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## A MESSAGE FROM YOUR COUNSELLORS

### Counsellors

<https://dtcounselling.ca/>

R. Dhaliwal  
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### Educational Planning

The purpose of this course planning guide is to provide students and parents/guardians with the information necessary to make thoughtful course selection. In senior grades, the process of course selection becomes increasingly complex as government graduation requirements and post-secondary requirements change. Course selection in grades, 10, 11, & 12 will have implications for post-secondary opportunities and this guide deals exclusively with course-related information.

**YOUR DECISIONS NOW CAN GREATLY INFLUENCE YOUR FUTURE OPPORTUNITIES.**

**IT IS THE RESPONSIBILITY OF EACH STUDENT TO ENSURE THAT THEY COMPLETE THE APPROPRIATE SEQUENCE OF COURSES LEADING TO GRADUATION AND THAT THEY MEET THE ENTRANCE REQUIREMENTS OF THE POST-SECONDARY INSTITUTION OF THEIR CHOICE.**

Information on the BC Graduation Requirements can be found at: [www.educationplannerbc.ca](http://www.educationplannerbc.ca) or login at [www.myblueprint.ca](http://www.myblueprint.ca). Students can also visit individual university and college websites.

How to make maximum use of the course planning guide:

- ◆ Study the Graduation requirements
- ◆ Study the Course Selection Guidelines
- ◆ Read the course descriptions and determine what, if any, prerequisites must be met
- ◆ Choose the program and course sequence which you feel is most suitable to your interests, abilities and possible future vocation.
- ◆ If you are in doubt about any aspects of your program, or if you have any questions not answered in this book, see your Counsellor for assistance.

## Guidance & Counselling

The resources of the Counselling Department are available to students and their parents/guardians if students require information concerning their present or future educational and career plans or if they wish to discuss any problem or concern to them, the Counselling Department is ready to assist them. The goals of guidance & counselling are to assist students in finding realistic and meaningful solutions to their problems and advise students regarding their educational and vocational pursuits, and to help prepare students to learn how to adapt productively in a rapidly changing society.

## GRADUATION REQUIREMENTS

### STUDENTS REQUIRE A MINIMUM OF 80 CREDITS TO GRADUATE

4 credits per successfully passing a course

16 Credits      Must be at the Gr. 12 level

28 Credits      Must be electives at the Gr. 10-12 level

Must have an Indigenous focus

52 Credits      **Grade 10 REQUIRED Courses**  
English  
Socials Studies  
Mathematics  
Science  
Physical and Health Education  
Fine Arts or Applied Skills Elective  
Career-Life Education

### **Grade 11 REQUIRED Courses**

English  
Social Studies 11 or 12  
Mathematics 11 or 12  
Science 11 or 12

### **Grade 12 REQUIRED Courses**

English  
Career Life Connections and  
Capstone Project

\*\*\*One of your English or Socials courses must be an Indigenous Focused Course

## Graduation Assessments

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

## -BUSINESS EDUCATION-

David Thompson's Business Education Department's goal is to provide students with the knowledge and skills to thrive in today's fast-paced world of business. Through a combination of experiential learning, career development and academics, students who complete business education courses will gain a competitive advantage over other students in their transition to work and post-secondary. Business education courses give students practical life skills that will be useful to them throughout their lives.

All the Business Education courses are committed to encouraging student core competencies, including communication skills, critical and creative thinking, personal identity, and awareness of social responsibility.

### GRADE 8:

#### **Entrepreneurship and Marketing 8 – MADEM08 (Previously called Business Education 8)**

The purpose of this course is to give students an opportunity to develop proficient skills in using computer technology to explore basic business concepts. These practical skills will enable students to employ the current technology in their daily lives as well as enhance their future employability skills.

*This course consists of various interrelated components:*

- Entrepreneurship
- Marketing
- Finance
- Business Communication
- Keyboarding Review
- Economics



### GRADE 9:

#### **Entrepreneurship and Marketing 9 – MADEM09**

Topics to be covered include, but are not limited to:

##### *Unit 1: Business and You*

This unit will introduce you to the role of business in our lives, the functions of business, and the relationships between business and the individual. During this unit, you will be introduced to the concepts of needs and wants, and how they influence an individual's decision-making process.

##### *Unit 2: Money Management*

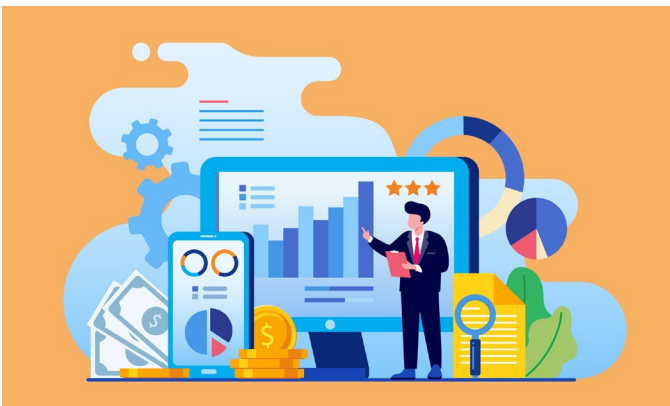
In this unit students will learn about different investing strategies, risk vs. return, and the stock market. Students will participate in a stock market competition.

##### *Unit 3: Entrepreneurship and Business Management*

During this unit, you will have the opportunity to explore the concept of entrepreneurship. You will learn about the importance of entrepreneurship in the business world, as well as the individual qualities and skills needed to start up and operate your own business.

##### *Unit 4: Marketing*

This unit includes an introduction to Advertising as well as consumer goods packaging. This unit is a good intro to Marketing 11 and will help students assess their interest in higher level courses such as Marketing 11 & 12.



## GRADE 10/11/12:

### Accounting 11 – MAC--11

This course is open to students of grades 10-12

An introduction to how businesses process and maintain financial information based on accounting principles and ethical standards. This excellent elective is a must for anyone thinking of a career in business and is a great preview to post-secondary accounting courses which are required for most business-related programs in college and university.

You will:

- Learn how businesses keep track of money transactions
- Use spreadsheets to organize finances
- Understand basic accounting standards; debit and credit theory
- Use accounting software to complete the accounting cycle
- Compete in a modified Monopoly competition to understand accounting principles
- Develop practical, hands-on skills at a junior accounting (bookkeeping) level.



### Marketing and Promotion 11 – MMAP-11

This course is open to students of grades 10-12.

This course develops your understanding of marketing concepts, operations, and techniques as they apply to retailing.

Students will:

- Study consumer behavior and fundamental principles of Marketing
- Create visual displays
- Create tv/radio commercials
- Work in the Trojan Market
- Study Playland and participate in the annual "Marketing Day at Playland"
- Develop proper sales techniques

This course provides excellent opportunities to make connections between theoretical classroom learning and day-to-day life, developing students as knowledgeable and informed consumers and providing a fun introduction to the field of marketing.

### Business Computer Applications 12 - MBCA-12

This course is open to students of grades 10-12

Students will learn everything businesses do on computers. The main software will be Microsoft Office: word processing, spreadsheets, databases, desktop publishing, and presentations, Effective and ethical use of the internet and email will also be covered. These skills are transferable to university, business careers, and personal use.

- Prepare properly formatted documents, letters, and reports
- Prepare spreadsheets, budgets and financial models, and produce graphs for a variety of uses.
- Prepare databases of information used in your business and personal lives
- Prepare PowerPoint presentation used in school, post-secondary, and in the work world
- Produce brochures, newsletters, posters, cards, presentations, etc.

This course is excellent preparation for students interested in pursuing post-secondary education.



## GRADE 11/12:

### Accounting 12 – MACC-12

This course is open to students of grades 11-12. Highly Recommended: previous completion of Accounting 11.

This course is a continuation of Accounting 11 with a particular emphasis on computer applications. This course is a great preview to post-secondary accounting courses which are required for most business-related programs in college and university.

The focus of this course includes:

- Understanding the concepts of merchandise accounting, cash control, banking, budgeting, and payroll
- Analyzing financial statements, inventory systems, taxation, specialized journals, business ownership, and budgeting
- Using accounting and spreadsheet software programs
- Participating in Junior Achievement's Titan Business Simulation Game
- Completing a personal income tax return
- Learning about the Chartered Professional Accountant (CPA) program

### Marketing and E-Commerce 12 – MECOM12

This course is open to students of grades 11-12.

Marketing and E-Commerce 12 is an advanced course held in a computer lab. The course uses the school store as a marketing laboratory which allows you to put marketing theories to practice in a retail environment. This course is excellent preparation for students interested in entering a commerce/business administration program in college or university as it covers topics similar to those covered in a first-year post-secondary marketing course. Completion of this course is required to become a Marketing Manager for the Trojan Market.

Students will:

- Expand their knowledge of marketing principles and consumer behavior
- Get hands-on experience operating and managing the Trojan Market (school store)
- Produce a market research survey
- Learn about the evolution of e-commerce and the digital retail environment
- Explore the impact of the internet and e-commerce on business and society

### BA Business Communications 12 - YBMO-2A

This course is open to students of grades 11-12

This course helps you to survive and thrive in the competitive world of work.

Students will learn:

- Self-assessment of interests, personality, values and skills
- Effective job search skills
- Interview skills and practice
- Job-keeping strategies
- Public speaking skills
- Conflict resolution and anger management
- Telephone, scanning, and cell phone procedures and etiquette
- International travel

This course includes field trips to:

- Rogers Arena

### Economic Theory 12 – MECT-12

This course is open to students of grades 11-12

Students will understand how an economy works from both a macro and micro economic perspective. In addition to economic concepts, students will also be taught how to put together and conduct business presentations, format business reports, and to think critically. An emphasis is placed on what to expect from university level courses and a career in business

Topics include:

- Government policies, price controls, & supply and demand
- The Canadian and global economy
- Finance, the stock market, & the real estate market
- Current business news and trends





## GRADE 11/12 (cont.):

### Entrepreneurship 12 - MENT-12

This course is open to students of grades 11-12

This course encourages students to explore the possibility of self-employment and to identify and develop the characteristics of a successful entrepreneur.

Students will:

- Recognize business opportunities and sources of financial advice
- Understand the need for goal setting, decision making, risk assessment, and creativity
- Complete a business plan for a venture
- Have an active role in the organization and management of the class
- Participate in group ventures

### Marketing and E-Commerce 12 – MECOM12

This course is open to students of grades 11-12

Marketing and E-commerce 12 is an advanced course held in a computer lab which uses a college-level textbook. The course uses the school store as a marketing laboratory which allows you to put marketing theories to practice in a retail environment.

Students will:

- Expand your knowledge of marketing principles and consumer behaviour
- Take a product through the marketing process (design, packaging, pricing, placing, and promotion)
- Get hands-on experience operating and managing the Trojan Market (school store)
- Undertake practical school activities that require marketing skills and knowledge
- Produce a market research survey

This course is excellent preparation for students interested in entering a commerce/business administration program in college or university as it covers topics similar to those covered in a first-year post-secondary marketing course. You must also have completed Marketing 12 in order to become a Marketing Manager for the Trojan Market.

### BA Money Management 12 - YBMO-2B

Recommended: Must be in Grade 11 or 12

In this course you will begin your journey towards making your first million dollars. The computers in the internet lab will give you access to stock markets and investment opportunities around the world. A wide variety of saving and investment strategies, tips, and principles will be covered, including some given by the Wealthy Barber.

Students will:

- Participate in an on-line investment competition
- Budget for future purchases
- Learn to comparison shop wisely
- Learn to invest in RRSP's, mutual funds, stocks, bonds, and GIC's
- Understand the importance of banking and credit
- Learn to complete income tax returns

## GRADE 12 :

### BA Business Administrative Assistant 12 - YBMO-2C

This course is open to students of grades 12

Recommended: Business Computer Applications 11 or Data Management 12 and permission of the teacher. You must be responsible, mature and able to take an assignment from start to finish with little or no supervision. Independence, problem-solving, and decision-making skills are encouraged and promoted as are communication and interpersonal skills.

- Support Business Education Department teachers in a variety of projects
- Manage and produce documents for all teachers
- Become skilled in using business software and web-based collaboration tools
- Learn business office etiquette
- Develop organizational and time management skills
- Using the skills learned to get an entry-level job as an administrative assistant





## COUNSELLING and SCHOOL BASED COURSES

### BA Community Service 11 - YCPM-1D

This course is for Grade 11 and 12 students and helps promote self-awareness, leadership and positive employment skills. Placements for students are available in all areas and subjects of the school.

*Students will assist teachers and staff in various capacities such as:*

- Word processing
- Filing
- Duplicating
- Physical education assistant
- Room set up
- Recycling

### BA Peer Tutoring 12B (4 credits) - YIPS-2B

**Course Description:** This hands-on course is designed for grade 11 and 12 students who are interested in developing their knowledge and skills related to tutoring peers. The peer tutoring program provides students with a unique opportunity to gain valuable experience in the realms of teaching and service careers. Through regular attendance, interactive sessions, and practical experiences, students will enhance their interpersonal skills and cultivate a willingness to contribute meaningfully to their academic community.

*Students will learn how to:*

- Develop their communication skills
- Use motivational and encouragements techniques
- Assist students with organizational and study skills
- Use learning strategies that can apply to their regular course work
- Gain teaching and leadership skills
- Be self-reflective and set goals related to their tutoring skills

### Skill Development Centre - XLDCD10

Admission to this course is done through consultation with teachers and grade counselors. The Skills Development Centre (SDC) program focuses on cross curricular support in English, Social Studies, Science, and Math.

Areas of focus are:

- Organizational skills
- Study skills
- Learning strategies
- Test preparation skills
- Test taking skills

SAFETY



## -ENGLISH-

### GRADE 8:

#### English Language Arts 8 – MEN--08

The primary emphasis in this course is on basic skills in reading, writing, listening and speaking. Emphasis is also placed on reading and writing for enjoyment. Poetry, short stories, novels, films, and non-fiction pieces are read, viewed, and discussed. The study of Shakespeare is introduced at this level. Composition consists of writing both literary and creative paragraphs, and to the development of short essays. Close attention is paid to training students to write both written and oral form using vocabulary appropriate to the situation and audience. Skills workbooks may be used in some classes.

#### English Language Arts 8 Odyssey - MEN--08ENR

English Language Arts 8 Odyssey follows the core curriculum for English 8. The enrichment component includes an emphasis on the higher levels of thought and creativity. Students will be encouraged to use higher-level thinking processes, develop a positive self-concept, work independently and in groups, and develop the confidence to respond orally and in writing, with originality and imagination. A high level of class participation is expected. Special projects will be assigned to challenge and broaden students' knowledge and interests. Many activities will originate from those interests. Motivation to read, to write and to excel is a prerequisite. Theatre field trips and guest speakers may provide additional enrichment. The students are selected from students who have been accepted to the Odyssey Program only.

### GRADE 9:

#### English Language Arts 9 - MEN--09

Prerequisite: English 8

English 9 is a course of language and literature with continued emphasis on basic reading, writing, listening and speaking skills. In writing, the emphasis is on the development of coherent expository paragraphs and longer works of a critical and creative nature. The study of Shakespeare is continued at this level. Students should expect to do a great deal of reading and writing in this course. Skills workbooks may be used in some classes.

#### English Language Arts 9 Enriched - MEN--09ENR (Odyssey Students Only)

English 9 Enriched follows the regular curriculum for English 9. The enrichment component includes an emphasis on the higher levels of thought and creativity. Students will be encouraged to use higher-level thinking processes, develop a positive self-concept, work independently and in a group, and develop the confidence to respond orally and in writing, with originality and imagination. Oral participation is stressed. Motivation to read, to write and to excel is a prerequisite. Students for English Enriched courses are continuing in the Odyssey Program, or who have been nominated by their English teachers and selected by the English Department. New enriched students will be invited to join the classes and their parents will be advised of this. No student may self-enrol in an English enriched class. Skills workbooks may be used in this class.



## Grade 10-12 English Language Arts Offerings

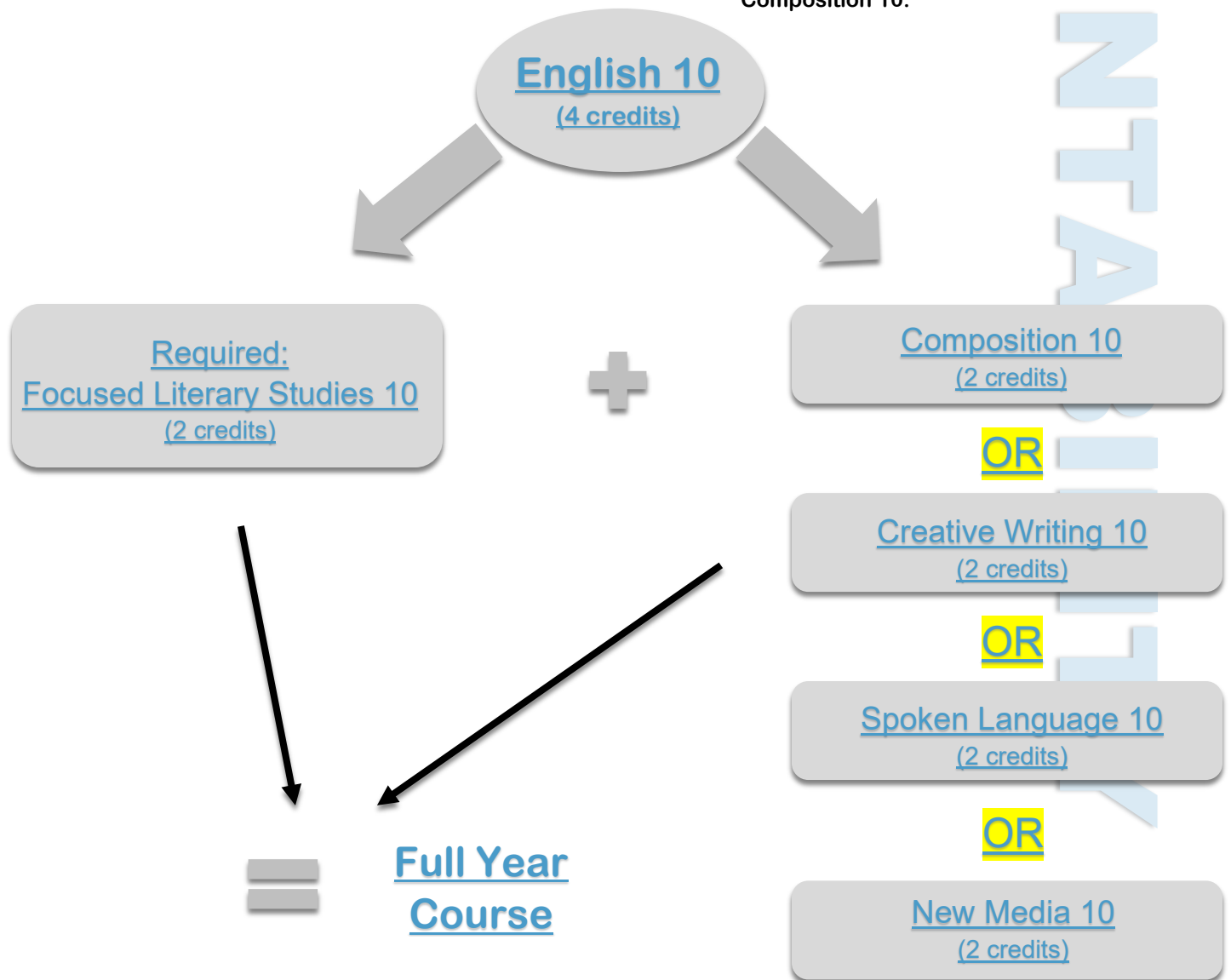
In Grades 10-12 students must take a combination of the following courses for 12 English credits:

- English 10 has two components. Two credits of Focused Literary Studies 10 plus two credits of Composition, Creative Writing, New Media, or Spoken Language.
- **All options offer the same level of academic skill development in reading, writing, speaking, viewing, and representing.**
- Four credits of a Grade 11 numbered course (Focused Literary Studies, Composition, Creative Writing, Spoken Word, or New Media).
- All students must take English Language Studies 12 (four credits).

