

Gladstone Secondary  
School  
Course Planning  
Guide



2018—2019



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**WELCOME TO GLADSTONE!**

Principal: Mr. C. Parker Vice Principal: Ms. I. Gill  
Counsellors: Ms. S. McIntosh, Ms. L. Pacheco, Mr. T. Paley, Ms. N. Gates

**AN INTRODUCTION TO COURSE PLANNING GUIDELINES**

The purpose of this guide is to provide students and parents with the information necessary to make thoughtful course selections. In secondary schools, the process of course selection becomes increasingly complex. Course selections, particularly in Grades 10 through 12, have implications for post-secondary opportunities. This guide deals exclusively with course-related information.

The course descriptions in this guide have been drawn up by teachers in order to provide students and parents with some guidance in the selection of courses. Some courses prescribed by the Ministry of Education are compulsory; other courses are elective and may be selected by the students. Considerable effort has been made to offer courses that provide alternative for students so that they may meet graduation requirements and also concentrate on areas of special interest. Careful planning, in conference with a counsellor, is absolutely necessary to ensure that a complete program is developed.

Every student will have an individual timetable which must operate within the framework of facilities, staff availability, time allotments, graduation requirements (Ministry of Education and post-secondary institution regulations), and student choice.

Timetabling of students courses is done by computer specifically designed to optimize the student requests. Because there is a wide choice of courses offered, a number of "conflicts" may occur in the timetabling of students' first choice subjects. These conflicts will not prevent students from meeting their graduation goals, but may affect their choices. Every effort will be made to provide students with the courses required and every student will be guaranteed courses he/she must have for graduation. Course selections will vary from year to year and is dependent on student's requests.

Parents with questions about course selection are invited to contact the appropriate grade counsellor.

Your task is to plan your courses carefully and ensure a great start to your next school year.

**Let's get started!****How to make maximum use of this Course Planning Guide:**

1. Study the graduation requirements.
2. Study the Course Selection Guidelines.
3. Read the course descriptions.
4. Choose the program and course sequence which you feel is most suitable to your interest, abilities and possible future vocation.
5. If you are in doubt about any aspect of your program, or if you have any questions not answered in this guide, see your counsellor for assistance.

*This Course Planning Guide has been prepared by Gladstone Secondary School for use by students in consultation with their parents in planning the Grade 8 - 12 sequence of courses.*

***It is the responsibility of each student to ensure that he/she completes the necessary sequence of courses leading to graduation, and that he/she meets the entrance requirements of the post-secondary institution of his/her choice.***



## Graduation Requirements

Students currently in grade 10 or 11 will need to meet the requirements of the 2018 Graduation Program. Eighty credits in Grades 10-12 are required for graduation - with a minimum of 16 credits at the Grade 12 level, 28 elective credits, and 52 credits required from the following courses:

<b>52 credits are Required Courses including:</b>	
a Language Arts 10	4 credits
a Language Arts 11	4 credits
a Language Arts 12	4 credits
Social Studies 10	4 credits
Social Studies 11 or 12	4 credits
Science 10	4 credits
a Science 11 or 12	4 credits
a Mathematics 10	4 credits
a Mathematics 11 or 12	4 credits
Physical and Health Education 10	4 credits
a Fine Arts Education or Applied Design, Skills, and Technologies 10, 11 or 12	4 credits
2 Career Education Courses	8 credits
Elective courses	28 credits
A minimum of 16 credits must be at the Grade 12 level including Language Arts 12. All ministry-authorized and board/authority-approved courses count.	

Please see the following links to the **BC Ministry of Education** for further information:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/certificate-of-graduation>

<https://curriculum.gov.bc.ca/graduation-info>

## Graduation Assessments:

In addition to the Course Requirements, students currently in grade 10 or 11 will also complete two new Graduation Assessments.

**Numeracy Assessment** will be introduced in June of 2018. (Students who have completed a Math 10 course and the associated Provincial Exam will NOT be required to write the Numeracy Assessment.)

**Literacy Assessment** will be introduced in January 2020. (Students who have completed a Language Arts 12 course and the associated Provincial Exam will NOT be required to write the Literacy Assessment.)

## Career Education Courses:

Students on the 2018 Graduation Program will be able to meet the career education graduation requirement with any of the following combinations:

- 1) Planning 10/Grad Transitions (2004 Grad Program)
- 2) Planning 10/Career Life Connections + Capstone
- 3) Career Life Education/Grad Transitions
- 4) Career Life Education/Career Life Connections + Capstone

### Important Reminder:

**Post-secondary institutions often require you to complete specific courses to get into programs. Careful planning in Grades 10, 11 and 12 will ensure you have all the courses and credits you need. In addition, some post-secondary institutions such as UBC, consider the amount of courses an applicant has taken, as well as their participation in extra-curricular activities or volunteer work.**

## Career Life Education 10 (MCLE-10)

This introductory course offers students the opportunity to explore a wide range of post-secondary and career options. Time will be spent creating a personal Career Plan while considering the global labour and market trends. These trends will impact their future employment opportunities as they work towards improving personal employability skills.



## Career Education 8 and 9

The aim of Career Education 8 and 9 is to provide students an opportunity to reflect on their preferences and skills to help them identify the steps we need to take to achieve our career goals. Students will also reflect upon the value of work in our lives, communities, and society, and how it may be viewed from diverse perspectives. Students will also look at adapting to economic and labour market changes and how that will require flexibility. The curriculum recognizes our career paths reflect the personal, community, and educational choices we make.

### Peer Tutoring Grade 11 & 12: (YIPS-2B)

*This course is open to students in grades 11 or 12 who have a good academic record and receive a recommendation from a teacher and/or counsellor. There is an application and selection process.*

Students in this course will learn basic educational theory, psychology, and tutoring techniques. Throughout the school year, peer tutors will be required to attend one after-school instructional class per month, provide tutoring support in a variety of settings on-timetable or off-timetable, in the after-school tutorial program. Students will be required to do reflection journals, summarize and reflect on current literature and participate in self-evaluation activities.

For more information, please see a teacher in the Learning Centre.

### School and Community Service 11 (YCPM-1D)

A Grade 11 or 12 student who has demonstrated an expertise in a particular field may serve as a student assistant to the teacher in a specialty area for a full block.

Gladstone seniors have assisted with tutoring in the skills centre, helped in the special education classes, and assisted in automotive, drama, and music.

To be accepted in this course, a student must receive permission from the principal and the subject teacher.

A credit for School and Community Service 11 may be awarded in June, after the teacher and the principal evaluate attendance and quality of service.



# Gladstone District Mini School Program

The Gladstone Mini School is an accelerated program in which talented learners earn credit for grades 8, 9, and 10 in two calendar years. The program emphasizes high academic achievement, creative and original thinking, independence and initiative, and responsibility and leadership. Successful applicants are self-motivated, able to work co-operatively and think critically.

The courses offered through Gladstone Mini School emphasize cross-curricular learning. This allows students to demonstrate their abilities and understanding of the curricula throughout their Mini School courses. Gladstone Mini School believes that academic, technological and physical education are interconnected and essential to a well – rounded individual. Gladstone Mini is designed to be a community of motivated learners. To this end, an annual camp is an integral part of our program. Field trips, guest speakers and enrichment activities are offered to enhance the classroom experience; student participation in these experiences is essential for enrichment. Community engagement and leadership are foundational for the program. These activities help students to develop the confidence needed to take on leadership opportunities in the school and community.

Upon completion of the Mini School program, students may enroll in enriched grade 11 and 12 classes, Advanced Placement courses and/or regular program classes. Due to the

accelerated nature of the Mini School program, students have the option to graduate in four years. Students may also choose to enroll in additional senior courses to expand the breadth and depth of their academic experience by remaining at Gladstone for the full five years.

Acceptance to the Gladstone Mini School is based on an application package that includes a portfolio of student work.

COURSE OFFERINGS	YEAR ONE	YEAR TWO
<b>FULL MINI SCHOOL STREAM</b>	<b>English 8/9 Mini</b> <b>Socials 8/9 Mini</b> <b>French 8/9 Mini</b> <b>Math 8/9 Mini</b> <b>Science 8/9 Mini</b> <b>PE Leadership 8 Mini</b> Applied Skills Elective Fine Arts Elective	<b>English 9/10 Mini (Literary Studies &amp; Creative Writing)</b> <b>Socials 9/10 Mini</b> <b>French 9/10 Mini</b> <b>Math 9/10 Mini</b> <b>Science 9/10 Mini</b> <b>PE Leadership 9 or PE 9</b> Two Electives
<b>MINI HUMANITIES STREAM</b>	<b>English 8/9 Mini</b> <b>Socials 8/9 Mini</b> <b>French 8/9 Mini</b> Math 8 Science 8 PE 8 Applied Skills Elective Fine Arts Elective	<b>English 9/10 Mini (Literary Studies &amp; Creative Writing)</b> <b>Socials 9/10 Mini</b> <b>French 9/10 Mini</b> Math 9 Science 9 PE 9 Two Electives
<b>MINI MATH SCIENCE STREAM</b>	<b>Math 8/9 Mini</b> <b>Science 8/9 Mini</b> <b>PE Leadership 8 Mini</b> English 8 Socials Studies 8 French 8 Applied Skills Elective Fine Arts Elective	<b>Math 9/10 Mini</b> <b>Science 9/10 Mini</b> <b>PE Leadership 9 or PE 9</b> English 9 Socials Studies 9 French 9 Two Electives



# APPLIED DESIGN, SKILLS AND TECHNOLOGIES

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## Home Economics

### Food Studies

Home Economics provides students with lifelong skills: food preparation, sewing skills, decision making, critical thinking, team work opportunities. Home Economics courses provide an opportunity to learn these skills in a supervised and enjoyable environment.

#### Food Studies 10 (MFOOD10)

*This course is open to all students in Grades 9 and 10.*

- For Grade 9 and 10 students
- See it, make it, and eat it!
- What's for breakfast, lunch and dinner?
- Experience multicultural cuisines: Thai, Chinese, Italian, Mexican, Korean, and German.

Foods 10 provides students with the information and experiences necessary to make wise food choices and to increase their confidence when preparing meals. All topics cover technical skills for food preparation as well as food safe practices and nutrition principles. Recipes include: pizza, cinnamon buns, pad Thai (spicy Thai noodles) Chinese dumplings, double chocolate cookies, German apple pancakes, pasta with alfredo sauce, brownies, appetizers, desserts, pita chips, minestrone soup, fajitas, chicken and vegetable stir-fry, and Chap Jae (Korean noodles).

**What do you learn to make in Foods at Gladstone?**

**Check out [adstgladstone.weebly.com](http://adstgladstone.weebly.com) and**

**[@gsscooks@instagram](https://www.instagram.com/gsscooks)**

#### Food Studies 11 (MFDN-11)

This foods course provides the student with knowledge and training in food preparation and nutrition at an advanced level. Practical projects will build on food preparation principals learned in Foods 10: Foods with new topics as vegetarian cooking, appetizers, pastry, preservation, and foods from other cultures.

Students will be taught by demonstration and by individual research and experimentation.

#### Food Studies 12 (MFDN-12)

Food Studies 12 focuses on planning and preparing nutritious food for individuals, groups, and families. Students will develop various skills from planning menus to preparing attractive meals. They will increase their knowledge of nutrition as they prepare dishes from a variety of cultures. Students will examine social and political economic factors that impact food production and preparation.

#### Textiles 10 (MTXT-10)

Students will learn creative design skills, knowledge of fibre, fabric, and construction skills. They will be introduced to the art and skills of sewing (machine & hand), knitting, beading, applique, embroidery, and crocheting. Projects will be selected according to one's skill level and experience. Student choice is encouraged and supported. Students will complete a variety of project/assignments each term.

#### Textiles 11 (MTXT-11) (MTXT-12)

This senior program allows one to develop and improve basic sewing and design skills. Students will learn how to develop skills in the use of sewing (hand & machine), iron press, and electronic embroidery. Students will apply fabric knowledge and construction techniques to create garments that are uniquely theirs. Students will learn basic design skills, and develop their sewing, knitting, beading, embroidery, crocheting and applique skills.

Student choice is encouraged and supported. Students can create their own dance costumes and apply their knowledge in new and creative ways. A variety of projects/assignments will be completed each term.

**HOME ECONOMICS-DON'T LEAVE SCHOOL WITHOUT IT!**



## Cafeteria

### Cafeteria Training 10, 11, 12

**Grade 10: (MCUL-10)**

**Grade 11: (MCAFT11)**

**Grade 12: (MCAFT12)**

If you enjoy cooking and preparing large quantities of food, then this is the course for you. Students rotate through learning stations, such as the bakeshop, cook station, salad/sandwich station, industrial ware washing, dining room, cash, and food service. Students also participate in catering preparation and set up for school functions. A fundamental understanding of catering service and customer service is stressed. Students also learn how to prepare main courses, soups, salads, sandwiches, and baked products. This course is a fundamental part of gaining an understanding of the Food and Beverage sector of the Tourism industry.

### Culinary Arts 11 (YVHE-1A)

This course builds on the knowledge base and skills developed in Cafeteria 11 and 12. Students will continue to work with a variety of food products and engage in special projects such as catering, special events and non- production specialty items. Students will also be introduced to aesthetics, presentation and marketing of food products. In addition, students will continue to build practical fine motor skills understanding ergonomics of the kitchen and efficient use of movement in the workplace.

### Culinary Arts 12 (YVHE-2C)

This is an advanced course designed for those students who have completed Cafeteria 11 and 12, Culinary Arts 11 and have a strong interest in the food industry. The course will focus on advanced techniques in food study and preparation with an emphasis on careers in the foods and hospitality industries. This is a project-based course involving both independent and team based work.

## Family Studies

### Family Studies 11: Psychology Focus (MFM--11)

*This course is open to all grade 11 and 12 students.*

This introductory course focuses on the study of human behaviour and development. Students will learn the basic theories and approaches of psychology. Topics to be covered include communication skills, the principles of thinking and learning, motivation, stress management, and adolescent development. Student learnings will include current research concerning psychological disorders, brain development, and personality theories. Evaluation experience include group work, case studies, popular media analysis, interviews and research. Students also have an opportunity to "parent the Family Studies babies".

### Family Studies 12: Psychology Focus (MFM--12)

This course applies the study of psychology to the analysis of human behaviour. Students will explore the dynamics of relationships, group interactions and the changing roles of individuals and families in today's society. This information can create a basis for understanding oneself and others better. Topics to be covered include the examination of emotions, stereotypes, prejudice, gender issues, adulthood, and the aging process. Learning experiences include research assignments, group work, case studies, and popular media reviews. Students also have an opportunity to "parent the Family Studies babies".



# Technical Studies

The goal of our program is to help students develop the technological skills and lifelong learning patterns needed to function effectively in a rapidly changing technological world. Technology Education builds basic skills while exploring design issues and solving real world problems. Some form of Technology Education should be an essential component of every student's comprehensive education.

