explore a variety of themes related to travel and the environment and things we love to do every day. The geography, culture and daily lives of Spanish speaking people will be highlighted through films, music, classroom discussions and a novel.

This course is open to those who have taken the equivalent of **one** year of Spanish. It leads to Spanish Year 3.

### **SPANISH YEAR 3**

MSP—11

¡Otra vez más! Students continue to develop their speaking, reading, writing and listening skills from the first two years. We will do this through a variety of means, including telling wacky stories together and exploring Spanish speaking cultures. We will learn to talk and read about a variety of themes related to memories from our childhood, celebrations and parties and societal issues facing many in Spanish speaking countries. These cultures will be highlighted through films, music, classroom discussions and a novel.

This course (Spanish 11) satisfies the “Language 11” university entrance requirement. It is open to those who have taken the equivalent of **two** years of Spanish. It leads to Spanish Year 4.

### **SPANISH YEAR 4**

MSP—12

¡Felicitaciones! ¡Llegaste al último año! This last year we will have some extra time to do a film unit. We'll continue to explore cultural, historical and contemporary life in the Hispanic world. Through storytelling, we will tie our 4 years of Spanish together. This course is the culmination of the study of Spanish at the secondary school level. Emphasis is placed on discussion, building fluency and learning more complex language structures. Come and finish your high school years in Spanish!

This course is open to those who have had 3 years of Spanish.

## **FILIPINO LANGUAGE and CULTURE**

### **FILIPINO LANGUAGE and CULTURE 11**

YLOE-1A

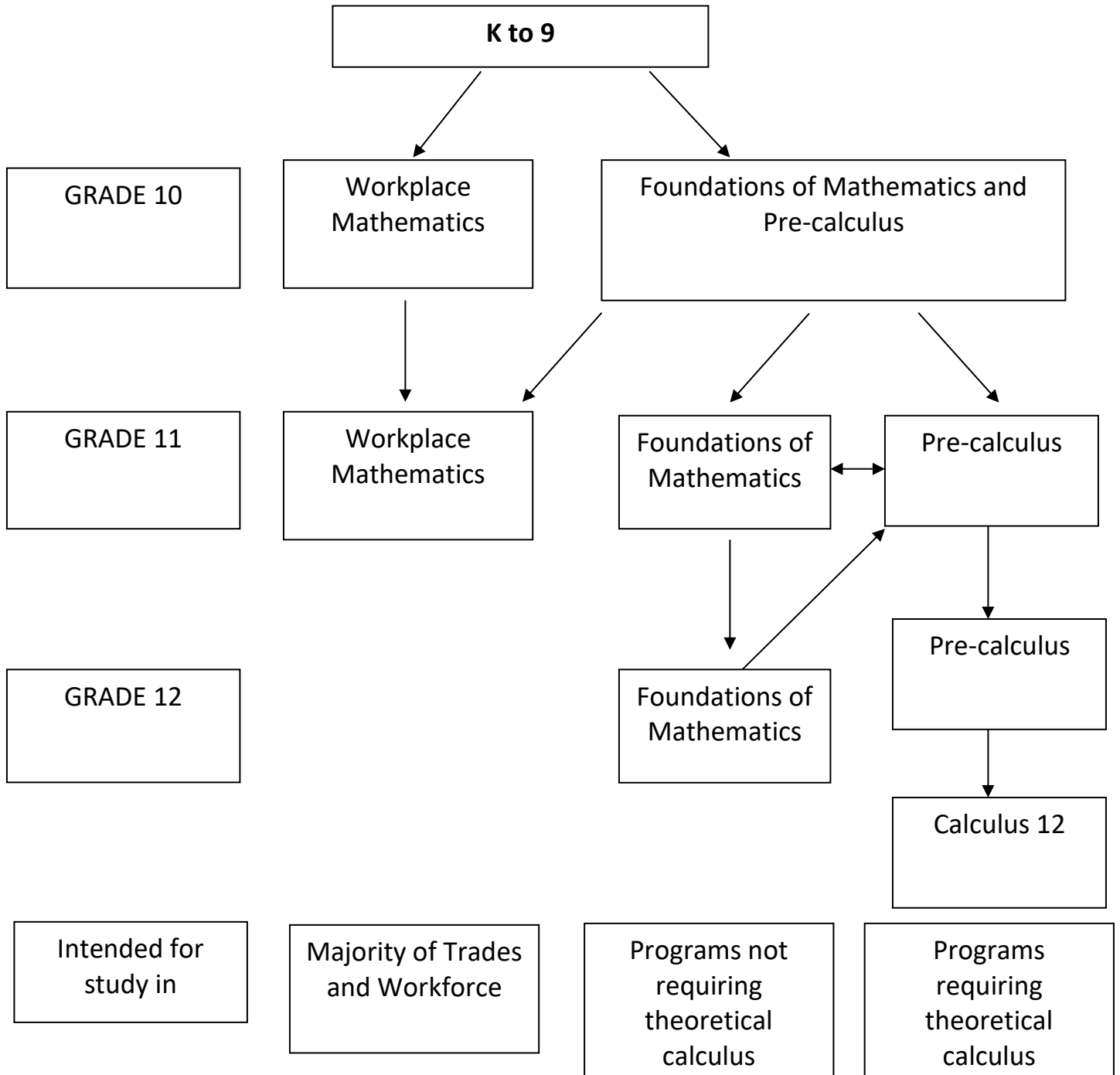
This beginning level Filipino language course is an elective course and not a language credit course. It is a functional task-based language course with a focus on speaking, listening, writing, and reading. It is intended for students who have limited or no exposure to the Filipino language (Tagalog based) and culture, but all levels of learners are welcome. It is organized by integrating grammar topics within activities that revolve around cultural themes such as food, family, friends, cultural events, traditions, and history.