### English Language Arts 10: Course Offerings

For English Language Arts 10, you will have a choice of course combinations totalling 4 credits. Included in **ALL** course combinations will be **Focused Literary Studies**. You will choose an additional two credit course in addition to this course. Your English teacher may recommend a particular combination for you.

- If not enough students have signed up for a specific course offering, students may need to select another course.
- Please note that for students in the Odyssey Program, English 10 is a combination of Focused Literary Studies, and Composition 10.
- Please also note that Transitional English 10 is a combination of Focused Literary Studies and Composition 10.



**Required:**  
**Focused Literary Studies 10** (2 credits)

This course is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

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

**Course Code: MLTST10**

Students must also choose one of the following two credit courses.

|   |   |
|---|---|
| <p><b>Option 1:</b><br/> <b>Composition 10</b><br/>           (2 credits)</p> <p><b>Course Code:</b><br/> <b>MCMPS10</b></p>      | <p>Designed for students who have an interest in developing their skills in written communication in a variety of contexts. The course provides students with opportunities to think critically as they explore, extend, and refine their writing. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The course provides opportunities for diverse learners to be supported in developing and refining their writing abilities. The following are possible areas of focus within Composition 10:</p> <ul style="list-style-type: none"> <li>• narrative, expository, descriptive, persuasive, and opinion pieces,</li> <li>• planning, drafting, and editing processes,</li> <li>• writing for specific audiences and specific disciplines,</li> <li>• how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source</li> </ul>   |
| <p><b>Option 2:</b><br/> <b>Creative Writing 10</b><br/>           (2 credits)</p> <p><b>Course Code:</b><br/> <b>MCTWR10</b></p> | <p>Creative Writing 10 is designed for students who have an interest in creative expression through language. The course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing. The following are possible areas of focus within Creative Writing 10:</p> <ul style="list-style-type: none"> <li>• contemporary creative forms such as slam poetry, oratory, rap, drama, song, graphic novels, creative non-fiction, historical fiction, poetry, song lyrics</li> <li>• multimodal creative forms that combine visual, written, and oral texts</li> </ul>   |
| <p><b>Option 3:</b><br/> <b>Spoken Language 10</b><br/>           (2 credits)</p> <p><b>Course Code:</b><br/> <b>MSPLG10</b></p>  | <p>Spoken language skills are increasingly necessary in everyday, educational, and professional contexts. Spoken Language 10 provides opportunities for students individually and collaboratively to study, create, and use language to produce original pieces in a variety of modes. The course will provide students with opportunities for performance and public <i>speaking</i>. Spoken Language 10 will appeal to students who enjoy public performance or oral storytelling, or who want to gain more experience and skill in this area. This course may be of particular interest to:</p> <ul style="list-style-type: none"> <li>• students who want to develop their oral language skills</li> <li>• students who wish to improve their confidence in verbal participation and presentations</li> <li>• students going into professions in which presentation skills are an asset</li> <li>• students who may wish to help maintain oral traditions</li> <li>• students with strong verbal participation skills</li> </ul>  |
| <p><b>Option 4:</b><br/> <b>New Media 10</b><br/>           (2 credits)</p> <p><b>Course Code:</b><br/> <b>MNMD-10</b></p>        | <p>New Media 10 is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop a program of study centred on students' interests, needs, and abilities, while at the same time allowing for a range of local delivery methods. New Media 10 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording opportunities to demonstrate understanding and communicate ideas through a variety of digital and print media. The following are possible focus areas in New Media 10:</p> <ul style="list-style-type: none"> <li>• Media and film studies — suggested content/topics include the globalization of the media industry, influence of media on users' perceptions, documentaries in the age of digital media</li> <li>• Journalism and publishing — suggested content/topics include the changing roles and structures within news organizations; risks, challenges, and opportunities associated with professional journalism</li> <li>• Digital communication — suggested content/topics include blogging, writing for the web, writing for social media, gaming, podcasting.</li> <li>• The construction of bias and stereotypes through a variety of texts.</li> </ul> |



**Odyssey 10 - Focused Literary Studies 10 Enriched (2 credits)**

This course is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

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

**Course Code: MLTST10ENR**

**Odyssey 10  
Composition 10  
(2 credits)**

**Course Code:  
MCMP10ENR**

Designed for students who have an interest in developing their skills in written communication in a variety of contexts. The course provides students with opportunities to think critically as they explore, extend, and refine their writing. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The course provides opportunities for diverse learners to be supported in developing and refining their writing abilities. The following are possible areas of focus within Composition 10:

- narrative, expository, descriptive, persuasive, and opinion pieces,
- planning, drafting, and editing processes,
- writing for specific audiences and specific disciplines,
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

**GRADE 11:**

There are several 4 credit (full-year) offerings in English 11. Students must choose one using a Grade 11 course number. If students wish to take an additional English offering, they may choose from the “Senior Electives” using a Grade 12 course number.

**LITERARY STUDIES 11 - MLTST11 (4 credits)**

Description: *Literary Studies 11* allows students to delve 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. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

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

**COMPOSITION 11 - MCMP11 (4 credits)**

Description: *Composition 11* is designed to support students as they refine, clarify, and adjust their written communication through practice and revision. Students will read and study compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students to, with increasing independence, study, create, and write original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations. They will develop confidence in their abilities as they consolidate their writing craft. The following are possible areas of focus within *Composition 11*:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source



### **NEW MEDIA 11 - MNMD-11 (4 credits)**

Description: *New Media 11* is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop an intensive program of study centred on students' interests, needs, and abilities, while at the same time allowing for a range of local delivery methods. *New Media 11* recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media. Compared with *New Media 10*, *New Media 11* features tasks and texts of greater complexity and sophistication. As well, the Grade 11 course extends the depth and breadth of topics and activities offered in *New Media 10*.

The following are possible focus areas in *New Media 11*:

- media and film studies – suggested content/topics include the globalization of the media industry, influence of media on users' perceptions, and documentaries in the age of digital media
- journalism and publishing – suggested content/topics include the changing roles and structures within news organizations; and risks, challenges, and opportunities associated with professional journalism
- digital communication – suggested content/topics include blogging, writing for the web, writing for social media, gaming, and podcasting

### **CREATIVE WRITING 11 - MCTWR11 (4 credits)**

Description: *Creative Writing 11* is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and strengthen their skills through writing and design processes. *Creative Writing 11* is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they reflect on, adjust, and extend their writing skills. The following are possible areas of focus within *Creative Writing 11*:

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

### **English First Peoples (EFP) Literary Studies and New Media 11 - MELNM11 (4 credits)**

EFP Literary Studies + *New Media 11* is designed for students who are interested in studying First Peoples literature and examining the evolving role of technology in today's society, especially the increasing importance of digital media in communicating and exchanging ideas and engaging in social advocacy. Students will engage with a variety of First Peoples texts, develop their communication skills, and expand their understanding of what it means to be an educated citizen. The course will explore topics like the representation of First Peoples in media, the relationship between self, community, and land, cultural appropriation and inauthenticity, the impact of colonization, the changing roles and structures of news organizations, and how journalism can help preserve and revitalize First Peoples language and culture.

Note: Students in Grade 12 may take this course if they have not already taken Focused Literary Studies 11 or *New Media 11*. It fulfills the newly required 4 credits of Indigenous Studies for graduation, but it is NOT equivalent to English Studies 12



## **SPOKEN LANGUAGE 11 - MSPLG11 (4 credits)**

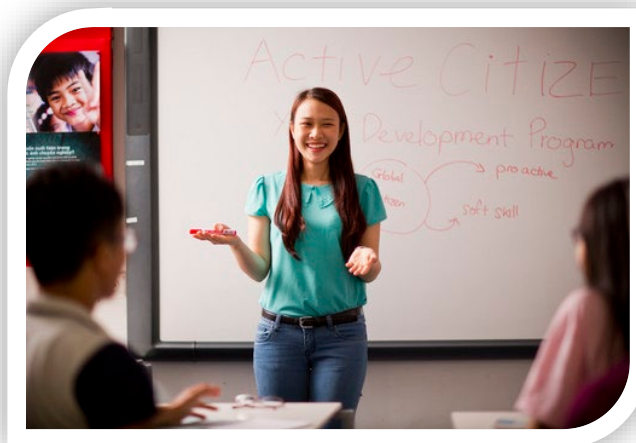
Description: *Spoken Language 11* is designed to support students as they refine, clarify, and adjust their spoken communication through practice and revision. The course provides opportunities for students to, with increasing independence, study, create, write, and present original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of spoken language genres for a range of situations. They will develop confidence in their abilities as they consolidate their spoken language skills. The following are possible areas of focus in *Spoken Language 11*:

- performance – suggested content/topics include spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts
- oral tradition – suggested content/topics include oratory, local story knowledge, oral history
- professional applications – suggested content/topics include speech writing/presenting, proposals,
- interviewing, event facilitation, radio/podcasts/video posts (information items), voice-overs

## **English First Peoples (EFP) Literary Studies and New Media 11 ENRICHED - MELNM11ENR (4 credits)**

EFP Literary Studies + New Media 11 is designed for students who are interested in studying First Peoples literature and examining the evolving role of technology in today's society, especially the increasing importance of digital media in communicating and exchanging ideas and engaging in social advocacy. Students will engage with a variety of First Peoples texts, develop their communication skills, and expand their understanding of what it means to be an educated citizen. The course will explore topics like the representation of First Peoples in media, the relationship between self, community, and land, cultural appropriation and inauthenticity, the impact of colonization, the changing roles and structures of news organizations, and how journalism can help preserve and revitalize First Peoples language and culture.

Note: Students outside of the Odyssey may not self-select this course. Students who have taken Literary Studies and Composition 10 Enriched may self-enroll in the course.



## **GRADE 12:**

### **English Studies 12 – MENST12 (4 credits)**

Please note well: All students are required to complete English Studies 12.

In English Studies 12 we will emphasize the following:

- Communication skills in order to develop clarity and force in communication
- Speaking, listening, and presentation skills
- Interpretation of literature and other texts, and elements of the novel, short story, poetry, and other texts.
- Expressing independent and reasoned opinions through critical and analytical thinking.
- The writing process with a focus on paragraphing and various types of essays.
- The terminology associated with Language Arts and literary devices and figures of speech.
- Creative projects and presentations.

English Studies 12 will use a variety of texts and activities to explore the Big Ideas in the curriculum, specifically:

- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.
- People understand text differently depending on their worldviews and perspectives.
- Texts are socially, culturally, geographically, and historically constructed.
- Language shapes ideas and influences others.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.
- The examination of First Peoples' cultures and lived experiences through text builds understanding of Canadians' responsibilities in relation to Reconciliation.

## **ENGLISH FIRST PEOPLES 12 - MENFP12** **(4 credits)**

This course will present English Language Arts using a variety of texts such as fiction, drama, poetry, journalism, essays, film, and oral traditions to examine how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews. We will employ literary analysis, composition, creative writing, and projects to examine our places and roles on this land within the spirit of truth and reconciliation in Canada. We will apply many typical elements of English language Arts classes, but with a focus on the authentic representation of first peoples within the texts that we examine and share the diversity of Indigenous voices mainly within Canada.

Note: This course is equivalent to English Studies 12 as a graduation requirement, so students must take one or the other for graduation. Grade 12's who do their 4 Indigenous Studies credits in Social Studies are still required to have 4 credits of English language Arts in Grade 12 to graduate.

## **Senior Electives**

In Grade 11 or 12, students may opt to take additional ELA credits as academic electives. These include *Literary Studies 12*, *Composition 12*, *Creative Writing 12*, *Spoken Word 12*, or *New Media 12*. If a student is taking, or has taken a four credit Grade 11 offering, Senior Electives will be counted as Grade 12 Academic credits for graduation. **All options offer the same level of academic skill development in reading, writing, speaking, viewing, and representing.**

## **COMPOSITION 12 - MCMPS12 (4 credits)**

Description: *Composition 12* is designed to support students in their refinement and pursuit of mastery of written communication. Students will read and study exemplary compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, and write original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness. They will develop their craft through processes of drafting, reflecting, and revising to build a body of publishable work that demonstrates breadth, depth, and evidence of sophisticated and specialized writing for a range of situations. The following are possible areas of focus within *Composition 12*:

- narrative, expository, descriptive, persuasive, and opinion pieces, with attention to areas such as thesis development, structure, transitions, hooks and leads, persuasion, argumentation, and the study of a wide range of sample works
- planning, drafting, and editing processes
- writing for specific professional audiences and specific academic disciplines • how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

## **CREATIVE WRITING 12 - MCTWR12 (4 credits)**

Description: *Creative Writing 12* is designed for students who are interested in creating a body of work reflective of a sophisticated breadth and depth of skill. The course provides students with opportunities to specialize and publish in real-world contexts. Students engage in the exploration of personal and cultural identities, memories, and stories, in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes, celebrating successes. Students will refine their ability to write in complex, controlled styles with effectiveness and impact. The following are possible areas of focus within *Creative Writing 12*:

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

## LITERARY STUDIES - Literature 12 - MLTST12 (4 credits)

Description: You have heard the famous lines and you have always wondered where they come from and what they mean. Now you have the chance to satisfy your curiosity. *Literature 12* is a walk through English literature beginning with the adventure of *Beowulf*, moving through the timelessness of *Hamlet*, exploring a broad spectrum of poetry from the 16th to 19th century, and ultimately ending with literature from the 20th century. Through the study of this broad range of materials, you will have the opportunity to examine and appreciate this rich heritage. You will come to understand that “the only thing that really changes is the date on the calendar,” and that basic human concerns, attitudes, and ideas remain the same. Finally, *Literature 12* is an excellent preparatory course for those students who will study English courses in post-secondary institutions.

## NEW MEDIA 12 - MNMD-12 (4 credits)

Description: *New Media 12* is a program of studies designed to reflect the changing role of technology in today’s society and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop an intensive program of study centred on students’ interests, needs, and abilities, while at the same time allowing for a range of local delivery methods. *New Media 12* recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media. Compared with *New Media 11*, *New Media 12* features tasks and texts of greater complexity and sophistication. As well, the Grade 12 course extends the depth and breadth of topics and activities offered in *New Media 11*.

The following are possible focus areas in *New Media 12*:

- media and film studies – suggested content/topics include the globalization of the media industry, influence of media on users’ perceptions, documentaries in the age of digital media
- journalism and publishing – suggested content/topics include the changing roles and structures within news organizations; risks, challenges, and opportunities associated with professional journalism
- digital communication – suggested content/topics include blogging, writing for the web, writing for social media, gaming, podcasting.

## SPOKEN LANGUAGE 12 - MSPLG12 (4 credits)

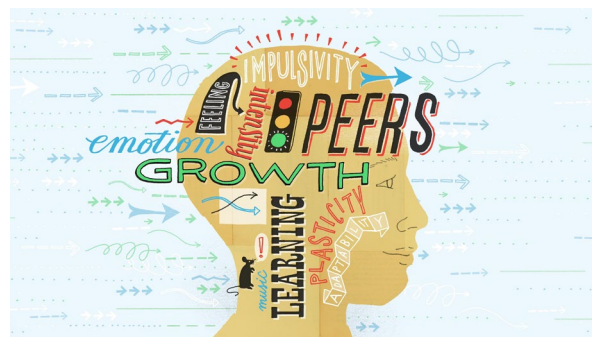
Description: *Spoken Language 12* is designed to support students in the refinement of spoken language forms. The course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, write, and present original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness. They will develop their craft through processes of drafting, reflecting, revising, and practising to build a body of publishable and/or performance-based work that demonstrates breadth, depth, and evidence of sophisticated and specialized spoken language pieces for a range of situations. The following are possible areas of focus in *Spoken Language 12*:

- performance – suggested content/topics include spoken word/slam poetry, poetry recitation, oral storytelling, readers’ theatre, radio/podcasts/video posts
- oral tradition – suggested content/topics include oratory, local story knowledge, oral history
- professional applications – suggested content/topics include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items), voice-overs
- drama, theatre, film scripts, story-telling

## ENGLISH STUDIES 12 Enriched - MENST12ENR

The Enriched English Literature course will engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the way writers use language to provide both meaning and pleasure for their readers. As they read, students should consider the structure, style and theme of a work as well as such elements as the use of figurative language, imagery, symbolism and tone. Emphasis will be placed on helping students to read, analyze and compose. This course also allows students to delve more deeply into texts than they would do in regular English Studies 12.

Students outside of the Odyssey Grade 11 English course may not self-select this course. Students who have taken Literary Studies and New Media 11 Enriched may self-enroll in the course.





## - ENGLISH LANGUAGE LEARNING (ELL)

ELL classes provide English instruction and cultural immersion for students with various ability to understand or communicate English. To provide more individualized instruction, maximum class enrolment for levels Emerging, Developing and Expanding is twenty; and maximum class enrollment for Transitional Composition Studies 10 and Literacy Studies 10, Transitional Social Studies 10, and ELL Support Block classes is twenty-five. Students are assessed upon entry to the school and regularly during the year. Opportunity to advance to the next level of the program is based on students' reading comprehension and written abilities (**emphasis on written**). Movement within the ELL Program can occur throughout the year. Recommendations are fluid and dependent upon all ELL teachers who teach in the same level based on students' progress. Courses in Levels Emerging, Developing and Expanding are non-credit, therefore, receive no percentage. Composition 10 Transitional and Literacy Studies 10 receive 2 credits each course while Social Studies 10 Transitional receives 4 credits.

### Levels in the ELL Program:

Emerging

Developing

Expanding

Consolidating (grade level)

At each Level, students are timetabled into four academic blocks of ELL courses.

The four courses are:

- ELL Reading
- ELL English
- ELL Social Studies
- ELL Science or grade level Science

\*\*\*The remaining blocks include mainstream Math, PE, and Mainstream Electives/Grad required courses.

### **Consolidating Courses:**

Transitional courses are a stepping-stone and help students transition between ELL courses and regular courses. Transitional courses are grade level courses and offered in two core subject areas: English and Social Studies.

- **Junior Transitional English and Socials:**

ELL students in Grade 8 and 9 who are in the transitional level receive grade level English and Socials courses but in an ELL supported classroom with smaller class size and focus on elevating their writing and reading skills. Students in this level should progress to regular English courses in the next year.

- **Senior Transitional Composition/Literary Studies:**

ELL students in Grades 10, 11, 12  
This course is adapted from the Composition/Literary Studies 10 curriculum. Students earn percentage and letter grades, therefore, receive Grade 10 credit for this course.

- **Senior Transitional Social Studies**

ELL students in Grades 10, 11, 12  
This course is adapted from the Social Studies 10 curriculum. Students earn percentage and letter grades, therefore, receive Grade 10 credit for Social Studies 10.

### **ELL Science 1**

This course is for Emerging ELL students who have limited English skills. Students learn and practice their English reading, writing, speaking and listening skills through science. The focus is on improving vocabulary and increasing English language skills as students learn about concrete, scientific concepts.

### **ELL Science 3**

This course is for ELL students in Developing, Expanding, and Consolidating Levels who are developing and applying their English skills. Students learn and practice their English reading, writing, speaking and listening skills through science. The focus is on improving vocabulary and increasing English language skills as students learn about concrete and increasingly abstract scientific concepts. Students go into more scientific detail and do several project-based learning assignments.

**For specific course/scheduling questions, please reach out to the grade appropriate counsellor.**

## -FINE ARTS-

All Art, Dance, Drama, Music and Film courses foster and encourage every student's lifelong enthusiasm for continued association with the arts, and its recreational or vocational pursuit. No student's musical, artistic, or theatrical ability is insufficient to achieving enjoyment and success in Arts courses. Sincere personal effort guarantees individual achievement.