## Information and Communications Technology 9 &10 (MCSTU10) (MADIT-09)

This course is open to grade 9/10 students interested in advancing their computer skills. In grade 8, students were given a small sample of the types of projects to be studied in more detail in ICT9/10. Topics include web design, programming, 3D animation and modeling, and digital communications. Software used could be Python, Blender, Gimp, Open Office, and Linux.

## Information and Communications Technology 11 (MICTX11)

Information and Communications Technology 11 involves the study of how information is created, processed and transmitted by computers.

There are four major areas of study:

- Applied Digital Communications
- Digital Media Development - including Web Design
- Computer Information Systems
- Computer Programming

The course will be useful to anyone pursuing science, math or technology courses after high school. Some of the technologies used in the course are HTML, JavaScript, Java, Gimp GameMaker and Blender.

## Information and Communications Technology 12 (MICTX12)

Information and Communications Technology 12 continues with the same four themes introduced in Information and Communications Technology 11.

This course is for students who plan to continue the study of computer science or software engineering at the post-secondary level.

The material in this course may also provide evidence that can be used for inclusion in the Graduation Portfolio.



# Animation

## Animation 10 (YCCT-0A)

In this course basic animation units are taught. The students will use these skills to design and make a Claymation, hand drawn and computer drawn animation.

## Animation 11 (YCCT-1A)

This is an introductory course in computer use, hand-drawn animation and 3D computer animation that can lead to careers in animation, computer gaming, television, etc.

Learn how to navigate Windows, use a scanner, manipulate images and use digital photography. Learn animation skills like Storyboarding, character design and production planning. Record your animations on CD and videotape.

Hand-drawn animation projects include a dance, walk and double take using painted cells. 3D animation includes creating objects, lighting, movement and special effects. At the end of this course, students will be computer literate.

## Animation 12 (YCCT-2A)

This is a continuation of the skills learned in Animation 11. Further your study of Claymation, hand-drawn animation and 3D computer animation that can lead to careers in animation, computer gaming, television, etc.





# Graphic Arts

## Graphics Program

In Graphics courses you'll become an expert with Photoshop and Illustrator, thus enabling you to create some amazing projects. You'll also learn about marketing and business.

**Graphics 9 - First Year (MADMA09)**  
**Graphics 10 - First Year (YVPA-0D)**  
 Open to all grade 9 and 10 students.

You'll learn how to use Photoshop to design projects that include a coffee mug, ID tag necklace, keychain, CD cover, business cards, magnetic nameplates, and trading cards.

For more info visit the 'Gladstone Graphics' Facebook page or the Graphics website:  
<http://gladgraphics.vsb.bc.ca/>

**Graphics 11 - First Year (YVPA-1G)**  
**Graphics 12 - First year (YVPA-2D)**

This course is a combination of First and Second Year Graphics which will enable grade 11's to take Third Year Graphics the following year.

You'll learn to use Photoshop and Illustrator to design projects that include a coffee mug, ID tag necklace, keychain, CD cover, business cards, magnetic nameplates, and trading cards.

For more info visit the 'Gladstone Graphics' Facebook page or the Graphics website:  
<http://gladgraphics.vsb.bc.ca/>

## Second Year

**Graphics 10 (YVPA-0D)**  
**Graphics 11 (YVPA-1G)**  
**Graphics 12 (YVPA-2D)**

This course is for students taking Graphics for a second year. You will be introduced to photography and illustrator drawing software. Projects change every year, but can include an advertisement, mouse pad, basketball hoop, web page, mug, clock, T-shirt, logo, business card, magazine, or a poster.

For more info visit the 'Gladstone Graphics' Facebook page or the Graphics website: <http://gladgraphics.vsb.bc.ca/>

## Third Year

**Graphics 11 (YVPA-1G)**  
**Graphics 12 (YVPA-2D)**

Design skills will be further developed by more complex projects which change every year, but can include a picture frame, website, water bottle, T-shirt, logo & business card, magazine, or poster.

For more info visit the 'Gladstone Graphics' Facebook page or the Graphics website: <http://gladgraphics.vsb.bc.ca/>

## Fourth Year

**Graphics 11 (YVPA-1G)**  
**Graphics 12 (YVPA-2D)**

Design skills will be further developed by more complex projects which change every year, but can include a picture frame, website, water bottle, T-shirt, logo & business card, magazine, or poster.

Students can prepare their design school entrance portfolios and explore post-secondary and career opportunities.

For more info visit the 'Gladstone Graphics' Facebook page or the Graphics website: <http://gladgraphics.vsb.bc.ca/>





# Yearbook

## Yearbook 10 & 11

**Grade 10: (YCCT-0C)**  
**Grade 11: (YCCT-1C)**

*Students will apply to enroll in the course. Having completed English 10 and knowledge of Photoshop and experience in photography are an asset.*

Have your work published for everyone to see! We need the best writers, designers and photographers to produce a great yearbook.

Students will learn:

1. journalistic writing
2. computer graphics
3. digital photography techniques

Students will choose a particular area of strength and specialize in it.

## Yearbook 12 (YCCT-2C)

*Students will apply to enroll in the course. Having completed English 11 and knowledge of Photoshop and experience in photography are an asset.*

Have your work published for everyone to see! We need the best writers, designers and photographers to produce a great yearbook.

Students will learn:

1. journalistic writing
2. computer graphics
3. digital photography techniques

Students will choose a particular area of strength and specialize in it.

# Drafting and Design

Drafting or technical drawing is a universal language that uses pictures to communicate the thoughts and ideas of people who build or design things. Any student who is considering going on in any technological career should take at least one drafting course to give them a basic level of understanding of this important technological skill. It is used in animation, architecture, commercial art, engineering, graphic communication, industrial design, interior design, landscape design, and by all kinds of technicians and trades people.

**A career preparation program is available for students interested in this area. See the Career Preparation section.**

## Technical Education 9 & 10: (MADD-09) Drafting and Design (MTDRF10)

*This course is open to students in Grades 9 and 10.*

In this course, basic drafting and AutoCAD (computer aided design) units are taught. The student uses these skills to design and draw, a mechanical project, and to make basic architectural designs on both computer and paper

## Drafting and Design 11 (MDD--11)

This course is open to students in Grade 11 or any student who has successfully completed Drafting 10.

This is a basic to intermediate drafting course. Students will learn to prepare basic sketches, orthographic projections, pictorials, and working drawings. They will present their drawings and design solutions in a variety of formats while increasing skills in both pencil drawn sketches and computer generated drawings using AutoCAD (Computer Assisted Drafting).

## Drafting and Design 12 (MDD--12)

This is an intermediate to advanced drafting course. Students will learn to create complex drawings including sketches, orthographic projections, pictorials, working drawings, and development drawings. Students will also learn to select, present, and respond to drawings and design solutions in a variety of suitable visual formats and media.





## Engineering 12A (YERT-2A)

This is an intermediate course for students who are considering career or studies in Engineering, the Sciences, or other technical fields.

Students will work on a common project for the first part of the course. Most often this is building a robot for Gladstone's highly successful competitive VEX robotics program. Later in the year, assignments may be chosen from various engineering disciplines. In the past this has included projects such as robots, trebuchets, r/c airplanes and boats, bridge building contests, tower building contests and even projects associated with career prep hours. Assignments and projects will vary from year to year depending on student interest and resources available.

This course can be used as a Focus Course for the Career Prep Engineering Program.

## Automotive Technology 11 (MAT--11)

This course is designed to familiarize students with the common repair jobs on automobiles. Approximately 65% of the time is spent on practical work. Systems of a vehicle are broadly covered. The theory explains why it works, and should be of great value to any car owner wanting to do his/her own repairs.

## Automotive Technology 12 (MAT--12)

This is a more advanced course that will deal with similar topics but in more detail and depth than Automotive Technology 11. Notebook and coveralls are required.

## Automotive Technology 12: Body Repair and Finish (MATB-12)

Student is introduced to this area of the automotive trade and is encouraged to take a week of training offered at Vancouver Community College (VCC) at their state of the art repair facility. Students learn repair techniques used to fix those fender benders. Notebook, coveralls and steel toed shoes for VCC required.

## Mechanics

**All Automotive Technology students who apply themselves and show a mature attitude towards safety and encouraged to do 100 hours of Career Preparation in area automotive shops. Steel toed shoes and coveralls are required when doing work experience.**

## Technical Education 9 & 10 Mechanics (MADPT09) (MTPOW10)

This is an introductory course to the various technological aspects of power development. Students learn safety, tool recognition and power theory. The hands-on practical component includes model making and working on customer automobiles. Notebooks and coveralls are required.



**All Automotive Technology students who apply themselves and show a mature attitude towards safety are encouraged to do 100 hours of Career Preparation in area automotive shops. Steel toed shoes and coveralls are required.**



# Metal Work

## **Metalwork 9 & 10 (MADM-09) (MTMET10)**

This is an introductory course in metal processing and metal machining, which emphasizes correct and safe procedures. Assigned projects will familiarize students with the basic of metal working. A notebook to assist learning of the techniques is an integral part of the course. Shop clean-up and consistently high standards of safe work habits are an important part of the course.

## **Metal Art 10 (YIA--0C)**

This course works with the design process in a metal-oriented context. Topics covered include ring making, copper working, metal sculpture and 2 and 3 dimensional designs in wire. The lost wax process for casting a silver ring is mandatory project.

## **Jewellery 10 (YIA--0A)**

This course will introduce students to jewellery techniques. The design process will be an important part of the course. Projects may include: lathe turned stainless steel rings, silver band rings, and silver rings cast using the lost wax process. Enameled copper jewellery Course includes projects that are specifically created to be used as Grad Portfolio Evidence in Arts & Design, Employability Skills.

## **Jewellery 11 (YIA--1A)**

This course will introduce students to Jewellery and art metal techniques or build on experience from previous courses. The design process will be an important part of this course. Projects may include; lathe turned stainless steel rings, silver rings cast using the lost wax process, copper or silver chains, enameled copper jewellery, brazed or welded picture frames and candle holders.

## **Jewellery 12 (YIA--2A)**

This course will introduce students to Jewellery and Art Metal techniques or build on experience from previous courses. The design process will be an important part of this course. If students have previous experience, projects may be self initiated. Projects may include; lathe turned stainless steel rings, silver rings cast using the lost wax process, copper or silver chains, enameled copper jewellery, brazed or welded picture frames and candle holders.

## **Metal Fabrication and Machining 11 (MMFM-11)**

The student is introduced to and gains practical experience on the following machines: lathes, milling machines, welding apparatus, sheet metal machines, grinders, polishers, and metal casting. Assigned and individually initiated projects will familiarize the students with the various processes.

## **Metal Fabrication and Machining 12 (MMFM-12)**

This course is a more advanced and involved continuation of MMFM11. Students will cover additional topics in increased depth.

This course is designed to teach the principles of the technology of several metal and allied trades. These principles will be applied to practical situations in machine shop, welding, sheet metal, and foundry.

Use of the milling machine, large lathes, foundry, and welding equipment learned in Metal Fabrication will be emphasized. Computer-aided machining (CAM) will be introduced. Selected projects may be self-initiated. The work follows the general lines of Metal Fabrication and Machining 11 but more sophisticated operations are learned and required.

Work on the design, construction or modification of the schools electric racing cars is an important optional element of this course.



## Woodworking/Carpentry

### Woodwork 9 & 10 (MADW-09) (MWWK-10)

Woodwork 10 is a beginning woodwork course. Basic woodworking skills will be taught so students can complete several student- designed projects. Safe and correct machine skills are stressed throughout the course. Basic use of certain hand tools is also covered.

Projects built in this course are expected to be of simple skill level, but of good quality as students develop their woodworking skills. Previous projects have included toys, jewelry boxes, cutting boards, small clocks, bowls, candlesticks, picture frames, toolboxes, bird houses and CD storage racks. Students who finish their course work early sometimes build additional student chosen projects.

### Carpentry and Joinery 11 (MCJ--11)

Carpentry and Joinery 11 is intermediate woodwork course. Basic to intermediate woodworking skills will be taught so students can complete several student- designed projects while practicing these skills. Safe and correct machine skills are stressed throughout the course. Basic uses of many hand tools are also covered. More specialized machine tools and jig use are covered in this course.

Projects built in this course are expected to be of moderate skill level, and of good quality as students develop their woodworking skills. Previous projects have included more advanced versions of the ones built in Woodwork 10. In addition, the following projects have also been completed: book cases, book shelves, coffee tables, computer tables, chessboards, deck furniture, dog houses, end tables, rocking horses and many other unique student designed projects.

### Carpentry and Joinery 12 (MCJ--12)

Carpentry and Joinery 12 is advanced woodwork course. Intermediate to advanced woodworking skills will be taught so students can complete several student- designed projects while practicing these skills. Safe and correct machine skills are stressed throughout the course. Advanced use of some hand tools is also covered. More advanced finishing techniques are also used.

Projects built in this course are expected to be of high skill level, and of excellent quality as students hone their woodworking skills. Previous projects have tended to include larger more advanced versions of the ones built in woodwork 11. Some examples are sleds, china cabinets, desks, entertainment units, beds, and dining room tables. These projects tend to be unique to the student.



# ENGLISH

## English 8 (MEN--08)

English 8 is a resource course designed to provide a smooth transition from elementary language arts to secondary English studies in language and literature. To encourage student success, the learning program presents a range of materials and opportunities in the study of grammar, composition, and various literary forms including short stories, novels, poetry and drama. Creative and critical thinking and problem-solving exercises are designed to stimulate student interest and to enhance academic performance.

The English 8 program encourages co-operation, self-reliance, self-esteem, and good study habits.

## English 9 (MEN--09)

*Recommended prerequisite: English 8*

English 9 continues to build upon the skills and knowledge acquired in the English 8 program. As such, English 9 is a resource course offering a study of various literary forms, including poetry, short stories, novels, and drama. Students will also continue to refine their writing skills by exploring approaches to the writing process. Creative and oral expressions are important elements of the English 9 course.

## English 10

*Recommended prerequisite: English 9*

Students are required to complete 4 credits of English Language Arts course at the grade 10 level. Students enrolling in English Language Arts 10 will **choose one of the following 3 options**:

### OPTION 1:

#### Literary Studies 10 (2 credits) (MLTST10)

Literary Studies 10 is one of the new Ministry of Education courses for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general.

Combined with:

#### Creative Writing 10 (2 credits) (MCTWR10)

Creative Writing 10 is one of the new Ministry of Education courses for students who have an interest in creative expression through language.

### OPTION 2:

#### Literary Studies 10 (2 credits) (MLTST10)

Literary Studies 10 is one of the new Ministry of Education courses for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general.

Combined with:

#### Composition 10 (2 credits) (MCMP10)

Composition 10 is a new Ministry of Education course designed to support students in developing key ELA competencies, in particular their written communication skills, through questioning, exploring, and sampling.

### OPTION 3—English First Peoples:

#### EFP Literary Studies 10 (2 credits) (MEFLS10)

EFP Literary Studies 10 is a new Ministry of Education course designed for students who are interested in delving deeply into literature through an Indigenous lens. Students can explore selected First Peoples themes or authors through literary works in a variety of media.

Combined with:

#### EFP Writing 10 (2 credits) (MEFWR10)

EFP Writing 10 is a course designed for students who are interested in writing for a variety of purposes and contexts.