# MATHEMATICS

## OVERVIEW OF PATHWAYS



## **MATHEMATICS 9**

MMA--09

Math 9 is a continuum of the skills from Mathematics 8 course to assist further aptitudes. Students will study Rational Numbers, Scale Factors and Similarity, Powers and Exponents, Polynomials, Linear Relations and Equations, Banking and Budgeting, and Statistics.

## **FOUNDATIONS & PRECALCULUS MATHEMATICS 10**

MFMP-10

This course introduces students to the mathematical understanding and critical-thinking skills further developed in the Foundations of Mathematics & Pre-Calculus pathways. Topics include Financial Mathematics, Trigonometry, Exponents and Radicals, Polynomials, Linear Relations and Equations, and Solving Systems of Linear Equations. The core competencies are interwoven throughout the mathematical topics. If you enjoy the challenges of Math and are thinking about future education or a career that involves Sciences, Engineering, social sciences such as Economics, Geography, Psychology, Arts or Humanities, then starting the Foundations and Pre-Calculus Mathematics 10 will be the best choice. This course leads to Foundations 11 or Pre-Calculus 11.

## **WORKPLACE MATHEMATICS 10**

MWPM-10

This course is intended for students who intend to pursue a trade or technical job after high school. This pathway is specifically designed to provide students with the mathematical understandings and critical thinking skills identified for entry into the majority of trades at post-secondary and for direct entry into the work force. Topics include graphing, geometry, measurement, central tendency, financial literacy, and probability. If you enjoy working on projects or “hands-on” activities or intend to pursue a trade or technical job after high school, then choose the Apprenticeship and Workplace pathway.

## **FOUNDATIONS OF MATHEMATICS 11**

MFOM-11

This course builds upon skills learned in Foundations and Precalculus Math 10 and students should understand those topics before taking this course. This course is designed to provide students with the mathematical understanding and critical thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Students who are thinking about future education or careers in Social Sciences or Arts should choose this course. Topics include Mathematical Reasoning, Graphical Analysis, Angle Relationships, Scale Models, Financial Literacy, and Statistics. This course gives students the graduation requirement in mathematics.

## **PRE-CALCULUS 11**

MPREC11

This course builds upon skills learned in Foundations and Precalculus Math 10 and students should be fluent in applying those skills before taking this course. This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Typically, a student would be planning to enter a college or university in a mathematics, science, engineering, medicine, or commerce program. Topics include Real Number System, Powers, Radicals, Trigonometry, Relations, Inequalities, Financial Literacy, and Functions. This course gives students the graduation requirement in mathematics.

**WORKPLACE MATHEMATICS 11**

MWPM-11

The topics in this course build on topics covered in any grade 10 mathematics course, and it is important that students will have taken a grade 10 mathematics course before entering this one. This course is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into the majority of trades and for direct entry into the workforce. Topics include: Rate of Change, Scale Representations, Financial Literacy, Interpreting Graphs, and Statistics. This course gives students the graduation requirement in mathematics.

**CALCULUS 12**

MCALC12

Students who successfully complete this course will find themselves well prepared for any first year university calculus course. Topics covered include the theory of limits, differentiation, integration of areas and volumes of rotation, and practical problems involving these skills and techniques. It is very important that students have a strong understanding of the application of topics covered in Pre-Calculus 12, which can be taken either before Calculus 12 or at the same time.

**FOUNDATIONS OF MATHEMATICS 12**

MFOM-12

This course builds upon skills learned in Foundations of Math 11 and students should understand those topics before taking this course. This course is designed to provide students with the mathematical understanding and critical thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Students who are thinking about future education or careers in Social Sciences or Arts should choose this course. Topics include: Financial Planning, Probability, Graphical Representations, Combinatorics, Relations, and Functions.

**PRE-CALCULUS MATHEMATICS 12**

MPREC12

This course builds upon skills learned in Pre-Calculus 11 and students should understand those topics before taking this course. This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Students who are thinking about future education or careers in Sciences and Engineering should take this course. Topics include: Transformations, Exponents and Logarithms, Trigonometry, Geometric Sequences and Series, Relations, and Functions.



# PHYSICAL AND HEALTH EDUCATION

## **PHYSICAL & HEALTH ED 9**

MPHE-09

Physical and Health Education 9 is a continuation of the concepts, theories and skills developed in PHE 8. The goal of PHE is to build students' physical and emotional well-being through the promotion of active living, movement skills, fair play and leadership. Students will also develop the ability to make healthy choices with respect to their emotional and mental well-being and incorporate strategies for developing positive relationships. Students will engage in a variety of activities to further develop their knowledge and skills in this curricular area.