### GRADE 8 ROTATION:

#### Fine Arts 8 – MVA--08 & MDR--08

This course is designed to give the student an introduction to Art and Drama. Art activities include drawing, painting, sculpting, imaginative and visual work, and elements of design. Drama activities include improvisations, games to develop acting skills, and working cooperatively in groups.

#### *Art Activities Include:*

- Imaginative and visual work
- Studying the elements of design such as line, value, color, shape, form, space and texture
- Drawing, painting and sculpting in expressive areas
- Responding to art and discovering how art is all around us
- Discussing art styles and artists

#### *Drama Activities Include:*

- Using games and acting exercises to foster creativity and build a classroom ensemble
- Developing voice and physicality as tools for self-expression
- Learning the basic elements of character and story structure through performance
- Developing skills to collaborate creatively and respectfully in groups
- Building self-confidence

*Part of the Fine Arts Rotation includes:*

#### Career Education 8 – MCE--08

The rôle of Career Education 8 is to assist students in their personal development. Career Education 8 will introduce reflective practice in relation to goal setting. Students will also examine various career options, the roles of community and school in career planning, and further their exploration of cultural and social awareness.



## VISUAL ARTS:

### Art 9 - MVA--09

This course continues the study of the visual elements of art as introduced in Fine Arts 8 and begins to apply the principles of design to projects.

*Activities include:*

- Extending theoretical and practical work done in Fine Arts 8
- Drawing, painting and sculpting skills
- The appreciation of historical and contemporary art
- Sketchbook and portfolio work



### General Art Studio 10-- MVA10

### General Art Studio 11-- MVA11

### General Art studio 12-- MVA12

This course is a general Visual Arts course for students who would like to continue on in Art after the completion of Art 9, or students who have not taken Art since grade 8.

Please choose your appropriate grade level and expectations will be adjusted accordingly.

*Activities include:*

- Extending skills & concepts learned in Art 8 and Art 9
- Understanding and practicing the main areas of visual expression such as drawing, painting and sculpture
- Drawing inspiration from a broad range of artists both historical and contemporary
- Applying the principles of design to all projects
- Maintaining a sketchbook

### Advanced Art Studio 11-- MVAD-11

### Advanced Art Studio 12-- MVAD-12

Advanced Art Studio courses are intended for students who already have a background in the visual arts or for students who have taken Art classes outside of school. Students will be expected to approach their work with commitment to developing their skills as well as challenging themselves to new ways of working both conceptually and practically. Most work is 2D: drawing and painting. This course would be particularly useful for the students considering post-secondary studies in the field of Art.

Please choose your appropriate grade level and expectations will be adjusted accordingly.

\*Grade 10 students wishing to take this course must receive permission of the instructor.

*Activities include:*

- Researching past and present artists and art movements
- Improving drawing and painting skills
- Working on image development of a high calibre
- Maintaining a sketchbook and building a presentation portfolio
- Independent projects



### Intro to Ceramics 10/11— MVAC-10 / MVAC-11

This course will be of interest to students who like to get their hands dirty! Learn basic clay procedures and techniques to create sculptures and vessels. This course will introduce students to clay as an art medium and is suitable for beginner to intermediate levels.

Although this is a grade 11 course credit, the course is open to grades 10-12 beginner ceramics students.

*Activities include:*

- Handbuilding techniques : pinch, coil and slab
- Additive and reductive sculptural techniques
- Finishing techniques
- Possible projects include : bowls, mugs, vases, masks and animal sculptures

### Senior Ceramics 12—MVAC-12

This course will review the beginning skills introduced in the introductory courses and offer deeper exploration into clay technique and manipulation. Students will work on several directed projects throughout the year that will develop their sculptural skill set, while allowing for personal creative exploration.

Although this is a grade 12 course credit, it is open to grades 10-12 advanced ceramics students.

*Activities include:*

- Handbuilding techniques : pinch, coil and slab
- Construction of handles, lids and other accessories
- Advanced finishing techniques
- Researching ceramics artists as inspiration
- Some students may choose to learn to throw on the wheel

### DANCE:

#### Dance Foundations 10/11/12 - MDCF-10/ MDCF-11/ MDCF-12

Learn the foundations of dance in a fun, creative environment! This course is designed for anyone new to dance, and explores the fundamentals of technique, choreography, and composition in a social setting. Students will develop an understanding of movement patterns, increase body and spatial awareness, and gain the vocabulary and skills necessary to participate as confident performers. No experience necessary – just a desire to learn new things and collaborate with others.

#### Dance Technique and Performance 10/11/12 - MDNTP10/MDNTP11/ MDNTP12

This course is designed to instill a lifelong relationship with dance and movement and aims to do so by offering a highly supportive social environment that encourages personal expression.

Technical knowledge in a variety of dance styles is introduced with an emphasis on physical literacy, collaborative choreography, and a deeper understanding of musicality and rhythmic patterns. Students will have group and individual opportunities to create projects and small performances.

As much as possible, we will also develop connections with the wider dance community through field trips, local events, guest instruction, as well as performance opportunities within our school community.

#### Dance Choreography 10/11/12 - MDNC-10/MDNC-11/MDNC-12

A great opportunity for dancers who are interested in developing their skills and confidence as a choreographer - This course is designed for students who are willing to step into a leadership position and create original dance routines for their peers.

Explore communicating creative expression and meaning through movement. Develop composition skills to create, rehearse and refine choreography. Student choreographers will have the opportunity to create pieces in a variety of dance and music styles.

## DRAMA:

### Drama 9/10 – MDR--09/ MDRM-10

In this class we will deepen our understanding of the performing arts by exploring a variety of performance styles and techniques through games, group activities, and small school performances.

Through character work, scenework, and other group projects, students will develop tools for public speaking, self-confidence, and use drama to explore multiple worldviews and perspectives in a supportive social environment that encourages personal expression and discussion.

### Drama 11/12 – MDRM-11/ MDRM-12

This course is designed to instill an appreciation of the arts through a variety of theatrical conventions and class performance projects. We will work together as a class to create a supportive social environment that encourages personal expression and a sense of belonging. Explore techniques to practice creativity, innovation, and collaboration skills.

There will also be opportunities for students who wish to develop their skills in Directing and Scriptwriting to take on a leadership role in developing class performance projects.

### Theatre Company – MDRTC10/ MDRTC11/ MDRTC12

This course is designed to provide students the opportunity to receive credit while producing a theatrical production that will be performed for our school community. Students will learn about the nature of a theatre company and the interconnected roles and responsibilities of the people who work within it. Students do not need to be on stage to receive credit for this course as there are several parts in a Theatre Company - There will be opportunities to learn all aspects of play production.

This course demands a high level of commitment. Students are expected to put in time outside of class. The focus is to create quality theatrical productions and further hone skills in all areas of production. This class is for students who are passionately interested in Theatre. This is a linear (full year) course that happens off timetable (afterschool).

## MEDIA ARTS:

### Media Arts 9/10 – MVAM-10

**Film Production is great course for junior students interested in making their own videos!**

In this class you have the opportunity to create your own films. Through work with a variety of technologies, including HD cameras, PC's and Adobe Premiere, students will develop, shoot and edit their own films in groups of their peers.

No experience is necessary! You will be walked through the process from the very beginning. As you gain confidence, there will be opportunities to enter contests and festivals such as the **VSB Student Film Festival!**

This course is a great introduction to topics that will be studied further in **Film and Television 11/12.**

### Film and Television (Production) 11/12 – MDFT-11 / MDFT-12

**Make your own films in Film Production!**

Do you have a great idea for a film? If you love watching movies and want to take the next step into making some of your own, this is the course for you. You don't have to have any previous filmmaking experience – all you need is curiosity and enthusiasm!

You will work in groups with your friends and peers as you learn the basics of preproduction planning, on-set production and postproduction editing using Adobe Premiere.

You will be encouraged to enter videos contests and will show your best work at the **VSB Student Film Festival!**

### Media Arts (Film Studies) 11/12 – MVAMT11 / MVAMT12

**Media Arts - Film Studies is the class for you if you like to watch movies!**

If you love watching movies and would like to have a deeper understanding about them - how they're made, what they mean - and if you like to talk and think about great films, then sign up for Film Studies! As we watch and analyze many different kinds of films, you will broaden your understanding and appreciation for the art form. Films are chosen based on a combination of student interest as well as what is considered critically essential. This course will introduce you to films that are outside of what you might see at the multiplex and will deepen your appreciation of your favorite movies.

This is an excellent class to accompany **Film and Television 11/12** where we make our own films.

## ANIMATION:

### BA Animation 10 - YCCT-0A

#### **Learn to make your own Animation!**

In Animation 10, students do not need any previous experience. Students are introduced to the Principles of Animation developed by Disney. With professional yet user-friendly vector-based “2D” Animation software, students develop basic skills in character animation using frame-by-frame animation, tweening and vector drawing.

By the end of the course, students will have developed important computer and communication skills as well as new ways to express their ideas and designs using computer technology. Whether you plan to become an animator, or you would like to better learn to express your ideas visually, this course is for you!

### Animation 11/12 (Digital Communications 11 / Digital Media Development 12) – MDCOM11 / MDMD-12

#### **Animate your own short film!**

In Animation 11 whether as a beginner or armed with the basics learned in **Animation 10**, this class is suitable for anyone who enjoys bringing characters to life through storytelling.

In second year, students will become more sophisticated with timing, character development, telling stories through shot development and alternative forms of storytelling. Students will complete several longer projects, including a major project, allowing them to express their visual and storytelling creativity.

In third year, Animation, students focus on major projects, developing the personal style and vision integral to portfolio development. Examples of careers available to young animators as well as educational opportunities will be covered.

Students will be encouraged to show their best work at the **VSB Student Film Festival** in the spring!



## MUSICAL:

### Instrumental Music: Guitar 10 – MMUGT10

A fun and interactive course designed for those with little or no music experience where you can learn different musical styles and techniques on the guitar.

### Instrumental Music: Concert Band 8 – MMU--08BA2

**Synopsis: Have fun playing music with new friends in Band.**

Music has many benefits beyond the enjoyment of performance and music appreciation. Research demonstrates that music enhances over-all brain functions and helps to reinforce math and language skills, memory, social skills, plus much more.

In band, students can choose to play one of many instruments such as flute, clarinet, saxophone, oboe, trumpet, trombone, French horn, tuba, drums, and even electric bass! Students who join this fun course not only learn to play music on their instruments but make long lasting friendships as well as prepare for music performances throughout the year. This ensemble welcomes all students new to music.

### Instrumental Music: Concert Band 9 – MMU--09BA1

**Synopsis: Have fun playing music in performances in and out of school with your friends.**

**Recommended: Band 8 or teacher recommendation.**

This fun music ensemble builds on the music skills students have developed in our David Thompson grade 8 Concert Band. You will have a very enjoyable time preparing for festivals and school concert performances throughout the year. Your involvement in music is not only an individual pursuit, but a social one, and as you have fun developing your music skills, you will also develop strong friendships with others as we all work together preparing the music we perform, whether at school or on tour.



### Instrumental Music: Concert Band 10 – MMUCB10

**Synopsis: Continue to build strong friendships while playing music in public performances and on tour.**

**Recommended: Band 9 or teacher recommendation.**

This rewarding, fun music ensemble further builds on the music skills developed in grade 8 and grade 9. Most students in this band have been together for several years, enjoying each other's company playing music as a group. You will continue to develop your music skills on your music instrument while experiencing a great deal of enjoyment playing music together with your close friends as we prepare for performances in festivals and concerts here at school and on band tours. This ensemble course develops the music skills that will lead you to the highest level music course here at David Thompson which is our grade 11 and grade 12 Concert Band.

### Instrumental Music: Concert Band 11 – MIMCB11/Concert Band 12 – MIMCB12

**Synopsis: Experience the bonds of your strong, lasting friendships as you perform music together in concerts and away on tour.**

**Recommended: Band 10 or teacher recommendation.**

**Note: Sign up according to your grade.**

David Thompson's grade 11 and grade 12 Concert Band is the most advanced music ensemble. It is the ensemble that will prepare you for a possible career in music. This exciting, top showcase ensemble performs throughout the year at district music festivals, school concerts, public performances in our community and performances while away on tour. We perform everything from serious concert band literature to marches to musicals and movie show tunes. By playing in this ensemble you will have formed very strong ties with your bandmates and your friendships further enhance your ability to perform well for audiences during live performances. Playing in this ensemble will create wonderful lasting memories and friendships long after graduation.

### Instrumental Music: Jazz Band 9 – MMU--09JB1

**Synopsis: Have fun with your friends from band as you learn to play jazz music.**

**Recommended: Concert Band 8/9**

This fun, rewarding jazz ensemble introduces concert band students to a whole new genre of music – the exciting form of music we know as Jazz! You will learn to play not only jazz, but the blues and even rock and pop music. This exciting ensemble performs throughout the year at school festivals and concerts. By taking this course, you will take your first step in becoming a jazz musician and jazz appreciator.

### Instrumental Music: Jazz Band 10 – MMUJB10

**Synopsis: Continue to build strong friendships while playing jazz music in performance and on tour.**

**Recommended: Concert Band 9/10**

This jazz ensemble will offer you the opportunity to learn to improvise, which is the creation of musical ideas being performed as the band plays. Always fun, always enjoyable, join this jazz ensemble and you'll be well on your way to performing all types of music at a very high level. We perform school concerts throughout the year, as well as while away on tour.

### Instrumental Music: Jazz Band 11– MIMJB11

**Synopsis: Create lasting friendships while performing jazz in concert and while away on tour.**

**Recommended: Concert Band 10/11**

This exciting jazz ensemble builds on the skills developed in Jazz Band 10. Students further develop their skills of improvisation, and we all have a great deal of fun preparing for all the performances at festivals, concerts, and music tours throughout the year. This ensemble is a very closely knit group, and students love performing for audiences while playing this very special art form we know as jazz.

### Instrumental Music: Jazz Band 12 – MIMJB12

**Synopsis: Experience the bonds of your strong, lasting friendships as you perform music together in concerts and away on tour.**

**Recommended: Concert Band 11/12**

This advanced jazz ensemble performs a great deal in concert and while away on tour. Music performances lead to lasting friendships and wonderful experiences that will provide you a lifetime of warm remembrances highlighting your high school experience. You will discover that jazz music fuses and embraces the collaboration of friendship in the creation and performance of music, and that jazz will become the unifying force merging artistic expression with the social connections of your lifetime friendships.

### Instrumental Music: Guitar 11 - MIMG-11

A continuation of Beginning Guitar course with a wider range of techniques, repertoire, and performance opportunities.

### Instrumental Music: Guitar 12 - MIMG-12

Take your playing to the next level by learning advanced techniques, playing as a group, improvising, and creating a self-styled approach to guitar.

## Choir Courses 9-12

**Synopsis:** Have fun singing with new friends in choir. Sign-up according to your grade.

No previous experience is required for this course. In choir, you will learn vocal technique, basic music theory, and perform a variety of different music styles and genres. You do not need to have vocal experience or training to participate. All levels of ability are welcome in a safe and supportive environment. All you need is the desire to sing and to participate in creating music.

There is increasing evidence that singing in a group helps to promote social cohesion. Choir is a great place to meet new friends and to find a sense of belonging.

Choir 9: MMU--O9CC1

Choir 10: MMUCC10

Choir 11: MCMCC11

Choir 12: MCMCC12

## BA Piano Accompaniment 9/10/11/12

Students with advanced piano skills (Conservatory 8 or better) can **enroll in choir at their current grade level** (see below) and receive a choral credit at that level for simply accompanying the choir; with no singing required. There is no course limit to the number of accompanists allowed; the more the merrier. Bring a friend (or make new ones) and share the responsibility!

Piano 9: MMU--O9CC1 (YVPA-0B)

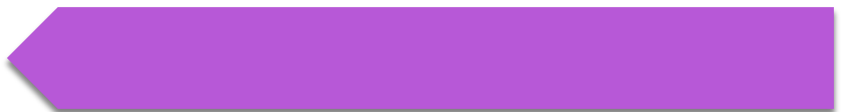
Piano 10: MMUCC10 (YVPA-0B)

Piano 11: MCMCC11 (YVPA-1B)

Piano 12: MCMCC12 (YVPA-2B)



RESPECT



## -HOME ECONOMICS-

The Home Economics Department offers a wide range of courses aimed at developing skills necessary for enhancing everyday living and employment skills for future employment opportunities.

The areas of study include:

- Food Studies
- Culinary Arts
- Textiles
- Fiber Craft & Maker Technology
- Child Development & Caregiving

### FOOD STUDIES:

#### ADST – Food Studies 8 – MADFS08

All Grade 8 students must take Applied Skills 8. This course is divided into three sections: Home Economics, Business Education, and Technical Studies. The Home Economics section will introduce students to Food Studies and Textiles Studies.

Goals include:

- Food preparation practices around issues of safety, sanitation, and processes
- Development of design and skills around basic clothing construction and hand-sewing skills

#### Food Studies 10 – MFOOD10

This course is designed for students in grades 9 & 10 as an Applied Skills elective. This course will provide information on safe food handling, fundamental cooking techniques, and a look at varying influences around our decisions with food choices.

Activities include:

- Learning basic cooking skills in a cooperative learning environment
- Making a variety of meals such as lasagna, spaghetti, fresh salads, rice, proteins, vegetables and baked goods
- Developing an understanding of food choices and its nutritional effects on the body



#### Food Studies 11 (Foods for Celebrations 11) – MFOOD11

Learn about holidays from around the world, then prepare a food or menu to celebrate each occasion. This course is open to students in grade 10 (who have completed MFDN 10), grade 11 & 12.

Activities may include:

- Planning and preparing food for Thanksgiving dinner, Diwali, Christmas, Hanukah, Valentine's Day, Chinese New Year, birthday parties, summer barbeques, tailgate parties and dessert parties
- Making and enjoying various appetizers, non-alcoholic cocktails and snack foods
- Giving your food and buffet tables the "wow" factor by learning various garnishing, napkin folding and food styling techniques





## **Food Studies 12 (Gourmet Foods 12) – MFOOD12**

This course is for students who would like to acquire more advanced knowledge and skills around food preparation, food products and presentation. You will explore all areas of a menu from appetizers to desserts. This is a hands-on and theory-based course. The goal is to develop the fearless cook in you. This course is open to students in grade 11 (highly recommended you have completed FDN 11) & grade 12.

Activities include:

- Studying about the science behind food
- Using design and creativity through food plating
- Studying the various current issues around food sustainability and security
- Preparing dishes such as fresh tortellini, Belgian waffles, risotto, and blended soups
- Baking baguettes, gourmet scones, biscotti, and spritz cookies
- Making desserts such as chocolate truffles and soufflés
- Developing party hosting skills

## **Culinary Arts 11 and 12 - MCUL-11 and MCUL-12**

These courses focus on commercial quantity food preparation. Students develop the artistic and work-related skills necessary for entering the many exciting and demanding career paths in the hospitality industry as they learn how to receive, store, prepare and serve nutritious foods.

- Practice customer service and develop the attitudes required by food-service professionals
- Food Safe Level 1 Certification \$25
- Experience the creative preparation and presentation of food through practice and theory
- Gain exposure to purchasing, portion control and cashiering
- Develop skills valuable to obtaining employment and/or entrance to related post-secondary training institutions

Please note: nail polish and fake nails are prohibited in the commercial kitchen. Hair restraints are used accordingly.

## TEXTILES:

### Textiles 10 – MTXT-10

This is an introductory program allowing one to learn clothing construction skills. Basic sewing machine and serging skills will be covered. Through careful pattern selection and interpretation, students will create garments they will be proud to wear. Patterns will be selected according to one's experience and skill level. Possible projects may range from PJs, vests, tops, pants, summer dresses and shorts to unlined jackets. Valuable lessons will be learned when students visit fabric stores to purchase patterns and supplies. This course is open to students in grades 9 & 10.

