

# COURSE PLANNING BOOK

2025-2026



*"We are on a mission to inspire an ethical and caring community of evolving global citizens who live meaningfully, creatively and mindfully."*

## University Hill Secondary School

**3228 Ross Drive  
Vancouver BC V6S 0C6  
Tel: 604-713-8258**

*With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x<sup>m</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tseil-Waututh Nation).*



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## CHOOSING YOUR COURSES

### GENERAL INFORMATION

The purpose of this Course Booklet is to provide students and their parents with information regarding the courses and services available at University Hill Secondary School. The descriptions are general in nature and are not intended to outline the complete content of each course, program, or service. Due to certain constraints, a few of the courses described here may not be offered every year. The Counsellors assist students in selecting program majors and courses which meet the graduation requirements of the Ministry of Education, as well as satisfy individual goals and interests.

Staff, students, and parents share a responsibility to ensure that a suitable program is undertaken; however, subject to the school program requirements, final approval rests with parents. **Please note that graduation requirements are NOT the same as university entrance requirements. Universities and other post-secondary institutions have differing entrance requirements.** Students are responsible for knowing the requirements of the post-secondary school of their choice. The Counselling Centre has information about post-secondary institutions. Students may consult with their counsellor. All post-secondary information is available on-line.

### COURSE SELECTION

Students will make their course selections in **February 2025 for September 2025**. It is important that the course selections are made carefully because those selections determine what courses are on the timetable. Course changes will not be considered after **Friday, September 12, 2025**, unless there are exceptional circumstances.

**Course Change Policy:** Students wishing to drop a course(s) *must* follow the following deadlines and guidelines.

- Deadline to request course changes is **Friday, September 12, 2025**.
- Any requests to change courses after **September 12, 2025**, will only be considered if there are exceptional, extenuating, and unforeseen circumstances that have arisen. These requests will require application in writing to and approval from the grade administrator.

### WHAT CAN PARENTS DO?

- Discuss the options with your student and encourage him/her/them to explore a full range of post-secondary options. Begin gathering information in grades 9 and 10. Attend course virtual planning nights at the school.
- Email your son/daughter's counsellor if you have questions about post-secondary education options.
- **Note that student course selection choices must be signed off by a parent or guardian.**

### WHAT CAN STUDENTS DO?

- Develop good study habits; remember you are competing only with yourself to meet your goals.
- Research the career fields you are interested in by looking up the admission requirements of post-secondary institutions and attending post-secondary information sessions at the school and district career fairs.
- Talk with your counsellor about volunteer work.
- Talk to your counsellor starting in grade 10 or 11 if you are considering applying to an American University.



## COURSE REQUIREMENTS

**Grade 8** - Students in Grade 8 take eight courses. Required courses are:

- English 8
- Social Studies 8
- Mathematics 8
- Science 8
- Physical and Health Education 8
- French 8
- ADST 8 (a rotation of Home Economics 8, Technical Studies 8 & Business Education 8)
- Fine Arts 8 (a rotation of Music 8, Art 8 & Drama 8)
- Career Education 8

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

- English 9
- Social Studies 9
- Mathematics 9
- Science 9
- Physical and Health Education 9
- French 9
- Applied Skills 9 (1 Applied Skills Elective)
- Fine Arts 9 (1 Fine Arts Elective)
- Career Education 9

## GRADUATION PROGRAM REQUIREMENTS 2025/2026

All students can find Graduation Requirements here: <https://curriculum.gov.bc.ca/>

Post-secondary institutions require students to complete specific courses to get into certain programs. All students **need to keep in mind** the requirements of any post-secondary programs in which they may be interested.

### For Students in Grades 10-12

To graduate, students require 80 credits total, with a minimum of 16 at the grade 12 level and 28 elective course credits. These credits must include a 4 credit Indigenous Focus course in Grade 10, 11 or 12.

52 credits are required from the following:

- Language Arts 10 (4 credits)
- Language Arts 11 (4 credits)
- Language Arts 12 (4 credits)
- Social Studies 10 (4 credits)
- Social Studies 11 or 12 (4 credits)
- Science 10 (4 credits)
- Science 11 or 12 (4 credits)
- Mathematics 10 (4 credits)
- Mathematics 11 or 12 (4 credits)
- Physical Education 10 (4 credits)
- Arts Education or Applied Design, Skills and/or Technologies Skills 10, 11, 12 (4 credits)
- Elective Courses (28 credits)
- Career Life Education (4 credits)
- Career Life Connections (2 credits)
- Capstone Project (2 credits)



## SCHOOL AWARDS

### Term Awards

At the end of each semester, a term award will be awarded to one student per grade in each of the three categories below. These students are chosen by staff based on the following criteria:

**1. Student of the Term Award**

- a student who has good relationships with peers and staff
- a student who makes the class a better place to learn
- a student who is supportive of the learning environment and who helps others when appropriate.
- a socially responsible student who values education and is a role model to other students in the class.
- a student with integrity who always tries his/her best and demonstrates a sincere and honest approach to learning
- not necessarily the student with the best marks

**2. Citizenship Award**

- a model “citizen” of U-Hill
- a friendly student with a positive attitude towards learning
- a responsible student with humble and generous character
- a caring leader and role model who demonstrates moral and ethical behaviour
- a helpful student who is involved in and contributes to the school community

**3. U-Hill Renaissance Award**

- a student who demonstrates exemplary capacity across all aspects of school life
- a student who carries a diverse and rigorous course load
- a student who is wide-reaching in their involvement in a multitude and variety of school events, clubs, and activities
- a helpful student who contributes to the school community and has a positive impact on school culture

### Grade 12 Graduation Awards, Scholarships & Bursaries

Awards and scholarships are awarded to the top graduating students in June. We are grateful for the donations provided through school fundraising, the PAC, education associations and professional associations. The following criteria is used to consider students for Grade 12 awards and scholarships at graduation:

- Students must be enrolled in seven University Hill Secondary courses during their Grade 12 year, including English 12. CLC/Capstone is excluded from this course count.
- Students must have attended University Hill Secondary for Grades 11 and 12 and must have taken at least seven Grade 12 level courses over the two years.
- The six best University Hill Grade 12 level academic courses, including English 12, will be used for average calculations. Mid-semester marks will be used for in-progress courses. Peer Tutoring 12, CLC/Capstone, Career Preparation and Work Experience are not included in the average calculation.
- Exceptions may be made at the principal’s discretion.



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## AP - ADVANCED PLACEMENT COURSES

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

Further information about these offerings and the AP examinations can be obtained from the AP coordinator, or through the teachers of the individual courses. AP examinations are offered in May of each school year.

### ADVANCED PLACEMENT SELECTION CRITERIA:

To apply for any AP courses, students **MUST complete an AP supplemental application** that is **due on Tuesday, February 18, 2025**, to be considered for the AP course(s) of their choice.

Application forms will be available from subject teachers and in the main school office.

#### Applications can be returned to:

- J. Sodhi 1B4 (Microeconomics)
- L. Kwan 2F4 (English)
- B. Low 1E4 (Math, Science)
- J. Wilkie 2E3 (Math, Science)
- H. Alves 2E5 (Social Studies)

- Students who wish to enroll in an AP course(s) must also enroll in courses across other subject areas.
- Students who wish to take AP course(s), must be enrolled in a minimum of 7 courses at U-Hill.
- Students **MUST** have completed the prerequisite courses as indicated in the AP course description(s) in the course planning guide and must have these Prerequisites approved by the AP selection committee.
- Students will be ranked, and priority will be given to students who have achieved a minimum of 86% in the Prerequisite course(s) with no course mark below 60% and a minimum average of 86% in the best 6 of 7 courses at U-Hill.

### PRIORITY WILL BE GIVEN TO:

- Students who are involved in extra-curricular activities and show well-roundedness.
- Students who have demonstrated good character, leadership, and initiative at U-Hill.
- Students who show good citizenship through their contribution to the school community.



### ADVANCED PLACEMENT GUIDELINES:

- Students may take up to a maximum of 4 AP courses at U-Hill per year.
- **Course Change Policy:** Students wishing to drop an AP course(s) MUST follow regular course drop deadlines and guidelines.
  - \*Deadline to change courses is **Friday, September 12, 2025**.
  - \*Any requests to change courses after **September 12, 2025**, will only be considered if there are exceptional, extenuating, and unforeseen circumstances that have arisen. These requests will require application in writing to and approval from the grade administrator.

### ADVANCED PLACEMENT ADDITIONAL INFORMATION:

- **Fees:** An amount of \$200 will be charged for each AP exam that a student registers for, a non-refundable fee will also be charged for AP Course workbooks. Please see the specific AP course teacher for amounts. Exams ordered after the College Board Ordering Deadline will be charged \$40.00USD (converted to \$CDN) last fee.
- Only 1 section of each AP course will be offered in a school year with a maximum of 30 students per course.
- Students approved for an AP course(s) will be ranked based on the criteria above with the first 30 students being registered in the course and the remaining approved students put on a waitlist.
- All applications, and the resulting selection process including waitlists, will be kept confidential due to the complexity of factors to be considered.

## ADVANCED PLACEMENT COURSES

### AP MICROECONOMICS 12

AMI--12

*Prerequisite Course Required: none, open to all in Gr 11 & 12*

***A supplemental AP application form is required.***

Microeconomics will focus on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.



## AP ENGLISH LITERATURE AND COMPOSITION 12

## AELC-12

*Pre-Requisite Course Required: Completion of English First Peoples 11, Focused Literary Studies 11 or Creative Writing 11. Please submit a handwritten Statement of Interest to Ms. Kwan*

The AP English Literature and Composition 12 course engages students in the critical analysis of literary texts from several genres and historical periods. The course is excellent preparation for the critical thinking, careful reading and effective writing required in all areas of post-secondary studies. Students will:

- develop their understanding of how writers use language to shape meanings in literary texts.
- extend their ability to comprehend, analyze and evaluate literary texts.
- read a variety of literary genres from different periods: poetry, drama, short stories and novels.
- write a range of essays, from short close readings to longer contextualized literary criticism.
- work collaboratively with a community of peers who have enthusiasm for discussing and evaluating literary texts.
- prepare thoroughly for the AP English Literature exam through mock tests and exercises on AP Classroom.

Students who take this course may choose to take the AP exam in May in order to receive the AP credit and will also receive credit for English Studies 12. Success in this course requires a commitment to reading regularly and articulating critical opinions about literary texts, both in discussion and on paper. Strong essay writing skills are an asset, but these will also be developed over the course. Students must come with an open mind, confident reading skills and a genuine interest in learning, but there is no minimum average mark required for registration. Students are advised that AP exam preparation is embedded as an important element of the course.

This is an 8-credit course - 4 credits will be received for AP Literature and Composition on successful completion of the AP Exam, and 4 credits will be received for English Studies 12. Students who achieve a 4 or 5 in this course's AP Exam will be eligible for advanced credit in First Year English at many colleges and universities.

## AP CALCULUS 12 AB

## ACAL-12

*Prerequisites Required: Pre-Calculus 11 with a minimum grade of 86%, Pre-Calculus 12 with a minimum grade of 86% (Or to be taken concurrently if you are in your Grade 12 year)*

***A supplemental AP application form and a recommendation from your Pre-Calculus teacher is required.***

AP Calculus AB consists of a full high school academic year of work and is comparable to calculus courses in colleges and universities. Students are expected to write the AP Calculus AB exam, and it is highly recommended that those wishing to take AP Calculus 12 AB be very strong in Mathematics. Those who are taking Pre-Calculus 12 concurrently must have a strong understanding of trigonometry and logarithms. Priority will be given to those who have taken their Pre-Calculus 11 and 12 at UHill and/or those who are entering their graduating year.