## **PHYSICAL & HEALTH ED 10**

MPHED10

Physical and Health Education 10 is a continuation of the concepts, theories and skills developed in PHE 9. The goal of PHE is to build students' physical and emotional well-being through the promotion of active living, movement skills, fair play, and leadership. Students will also develop the ability to make healthy choices with respect to their emotional and mental well-being and incorporate strategies for developing positive relationships. Students will engage in a variety of activities to further develop their knowledge and skills in this curricular area.

## **ACTIVE LIVING 11**

MACLV11

Active Living 11 is a continuation of the concepts, theories and skills developed in PHE 10. The goal of Active Living is to build students' physical and emotional health and well-being through the promotion of active living, movement skills, fair play, leadership & recreational activities. Students will also develop the ability to make healthy choices with respect to their emotional and mental well-being and incorporate strategies for developing positive relationships. Students will engage in a variety of activities to further develop their knowledge and skills in this curricular area.

## **ACTIVE LIVING 12**

MACLV12

Active Living 12 is a continuation of the concepts, theories and skills developed in Active Living 11. The goal of Active Living is to build students' physical and emotional health and well-being through the promotion of active living, movement skills, fair play, leadership & recreational activities. Students will also develop the ability to make healthy choices with respect to their emotional and mental well-being and incorporate strategies for developing positive relationships. Students will engage in a variety of activities to further develop their knowledge and skills in this curricular area.

**ATHLETE DEVELOPMENT: BASKETBALL 11**

YLRA-1C

The course has been designed to allow motivated and goal-oriented student athletes the opportunity to improve their skills during the school day in a safe and inclusive environment. The course provides an opportunity for students to make an immediate connection with other students and in the process become valued members of the greater school community. The students will also have the opportunity to spend numerous hours developing their individual skills and, in the process, enhance their self-esteem and enjoyment of the game. Through this process, students will become physically and mentally literate and engaged which will help foster a holistically healthy and active lifestyle.

**ATHLETIC COACHING 12**

YLRA-2D

Athletic Coaching 12 is designed to develop educated coaches who have the knowledge, skills, and understandings to be effective, adaptable, and self-aware leaders in the community. The course will cover such areas as communication, coaching philosophy, inclusion & diversity, game strategy, offensive and defensive tactics, training techniques, practice organization, game management, and team and individual skill development. Classes will take place in both the classroom and in the gym, with over 50% of the course being theory based. This course will not specifically cover any one sport but instead can be applied generally to all sports.

**FITNESS AND CONDITIONING 11**

MFTCD11

Fitness 11 is a senior elective course that focuses on personal fitness and healthy lifestyle choices with an emphasis on developing student's cardiovascular endurance, muscular strength and endurance, core agility and flexibility—this course is designed specifically towards further improving students' fitness levels. Students will learn the various techniques, theories, and concepts of various training methods for general or sport-specific activities. Knowledge gained in this course will be applied into the design and implementation of a muscular and aerobic fitness program specific to the individual's needs.

**FITNESS AND CONDITIONING 12**

MFTCD12

Fitness 12 is a senior elective course that builds on the theories, techniques and concepts of various general and sport-specific training methods learned in Fitness 11—cardiovascular endurance, muscular strength and endurance, core agility and flexibility. Students will be exposed to a greater variety of principles and theories related to various fitness training and apply them to the creation of a dynamic fitness program that is tailored to meet the individual's specific needs. Students will learn how to re-evaluate their fitness programs and implement necessary changes in order to meet their fitness goals and objectives. Fitness 12 will also explore topics around nutrition, sport supplements as well as injury care and prevention.

**LEADERSHIP 11**

YHRA-1A

PHE Leadership 11 is a senior elective course with a focus on developing student's knowledge and skills in leadership through the exploration of various leadership styles, concepts, and theories. Becoming active leaders will enable students to live a productive and satisfying quality of life in society. Students will have the opportunity to develop their own personal leadership styles while gaining valuable insight in leadership positions that focus on recreational activity, event management, and student lead initiatives. Leadership opportunities will be made available through the school programs such as Intramurals, JO Athletic Tournaments, and other programs and initiatives that incorporate the greater JO community—feeder Elementary Schools, community centres and other local organizations.

There will be an application process for acceptance to this program.

**LEADERSHIP 12**

YHRA-2A

PHE Leadership 12 is a senior elective course with a focus on developing student's knowledge and skills in leadership through the exploration of various leadership styles, concepts, and theories. Becoming active leaders will enable students to live a productive and satisfying quality of life in society. Students will have the opportunity to develop their own personal leadership styles while gaining valuable insight in leadership positions that focus on recreational activity, event management, and student lead initiatives. Leadership opportunities will be made available through the school programs such as Intramurals, JO Athletic Tournaments, and other programs and initiatives that incorporate the greater JO community—feeder Elementary Schools, community centres and other local organizations.



## SCIENCE

### SCIENCE 9

MSC--09

In this laboratory-centered and science literacy focused course, students will engage in a variety of fascinating science topics as they strengthen science inquiry skills and learn to use lab equipment. Students will continue to develop the core competencies of critical thinking, communication, and personal and social responsibility. Major subject areas include lab safety, processes of science (scientific method and literacy), life science (cells, the movement of matter and energy through ecosystems), and physical sciences (atoms and their electrons, electricity as the flow of electrons).