Activities include:

- Learning basic sewing and serging skills
- Choosing and interpreting patterns
- Making fashionable and wearable clothing such as shorts, shirts, pants, or unlined jackets
- Applying computerized machine embroidery, crafts, and/or detailing to enhances one's wardrobe or home furnishings

### Textiles 11 – MTXT -11

This senior program allows one to develop and improve basic skills around serger, sewing machine, iron press, and electronic embroidery. Apply fabric knowledge and construction techniques to create garments that are uniquely yours.

This course is open to students in grade 10 (who have completed Textiles 10) & grade 11.

This course is divided into two levels:

- Level 1 (little or no sewing experience) – Introduction to Textiles 11
- Level 2 (completed Textiles 10) – Textiles 11

Commercial patterns/projects will be selected according to the experience and desire of students. This course is recommended for students interested in developing their sewing skills and fashion knowledge.

Activities include:

- Developing construction techniques to create garments quickly and efficiently
- Studying wardrobe planning, figure and colour analysis
- Selecting, caring for and handling a variety of fabrics
- Learning computerized machine embroidery techniques

### Textiles 12 – MTXT-12

This advanced senior course builds on construction experience, allowing students the opportunity to further explore industry and couture techniques while refining previous skills. Tailoring techniques will be introduced as students complete a lined coat or jacket. Specialty fabrics will be chosen for a lined evening garment. If time permits, a third lined garment such as a fitted skirt or pants will be made. Projects will be selected based on one's interest, experience and ability in consultation with teacher. Understanding of fit, specialty fabrics and application of design principles will be important aspects of every project. This course is highly recommended for students interested in post-secondary fashion programs. This course is open for students in grade 11 (who have completed Textiles 11) and grade 12.

Activities include:

- Learning tailoring techniques to construct a lined coat or jacket
- Constructing a lined evening outfit suitable for a prom, graduation or other special occasion
- Gaining expertise on the computerized sewing machines, sergers, and industrial type sewing machines

### Fiber Crafts and Maker Technology 10 – YHEC-0A

This course is open to students in grades 9 and 10.

Have you ever visited a craft fair or seen beautiful crafts in the stores and wondered how they were made? Well, this is your opportunity to balance your hectic timetable with a fun and creative course. Be inspired making original projects that you can keep, give away or possibly develop into your own line of crafts. Bring your friends and start making memories together and possible projects such as:

- Decorative pillows and bags
- Embroidered clothing, towels or bags
- Beautiful ribbon rose bouquets
- Origami
- Cross-stitched pictures
- Rug hooking
- Knitted or crocheted scarves, blankets etc.
- Tye-dying and

## CAREGIVING:

### Child Development & Caregiving 12 – MCDAC12

Child Development & Caregiving 12 looks at the stages of human development through pregnancy, childhood, and adolescence. We explore topics that adults and families face in daily life while caring for children including: health and health practices, caregivers, cultural influences, feeding practices, and external influences (media, finances, nutrition, government).

Activities include:

- The history of the family and its future direction
- A variety of lifestyles
- Family planning
- Responsibilities of parenting and families
- Ideas around attachment and bonding
- The impacts of family, school, and media on children
- The importance of healthy beginnings as it relates to human development
- How children grow emotionally, intellectually, physically and socially

## CAREER EDUCATION:

### Career Education 8 – MCE--08

The role of Career Education 8 is to assist students in their personal development. Career Education 8 will introduce reflective practice in relation to goal setting. Students will also examine various career options, the roles of community and school in career planning, and further their exploration of cultural and social awareness.

### Career Education 9 – MCE--09

Career Education 9 will continue to work on the big ideas of Career Education 8 as students also investigate the role of mentors, family, community, schools and personal networking in both decision making and career life planning. This course will be offered as a “pull-out”, meaning that students will not have a Career Education block in their timetable, but each term will be given assignments to complete on their own and learning opportunities (via assemblies, Take Your Kid to Work Day, etc.), that build upon the learning standards taught in Career Education 8.



## **Career Life Education – MCLE-10 / MCLE-10CO1**

This course is offered both as an on-timetable and as a hybrid off-timetable course at David Thompson. The off-timetable course is developed to accommodate students who would like to have an extra elective in their timetable. This off-timetable course is a student's ninth course. Classes for off-timetable meet at FIT twice during the week. This course is required for graduation.

Depending on your preference, choose:

MCLE-10 – on timetable as a regular course

MCLE-10CO1 – hybrid off-timetable as a ninth course

The aim of Career Life Education 10 is to enable students to:

- Find a balance between work and personal life
- Understand the importance of a network of family, friends and community members to support and broaden career awareness and options
- How learning supports us to be lifelong learners who can adapt to changing career opportunities
- Planning careers effectively that considers both internal and external factors
- How the global economy affect our personal, social and economic lives and prospects
- Discussion around social stereotypes, mental health issues and self care

## **Career Life Connections 12 – Capstone Project – MCLC-12**

Students will have an opportunity to explore post-secondary options, build their marketing skills for employment, and discuss budgeting skills needed for post-graduation.

Students will design, assemble, and present a capstone project to demonstrate personal learning and achievement, growth in the core competencies, and a reflection of their post-graduation plan. This course is required for graduation.

RESPECT



# -MATHEMATICS-

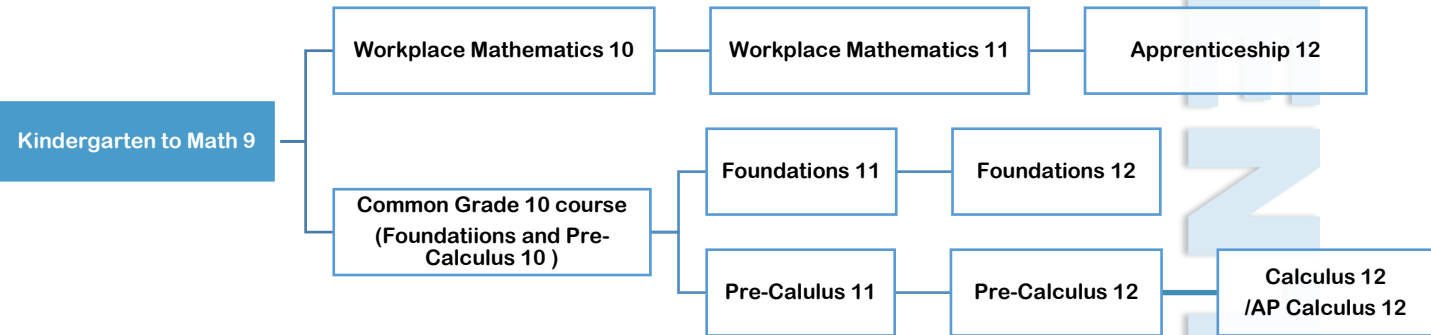
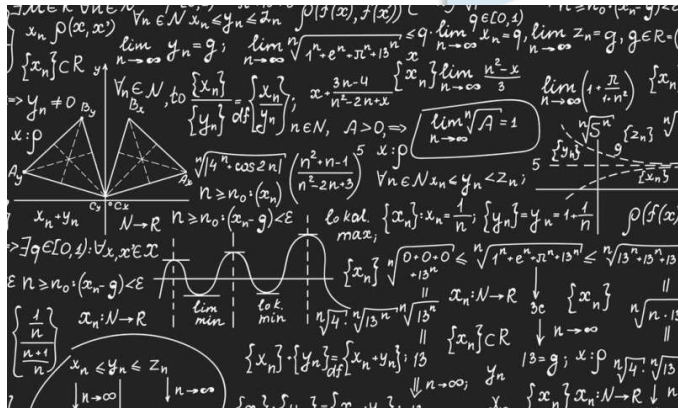
The Mathematics curriculum for British Columbia schools is changing. The curriculum has fewer learning standards, allowing teachers and students to spend more time on foundational skills and applying them to real-life situations. The curriculum is intentionally focused on “hands-on” experiential learning, using foundational skills to provide students with the opportunity to encounter math in a wide variety of experiences in everyday life. The goal of developing well-educated citizens is central to this feature of the curriculum.

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The Big Ideas of the Mathematics curriculum reveal the progression of related skills and concepts. For each area of mathematics — number, patterns and relations, spatial sense, and statistics and probability — important concepts are introduced and evolve in both sophistication and degree of connection to the lives of students throughout the curriculum. The Big Ideas represent what students are expected to understand as a result of their learning. To ensure a strong mathematical understanding, the Big Ideas are based on the powerful overriding themes of Mathematics that reflect the learning standards of each grade.

The five overriding themes are:

- Number represents and describes quantity.
- Development of computational fluency requires a strong sense of number.
- We use patterns to represent identified regularities and to form generalizations.
- We can describe, measure, and compare spatial relationships.
- Analyzing data and chance enables us to compare and interpret.

At the senior level, the three streams remain: Apprenticeship and Workplace Mathematics, Foundations, and Pre-Calculus. After the grade 9 course, you must choose one of three streams. Once this choice is made, a change of streams is difficult. The design and content of curriculum for each stream is so different that a transition could leave the student lacking in the skills and knowledge required to master the new course. It is, therefore, important that students make an informed decision as to what stream they wish to follow. However, if a student finds that they require courses from another stream for a college or university program they later choose to pursue, the courses can be acquired at colleges, night schools, or adult education centres.



**GRADE 8:****Mathematics 8 - MMA--08**

Topics include:

- Logic and patterns to solve games and puzzles and cubes
- Perfect squares, square roots, percentages, ratios, rates, proportions, percent, and proportional reasoning.
- Operations with fractions
- Two-step equations with integer coefficients, constants and solutions
- Solving problems -expressions and equations, writing and evaluating using substitution
- Shapes and space (measurement and construction of 3D objects and 2D shapes)
- Theoretical probability with two independent events

**Mathematics 8 Enriched - MMA--08ENR**

This course is designed for students with exceptional ability and creativity in Mathematics and Science. It is intended for the grade 8 Odyssey students. As classmates, students enrolled in this course also take Science 8 together. The course covers all the material from Mathematic 8 and some topics from Mathematics 9. Creative problem solving as well as selected enrichment topics will be considered in this course. Students will participate in various mathematics competitions, such as Gauss and Math Challengers.

**GRADE 9:****Mathematics 9 - MMA--09**

Topics include:

- Numerical and spatial reasoning, logic , and patterns to solve puzzles and games
- Financial literacy – types of income and simple budgets and transactions
- Powers, rational numbers and order of operations
- Square roots – estimation skills
- Two-variable linear relations, using graphing, interpolation, and extrapolation
- Solving multi-step one-variable linear equations
- Simple operations with polynomials of degree two or less
- Spatial proportional reasoning such as scale diagrams and similar triangles
- Probability and statistics in society such as sampling techniques and misleading stat





## **GRADE 10:**

### **Foundations and Pre-Calculus 10 - MFMP-10**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary studies in programs that require the study of theoretical calculus or those that do not.

*Topics include:*

- operations on powers with integral exponents
- relationships among data, graphs, and situations
- linear relations, including slope and equations of lines
- solving systems of linear equations
- multiplication of polynomial expressions
- polynomial factoring
- primary trigonometric ratios
- experimental probability
- financial literacy: gross and net pay

### **Foundations and Pre-Calculus 10 Enriched - MFMP-10ENR**

This course is a continuation of the Mathematics 8/9 Enriched course and topics will closely follow those found in Foundations and Pre-Calculus 10. It is intended for the grade 9 Odyssey students who have been together as a cohort for Math, Science, English & Social Studies, since grade 8. Students will participate in various mathematics competitions including practice contests and national and international contests such as Math Challengers, Cayley, AMC 10, and CNML.

### **Workplace Math 10 - MWPM-10**

This course is designed to provide students with mathematical understandings and computational, conceptual, and critical thinking skills. This pathway is designed to provide students with the skills for entry into the majority of trades and for direct entry into the work force. After completing this course a student may satisfy graduation requirements by completing Workplace Mathematics 11.

*Topics include:*

- Proportional comparisons using trigonometry (ratios and multiplicative relationships)
- Angle relationships (geometry and measurement)
- Interpretation of graphs
- Data analysis (mathematical evidence and reasoning)
- Unit conversions (metric and imperial measurements)
- Surface area and volume
- Financial literacy

## **GRADE 11:**

### **Foundations 11 - MFOM-11**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary students in programs that do not require the study of theoretical calculus. After completing this course, a student has satisfied their math graduation requirement.

*Topics include:*

- Slope and rate of change
- Graphical representations
- Surface area, volume and capacity
- Trigonometry and right triangles
- Scale representations
- Financial services
- Personal budgets.

### **Workplace Math 11 - MWPM-11**

This pathway is designed to provide students with mathematical understandings and critical thinking skills for entry into the majority of trades and for direct entry into the workforce. After completing this course, a student has satisfied their math graduation requirement.

*Topics include:*

- puzzles and games
- use of statistics in a contextualized situation
- 3D objects
- linear relationship
- slope as a rate of change
- financial literacy for investments and loans
- personal budgeting

FOUNDATIONS

## GRADE 11 (cont.):

### Pre-Calculus 11 - MPREC11

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for postsecondary studies in programs that require study of theoretical calculus. After completing this course a student has satisfied math graduation requirements.

Topics include:

- Real number system
- Algebra will be worked into several topics
- Rational equations and operations on rational expressions
- Quadratic functions and quadratic equations
- Polynomial functions and polynomial factoring
- Trigonometry including angles in standard position and non-right triangles
- Operations on powers with rational exponents resulting in radical values
- Exponential functions
- Financial literacy: investments and loans

### Pre-Calculus 11 Enriched - MPREC11ENR

This course is designed for those students with an above-average ability and interest in Mathematics. It is intended for the grade 10 Odyssey students, who have been together as a cohort for Math, Science, English & Social Studies, since grade 8. Concepts covered are the same as those studied in Pre-Calculus 11, but in addition, students in this course are given opportunities to participate in various mathematics competitions such as COMC, Cayley, Math Challengers, AMC, and the CNML. After completing this course a student has satisfied their math graduation requirements, but most choose to continue their math studies by enrolling in Pre-Calculus 12 Enriched.

## GRADE 12:

### Foundations 12 - MFOM-12

This course completes the Foundations stream.

*Topics include:*

- Compound interest and financial decision making
- Costs and benefits of renting, leasing, and buying
- Investment portfolios
- Represent data using polynomial, exponential, logarithmic and sinusoidal functions
- Logical reasoning including set theory and conditional statements
- Research project and presentation on a math topic
- Probability theory including the fundamental counting principle, permutations and combinations

### Pre-Calculus 12 - MPREC12

This course completes the Pre-Calculus Stream.

*Topics include:*

- Transformation of Functions (including  $y = \sqrt{x}$ ,  $y = |x|$ ,  $y = \frac{1}{x}$ )
- Polynomial functions and equations
- Rational functions
- Exponential equations
- Logarithmic functions and equations
- Operations on logarithms
- Trigonometric functions and equations with real numbers
- Trigonometric identities
- Conics
- Sequences and Series

### Pre-Calculus 12 Enriched - MPREC12ENR

This course is designed for those students with an above-average ability and interest in Mathematics. Concepts covered are similar to those in Pre-Calculus 12. It is intended for the grade 11 Odyssey students who have been together as a cohort for Math, Science, English & Social Studies since grade 8. Students in this course will participate in various mathematics competitions such as CSMC, Pascal or Fermat, the CNML. This course completes the Pre-Calculus Enriched Stream.

## GRADE 12 (cont.):

### Calculus 12 - MCALC12

This course covers basic topics and concepts of calculus. It is not intended for students planning to write the Advanced Placement Calculus examination.

*Topics include:*

- concept of the derivative
- limits
- derivatives
- applications of derivatives
- concept of the integral
- integrals
- applications of integration

### Apprenticeship 12 - MAPPR12

This course completes the Workplace stream.

*Topics include:*

- *measuring, including tools with graduated scales and conversions using metric and imperial*
- *similar triangles, including right- angle trigonometry*
- *Pythagorean theorem*
- *2D and 3D shapes, including area, surface area, volume, and nets*
- *model and draw 3D objects and their views (isometric drawing, orthographic projection)*
- *relationships in formulae*
- *math research project*
- *circle geometry*



## GRADE 12 (cont.):

### AP Calculus AB 12 - ACAL-12

This course is a lower level Calculus Advanced Placement course and is intended for students who want to cover the basic topics of calculus, function theory, differential and integral calculus. In addition, the course provides preparation for the Advanced Placement AB examinations if the students choose to write. Students should be familiar with the properties and functions of algebra and the graphs and language of functions prior to taking this course. Successful completion of the Advanced Placement exam will give the student preparation to challenge the university exam to obtain credit for a one-semester university course if the student chooses. Students are encouraged but not required to participate in math contests to further develop their critical-thinking and problem-solving skills. See General Information About Advanced Placement.

### AP Calculus BC 12A - ACAL-2A

This course is a higher level of Calculus Advanced Placement and is intended for students with proficiency in mathematics. The course covers topics found in a first year university calculus course on differential and integral calculus. In addition, the course provides preparation for the Advanced Placement BC examination for those who want to write it. Successful completion of the Advanced Placement exam will give the student preparation to challenge the university exam to obtain credit for a one semester university course if the student chooses. Students are encouraged but not required to participate in math contests to further develop their critical-thinking and problem-solving abilities. See General Information About Advanced Placement.

## COMPUTER SCIENCE:

### Computer Studies 10 – MCSTU10

This course is a general introduction to the theory and programming of computers. Students will learn a high level programming language Python, with emphasis on code that is readable and correct.

*Topics include:*

- Algorithms
- GUI
- The Python programming language
- Debugging and testing
- Object orientated programming
- Problem solving
- Artificial Intelligence - Machine Learning and the future of computing

### Computer Science 11 – MMACS11

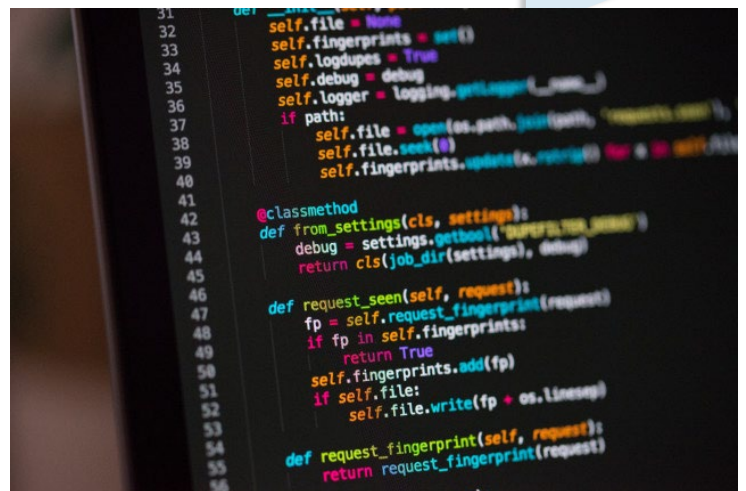
This course offers a faster pace and deeper look at concepts and skills of computer science. Emphasis is placed on using the computer as a tool to solve various problems. This is a problem-based course and requires students to be able to utilize skills from other areas in order to come up with solutions that can be translated into a computer setting. Emphasis is on projects and logical thinking.

*Topics include:*

- Interactive programming - Various computer languages

### Computer Science 12 – MMACS12

This course extends and refines the concepts introduced in Computer Science 11.



ENCCOURA

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## -MODERN LANGUAGES-

The redesigned curriculum aims to develop well-educated citizens who are able to think critically and creatively and adapt to change. It is a concept-based approach to learning and has a focus on the development of competencies and fostering deeper, more transferable learning. There are three core competencies:

- **communication,**
- **thinking** (including creative and critical), and
- **personal and social development.**

It is learner centered and demands an active engagement of students.