Most of the year will be devoted to differential and integral calculus. Topics include Functions, Graphs, and Limits, Concept of Derivatives, Derivatives at a Point, Derivative as a function, Second Derivatives, Applications of Derivatives, Computation of Derivatives, Interpretations and Properties of Definite Integrals, Application of Integrals, Fundamental Theorem of Calculus, Techniques of Antidifferentiation, Applications of Antidifferentiation, and Numerical Approximations to Definite Integrals. A graphing calculator is required.





## AP STATISTICS 12

## ASTA-12

*Prerequisites Required: Pre-Calculus 11 with a minimum grade of 86%. Note: AP Statistics and AP Calculus AB cannot be taken concurrently. A supplemental AP application form and a recommendation from your Pre-Calculus teacher is required.*

AP Statistics is an introductory statistics course that allows students to learn theory and tools for collecting, analyzing and drawing conclusions from data. Students develop their knowledge of the concepts using technology, investigations, problem solving and writing as they explore the three main themes,

- variation and distribution
- patterns and uncertainty
- data-based predictions, decisions and conclusions

A graphing calculator is recommended.

Priority will be given to those who have taken their Pre-Calculus 11 at UHill and/or those who are entering their graduating year.

## LIFESCIENCES 11 PRE AP

## MLFSC11ENR

*Prerequisite Course Required: Science 10. A supplemental AP application form is required.*

This course is similar to an enriched Biology 11 curriculum; however, it will take a more laboratory intensive, inquiry-based study of how living organisms evolve and interact with their environment. This course is designed for students planning to enter AP Biology 12 and write the AP Biology exam. It is strongly recommended that Chemistry 11 precede or be taken concurrently with Biology 11 Pre-AP.

Students in Pre-AP Biology 11 do not have to take the AP Biology exam, as the exam covers content from both Pre-AP Biology 11 and AP Biology 12. It is recommended that a student waits until finishing AP Biology 12 before writing the exam. If you are interested in taking the exam in your grade 11 year, please talk to your teacher.

Biology AP is divided into four Big Ideas and seven Scientific Practices. This course will cover two Big Ideas and start developing students' Scientific Practices. Topics used to cover these ideas include Evolution, Immunology, Cell Systems, Ecology, Plant, and Animal Systems.

## AP BIOLOGY 12

## ABIO-12

*Prerequisite Course Required: Biology 11 Pre-AP. A supplemental AP application form is required.*

This course is the continuation of Biology 11 Pre AP and students are expected to know the curriculum and laboratory experiments from Biology 11 Honors. It is strongly recommended that student complete Chemistry 11 preceding this course. Students are expected to write the AP Biology exam.

This course will explore the final two Big Ideas and offer students more time to use their *Scientific Practices*. Topics used to cover this material include Biochemistry, Gene Regulation, Ecology, Mendelian Genetics, Mitosis and Meiosis, and the Endocrine and Nervous Systems.

AP Biology 12 students write the AP Biology exam in May.



## PRE-AP CHEMISTRY 11

## MCH--11ENR

*Prerequisite Course Required: Science 10. A supplemental AP application form is required.*

This course is similar to an enriched Chemistry 11 curriculum; however, it will take a more laboratory intensive, inquiry-based study of how the macroscale (the scale at which they observe phenomena) to the nanoscale (the scale at which atoms and molecules interact). Students demonstrate that they have made these connections symbolically, graphically, and mathematically throughout the year. This course is designed for students planning to enter AP Chemistry 12 and write the AP Chemistry exam.

Students in Pre-AP Chemistry 11 do not have to take the AP Chemistry exam, as the exam covers content from both Pre-AP Chemistry 11 and AP Chemistry 12. It is recommended that a student waits until finishing AP Chemistry 12 before writing the exam. If you are interested in taking the exam in your grade 11 year, please talk to your teacher.

The concepts are organized around chemical principles called *big ideas* that include the following topics: Atoms, Reactions and Stoichiometry, Chemical Energy and Thermodynamics, Atomic and Molecular Structure, Gases and Intermolecular Forces.

## AP CHEMISTRY 12

## ACHE-12

*Prerequisite Course Required: Chemistry 11 Pre AP, Application Form Submitted*  
**A supplemental AP application form is required.**

This course is the continuation of **Chemistry 11 Pre AP** and students are expected to know the curriculum and laboratory experiments from Chemistry 11 Pre-AP. Students are expected to write the AP Chemistry exam. AP Chemistry students will write the AP Chemistry exam in May.

The primary goal of AP Chemistry is for students to connect the macroscale (the scale at which they observe phenomena) to the nanoscale (the scale at which atoms and molecules interact). Students demonstrate that they have made these connections symbolically, graphically, and mathematically throughout the year.

The concepts covered include Kinetics, General and Solubility Equilibria, Acid-Base Equilibria, and Reactions Involving Electron Transfer.

## AP PHYSICS 1 HONOURS 11

## APHH-11

*Prerequisite Course Required: Science 10, Pre-Calculus 11, Application Form Submitted*  
*(Pre-Calculus 11 may be taken concurrently)*  
**A supplemental AP application form is required.**

It is recommended that **Pre-Calculus 11** precede or be taken concurrently with AP Physics 1. The student should also be competent in math and physics at the grade 10 level. This is a mathematically intensive course, to develop the student's understanding of the physical world through lectured discussions, and inquiry-based activities. Students develop critical thinking and reasoning skills and apply these skills to solving physics problems in one and two-dimensions.

This course includes Newtonian Mechanics (kinematics, dynamics, circular motion and gravitation, equilibrium, rotational motion), Work, Energy, Power, Mechanical Waves and Sound, Simple Circuitry

Students write the AP Physics 1 exam in May. Upon successful completion of the course, they will continue with AP Physics 2 the year after.



## AP PHYSICS 2 HONOURS 12

APHH-12

*Prerequisite Course Required: AP Physics 1, Application Form Submitted.*

*Recommended: Pre-Calculus 12 (To be taken concurrently)*

**A supplemental AP application form is required.**

This course is the continuation of **AP Physics 1** and students are expected to know the curriculum and laboratory experiments from AP Physics 1. This is a mathematically intensive course to develop the student's understanding of the physical world through lectured discussion and inquiring based activities. Students develop critical thinking skills and apply these skills to solving problems in two and three-dimensions.

This course includes Fluid Mechanics, Thermodynamics and Kinetic Theory, Electrostatics and Circuits with Capacitors, Electromagnetism, Optics, Quantum, Atomic and Nuclear Physics.

AP Physics 2 students write the AP Physics 2 exam in May.

## AP EUROPEAN HISTORY

AHI--12

\*\* (Offered in 2025 – 2026)

*Prerequisite Course Required: Senior Humanities (Law, Social Studies, History, and/or Geography)*

**A supplemental AP application form is required.**

Study the cultural, economic, political, and social developments from 1450 to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. You will learn skills in evaluating primary and secondary sources while analyzing the claims, evidence, and reasoning you find in sources. You will also place historical developments in context and making connections between them. Some units to be covered include the Renaissance, Exploration, Reformation, Scientific Development, Conflict and Crisis, Industrialization, 20<sup>th</sup> Century Conflict, the Cold War.

## AP HUMAN GEOGRAPHY 12

AHG--12

\*\* (Not offered in 2025 – 2026)

*Prerequisite Course Required: Senior Humanities (Law, Social Studies, History, and/or Geography)*

By understanding how human population has changed over time, students can better understand the reasons for and effects of current geographic patterns in population. Study of population theories, models, and problems will show students the widespread effect that human population growth and decline has on people throughout world. The course will take the student through an understanding of global patterns in population concerns including in-migration, outmigration, city growth and population density. Human geography looks at the factors that influence human settlement patterns including language, culture, ethnicity, and other factors. The course will also examine the factors that contribute to the development of a country's infrastructure. This will include an analysis of the United Nations standards for development and human rights and concerns. Political geography will be discussed and analyzed in the context of human conflict. **Students should have strong research and communication skills.**

**RE: AP EUROPEAN HISTORY & AP HUMAN GEOGRAPHY ONE EACH WITH BE OFFERED IN ALTERNATING YEARS.**



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## APPLIED DESIGN, SKILLS AND TECHNOLOGY

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The Applied Design, Skills and Technology Department has four components: Business Education, Information Technology, Home Economics and Technical Studies.

### GRADE 8 APPLIED SKILLS ROTATION

General Explorations	MADGE08
Food Studies/Textiles	MADFS08
Business Ed/Computers and Communication Devices	MADCC08

In grade 8, students will explore Business Education, Computer skills and keyboarding, Home Economics (Food Studies and Textiles and design) and Technical Studies (Woodwork and Metalwork). This is an opportunity to explore what Applied Skills has to offer students, providing a foundation in the design process and skills in the various areas that will serve students in their years at high school, and help them to focus their interests and choose future electives.

### BUSINESS EDUCATION

#### ACCOUNTING 11 MAC--11

This is an introductory course that covers the fundamentals of maintaining financial information for business purposes and provides a foundation for further study in the field of accounting. All businesses need to communicate their financial situation to many groups, including creditors, stockholders, potential investors, employees, and government. The concepts, principles, and procedures learned in accounting can be applied globally. This course looks at the importance of accounting in business, the roles of accountants as well as the activities involved in maintaining financial information.

#### ACCOUNTING 12 MACC-12

This course builds on your knowledge gained in accounting 11 and, combined with accounting 11, is excellent preparation for students interested in pursuing a business degree or diploma. Accounting is one of the fundamental building blocks of all post-secondary business programs. Knowledge of accounting will be beneficial to students who are interested in starting their own business programs. Knowledge of accounting will be beneficial to students who are interested in starting their own business or running a family business. A fundamental knowledge of accounting is crucial to the operation of a profitable business. Finally, a strong understanding of financial statements and related accounting concepts will be helpful to everyone in conducting their own personal finances.

#### ENTREPRENEURSHIP 12 MENT-12

This course allows students to develop and demonstrate their entrepreneurial spirit, characteristics, and work ethic. A well-developed interest in business, innovation, and self-employment are required. Students will be responsible for developing and implementing a number of business ventures through-out the course of the year. They will learn how to develop and evaluate a business, build a personal network of business contacts, hone their creative and critical thinking, apply teamwork skills and put presentation skills to the test. Entrepreneurial Thinking is becoming a skill set more and more universities and employers are looking for.

#### ECONOMICS 12 MEC--12

Students will learn how the economy works from both a macro and micro economic perspective. In addition to economic concepts, students will also be taught how to think like an economist. Topics will include Supply and Demand, Banking and money creation, Fiscal policy, Government policies, Price controls, the Canadian and the Global economy, the Stock Market, and current business news and trends.

#### AP MICROECONOMICS 12 AMI--12 (See AP Section)



## **HOME ECONOMICS**

### **JUNIOR FOODS**

**FOOD STUDIES 9**

**FOOD STUDIES 10 & INTRO 11**

**MADFS09**

**MFOOD10**

Junior Foods is a first course in foods for any student in Grade 9, 10 or 11. Students will learn to prepare a variety of foods while studying the elements of meal planning and recipe development and modification. Topics will include baking and flour mixtures, staple grains including pasta and rice, plant base proteins, milk, eggs, fruit and vegetable units. Students will prepare a variety of dishes using a wide range of equipment and with an emphasis on safety. Well-being in relation to foods and nutrition, eating practices, economic and environmental factors will also be incorporated.