### SCIENCE 10

MSC--10

In this course, students will engage in a variety of fascinating science topics as they strengthen science inquiry skills and learn to use lab equipment. Students will continue to develop the core competencies of critical thinking, communication, and personal and social responsibility. Major subject areas include lab safety, processes of science (scientific method and literacy), life science (genes), and physical sciences (chemical processes; energy; the formation of the universe).

### LIFE SCIENCES 11

MLFSC11

Life Sciences 11 is an introduction to the fascinating and challenging science of biology, focusing on the big ideas of life, evolution, and organisms. The course is a combination of labs, group work, as well as independent learning, and focuses on the fundamental concepts of biology. The course emphasizes the continued development of the core competencies of critical thinking, communication, and personal and social responsibility. Regular studying and review of concepts is required to fully enhance the learning and enjoyment of the extensive course content.

### CHEMISTRY 11

MCH--11

Recommended: Strong understanding of the foundational concepts of Mathematics and PreCalculus 10 and Science 10.

In this laboratory/ group work and calculation-based course, students explore the big ideas of the nature of matter, the mole concept and stoichiometry, chemical reactions, solubility, and organic chemistry (time permitted). Students will learn to calculate and measure the amounts of materials used and produced in chemical reactions. In addition, students will expand upon their knowledge about atomic structure and bonding and will be introduced to solution chemistry and organic chemistry (optional). The course emphasizes the continued development of the core competencies of critical thinking, communication, and personal and social responsibility. Mathematics is used extensively in Chemistry 11 and students lacking a strong foundation in Mathematics must be prepared to work hard and obtain extra help.

## **ENVIRONMENTAL SCIENCE 11**

MEVSC11

This course aims to explore our relationship with the natural world and how we play an active part in its stewardship. In order to address the current climate crisis, we will explore a variety of topics (biodiversity, food systems, Indigenous ways of knowing, Earth Day, grant writing) with the hopes of giving us the tools needed to understand and take action towards meaningful change. Through various activities that often involve more than just research, students will hopefully rethink the way they think and engage with sustainability work.

## **PHYSICS 11**

MPH--11

Recommended: Strong understanding of the foundational concepts of Mathematics and PreCalculus 10 and Science 10

Physics 11 is an introductory course to the physical world around us, focusing on the science of motion, force, energy and waves. Physics is a mathematical science in which students will develop problem-solving and critical thinking skills. Students will work both individually and collectively to analyze and solve problems of a scientific nature. Topics covered will include motion, dynamics, energy, behaviour of light (waves/optics) and modern physics (special relativity and nuclear physics). Analysis and explanation of concepts is emphasized - memorization is minimal. Mathematics is used extensively in Physics 11 and students lacking a strong foundation in mathematics must be prepared to work hard and obtain extra help. The course emphasizes the continued development of the core competencies of critical thinking, communication, and personal and social responsibility.

## **ANATOMY AND PHYSIOLOGY 12**

MATPH12

Recommended: Strong understanding of the foundational concepts of Life Sciences 11 and/or Science 10

Anatomy and Physiology 12 is a senior science course that focuses on homeostasis, gene expression, and organ systems. The course provides the student an opportunity for in-depth learning about cell and human biology. The fetal pig dissection highlights the laboratory portion of the course. The course emphasizes the continued development of the core competencies of critical thinking, communication, and personal and social responsibility. Regular studying and review of concepts is required to fully enhance the learning and enjoyment the extensive course content.



## **CHEMISTRY 12**

MCH--12

Recommended: Strong understanding of the foundational concepts of both Chemistry 11 and PreCalculus 11

Chemistry 12 examines five topics in detail: reaction kinetics, dynamic equilibrium, solubility equilibria, acids and bases, and electrochemistry. Each unit has a big lab component. The course emphasizes the continued development of the core competencies of critical thinking, communication, and personal and social responsibility. Students will utilize the skills acquired in Chemistry 11 and in previous Math courses to solve a variety of problems during class and laboratory sessions. Students should be prepared to use their knowledge and skills from chemistry 11 and apply them to the concepts and calculations for chemistry 12. A strong foundation in Mathematics and Science and a personal commitment to hard work are required to succeed in Chemistry 12.

## **ENVIRONMENTAL SCIENCES 12**

MEVSC12

Recommended: Strong understanding of the foundational concepts of Environmental Sciences 11 and/or Science 10.

This course will provide the opportunity for students who wish to continue their studies after completing Environmental Sciences 11 and is open to other students not enrolled in Env Sc 11. Explore the critical intersection of climate justice and sustainability through hands-on learning. Discover the ethical, social, and economic aspects of climate change, and apply sustainability principles in practical projects like developing a community food guide, leading a hands-on workshop, doing a waste audit, etc. Engage with local communities to co-create solutions, participate in environmental conservation, and raise awareness in more active ways. By course end, you'll be equipped to tackle climate justice and sustainability challenges in your community, fostering a more just and sustainable world. This course is heavily focused on community based experiential learning through student-led projects in the community/elementary schools. Students in this course get the first opportunity to sign up for an optional camping field trip to the gulf island of Galiano, BC

## **PHYSICS 12**

MPH--12

Recommended: Strong understanding of the foundational concepts in both Physics 11 and PreCalculus 11

Most topics covered in Physics 11 are re-analyzed in more depth and detail (e.g. vector analysis is used for all non-scalar topics). The course emphasizes the continued development of the core competencies of critical thinking, communication, and personal and social responsibility. Big ideas in this course include measurement of motion, linear and circular motion, forces and energy interactions within fields, and momentum.