Some other features are:

- The learning environments are flexible, not just restricted to the classroom.
- Collaboration with the greater community is encouraged.
- It must include aboriginal perspectives and knowledge.



SAKUT



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H/G/A

SAFETY

## **FRENCH:**

### **French 8 - MFR--08**

French 8, the first stage of a sequential program, is designed to encourage communication and interaction. Students will develop listening, speaking, reading and writing skills.

*Activities include:*

- Participating in short conversations
- Sharing information about activities and interests
- Exploring such themes as greetings, school, family and friends, food and café culture
- Learning about the francophone world and indigenous perspectives
- Creating and presenting unit projects
- Developing strategies to become a successful language learner.

### **French 9 - MFR--09**

French 9 emphasizes oral communication and interaction. Increased attention is given to the improvement of reading and writing skills.

*Activities/Projects/Topics Include:*

- Describing and exchanging information related to things, people and activities
- Sharing opinions and preferences, giving reasons
- Exploring such themes as sports, celebrations and festivals, travel, and the home
- Learning about the francophone world and indigenous perspectives
- Creating and presenting unit projects
- Developing strategies to become a successful language learner

### **French 10 - MFR--10**

Recommended: French 9

French 10 continues the sequence of learning established in French 8 and French 9. Students take part in a variety of communicative situations which develop listening, speaking, reading and writing skills.

*Activities:*

- Exploring such themes as food, health, technology, and city life
- Acquiring useful vocabulary and expressions to describe past, present and future time in speech and in writing. Introduction to the conditional tense.
- Expanding knowledge about « La Francophonie » and indigenous perspectives
- Creating and presenting unit projects
- Developing strategies to become a successful language learner.

### **French 11 – MFR--11**

Recommended: French 10

In French 11, students continue to develop their listening and oral communication skills. Increased importance is placed on reading and writing skills.

*Activities:*

- Exchanging opinions on topics of interest
- Discussing plans related to common activities
- Describing events, situations and experiences in speech and in writing
- Exploring such themes as city life, careers and what the future might hold, environment and green spaces, the arts
- Analyzing sentence structure as the basis for improving oral and written communication
- Experiencing some creative works
- Expanding knowledge of francophone cultures and indigenous perspectives
- Creating and presenting unit projects

### **French 12 - MFR--12**

Recommended: French 11 or French 11 enriched

In French 12 students continue to develop the four skills of listening, speaking, reading and writing and to expand their range of vocabulary and idiomatic expressions in past, present and future time in speech and writing. Students are expected to function effectively in French in the classroom and are encouraged to seek out opportunities to hear and use French outside the classroom.

*Activities:*

- Interacting in French effectively and with some spontaneity in real-life situations
- Exploring such themes as study and travel in the francophone world, art forms and the creative process, the environment, crime and violence in society
- Analyzing sentence structure as the basis for improving oral and written communication
- Studying and applying correct verb tense usage in speech and in writing
- Discussing creative works by Francophone authors
- Creating and presenting unit projects
- Increasing knowledge of francophone cultures and indigenous perspectives
- Refining strategies for effective language learning.

## **SPANISH:**

### **Spanish 9 - MSP--09**

Recommended: No knowledge of Spanish is required; however, it is strongly recommended that the student has passed French 8. This course is designed for students learning Spanish as an additional language, not for native speakers or for students who have extensive background in Spanish. Those students may write the Challenge Examination to receive credit for Spanish 11 or Spanish 12. Spanish 9, the first stage of a sequential program, is designed to encourage communication and interaction. Students will develop listening, speaking, reading and writing skills.

Activities include:

- Participating in short conversations
- Exploring such themes as greetings, numbers, time, weather, school day, family, sports, leisure activities and travel
- Learning about the Hispanic culture and indigenous perspectives
- Developing strategies to become a successful language learner.

### **Spanish 10 - MSP--10**

Recommended: Spanish 9

This course is designed for students learning Spanish as a second language not for native speakers or for students who have extensive background in Spanish. Those students may write the Challenge Examination to receive credit for Spanish 11 or Spanish 12. In Spanish 10, students take part in a variety of communicative situations which further develop listening, speaking, reading and writing skills.

*Activities:*

- Exploring such themes as clothing, vacations, shopping, daily routines, food, and celebrations
- Expanding knowledge about the Hispanic culture and indigenous perspectives
- Developing strategies to become a successful language learner

### **Spanish 11 – MSP--11**

Recommended: Spanish 10

In Spanish 11, students continue to develop their listening and oral communication skills. Increased importance is placed on reading and writing skills.

*Activities:*

- Exploring such themes as technology, childhood memories, health and fitness, the household, nature, the environment, and daily chores
- Describing events in the present, past and future
- Analyzing sentence structure as the basis for improving oral and written communication

- Experiencing some creative works
- Increasing knowledge of the Hispanic culture and indigenous perspectives
- Developing strategies to become a successful language learner.

### **Introductory Spanish 11 - MBSP-11**

This course is designed for students with no prior knowledge of Spanish, who wish a senior-level credit. Introductory Spanish 11 is essentially an accelerated course combining Spanish 9 and Spanish 10 into one academic year.

*Activities:*

- Communicating in past, present and future
- Recognize and use greetings, expressions of politeness, seek information and make suggestions about everyday activities
- Communicate likes, dislikes, desires and emotions giving simple reasons
- Retrieve and process information from Spanish-language resources to complete meaningful tasks
- Explain acquired information in oral and simple written forms
- Reflect on, discuss and respond to authentic creative works from the Hispanic world
- Identify contributions of Hispanic people to the world and indigenous perspectives

### **Spanish 12 – MSP--12**

This course is designed for students learning Spanish as a second language, not for native speakers or for students who have extensive background in Spanish. Those students may write the Challenge Examination to receive credit for Spanish 11 or Spanish 12. In Spanish 12 students continue to develop the four skills of listening, speaking, reading and writing and to expand their range of vocabulary and idiomatic expressions in past, present and future tense in speech and writing. Students are expected to function effectively in Spanish in the classroom and are encouraged to seek out opportunities to hear and use Spanish outside the classroom.

*Topics include:*

- City life, nutrition, the workplace, the arts, current events

## MANDARIN:

### Mandarin Chinese 9 - MMAN-09

Recommended: None

This course is designed for students learning Mandarin as a second language, not for native speakers or for students who have extensive background in Mandarin. Those students may write the Challenge Examination to receive credit for Mandarin 11 or Mandarin 12. Mandarin 9, the first stage of a sequential program, is designed to encourage oral communication and interaction. Students will develop listening, speaking, reading and writing skills. Students who successfully complete this course should be able to have short, simple conversations and introduce oneself at social gatherings.

*Goal and activities include:*

- Practice and apply skills through games and interactive activities
- Learn Pinyin romanization
- Explore themes such as greetings and manners, self-introduction, countries and continents, languages and nationalities, family members and pets, and numbers and dates etc.
- Acquire a minimum of 200 Chinese characters
- Learn about the Chinese culture and indigenous perspectives through field trips and various activities
- Develop strategies to become a successful language learner

### Mandarin Chinese 10 - MMAN-10

Recommended : Mandarin 9

This course is designed for students learning Mandarin as a second language, not for native speakers or for students who have extensive background in Mandarin. Those students may write the Challenge Examination to receive credit for Mandarin 11 or Mandarin 12. In Mandarin 10 students continue to take part in a variety of communicative situations which develop listening, speaking, reading and writing skills. Students who successfully complete this course should be familiar with the past, present and future verb tenses in both oral and written communications.

*Goal and activities include:*

- Role play and have short conversations
- Review Pinyin romanization
- Explore such themes as daily routines and hobbies, occupation, transportation, time & length of time, weather and climate etc.
- Acquire a minimum of 250 Chinese characters
- Learn about the Chinese culture and indigenous perspectives through field trips and activities

- Use technology to become a successful language learner

### Mandarin Chinese 11 - MMAN-11

Recommended: Mandarin 10

This course is designed for students learning Mandarin as a second language, not for native speakers or for students who have extensive background in Mandarin. Those students may write the Challenge Examination to receive credit for Mandarin 11 or Mandarin 12. In Mandarin 11, students continue to develop the four skills of listening, speaking, reading and writing. Increased importance is placed on reading and writing. Students who successfully complete this course should be able to read and write Chinese characters with little Pinyin.

*Goal and activities include:*

- Examine, reflect and respond to authentic documents and creative works
- Analyze sentence structures as the basis for improving oral and written communication
- Explore themes such as fashion & shopping, community, describing people, visits to the doctor, school campus & school life, directions & transportation, and films & TV reviews etc.
- Apply strategies and use technology to be a successful language learner

### Mandarin Chinese 12 - MMAN-12

Recommended : Mandarin 11

This course is designed for students learning Mandarin as a second language, not for native speakers or for students who have extensive background in Mandarin. Those students may write the Challenge Examination to receive credit for Mandarin 11 or Mandarin 12. In Mandarin 12, students continue to develop the four skills of listening, speaking, reading and writing. Students who successfully complete this course should be able to interact in Mandarin effectively with some spontaneity in real-life situations.

*Goal and activities include:*

- Expand range of vocabulary and communicate with idiomatic expressions
- Create and present projects to demonstrate language skills and cultural knowledge
- Share perspectives and discuss with reason
- Learn about the Chinese culture, and indigenous perspectives and explore local communities through field trips and interactive activities
- Explore themes such as travel, accommodations, nutrition & food, and sightseeing & historical sites, etc.
- Develop strategies to be a lifelong learner



## Introductory Punjabi 11 – MIPUN11

Punjabi Introductory 11 has been developed to offer an opportunity for students in grade 10 or above who did not begin Punjabi in the elementary grades to enter Punjabi at the secondary level in an accelerated format. Punjabi Introductory 11 is an intensive course designed for students with no prior knowledge of Punjabi or those who wish to formalize their basic skills through a senior-level credit course.

Intro Punjabi 11 begins with the basic concepts of learning the Punjabi alphabet, vowel symbols and modifying symbols. Punjabi grammar will be introduced allowing students to develop and strengthen their ability to read, write and speak formal Punjabi. Students will build skills in asking questions and using various time frames. Introductory vocabulary will be taught alongside introduction to social and cultural situations and settings for their usage. The course will include Punjabi language, culture, and events.



## -Physical and Health Education-

Physical and Health Education is a required course for all grade 8, 9 and 10 students. The curriculum comprises of four main areas: physical literacy, healthy and active learning, social and community health, and mental well-being. The department objective is to foster a healthy lifestyle through life-long participation in physical activity, based on a broad foundation of skills, knowledge, and participation. The goal of the Physical and Health Education Department is to develop knowledge, skills and attitudes necessary to incorporate physical activity into regular routine and leisure pursuits to live an active healthy lifestyle. This goal will be met by a variety of activities from each grade specific curriculum. Teachers may enhance activities by bringing in special instructors and/or taking students on field trips.

### GRADE 8:

#### Physical and Health Education 8 – MHPE-08

This course will build a framework of developing a student's physical literacy, engaging the student in healthy and active living, promoting a strong model for social and community health, and encouraging mental well-being.

*Activities include:*

- **Physical Literacy:** movement skills related to a variety of team and individual games; a variety of movement concept and strategies
- **Health and Active Living:** daily physical activity; personal healthy living goals
- **Social and Community Health:** understand and develop strategies to build healthy relationships
- **Mental Well-Being:** recognize and create strategies to avoid unhealthy behaviours

### GRADE 9:

#### Physical and Health Education 9 – MHPE-09

This course will build on the framework established in previous physical and health education experiences with continued focus on developing a student's physical literacy, engaging the student in healthy and active living, promoting a strong model for social and community health, and encouraging mental well-being.

*Activities include:*

- **Physical Literacy:** movement skills related to a variety of team and individual games; a variety of movement concept and strategies
- **Health and Active Living:** daily physical activity; personal healthy living goals
- **Social and Community Health:** understand and develop strategies to build healthy relationships
- **Mental Well-Being:** recognize and create strategies to avoid unhealthy behaviours

### GRADE 10:

#### Physical and Health Education 10 – MPHE10

This course will build on the framework established in previous physical and health education experiences with continued focus on developing a student's physical literacy, engaging the student in healthy and active living, promoting a strong model for social and community health, and encouraging mental well-being. The goal of PHE 10 is to enable all students to develop knowledge, movement skills, personal fitness, healthy choices, and positive attitudes and behaviours that contribute to a healthy, active lifestyle.

Students will have the opportunity to gain a broader understanding across the four curricular competencies:

- **Physical Literacy:** movement skills, concepts, and strategies in different physical activities while demonstrating safety, fair play, and leadership
- **Healthy & Active Living:** maintain health components of fitness and healthy-living goals, and increase confidence and participation in lifelong physical activities
- **Social & Community Health:** maintaining healthy relationships and responding to interpersonal conflict, propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations, and analyze strategies for responding to discrimination, stereotyping, and bullying
- **Mental Well-Being:** strategies for promoting mental well-being, creating and evaluating strategies for managing physical, emotional and social changes during adolescence, exploring factors that shape personal identities, and understanding the relationship between physical activities, mental well-being, and overall health

## **New Faces Leaders:**

### **Physical and Health Education 10 New Faces Leaders (NFL) – MPHE10IBG**

This course is aimed at students who wish to develop their leadership skills both in school and in the greater community. The curriculum is similar to that of PHE 10, with an added focus on taking an active role to mentor incoming grade 8 students to David Thompson Secondary. This includes organizing and participating in various activities such as the Grade 8 Conference, Grade 8 Breakfast, Pumpkin Carving Contest, Grade 8 Spring Trek, etc. At various times, training sessions may be held after school. In addition to regular PHE 10 course requirements, students meet each Monday at lunch time through the year.

**INTERESTED STUDENTS WILL APPLY FOR THIS COURSE. APPLICATIONS WILL BE SCREENED FOR ADMISSION. Only one class is offered per school year.**

### **Leadership: New Faces Leaders (NFL) 11/12 – YHRA-1A/YHRA-2A**

This OFF TIMETABLE course is an extension of PHE 10 New Faces Leaders. Students aim to improve their leadership, teamwork, and program planning skills by mentoring incoming grade 8 students to David Thompson Secondary. Participants help to organize and participate in various activities such as the Grade 8 Conference, Grade 8 Breakfast, Pumpkin Carving Contest, Grade 8 Spring Trek, etc. At various times, training sessions may be held after school. Students meet each Monday at lunchtime through the year.

**INTERESTED STUDENTS WILL APPLY FOR THIS COURSE. APPLICATIONS WILL BE SCREENED FOR ADMISSION.**

## **GRADE 11 & 12:**

**NOTE:** All Senior PHE students will receive course credit corresponding to their grade level.

### **Active Living 11/12 – MACLV11/MACLV12**

Pre-Requisite: PHE 10

Active Living 11/12 is a PHE course open to grade 11 & 12 students of all genders and abilities. This course is a good fit for students who are looking for a fun, active, and cooperative PHE course.

Similar to previous PHE courses, the focus is on developing positive attitudes toward the pursuit of life-long health and well-being. The AL11/12 curriculum focuses on promoting healthy attitudes and regular physical activity as important parts of each student's lifestyle. It emphasizes physical activity as an important part of health and well-being by finding enjoyable recreational activities.

The learning standards for Active Living 11/12 are grouped under the following curricular competencies:

- Health & Well-Being
- Safety
- Participation
- Leadership

### **Athletic Coaching 12 (BASKETBALL) – YLRA-2D**

Pre-requisite: PHE 10

This Senior PHE course is open to all grade 11 & 12 students and is an introduction to the concepts and skills of highly effective coaching. Students in this class will learn about team sport tactics, coaching ethics, building good coach-athlete relationships, injury prevention and management, as well as the role of a scorekeeper, statistician, and referee. A community service component is included in the course. Students will need to accumulate 20 hours of volunteerism over the school year through the organization and implementation of athletic (basketball) events in the school.

### **Athlete Development 11 (BASKETBALL) – YLRA-1C**

Prerequisite: PHE 10

AD 11 is an elective course open to all grade 11 & 12 students and is intended to continue the development of a student's personal responsibility for his/her health. In addition to developing skill in basketball, the course will cover fitness, nutrition, leadership and lifestyle. The curriculum requires that students participate actively.

## **Athlete Development 12 – VOLLEYBALL THEORY & PRACTICE – YLRA-2F**

This PHE course is open to grade 11 & 12 students of all genders and abilities. Previous volleyball experience is an asset but not a requirement. This course is an introduction to theory and practical components of volleyball with an emphasis on holistic development of the student athlete. As the learners understand more about themselves through physical activity, they will demonstrate improvement and broaden their physical and communication skills as well as enhance their personal fitness. Moreover, students will be exposed to learning a healthy approach towards implementing nutrition, safety, injury prevention and treatment. In addition, students will also be offered the option to obtain certification in officiating and NCCP coaching.

This course in many ways has been organized under Volleyball Canada's Long-Term Athlete Development Model (LTAD). However, emphasis on competition has been reduced to reflect the inclusive abilities and multi-cultural values, which are supported by the 'Big Ideas' curriculum and philosophy.

## **Fitness & Conditioning 11/12 – MFTCD11/MFTCD12**

Pre-Requisite: PHE 10

Fitness and Conditioning caters to grade 11 & 12 students of all genders, abilities, and fitness levels. Throughout the year, students can expect to receive a working knowledge of kinesiology as it applies to the human body, which will include how to proactively and reactively care for athletic injuries. Similarly, students will gain insight into healthy eating habits, and how to achieve personal fitness goals. Students will gain an understanding of the value of nutrition as it relates to physical fitness. While this course will focus primarily on individual exercise routines, there will also be some play-based exercise as well. This course will have a lot of personal choice in terms of how students demonstrate their learning, and what kind of activity we undertake as a group. Students should also expect to participate in some outdoor education opportunities. Students who often find themselves wishing PE had more choice and more than just team sports, should enroll in Fitness and Conditioning in order to truly understand the opportunities they have at their fingertips, whether inside or outdoors.

## **Physical & Health Education : Games and Sports 11/12 – YLRA-1A/ YLRA-2G**

Prerequisite: PHE 10

This PHE course is open to grade 11 & 12 students of all genders and abilities. The emphasis is on active and competitive play through a variety of traditional games and sports. This course is comprised of a variety of athletic activities to help promote an active and healthy lifestyle. Students will learn to develop leadership and organizational skills through group organized class activities. The course will reinforce the importance of good decision making in the areas of daily physical activity and the long-term benefits of being physically active.

Teaching and learning will be focused on the following areas:

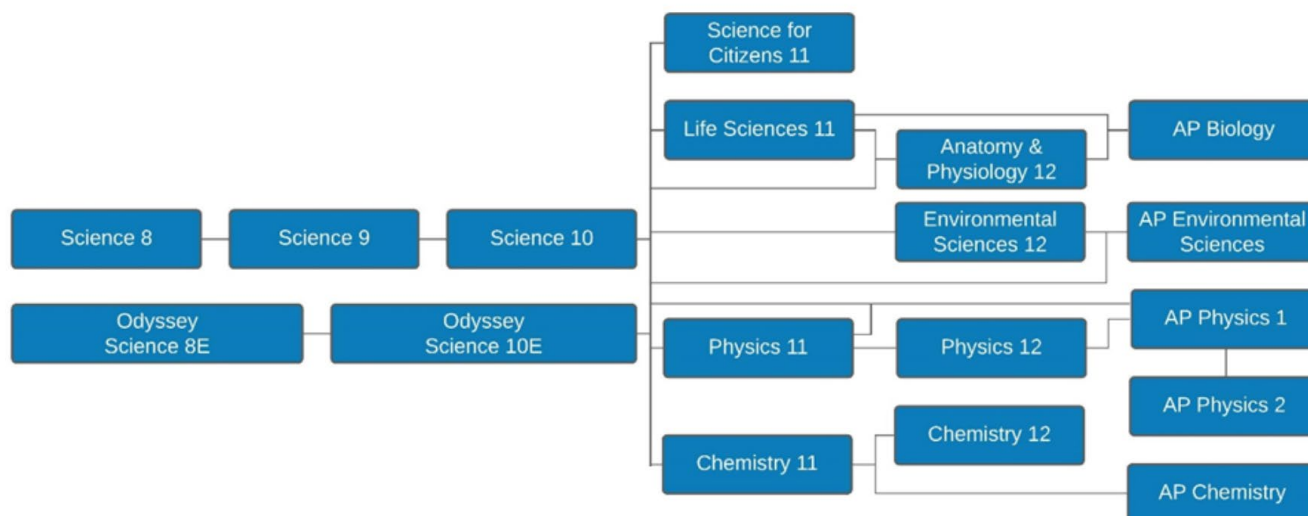
- Physical Literacy
- Safety, Fair Play, and Leadership
- Social & Community Health





## -SCIENCE-

David Thompson Secondary offers many options in the Science field. The options are displayed in the chart below. If you are planning on taking Sciences in the senior grades, you should begin planning your Grade 9 year.