\*Note: This course may only be taken once, in either Grade 9, 10 or 11. Priority given to grade 10/11

### **SENIOR FOODS**

**FOOD STUDIES 11**

**FOOD STUDIES 12**

**MFOOD11**

**MFOOD12**

Senior Foods is an advanced course in foods for any student in Grade 11 or 12. Higher level techniques and skills in the lab will be developed. Topics include preservation, seasonal and festive foods, healthy snacks and meals, protein cookery, staple grains, pastry, yeast breads and baking. Students will complete theory on nutrition, healthy lifestyles, eating practices, economic and environmental factors that influence food choices. To finish the year, a “Foods around the World” project will be completed. Students will use advanced food preparation techniques, equipment and terminology and apply time management to meal planning. A variety of group and independently planned labs will be carried out with nutrition and food preparation skills emphasized.

\*Note: This course may only be taken once, in either Grade 11 or Grade 12

## **INFORMATION TECHNOLOGY**

**INFORMATION AND COMMUNICATIONS TECHNOLOGIES 9**

**MADIT09**

This course is designed for students who have no experience with computers. It has several units to give students a taste of the variety of fields involved in technology. The following topics will be covered: Components of a computer, business applications of computers, web design, 2d graphic design, 3d modelling and programming.

**COMPUTER STUDIES 10**

**MCSTU10**

This course is designed for students who have no experience with computers. It has several units to give students a taste of the variety of fields involved in technology. The following topics will be covered: Components of a computer, business applications of computers, web design, 2d graphic design, 3d modelling and programming.

**COMPUTER INFORMATION SYSTEMS 11**

**MCINF11**

Students will learn programming using the Python programming language. They will also learn about computer operating systems. In this class we will cover the LINUX operating system. Students while using LINUX will also learn some basics of computer networking. Lastly the course will end with a unit on web design specifically continuing from Computer Studies 9/10 with the introduction of databases and server-side languages. No computer experience is necessary, but a basic grasp of web design is useful.



**COMPUTER INFORMATION SYSTEMS 12**

**MCINF12**

Students will learn programming using the Python programming language. They will also learn about computer operating systems. In this class we will cover the LINUX operating system. Students while using LINUX will also learn some basics of computer networking. Lastly the course will end with a unit on web design specifically continuing from Computer Studies 9/10 with the introduction of databases and server-side languages. No computer experience is necessary, but a basic grasp of web design is useful.

**COMPUTER PROGRAMMING 12**

**MCMPR12**

This course covers the fundamentals of the Java programming language. We will start from the ground up but some experience in coding is recommended. The course covers the following topics about programing in the Java language: Data Types, Arrays/2d Arrays, Methods, Objects, Inheritance and Polymorphisms, Data Structures, Searching and Sorting algorithms, GUIs, Databases, and File Handling.

**TECHNICAL STUDIES**

**GENERAL EXPLORATIONS 9  
GENERAL EXPLORATIONS 10**

**MADGE09  
MTEXP10**

If you would like to learn how to design things, build things and have fun doing it this is the class for you. You will be allowed to explore your creative side. Your critical thinking skills may be put to the test in design challenges. Students will get hands-on experience in designing and building projects. The transferable skills are extremely valuable, whether you want to be a surgeon, dentist, engineer, or tradesperson. Students will have the opportunity to work with a variety of materials (such as wood, metal, plastics, etc.), tools and equipment. This course may also explore drafting, electronics, and robotics. The skills developed will also help students in their future studies at University Hill, especially in areas such as engineering, drafting, and other explorations classes. Projects may include designing and building a robot (VEX or Lego), a design project using a CADD program, laser engraving, various wood and metal projects including a moving automaton, electronic circuits, egg car, roller coaster build, key fob, wooden whistle, etc.

**DRAFTING 11  
DRAFTING 12**

**MTDRF11  
MTDRF12**

Students will be introduced to drafting and the skills necessary to create blueprints, floor plans, technical drawings, perspective pieces, 3D Modeling and architecture. Students will begin by learning the use of manual drafting tools including compasses, slide rules, triangles and more to generate precise drafts. They will apply knowledge and problem-solving skills in order to complete a variety of assignments and self-driven projects. Students will also have the opportunity to develop skills in the use of industry leading computer aided drafting and design programs such as Fusion 360. Topics covered may include architecture, interior design, furniture design, mechanical design etc.

**ENGINEERING 11  
ENGINEERING 12**

**MENR-11  
MENR-12**

This course is designed for students who have a flair for creativity and a drive to create and iterate. This course will explore engineering design basics, The use of various tools and equipment, incorporation of some drafting and CADD work and the use of Robotics. Their problem-solving skills will be developed through hands-on project design challenges. Projects may include a Rube Goldberg Device, a trebuchet, robotics challenges, 3D Structural CAD Design, Spring Powered cars and loop-based coding.



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## ENGLISH

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### ENGLISH 8

### MEN--08

English 8 develops and builds on the skills learned in English 7. Using oral, written, visual, and digital texts, students will:

- Individually and collaboratively learn strong communication and comprehension skills
- Develop an appreciation of language and literature
- Learn to engage fully as literate and responsible citizens in a digital age

Curricular competencies include critical and creative thinking, personal and social awareness of cultural values and identity, and communication through planning, editing, and refining texts for a variety of purposes and audiences. Students will use an increasing repertoire of conventions of Canadian spelling and punctuation to communicate effectively and clearly.

### ENGLISH 9

### MEN--09

English 9 continues to develop the skills practiced in English 8. Through a variety of learning formats such as modified workshops, small groups, and whole class instruction, students will:

- Develop strong communication skills
- Learn to understand and appreciate language and literature
- Learn to engage fully as literate and responsible citizens in a digital age
- Develop respect for a range of perspectives and worldviews

Curricular competencies include critical, creative, and reflective thinking, construction of personal and cultural identity and communicating through learning and practicing different phases of the writing process, including prewriting, drafting, peer response, revising, editing and publishing.

### ENGLISH 10 - CREATIVE WRITING 10 AND NEW MEDIA 10

### MCTWR10 and MNMD-10

Creative Writing and New Media 10 is designed for students who have an interest in creative expression through language, and in developing digital literacy.

Students will:

- Become better writers by exploring personal and cultural identities, memories, and stories in a wide range of genres
- Examine the changing role of technology in today's society.
- Examine and develop digital media skills needed for communicating and exchanging ideas

Curricular competencies include personal and social awareness of the skills needed to collaborate in a supportive community of writers, creative and critical thinking, and communication through experimentation with writing and design processes and digital communication skills. Students will explore contemporary creative forms such as slam poetry, oratory, drama, song, creative non-fiction, historical fiction, poetry, song lyrics, and multimodal creative forms that combine visual, written, and oral texts in digital and print forms.

They will also develop journalism and publishing skills through projects, such as the creation of a digital portfolio. This combination of two courses, provides four credits, building upon skills learned in English 9 and is designed to lead into Creative Writing 11 (four credits). ***Students who take this course will need to take another course in grade 11 or 12 to satisfy their Indigenous Graduation Requirement.***



## ENGLISH FIRST PEOPLES 10: LITERARY STUDIES AND WRITING

## MEFLS10 and MEFWR10

EFP Literary Studies and EFP Writing 10 is designed for students who are interested in exploring First Peoples literature in a variety of contexts, genres, and media. Through this exploration, students will also:

- express themselves for a variety of purposes and contexts
- have opportunities to explore and refine work through personal and cultural identities, histories, stories, and connections to land/place
- work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging compositions
- develop an understanding of how texts are historically and culturally constructed and an application, refinement and extension of writing processes
- work individually and collaboratively to broaden their understanding of themselves and the world

This combination of two credit courses provides students with the four credits necessary as part of their Graduation Program and builds upon skills learned in English 9 and is designed to support skills needed in any ELA 11 option (four credits). ***This course satisfies the four credits needed to satisfy the Indigenous Graduation Requirement.***

## FOCUSED LITERARY STUDIES 11

## MLTST11

Focused Literary Studies 11 builds on literary analysis skills learned in EFP Literary Studies & Writing 10, Creative Writing & New Media 10. It allows students to delve more deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. In this course, students will:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts skills, both expressive and receptive
- expand their development as educated global citizens
- develop higher-level thinking and learning skills

This four-credit course builds on and complements skills learned in English 10 courses with emphasis on literary analysis. Students with an interest in discussing literature in depth should consider taking this class.

## CREATIVE WRITING 11

## MCTWR11

Creative Writing 11 is a class designed for students who are strong writers and who are interested in using writing for self-expression and various creative purposes. This course is strongly recommended to students who enjoy writing, and who are interested in exploring their literary voice. In this course students will:

- develop skills of literary analysis
- explore and apply writing processes to improve stylistics, critical analysis, creative and timed writing
- explore personal and cultural identities, memories, and stories by reading a broad breadth of literature

This four-credit course builds on and complements skills learned in all English 10 courses and has a balance of reading and writing creatively. Students with an interest in and passion for developing their writing should consider taking this class. ***Students who take this course will need to take another course to satisfy their Indigenous Graduation Requirement.***





## **ENGLISH STUDIES 12**

## **MENST12**

The English Studies 12 course represents essential learning in language arts, including reading and writing, speaking and listening, viewing, and representing. It is designed to provide BC graduates with the literacy skills and competencies required for success in further education, in careers, and in everyday life. Using oral, written, visual and digital texts, students will:

- individually and collaboratively improve their comprehension of a wide variety of genres
- construct meaningful connections between self, text, and world
- think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- develop appropriate written and oral language skills to express themselves eloquently and effectively on a variety of topics.

This four-credit course builds on and complements skills learned in ELA 10 and 11 courses. This course is required for Graduation.

## **AP ENGLISH LITERATURE AND COMPOSITION 12**

## **AELC-12**

*(See AP Section)*



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## ELL- ENGLISH LANGUAGE LEARNING

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### ELL COMMUNICATIONS

XLDCE9RE1

The aim of these multi-level courses is to prepare students from integration into the mainstream academic program with regards to oral competency, reading comprehension and writing skills. Students will practice grammar and reading comprehension strategies and skills and will also focus on developing speaking and listening comprehension in a variety of contexts. With an emphasis on oral fluency, students engage in activities such as role-play, oral presentations, interviews, and dramatic presentations in a cooperative and supportive setting. Students are also encouraged to practice pronunciation, stress, and intonation to increase confidence and to promote functional competence in English for academic purposes across many disciplines. Through all forms of communication, they will increase their knowledge of global cultures and cross-cultural intelligence.

### ELL ENGLISH

XLDCE9EN1

These multi-level courses are designed to develop students' English proficiency in all areas of language focusing on grammar, vocabulary development, reading comprehension, and the appreciation of literature written in English. Students learn and practice the skills and vocabulary specific to the study of academic English and will begin to develop different phases of the writing process, including prewriting, drafting, peer response, revising, editing, and publishing. A variety of appropriately challenging literature is used to develop academic understanding and to help students to relate reading to writing. Students will also learn writing styles specific to English classes, such as Literary paragraphs and analysis, creative stories, poetry, scripts, and personal writing.

### ENGLISH LEARNING CENTRE

XLDCE9ELC (Gr 8 & 9)  
YESFLOA (Gr. 10 – 12)

The aim of ELC is to continue to develop skills learned in ELL Communications and to assist students to improve and become more proficient in their use and understanding of the English language as they transition into English 8, 9, 10, 11 or 12. Students will work on developing their skills, and expressing themselves, in a variety of situations and forms, particularly in speaking and writing. Students will be given the opportunity for personal and intellectual growth through speaking, reading, writing, viewing, and representing. The goal of ELC is for students to reach a level of English language proficiency that will help them meet the expected learning outcomes of the Provincial Curriculum.