Frequent reference must be made to an organized set of Physics 11 notes. The breadth of content in Physics 12 requires a fast pace in class and homework. Students should be prepared to add to and improve study skills learned in completing Physics 11 successfully.



## SOCIAL STUDIES

### **SOCIAL STUDIES 9**

MSS--09

Social Studies 9 includes Canadian and North American history from the 1700s to Canadian Confederation, with an emphasis on the exploration, settlement, and economic development of trade in North America, an early history of Canada to the 19th century, and Canadian economic geography including ties with the Pacific Region and Asia. In addition, Grade 9 geography includes the physical and political geography of Canada and North America, and advances students' skills in various areas of Geography such as mapping and location skills, and concepts including glaciation, volcanism, and climate. Key ideas include nation building, economics, relations between European settlers and the First Peoples, and resource use.

### **SOCIAL STUDIES 10**

MSS--10

Social Studies 10 looks at contemporary Canada in the 20th Century and beyond. Its three major units include: Canadian Government, History of Contemporary Canada, and Geography in a Canadian context. Canadian Government includes the political, electoral, and legal systems of Canada, First Nations and self-government, the Canadian Constitution and the Charter of Rights and Freedoms, as well as human rights. History of Contemporary Canada looks at the evolution and issues of Canada domestically as well as internationally as the country creates its identity in the 20th Century and continues to evolve today. The Geography Unit examines issues in population, living standards, economic development, globalization and global environmental issues and Canada's role in these. Key concepts include the idea of a national identity, political autonomy, international relations, and international conflict vs. cooperation.

### **SOCIAL STUDIES SENIOR ELECTIVES**

The senior elective courses below are offered through the John Oliver Social Studies Department; they involve a diverse approach designed to emphasize the Core Competencies outlined in the BC Curriculum and place an emphasis on acquiring and developing key thinking skills built around six major historical and geographical thinking concepts: significance, evidence, continuity and change, cause and consequence, perspective, and ethical judgment. While the Social Studies curriculum focuses on topics from the disciplines of history, geography, political science, and economics, Social Studies electives may also connect areas across the humanities and social sciences, such as archeology, philosophy, and anthropology.

## **20th CENTURY WORLD HISTORY 12**

MWH--12

Topics to be covered may include the 20TH Century rise and rule of authoritarian regimes; civil wars; independence movements and revolutions; human rights movements; religious, ethnic, and/or cultural conflicts; global conflicts, including World War I, World War II, and Cold War; human migrations, and territorial boundaries; interdependence and international cooperation; social and cultural developments; mass consumption and production of communication and transportation technologies.

## **ASIAN STUDIES 12**

MASIA12

Topics covered may include Asia's physical geography, including resource distribution and physiographic features; Asia's human geography, including demography, migration, urbanization, and environmental issues; the industrialization, globalization, economic systems, and distribution of wealth and resources in Asia; international interdependence and cooperation; the development, structure, and function of political and social institutions in Asia; social and political movements, including human rights initiatives in Asia; local, regional, and global conflict; local, regional, and national identities.

## **SOCIAL JUSTICE 12**

MSJ--12

Topics to be covered may include definitions of social justice in local contexts, equity and equality, values, morality, ethics, social service, social responsibility, concepts of justice (e.g., restitution, restorative justice); self-identity and relationships to others (privilege and power — diverse belief systems and worldviews of minority groups — traditional and unceded territories of indigenous peoples, Truth and Reconciliation efforts in Canada— inclusive and non-inclusive language); social justice issues (race, poverty, LGBTQ rights, status of women, environmental and ecological justice, peace and globalization, disabilities, other marginalized and vulnerable groups); specific case studies; governmental and non-governmental organizations; activism, advocacy, and ally-building — dispute and conflict resolution processes and practices — social media and technology — schooling and education; genocide studies.

## **PHYSICAL GEOGRAPHY 12**

MPGEO12

Topics to be covered may include features, processes and effects on human and natural systems of: plate tectonics, gradation, and natural disasters; climate, weather, and interactions between humans and the environment; characteristics of global biomes; natural resources and sustainability; demographic patterns; global agricultural practices; industrialization, trade, and natural resource demands; urbanization; relationships between natural resources and population settlement and economic development; urban planning and urban design.

**LAW STUDIES 12**

MLST-12

Topics to be covered may include key areas of law such as criminal law, civil law, and family law; foundations of Canadian law; structures and powers of the federal and provincial courts and administrative tribunals; the Canadian Constitution and Charter of Rights & Freedoms; legislation concerning First Peoples; the role of the judiciary as a constitutional check on legislative power; Canada's correctional system; children and youth legislation; legal resources and services; structures and roles of global dispute resolution agencies.

**PHILOSOPHY 12**

MPHIL12

Topics to be covered may include methods of reasoning and argument; metaphysical theories about the nature of reality and ontological theories of being; theories about knowledge and truth; theories of justice, freedom, morality and ethics; how philosophy impacts ECONOMICS (theories of value, growth, distribution, and economic thought on money, banking, and policy; contemporary economic issues) and POLITICAL STUDIES (the structures and functions of Canadian and First Peoples political institutions; major ideologies and political systems, election processes and electoral systems; role of mass media and flow of information; power relationships between citizens, government, and other bodies in the creation of public policy; issues in local, regional, national politics in Canada; issues in global politics).