## English 11 (MEN--11)

*Recommended prerequisite: English 10*

The English 11 program continues to build upon the skills and knowledge acquired in English 10. English 11 provides the student with the knowledge and skills required to handle adequately more advanced literature-based courses. Students will further develop their writing skills through a variety of activities concerning creative, prose, and expository writing. Emphasis is placed on the process of writing. Clarity and correctness, combined with the thoughtfulness of content, are prime concerns of the composition assignment. Specific composition skills include the organization of ideas, style, correct sentence structure, vocabulary study, and the mechanics of writing.

The literature appreciation component of the course includes a survey of short stories, poetry, novels, and drama. Emphasis is on the student's ability to analyze and discuss works of literature in a creative, critical, and abstract manner.

## English 11— Pre AP Prep (MEN--11ENR)

Recommended prerequisite: B in English 10 or recommendation from English 10 teacher

English 11 Pre AP Prep follows approximately the same program as does English 11, but incorporates units of composition skills and literary analysis that go beyond those in the English 11 program. The enrichment component is designed to challenge students who are stimulated by thinking, reading, and writing analytically and critically. Special literature and composition-based activities will be pursued; for example, students will explore in depth both Canadian and world Literature to gain a deeper understanding about how a sense of identity may be reflected in works of literature.

Particular emphasis is also placed on preparing students for further study in literature based courses, such as Literature 12 and/or English 12 Advanced Placement.



## Communications 11/12

**Grade 11: (MCOM-11)**

**Grade 12: (MCOM-12)**

The Communications course address the demands made on students not bound for post-secondary education. While these courses contain a literature component, they emphasize communication skills for student life and for application in the adult world.

Communications 11 and 12 will enable students to improve the skills of listening, speaking, reading, and writing. These courses are organized around skill development, rather than acquisition and mastery of content materials. Students gain practice in using skills to deal with content at various levels of ability and sophistication. Communications 12 students will be required to write a Provincial examination.

## English Literature 12 (MLIT-12)

*Recommended prerequisite: English 11. The course may be taken concurrently with English 11 Enriched with permission from the English Literature teacher. At least a B standing in English is advisable for those students who are considering the course.*

Literature 12 is designed to enable the student to read with knowledge, enjoyment and critical skills, the literature of English. It will survey the major writers of England from the Anglo-Saxon times to the Modern era. The student will study individual authors and their response to the societies in which they lived; their role in acting both as mirror to those societies and as commentator on the often momentous social and historical events shaping them. Literature 12 will enable the student to think about the world, as these authors thought about their worlds.

English Literature 12 is a solid introduction to the literature of the English-speaking world. It will be of value to those students who enjoy poetry and drama and learning about the past to help one understand and enjoy the present. For those students planning to attend community college or university, English Literature 12 is an excellent introduction to the content of first-year English courses in a post secondary institution.

## Writing 12 (MWR--12)

*Recommended prerequisite: English 10*

Writing 12 is a creative writing elective course designed for students who have an interest in and a flair for writing. The course's primary intention is to encourage students to experiment with the written word and to produce effective original works. Students will have the opportunity to explore a variety of genres: short story, creative non-fiction, poetry, plays, screen writing and expository writing. Some technical aspects of writing as well as the craft of the sentence, description and narration will be covered during the course. Students will study a number of writing styles as they strive to develop their own writing voice. A major objective of Writing 12 is for the students to be in control of and aware of how they write to bring their projects to a satisfying outcome for themselves and for their readers alike.

An exciting part of the course entails a collaborative project with the University of British Columbia called *New Shoots*, during which a graduate student from the UBC Creative Writing Department provides mentorship for the Writing 12 students at Gladstone. Following the project, students will have a number of opportunities to seek publication of their works.

Students will participate in daily writing exercises. Emphasis is on self-motivation; the course should be taken by students who possess strength in basic written skills, as little time is devoted to remediation.



## English 12 (MEN--12)

*Recommended prerequisite: English 11*

English 12 builds upon the skills and knowledge developed from Grades 8 to 11. The courses in these grades have given the student experience in analysis and understanding of language and literature.

With this background, the student will further develop and refine the skills needed in successful composition and literary analysis. Student assessment takes many forms, from quizzes and tests, compositions and research papers, daily observations, journal writing and student portfolios. The teacher of English 12 also spends time preparing students for various exams such as the Language Proficiency Index, Provincial and Scholarship Examinations, and for the more stringent demands of English skill at post-secondary institutions.

English 12 students will be required to write the Provincial Examination in June.

## English 12 First Peoples (MEFP-12)

*Recommended prerequisite: English 11*

English 12 First Peoples explores the dynamic and engaging world of First Nations literatures. The course is open to all students, and invites them to discover a rich variety of stories and story telling that reflect First Peoples' worldviews and themes. Students will study a variety of texts including novels, poems and songs, essays, and contemporary plays and films, featuring local, Canadian, and International First Peoples' content. Students will also become familiar with the rich oral tradition of the First Nations. In addition to academic and creative writing, students will participate in group activities, class discussion and oral presentations as a way of demonstrating their learning. Guest speakers from the local First Nations community and field trips will enhance the classroom experience.

English 12 First Peoples is a unique alternative to English 12, and satisfies post secondary entrance requirements. Students will be required to write the First Peoples' Provincial exam in June.

## Advanced Placement Literature and Composition (AELC-12)

*Recommended prerequisite: A in English 11*

English 12 Enriched incorporates topics and works of literature which reflect the potential content of first year college/university English courses. Students prepare for subsequent courses in English Literature. The course is designed for students with a special interest in English who can work with independence and enjoy academic success.

This course in English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through close reading of selected literary works, students deepen their understanding and enhance their pleasure in literature. They develop critical standards for interpreting the effects writers create by means of the artful manipulation of language. To achieve these goals, students study individual works, their characters, action, structure, and language. Students consider literary works in their historical context and in relation to their own lives and experiences as well.

Writing is an integral part of the English Enriched course and will focus on the critical analysis of literature, and will include expository, analytical, and argumentative essays. Creative writing assignments will also take place. The goal of these writing assignments is to increase students' ability to understand what they read and to explain clearly and cogently what they understand about literary works and why they interpret them as they do.

This English course will cover all aspects and include all expectations which are set out for the regular English 12 course. All students are required to write the English 12 Provincial Examination in June.



# ENGLISH LANGUAGE LEARNING

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The English Language Learning Department has jurisdiction over enrolling and non-enrolling classes with the objective to provide support to students who are English language learners. At Gladstone we offer three levels of reception for new language speakers and ELC for mainstream students in need of extra language support. Students are placed in an appropriate level based on assessment and/or teacher recommendation. While all ELL courses are content based, they are non-credit; therefore, assessment for placement is via a committee consisting of ELL teachers, the counsellor and the administration.

## Reception

### Level 1

Level 1 students, regardless of age, are beginning to learn English. Typically, these students are new to Canada, and have either been processed at the District Reception and Placement Centre, or have spent very little time in elementary school. The level 1 program involves students taking five core ELL courses. These courses may include ELL Reading, Writing, Language, Math, Science, Social Studies, and Fine Arts. Students in level 1 take a regular PE at their grade level, where appropriate.

### Level 2

Level 2 students are those who typically take four ELL courses. The remaining two or three courses are electives chosen from the regular program, depending upon the student's age, ability and interest. Students in level 2 take regular Math and /or Science and PE where appropriate.

### Transitional

Transitional students are those who typically have been learning English for 2 or more years. Students in grades 8 and 9 will be placed in regular English 8 or 9 and students in grades 10-12 will be placed in English 10 as this is a mandatory course for graduation. All transitional students will be flagged as such in the regular English and Social Studies courses so that teachers are aware that they will need extra language support. All transitional students are registered in the English Language Centre (ELC).

### English Learning Centre

The English Learning Centre offers enrolling support. Students in ELC classes have been recommended by their elementary school, or the Gladstone ELL and English departments. These year-long classes are intended to provide extra support in English and Social Studies, as well as other English-based aspects of all courses.



# FINE ARTS

## ART

### Art/Ceramics 8

This fun and creative course requires no previous art experience. This full year course includes a half year of Art and a half year of Ceramics. Art/Ceramics 8 introduces students to a variety of creative processes including drawing, painting, printmaking, design, ceramics and sculpture. Students will be introduced to a variety of media including, oil pastels, paint, charcoal, clay, glazes and paper mache.

### Art/Drama 8

Art/Drama 8 will give students a chance to experience a half year of Art and a half year of Drama. Students will be introduced to a variety of drama and theatre skills in the Drama portion to improve concentration, observation, and sense-awareness. Focus is also on increasing self-confidence and improving ability to speak in front of others. In the Art portion, students will have an opportunity to explore a variety of art media such as oil pastels, paint, charcoal, collage and clay. No previous experience is necessary!

### Visual Arts 9: General (MVA--09)

Open to all students in Grade 9

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

### Visual Arts 10: General (MVA10)

Open to all students in Grade 10

Art 10 allows students the opportunity to further develop their artistic interests and skills in drawing, painting, sculpture, mixed media collage, and printmaking. They will create a number of personal art projects gaining further experience with familiar art materials, as well as new materials. Student supplies: Sketchbook.



### Art Foundations (MAF--11)

Art Foundations 11 is recommended for both serious art students who intend to go on in the field and senior students with some artistic ability that may not have been able to take many previous art courses. Although drawing and painting (in both watercolour and acrylics) will continue as major image exploration areas, design, printmaking and sculpture will also form an integral part of the course.

Student supplies: Sketchbook.

### Art Foundations 12 (MAF--12)

Recommended prerequisite: Art 11

This course is the culmination of a student's school art experience. It is structured to include specific units in drawing, painting, printmaking, sculpture and design, but also leaves ample opportunity for the serious student to explore new areas and develop a personal style. Senior art students may use their skills and abilities to make contributions to the school and community through mural and/or locker paintings, or pursue materials or themes of personal interest.

Student supplies: Sketchbook.





## **Studio Arts 9: Ceramics and Sculpture** **(MVA--09C01)**

*Open to all students in Grade 9*

This is an introductory level course in ceramics, which offers an exploratory approach to all areas of clay, including hand-building techniques, wheel work, modeling, fundamental glazing and decoration strategies.

Student supplies: Sketchbook.

## **Studio Arts 10: Ceramics and Sculpture** **(MVASC10)**

*Open to all students in Grade 10*

Ceramics 10 offers students a more in depth exploration of both hand-built and wheel thrown techniques. Students will work with a variety of themes to develop both functional and decorative ceramic pieces, and will have the opportunity to expand their knowledge of decorative strategies with a variety of staining, glazing, and painting techniques.

Student supplies: Sketchbook.

## **Studio Arts 11: Ceramics and Sculpture** **(MSACS11)**

This course is meant for senior students with little or no previous ceramic experience, as well as those with some ceramics experience who wish to further expand their clay explorations. Basic hand- building techniques, wheel work, decoration, and glaze preparation will be covered as they relate to student's personally developed imagery and theme work.

Student supplies: Sketchbook

## **Studio Arts 12: Ceramics and Sculpture** **(MSACS12)**

*Recommended prerequisite: Ceramics 11*

Ceramics 12 is an advanced pottery course, which allows students to work with the support of the teacher to develop a personal focus area. Students will sketch ideas of interest and then will translate their interest into clay projects. Both hand building and wheel thrown pottery will be explored further, through the creation of functional ware, figurative themes, relief work, and plaster casting, and modelling. Supplies: Sketchbook.

## **Studio Arts 11, 12: Drawing and Painting** **Grade 11: (MSADP11)** **Grade 12: (MSADP12)**

*Recommended prerequisite for MSADP12: Drawing and Painting 11 or Art 11.*

These courses are designed for students who would like to refine their knowledge and skills in the two dimensional areas of drawing and painting. Drawing with pen, ink, conté, and graphite will be explored, and painting with watercolours, oils and acrylics will be taught within a variety of themes. Students will have the opportunity to design and paint large scale murals within the school.

# **Photography**

## **Photography 10 (MVAPH10)**

Students will learn how to create great photos using digital cameras and image editing software. Students should have access to their own digital camera. 'Point and shoot' or SLR cameras are both fine for this course.

**Visit the 'Gladstone Graphics' facebook page for more information.**

## **Photography 11 (YVPA-1P)**

Students will continue to learn how to create great photos using advanced techniques. Projects will change each year. Students should have access to their own digital camera. 'Point and shoot' or SLR cameras are both fine for this course.

**Visit the 'Gladstone Graphics' facebook page for more information.**

## **Photography 12 (YVPA-2N)**

*Recommended prerequisite: Photography 11*

Students will continue to learn how to create great photos using advanced techniques. Projects will change each year. Students should have access to their own digital camera. 'Point and shoot' or SLR cameras are both fine for this course.

Students can also prepare their post-secondary school entrance portfolios and explore post-secondary and career opportunities.

**Visit the 'Gladstone Graphics' facebook page for more information.**



# Dance

## Dance Foundations 8-12 ( see codes below)

Dance Foundations courses focus on students' success, having a fun time, and having a confident, positive mindset while learning dance. Students interested in learning a wide variety of dance styles at the beginner / Intermediate level should register in Dance Foundations 8-12 (hip hop, jazz, contemporary, cultural dances) at the appropriate grade level. Students wishing to learn fun and useful dance skills but not perform on stage can register for Dance Conditioning 10-12.

Students wishing to further augment their dance studies and enter competitions and festivals should see the instructor concerning Dance Company 8-12. Grade 8's with previous dance or gymnastics training may sign up for Junior Dance Company 8.

### Dance Foundations 9 & 10

**Grade 9: (MDNC-09)**

**Grade 10: (MDCF-10)**

This performing arts course is an introduction to different styles of dance. Students are given the opportunity to learn a wide variety of dance styles including: hip hop, Latin jazz, street jazz, Broadway, tap, contemporary, and cultural dances. No previous dance experience is necessary. Students will learn dances choreographed by the teacher and they will also learn how to create their own dance sequences. They will have opportunities to perform in several shows throughout the year.

### Dance Foundations 11 & 12

**Grade 11: (MDNP-11)**

**Grade 12: (MDNP-12)**

This course is offered under the Fine Arts umbrella of courses, and is open to grade 11 and 12 students/ Students will study a wide variety of dance styles including: hip-hop, Latin jazz, street jazz, Broadway, tap, contemporary, and cultural dances. No previous dance experience is necessary. Students will learn dances choreographed by the teacher and they will also learn how to create their own dance sequences. They will have opportunities to perform in several shows throughout the year.





### Dance Company 8-12

Registration requires an audition

Dance Company classes are for experienced dancers who wish to expand their technical skills, strength and flexibility, and perform in a wide variety of shows and festivals. Registration requires the instructor's permission or an audition to confirm a student's level (Junior or Senior). Students wishing to augment their training may take two dance classes and or dance conditioning.

### Junior Dance Company 8-11

Recommended prerequisite: At least one year of dance training and permission from the instructor.