Throughout the year, students will be studying, practicing, and improving their vocabulary, sentence structure, grammar and usage, capitalization, punctuation, summarizing texts in their own words, note-taking, paragraph and essay structure, reading comprehension, as well as their oral speaking skills.

**\*\* All ELL students will be expected to complete at least one year of ELC to improve their language skills once they transition out of ELL English and Communications classes.**



## **ELL ENGLISH 10: COMPOSITION AND SPOKEN LANGUAGE**

**MCMP510TRN and MSPLG10TRN**

ELL English 10 - Composition and Spoken Language is a transitional English class designed to assist ELL learners in developing their oral language skills, and to support them in developing and refining their skills in written communication in a variety of contexts. Using a variety of texts as models, students will:

- learn to think critically
- explore, extend, and refine their writing
- practice oral language through performance and public speaking
- draft, reflect, and revise writing to build a body of work that demonstrates breadth and depth
- develop the spoken language skills that are necessary in everyday, educational, and professional contexts
- improve reading and oral comprehension skills through study of a wide variety of texts

Core competencies include personal and social awareness of cultural identity and strengths as an English speaker, creative and critical thinking about English texts (both oral and written) and communicating effectively in written and spoken forms.

This bundled 4 credit courses is designed to support transitional ELL students in developing the foundational skills needed for the academic rigor of grade 11 and 12 English courses. Students who are successful in this course will receive 4 credits for English 10 - 2 credits for Composition, and 2 credits for Spoken Language. Students must be placed in this course by the ELL and English departments based on English proficiency observed in ELL Communications level 2 and ELL English level 2.

## **ELL SOCIAL STUDIES**

**XLDCE9SS1**

This course is designed to help students learn the content of Grade 8/9 Social Studies as well as the skills and vocabulary required for successful entry into grade level Social Studies courses. Topics include Canadian and European history, geography, and the cultural composition of Canadian society.

## **SOCIAL STUDIES 10 TRANSITIONAL**

**MSS--10TRN**

Social Studies 10 Transitional explores Canada's role in the modern world with special attention paid to: the major wars of the 20th century, global and environmental issues, as well as Canada's electoral and legal system. The emphasis in this transitional course is placed equally on acquiring academic language skills and developing an understanding of designated core content in Social Studies 10.

## **ELL SCIENCE**

**XLDC9SC1**

Students will study scientific concepts in topics including biology, chemistry, physics, and earth science. The emphasis will be to learn the science laboratory skills and to develop English Language skills required for grade level Science courses.



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## FINE ARTS

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University Hill takes pride in our Fine Arts program. Art, Music, and Theatre combine to deliver an outstanding program of Fine Arts for the benefit of our school and community.

### GRADE 8 FINE ARTS ROTATION

**MUSIC 8: CHORAL MUSIC**  
**DRAMA 8**  
**VISUAL ARTS 8**

**MMU--08CC1**  
**MDR--08**  
**MVA--08**

In grade 8, students will explore choir, drama, and visual arts. This is an opportunity to explore what Fine Arts has to offer students, and to help them choose future electives.

### MUSIC

Music is a high-powered program where students develop a strong sense of community and leadership. Character is cultivated through cooperation, independence, self-motivation, discipline, confidence, critical thinking, and literacy in music. Music integrates diverse worldviews through communication in a meaningful context. Creativity, innovation, artistic interpretation, and technical capacity in music are valuable skills in all areas of life.

**MUSIC 8: CHORAL MUSIC**  
*Prerequisites: none*

**MMU--08CC1**

Students in grade eight get an opportunity to sing in one of six Concert Choirs during their 3-month rotation focusing on music. Students learn self-communication through effective vocal technique, ear training, and sight reading. This class introduces the concept of responsibility as a member of a performing organization. The class surveys and studies choral literature in all styles. Concert participation is part of the course. This experience is part of the grade 8 fine arts rotation.

### CONCERT CHOIR

**MUSIC 9: CONCERT CHOIR**  
**CHORAL MUSIC 10: CONCERT CHOIR**  
**CHORAL MUSIC 11: CONCERT CHOIR**  
**CHORAL MUSIC 12: CONCERT CHOIR**

**MMU--09CC1**  
**MMUCC10**  
**MCMCC11**  
**MCMCC12**

*Grades: 8 to 12*

*Prerequisite: none*

***This course may be on-timetable, or off-timetable on Tuesdays afterschool 3:15 – 5:45 pm (optional free block on-timetable.)***

Students choosing to sing in Concert Choir work together as a community to learn self-communication, discipline and cooperation through musicianship, effective vocal production, ear training, and sight reading. The class surveys and studies all aspects of serious choral literature in all styles. Concert and rehearsal participation are part of the course. This experience is open to any student who wishes to be part of a singing ensemble at the school. Leadership opportunities exist for advanced singers. Students are expected to wear uniforms for performance and attend yearly events such as retreats, workshops, and performance tours.



**CHAMBER CHOIR**

<b>MUSIC 8: CHAMBER CHOIR</b>	<b>MMU--08CH1</b>
<b>MUSIC 9: CHAMBER CHOIR</b>	<b>MMU--09CH1</b>
<b>CHORAL MUSIC 10: CHAMBER CHOIR</b>	<b>MMUCH10</b>
<b>CHORAL MUSIC 11: CHAMBER CHOIR</b>	<b>MMUCH11</b>
<b>CHORAL MUSIC 12: CHAMBER CHOIR</b>	<b>MMUCH12</b>

*Grades: 8 to 12*

**\*\*\*Prerequisite: Audition required or permission of teacher, intermediate to advanced singing experience**

***This course may be off timetable Thursdays afterschool 3:15 -5:45pm (optional free block on-timetable.)***

In this ensemble, students focus on advanced musicianship and develop confidence through performance, community through cooperation and independence through leadership. Students engage in a serious study of acappella literature from a variety of periods and styles. Students learn advanced ear training, correct vocal production, and style. Students wear a uniform for performance and attend an annual performance tour. The tour will include workshops, adjudications and performances at universities or festivals and will rotate from local to international. Please be prepared to make a time commitment if you choose to take this class. Concert and rehearsal participation are part of the course. **\*\*\*Chamber Choir students are also required to concurrently enroll in Concert Choir.**

**JUNIOR ORCHESTRA**

<b>MUSIC 8: JUNIOR ORCHESTRA</b>	<b>MMU--08OR1</b>
<b>MUSIC 9: JUNIOR ORCHESTRA</b>	<b>MMU--09OR1</b>
<b>INSTRUMENTAL MUSIC 10: JUNIOR ORCHESTRA</b>	<b>MMUOR10</b>
<b>INSTRUMENTAL MUSIC 11: JUNIOR ORCHESTRA</b>	<b>MMUOR11</b>
<b>INSTRUMENTAL MUSIC 12: JUNIOR ORCHESTRA</b>	<b>MMUOR12</b>

*Grades: 8 to 12*

*Prerequisite: previous experience reading music notation on an instrument.*

***Schedule: off-timetable Monday after school 3:15 – 5:15 pm, Wednesday at lunch 11:40 – 12:15 as a full year course (optional free block on-timetable except for grade 8’s).***

This course is open to beginning to intermediate level players with experience reading music notation. Students will learn the fundamentals of musicianship in a performing ensemble. Students can play an instrument from one of the following categories: violin, viola, cello, and double bass. Students in Junior Orchestra work together as a community to learn self-communication, discipline and cooperation through instrumental musicianship, ear training, and sight reading. Students are expected to wear uniforms for performance and attend a yearly retreat. Concert and rehearsal participation are part of the course.

**SENIOR ORCHESTRA**

<b>MUSIC 8: SENIOR ORCHESTRA</b>	<b>MMU--08OR2</b>
<b>MUSIC 9: SENIOR ORCHESTRA</b>	<b>MMU--09OR2</b>
<b>INSTRUMENTAL MUSIC: SENIOR ORCHESTRA 10</b>	<b>MMUOR10--1</b>
<b>INSTRUMENTAL MUSIC: SENIOR ORCHESTRA 11</b>	<b>MMUOR11--1</b>
<b>INSTRUMENTAL MUSIC: SENIOR ORCHESTRA 12</b>	<b>MMUOR12--1</b>

*Grades: 8 to 12*

**\*\*\*Prerequisite: Audition required or permission of teacher, Intermediate to advanced musicianship skills on a string instrument**



**Senior Orchestra Continued....**

**Schedule: off-timetable 7:20 - 8:30 am, on alternating days as a full year course (optional free block on-timetable).**

In this ensemble, students focus on advanced musicianship and develop confidence through performance, community through cooperation and critical thinking through musical excellence. Students learn advanced ear training, varied string techniques, and style. The Senior Orchestra is designed for serious music students who will be challenged by advanced musical repertoire. Students are expected to wear a uniform for performance and attend an annual performance tour. The tour will include performances, adjudications and workshops at universities or festivals, and will rotate semi-local to international locations from year to year. Please be prepared to make a time commitment if you choose to take this class. Concert and rehearsal participation are part of the course.

**JUNIOR BAND**

<b>MUSIC 8: JUNIOR CONCERT BAND</b>	<b>MMU--08BA1</b>
<b>MUSIC 9: JUNIOR CONCERT BAND</b>	<b>MMU--09BA1</b>
<b>INSTUMENTAL MUSIC: JUNIOR CONCERT BAND</b>	<b>MMUCB10</b>
<b>INSTRUMENTAL MUSIC 11: JUNIOR CONCERT BAND</b>	<b>MIMCB11</b>
<b>INSTRUMENTAL MUSIC 12: JUNIOR CONCERT BAND</b>	<b>MIMCB12</b>

*Grades: 8 to 12*

*Prerequisite: previous experience reading music notation on an instrument.*

**Schedule: off-timetable Wednesday after school 3:15 – 5:15 pm, Monday at lunch 11:40 – 12:15 as a full year course (optional free block on-timetable except for grade 8’s).**

This course is open to beginning to intermediate level players with experience reading music notation. Students will learn the fundamentals of musicianship in a performing ensemble. Students can play an instrument from one of the following categories: brass, woodwind or percussion. People with previous experience reading music notation on a different instrument or playing piano may choose from several instruments. Students in Junior Band work together as a community to learn self-communication, discipline and cooperation through instrumental musicianship, ear training, and sight reading. Students are expected to wear uniforms for performance and attend a yearly retreat. Concert and rehearsal participation are part of the course.

**SENIOR BAND**

<b>MUSIC 9: SENIOR CONCERT BAND</b>	<b>MMU--09BA2</b>
<b>INSTRUMENTAL MUSIC: SENIOR CONCERT BAND</b>	<b>MMUCB10--1</b>
<b>INSTRUMENTAL MUSIC 11: SENIOR CONCERT BAND</b>	<b>MIMCB11--1</b>
<b>INSTRUMENTAL MUSIC 12: SENOR CONCERT BAND</b>	<b>MIMCB12--1</b>

*Grades: 9 to 12*

*\*\*\*Prerequisite: Audition required or permission of teacher, Intermediate to advanced musicianship skills on a woodwind, brass or percussion instrument.*

**Schedule: off-timetable 7:20 - 8:30 am, on alternating days as a full year course (optional free block on-timetable).**

In this ensemble, students focus on advanced musicianship and develop confidence through performance, community through cooperation and critical thinking through musical excellence. Students learn advanced ear training, varied instrumental techniques, and style. The Senior Band is designed for serious music students who will be challenged by advanced musical repertoire. Students are expected to wear a uniform for performance and attend an annual performance tour. The tour will include performances, adjudications and workshops at universities or festivals, and will rotate semi-local to international locations from year to year. Please be prepared to make a time commitment if you choose to take this class. Concert and rehearsal participation are part of the course.