**PSYCHOLOGY 11**

YPSYC1A

Are you thinking about becoming a businessperson, lawyer, nurse, social worker, doctor, teacher, police officer, youth worker, psychologist? You will need this course! We all learn how our stomachs digest food, how our lungs deliver oxygen, how to make numbers work for us, but we rarely learn about our stupid habits, our crazy thoughts, our random emotions, or our messed-up relationships. We need to learn how to make our brains work for us and how we can affect other people's brains. Our brains are where our emotions, thoughts, plans, decisions, stupid ideas, and brilliant moments come from. Thanks to our brains, some of us are finding love and friendships, others of us are kind of lonely. Some of us think our emotions are always right, some of us think we are born intelligent. Come and find out what the truth might be! We will study cognitive biases, mental illness, trauma and how this all plays out in our city and in our society.

This course does not count as a Social Studies 11 or 12 graduation credit. It does count as a grade 11 elective credit.

**BC FIRST PEOPLES 12**

MBCFP12

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



## J.O. DIGITAL IMMERSION MINI SCHOOL

The John Oliver Digital Immersion Mini School is a Grade 8 to 12 district program that offers cohort-learning in mathematics, sciences, social studies, computer studies, and leadership. Students will bring their own laptops to classes as digital media and technology are integrated into the learning experience. Additionally, students in the program will participate in various field studies within the local area, across provinces, or even internationally that connect with core and curricular competencies from each of the program's courses. Field studies locations have previously included: Bamfield Marine Station, Seattle, Strathcona Park Lodge, Ashland, Victoria, Galiano Island, and Southern Alberta. Applicants join the program in Grade 8. Late-entry enrollment in Grades 9 to 12 is occasionally accepted.

### INTENDED SCHEDULE OF CORE COURSES BY GRADE AND SUBJECT:

course descriptions listed below by grade

	Mathematics	Science	Social Studies	Technology/Leadership/Career
<b>Grade 8</b>	<b>Mini Math 8</b> (MMA--08DC1)	<b>Mini Science 8</b> (MSC--08DC1)	<b>Mini Social Studies 8</b> (MSS--08DC1)	<b>Mini Computational Thinking 8</b> (MADCT08DC1)
<b>Grade 9</b>	<b>Mini Math 10</b> (MFMP-10DC1)	<b>Mini Science 9</b> (MSC--09DC1)	<b>Mini Social Studies 9</b> (MSS--09DC1)	<b>Mini Info/Comm Technology 9</b> (MADIT09)
<b>Grade 10</b>	<b>Mini Pre-Calculus 11</b> (MPREC11DC1)	<b>Mini Science 10</b> (MSC--10DC1)	<b>Mini Social Studies 10</b> (MSS--10DC1)	<b>Mini Leadership 10</b> (YCPA-0BDC1)
<b>Grade 11</b>	<b>Mini Pre-Calculus 12</b> (MPREC12DC1)			<b>Mini Digital Communications 11</b> (MDCOM11DC1)
<b>Grade 12</b>			<b>Mini Geography 12</b> (MPGEO12DC1)	<b>Mini Career Life Connections 12</b> (MCLC-12DC1)

### YEAR 1 - GRADE 8

#### MINI MATH 8

MMA--08DC1

This is an accelerated course and may contain the following a review of fractions, integers, percentages from elementary school and then the complete Math 9 curriculum which can include: rational numbers, scale factors and similarity, powers and exponents, polynomials, linear relations and equations, banking and budgeting, and statistics. Use of technology including graphing calculators and laptops.

#### MINI SCIENCE 8

MSC--08DC1

Follows the Science 8 curriculum and includes concepts on: matter, energy and waves, the cell and body systems, and plate tectonics. Enrichment opportunities may include digital inquiry assignments, virtual labs and simulations, and use of mathematical models typically found in higher grades.

#### MINI SOCIAL STUDIES 8

MSS--08DC1

Follows the Social Studies 8 curriculum and includes studies on events between the 7<sup>th</sup> Century to 1750 through lenses of: conflict and contact, population change, exploration, and ever-changing societies. Emphasis and enrichment on leveraging technology and appropriate use of devices and online resources and research whenever possible as opposed to traditional resources.

**MINI COMPUTATIONAL THINKING 8**

MADCT08DC1

This dynamic course encompasses a diverse range of topics essential for digital literacy. Students will not only explore the fundamentals of computer care, maintenance, and storage but will also delve into the rules of engagement, digital citizenship, and social media etiquette. In addition to mastering productivity tools and web-based applications for digital media creation, participants will engage in collaborative, creative, and critical thinking activities. This course goes beyond the basics, incorporating hands-on experiences in animation, filmmaking, design, and 3D modeling. Students will have the opportunity to explore stop-motion techniques and delve into Snap! programming, enhancing their technological and creative skill set. Moreover, the curriculum features an Independent Directed Studies Project, allowing students to pursue personalized projects that align with their interests and aspirations.