- Grade 8: (MDNC-08CO1)
- Grade 9: (MDNC-09CO1)
- Grade 10: (MDNC-10CO1)
- Grade 11: (MDNC-11CO1)

Junior Dance Company is designed for grade 8-11 students with at least one-two years of technical dance training in a dance studio or students with a strong gymnastics background. Students will study ballet, various styles or jazz dance, acrobatic dance (acro), contemporary, hip hop and cultural dances. These dancers will also improve their self-confidence by performing in both the December and May shows as well as the District Dance Festival.

### Dance Conditioning Fitness for Life 10-12

- Grade 10: (MDCF-10CO1)
- Grade 11: (YHRA-1C)
- Grade 12: (YHRA-2B)

Gain flexibility, strength, co-ordination and conditioning in this non-performance class. The course focuses on a unique blend of Pilates, LaBlast Dance Fitness, Barre Fitness and stretching using thera-bands, fit balls, hand weights, mats and music to develop long lean muscles and improve every students' flexibility. Great for injury prevention, injury recovery, and developing strength.



### Senior Dance Choreography 9-12

Recommended prerequisite: At least two years of dance training and permission from the instructor.

- Grade 9: (MDNC-09CO3)
- Grade 10: (MDNC10)
- Grade 11: (MDNC-11CO3)
- Grade 12: (MDNC-12CO3)

Senior Dance Choreography is designed for grade 9-12 students with at least two-three year of previous technical dance training. Students will learn proper technique, alignment, and posture while studying various styles of jazz dance, Broadway theatre dance, acrobatic dance (acro), contemporary, hip-hop, ballet and cultural dances. This Senior Dance group represents Gladstone at a number of festivals and performances throughout the year.

### Dance Technique and Performance 10-12

Recommended prerequisite: Audition in March and enrollment in a dance Foundations or Company class or dance conditioning class.

- Grade 10: (MDNTP10)
- Grade 11: (MDNC-11)
- Grade 12: (MDNC-12)

This is an off timetable course for the Junior and Senior competitive hip hop teams. Class will focus on technique and performance choreography for competitions, community and school shows.



# Drama

## Dance/Drama 8

Dance/Drama 8 will give students a chance to experience 5 months of dance and 5 months of drama. In dance 8, students learn the basic steps of hip-hop, jazz dance, break-dance, swing, and Latin dance. This course is perfect for those students who have no dance experience or some experience in their elementary schools or community centres. Students will learn choreographed routines and dance sequences and will perform in at least one dance show. The drama portion consists of an introduction to drama and theatre skills, with the improvement of concentration, observation and self-awareness. Focus is also on increasing self-confidence in both drama and dance. No previous experience is necessary.

## Art/Drama 8

Art/Drama 8 will give students a chance to experience a half year of Art and a half year of Drama. Students will be introduced to a variety of drama and theatre skills in the Drama portion to improve concentration, observation, and self-awareness. Focus is also on increasing self-confidence and improving ability to speak in front of others. In the Art portion, students will have an opportunity to explore a variety of art media such as oil, pastels, paint, charcoal, collage and clay. No previous experience is necessary.

## Drama 9 & 10: (MDRM-10)

Drama 9 & 10: First Year is a fun, active class that is open to all students in Grade 9 or 10 whether they have previous drama experience or not. Students will have the opportunity to perform in a variety of scenes and presentations. Improv theatre, theatresports and stage fighting will also be introduced as well as the presentation of rehearsed, scripted and non-scripted scenes. A willingness to participate in all classroom activities is the key to success in Drama 9: FIRST YEAR & DRAMA 10: FIRST YEAR.



## Theatre Performance 11: Acting (MTPA-11)

*Recommended prerequisite: Drama 10.*

This course is for students who want to do more in depth drama. We will focus on improving acting skills and the student's confidence and comfort in speaking in front of others.

Short plays, playwriting, scripted scenes and monologues will be options for presentation. As well, theatre sports, improvisation & mask activities are introduced.

A willingness to participate in all classroom activities is the key to success in Acting 11.

No previous drama/acting courses for Grade 11 students are necessary.

Attendance and a willingness to participate in all classroom activities is the key to success in Acting 11.

## Drama Leadership 11 & 12

*Recommended prerequisite: previous Drama/Acting classes at Gladstone*

### Grade 11 (YHRA-1ADR)

### Grade 12 (YHRA-2ADR)

This course is designed for students who would like to work with junior-level students in the Drama classroom. Students work closely with the teacher by team-building, modeling performance skills, directing, coaching and encouraging the active participation of all students. Drama Leadership students must demonstrate a high level of maturity, self-motivation and a commitment and interest in assisting younger students at all levels of performance. They must understand that their behaviour in drama must be exemplary to younger Gladstone students.

**Theatre Performance:****Acting 12 (MTPA-12)**

*This course is open for grade 12 students.*

This course will focus on improving acting skills and the student's confidence and comfort in speaking in front of others.

Short plays, scripted scenes and monologues will be options for presentation. As well, theatre sports, improv & mask activities are introduced.

Attendance and a willingness to participate in all classroom activities is the key to success in Acting 12.

**Theatre Company 9, 10, 11 & 12**

*Audition required – LATE APRIL/EARLY MAY*

**Grade 9: (MDR--09)**

**Grade 10: (MDRTC10)**

**Grade 11: (YVPA-1Q)**

**Grade 12: (YVPA-2M)**

Theatre Company is an off-timetable course for students in grades 9 - 12 that offers an opportunity to learn a variety of theatre techniques, styles and practices through membership in an acting company. The course is based on an ensemble company model that allows students to explore their creative abilities within the framework of the rehearsal and production process.

Students will learn to select, cast and produce plays for public performance. As well, they gain experience in acting and directing techniques, and developing lighting, costume, sound and set designs. The course culminates in a series of public performances both within the school and community at large. Attendance, commitment and a positive attitude are the key to success in Theatre Company 9,10,11,12

**Theatre Production 11 (MTPR-11)****Theatre Production 12: (MTPRT12)**

*Enrollment in the course will be approved by the instructor.*

Students will work as a team to put on a school production. Depending upon scope of production, students will work in various areas such as costume, lighting, make-up, properties, set design, set construction, set decoration, and sound.

Attendance, commitment and a positive attitude are the key to success in Theatre Production 11/12

**Theatre Production 12:****Theatre Management (MTPRM12)**

*Enrollment in the course will be approved by the instructor. Open to students in Grade 11 or 12*

Students will work as part of a team, working closely with the director(s) to carry out key components of a stage manager's role for a theatre performance including: Script management and support; rehearsal time and space management; sound, lighting and actor cue management; technical and dress rehearsal management.

Attendance, commitment and a positive attitude are the key to success in Theatre Management 11/12



# Music



Students may choose to study instrumental and/or choral music and courses are offered at every grade and skill level. Some courses are open to any student, and others require permission from the instructor.

**Instrumental Music:** Students interested in studying instrumental music should register in concert band at their appropriate grade and skill level. Students who wish to further augment their instrumental music studies may see the instructor concerning jazz band.

## Concert Band

Concert Band gives students the opportunity to learn how to play a musical instrument. Standard concert band instruments include: flute, oboe, clarinet, saxophone, bassoon, trumpet, French horn, trombone, baritone, tuba, and percussion. Students may rent instruments from the school, or they may rent or purchase instruments through independent music stores. **Students should consult with the instructor before renting or buying an instrument.**

## Beginning Concert Band

**Grade 8: (MMU--08BA1)**

**Grade 9: (MMU--09BA1)**

**Grade 10: (MMUCB10--1)**

**Grade 11: (MIMCB11--1)**

This course gives students with no previous musical experience the opportunity to learn a concert band instrument (see list above). Students with previous musical experience on a non-concert band instrument (such as piano) are also welcomed and encouraged to consider this course. In Beginning Concert Band, students will learn how to read music, how to play their instrument, and the basics of music theory. They will also have the chance to perform at the annual winter and Spring Concerts. There is no restriction as to the number of students who may sign up for this course.

## Intermediate Concert Band

*Recommended prerequisite: At least one year of playing experience on a band instrument (see list above)*

**Grade 8: (MMU--08BA3)**

**Grade 9: (MMU--09BA3)**

**Grade 10: (MMUCB10--3)**

**Grade 11: (MIMCB11--3)**

**Grade 12: (MIMCB12--3)**

This course is designed for students with some experience on a band instrument. Students should have a minimum one year's playing experience, but this course encompasses students with up to three year's experience. Students will study, play, and perform concert band music from a variety of musical eras and genres. They will also study music history and theory, and participate in performance opportunities, including the annual Winter and Spring Concerts. A developing level of musicianship is taught and expected. There is no restriction as to the number of students who may sign up for this course.

## Senior Concert Band: Wind Ensemble

*Recommended prerequisite: At least two years of instrument playing experience at the Secondary level*

**Grade 9: (MMU--09BA4)**

**Grade 10: (MMUCB10--4)**

**Grade 11: (MIMCB11--4)**

**Grade 12: (MIMCB12--4)**

This course is designed for the experienced wind instrumentalist, and students should consult with the instructor before registering to confirm their eligibility. Students will study, play and perform concert band repertoire from a variety of musical eras and genres. Students in this ensemble are expected to develop and demonstrate advanced technical skills, and high level of musicianship. The Senior Concert Band represents Gladstone at a variety of performances throughout the school year. There is no restriction as to the number of students who may sign up for this course.

### Note:

*Credit is available for interested students who study piano and wish to accompany a vocal group. Students must receive permission from the instructor before signing up for one of the following groups: Concert Choir, Vocal Jazz Ensemble.*

*Positions are available for students who may wish to receive Peer Tutoring credit for assisting in Beginning Band class. Permission from the instructor is required.*



## Jazz Band

Jazz Band classes are offered for instrumental music students who wish to expand their technical skills on their instrument, while learning about the history and performance practice of jazz music.

**NOTE: Jazz courses are offered as co-curricular courses, and are only available to students who are registered in a complimentary concert band course. Registration requires instructor's permission**

## Jazz Band

**Grade 9: (MMU--09JB4)**

**Grade 10: (MMUJB10)**

**Grade 11: (MIMJB11--4)**

**Grade 12: (MIMJB12--4)**

This course is designed for instrumental music students with a minimum of one year's jazz experience. Students will continue to develop their understanding of the history and performance practice of jazz music through repertoire study and performance. *This is a co-requisite course which may only be taken by students who are also registered in a concert band.*

Registration is restricted to the standard big band instrumentation (5 saxes, 5 trombones, 5 trumpets, and rhythm section).

# Ukulele and Guitar

## Ukulele 8 - 12

**Grade 8: (MMU--08UK1)**

**Grade 9: (MMU--09UK1)**

**Grade 10: (MMUGT10)**

**Grade 11: (MIMG--11)**

**Grade 12: (MIMG--12)**



## Beginner

This course is open for all students from grade 8-12 who are interested in learning to play the ukulele and or guitar. The beginner class is for students with no previous musical experience and the school can provide instruments for the students to use.

## Intermediate

The class is for students with at least one year of guitar or ukulele experience. The class will explore a wide range of musical styles and work towards performing concerts throughout the school year.

Students may also have the opportunity of improving vocal technique through singing and learning how to accompany themselves on the ukulele or guitar

# Choir & Voice Studies

**Students interested in developing their skills as a singer should register in concert choir at their appropriate grade level. Students who wish to further augment their vocal studies may see the instructor concerning vocal ensemble**

## Senior Vocal Jazz Ensemble 9 - 12

**Grade 9: (MMU--09JV2)**

**Grade 10: (MMUVJ10)**

**Grade 11: (MCMJV11)**

**Grade 12: (MCMJV12)**

This course is designed for students who have had some previous experience. Repertoire will consist mainly of modern jazz and pop music and students will be given extra instruction to develop solo repertoire. This on-timetable ensemble will represent Gladstone in a variety of musical performances throughout the year. Students must audition for this ensemble and receive permission from the instructor to enroll.

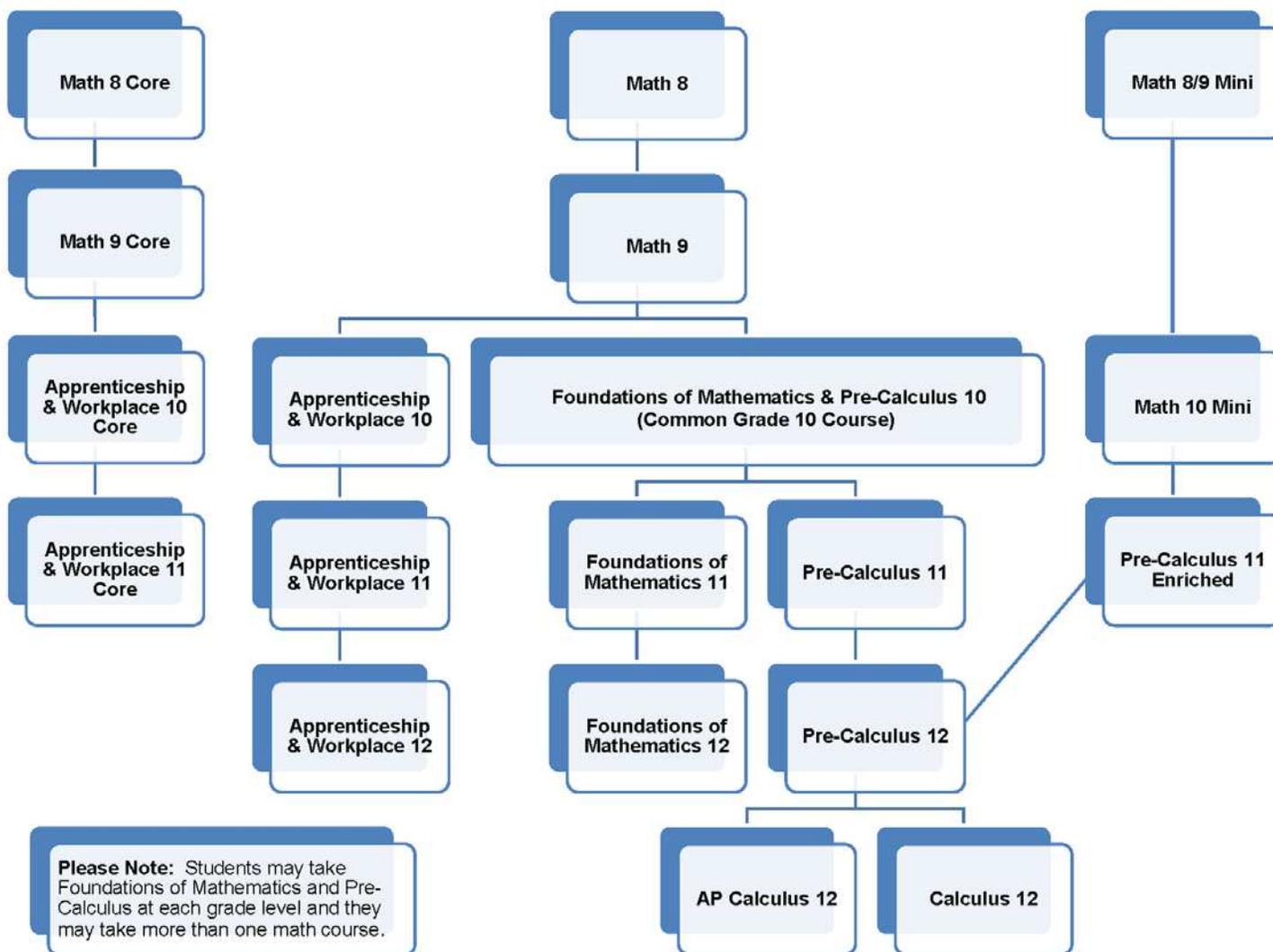
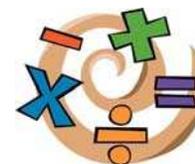


# Math Pathways

## The Goals of the Pathways

The goals of all three pathways are to provide pre-requisite attitudes, knowledge, skills and understanding for specific post-secondary programs or direct entry into the work force.