## THEATRE ARTS

Theatre Arts is a thriving program which offers a space whereby students can explore, discover, and grow. Theatre Arts has the power to assist students with self-confidence, imagination, empathy, collaboration, communication, trust, and social awareness by providing a space for creativity, innovation, expression, and acceptance.

### **DRAMA 8**

**MDR--08**

Drama 8 is an introductory course aimed at exploring role, character development and drama as a means of expression through collaboration and ensemble work. Through theatre games, script building and script analysis, students will learn to take risks, build confidence, and improve problem solving skills. This course will be offered to all grade 8's during the fine arts rotation.

### **DRAMA 9 (Acting)**

**MDR--09**

### **DRAMA 10 (Acting)**

**MDRM-10**

Acting 9/10 focuses on the creative elements of drama intended to build trust, self-confidence, imagination, expressive powers, and concentration. From there it moves into basic skill building through ensemble and performance work. (E.g., vocal work, character building, improvisation, acting, play building, and script writing and analysis) This course aims also to encourage students in their exploration, understanding, and appreciation of theatre and to acquire strategies and techniques to support the creative process.

### **DRAMA 11 (Acting)**

**MDRM-11**

### **DRAMA 12 (Acting)**

**MDRM-12**

The Acting 11/12 course incorporates creative drama, reviewing fundamentals learned in previous grades and working to build trust, self-confidence, sensory awareness, and concentration; however, the emphasis in the senior levels is on ensemble work building to performance, and developing skills in acting and production. Students assume responsibility in a variety of roles, including directing, researching, writing, and stage managing, in performance projects and lessons involving their peers working in Acting 11/12. Students will extend their knowledge of performance and production to different periods, styles, playwrights, and media, including theatre, film, and radio.

### **JUNIOR THEATRE COMPANY 9**

**MDR-09SC1**

### **JUNIOR THEATRE COMPANY 10**

**MDRTC10**

### **SENIOR THEATRE COMPANY 11**

**MDRTC11**

### **SENIOR THEATRE COMPANY 12**

**MDRTC12**

Theatre Company is open to students only who wish to create, rehearse, and refine dramatic works through collaboration, presentation, and production. As a member of Theatre Company, students are expected to take creative risks, develop imagination, and build confidence by engaging in script work in preparation for the One-Act Play Festival and the Spring Production. Rehearsal and preparation outside class time is required of each company member.

### **FILM AND TELEVISION 11**

**MDFT-11**

### **FILM AND TELEVISION 12**

**MDFT-12**

Film and Television 11/12 is a rewarding, hands-on class for grade 11-12 students interested in filmmaking. In this flexible class, students will have opportunities to develop and expand their skills in directing, editing, animating, acting, cinematography, documentary filmmaking, writing, and voice-over acting for film. Students will work collaboratively or individually to create films or animations. Students will author unique story ideas; they will learn to use Adobe Premiere and Procreate; they will have access to cameras, lights, and microphones; and they will study film language to create short films. Student work will be submitted to film festivals where students have an opportunity to win awards and cash prizes. Students should be mature, self-motivated, and able to work independently as well as in a team.



<b>THEATRE PRODUCTION 9 (Stagecraft)</b>	<b>MDR-09CO1</b>
<b>THEATRE PRODUCTION 10 (Stagecraft)</b>	<b>MDRD-10</b>
<b>THEATRE PRODUCTION 11 (Stagecraft)</b>	<b>MDRTP11</b>
<b>THEATRE PRODUCTION 12 (Stagecraft)</b>	<b>MDRTP12</b>

Stagecraft (production) students work as a technical team and are an integral part of the University Hill Secondary theatrical productions. They must be self-starters and committed team players. Students will be involved in learning about all technical aspects of designing, constructing, and running a show: lighting, sound, costumes, props, publicity, stage management, set design and construction. Students will be expected to commit to some after schoolwork each term to ensure that productions run smoothly and that deadlines are met. It is expected that grade twelve students will assume leadership and mentor younger technical theatre students.

### **VISUAL ARTS**

Our Visual Arts program has a tradition of encouraging students to express and challenge themselves in order to produce work that raises awareness and builds community.

<b>Visual Arts 8</b>	<b>MVA--08</b>
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In this course students will work mainly with clay and focus on skill- building to discover where their personal strengths and interests lie. They will learn basic hand-building pottery techniques, have a brief introduction to observational drawing skills, engage in student critiques, and complete a short inquiry assignment. They will make a ceramic planter with a textured pattern and design and carve a stamp based on a traditional motif to make pendants, ornaments, and plates. It is expected that students will grow more conscious of the elements and principles of design present in their own decision-making. Students will also learn about historical and contemporary developments in art with a special focus on Traditional Japanese views of beauty. Except for minor research or planning, all hands-on assignments will be completed in-class. Therefore, students are encouraged to access the art room during available lunch or FIT time if they fall behind. Success in the course requires that students be creative and challenge themselves. This course is part of the grade 8 fine arts rotation.

<b>VISUAL ARTS 9 (Drawing and Painting)</b>	<b>MVA--09DA1</b>
<b>STUDIO ARTS 2D 10 (Drawing and Painting)</b>	<b>MVAD-10</b>
<b>STUDIO ARTS 2D 11 (Drawing and Painting)</b>	<b>MVAD-11</b>
<b>STUDIO ARTS 2D 12 (Drawing and Painting)</b>	<b>MVAD-12</b>

These courses focus primarily on 2D Art. Students will be introduced to a variety of drawing and painting techniques such as life-drawing, block-printing, photomontage, portrait drawing, constructing dioramas, paper-cutting, and graphic design projects. Some other techniques may include weaving, sewing, Indigenous beadwork, needle point, assemblage, and felting. Some of the materials include graphite, spray paint, oil pastels, charcoal, ink, acrylic paint, and wool. They will become acquainted with the historical and contemporary developments in the art world as well as what careers are available in the arts. Depending on availability, an art gallery tour will be provided. Success in the course requires students to be well organized, self-disciplined, motivated, and creative.

<b>VISUAL ARTS 9 (Ceramics)</b>	<b>MVA--09CR1</b>
<b>STUDIO ARTS 3D 10 (Ceramics)</b>	<b>MVAC-10</b>
<b>STUDIO ARTS 3D 11 (Ceramics)</b>	<b>MVAC-11</b>
<b>STUDIO ARTS 3D 12 (Ceramics)</b>	<b>MVAC-12</b>

These courses focus primarily on hand-building with clay but may also include felting, leather-work, and Indigenous beadwork. Students will become familiar with the historical, cultural, and contemporary developments in ceramics,





**Studio Arts (Ceramics) Continued...**

sculpture, and jewelry-making while fostering their own unique style and interests. A growing awareness of the elements and principles of design will influence their creative process. Projects may include vases, planters, mugs, wind-chimes, teapots, rice bowls, tea light lanterns, chopstick holders, plates, platters, soya sauce dispensers, figurines, pendants, earrings, key chains, brooches, and ornaments. Depending on availability, an art gallery tour will be provided during the course. Students are encouraged to produce expressive and well-crafted pieces.

**PHOTOGRAPHY 11**  
**PHOTOGRAPHY 12**

**MVAPH11**  
**MVAPH12**

No previous experience in photography is necessary—all levels are welcome in this class. Students will learn how to set an exposure so their camera can capture what their eyes see; how to read a photo and identify what makes it “good”; and how to use Photoshop and Lightroom to add creative flair to their own work. They will go on photo walks, field trips, and participate in contests where they may win cash prizes or have their work exhibited in a gallery. We will study photographers past and present to help students discover their own style and inspire them to take creative risks. This is a very hands-on class: there are daily activities with props and equipment that will allow students to apply their new skills and insights, building their creative confidence. Students who do not have a camera can easily borrow one from the school.

**BA ANNUAL PRODUCTION 10**  
**BA ANNUAL PRODUCTION 11**  
**BA ANNUAL PRODUCTION 12**

**YCCT-0C**  
**YCCT-1C**  
**YCCT-2C**

This is a rewarding, hands-on class for grade 10-12 students interested in graphic design; photography; publishing; advertising and marketing; and/or journalism. Over the course of the year, students will work collaboratively to create a quality yearbook that reflects the school year in photos. They will come up with unique page ideas; they’ll learn to use Adobe Photoshop and Lightroom; they’ll have access to digital cameras to document school life and events; and they’ll study graphic design to create attractive pages. Students should be mature, self-motivated, and able to work independently as well as in a team.



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## MATHEMATICS

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The BC Ministry of Education launched a new provincial Mathematics curriculum for Math 8 & 9 (in 2016), Math 10 (2017), and Pre-calculus 11 & 12 (2020). As different post-secondary schools have small differences in their entrance requirements, students who are undecided as to what post-secondary path they plan to pursue are advised to follow the pre-calculus stream of math. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

### **MATHEMATICS 8**

**MMA--08**

*Prerequisite Required: Mathematics 7*

Along with the general core competencies, this course centers on a more formal approach to the curricular competencies whose focus is on ratios, rates, and percent, computational fluency including working with fractions, linear relationships, surface area and volume, and data analysis. Other content such as radicals, algebra, and financial literacy are also included. We will continue to develop numeracy, communication, and problem-solving skills that will connect the mathematics discussed in the classroom to the real world. Students will further develop their mental math, reasoning, estimation, and visualization skills. Calculators will NOT be used.

### **MATHEMATICS 9**

**MMA--09**

*Prerequisite Required: Mathematics 8*

Along with the general core competencies, this course centers on a more formal approach to beginning algebra, including simplification of expressions, study of exponents and radicals, factoring, solution of equations and inequalities and linear relations, and financial literacy. Trigonometry will also be introduced. Throughout the year, we will be engaging in problem solving and applying the skills learned to things relevant to the local community. A scientific calculator is required for the trigonometry component of the course.

### **FOUNDATION OF MATHEMATICS/PRE-CALCULUS 10**

**MFMP-10**

*Prerequisite Required: Mathematics 9*

Along with the general core competencies, this course broadens algebra skills, goes further into depth on powers, prime factorization, and polynomials (including multiplying and factoring), linear relations, and trigonometry. We will also be studying relations and functions (connecting data, graphs, and situations), arithmetic sequences, systems of equations, and financial literacy. Within the curricular competencies, we will be focused on using reasoning, analysis, estimation, fluent, flexible, and strategic thinking, and the use of technology for graphing.



## WORKPLACE MATHEMATICS 10

## MWPM-10

*Prerequisite Required: Mathematics 9*

Workplace Mathematics 10 is for Grade 10 students that do not need to complete Pre-calculus courses to get into post-secondary programs. This course is designed to provide students with mathematical understandings identified for entry into the trades or direct entry into the workforce. This course along with Workplace Mathematics 11 can be used as a graduation requirement.

**\*\*\*This course along with Workplace Mathematics 11 is typically NOT accepted as a prerequisite for admission to universities. It is accepted for admission to colleges like Langara.\*\*\***

For those wanting to have a prerequisite for admission to universities, you should consider taking *Foundations of Mathematics and Pre-Calculus 10* and then *Pre-Calculus 11* along with a *Pre-Calculus 11 Support Block*.

Students taking Workplace Mathematics 10 will focus on *Big Ideas* that involve *proportional reasoning, 3D objects, numeracy, and analyzing data*.