## GRADE 8:

### Science 8 - MSC--08

Science 8 allows students to develop an understanding and appreciation of science in the world around them and how it affects them in their everyday lives. An emphasis is placed on the development of scientific concepts and methods through extensive group activities and laboratory experiments.

Areas of study include:

- Biology: Cells and Immune System
- Chemistry: Kinetic Molecular Theory and Atomic Theory
- Physics: Light and Optics
- Earth Science: Plate Tectonics

### Science 8 Enriched - MSC--08ENR

This is an accelerated course for Odyssey students that covers the Science 8 and Science 9. Students are expected to develop skills for scientific enquiry, research, writing, and presentations through projects such as Science Fair. Students must be able to work independently and collaboratively, with their peers, and demonstrate leadership skills. Course is enriched with applicable field studies (to be arranged by the teacher due to availability).

## GRADE 9:

### Science 9 – MSC--09

Science 9 continues with topics introduced in Science 8 and further develops laboratory skills.

*Areas of study include:*

- **Biology:** Cells and reproduction [SEP]
- **Chemistry:** Atoms, elements, and compounds [SEP]
- **Physics:** Characteristics of electricity [SEP]
- **Earth Science:** Energy cycles [SEP]



## GRADE 10:

### Science 10 - MSC--10

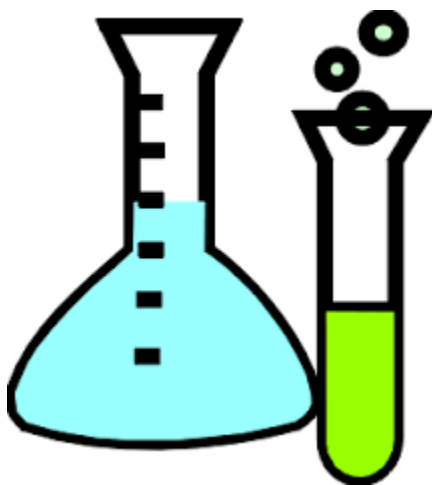
This course completes the junior science curriculum. After completing Science 10, students may select senior science courses in the areas they choose to pursue.

*Areas of study include:*

- **Biology:** Genetics and Gene technologies
- **Chemistry:** Chemical reactions and energy states
- **Physics :** Energy transformation and impacts
- **Earth Science:** formation of the universe

### Science 10 Enriched - MSC--10ENR

This is an accelerated course for Odyssey students that covers the Science 10 curriculum. Students continue to develop skills for scientific enquiry, research, writing and presentations through projects such as Science Fair. Students must be able to work independently and collaboratively, with their peers, and demonstrate leadership skills. Course is enriched with applicable field studies (to be arranged by the teacher due to availability).



PROJECT

## GRADE 11:

### Life Sciences 11 – MLFSC11

Life Sciences 11 is strongly recommended for students considering post-secondary Biology courses. This course addresses a representative sample of organisms and introduces students to a variety of biological skills and scientific processes. Students should be fluent in English as this course is vocabulary intensive.

*Areas of study include:*

- Adaptation and evolution
- Microbiology
- Plant biology
- Animal biology

### Science for Citizens 11 - MSCCT11

Science for Citizens 11 examines the interaction between science, technology and society. Students will be encouraged to evaluate the social issues that arise as a result of scientific and technological developments. The course utilizes: videos, discussions, lectures, debates, demonstrations, model buildings, and public speaking. This is a hands-on oriented course.

This course meets Grad Requirements but is not recognized by most post-secondary institutions. Open to students in Grade 11/12.

*Some areas of study may include:*

- Food processing technology
- Shelter/Transportation technology
- Health/Medical technology
- Aviation and Space technology
- Forensic Science
- Space Science
- Natural Resources

Topics and area of study will change from year to year.

### Chemistry 11 – MCH--11

Chemistry 11 involves students in a wide variety of activities. These include many experiments, chemical theory, calculations and projects on current topics in chemistry.

*Areas of study include:*

- Measurement and communication
- The mole
- Chemical reactions
- Structure of the atom and the periodic table
- Chemical bonding
- Solution chemistry
- Organic chemistry

### Chemistry 11 Enriched – MCH--11ENR

Chemistry 11 Enriched covers the BC Chemistry 11 curriculum with enrichment taken from some topics found in the AP chemistry curriculum. The course is designed to help students prepare for either Chemistry 12 or AP Chemistry. A strong understanding of mathematics, in particular algebra, is recommended to ensure success in this course.

### Physics 11 – MPH--11

Physics is a fundamental science which helps us understand our increasingly technical culture. Students use Physics to solve a wide variety of practical problems. Physics 11 develops skills useful to students planning to attend post-secondary education, especially in Science or Engineering.

A solid understanding of mathematics and an ability to comfortably manipulate algebraic equations to at least a grade 10 level is recommended.

*Areas of study include:*

- Mechanics “the study of motion” (kinematics and dynamics)
- Vectors
- Energy and power
- Wave theory and Sound
- Circuits

### AP Physics 1 – APHH-11

AP Physics 1 is an algebra-based physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. The course is designed for students majoring in the physical sciences or engineering. It is suggested that students consider taking Physics 11 first. A strong math background is highly recommended. Students will prepare to write the Advanced Placement Examination.

## GRADE 12:

### Anatomy and Physiology 12 – MATPH12

The course focus is on cells and human body function with an underlying theme of homeostasis and control mechanisms. Concepts will be applied to the treatment of various disorders and diseases. Learning outcomes are directed at scientific attitudes and critical thinking abilities. Recommended prerequisite: Chemistry 11.

*Areas of study include:*

- Cell biology
- Cell processes and applications
- Human biology

## Chemistry 12 - MCH--12

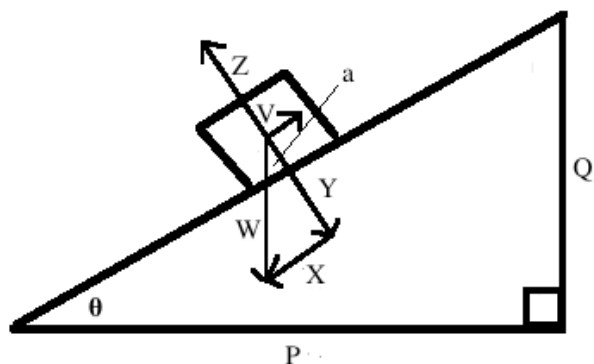
Chemistry 12 is a lab-oriented course that involves the application of concepts from Chemistry 11. Students should be proficient with the mole, stoichiometry, atomic structure, and naming compounds & writing formula concepts from Chemistry 11. An ability to comfortably manipulate algebraic equations to at least a grade 10 level is strongly recommended.

*Areas of study include:*

- Reaction kinetics
- Dynamic equilibrium
- Solubility equilibrium
- Acids, bases and salts
- Electrochemistry

## AP Chemistry 12 - ACHE-12

This course is intended for highly motivated students planning to enter Sciences in post-secondary. The emphasis of the course is on chemical and mathematical calculations and laboratory work. The content includes all Chemistry 12 topics including solubility, acid base chemistry, equilibrium, kinetics, and electrochemistry. In addition, this course goes into greater depth of some Chemistry 11 topics including gas laws and stoichiometry. Students will prepare to write the Advanced Placement Chemistry Examination.



## Environmental Science 12 – MEVSC12 (cont.)

Topics include:

- How human actions affect the quality of water and its ability to sustain life
- How human activities cause changes in climate
- Impacts of global warming, and how we can adapt to a warming Earth
- How we can sustainably manage the needs of a growing population and use land sustainably
- Personal choices and sustainable living
- Global environmental ethics, policy, and law

## Physics 12 – MPH--12

Students will develop basic formulas from experimental data and use these fundamental ideas (formulas) to solve a wide variety of practical problems. A more advanced analysis of some of the topics covered in Physics 11 is undertaken. Physics 12 is useful to students planning to attend post-secondary education, especially in Science or Engineering.

*Areas of study include:*

- Static and Rotational Equilibrium
- Momentum
- Circular motion and Gravitation
- Electrostatics and Magnetism
- Relativity

## Environmental Science 12 – MEVSC12

Open to students in grade 11 and 12.

Environmental science is for all students interested in learning the science behind the environmental and climate issues currently in the news. We will examine local and global ecosystems and the impacts humans have had on them, with a focus on water quality, climate change, and sustainable land use. We will also explore actions we can take as citizens to take care of our local and global environments.



### **AP Physics 2 - APPH-12**

AP Physics 2 is an algebra-based physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. The course is designed for students majoring in the physical sciences or engineering. A strong math background is highly recommended. Students will prepare to write the Advanced Placement Examination. AP Physics 1 is a recommended prerequisite course.

### **AP Biology 12 - ABIO-12**

This course is intended for students planning to enter Biological Sciences post-secondary. The course is designed to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with this changing science. The content goes beyond the depth of Life Sciences 11 and Anatomy & Physiology 12 and includes topics of biochemistry, cells, cell energetics, heredity, gene expression, natural selection and ecology. Students will prepare to write the Advanced Placement Biology Examination. Chemistry 11 is a recommended prerequisite course.

### **AP Environmental Science 12 - AENS-12**

This course is designed to be the equivalent of an introductory university course in environmental science. Students will identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Topics will include ecosystems, biodiversity, natural resources including land, water and energy, atmospheric, aquatic, and terrestrial pollution, and global change. We will also examine the interactions between humans and the environment and sustainability.

Students will prepare to write the AP Environmental Science exam. On successful completion of the exam, you will be granted first year university/college credit.

### **AP Psychology 12 - APSY-12**

Recommended: 'B' average in English 10 and Science 10

The AP course is not one in which you play a passive role, simply absorbing information presented by the teacher. You will be asked to take an active part in forming your own questions and analysis. In AP Psychology there are a considerable amount of terms and concepts you must master. However, you must do more than memorize information provided by myself or other sources. You will be asked to apply this information to real life situations via class discussions or through concisely written free response questions.

Students in this course will prepare to write the AP Psychology Exam, which includes a 70-minute multiple-choice section that accounts for two-thirds of the exam grade and a 50-minute free-response section made up of two questions that accounts for one-third of the exam grade. AP Psychology can count as a course to apply to some post-secondary institutions. In addition, upon successful completion of the exam, you will be granted first year university/college credit.

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behaviour and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

EXERCISES



## -SOCIAL STUDIES-

### GRADE 8:

#### Social Studies 8 - MSS--08

This course focuses on cultural heritage by examining the important Historical periods between 600-1750. Geographic knowledge and skills, learned at elementary school are broadened.

*Topics include:*

- Middle Ages
- Renaissance and the Enlightenment
- Reformation and the Counter-Reformation in Europe
- European Exploration
- English Civil War
- Colonization and Early Canadian History
- Current Events and developments

#### **BIG IDEAS**

- Contacts and conflicts between peoples stimulated significant cultural, social, political change.
- Human and environmental factors shape changes in population and living standards.
- Exploration, expansion and colonization had varying consequences for different groups.
- Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

#### Social Studies 8 Enriched – MSS--08ENR

The Social Studies 8 Enriched Course follows the Social Studies 8 curriculum. The enrichment component includes emphasis on higher levels of thought and creativity. The ability to think critically will allow student to examine the past, analyze the present and explore the future. Students are expected to be highly motivated and cooperatively work with others



### GRADE 9:

#### Social Studies 9 - MSS--09

The Primary focus in Social Studies 9 is to examine emerging ideas that have profoundly influenced society and events. Particular attention is paid to disparities in power and identifying how individuals/society can change over time. This course examines the period of History between 1750-1919.

*Topics include:*

- French Revolution, Russian Revolution, Industrial Revolution
- Imperialism and Colonialism
- Indigenous People in Canada and the world
- Examination of discriminatory Policies in Canada and the world
- Nationalism and Nation Building: Canada and the world
- Local, Regional and Global conflicts: The Great War
- Geography-Canadian Regions

#### **BIG IDEAS**

- Emerging ideas and ideologies profoundly influence societies and events.
- The physical environment influences the nature of political, social, and economic change.
- Disparities in power alter the balance of relationships between individuals and between societies.
- Collective identity is constructed and can change over time.

#### Social Studies 9 Enriched – MSS--09ENR

The Social Studies 9 Enriched course emphasizes the use of critical thinking to examine the past, analyze the present and explore the future. The topics and themes are the same as the Social Studies 9 course; however, self-motivation, the ability to work in groups effectively and student creativity are emphasized.

## GRADE 10:

### Social Studies 10 - MSS--10

Social Studies 10 builds on the skills learned in earlier grades. The focus of this course is on the development of Canada and the world from 1919 to the present.

Topics include:

- Post-Great War Canada and the world
- Political and Economic ideologies
- Discriminatory policies and injustices in Canada and the world
- The Great Depression
- Global Conflicts: World War Two
- Post War Canada and the world: Cold War
- Economic development and Canada's role in a global economy
- Human Geography

#### **BIG IDEAS**

- Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.
- The development of political institutions is influenced by economic, social, ideological, and geographic factors.
- Worldviews lead to different perspectives and ideas about development in Canadian society.
- Historical and contemporary injustices challenge the narrative and identify of Canada as an inclusive, multicultural society.

### Social Studies 10 Enriched – MSS--10ENR

Social Studies 10 Enriched follows the Social Studies 10 curriculum. The students experience will be enriched through completing more thorough studies of particular topics in the curriculum. An emphasis is placed upon academic and thinking skills, student self-motivation and working cooperatively with others.

## GRADE 11/12:

### Social Studies 11: Explorations (4 credits) – MEPSS11

The Curriculum for Social Studies 11: Explorations is designed to provide flexibility for teachers and students while ensuring the provincial curriculum standards are met. Content, Big Ideas and Curricular Competencies will be based on three modules taken from Social Studies grade 12 courses. Three modules will be selected from the courses below:

- Political Studies 12
- Human Geography 12
- Comparative Cultures 12
- 20<sup>th</sup> Century World History 12
- Genocide Studies 12

#### **BIG IDEAS**

- Understanding how political decisions are made is critical to being an informed and engaged citizen (Political Studies 12).
- Decision making in a democratic system of government is shaped by the unequal distribution of political and social power (Political Studies 12).
- Analyzing data from a variety of sources allows us to better understand our globally connected world (Human Geography 12).
- Demographic patterns and population distribution are influenced by physical features and natural resources (Human Geography 12)
- Understanding the diversity and complexity of cultural expression in one culture enhances our understanding of other cultures (Comparative Cultures 12).
- Nationalist movements can unite people in common causes or lead intense conflict between different groups (20<sup>th</sup> Century World History 12).
- The Intentional destruction of peoples and cultures is not inevitable, and attempts can be disrupted and resisted (Genocide Studies 12).
- While Genocides are caused by and carried out for different reasons, all Genocides share similarities in progression and scope (Genocide Studies 12).

## **GRADE 11/12 (cont.):**

### **20<sup>th</sup> Century World History 12 – MWH--12**

The 20<sup>th</sup> Century World History 12 curriculum is designed to give students an understanding of their lives as Canadians and as global citizens. By examining choices and decisions made throughout the 20<sup>th</sup> Century, students can evaluate today's problems and challenges with deeper understanding. The methods of applying Historical inquiry to the study of forces that have shaped the 20<sup>th</sup> Century will be taught. The emphasis of the course will concentrate on the West and its relation to world affairs.

Topics include:

- Examination of Ideologies
- Global Conflicts: World War 1 and World War 2
- Russian Revolution-Soviet Union from Lenin to Gorbachev
- Economic crisis: The Great Depression
- Rise and Rule of Authoritarian Regimes: Hitler, Stalin, Mao
- Cold War
- Civil Rights and changing role of women
- Globalization

#### **BIG IDEAS**

- Nationalist movements can unite people in common causes or lead to intense conflict between different groups.
- The rapid development and proliferation of communication and transportation technologies in the 20<sup>th</sup> century led to profound changes in personal and national identities.
- The breakdown of long-standing imperialist structures created new economic and political systems.

### **20<sup>th</sup> Century World History 12 Enriched – MW--12ENR**

The 20<sup>th</sup> Century World History 12 Enriched course follows the 20<sup>th</sup> Century World History 12 curriculum as well as supplemental material to extend the students understanding of History. A few core areas will be investigated in greater depth than in 20<sup>th</sup> Century World History 12.

### **Human Geography 12 – MHGEO12**

Human Geography 12 is the study of where humans and their activities and institutions are located and why they are there. Human geographers also study the interactions of humans with their environment and draw on some basic elements of physical geography. Human Geography offers a multi-disciplinary approach to integrate knowledge about land use change, urbanization, migration, the spread of disease, human- induced climate change, ecosystem dynamics, biodiversity, and Earth-surface processes.

Topics include:

- Geographic perspectives: What are the tools, terms and theories human geographers use?
- Population and Migration: Why do people live where they live?
- Cultural Patterns and Processes: What are the origins of human culture and how did these cultures migrate over time?
- Political Organization of Space: How and why did nation states develop?
- Agriculture and Rural Land Use: Where did agriculture come from and why is it so important?
- Industrialization and Economic Development: Is it possible to develop the economy while protecting the environment?
- Cities and Urban Land Use: How do cities function?

#### **BIG IDEAS**

- Cities and societies around the world are interconnected.
- The origin and diffusion of cultural traits such as language, religion, agriculture and architecture follow unique patterns.
- The relationship between people and their environments are complex.
- Understanding the world around us requires spatial literacy and map interpretation skills.

### **AP Human Geography 12 – AHG--12**

The AP Human Geography 12 course follows the Human Geography 12 curriculum. The AP designation indicates that students are working toward completion of the AP Human Geography Exam. Special emphasis will be placed on preparing students for university-level academic writing. While a basic understanding of geographic knowledge is an asset, and successful completion of Physical Geography 12 is encouraged as a pre-requisite, any student interested in a challenge and willing to work hard is encouraged to enroll.



## **GRADE 11/12 (cont.):**

### **Social Justice 12 – MSJ--12**

The aim of Social Justice 12 is to raise student's awareness of social injustice, to enable students to analyze situations from a social justice perspective, and to provide students with knowledge, skills, and an ethical framework to advocate for a socially just world. The course includes opportunities for students to examine models of social change and implement strategies to address social injustice. Students will examine their own beliefs and values, as well as the origins of those beliefs. In addition, it will allow them to support or challenge their beliefs and values through reflection, discussion and critical analysis. This course builds on student's innate sense of justice, motivation them to think and act ethically, and empowering them to realize their capacity to effect positive change in the world.