All three pathways provide students with mathematical understanding and critical thinking skills. It is the choice of topics that varies among pathways. When choosing a pathway, students should consider their interests, both current and future so that the pathway they choose will be the one to engage them in their studies.





Sample Future Plans	Most Relevant Course Work
Technical College Trade School Direct entry to workforce	Apprenticeship and Workplace Mathematics 10-12
Math Science Engineering Medicine Commerce	Foundations of Mathematics Pre-Calculus 10 <i>followed by</i> Pre-Calculus 11-12
Social Sciences (Eg. Psychology, Nursing, Sociology) Computer Science Economics Humanities Fine Arts Law	Foundations of Mathematics Pre-Calculus 10 <i>followed by</i> Foundations 11-12

## Graduation Requirements & Post-Secondary Admissions

To graduate, all students MUST complete a Grade 10 Mathematics course as well as another math course at the Grade 11 or 12 level. You might need more than one math course if you plan to continue school beyond Grade 12. Depending on the school you attend, there could be many Mathematics options available to you.

Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

### Questions & Answers

#### What are the pathway names and what is in them?

Each pathway is designed to provide students with the mathematical understandings, rigour and critical-thinking skills that have been identified for specific post-secondary programs of study and for direct entry into the work force. The content of each pathway has been based on the Western and Northern Canadian Protocol (WNCP).

#### *Apprenticeship and Workplace Mathematics*

This pathway is designed for entry into the majority of trades and for direct entry into the work force. Topics include working with formulas, financial mathematics, measurement and representation of 2-dimensional space and 3-dimensional objects. (Courses at grade 10, 11 and 12)

#### *Foundations of Mathematics*

This pathway is designed for entry into post-secondary programs such as Arts or Humanities that do not require the study of theoretical calculus. Topics include financial mathematics, statistics, logic and reasoning, and research into the history of mathematics. (Courses at grade 11 and 12)

#### *Pre-Calculus*

This pathway is designed for entry into post-secondary programs such as Science or Engineering that require the study of theoretical calculus. Topics include solving equations, functions (including quadratic, polynomial, exponential and trigonometric), logarithms, combinatorics and probability. (Courses at grade 11 and 12)

#### Is there a Provincial Exam in Math?

No, however all students will be expected to complete a numeracy Assessment before exiting high school. The Assessment consists of 3 components: 1. 24 questions written by all students. 2. Two long answer questions chosen from four possible choices. These questions are designed to take their analysis deeper. 3. Self reflection (unmarked).



**Can my child get into university or college without Pre-Calculus 11 or 12?**

Yes. There are many different combinations of courses and programs that will allow a student to go to college or university. The specific Math courses that are required by colleges and universities depend entirely on the program a student wants to enter. Some entrance requirements include calculus math courses (Pre-Calculus pathway) and others do not require calculus courses (Foundations pathway). It is crucial that you check the university or the college to find out which Math courses are needed for entry so that you choose the correct path.

**Which Math course is best suited to my child?**

While there is no "rule" about which Math course is right for each student, the decision can be made easier by thinking about your child's ability and interest in Math, and future education and career plans. The courses have been designed to facilitate student success after high school. For example:

- If your child has struggled in Math 8 or 9, and intends to pursue a trade or technical job after high school, then the Apprenticeship and Workplace pathway is the best choice.
- If your child is planning further studying in the Social Sciences like Economics , Law or Humanities at post-secondary, then the Foundations pathway will be the best choice.
- If your child is thinking about future education or a career that involves Sciences or Engineering at a university, then starting the Pre-Calculus pathway will be the best choice.

Your child's education choices after high school depend, in part, on the courses they take in high school. To make an informed decision about which course is best suited for your child, you need to find out as much as you can about each pathway. Parents need to remember that grade 10 has ONLY two courses but there are three pathways in grade 11 to 12. *Students who choose grade 10 Apprenticeship and Workplace CANNOT move to the Foundations or Pre-calculus stream easily.*

**What happens if we change our mind about the course decision that we have made?**

Because the three pathways were designed to give students different skills, attitudes and knowledge for different career and post-secondary paths, they were not designed specifically to allow for lateral movement between pathways. As a result, schools will not be suggesting students move from one pathway to another once a choice has been made and a student is working in one pathway's courses.

**Is it possible to take more than one pathway?**

The pathways were designed in such a way that students could take courses in more than one if desired. Taking more than one math course is not unusual in eastern Canada. This would give a student the most available opportunities at post-secondary institutions. If, after high school, your son/daughter changes career paths and realizes that he/she needs Pre-Calculus 11 or 12, colleges and universities will offer these or equivalent courses for upgrading.

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 : For more description of the math courses in this :  
 : section, please see the Math IRP pages of the :  
 : BC Ministry of Education's website: :  
 : .....  
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# MATHEMATICS

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## Mathematics 9 (MMA--09)

*Recommended Prerequisite: A grade of "C+" or better is recommended in Math 8*

This course is designed to consolidate and extend mathematical concepts and numeracy skills. Topics include operations with rational numbers, exponents, polynomials and algebra, linear relations, and financial literacy.

## Foundations of Mathematics and Pre-Calculus 10 (MFMP-10)

*Recommended prerequisite: A grade of "C+" or better in Math 9*

This course is designed to provide students with the mathematical understanding and critical-thinking skills identified for post-secondary academic studies at colleges and universities. Topics include surface area and volume of 3-D objects, applying trigonometric ratios to right triangles, irrational numbers, powers involving integral and rational exponents, polynomials, coordinate geometry with linear relations, systems of linear equations, and function notation. This course is the prerequisite for both Foundations of Math 11 and Pre-Calculus Math 11.

## Foundations of Mathematics and Pre-Calculus 10 Mini (MFMP-10DC1)

*This course is only open to Mini School students.*

Students in the Gladstone Mini School program take this course in their second year of high school (Grade 9). Math 9 concepts are reviewed, and Foundations of Mathematics and Pre-Calculus 10 topics are covered.

## Workplace Mathematics 10 (MWPM-10)

*Recommended prerequisite: Math 9*

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include metric and imperial measurement of length, area, volume, capacity, mass, and temperature; unit pricing and currency exchange; calculating income; the Pythagorean relationship; trigonometry; similarity of polygons; lines and angles; spatial reasoning; and solving problems with formulae.





## Foundations of Mathematics 11 (MFOM-11)

*Recommended prerequisite: a grade of C+ or better in Foundations of Mathematics and Pre-Calculus 10.*

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified by post-secondary studies in programs that do not require the study of theoretical calculus. Topics include geometry, measurement, number, logical reasoning, relations and functions, financial mathematics, statistics, and mathematical research.

## Pre-Calculus 11 (MPREC11)

*Recommended prerequisite: a grade of C+ or better in Foundations of Mathematics and Pre-Calculus 10.*

This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and number, relations and functions, and trigonometry.

## Pre-Calculus 11 AP Prep (MPREC11ENR)

This course will cover the standard Pre-Calculus 11 curriculum with a special emphasis on notations, concepts, skills and communication needed for AP Calculus 12. This course is designed for students who intend to take Pre-Calculus 12 AP Prep and then AP Calculus 12. AP course work will be assessed using AP approved standards.

## Apprenticeship and Workplace Mathematics 11 (MAWM-11)

*Recommended prerequisite: Foundations of Mathematics and Pre-Calculus 10, or Apprenticeship and Workplace Math 10.*

This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include solving measurement problems involving area and volume, geometry, numerical reasoning, financial mathematics, linear algebra, proportional reasoning, and creating and interpreting graphs.

## Foundations of Mathematics 12 (MFOM-12)

*Recommended prerequisite: Foundations of Mathematics 11.*

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of calculus. Topics include financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability.

## Pre-Calculus 12 (MPREC12)

*Recommended prerequisite: a grade of C+ or better in Pre-Calculus 11.*

This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, such as engineering, science, mathematics, economics, and some business programs. Topics include algebra and number, measurement, relations and functions, trigonometry, permutations and combinations, and the binomial theorem.

## Calculus 12 (MCALC12)

*Recommended prerequisites: 75% or better in Pre-Calculus 11, and concurrent enrollment in Pre-Calculus 12.*

This course is designed for students planning to progress into mathematics, science, engineering, or commerce at the post-secondary level. Topics include differential calculus and the slope of a curve, and integral calculus and the area under a curve. Applications of calculus are included and algebraic, exponential, trigonometric, and logarithmic functions relative to calculus are studied.

## AP Calculus 12 (ACAL-12)

*Recommended prerequisite: 75% or better in Pre-Calculus 12.*

This course is recommended for students interested in areas such as mathematics, science, engineering, and commerce at the university level. AP (Advanced Placement) Calculus 12 is equivalent to a university first-year calculus course. At the beginning of May, students who are achieving an A or B grade in this course will be invited to write the Advanced Placement Calculus Final Examination to be granted credit for first-year calculus at any Canadian or American university. The focus of this course is differential and integral calculus.

## PC 12 – Calculus 12 Double Block

*Recommended prerequisite: a grade of C+ or better in Pre-Calculus 11.*

This course will cover the Pre-Calculus 12 curriculum in the first half of the year and the Calculus 12 curriculum in the second half. Students will be better prepared to complete the Calculus 12 material having been introduced to the concepts of Logarithms, Trigonometric Identities, Piecewise Functions, and Inverse Functions prior to their study in Calculus 12. Calculus 12 will take an in depth study of Limits, The Derivative, and Integration and their applications.

The course will be blocked on both Day 1 and Day 2, running all year. Students interested in taking Calculus 12, having previously completed Pre-Calculus 12, will be accommodated.



# MODERN LANGUAGES

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## French 8

(MFR--08)

This course uses innovative and communicative approaches to acquiring language that will meet the needs of all learners. Students will be actively involved in their learning, and gain confidence in French through the use of daily question and answer, short stories, plays, songs, and written expression. Regular emphasis will be on all four skills: reading, writing, speaking and listening. Students will also gain a sympathetic awareness of the culture and customs of Francophone cultures throughout the world. This course provides the necessary foundation for further study in the language.

No required text or workbook.

## French 9

(MFR--09)

*Recommended prerequisite: French 8*

This course is designed to continue and extend the language skills acquired in Grade 8. Students will continue to be actively involved in their language development through the use of a variety of strategies. Emphasis remains on authentic communication. Increased attention will be paid to vocabulary development, written expression, and comprehension of more advanced texts. Students will become more accomplished in their ability to give opinions, describe situations, ask and answer questions, and tell stories. Greater oral proficiency will also give the student a sense of accomplishment in the language. A continued awareness of Francophone customs and cultures will be encouraged.

No required text or workbook.

## French 10

(MFR--10)

*Recommended prerequisite: French 9*

Students will continue to develop a strong proficiency in French through regular practice of all four skills of language learning: reading, writing, speaking, and listening. Students will acquire the necessary vocabulary and grammatical structures with which to express opinions and preferences, ask and answer questions, and describe different situations. In this course, students will be engaged in stories, oral presentations, and more complex written expression. By the end of the year a successful student should be able to express themselves spontaneously in French without much difficulty, both orally and in writing. A continued awareness of Francophone cultures will be encouraged.

No required text or workbook.

## French 11

(MFR--11)

*Recommended prerequisite: French 10*

In this course, students will continue to acquire and consolidate vocabulary related to personal experience and opinion, daily activities, leisure activities, and commonplace events and situations. Extensive reading passages will be used for study, and students will develop the necessary skills for effective spoken and written communication. Students will also continue to study the cultures and customs of the French-speaking people throughout the world. Several oral presentations will be made during the year, and detailed compositions will also be required. This course is necessary for those continuing in French for scholarship or other purposes.

## French 12

(MFR--12)

*Recommended prerequisite: French 11*

This is a senior course in which a greater degree of proficiency is required. Students will be expected to communicate effectively when discussing past, present, future, and hypothetical situations. In addition, students are expected to clearly express opinions, preferences, and observations. Oral comprehension will be strengthened by viewing French-language videos, and reading comprehension will be developed through the study of the writings of various Francophone authors. Students will also use French-language resources (dictionaries, newspapers, magazines, etc.) for information gathering. This course is beneficial for students planning to pursue French in post-secondary, as well as for scholarship.



## Spanish 9 (MSP--09)

Spanish 9 is an academic introductory course designed to provide a foundation of the Spanish Language. Emphasis will be on the acquisition of language by applying the most commonly used structures of the language through storytelling (TPRS: Teaching Proficiency through Reading and Storytelling) and other comprehensible input techniques. The use of films, music, theatre and literature will help students acquire language, build vocabulary and study social themes to develop awareness for the cultures and customs within the Hispanic World.

## Spanish 10 (MSP--10)

*Recommended prerequisite: Spanish 9*

Spanish 10 is an academic course designed to further develop students' proficiency in Spanish. As a continuation of Spanish 9, students will review basic structures and continue to increase their fluency via stories (TPRS), short novels and other comprehensible input techniques. As Canada's presence in Latin America increases, this novice Spanish language course will also focus on increasing an awareness of the customs and history within the cultures of the Hispanic world. In preparation for subsequent Spanish course work, students will be introduced to the six major themes within AP World Languages and Culture (global challenges, science and technology, contemporary issues, personal and public identities, families and communities, beauty and aesthetics).

Activity Book Rental: \$25

## Spanish 11 (MSP--11)

*Recommended prerequisite: Spanish 10 or Introductory Spanish 11*

Spanish 11 is an academic course designed to increase fluency, broaden vocabulary and expand overall communication skills in Spanish. This course makes use of TPRS (Teaching Proficiency through Reading and Storytelling) and other comprehensible input techniques. Through a holistic approach to language proficiency students will begin to recognize the inter-relatedness between language and culture within Hispanic societies and contrasting it with Canada life. Spanish 11 offers advanced and enthusiastic students the opportunity to learn in an enriched environment where students will continue to do research for projects that are based on social issues and the six major themes (global challenges, science and technology, contemporary issues, personal and public identities, families and communities, beauty and aesthetics) in the AP World Languages and Culture course work.