## PRE-CALCULUS 11

## MPREC11

*Prerequisite Required: Foundation of Mathematics/Pre-Calculus 10*

This course is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into Math, Science, Engineering or Commerce at the post-secondary level. Topics covered include the real number system, powers with rational exponents, radical operations and equations, polynomial factoring, rational expressions and equations, quadratic functions and equations, linear and quadratic inequalities, trigonometry including non-right-angle triangles and angles in standard position, and financial literacy. Students who are planning on post-secondary education in the above areas must also take Pre-Calculus 12.

## PRE-CALCULUS 11 Support (Double Block)

## MPREC11C01 and YLE--1ADA2

*Prerequisite Required: Foundation of Mathematics/Pre-Calculus 10*

This course covers the identical curriculum as Pre-calculus 11 (see description above). The mark on the transcript will be shown as if you took Pre-Calculus 11. This course is offered as a double block (students have math class daily for the entire year if in a linear system or 2 blocks a day in a semester system) as this allows students to be able to go at a pace that allows them to better learn the material. Priority will be given to students who received a grade of C or lower in Mathematics 10 as they will be automatically enrolled in this class.

## WORKPLACE MATHEMATICS 11

## MWPM-11

*Prerequisite Required: Foundations of Mathematics and Pre-calc 10 or Workplace Mathematics 10*

Workplace Mathematics 11 along with Workplace Mathematics 10 can be used as a graduation requirement. This course is designed to provide students with mathematical understandings identified for entry into the trades or direct entry into the workforce and is for students who do not need to complete Pre-calculus courses required for university admission.

**\*\*\*This course is typically NOT accepted as a prerequisite for admission to universities. It is accepted for admission to colleges like Langara.\*\*\***

For those wanting to have a prerequisite for admission to universities, you should consider taking *Pre-Calculus 11* along with a *Pre-Calculus 11 Support Block*.

Students taking Workplace Mathematics 11 will focus on *Big Ideas* that involve *proportional reasoning, financial literacy, 3D objects, numeracy and analyzing data*.



**PRE-CALCULUS 12**

**MPREC12**

*Prerequisite Required: Pre-Calculus 11*

Pre-Calculus provides the background skills needed to continue with the study of Calculus. The study of trigonometry, logarithmic functions, transformations, polynomial functions and equations, conics, rational functions, and geometric sequences and series is included. Please note that this course is required for study in any of the science, mathematics, or business disciplines at university. Students should check with their counselor to ensure the correct Mathematics course has been selected in order to continue in their field of study at post- secondary institutions.

**CALCULUS 12**

**MCALC 12**

*Prerequisite Required: Pre-Calculus 12 (or to be taken concurrently if you're in your graduating year)*

Students who have completed Pre-Calculus 12 may take this course. Those students who wish to take Calculus 12 concurrently (at the same time) with Pre-Calculus 12 should have the permission of the teacher and be a very strong Mathematics student in Math 11. The study of Calculus requires a sound understanding of algebra and analytic and trigonometric geometry. Calculus 12 is an intro course covering the study of elementary functions. Topics in both Differential and Integral Calculus are included in the curriculum. Many students who take this course write the AP Calculus AB exam in May. Students may also opt to write the UBC-SFU-UVIC-UNBC Challenge Exam in June.

**AP CALCULUS 12 AB**

*(See AP Section)*

**ACAL-12**

**AP STATISTICS 12**

*(See AP Section)*

**ASTA-12**



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## MODERN LANGUAGES

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The Modern Languages Department offers two programs: French and Spanish. The communicative approach is being used as the basic philosophy for language learning at all levels and the international standards of the levels of language proficiency of the European Common Framework of Languages are adopted into our teaching and assessment. We focus on five areas of language acquisition: Reading, Writing, Oral Production, Oral Interaction, and Listening. We encourage students to learn many languages to prosper in our global economy.

### BONJOUR!

#### FRENCH 8

**MFR--08**

#### FRENCH 9

**MFR--09**

What is AIM?

In the junior levels, French 8, French 9, and French 10 are taught using a new approach to learning. This new method is called THE AIM METHOD (Accelerated Integrative Method). Many Vancouver Schools have adopted this method and it is also taught in the USA, Australia and is growing around the world helping to teach French, English, Spanish and Mandarin. With AIM, authentic learning is achieved through scaffolding techniques which use storytelling, gestures, active collaboration, and repetition. The use of high-frequency vocabulary, introduced with gestures and contextualized in stories, drama, songs, and dance, allows students to rapidly achieve levels of oral and written proficiency rarely seen with conventional methods.

AIM is a sequential program designed to accelerate the acquisition of French as a second language for students with little or no fluency in the language.

- ✓ Successful at promoting fluency – a highly communicative program that meets all provincial ministry outcomes
- ✓ Modular and sequential, with emphasis on developmental learning
- ✓ A program that ensures an extensive vocabulary is taught, then subsequently reviewed, and consolidated from one unit to the next
- ✓ A program that builds on students' past experiences
- ✓ Motivating
- ✓ Flexible and adaptable allowing teachers to customize activities to suit every situation and all students
- ✓ Based on a variety of proven successful techniques, strategies and methodologies
- ✓ A program that promotes the development of higher-level thinking skills
- ✓ A truly multidimensional approach

#### FRENCH 10

**MFR--10**

Using the Common European Framework of Reference for Languages (CEFR), students in French 10 will be building on their competencies from French 9. Students in French 10 will be transitioning from A1 fluency to A2 fluency. Students will be encouraged to participate in French and become increasingly autonomous in their language acquisition. In this class, emphasis will be placed on students' abilities to express themselves with increasing fluency both orally and in writing while engaging in conversations about familiar topics. Students in this class will broaden and deepen their current French knowledge with a variety of activities and assessments about their social life, personal life and multimedia comprehension.



## **FRENCH 11**

## **MFR--11**

Using the Common European Framework of Reference for Languages (CEFR), students in French 11 will be building on their competencies at an A2 level of fluency, focusing on expressing themselves with respect to personal life, social life, and multimedia comprehension in greater degrees of complexity. We will explore and respond to authentic cultural works from the Francophone world. In this course, students will also study countries of the French speaking world and identify the contributions of Francophones to Canada and the world. Students will study similarities and differences between Francophone cultures and their own.

## **FRENCH 12**

## **MFR--12**

Using the Common European Framework of Reference for Languages (CEFR), students in French 12 will be transitioning between an A2 and B1 level of fluency, moving from Basic to Independent Users. Students continue to develop listening, writing and speaking skills, to expand control of basic vocabulary and grammatical structures and to improve their general ability to read and write in French. We will explore and respond to authentic cultural works from the Francophone world. In this course, students will continue their study of countries of the French speaking world through literature, art, and film. They will discuss contemporary issues in the Francophone world.

## **HOLA!**

## **SPANISH 10**

## **MSP--10**

Students will engage in classroom conversations, comprehend written and spoken language, and recognize the relationships between Spanish letter patterns, pronunciation and meaning. They will develop strategies to increase understanding of vocabulary and grammar (present tense of verbs, numbers, stem-changing verbs, family structures, and the present progressive).

No previous experience in Spanish is needed.

## **SPANISH 11**

## **MSP--11**

Students will engage in classroom conversations, comprehend written and spoken language, and recognize the relationships between Spanish letter patterns, pronunciation, and meaning. They will develop strategies to increase understanding of vocabulary and grammar (verbs in the preterite, object pronouns, comparisons, travel and fashion). Experience conjugating regular verbs, the use of *hay* and *tener*, using numbers, and telling time is necessary for success. Students will feel ready if they can hold basic conversations about family, school courses, and identity.

## **SPANISH 12**

## **MSP--12**

Students will engage in classroom conversations, comprehend written and spoken language, and create original compositions. They will develop strategies to increase understanding of vocabulary and grammar (regular and irregular verbs in the preterite, imperfect tense, subjunctive, and imperative use; vocabulary around food, holidays, and health). Experience in all Spanish 11 skills, plus conjugating stem-changing verbs, verbs in the preterite, using direct object pronouns, and *saber* and *conocer* is necessary for success. Students will feel ready if they can hold detailed conversations about family, school, vacations, hobbies, and clothing.



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## PHYSICAL EDUCATION

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Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle. In our grade 8-10 co-educational classes, our team of educators will support student competencies in physical literacy and healthy and active living by engaging students in both individual and team activities, leadership opportunities, workshops and indoor and outdoor recreational pursuits within our community. Piqued interests and passions that have been developed within these domains are the focus of courses offered at the senior level.

Expectations:

- Regular attendance
- Participation and leadership
- Gym strip and non-marking running shoes or appropriate footwear.

**PHYSICAL AND HEALTH EDUCATION 8**  
**PHYSICAL AND HEALTH EDUCATION 9**  
**PHYSICAL AND HEALTH EDUCATION 10**

**MPHE-08**  
**MPHE-09**  
**MPHED10**

PHE 8, 9 and 10 have 4 similar competencies:

- Physical Literacy
- Healthy and Active Living
- Social and Community Health
- Mental Well Being

Students will be engaged in individual, dual and team activities to work on movement concepts and strategies. Students will be responsible for setting personal goals, learning how to monitor and adjust physical exertion levels, and engage in fair play and leadership. Many reflective opportunities will take place where students can identify what they know and understand, observe the preparation needed for performance, and reflect on how they apply movement skills and game strategies. Students will also have opportunities to explore recreational pursuits in the community.

Workshops and presentations in sexual education, identity and relationships, substance use, stress, bullying, stereotyping, nutrition, and abusive situations will be led by teachers, counsellors and community leaders.

**ACTIVE LIVING 11**  
**ACTIVE LIVING 12**

**MACLV11**  
**MACLV12**

The goal of this course is to enhance student's quality of life through the following 3 big ideas: health and well-being, safety, and participation. Students will be exposed to a diverse program of physical activities with an emphasis on team sports, individual pursuits, games, skill acquisition and physical fitness. Students will also develop knowledge, skills and attitudes that will allow them to incorporate physical activity into their daily lives. Students are encouraged to further their mastery of individual and team sport theory and skills. **Field trips are an integral component of this course. There will be some fees throughout the semester that will be applied as the trips are approved.**



**WARRIOR FITNESS & CONDITIONING 11**  
**WARRIOR FITNESS & CONDITIONING 12**

**MFTCD11**  
**MFTCD12**

The goal of this course is to enhance student’s quality of life through the following 4 big ideas: healthy and active living, human anatomy and physiology, principles of training and social responsibility. In Warrior, students will have the opportunity to create, implement and evaluate their own personal fitness plan. Once the teacher has provided instruction in the fitness center on the FITT principle, components of fitness, overload principle, specificity, safety and proper technique of all equipment, motivational techniques and strategies, it will be time to move from guided practice to independent practice. These classes will take place in the weight room, dance studio, gym and outside.

**BA YOGA FOR LIFE 12**  
*Open to all in Grade 11 & 12*

**YLRA-2A**

This course is intended to introduce students to the practice and study of yoga as a form of exercise, stress management, as well as a tool for mindfulness and self-awareness. Yoga class is a space in which students will learn to safely work on flexibility, spinal mobility, posture, sitting, increased strength and graceful movements. Assessment will be based on physical practice and observations, research and communication and presentations.

**BA LEADERSHIP 11**  
**BA LEADERSHIP 12**

**YHRA-1A**  
**YHRA-2A**

PHE Leadership 11/12 is a course focused on providing students the opportunity to explore key leadership skills and concepts while providing unique experiences for the school and surrounding community. Students will develop communication, problem solving, collaboration, and conflict resolution skills and concepts while learning to effectively strategize, market, and operationalize event plans. Activities may include but are not limited to designing and planning intramurals and extracurricular activities for the school, refereeing and scorekeeping school sporting events, documenting, and marketing UHill Athletic teams, receiving leadership, first aid, outdoor education training. This is your opportunity to create a fun environment in the school and make real impact/change to your school year experience, come join us!