Topics include:

- **Political, Social and Economic Ideologies:** What are the various ways we identify and what values do we represent?
- **Aboriginal People and the Law:** How have First Nation societies been mistreated and misrepresented?
- **Dynamics of Poverty:** How does poverty marginalize people and what can be done about poverty?
- **LGBTQ Issues:** How can we be more inclusive as a society?
- **Women and social justice:** How can we make our society more equitable?
- **Genocide:** Where is injustice located globally and what can be done to combat it?
- **Globalization:** How does the global economy alter social and cultural patterns?

#### **BIG IDEAS**

- Social justice issues are interconnected.
- Individual worldviews shape and inform the understanding of social justice issues.
- The causes of social injustice are complex and have lasting impacts on society.
- Social justice initiatives can transform individuals and systems.

### **BA Sociology 11 - YPA--1B**

Sociology 11 enables students to examine and explain how our society works by exploring the values, beliefs and institutions of contemporary North American culture. The course includes an analysis of popular consumer culture and teaches students to become media literate through an examination of the North American media industry including news, TV, movies, advertising and music. Sociology 11 also explores social issues and problems such as racism, violence, and poverty and drug abuse.

*Activities include:*

- Interpreting and understanding different forms of print, electronic and visual media and how media influences both culture and society
- Critically examining and analyzing different elements of culture and popular culture such as art, music, film, etc.
- Exploring their own personal value system as well as the values evident in Canadian society
- Applying critical-thinking strategies such as detecting bias, evaluating sources of information and recognizing proof or weakness in arguments

#### **BIG IDEAS**

- **Social Science :** What are they and how they account for and explain human behaviour.
- **What Social Scientists do and how they conduct their research, collect findings, and prove hypotheses.**
- **What are various learned and inherited factors that influence how we socialize and how we behave in society. How are we socialized ?**
- **What structures and institutions influence our behaviour. How do these influence our process of socialization ?**
- **What are signs and symptoms of social disfunction, crime and deviance, immoral, amoral, and sociopathic behaviour.**



## GRADE 11/12 (cont.):

### Law Studies 12 - MLST-12

The curriculum of Law Studies 12 allows students the opportunity to acquire a more in-depth understanding of Canadian Law and how it affects our lives so that we understand our rights and obligations as citizens. Students will analyze and interpret legal concepts, issues and procedures as well as changes in the legal system over time. Students will have the opportunity to explore the various aspects of the Canadian legal system through participating in mock criminal trial simulations, attending field studies to provincial court and hearing from guest speakers who are employed and involved in the Canadian legal system.

Topics Include:

- Key areas such as criminal law, civil law and family law
- Foundations of Canadian Law
- Canadian Charter of Rights and Freedoms
- Structures and powers of federal and provincial courts
- Criminal and civil trial processes and procedures
- Canada's correctional system
- Legislation concerning First Peoples and Youth

#### **BIG IDEAS**

- Understanding legal rights and responsibilities to allow citizens to participate more fully in society
- Laws can maintain the status quo and can also be a force for change
- A society's laws and legal framework affects many aspects of people's daily lives
- Laws are interpreted and these interpretations may evolve over time as a society's values and worldviews change.

### Philosophy 12 – MPHIL12

**Synopsis:** Have fun surveying the questions, methods, processes and shocking conclusions drawn by history's greatest minds.

This course engagingly surveys the entire history of philosophic thought from ancient Greece to the present day, with particular in depth consideration given to the revisionary philosophies of Plato, Descartes, Hume, Hegel, Marx, and Sartre. This course will survey the antecedents of philosophical thinking, but only as a historical preamble to a more contemporary, socially relevant, and practical educational investment: the divination of a personal philosophical compact whose description will provide a philosophical template to beneficially advise your future deportment and the disposition of your social responsibilities.

Stretch, and exercise your mind through formal practice of reason! Beef up your transcript, and enrich your resume! Impress yourself, win friends, and influence people.

### B.C. First Peoples 12 – MBCFP12

The aim of this course is to understand Indigenous history and contemporary issues facing Indigenous Canadian Societies through a social historical lens. The course will recognize the pivotal importance of being place-conscious, will explore myth, the role of oral history, and will explore the different ways of knowing history.

The course will survey pre-contact Indigenous societies and explore themes of self-governance, subsistence-based material economies and pre-contact relationships among various groups. The course will also focus on the early colonial period, the fur trade, the role Indigenous societies had as a trade middleman, and the role Indigenous societies had in supporting and defying colonial rule. We will explore how various pieces of important legislation have defined "aboriginal title," been used to strip the rights of Indigenous people and been the leading edge of systemic methods of state-sponsored assimilationist goals. We will also be looking at the modern treaty process, and the Residential school system.

A theme throughout the course will be colonization and the efforts to de-colonize, resistance and resilience and modern expressions of Indigenous self-determination.

#### **BIG IDEAS**

- The identities, worldviews, and languages of B.C. First Peoples are renewed, sustained, and transformed through their connection to the land.
- The impact of contact and colonialism continues to affect the political, social, and economic lives of B.C. First Peoples.
- Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples.
- Through self-governance, leadership, and self-determination, B.C. First Peoples challenge and resist Canada's ongoing colonialism.

**This course is acceptable for the Indigenous Graduation Requirement.**

## -TECHNICAL STUDIES-

The Tech Studies department offers hands-on opportunities for students to engage in real world learning. Career exploration is a major component of our programs. Our elective students enjoy a positive experience and work environment.

### AUTOMOTIVE:

#### ADST - Power Technology 10 – MTPOW10

Power Mechanics teaches the skills required to successfully service engines.

*The main objectives of this course are:*

- To introduce students to hand tools and their correct use
- To familiarize students with the principles involved in the operation of the 2-stroke and 4-stroke cycle engines
- To introduce automotive technology.
- To introduce related skills such as manual specification reading, basic metal work, welding and the use of taps and dies.

#### Automotive Technology 11 - MTAUT11

This is an introductory course in automobile mechanics with emphasis on automotive service and maintenance.

*The topics covered include:*

- Engines, fuel systems and ignition systems
- Safe equipment operation with our new hoists
- Brake checks
- Tire changing and balancing
- General maintenance such as oil change and lubrication
- Cooling system and servicing
- Battery construction and servicing
- Minor tune-ups and repairs
- Automatic transmission theory and minor services

#### Automotive Technology 12 - MTAUT12

This course requires students to complete three labs and to gain practical experience by working on vehicles brought, with the instructor's approval, into the automotive shop.

*Topics include:*

- Engine construction and rebuilding
- Brake systems and servicing
- Carburetion/fuel injection
- Circuit maintenance and repairs
- Ignition and engine analyzer
- Automatic transmission theory and minor services

#### ADST – Technology Education Maker 10 - MTMET10

This course is for grade 9/10 students that are interested in learning more about a wide range of technological areas. The emphasis on this course will be able to introduce students to a variety of tools, materials and design processes using a “hands on” approach.

With a project-based curriculum, students will learn to use tools and machines in the areas of:

- Woodwork
- Metalwork
- Jewellery
- Power Technology

Students will be challenged to design and create projects in each of the above areas.

This course will focus mainly on Metalwork and Jewellery.

## ROBOTICS / ENGINEERING:

### ADST - Electronics and Robotics 10- MTEAR10

Are you interested in any of the following careers – aircraft pilot, automotive/computer technician, or a physicist? These and many other interesting careers require knowledge in FUNdamental electronics.

This is a course for students interested in why materials break, how planes fly, and what makes a rocket go. Students will be introduced to materials testing, aeronautical concepts, and technical drawings through projects in the following areas:

- Materials testing
- Air plane wing design
- Hydraulics

Topics include:

- Safe work practices working with electrical tools and circuits
- Service and use of electrical meters and power supplies
- Fundamental electrical theory, digital electronics, computer technology
- Printed circuit board manufacturing and much more

Students will :

- Learn about electronics, robotics, electricity and automation
- Build robots, sirens, bike safety lights, sumo robots, colour organs, and nightlights

There is no homework. Learning happens in class. Electronics technology, don't leave school without it !

### Robotics 11 – MTROB11

Come and have fun by building and programming code for robots. This course is continuation of Electronics and Robotics 10. Students will learn the principles of robotics and automation. This course is lots of fun. We have a Robotics team that competes in a variety of competitions. Go ahead and search online: VEX Robotics competitions. No pre-requisite or previous skills are needed.

### Robotics 12 – MTROB12

Have fun and build robots! This course is continuation of Robotics 11. No pre-requisite or previous skills are needed. We learn robotics at a higher scale. Students learn higher level of mechanical, electrical and program coding for robots.

### Engineering 11 - MENR-11

This is a course for students interested in how bridges, planes, and fluids are engineered to work in everyday life. Students will be introduced to electrical, structural, aeronautical, and hydraulic engineering through the following projects:

- Bridge/truss construction
- Heavy lift tethered electric plane
- Hydraulic fluids challenge.

Students will use Mathematics and Physics to solve problems associated with each project and bring theories taught in other courses to physical reality. The course is designed to be completed within class time and is hands on in nature.

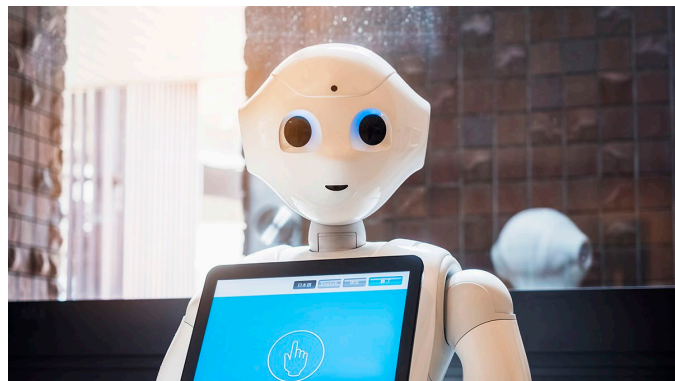
### Engineering 12 – MENR-12

Preferred Prerequisite: Engineering 11

This is a course for students that have a strong background in Mathematics and Physics and will build on concepts learned in previous engineering or physics courses. Students will combine their electrical, structural, aeronautical, and hydraulic knowledge to create larger scale projects including:

- Trebuchet catapult
- Radio controlled airplanes flown in Gordon park
- Electric vehicles

Students will use Mathematics and Physics to solve problems associated with each project and bring theories taught in other courses to physical reality. The course is designed to be completed within class time and is hands on in nature.



## DRAFTING:

### ADST – Drafting 10 – MTRDF10

This is a FUN introductory course ideal for students who want to explore the world of architecture, interior design and/or engineering.

#### *Activities/Projects/Topics Includes:*

- Learning traditional drafting skills
- Working with computers to produce 3D drawings
- Designing and building a scaled model house
- Introduction to various Computer Aided Drafting software
- Introduction to Career and Personal Planning in the field of Drafting
- Introduction to 3D design and translating ideas into the real world.

### Drafting 11 – MTRDF11

This is a FUN course, highly recommended for students who are considering/pursuing a professional career in architecture, interior design and/or engineering. Assignments and projects will vary from year to year.

#### *Activities/Projects/Topics Include:*

- Review of concepts taught in CAD-Drafting 10
- Learning additional drafting skills
- Working with computers to produce 3D drawings
- Design and building scaled models
- Experiencing and solving engineering design problems
- Learning the basic fundamentals of mechanical and architectural drawings
- Creating 3D models from ideas and designing using the latest technology.

### Drafting 12 – MTRDF12

This course is highly recommended for students who are considering/pursuing a professional career in architecture, interior design and/or engineering. This course encompasses both board and computer drafting with emphasis on computer-assisted design. Assignments may be chosen from various mechanical engineering and architectural design field(s). Assignments and projects will vary from year to year.

#### *Activities/Projects/Topics Include:*

- Use of one or more computer assisted design programs to produce drawings in 2D and 3D
- Developing several complete sets of mechanical and architectural drawings
- Experiencing and solving engineering design problems
- Creating 3D models using 3D printers

## YEARBOOK:

### BA Yearbook 10 - YCCT-0C

Students in this course will help to produce the yearbook for the school. They will use In-Design, Illustrator and Photoshop software as well as their graphic design skills to create the yearbook. Also, they will learn time management and priority-setting skills to ensure they meet their project deadlines. Some extra time outside of class may be required.

#### *Topics include:*

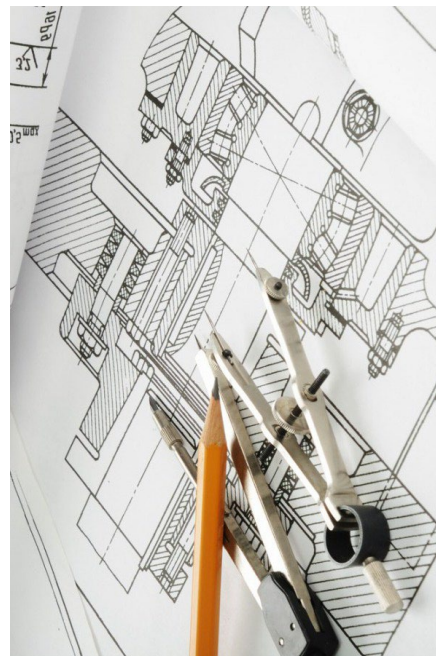
- Generating and then implementing ideas regarding the different sections of the yearbook
- Monitoring and recording school activities for the yearbook
- Desktop publishing software skills
- Storing and affecting images that will be used in the yearbook
- Design layout

### BA Annual Production 11 - YCCT-1C

This course is a continuation of Annual Production 10 Introductory. In addition to building on the skills learned previously, these students will learn leadership skills as they help guide the production of the yearbook. Some extra time outside of class may be needed.

### BA Annual Production 12 - YCCT-2C

In this advanced class, senior students will lead junior students in working on designing the yearbook. The advanced students will be the project managers. Some extra time outside of class will be needed.





## **MEDIA DESIGN and GRAPHICS:**

### **ADST –Graphics 10 – MMEDD10**

Media Design 10 is designed to develop an interest in media communications and its related areas.

*Students will have opportunities to learn the following:*

- Design fundamentals
- Computer programs such as Illustrator, Photoshop and Microsoft Word, In-Design
- Offset printing techniques on offset presses
- Masking and stripping techniques used in the graphics industry
- Graphic darkroom techniques such as film processing, contact printing and photographic techniques
- Bindery techniques used in binding books, pamphlets and pads.

### **Graphic Arts 11 – MVAGA11**

Graphics 11 is a course designed to develop an interest in graphic communications and its related areas.

*Students will have opportunities to learn the following:*

- Design fundamentals and design techniques
- Computer programs such as Illustrator, Photoshop and Microsoft Word and In-Design
- Offset printing techniques on offset presses
- Masking and stripping techniques used in the graphics industry
- Graphic darkroom techniques such as film processing, contact printing and photographic techniques (rapid access films, halftones, multicoloured separations)
- Bindery technique used in binding books, pamphlets and pads

### **Graphic Arts 12 – MVAGA12**

In Graphics 12A students will use advanced techniques in all aspects of the program. They will take what they have learned in previous graphics courses and combine those skills with new skills learned to complete the assigned projects. They will continue to work on the Macintosh computers and the offset presses, as well as work in the graphics darkroom.

### **Media Design 11 – MMEDD11**

This course is designed to further refine photographic skills, and the pictures taken will be used to support the yearbook. Projects undertaken will enhance the skills learned in class. Students are expected to submit a lot of pictures and use I-Photo and Photoshop software. Students will also take home some of the prints they produce. Students will gain skills in photography using a Digital SLR camera. Students may bring their own Digital SLR, however, the school does have a limited number of cameras for student use.

*Topics include:*

- Pictures required for the yearbook
- Use of their own cameras
- Techniques of shooting
- Correcting errors and flaws on pictures
- Making before printing adjustments to pictures
- Processing digital images to print.

### **Media Design 12 – MMEDD12**

This is an advanced course to further refine photographic skills. Projects will be used to provide practice for the skills learned in class. Students will be expected to submit a lot of pictures, some of which will be used in the yearbook. Students will also take home some of the prints they produce. Students will gain skills in photography using a Digital SLR camera. Students may bring their own Digital SLR, however, the school does have a limited number of cameras for student use.

*Topics include:*

- Use of their own cameras
- Advanced techniques of shooting
- Correcting errors and flaws on pictures
- Making adjustments to any pictures that are needed
- Processing digital images to print
- Leadership roles as Photo Editors and through helping younger photography



## PHOTOGRAPHY:

### Photography 10 - MVAPH10

This course is designed for students interested in learning the basic principles of black and white photography along with the art of image making. Darkroom and developing film techniques will be introduced. Students will learn how to frame pictures and the characteristics of a good photograph. Students may need access to a 35 mm Single Lens Reflex camera as the school has a limited number of cameras for this program.

#### *Topics include:*

- Operation of a 35 mm camera
- Black and white film processing and darkroom fundamentals
- Elements of photographic composition and the creation of visual impact
- Highly recommended before taking Digital Photography or higher levels Photography.

### Photography 11 – MVAPH11

This course is designed for students interested in learning the history and the principles of photography along with the art of image making. Students will learn colour photography and slide films as well as black and white. Work on digital images will be done on the computer. Students may need access to a 35 mm Single Lens Reflex camera as the school has a limited number of cameras for this program.

#### *Topics include:*

- Operation of a 35 mm camera
- Black and white film processing and darkroom fundamentals
- Computer manipulation and effects on digital photographs photography or higher levels photography

### Photography 12 – MVAPH12

This is an advanced course to further refine photographic skills. Some colour work is done with slides and photographs. Digital and automatic cameras are introduced. Students study advanced portraiture and special effects methods. They also learn presentation methods and how to create a portfolio. Students may need access to a 35 mm Single Lens Reflex camera as the school has a limited number of cameras for this purpose.

#### *Topics include:*

- Use of lenses, filters and tripods
- Making images with slide films
- Creating special effects by using advanced darkroom techniques
- Multiple exposure and specialized darkroom methods
- The appreciation of artistic and photographic pieces



## ELECTRONICS:

### Electronics 11 – MTELE11

This course is both an introductory course for students wishing to explore the world of electronics as well as a course for students with prior experience who will be offered a more advanced study of electronics.

Students in Electronics 11 will gain skills and knowledge by building electronic projects from start to finish

#### Topics include:

- Safe work practices working with electrical circuits and the use of power tools
- Service and use of electrical meters and power supplies
- Fundamental electrical theory, A.C. and D.C. circuits
- Digital electronics, computer technology, electric vehicles, computer machining and 3D printers
- Projects may include Arduino Board projects, Razzberry pie projects and robotics challenges

### Electronics 12 – MTELE12

This course is for students interested in an advanced study of electronics as well as students with prior experience who want to continue developing skills at more advanced project levels.

Prior completion of Grade 10 or 11 Electronics recommended.

#### Topics include:

- Safe work practices working with electrical circuits and the use of power tools
- Service and use of meters and power supplies
- Fundamental electrical theory, A.C. and D.C. circuits
- Digital electronics, computer technology, electric vehicles, computer machining and 3D printing
- Projects may include Arduino Board projects, Razzberry pie type projects

This course is recommended for students who are self-motivated and have above average marks in Math and Physics.

## JEWELLERY:

### BA Jewellery Art and Design 10 - YIA--0A

Students will be able to focus on areas of interest.

#### *Activities:*

- Chain making, chain mail
- Lost wax casting/silver rings, pendants, earrings
- Copper enameling/jewelry and decorative ornaments
- Hard and soft soldering
- Lamp work glass bead making and much more
- Wire wrapping with beads/bracelets, necklaces, and earrings

### BA Jewellery 11 - YIA--1A

Students will be able to focus on areas of interest.

#### *Activities:*

- Advanced silver casting including stone setting in rings, pendants, and earrings
- Silver band ring making including stone and bezel setting
- Advanced wire wrapping techniques with beads
- Advanced enamelling: including stencilling and champlévé (creating depressions in copper and filling them with enamel to create pictures and shapes)
- Chasing and Repouse
- Fold forming

### Art Metal and Jewellery 12 – MTAMJ12

Prerequisite: Jewellery 11

Students will be able to focus on areas of interest.