## Introductory Spanish 11 (MBSP-11)

Introductory Spanish is a fast-paced condensed academic course designed to provide a foundation of the Spanish language. This course makes use of TPRS (Teaching Proficiency through Reading and Storytelling) and other comprehensible input techniques. Students will be involved in projects, as well as daily conversations aimed at reinforcing basic language structures. As Canada's presence in Latin America increases, this introductory Spanish language course will focus on increasing an awareness of the customs and history within the cultures of the Hispanic world. Through the use of multimedia and in preparation for future Spanish coursework, students will begin exploring some of the six major themes within AP World Languages and Culture.

## Spanish 12 (MSP--12)

*Recommended prerequisite: Spanish 11*

Spanish 12 is a senior academic course, where students will continue to learn language structures in context and use them to convey meaning. This advanced course builds on previous knowledge (Spanish 9, 10 and 11) with a focus on cultural and social issues of the Hispanic world. Students will examine some of the six major themes in the AP World Languages and Culture course work along with social justice matters like the environment, poverty, peace education, indigenous rights and anti-racism will also be explored through a variety of authentic media materials. This course makes use of TPRS (Teaching Proficiency through Reading and Storytelling) and other comprehensible input techniques. Students will have the opportunity to write their own mini-stories, plays, short essays, research and present on topics of their interest.



## **AP Spanish 12 (APSL-12)**

*Recommended prerequisite: Spanish 11*

AP Spanish Language and Culture is an advanced course, “approximately equivalent to an intermediate college or university Spanish course”. This coursework provides students rigorous opportunity to demonstrate an understanding of the complex interrelatedness between language and culture. Through holistic approach to language proficiency, students are expected to develop and appreciation for the variety of products, practices and perspectives within Hispanic communities. Instructional focus is on function of the language to delve into the six major themes: global challenges, beauty and aesthetics, Particular emphasis will be on cultural awareness through the analysis of authentic Spanish-language literary texts and multimedia materials.

To reach AP level successfully in one school year, students need to be near fluent in the target language. Instruction is given almost exclusively in Spanish (95%+), to best facilitate the study of language and culture.

Please note; If you want to pursue advanced credit at a post-secondary institution, you must write the AP exam in early May. Regardless of whether or not you write the external exam, the completion of an AP course is acknowledged on your official BC Ministry of Education transcript.

## **Japanese 9 (MJA--09)**

Konnichiwa (Hello)! Japanese 9 is an introductory course for students with little or no previous knowledge of Japanese. In this course, students will be introduced to the basics of spoken Japanese with a strong focus on useful communication skills. Students will also be introduced to reading and writing Japanese characters. There will be various cultural activities as well.

## **Japanese 10 (MJA--10)**

*Recommended prerequisite: Japanese 9*

Okaerinasai (Welcome back)! Japanese 10 is a continuation of Japanese 9. Using the foundation skills acquired in Japanese 9, students will learn how to communicate in Japanese about everyday topics such as hobbies, food, daily activities and so on. Both traditional and modern Japanese culture will be explored.

## **Introductory Japanese 11 (MJA-11)**

Konnichiwa (Hello)! Introductory Japanese 11 is a combination of Japanese 9 and 10 in one school year and is intended for beginners with little or no previous Japanese knowledge. In this course, students will be introduced to the basics of spoken Japanese with a strong focus on useful communication skills. Students will also be introduced to reading and writing Japanese characters. There will be various cultural activities as well.

## **Japanese 11 (MJA--11)**

*Recommended prerequisite: Japanese 10, or Introductory Japanese 11*

Okaerinasai (Welcome back)! This course is designed for students who wish to continue with their studies of the Japanese language and culture after Japanese 10 or Introductory Japanese 11. While Students will be introduced to new topics, they also will be encouraged to use their past learning in communicative activities. Student will be introduced to some kanji characters as well.

## **Japanese 12 (MJA--12)**

*Recommended prerequisite: Japanese 11*

Okaerinasai (Welcome back)! This course is designed for students who wish to continue with their studies of the Japanese language and culture after Japanese 11. This course will build on previous years with an emphasis on utilizing their past learning while learning more advanced grammatical forms and expression patterns. Students will also continue to acquire and incorporate kanji characters into their repertory.



# PHYSICAL & HEALTH EDUCATION

**The aim of Physical and Health Education is to enable all students to develop a positive attitude towards physical activity and to enhance their quality of life through active living and:**

- reflects a holistic understanding of well-being by combining the learning standards and big ideas for Physical Education and Health Education
- contains statements of big ideas to support teaching and learning for deep understanding and skills transfer
- focuses on promoting and developing all aspects of student health and wellness
- focuses on developing healthy habits that students will continue to practice after graduation
- includes concepts and content on individual identities, including sexual orientation, gender, values, and beliefs.
- Core competencies include Communication, Thinking, Personal and Social.

More in-depth information can be found for PHE 8 and 9 at: <https://curriculum.gov.bc.ca/curriculum/physical-health-education/8>

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/9>

## Physical and Health Education 8 (MPHE-08)

Physical Education 8 activities may include volleyball, basketball, ultimate, soccer, tennis, active health, badminton, square dance, softball, minor games, and fitness. Optional units may include leadership, strength and conditioning, and yoga. Field trips may include ice skating, and bowling.

This course fulfills D.P.A. requirements.

## Physical and Health Education 9 Leadership (MPE--09CO1)

In addition to taking part in the regular PE 9 curriculum, the focus of this course is to provide students with opportunities to develop their leadership potential. Through a variety of self awareness, team building and communication activities, students will be encouraged to find their role as a leader at Gladstone and in our community. As a class we volunteer at our feeder schools reading with students, playing games, teaching outdoor games, square dancing and helping with crafts, in addition to planning Sports Day activities. Students in PE 9 Leadership will be expected to volunteer 10 hours of Community Service each term and are strongly encouraged to volunteer at the After School Programs in our feeder schools. An application form is not required for this course, however, may be required if the number of applicants exceeds the space available. Students may be recommended by previous year PE teacher.

This course fulfills D.P.A. requirements.

## Physical and Health Education 9 *Recommended prerequisite: Physical Education 8* (MPHE-09)

Program activities may include archery, badminton, basketball, floor hockey, soccer, square dancing, table tennis, softball, volleyball, ultimate, tennis, fitness, health and minor games.

This course fulfills D.P.A. requirements.

## Physical and Health Education 10 *Recommended prerequisite: Physical Education 9* (MPHED10)

Program activities may include archery, badminton, basketball, volleyball, fitness, ultimate, golf, First Aid, softball, square dancing, tennis, and volleyball.

This course fulfills D.P.A. requirements.



## Physical and Health Education 10 Leadership

(MPE--10CO1)

*Recommended prerequisite: B average in Physical Education 9 or see the Department Head.*

While the focus of Leadership 9 is to provide students with opportunities to engage and lead elementary students in our feeder schools, the primary aim of Leadership 10 is on creating and engaging in activities at Gladstone and within the community to give students a wide range of experiences to further realize their potential as a leader. We will plan events such as the Terry Fox Run, noon hour intramurals and school spirit activities / projects, in addition to the Grade wide Spirit Relays and the Grade 7 Gladtourific Day / Indoor Track Meet. Students in PE 10 Leadership will be expected to volunteer 20 hours of Community Service each term. An application form is not required for this course, however, may be required if the number of applicants exceeds the space available.

This course fulfills D.P.A. requirements.

**NOTE: The new PHE 11-12 curriculum is still in the draft stage, and more information can be found at:**  
[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/phe\\_10-12.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/phe_10-12.pdf)

## Physical and Health Education 11 Competitive

(MPE--11ENR)

*Recommended prerequisite: Physical Education 10*

This course is designed for students who have a strong interest in participating in a competitive sports environment, as well as for students who wish to maintain fitness in a competitive and athletic environment. Units may include football, hockey, soccer, volleyball, basketball, ultimate, badminton, softball and health. Minor games include handball, dodgeball, wallball, netball, benchball, 4 corner soccer, and kickball.

Assessment will be based primarily upon participation, effort, attitude, fitness, and skill.  
This course fulfills D.P.A. requirements.

## Physical and Health Education 11 Recreational

(MPE--11)

*Recommended prerequisite: Physical Education 10*

The focus of Physical Education Recreation 11 is to provide students with a diverse recreational program. The course is designed to encourage students to continue their participation in a variety of sport and leisure activities. Activities will provide an enjoyable social experience and an opportunity to improve students' skills and fitness. Assessment will be based primarily upon participation, effort, and attitude. Units may include football, hockey, soccer, volleyball, basketball, ultimate, badminton, and softball. Minor games include handball, dodgeball, wallball, bucketball, netball, benchball, 4 corner soccer, and kickball.

The course goals are:

- ◆ to promote a lifelong involvement in sport and physical activity
- ◆ to promote an appreciation for active healthy living including personal fitness
- ◆ to promote the opportunity for all to participate regardless of skill, gender or experience; and,
- ◆ to emphasize sportsmanship and acceptance of different levels of ability.

This course fulfills D.P.A. requirements.



## **Physical and Health Education 12 Competitive (MPE--12ENR)**

This course is designed for students who have a strong interest in participating in a competitive sports environment, as well as for students who wish to maintain fitness in a competitive and athletic environment. Units and team sports include football, hockey, soccer, volleyball, basketball, ultimate, badminton, softball and health. Minor games include handball, dodgeball, wallball, netball, benchball, 4 corner soccer and kickball. This course fulfills D.P.A. requirements.

Assessment will be based primarily upon participation, effort, attitude, fitness, and skill.

## **Physical and Health Education 12 Recreational (MPE--12)**

The focus of Physical Education Recreation 11 is to provide students with a diverse recreational program. The course is designed to encourage students to continue their participation in a variety of sport and leisure activities. Activities will provide an enjoyable social experience, and an opportunity to improve students' skills and fitness. Assessment will be based primarily upon participation, effort, and attitude. Units may include football, hockey, soccer, volleyball, basketball, ultimate, badminton, and softball. Minor games include handball, dodgeball, wallball, bucketball, netball, benchball, 4 corner soccer, and kickball. This course fulfills D.P.A. requirements.

The course goals are:

- to promote a lifelong involvement in sport and physical activity
- to promote an appreciation for active healthy living including personal fitness
- to promote the opportunity for all to participate regardless of skill, gender or experience; and, to emphasize sportsmanship and acceptance of different levels of ability

## **Strength and Conditioning 11**

*This course is open to students in Grades 11 and 12*

## **Grade 11 (YHRA-1D)**

## **Grade 12 (YHRA-2B)**

Strength and Conditioning is a practical movement course. This course educates, trains and assesses students on functional human movements and proper weightlifting techniques in the Fitness Centre. Students will utilize strength training equipment to improve overall health and wellness throughout the year. Students will also learn the principles of exercise, sport nutrition, sport psychology, human anatomy, biomechanics of resistance exercises, weight training periodization & personalized program design.

This course will be beneficial to both athletes and those interested in general fitness training for improved health and athleticism.

This course fulfills D.P.A. requirements.



## Yoga for Life 12 (YHRA-2A)

This course is open to students in Grade 10, 11 and 12. This includes any body in any condition.

Torch calories, sculpt your muscles and reduce stress as you create a strong body and powerful mind. This yoga program is designed to give you the tools necessary to help you develop a healthier and happier lifestyle.

Experience Hatha, Yin, Power and Kundalini styles of yoga in a safe, peaceful setting with inspirational music. Physical benefits of yoga include improved muscle tone, strength, flexibility, balance, weight control, detoxification of muscles and organs, reduced tension, deep relaxation and an improved energy level. Mental benefits include improved concentration, self-awareness, self-acceptance, compassion, gratitude, as well as the development of will power and stress management. Proper body alignment and pranayama (breathing) techniques will be a key focus with lessons also given on body physiology, goal setting and nutrition.

Instructor: Ms. Drummond (Certified Yoga Alliance Instructor)

Note: Successful completion of this course fulfills the graduation portfolio requirements for DPA (daily physical activity).



## Athletic Leadership 10/11/12

**Grade 10: (YHRA-0A)**

**Grade 11: (YHRA-1A)**

**Grade 12: (YHRA-2A)**

Athletic Leadership 11/12 is for highly motivated students who wish to enhance their leadership skills while working with the Gladstone Athletic Program. Students will be a part of a Student Athletic Department that will work closely with the Athletic Director, as well as coaches and athletes to enhance the athletic opportunities for Gladstone students.

### Athletic Leadership Students will be involved in:

- Activities which support teams by working closely with coaches, managers and or sponsor teachers
- Programs to promote students athlete recognition
- Programs for sport officiating at Gladstone and our feeder schools
- Scorekeeping and the coordination of scorekeeper scheduling
- Athletics website development and upkeep
- Maintenance of trophy cases
- Promotion of school athletic events.

With only one section of the course being offered each school year, students may be required to apply for entry into the course. Successful applicants would be expected to be periodically available for athletic events which occur outside the regular school day. Students may be recommended by their previous teacher.

## Sr. Leadership 11/12

**Grade 11: (YHRA-1A)**

**Grade 12: (YHRA-2A)**

This off timetable course is offered two times per week, depending on the instructor, it could be offered before, during, or after school. The course is an expectation of elected Student Council members and is open to other students interested in acting as Student Council members at Large. The course examines global issues affecting humanity and how students will relay this knowledge to the school and community through social events. Through the study and practice of leadership, students will learn to lead effectively and become meaningfully involved in their school community. Students will be expected to have a strong sense of commitment to Gladstone and to this group and be able to work both independently and with a team. Students interested in taking this class see the leadership teacher for an application.



# SCIENCE

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The overall objective of the science program is to assist in achieving the general aims of education. This will be done by employing the investigative approach in the field of natural sciences. The investigative approach stresses a student-centered, personal, and practical approach to science. The emphasis is on attitudes and critical thinking abilities, as well as skills, processes, and knowledge. Applications of science to everyday life and science-related issues are also emphasized.

## Junior Science

The junior science curriculum was revamped for grade 8 and 9 in 2016 and for grade 10 for 2018. The focus throughout junior science is to delve deeper into some big scientific ideas and stresses the importance of an inquiry-based approach leading to the development of and improvement of the core competencies of Communication, Critical thinking, creative thinking, positive personal and cultural identity, personal awareness and responsibility and Social responsibility.

### Science 8 (MSC--08)

Science 8 will help students make the transition from elementary school science to secondary school science and they will learn how to work safely in a Science laboratory setting. The new Science 8-10 curriculum has identified the importance of Science education in developing Scientific literacy and the need to emphasize creativity and collaboration in Science education. In grade 8 there is an intention to introduce and establish key concepts that can guide the development of big ideas and higher level learning standards, leading to more inquiry-based approaches throughout the junior science curriculum and beyond.

The big ideas that we will be exploring in Grade 8 are:

1. Cells are a basic unit of life
2. The Kinetic Molecular Theory and the theory of the atom explain the behavior of matter
3. Energy can be transferred as both a particle and a Wave
4. The Theory of Plate Tectonics is the unifying theory that explains Earth's geological processes.