**YEAR 2 - GRADE 9****MINI MATH 10**

MFMP-10DC1

Follows the Foundations and Precalculus Math 10 curriculum and includes concepts in financial mathematics, trigonometry, exponents and radicals, polynomials, linear relations and equations, and solving systems of linear equations. Use of technology including graphing calculators and laptops.

**MINI SCIENCE 9**

MSC--09DC1

Follows the Science 9 curriculum and includes concepts on: sexual and asexual reproduction, electrical energy, sustainability, and chemistry. Enrichment opportunities include virtual lab modules, digital inquiry leveraging A.I. technology, and data analysis and graphing.

**MINI SOCIAL STUDIES 9**

MSS--09DC1

Follows the Social Studies 9 curriculum and includes studies of North American history in the 18<sup>th</sup> Century through lenses of: emerging ideas and ideologies, political, social, and economic change, disparities in power, and collective identity. The emphasis and enrichment are on leveraging technology, appropriate use of devices and online resources for research.

**MINI INFORMATION AND COMPUTATIONAL THINKING 9**

MADIT09

This course is meticulously crafted to introduce students to fundamental principles of the Python computer language, while also incorporating collaborative, creative, and critical thinking activities such as animation, filmmaking, design, and 3D modeling. Throughout the course, participants will explore a diverse array of topics that serve as the foundation for programming. Engaging in hands-on projects, students will apply their skills to program objects navigating mazes and undertaking various enjoyable activities, fostering creativity and practical application of knowledge. Beyond the realm of computer science, a substantial portion of the course is dedicated to an Independent Directed Studies project, encouraging students to embark on a deep dive into an area of personal interest. These projects are designed to be narrow in scope, providing an in-depth exploration of specific topics and promoting critical thinking. Furthermore, the curriculum includes a robotics section, where students integrate their programming skills into a hands-on unit. This visual representation of computer science enhances the tangible application of knowledge, bridging theory with practicality. By seamlessly blending technical proficiency with collaborative, creative, and critical thinking activities, Information Communication Technology 9 mini offers students a comprehensive and innovative educational experience in the dynamic world of digital technology.

### **YEAR 3 - GRADE 10**

#### **MINI PRE-CALCULUS 11**

MPREC11DC1

Follows the Precalculus Math 11 curriculum and includes concepts in real number system, powers, radicals, trigonometry, relations, inequalities, financial literacy, and functions. Use of technology including graphing calculators and laptops.

#### **MINI SCIENCE 10**

MSC--10DC1

Follows the Science 10 curriculum and includes concepts on: chemical reactions, nuclear radiation, conservation of energy, and Mendelian genetics and evolution. Enrichment opportunities may include focus on mathematical models and concepts used in Life Sciences 11 and Physics 11 as well as inquiry projects leveraging AI technologies.

#### **MINI SOCIAL STUDIES 10**

MSS--10DC1

Follows the Social Studies 10 curriculum and includes studies of the history of Canada and the world from 1914 to the present through lenses of: conflict, the development of political institutions, different perspectives and worldviews, and historical and contemporary injustices. The emphasis and enrichment are on leveraging technology, appropriate use of devices and online resources for research.

#### **MINI LEADERSHIP 10**

YCPA-0BDC1

This course is designed for students seeking meaningful involvement and engagement in their school and community at large. Students will be given opportunities to take on roles of responsibility and to apply principles, theories and strategies covered in class, with the goal of empowering students to engage their peers and demonstrate positive and responsible citizenship in creating a positive impact on their surroundings. Students will be involved in the planning and organization of various school and community events, with service and volunteerism a vital course requirement. The emphasis and enrichment are on leveraging technology, appropriate use of devices and online resources for research along with related field studies.

### **YEAR 4 - GRADE 11**

#### **MINI PRE-CALCULUS 12**

MPREC12DC1

Follows the Precalculus Math 12 curriculum and includes concepts in transformations, exponents and logarithms, trigonometry, geometric sequences and series, relations, and functions. Use of technology including graphing calculators and laptops.

#### **MINI DIGITAL COMMUNICATIONS 11**

MDCOM11DC1

This course immerses students in the realm of digital technology, with a primary focus on deepening Python computer language. This course not only equips you with fundamental programming principles but also integrates collaborative, creative, and critical thinking activities in areas such as animation, filmmaking, design, and 3D modeling. Throughout the program, students will unravel the building blocks of programming, engaging in hands-on projects that go beyond mere coding exercises. From programming objects to navigate mazes to other enjoyable activities, participants will apply their skills in practical and creative ways. The course extends its scope beyond traditional computer science by

dedicating a significant portion to an Independent Directed Studies project. This personalized endeavor allows each student to delve deeply into an area of personal interest, fostering critical thinking and specialized knowledge. In addition to honing programming skills, the curriculum introduces a robotics section, where students merge their programming expertise into a tangible, hands-on unit. This visual representation of computer science enhances the practical application of their knowledge.

### **YEAR 5 - GRADE 12**

#### **MINI GEOGRAPHY 12**

MPGEO12DC1

Topics to be covered may include features, processes and effects on human and natural systems of: plate tectonics, gradation, and natural disasters; climate, weather, and interactions between humans and the environment; characteristics of global biomes; natural resources and sustainability; demographic patterns; global agricultural practices; industrialization, trade, and natural resource demands; urbanization; relationships between natural resources and population settlement and economic development; urban planning and urban design. The emphasis and enrichment are on leveraging technology, appropriate use of devices and online resources for research.