#### *Activities:*

- Advanced casting including complex ring designs and multiple stone setting
- Band ring making including multiple stone and bezel setting
- Advanced wire wrapping techniques
- Cubic zirconium ring set (student's choice)
- Advanced lamp work glass bead making
- Advanced copper enamelling including cloisonnée (designs are created with wires, acting like walls, to contain different colours on a piece of jewelry) — very complex shapes and pictures can be created using this technique
- Using CAD to 3D print, cast and manufacture jewellery

## METALWORK:

### Metalwork 11 - MTMET11

This intermediate course is open to all Grade 11 and 12 students and those Grade 10 students who have completed Metal Technology 10. It is designed to allow the student to experience a wide range of metal shaping, forming and cutting techniques. The knowledge gained will also be of considerable value for a student considering a career in Mechanical Engineering, Manufacturing, Metal Fabrication, or as a Machinist, Mill Wright or Welder.

#### *Activities:*

- Extensive use of the milling machines, large and small lathes
- Learning about various advanced lathe operations and techniques
- Creating jigs and fixtures as necessary
- Learning precision measurement necessary to build various projects
- Arc welding, wire feed welding, advanced gas welding.

### Metalwork 12 - MTMET12

Prerequisite: Metalwork 11

This is the next course after successfully completing Metal Fabrication and Machining 11 Core Intermediate. It will further enhance the skills learned in the previous course.

#### *Activities:*

- TIG welding steel and aluminum
- Advanced gas welding
- Arc welding
- Turning internal and external threads
- Extensive use of the big lathes and the milling machines, sand blasting
- Projects can be assigned or of student's design.



RESPECT

## WOODWORK:

### ADST - Woodwork 10 - MWWK-10

This entry-level course is for Grade 9 or 10 students. This course will introduce students a wide range of topics that will enable them to take a project from start to finish. Individual design components will be part of all projects.

Not everyone wants to be a carpenter but to be able to enjoy working with wood as a pastime or hobby is a life-skill.

#### *Topics:*

- Safe use of basic hand tools and power tools
- Various finishing treatments for wood
- There will be a project built using components designed on a computer and manufactured on a machine controlled by the computer (CNC Router)
- Wood turning, table saw, jointers and thickness planers will be covered
- Projects may include a 2 deck card box, a step stool, a wall mirror with etched glass, band saw box.

### Woodwork 11 - MWWK-11

This course is an entry-level course for Grade 11 and 12 students or the next course for students that have completed Wood Tech 10. One component of this course will require students to produce a project using the computerized router. The students will also explore the processes involved in mass producing a project. Wood turning will also be a major component in this course with the expectation that the students' work will be entered into an international competition. On successful completion of this course students should take home at least three projects.

#### *Topics include:*

- Function, design and aesthetics in furniture construction
- Advanced joinery
- Wood identification
- Mass-production techniques
- Safe operation of industrial power machines in the production of advanced joinery
- Designing a project using a 3D model software; then manufacturing that project using a computerized router
- Materials and techniques used in finishing wood.
- Projects may include a Shaker Table, a turned lidded box, a jewelry box, or a project of student's choice.

### Woodwork 12 – MWWK-12

Students will be expected to have a good grasp of the basic and intermediate woodworking skills learned in previous woodwork courses.

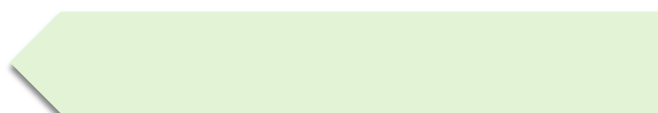
#### *Activities include:*

- Selecting projects which will be taken from the design to the wood finishing phase
- Building a chess board and then designing a piece of furniture/cabinet to incorporate chess board
- Estimating materials and costs
- Using advanced joinery techniques
- Learning how to utilize various equipment and processes to incorporate mouldings, panels and turnings
- Using the lathe to make cabinet legs, drawer pulls, bowls, etc.

### Furniture and Cabinetry 12 – MTFAC12

Students are expected to have successfully completed and have a good grasp of the basic and intermediate woodworking skills learned in previous Core courses. This course augments the other Carpentry and Joinery courses and will take an in-depth look at furniture construction. Cabinet construction methods such as carcass frame, leg and rail will be covered. Students will have the opportunity to explore several different furniture construction styles and methods. Individual and unique designs will be stressed.

- Scroll saw work
- Both spindle and bowl turning
- Students will be able to design their own projects in the various categories
- The use of various finishing materials and processes





## -YOGA-

### BA Yoga For Mindfulness 10 – YLRA-0D

This BAA (Board Authorized) course is open to all grade 10 students. Yoga for Mindfulness introduces high school students to the basic principles of yoga. Students will dive into themselves using meditation, breathing techniques and mindfulness. Mindful living brings student awareness to the present moment, helping students to move through their days consciously. This helps students to make positive decisions and work from the place they are today.

Students will gain the following:

- Physical qualities—improved strength, muscle tone, flexibility, balance and breath control
- Mental qualities –improved concentration, self-awareness, stress management, and relaxation
- Mindful qualities—living in the present, mind/body connection, tuning in to emotion, awareness to relationships with food and technology.

Instructor: Ms. Weingarten (Certified Yoga Alliance Instructor 200 hours)

### BA Yoga For Life 12 – YLRA-2A

This BAA (Board Authorized) course is open to all students in grades 11 and 12. Yoga for Life gives high school students the opportunity to delve into the Principles of Yoga, creating a deep and fulfilling experience. Yoga can help one to have a healthier and happier lifestyle as it not only focuses on improving the physical body but on the mental and emotional body too. Since yoga is individual, this course is suitable for students with all levels of experience. All are welcome, from the pure beginner to those with a more intermediate practice.

Students will gain the following:

- Physical qualities—improved strength, flexibility, muscle tone, balance, weight control and breath control
- Mental qualities- improved energy levels, concentration, self-awareness, stress management and relaxation
- Emotional qualities—awareness of thoughts and feelings being experienced daily

Instructor: Ms. Weingarten (Certified Yoga Alliance Instructor 200 hours)

Successful completion of this course satisfies the requirements for DPA (Daily Physical Activity)





## -WORK EXPERIENCE-

### **Work Experience 11 (XAT--11WEX)**

**0 Credits**

### **Work Experience 12 (MWEX-2A)**

**4 Credits**

*"Nothing ever becomes real till it is experienced."*

- John Keats

## OVERVIEW

Work Experience 11 and 12 are off-timetable courses where fundamental employment skills such as communication, problem solving, positive attitudes and behaviours, working safely, working with others and being adaptable are learned and developed. Experience really is the best teacher. Work experience provides opportunities to develop these skills in safe and low risk environments where the student is part of a cooperative partnership with the school and the employer.

## WHY TAKE WORK EXPERIENCE?

### **1 - Allows You to Explore Potential Career Paths**

A career as a lawyer is not as glamorous as what is portrayed on TV shows and movies! Placements in Work Experience may allow you the opportunity to speak with professionals in careers you are interested in and see some of the day-to-day routines of these careers. Work Experience can be an opportunity to reinforce a career you wish to pursue or it can be an opportunity to understand that the career you thought you were interested in is quite different in real life than what you had expected.

### **2 – Gain Experience for Broad-based Admission Applications**

Work Experience gives you something to think (and write) about! Many post-secondary admissions applications require additional information about experiences that applicants have had with respect to leadership, teamwork, adaptability, communication and problem solving. Work Experience is one way that you can gain the experiences that you need to support your future plans.

### **3 – Expand Your Network / Gain a Reference / Get a Part-time Job**

Work experience will expand your professional network by putting you in the position of meeting adults in the workforce. Doing a great job on a work experience placement can get you an excellent reference and potentially a part-time job! Many of our students who performed well during a placement (and were lucky enough to be there at the right time) have been offered part-time jobs.

## COURSE REQUIREMENTS

Work Experience students must complete 90 hours of work experience in addition to completion of assignments related to workplace safety, resumes and interviews, and any other assignments as given by their work experience teacher. Students will have two years to complete these 90 hours.



### I'll be going into Grade 11 next year. What do I do if I want to take Work Experience?

First, you must register in **Work Experience 11 (XAT-11WEX)**. You will be assigned a work experience teacher at the start of Grade 11. They will be your contact for everything related to work experience for you. Once you are registered in Work Experience 11, you can start doing placements (as early as Summer before your Grade 11 year). You will have two years (Grade 11 and 12) to complete 90 hours of work-based training. You can complete your hours at any time during the two years (for example, you can complete all hours in Grade 11).

Work Experience is completely off timetable. It's like taking a 9<sup>th</sup> course. There are no regular meeting times for the course, just what is specified by your work experience teacher.

There may be some work experience placements for which students are required to complete specific course work in order to be eligible. If students wish to pursue specific areas of work experience, it is recommended that they have some exposure to one or two courses in that particular area (Examples – Accounting 11/12 or Financial Accounting 12 for Accounting placements, Biology/Chemistry 11/12 for laboratory placements).

### I'll be going into Grade 12 next year. I took Work Experience last year and completed some of my hours. I want to finish it in Grade 12. What do I do?

Work Experience is intended to be completed over two years – Grades 11 and 12. Just register for **Work Experience 12 (MWEX—2A)**. At the end of your Grade 12 year, if you successfully complete the course requirements, you will get a letter grade for the course, 4 course credits and a Work Experience Certificate of Completion.

### I'll be going into Grade 12 next year. I did not take Work Experience in Grade 11. Can I still take it for Grade 12 or is it too late?

Yes, you can still take Work Experience when you sign up for your Grade 12 courses (in Grade 11). However, you should know that 90 hours is the equivalent of approximately 2.5 weeks of working days and Grade 12 is a busy year. If you do not think you can afford to spend the time during Grade 12 on work experience placements, particularly if you don't want to miss any school, then it may not be the right decision for you. On the other hand, 2.5 weeks of working days could easily be completed by taking one placement over the December break, one placement over Spring Break, and a couple of shorter placements at special events which occur throughout the year.

## -ODYSSEY MINI SCHOOL PROGRAM-

### PROGRAM DESCRIPTION

David Thompson Odyssey students learn new things every day in a fun, tight-knit classroom. The Odyssey Program offers opportunities for acceleration and enrichment in Math and Science and enrichment in English, and Social Studies.

In Grades 8 and 9, students remain as a cohort in English, Math, Science, and Social Studies. They complete the Grade 8–10 Science and Math requirements in two years, instead of three, which gives them more options to pursue their passions at a higher level. English and Social Studies courses are enriched to provide students with an opportunity to extend their learning beyond the prescribed curriculum.

In Grades 10–12, students have the opportunity to continue on with enriched courses in English, Math, Science, and Social Studies. They also have the opportunity to take Advanced Placement courses to earn university credits while at high school. Students may participate in any or all of these programs if they meet the established criteria. A variety of AP courses, such as Biology, Calculus, Human Geography, Environmental Studies and Psychology are offered depending on student interest and student enrollment.

Throughout the five years in Odyssey, students will have opportunities for interdisciplinary thematic studies and local and overnight field trips to expand their learning beyond the classroom.

Start your Odyssey in Grade 8 and along the way you could compete in national and international science fairs, earn top honours in math contests, find volunteer opportunities, and learn how to earn scholarships. At the end of your high school journey, you will have university credits, lifelong friends, and five years of priceless memories.

Your Odyssey begins here.

Students may apply for entry in Grades 9-12 space permitting. Interested students should view the DT Odyssey webpage (<https://blogs.vsb.bc.ca/thompson-odyssey/>) for more information.

### Community Service

In Grade 8-9, students are required to fulfill a minimum of 20 hours of community service outside the school. The students are required to find a suitable placement that will help them develop a sense of social responsibility.

### Selection Process

Students are selected for entrance during their Grade 7 year. Selection will be based on student records, a portfolio, interviews, and the results from a variety of testing instruments. A committee of representative teachers will review applications and determine the successful candidates.

### Strengths of the Program

- Odyssey has been a successful program since its establishment in 1989.
- Students are integrated into the school community in other courses.
- David Thompson offers a wide selection of elective courses and extra-curricular activities.
- Students are well prepared for the academic rigor of university.
- Historical results show impressive student outcomes for AP exams and post-secondary school.



**Fostering Critical Thinking Through  
Enrichment and Acceleration**

Summary of required and potential courses that could be selected in grades 8 to12

| Required   |             | Required (*) and Optional<br>One Science 11 course required for graduation.<br>AP Courses must meet minimum enrollment levels to run. |   |   |
|------------|-------------|---|---|---|
| Grade 8    | Grade 9     | Grade 10  | Grade 11  | Grade 12  |
| English 8E | English 9E  | Literary Studies and Composition 10E*   | Literary Studies 11E *<br>Composition 11<br>Creative Writing 11<br>New Media 11<br>Spoken Language 11<br>English First Peoples 11 | English Studies 12E *<br>Literary Studies 12<br>Composition 12<br>Creative Writing 12<br>New Media 12<br>Spoken Language 12<br>First Nations Studies 12 |
| Socials 8E | Socials 9E  | Socials 10E*  | 20 <sup>th</sup> Century World History 12E  | AP Human Geography 12<br>Law 12<br>Philosophy 12<br>Social Justice 12   |
| Math 8E    | Math 10E    | Pre-Calculus 11E*   | Pre-Calculus 12E*   | Calculus 12<br>AP Calculus AB<br>AP Calculus BC   |
| Science 8E | Science 10E | Life Science 11<br>Chemistry 11 Enriched<br>Physics 11  | Anatomy and Physiology 12<br>AP Biology<br>Chemistry 12<br>AP Chemistry<br>Physics 12<br>AP Physics 1 and 2<br>AP Psychology      | AP Biology<br>AP Chemistry<br>AP Physics 1<br>AP Physics 2<br>AP Psychology<br>AP Environmental Studies   |
|            |             | Please see DT Course Description Booklet for elective course options.   |   |   |

## **-ADVANCED PLACEMENT**

The Advanced Placement (AP) Program is a collaborative effort among motivated students, dedicated teachers, and committed high schools, colleges, and universities. Since its inception in 1955, the Program has allowed millions of students to take university-level courses and the related AP examination to earn university credit or placement while still in high school. Students develop critical thinking skills and form disciplined study habits necessary for success at the post-secondary level. AP courses help students build confidence to succeed to at university.

The AP Program is diverse across a number of departments. Detailed course descriptions are located in the individual department sections. AP courses offered vary from year to year depending on enrollment and staffing.

Here are some of the AP courses offered:

### **Mathematics**

AP Calculus AB  
AP Calculus BC

### **Science**

AP Physics 1  
AP Biology 12  
AP Chemistry  
AP Environmental Science  
AP Physics 2 (self study option only)  
AP Psychology

### **Social Studies**

AP Human Geography



## DISTRICT PROGRAMS 2024-2025

### YOUTH TRAIN IN TRADES PROGRAMS:

#### Youth TRAIN in Trades Programs

The Vancouver School Board offers district programs for students to pursue industry certification or the foundation level of a skilled trade program. These programs save time and money (free tuition) and offer a jump start for students in grade 11 or 12. The benefits include:

- Dual credit with post-secondary institution (most programs)
- Head start with Foundation trades training
- Registration with Skilled Trades BC (formerly the Industry Training Authority)
- Potential direct lead into an apprenticeship
- Work experience in the trade

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

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

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

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

| Program                                   | 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<br>January      |
| Auto Collision and Refinishing            | VCC                          | 32                        | Mon–Fri                      | March 1         | September              |
| Auto Service Technician                   | Britannia                    | 20                        | Mon–Fri, Semester 2          | March 1         | February               |
| Baking and Pastry Arts                    | VCC                          | 24                        | Mon–Thurs<br>1:00pm – 7:15pm | December 1      | July                   |
| Carpentry                                 | BCIT                         | 20                        | Mon–Fri                      | March 1         | July<br>February       |
| Cook                                      | Sir Charles Tupper Secondary | 24                        | Mon–Fri, Semester 2          | March 1         | February               |

|                                 |   |    |                            |               |                       |
|---------------------------------|---|----|----------------------------|---------------|-----------------------|
| Electrical                      | BCIT                                    | 24 | Mon–Fri                    | March 1       | August<br>February    |
| Hairdressing                    | VCC                                     | 48 | Mon–Wed<br>8:00am – 6:00pm | March 1       | September             |
| Heavy Mechanical<br>Trades      | VCC                                     | 28 | Mon–Thurs                  | March 1       | September<br>February |
| Millwright                      | BCIT                                    | 20 | Mon–Fri                    | March 1       | September<br>February |
| Motorcycle &<br>Power Equipment | BCIT                                    | 20 | Mon–Fri                    | March 1       | September<br>February |
| Metal Fabrication               | BCIT                                    | 20 | Mon–Fri                    | March 1       | February              |
| Painting &<br>Decorating        | Finishing<br>Trades Institu<br>te of BC | 4  | Mon–Fri                    | March 1       | June                  |
| Plumbing                        | Piping<br>Industry<br>College of<br>BC  | 8  | Mon–Fri                    | December<br>1 | June                  |

### Youth WORK in Trades - Apprenticeship

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

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

There are 4 courses (16 credits) available to students whose apprenticeship is registered with Skilled Trades BC by the school district. The Career Programs Teacher is available to assist with this process.

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

### Youth EXPLORE Trades Sampler – Tupper Tech

Tupper Tech is an exploratory skilled trades program designed for Grade 12 students seeking a supported transition to full-time apprenticeship. Students in the program are introduced to several construction trades, provided with various forms of safety training, and employment readiness skills. This is a program for students who are seeking a more immediate pathway to start working in a skilled trade.

Students in the Tupper Tech program remain attached to their home school for the purpose of graduation but are enrolled in their classes at Sir Charles Tupper Secondary School. In addition to elective credits, students will be enrolled in CLC/Capstone 12 and English First Peoples 12.

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

## Dual Credit Programs

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

### *Early Childhood Educator*

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

Training Program Institution – Langara College

Program length – 4 months

Graduation credits earned – 16

Application Due Date – March 1

Program Start Month – September

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

### *Healthcare Assistant*

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

Training Program Institution – Vancouver Community College

Program length – 28 weeks (September to April)

Graduation credits earned – 28

Application Due Date – March 1

Program Start Month – September

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

## School-based Programs

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

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

Program Length – Semester 2 of grade 12

Graduation credits earned – 16 credits

Application Due Date – March 1

Program Start Month – February

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

## -ADULT EDUCATION-

The Vancouver Board of Education operates two Adult Education (AE) centres in Vancouver, South Hill Education Centre and the Gathering Place Education Centre. AE centres provide students with a wide choice of learning opportunities that range from the basic literacy level (Ministry Foundations courses, Levels 1-7) to high school completion. The Foundations courses help students develop or strengthen specific core skills needed for successful completion of Grade 10/11/12 courses, and senior academic credits lead to high school completion or allow students to gain or upgrade Grade 10/11/12 credits. All courses, both Foundations and Grade 10/11/12, follow prescribed Ministry curriculum. Adult Education also runs one Foundations level outreach program at Britannia Secondary in partnership with Canuck Family Education Centre, and one senior academic credit youth program located at South Hill Education Centre.

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

- Quarter (9 week terms; beginning 4 times a year, Sept., Nov., Feb., Apr.)
- Semester (18 week terms; beginning 2 times a year; Sept. and Feb.)
- Summer term (5 week term)

Depending on student needs, AE centres provide a variety of course formats which may include:

- Self-paced courses (blended paper-based instruction with face-to-face assistance) from Foundations to Grade 10-12 courses – Gathering Place and South Hill Education Centre
- Structured courses at the Foundations and Grade 10/11/12 levels – South Hill Education Centre

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

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