**BA PHE GAMES & SPORTS 11 (VOLLEYBALL)**  
**BA ATHLETE DEVELOPMENT 12: VOLLEYBALL**

**YLRA-1A**  
**YLRA-2F**

In this volleyball-specific PHE class, students will gain the skills and knowledge to improve their in-game play, knowledge, and awareness, through on-court and in-class sessions. Activities include indoor, grass, and sand volleyball, sport-specific weight training and conditioning, and health and nutrition sessions, to develop the holistic athlete. Students will learn how to score-keep and officiate volleyball games, including how to organize and operate small volleyball tournaments. Additionally, students will be introduced to basic volleyball-specific coaching training and may be granted opportunities to coach at local elementary schools in the area, under the supervision of the course instructor.





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## SCIENCE

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The Science Program has two major divisions: **Junior Science** and **Senior Science**.

The purpose of the **Junior Science** program is to teach students about the physical world, to teach them to observe it and to think about it in different ways. Students investigate their surroundings from a personal perspective. They study not only the physical characteristics of their environment, but also how the environment affects their lives and how they, in turn, can affect their environment. It is essential that citizens of a world facing such problems as energy shortage and pollution understand what scientists do and how they work in research. All the courses make extensive use of labs, projects, and field studies, where appropriate. The skills addressed by the new curriculum are questioning and predicting, planning and conducting experiments, analyzing and evaluating data, applying learnings to new situations and communicating scientific ideas to the community.

### SCIENCE 8

### MSC--08

The skills and processes of science are developed through the core competencies of communication, thinking and personal and social skills. The core will cover material related to four big ideas:

- Life processes are performed at the cellular level.
- The behaviour of matter can be explained by scientific theories.
- Energy can be transferred as both particles and waves.
- The Earth's geological processes can be explained by scientific theory.

In addition, emphasis is placed on laboratory skill development, critical thinking, and data analysis.

### SCIENCE 9

### MSC--09

The skills and processes of science are developed through the core competencies of communication, thinking and personal and social skills. The core will cover material related to four big ideas:

- Cells are derived from cells.
- The electron arrangement of atoms impacts their chemical nature.
- Electricity is the flow of electrons.
- The biosphere, geosphere, hydrosphere, and atmosphere are interconnected.

In addition, emphasis is placed on laboratory skill development, critical thinking, and data analysis.

### SCIENCE 10

### MSC--10

The skills and processes of science are developed through the core competencies of communication, thinking and personal and social skills. The core will cover material related to four big ideas:

- Biology: Genes are the foundation for the diversity of living things.
- Chemistry: Chemical process require energy as atoms are rearranged.
- Physics: Energy is conserved, and its transformation can affect the environment.
- Space Science: The formation of the universe can be explained by the big bang theory.

In addition, emphasis is placed on laboratory skill development, critical thinking, and data analysis.

### ELL SCIENCE

### XLDCE10SC1

Students will study scientific concepts in topics including biology, chemistry, physics and earth / space science. The emphasis will be to learn the science laboratory skills and to develop English Language skills required for grade level science courses.



While the **Senior Science Program** is comprised of advanced electives, bear in mind that all students must complete one Senior Science course in order to fulfill the graduation requirements. Students should carefully choose which Science 11 course(s) they take, since this dictates which Science 12 course(s) they are allowed. Requirements for graduation and post-secondary institutions must also be considered.

### **LIFE SCIENCES 11**

### **MLFSC11**

Students are introduced to a variety of biological skills and scientific processes. This course allows the student to develop an understanding of the vast array of living organisms on the planet. Lab work is an important aspect of this course. The curriculum that will be studied is organized into three big ideas:

- Life is a result of interactions at the molecular and cellular levels.
- Evolution occurs at the population level.

Organisms are grouped based on common characteristics.

Life Sciences 11 is a language-intensive course, with a large amount of new vocabulary. It is recommended that students be proficient in English before enrolling in this course.

### **LIFESCIENCES 11 PRE AP** (See AP Section)

### **MLFSC11ENR**

### **ANATOMY AND PHYSIOLOGY 12**

### **MATPH12**

Students will continue to develop their biological skills and scientific processes. It is strongly recommended that **Life Sciences 11** precede this course. It is also helpful to have finished **Chemistry 11** or be taking it concurrently. Students are expected to know how to use dissection and compound microscopes, conduct experiments in biology, calculate magnification and have a basic understanding of organic chemistry and body systems in animals.

In this course, students will explore cell biology, the human body (anatomy and physiology) and associated medical terms. The three big ideas are:

- Homeostasis is maintained through physiological processes.
- Gene expression is an interaction between genes and the environment.
- Organ systems have complex interrelationships and maintain homeostasis.

### **AP BIOLOGY 12** (See AP Section)

### **ABIO-12**

### **CHEMISTRY 11**

### **MCH--11**

Chemistry 11 has five big ideas that will be covered core topics. One or two optional topics may be covered, depending on available time. Approximately 20% of time will involve laboratory work. The core topics are:

- Matter is made of atoms and molecules
- The mole is a quantity used to measure atoms and molecules
- Matter and energy are conserved in chemical reactions
- Solubility is determined by the nature of the solute and solvent
- Organic chemistry has significant implications for human and environmental health

### **CHEMISTRY 11 PRE AP** (See AP Section)

### **MCH--11ENR**



## CHEMISTRY 12

## MCH--12

Chemistry 12 is organized around five units. Approximately 20% of the time will involve laboratory work. The concepts of the mole, molarity, solutions, and ions taught in **Chemistry 11** are required to be successful in this course. The five big ideas covered will be:

- Reaction rates and collision theory
- Dynamic equilibrium
- Saturated solutions are in dynamic equilibrium
- Acids and base strength depend on the degree of ionization
- Oxidation and reduction are the gain or loss of electrons

## AP CHEMISTRY 12

*(See AP Section)*

## ACHE-12

## PHYSICS 11

## MPH--11

It is recommended that **Pre-Calculus 11** precede or be taken concurrently with Physics 11. This course allows the student to develop an understanding of the physical world in one and two dimensions. It consists of traditional laboratory and lecture sessions integrated into a technologically enhanced science classroom. The four big ideas covered are:

- An object's motion can be described, predicted, and analyzed
- Forces influence the motion of an object
- Energy is found in different forms and has the ability to do work
- Mechanical waves transfer energy but not matter

## AP PHYSICS 1 HONOURS 11

*(See AP Section)*

## APHH-11

## PHYSICS 12

## MPH--12

It is recommended that **Pre-Calculus 12** precede or be taken concurrently with Physics 12. The concepts learned in Physics 11 are required to be successful in this course. This course allows the student to develop an understanding of the physical world in two and three dimensions. This course consists of laboratory and lecture sessions and students are required to keep an inquiry laboratory journal. The four big ideas are:

- Measurement of motion depends on frame of reference
- Forces can cause linear and circular motion
- Forces and energy interactions occur within fields
- Momentum is conserved with a closed and isolated system

Each year, students participate in the tour of the particle-accelerator at TRIUMF, UBC.

## AP PHYSICS 2 HONOURS 12

*(See AP Section)*

## APHH-12



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## SOCIAL STUDIES

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The Social Studies program strives to develop thoughtful, well-spoken, and knowledgeable citizens who are able to consider multiple perspectives and to make reasoned judgements. We focus on historical thinking and problem solving, the development of skills to master content, and the understanding of the inter-relationship of content areas. In all courses, students will have opportunities to critically reflect on events of the past in order to make better sense of current and future issues and events, and to express their understanding in a cogent manner. Social Studies helps meet the school goal of inspiring globally minded, well-rounded students.

### **SOCIAL STUDIES 8**

**MSS--08**

Social Studies 8 explores the development of our world from the 7<sup>th</sup> Century to 1750 through the main concepts and "Big Ideas" of contact and conflict, human and environmental factors, exploration, and colonization, and changing ideas about the world. Asian, European, and Middle Eastern history will be examined, along with North American exploration and the effects that first contact had on indigenous communities. Students will examine factors that have shaped modern society and make connections between the past and present.

### **SOCIAL STUDIES 9**

**MSS--09**

Social Studies 9 build on the themes developed in Socials 8. This course focuses on global and Canadian history between 1750 and 1914 through the lens of four "Big Ideas": emerging ideologies, the influence of the physical environment, disparities in power, and how collective identity is constructed and can change over time. Highlights include the Industrial Revolution and early settlement and the expansion of Canada.

Students will learn about:

- political, social, economic, and technical revolutions (e.g. American Revolution)
- the continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world (treaty process; residential schools)
- global demographic shifts, including patterns of migration and population growth
- nationalism and the development of modern nation-states, including Canada
- local, regional, and global conflicts
- discriminatory policies, attitudes, and historical wrongs (Head Tax; Komagata Maru)
- physiographic features of Canada and geological processes

### **SOCIAL STUDIES 10**

**MSS--10**

Social Studies 10 is a required course for graduation in BC. The course will follow the revised BC curriculum with a focus on Canada and the World from 1900 to the Present

This course focuses on four "Big Ideas" regarding global and regional conflicts, the development of political institutions, perspectives about Canadian society, and historical and contemporary injustices which shape and challenge Canada's identity. Highlights include the study of the Canadian parliamentary system, Canada's role in the World Wars, urbanization, and the impact of technology in the postwar years.

Students will learn about:

- development, structure, and function of Canadian and other institutions, including First Peoples governance
- political and economic ideologies and the development of public policy
- changing conceptions of identity in Canada
- Canadian autonomy and domestic conflict
- discriminatory policies and injustices in Canada and the world



### **Social Studies 10 Continued....**

- international conflicts and cooperation
- human-environment interaction
- economic development and Canada’s role in a global economy
- truth and reconciliation in Canada

### **EXPLORATIONS IN SOCIAL STUDIES 11**

### **MEPSS11**

Explorations 11 introduces students in grade 11 or 12 to 20<sup>th</sup> Century and contemporary issues drawn from other senior social studies courses. Students will explore a variety of important themes and “Big Ideas” in the development of cultures, societies and political systems and will examine how political decisions, cultural expressions and social justice initiatives influence individuals, societies, and the world. This new course will help students develop curricular skills and is a great introduction to other senior social studies courses

Students will learn from a variety of select topics such as:

- global history
- geography (physical and human)
- comparative cultures
- law and social justice

### **BA PSYCHOLOGY 11**

### **YPSYC1A**

**\*\* This course earns elective credits towards graduation, not Social Studies credits**

This introductory course focuses on the study of human behaviour, mind and thought. It draws broadly on research and theoretical work of scientists and practitioners to provide the student with practical psychological information. Core topics include learning theories, motivation and emotions, nervous system, personality, social problems, abnormal behaviour, cross-cultural and developmental psychology, intelligence, creativity, and perception. At the conclusion of this course, students will have a basic understanding of psychology as it relates to their personal, social, and educational life and be able to apply their understanding in practical ways. Students will learn how this interdisciplinary subject is central to many professions including medicine, law, information technology, engineering, education, and business.