#### **MINI CAREER LIFE CONNECTIONS 12**

MCLC-12DC1

The following may occur in the course. Students further refine their understanding of the links between personal development and their career decisions. They consider regional and global trends to reflect on career possibilities, refine their understanding of safety requirements associated with occupational areas and related technologies, and further develop and refine their understanding of career possibilities through planning, practice, and application of competencies and knowledge. Students may explore and experience various career options before they discover the most appropriate and meaningful direction for them. For some students, a successful transition will involve a direct path to further education, while for others it will involve a direct path to the world of work. During these years, students develop their transition plans, which include workplace experience and a final capstone project which they have been preparing for through their Junior Capstone Project(s).



# CAREER PROGRAMS

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

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	Where the program is taught	Credits towards graduation program	Timetable	Application Due	Month program begins
<b>Aircraft Maintenance Engineer – M License</b>	BCIT	16 credits	Monday - Friday	March 1	August / January
<b>Auto Collision and Refinishing</b>	VCC	32 credits	Monday - Friday 8:00 am - 3:00 pm	March 1	September
<b>Auto Service Technician</b>	Britannia	20 credits	Monday – Friday Semester 2	March 1	February
<b>Baking and Pastry Arts</b>	VCC	24 credits	Monday - Thursday 1:00 pm - 7:15 pm	December 1	July
<b>Carpentry</b>	BCIT	20 credits	Monday - Friday	March 1	February / July
<b>Cook</b>	Sir Charles Tupper	24 credits	Monday – Friday Semester 2	March 1	February
<b>Electrical</b>	BCIT	24 credits	Monday – Friday	March 1	August / September
<b>Hairdressing</b>	VCC	48 credits	Monday – Wednesday 8am – 6pm	March 1	September

<b>Heavy Mechanical Trades</b>	VCC	28 credits	Monday - Thursday	March 1	September / February
<b>Millwright</b>	BCIT	20 Credits	Monday - Friday	March 1	February / September
<b>Motorcycle &amp; Power Equipment</b>	BCIT	20 credits	Monday - Friday	March 1	
<b>Motorcycle &amp; Power Equipment</b>	BCIT	20 credits	Monday - Friday	March 1	February
<b>Metal Fabrication</b>	BCIT	20 credits	Monday - Friday	March 1	February
<b>Plumbing</b>	Piping Industry College of BC	8 credits	Monday - Friday	March 1	June
<b>Painting &amp; Decorating</b>	Finishing Trades Institute of BC	4 credits	Monday - Friday	March 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](http://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



## VSB ADULT EDUCATION

The Vancouver Board of Education operates two Adult Education (AE) centres in Vancouver, South Hill Education Centre, and the Gathering Place Education Centre. AE centres provide students with a wide choice of 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 successful completion of Grade 10/11/12 courses, and senior academic credits lead to high school completion or allow students to gain or upgrade Grade 10/11/12 credits. All courses, both Foundations and Grade 10/11/12, follow prescribed Ministry curriculum. Adult Education also runs one Foundations level outreach program at Britannia Secondary in partnership with Canuck Family Education Centre, and one senior academic credit youth program located at South Hill Education Centre.

To meet student needs for flexible programming, centres offer courses from early morning to evening, including Saturdays, and operate year-round.

Depending on student needs, AE centres provide 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 – Gathering Place and South Hill Education Centre
- Structured courses at the Foundations and Grade 10/11/12 levels – South Hill Education Centre

Students at our AE 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.

- Gathering Place Education Centre Tel: (604) 257-3849 <http://go.vsb.bc.ca/schools/adulted>
- South Hill Education Centre Tel: (604)713-5770 <http://go.vsb.bc.ca/schools/adulted>



## VANCOUVER LEARNING NETWORK

The Vancouver Learning Network is designed to provide opportunities for students to complete secondary school courses in a flexible manner. The program provides a comprehensive selection of quality secondary courses that are delivered largely through asynchronous and self-paced approaches. These courses may replace those in the student's local school, be in addition to their school program, or be a program of full-time studies at VLN.

### Course Offerings at the Vancouver Learning Network (VLN)

VLN offers a full program of courses from Grade 8-12. Courses of particular interest to students may be those which the home school cannot offer or timetable:

Japanese  
Korean  
Social Justice

Writing  
Literature  
Civics

Entrepreneurship  
Science Fair  
BC First Nations

A unique course across all subject areas is Independent Directed Studies, a course which allows students to pursue a topic of interest under the mentorship of a teacher and other experts.

### Frequently Asked Questions

1. When can I register?

VLN is a 12-month school, with a Fall/Winter session and a Spring/Summer session. Registration can be done throughout the year.

2. Do VLN courses count for graduation and university entrance?

Yes, all courses are accredited by the Ministry of Education, accepted by colleges and universities, and are taught by Vancouver teachers.

3. What does it cost?

Courses are tuition-free for all students (except International). Occasionally, students will be required to pay book deposits. These deposits are refundable.

4. How long do I have to finish a course?

Students start and finish at all times of the year. The timeline for completion is determined by student needs. For example, if a student intends to graduate in June, he/she must finish all coursework and exams in June.

For more information and a complete course list, please visit the VLN website at <http://vln.vsb.bc.ca>