### Science 9 (MSC--09)

*Recommended prerequisite: Science 8*

Science 9 builds on knowledge and skills from Grade 8 Science and in turn provides the basis for Science 10. The big ideas that we will be exploring in Science 9 are:

1. Cells are derived from cells
2. The electron arrangement of atoms impacts their chemical nature
3. Electricity is the flow of electrons
4. The biosphere, geosphere, hydrosphere and atmosphere are interconnected as matter cycles and energy flows through them

### Science 10 (MSC--10)

*Recommended prerequisite: Science 9*

Science 10 builds on knowledge and skills from Grade 8 and 9 Science. The big ideas that will be explored in Science 10 are:

Genes are the foundation for the diversity of living things

Chemical processes require energy change as atoms are rearranged

Energy is conserved and its transformation can effect living things and the environment.

The formation of the universe can be explained by the big bang theory.



## Senior Science Electives

Every student is required to take an acceptable Science 11 course that will, upon successful completion, fulfill the science requirements for high school graduation. Some courses are prerequisite to some post-secondary educational programs. The following senior science courses are offered.

### **Biology 11 (MBI--11)**

*Recommended prerequisite: Science 10.*

Biology 11 provides a **full year to develop the concepts and skills necessary for success** in Biology 12 and first-year university courses in the life and health sciences.

By seeing and working with the six kingdoms of life, students appreciate how amazing all forms of life are, from bacteria and protists, to animals and plants.

Students will learn and practise the following important skills used by biologists:

- observing organisms, both living and preserved
- dissecting specimens
- using microscopes
- testing sites for bacteria
- designing and carrying out experiments

Students will explore different fields within biology, including:

- **Evolutionary biology & Genetics:**  
How have living things changed over time?
- **Microbiology:**  
How do bacteria and viruses affect our lives?
- **Animal biology:**  
What do jellyfish, flatworms, grasshoppers and frogs have in common?
- **Plant biology:** What are the common plants you see when you walk through a forest?

**Biology 11 includes field studies to the aquarium and the temperate rainforest ecosystem, as well as guest speakers.**

### **Biology 12 (MBI--12)**

*Recommended prerequisite: Recommended minimum C+ standing is achieved in BI11.*

Biology 12 is a comprehensive course that will reintroduce students to topics they have been seen in previous Science courses but much more detail. The vast majority of the course deals with the human body from a biochemical and physiological point of view. Students will gain a broader insight and deeper appreciation for how the human body functions. The first term is spent looking at the biochemistry of the human body by investigating Biological Molecules, DNA and Protein Syntheses, Enzymes, Cells, Cell Membranes, Cell Transport and the role water plays in our bodies. The remainder of the course is spent looking at each body system in significant detail starting with the Digestive System and ending with the Reproductive System.



## Chemistry 11 (MCH--11)

*Recommended prerequisite: Recommended C+ in Science 10 and Foundations of Mathematics and Pre-Calculus 10*

This course introduces students to a variety of topics relating to the study of matter. These include:

- **Laboratory Safety**
- **Properties of Matter:** scientific method, states of matter, metric system and conversions of units
- **Classification of Matter:** properties of pure substances, classification of matter, chemical and physical changes, separation of mixtures.
- **Measurement:** measuring and use of significant figures.
- **Nomenclature:** writing formulae and naming ionic and covalent compounds
- **The Mole:** calculations involving molar mass and volume, percentage composition and empirical and molecular formulae.
- **Chemical Reactions:** types of reaction, chemical equations
- **Stoichiometry:** calculations based on chemical equations.
- **Atomic Structure:** models of the atom from Democritus to the twentieth century.
- **Chemical Bonding:** ionic and covalent bonding
- **Periodic Table:** basic introduction and survey
- **Solution Chemistry:** properties of solutions, ionic equations and molarity.
- **Organic Chemistry:** introduction to hydrocarbons and functional groups

## Chemistry 11 Pre-AP Prep (MCH--11ENR)

*Recommended prerequisite: Science 10. It is recommended that a minimum B standing be achieved in Science 10 and Foundations of Mathematics and Pre-Calculus 10.*

This course is designed for students who have a passion for Chemistry, and are interested in a more in-depth exploration of the topics covered in the regular Chemistry 11 curriculum. Students interested in taking AP Chemistry are encouraged to take this course as some topics from the AP curriculum will be covered to make the transition to AP Chemistry seamless.

## Chemistry 12 (MCH--12)

*Recommended prerequisite: Recommended C+ in Chemistry 11 and competent math skills.*

This course covers fewer topics in greater depth than chemistry 11. These include:

- **Reaction Kinetics:** measurement of rates, collision theory; reaction mechanisms and catalysts.
- **Dynamic Equilibrium:** Introduction; Le Chatelier's Principle; the equilibrium constant and calculations
- **Solubility Equilibria:** concept of solubility; solubility and precipitation; quantitative aspects; solubility product calculations
- **Acids, Bases, and Salts:** properties and definitions; strong and weak acids and bases; hydrolysis of salts; indicators; neutralization of acids and bases; buffer solutions; acid rain
- **Oxidation-Reduction:** introduction; balancing redox equations; electrochemical cells; corrosion; electrolytic cells

## AP Chemistry 12 (ACHE-12)

*Recommended prerequisite: Recommended minimum B in Chemistry 11 or 11E and competent math skills.*

The AP Chemistry course is designed to be the equivalent of the general chemistry course normally taken during the first year of post secondary education. Topics include the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics acid/base chemistry, electrochemistry and thermodynamics

This course may include an off-timetable component, that is, some class time may be scheduled after regular school hours to allow us to do longer labs. In addition, since this course moves at a faster pace than chemistry 12 students should expect to spend a substantial amount of out-of-class studying, doing problems, completing assignments and otherwise learning the course material.



## Physics 11 (MPH--11)

*Recommended prerequisite: Science 10, Foundations of Mathematics and Pre-Calculus 10, and English 10 (Recommended C+ standing in each). Pre-Calculus 11 should be completed or concurrently with this course.*

This course introduces a wide range of physics topics. Conceptual understanding is emphasized and students are required to express their thinking in writing. Students are exposed to a sufficient amount of mathematics to prepare them for future physics courses.

### Organizers:

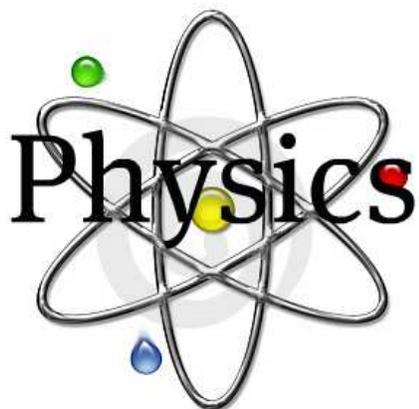
- **Kinematics (1-D):** motion, velocity, acceleration and projectiles.
- **Dynamics (1-D):** forces; Newton's Laws and momentum
- **Energy:** work; energy; Law of Conservation of Energy; power; efficiency
- **Nuclear Physics:** fission, fusion, and radioaction.
- **Waves:** harmonic motion, wave motion, wave behaviour and light.
- **Optics:** mirrors, refraction and lenses.

## Physics 12 (MPH--12)

*Recommended prerequisite: Physics 11. It is recommended that a minimum C+ standing be achieved in Physics 11 and Pre-Calculus 12 be completed or taken concurrently with this course.*

### Organizers:

- **Vectors:** trigonometry and vector diagrams.
- **Vector Kinematics:** motion in 2 D, relative velocity and projectiles.
- **Vector Dynamics:** forces in 2D, Newton's Laws and momentum in 2D.
- **Energy:** work, energy, law of conservation of energy, power and efficiency.
- **Static Equilibrium:** net force, torque, and net torque.
- **Circular Motion:** centripetal force and acceleration.
- **Gravitation:** fields, gravitational field strength and gravitational potential energy.
- **Electrostatics:** electric force, electric field; electric potential energy, electric potential and cathode ray tubes.
- **Electric Circuits:** Ohm's Law and Kirchoff's Laws; electrical power and electrical energy
- **Electromagnetism:** magnetism; magnetic induction





## Science and Technology 11 (MSCT-11)

*Recommended prerequisite: Science 10 or Science 10*

*Adapted*

Science & Technology 11 is designed to provide opportunities for students to develop specific knowledge, skills and attitudes that will be relevant in their everyday lives and their future careers. In addition to introducing students to current concepts, findings and processes in biology, physics, chemistry, and earth sciences—this course will develop skills, knowledge, attitudes and an understanding of the nature of science and technology within our society and environment.

This class engages students in the investigation of scientific questions and development of plausible solutions. This course will include concepts from the following:

- **Agriculture**
- **Applied Chemistry**
- **Forensics**
- **Health**
- **Natural Resources and the Environment**
- **Computers and Communication**
- **Home and Technology**
- **Personal Technologies**
- **Space Exploration**



## Forensic Science 11 (YPSS-1A)

*Recommended prerequisite: Science 10, Foundations of Mathematics and Pre Calculus 10*

*This course does not meet the provincial requirements as a science 11 credit.*

Forensic science focuses on the practical applications of scientific theories and technology in a way that students can relate to. It uses the scientific method, physical evidence, deductive reasoning and their interrelationships to reconstruct the events leading up to and including a crime.

Forensic Science 11 is an academic elective that focuses on giving students hands on learning opportunities to gain and apply knowledge from the areas of history, math, biology, chemistry, physics, earth science, law and medicine.

This course will include a series of inquiry labs, discussion and study of case studies, fieldtrips/guest speakers, internet research, crime scene design and reconstruction.

Topics in this course may include, but may not be limited to:

- History of forensics
- Crime Scene & Evidence
- Fingerprints
- Hair & Fibre Analysis
- Trace Evidence
- Blood and Blood pattern analysis
- DNA Analysis
- Firearms, Toolmarks and Impressions
- Document & Handwriting Analysis

## Forensic Science 12

*Recommended prerequisite: Forensics 11*

*This does not meet the provincial requirements as a science 12 credit.*

### (YPSS-2A)

Forensics 12 has been designed as a follow up course to Forensics 11 with the intent of providing students hands on learning and an opportunity to solve complex simulated crime scenes using knowledge from both Forensics 11 and 12 courses. Forensics 12 will continue to explore the scientific basis of crime-fighting by addressing the scientific, ethical and legal aspects of forensic analyses. While the course does include a critical overview of ethical and legal issues, it will concentrate on the explanation and description of the scientific bases of the various biological, chemical and physical tests used. This course will require a strong knowledge and understanding of the content covered in Forensics 11. New topics will be integrated with the base content from Forensics 11 to produce more complex and realistic crimes and crime scenes.

This course will include a series of inquiry labs, discussion and study of case studies, fieldtrips/guest speakers, internet research, crime scene design and reconstruction.

Topics in this course may include, but may not be limited to:

- Bodies and Autopsies
- Forensic Anthropology
- Forensic Entomology
- Drugs: Uses and Identification
- Toxicology: Poisons and Alcohol
- Criminal Profiling



# SOCIAL STUDIES

The overarching goal of Social Studies is to develop thoughtful, responsible and active citizens who make reasoned judgments. Social Studies courses help prepare students for their future as Canadian Citizens and members of the international community.

## Social Studies 8 (MSS--08)

In Social Studies 8, students learn how to think like historians, geographers, and political scientists, through the study of world events from the 7<sup>th</sup> Century to 1750. The course is designed around four key understandings: contacts and conflicts between peoples stimulated significant cultural, social and political change; changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions; human and environmental factors shape changes in population and living standards; exploration, expansion, and colonization had varying consequences for different groups. The knowledge, skills, and competencies developed throughout the curriculum will prepare students to participate in society as responsible citizens.

## Social Studies 9 (MSS--09)

*Recommended prerequisite: Social Studies 8*

In Social Studies 9, students continue to learn how to think like historians, geographers, and political scientists. They will study Canada and the world from 1750 to 1919. The course is designed around four key understandings: 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. The knowledge, skills, and competencies developed throughout the curriculum will prepare students to participate in society as responsible citizens.

## Social Studies 10 (MSS--10)

*Recommended prerequisite: Social Studies 9*

In Social Studies 10, students continue to learn how to think like historians, geographers, and political scientists. They will study Canada from 1815 to today. Themes to be investigated include: Indigenous peoples, the growth of responsible government and Canada's current government, immigration, the World Wars, the Great Depression, and the history of post-WWII Canada. The knowledge, skills, and competencies developed throughout the curriculum will prepare students to participate in society as responsible citizens.

## Social Studies 11 Explorations

*Recommended prerequisite: Social Studies 10 (MSS--11)*

Social Studies 11 Explorations will cover topics relating to political studies, philosophy and genocide. Students will explore how political decisions are made and the beliefs of people around the world to better understand why genocides occur. Students can expect to question their assumptions and develop a greater understanding for what it means to be an active citizen. This course is available to all Grade 11 students.

## Human Geography 12 (MGEO-12SC1)

*Recommended prerequisite: Social Studies 10*

*Is our planet too crowded? What can we do to encourage better living standards in Canada and throughout the world? How do geography, weather, and location affect customs and lifestyle? Why are so many of our everyday items made in other countries, and what are the pros and cons of such a dynamic?*

*In Human Geography 12, students will explore the diverse ways in which people affect the world around them and how they are affected by their surroundings. Students will discover how ideas spread and cultures form, and learn how beliefs and architecture are part of a larger culture complex. In addition to introducing students to the field of Human Geography, this course will teach students how to analyze humans and their environments, for the ultimate purpose of better understanding ourselves.*

## Social Justice 12 (MSJ—12)

*Recommended prerequisite: Social Studies 10*

*Develop ethical reasoning skills as you explore issues of oppression and injustice in a Canadian and Global context. You will be asked to define personal and social responsibility when examining oppression based on ability, age, ethnicity, religion, sex, sexual orientation, socio-economic status, marital and family status. You will analyze both the causes and consequences of injustice and explore viable solutions by understanding how social change has occurred in the past. Challenge yourself to become an ethical, socially responsible global citizen. This is a case study and research-based course. There is a final action project required of all students.*

*Through the coursework you will continue developing the 6 historical thinking concepts: establish historical significance, use primary source evidence, identify continuity and change, analyze cause and consequence, take historical perspectives and understand the ethical dimension of historical interpretations.*



**Law 12 (MLAW-12)**

*Recommended prerequisite: Social Studies 10*

Law 12 is designed to provide students with an overview of the Canadian legal system. Through historical studies of law, students learn about global influences on Canadian Law, and the evolution of rights and freedoms. With an understanding of how laws are created and amended, students engage in the study of legal concepts, case and statute law, and the legal processes associated with Canadian Criminal and Civil Law. Assessment is based on legal analysis, content and thinking skills, and communication, both oral and written. Class debates are occasionally conducted around contemporary issues of interest to the Canadian public.

**20th Century World History (MHI--12)**

*Recommended prerequisite: Social Studies 10*

You cannot understand the world we live in today if you do not have a grasp of the long reach of the 20th Century. Who decides what gets into the history books? Why do dictators rise? Why do some ideologies engulf countries, and why does democracy endure? Are we more peaceful now, or are we heading into an era of unimaginable challenge? World History 12 seeks to examine the rise and development of different types of states in the 20th Century, their interdependencies, challenges and tensions. Students are encouraged to reflect on the role of the historian, examining primary and secondary sources, and to think and discuss the ways life has changed – and how it remains the same – over the past 100 years.