### **CONTEMPORARY INDIGENOUS STUDIES 12**

### **MINST12**

Contemporary Indigenous Studies 12 is an exploration of Indigenous resistance and joy. It is in support of each student’s fundamental right to understand the history of the lands they live on. From an Indigenous perspective, this course explores complex experiences Indigenous peoples face today from a historical and critical perspective highlighting national and local Indigenous-settler relations. Students will engage with Indigenous voices on history, philosophy, literature, film, art, and social justice. Students will investigate how the impact of colonialism continues to affect the political, social, and economic lives of Indigenous peoples locally and across Canada. We will also place the Indigenous struggle for rights in the context of Indigenous movements throughout the world. Students will develop reasoned, ethical arguments about the past, the present, and possible future actions toward a future of right relations. This course satisfies the four credits needed to satisfy the Indigenous Graduation Requirement.

### **LAW STUDIES 12**

### **MLST-12**

Law 12 is offered to both Grade 11 and 12 students. It is a participatory course wherein students are expected to actively discuss current issues as they pertain to law. In addition, several mock trials based on actual cases in the text and current issues will be developed by the students. There is a heavy vocabulary component so that students can replicate as closely as possible the legal setting. Students are expected to become very familiar with the Charter of Rights and Freedoms. Both criminal and civil law will be explored. Guest speakers and field trips will enhance the students understanding of law. Evaluation will include quizzes, extent of participation in the mock trials, enthusiasm during discussion, and knowledge of current legal issues.



## **20<sup>th</sup> CENTURY WORLD HISTORY 12**

## **MWH--12**

This is a survey course in the history of the modern world in the 20th century. The course includes an overview of political, social, and economic development and the consideration of such ideas. Nationalism, imperialism, and communism with an international focus. Students will learn about the rise of authoritarian regimes (Italian Fascism, Nazi Germany), civil wars (the Chinese Civil War, Korean War, Vietnam War), independence movements (India and Pakistan) and revolutions (Russian Revolution, Chinese Communist Revolution, the Iranian Revolution). We will also examine human rights movements (American Civil Rights, Apartheid), genocide (Armenian Genocide, The Holocaust, Holodomor), global conflicts (WW II, the Cold War, the First Gulf War), migrations (Greek/Armenian) and territorial boundaries (The Paris Peace Treaties, Palestine and Israel). Moreover, students will learn about interdependence and international cooperation (League of Nations, United Nations, NATO, the Warsaw Pact, European Union), social and cultural developments (Women’s rights and the changing role of women, American pop culture), and communication and transportation technologies (WW II technologies, the rise of the internet, the Space Age). Every opportunity is taken to discuss contemporary trends, problems, and events in the political life of today’s world. Students interested in current events will benefit from the background that this course provides.

## **PHYSICAL GEOGRAPHY 12**

## **MPGEO12**

Geography 12 explores the complex systems that impact our planet. Students will understand the natural processes that have an impact on the landscape and human settlement. We will explore the interactions between human activities and the atmosphere that affect local and global weather and climate. The first part of the year will focus on physical geography, such as mapping, plate tectonics, erosion, weather systems, and biomes. The second part of the year focuses on sustainability and environmental issues that concern all living things on earth. By taking this course students will become more aware of the forces that shaped and are continuing to shape our globe. They will also become aware of the global distribution of resources and gain insight into the many environmental issues and interrelationships that exist on our planet.

Students enrolled in this course will have priority enrolment in any Geography related field trips, including international travel.

## **AP EUROPEAN HISTORY**

*(Please see AP Section)*

## **AHI--12 (Offered in 2025 – 2026)**

## **AP HUMAN GEOGRAPHY 12**

*Please see AP Section)*

## **AHG--12 (Not offered in 2025 – 2026)**



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## DIVERSE LEARNERS & STUDENT SERVICES

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### LEARNING STRATEGIES

**GRADE 8 – 12**

**XLDCD08/XLDCD09/ YLE--0A/ YLE--1A/ YLE--2A**

The Learning Strategies Centre provides the opportunity to develop a variety of basic skills/strategies, particularly in reading, writing and mathematics. Study skills and organizational skills are developed through instruction in each student's academic content areas as an integral part of the program. Students will be encouraged to identify their own learning needs to strengthen and develop independence as successful learners. Learning Strategies is a credit course for students in Grade 10, Grade 11, and Grade 12. **Referrals to Learning Strategies are made through the Counsellor.** Students must be recommended by school staff to be able to participate in this course.

#### **Specific Skills Taught**

- |                          |                     |                             |
|--------------------------|---------------------|-----------------------------|
| • Goal setting           | * Time Management   | * memory strategies         |
| • Test-taking strategies | * Notetaking        | * Reading for understanding |
| • Vocabulary Development | * Spelling          | * Writing process           |
| • Organizational skills  | * Vocabulary Skills |                             |

#### **Student Expectations**

- Regular attendance, on time, with required course materials
- Use of student agenda and course activity logs to organize and keep track of schoolwork
- Responsible behaviour and productive work habits

#### **Evaluation**

- Based on: Expectations, Assignments and Application of Skills Learned

### STRATEGIES PROGRAM

**RESOURCE ROOM**  
**STRATEGIES MEDIA ARTS**  
**STRATEGIES DRAMA**  
**STRATEGIES SKILLS FOR LIFE**  
**STRATEGIES PE**

Secondary Strategies is a program designed for students who have a significant neurologically based learning disability which affects the consistency of their academic work. The program offers a supportive environment for students whose needs cannot be met in a regular program with necessary adaptations.

The students work on a block schedule and are integrated where possible and practical. Students are provided support, where necessary and where possible, from Peer Tutoring students, a Student Support Worker and/or the Strategies teacher. Students work with the Strategies teacher for modified and/or adapted core academic subjects – English and Math. The Strategies students may also have a resource block to support their academic integrated subjects. Strategies elective courses are small group courses taught by elective area teachers. The elective course offerings vary from year to year but can include Physical Education, Drama, Business Education, and Home Economics.

Career Education and work experience play a crucial role in the Strategies student's curriculum. Beginning at age 15, the knowledge, skills, and attitudes for a successful work experience are emphasized. This enables the students to make informed choices, upon graduation, as to college programs they may want to apply for or employment areas they may want to pursue.

NOTE: All the Strategies courses are modified and/or adapted according to the needs of the individual student. These courses lead to a School Leaving Certificate. The courses do not lead to a Dogwood Certificate. The integrated courses will be modified or adapted as appropriate. <https://www.vsb.bc.ca/page/5146/secondary-strategies>



## **PERSONAL DEVELOPMENT**

### **BA COMMUNITY SERVICE 11**

**YCPM-1D**

This course is designed to involve students in a variety of service activities in the school. Students must apply to their Grade Counsellor for enrolment in this course which is only open to Grade 11 and 12 students. Note that as Community Service is a credit course, hours performed for Community Service may not be counted toward service hours required for Graduation.

### **BA PEER TUTORING 12**

**YIPS-2B**

Peer Tutoring is a course designed to provide the opportunity to work with diverse learners. The course provides guidance in effective strategies for supporting other students in academic areas through tutoring. It also provides an opportunity to build leadership skills that will have future applications. Tutors will develop skills in learning styles, communication, interpersonal relations, leadership, and teamwork. Students must be willing to follow peer tutoring guidelines as outlined on the U-Hill Website. This course is recommended for Grade 12 students.

### **BA LIBRARY STUDIES 11**

**YBMO-1B**

A grade 11 or 12 student with particular interest and enthusiasm in working in the library must obtain prior permission from Ms. Love. Only 2 students will be accepted per block.

## **CAREER EDUCATION**

### **CAREER EDUCATION 8**

**MCE--08**

Career Education 8 students will explore personal development, connections to community, goal setting and career investigation.

### **CAREER EDUCATION 9**

**MCE--09**

Career Education 9 students will continue with the exploration of personal development, connections to community, goal setting and career investigation.

### **CAREER AND LIFE EXPLORATION 10 (CLE)**

**MCLE-10**

Career and Life Exploration (CLE) is a Ministry graduation requirement. CLE is combined with Career and Life Connections (CLC) which is completed by the end of grade 12 with a Capstone project. The aim of the course is to provide students with opportunities to explore a variety of careers and options for their future. Career education helps students to discover a bridge between classroom learning and workplace and post-secondary realities and is intended to make their learning meaningful and relevant. The course is intended to promote as much flexibility and creativity as possible, enabling students to explore and find multiple ways to demonstrate their learning. The curricular competencies in the Career Education curriculum focus particularly on the Personal and Social Competencies and are designed to address three themes:

- self-awareness, working with others (collaboration and communication)
- career knowledge and awareness
- career planning





**CAREER AND LIFE CONNECTIONS (CLC) & CAPSTONE**

**MCLC-12**

**\*\* Graduation required courses 2 credits each**

The **CLC** component focusses on three major themes to prepare student for life after high school:

- Personal development (preparation for post-graduation)
- Connections to the community (perspectives & transferable skills)
- Career life plan (career, finances, education, health & well-being)

Students are required to acquire a minimum of 30 hours career exploration/work/volunteering within grades 11 & 12.

The **Capstone** component is designed for grade 12 students to produce a culminating project, stemming from the student's exploration of a self-identified area of interest. Capstone allows senior students to consolidate and share their learning from school and life experiences into a meaningful product to be presented at a major Capstone event held in the spring. **These courses are offered online through MS Teams.** Students can work with the teachers 1 on 1 by appointment.

Graduation is contingent upon successful completion of this course.



## VANCOUVER DISTRICT PROGRAMS

### Youth TRAIN in Trades Programs

The Vancouver School Board offers district programs for students to pursue industry certification or the first level of a skilled trades training program. These programs 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 SkilledTradesBC
- 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. The Career Programs team will work with schools to accommodate any necessary changes to a student's timetable if the student is accepted into a Youth TRAIN in Trades program.

Successful completion of a Youth TRAIN in Trades program will earn Level 1 technical training credential or a Certificate of Completion from Skilled Trades BC and leads to either a Red Seal endorsement or Certificate of Qualification in a specific skilled trade.

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

Program	Training Program Institution	Graduation Credits Earned	Standard Class Schedule	Application Due	Program Start Month(s)
Aircraft Maintenance Engineer – M license	BCIT	16	Mon–Fri	March 1	August January
Auto Collision and Refinishing	VCC	32	Mon–Fri	March 1	September February
Auto Service Technician	Britannia	20	Mon–Fri, Semester 2	March 1	February
Baking and Pastry Arts	VCC	24	Mon–Thurs (afternoon/evening)	December 1	July
Carpentry	BCIT	20	Mon–Fri	March 1	July February
Cook	VCC	28	Mon–Thurs	March 1	Various
Electrical	BCIT	24	Mon–Fri	March 1	August October February March
Hairdressing	VCC	48	Mon–Wed 8:00am – 6:00pm	March 1	September
Heavy Mechanical Trades	VCC	28	Mon–Thurs	March 1	Various
Millwright	BCIT	20	Mon–Fri	March 1	September February
Motorcycle Technician	BCIT	20	Mon–Fri	March 1	September February
Metal Fabrication	BCIT	20	Mon–Fri	March 1	February
Painting & Decorating	Finishing Trades Institute of BC	4	Mon–Fri	March 1	June
Plumbing or Sprinkler Fitting	Piping Industry College of BC	8	Mon–Fri	December 1	June



## **Youth WORK in Trades – Apprenticeship**

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

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

There are 4 courses (16 credits) available to students whose apprenticeship is registered with Skilled Trades BC by the school district. Enrollment in these courses is required, and coursework is delivered using the Brightspace (VLN) platform. Enrollment and registration are done in collaboration with Career Programs staff.

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

## **Youth EXPLORE Trades Sampler – 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 – 8 months  
Graduation credits earned – 32  
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