**Comparative Civilizations 12 (MCCN-12)**

*Recommended prerequisite: Social Studies 10*

This course allows students to examine the beliefs, values and practices of past civilizations that have greatly influenced the world. Topics will include achievements in such disciplines as art, architecture, philosophy, religion, technology and government. STUDENTS will have a CHOICE of the civilizations studied. Possible civilizations include, but are not limited to, Mesopotamia, Ancient Egypt, Ancient Greece, Ancient China, the Mayans, the Aztecs, and Medieval Japan.

Our hope is to better understand these time periods so that we may better understand our own. Why do these civilizations rise? Why do they fall? What do they have in common with each other, and perhaps, with us? The course is designed to improve student skills in critical thinking, problem-solving, decision-making, and written and oral communications in preparation for post-secondary education.

**Asian Studies 12 (MHI—12DA1)**

*Recommended prerequisite: Social Studies 10*

This course will provide an in-depth study of regions and countries that continue to have a major impact on British Columbia and Canada. Students will research growth, poverty and inequality in various economies, and the inequality and youth unemployment human rights issues, contemporary social and political movements, Southeast Asia's modern statehood and multi-ethnic, multi-faith, multi-lingual population and the role of the state in economic development. This is also a wonderful opportunity to look into the influence of Asian communities on the Vancouver regions. By studying the successes that have made Asia a continent to be reckoned with this century, we educate ourselves for future career decisions at home and overseas and develop a better appreciation of our own society.

**Physical Geography 12 (MGEO-12)**

*Recommended prerequisite: Social Studies 10*

Geography 12 is an academic course that focuses on the scientific processes that occur in the air, water and land and how they interact to create the landforms and conditions we live with on Earth. There are four main units in the course:

**The Earth's Atmosphere**

Why is climate so different in cities around the world?

What produces sunny, rainy and windy weather?

What causes hurricanes and tornadoes?

**The Earth's Interior**

What do different minerals and rocks look like under the microscope?

Why do earthquakes happen and how can we prepare for them?

What were the most powerful volcanic eruptions recorded?

**The Earth's Surface**

Why does flooding happen and how do cities deal with them?

How do rivers, glaciers and ocean waves create the landscapes we see?

Why are deserts spreading and how does it impact countries?

**The Earth's Biomes and Human Use of Resources**

How are humans affecting rainforests and other biomes?

Geography 12 integrates science and social studies to explore how natural events such as tsunamis and landslides can affect humans and how people have impacted the planet.

A one-day field trip will occur in April to explore the geography of the Sea-to-Sky Highway region up to Squamish.

**Contemporary Indigenous Studies 12 (MSJ—DA1)**

*Recommended prerequisite: Social Studies 10*

This course will explore a world of indigenous regions and peoples, including the challenges facing these fascinating communities today. We will trace the roots and consequences of colonialism and consider success stories in the face of these de-humanizing forces. The importance of spiritualism and animism will lead us to researching the lasting and growing importance of these beliefs in environmental and other movements in our modern world. The varied identities and worldviews of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land are not only essential now, but go to the core of who we are as Canadians and world citizens. Ultimately, we will analyze how resilience and survival over centuries has lessons for us all.



# SPECIAL EDUCATION PROGRAMS

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## The Learning Centre

Gladstone has a team of teachers working with students with specific learning disorders as well as students who require additional learning support. Students are scheduled into a block or receive pull-out service. Service is provided through referrals from students, subject teachers, counsellors, administrators, or parents.

Progress is monitored/recorded and students are given the opportunity to upgrade a variety of basic skills particularly in reading and writing. Study, test taking and organizational skills are also emphasized along with the important elements of being successful in school. Students are encouraged to take responsibility for their own learning. All Gladstone students have access to the after school Tutorial Program.

## Learning Assistance/Life Skills

The Learning Assistance/Life Skills class is a district program for students with mild intellectual and mild developmental disabilities, who would benefit from a more supported program. There is a teacher and two support staff in the class and a maximum of 15 students. The focus of the program is to help students develop the following:

- develop literacy and numeracy skills required for daily living
- build student confidence and self-esteem
- provide work experience opportunities for older students
- prepare students for post-secondary options
- promote the development of social skills
- promote the development of independence at home, community and at school

Students exit with a school leaving certificate. Referrals come from elementary or secondary to Learning Services at the Vancouver School Board.

## LifeSkills Program

The LifeSkills class is geared toward grade 8 - 12 age level students who have moderate to profound intellectual disabilities. They are placed in the program through a referral to Learning Services at the District level. There is a teacher and four support staff and a maximum of 15 students.

The emphasis is on functional academics, socialization and communication skills to enable students to be as independent as possible.

Work experience placements and volunteer activities are integral to the program as they provide the context for fostering a good work ethic and social skills.

All the students have an IEP, and work toward their specific educational goals.

## Learning Support Class

The Learning Support Class provides a supportive setting for grade 8 and 9 students who have learning disorders. A maximum of 15 students are enrolled in this class. Students are placed in the program through a referral to Learning Services at the District level.

Emphasis is on improving core academics as well as student understanding of their needs whether they be auditory processing, visual processing, language processing, written output or math difficulties. Study skills, test taking strategies, notetaking, and organizational skills are taught. Students are on an adapted program which relates to the goals of their IEP's. Individuals are integrated into Applied Skills, Fine Arts, and P.E. classes.

Students exit either when they are ready for a senior special education program such as the STEP program at the grade 10 level, or when they are ready to return to a regular program at the grade 9 or 10 level.



# DISTRICT ALTERNATIVE PROGRAM

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## Success Towards Employment Program (STEP)

### **Program component**

Overall, the program is geared towards granting credit for grade 10, 11 and 12 courses (see attached list of credits available). In addition, grade 10, 11 and 12 students have mandatory work experience as part of their career preparation. Students will participate in a supervised work experience, which will focus on civic responsibility within the community. This gives the students an introduction to a variety of work-related opportunities and responsibilities.

Appropriate behavior at work experience is essential. Along with academic courses, STEP students are required to participate in a variety of field trips. These trips build social and dynamic group skills as part of the goal of building students' reliability, personal responsibility and commitment while in STEP.

### **Courses**

The grade 10 courses include Language Arts, Social Studies, Math, Science (taken over Grade 11 and 12), PE10, Applied Skills 10, and Planning 10 along with chosen electives.

The grade 11 courses include Language Arts 10, Math 10, Science 10 (final half of course), (Civics 11 (taken over grade 11 and 12), Work Experience 12, Applied Skills 12, and Career Skills.

The Grade 12 courses include Language Arts 11 & 12, Math, Science & Technology 11, Civics 11, (final half of course), Work Experience 12, Applied Skills 12 and Career Skills.

### **Work Experience**

Honesty, participation, reliability, punctuality, and a serious commitment to work are all expected. Work experience placements are arranged for the Grade 10 Class and students in Grade 11 and 12 classes must secure their own work experience placements in the community. Work experience placements are a mandatory component of STEP. It is expected that students will have the capacity to work with minimum supervision, and sufficient social skills to be a valuable employee.



# WORK EXPERIENCE (WEX2A)

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**The Work Experience program** is a two year, off timetable course, which integrates classroom theory with practical experience in the workplace. It provides an opportunity for Grade 11 and 12 students to explore a career choice and to gain valuable work experience before proceeding to post-secondary education or starting work on a full-time basis. As a result, students will be better able to make sound and realistic decisions about their future career. Work Experience is 90 hours of work for 4 grade 12 credits.

## Work Experience:

- improve the transition between school and work place for students who enroll in post-secondary co-op programs at university and technical institutions.
- complement the theory our students learn in school by providing the opportunity to gain practical experience in realistic learning environments.
- enhance our school-community partnerships through the excellence of our programs.
- provide our students with access to more part-time job opportunities through shop, business and corporate sponsors.
- explore their potential with on-the-job experience.
- acquire the knowledge, skills and attitudes required for employment in a number of related fields
- meet entrance requirements for similar programs offered at post-secondary institutions

Students can choose from any sector they like to experience for job training. Examples are: veterinary, care homes, retail, business, accounting, law, marketing, computer, electrical etc.

Register soon for the extra credit or work experience (WEX2A).

Visit our Facebook page @ gladstoneworkexperience

Our school programs prepare and provide opportunities for students to develop skills essential to the work place. Work experience sponsors have indicated that the most highly valued character traits are communication skills and interpersonal skills. Besides promoting these two prominent skills, work experience students are also guided towards the development of coping, decision-making, and employability skills.



# CAREER PROGRAMS

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The Vancouver School Board offers district programs for students to pursue industry certification or the foundation level of a trade program. These programs save time and money and offer a huge jump start for students who are also working towards high school graduation. The benefits include:

- Dual credit with post-secondary institution (most programs)
- Head start with Foundation program training
- Registration with the Industry Training Authority (ITA) – if a trade program
- Potential direct lead into an apprenticeship
- Work experience in the trade

For more information and an application form, please visit the VSB Career Programs website:  
<http://go.vsb.bc.ca/schools/careerprograms/Pages/default.aspx>

## Grade 11 Students

Enhanced Trades (for Grade 11 students)

Day 2s at Killarney taking:

Metalwork/Welding 11

Automotive 11

Drafting/Engineering 11

Social Studies 11

Fashion Design

construction techniques, pattern drafting, draping, merchandising, design

develop portfolio

2 year program at Eric Hamber (grade 11 and 12)

## Grade 12 Students

Youth TRAIN in TRADES (formerly ACE IT):

Auto Collision Repair Technician

Auto Refinishing Prep Technician

Automotive Service Technician

BCIT Foundation Programs (Carpenter, Electrician, Metal Fab, Millwright and Motorcycle Repair

Baking and Pastry Arts

Cook

Carpentry

Electrical

Heavy Mechanical

Metal Fabrication

Millwright Foundation

Motorcycle and Power Equipment

Hair Stylist

Plumbing

Commercial Painter

## I.T. Networking and Cisco Certification

learn how to build computers, install software, connect computers to networks and the internet.

prepare for industry recognized certification.

18 credits of Level One towards the two year Computer Information Systems Administration Diploma at BCIT.

## Tupper Tech

Explore various trades with hands-on experience

2 main focus areas:

Residential Construction (carpentry, plumbing, tiling and finishing)

Mechanical Repair (Welding, Automotive, Sheet Metal and Machine Work)

## Trades Sampler BCIT

Construction, manufacturing and transportation sectors

Most classes held at BCIT



## Secondary School Apprenticeship

Students with the skills and connections can start an apprenticeship in high school. Students who are already working in an apprenticeable trade can formalize the apprenticeship relationship with their employer. There are 4 courses (16 credits) available to these students when they have a formal ITA agreement arranged through Wendy Gilmour, Apprenticeship Facilitator 604-713-4470. Information and application forms are available on the VSB website: [careerprograms.vsb.bc.ca/](http://careerprograms.vsb.bc.ca/) à Our Programs à Secondary School Apprenticeship

### Dual Credit programs: Healthcare

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

28 weeks (September to March) ♦ 28 graduation credits ♦ Vancouver Community College

For additional information an application can be found on the VSB Career Programs website at: [careerprograms.vsb.bc.ca/](http://careerprograms.vsb.bc.ca/) à Our Programs à Healthcare Assistant

### Trades Sampler (Grade 12 or 12+)

A hands-on program through BCIT that gives students an overview in approximately 15 different trades including metal fabrication, welding, framing, and electrical.

12 weeks – February to May ♦ Monday to Friday, 7:00 am – 1:00 pm ♦ 12 graduation credits, if needed

For more information on the Trades Discovery program, contact Wendy Gilmour ([wgilmour@vsb.bc.ca](mailto:wgilmour@vsb.bc.ca)).

### School-based Programs: Tupper Tech - Skilled Trades Program at Sir Charles Tupper

A program for students who are not sure which trade is right for them.

Day 2 ♦ Students may be able to remain registered @ home school Day 1 for academics  
24 graduation credits ♦ Grade 12 program

For more information on Tupper's program, contact Ms. Siu Ma ([ssma@vsb.bc.ca](mailto:ssma@vsb.bc.ca)) or visit our Program website: [careerprograms.vsb.bc.ca/](http://careerprograms.vsb.bc.ca/) à Our Programs à Tupper Tech

### Fashion Design and Technology

Students will enhance their construction skills; study history of costume, fashion merchandising; practice tailoring techniques and pattern drafting. Basic computer assisted design and fashion illustration will be practiced. In year 2, students will complete the graduation collection and portfolio needed for post-secondary entrance. Students may have the opportunity to participate in dual credit opportunities with a Fashion Design Program at a local post-secondary institute.

Two-year cohort program: grade 11 & 12 ♦ Day 2 ♦ Eric Hamber Secondary

For additional information an application can be found on the VSB Career Programs website at: [careerprograms.vsb.bc.ca/](http://careerprograms.vsb.bc.ca/) à Our Programs à Fashion Design & Technology

### IT and CISCO Networking Program

Students will diversify and enhance their computer knowledge by building a computer, installing software and connecting the computer to networks and to the internet.

- ♦ Grade 12 ♦ Day 2 ♦ Killarney Secondary ♦ One-year cohort program
- ♦ Hands-on, laboratory courses Prepare for industry-recognized certification
- ♦ Receive advanced placement at BCIT

For additional information an application can be found on the VSB Career Programs website at: [careerprograms.vsb.bc.ca/](http://careerprograms.vsb.bc.ca/) à Our Programs à CISCO



# Vancouver School Board

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## Adult Education

The Vancouver Board of Education operates two adult education centres throughout Vancouver; both centres also provide out-reach programs at offsite locations.

Our centres provide students\* with a wide array of flexible and student-centred learning opportunities that range from the basic literacy level (Ministry Foundations courses, Levels 1-6) to high school completion.

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

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

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

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

- Self-paced courses (blended web-based instruction with face-to-face assistance; paper-based instruction with face-to-face assistance) from Foundations to Grade 10-12 courses
- Structured courses at the Foundations & Grade 10/11/12 levels

Students at our centres reflect the diversity of language and cultural backgrounds in Vancouver and range in age from 16\* to seniors. Each of the Centres responds to the specific needs of its community and program offerings reflect student course requests and enrollment patterns.

*\*Please note that students attending adult centres must be 16 years old (on July 1 of the current school year) and follow MOE course concurrency rules to be eligible for Ministry funding.*

### Adult Education Centres in Vancouver

<p><b>South Hill Education Centre</b>          6010 Fraser Street          Vancouver, B.C. V6A 2L7          Tel: (604) 713-5770 Fax: (604) 713-4473  <a href="http://southhill.vsb.bc.ca/">http://southhill.vsb.bc.ca/</a>          Principal: Chris Gilmour-Lammerse</p>	<p><b>Gathering Place Education Centre</b>          609 Helmcken Street          Vancouver, B.C. V6B 5R1          Tel:(604) 257-3849 Fax:(604) 257-3851  <a href="http://gp.vsbeducation.ca/">http://gp.vsbeducation.ca/</a>          Principal: Chris Gilmour-Lammerse</p>
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