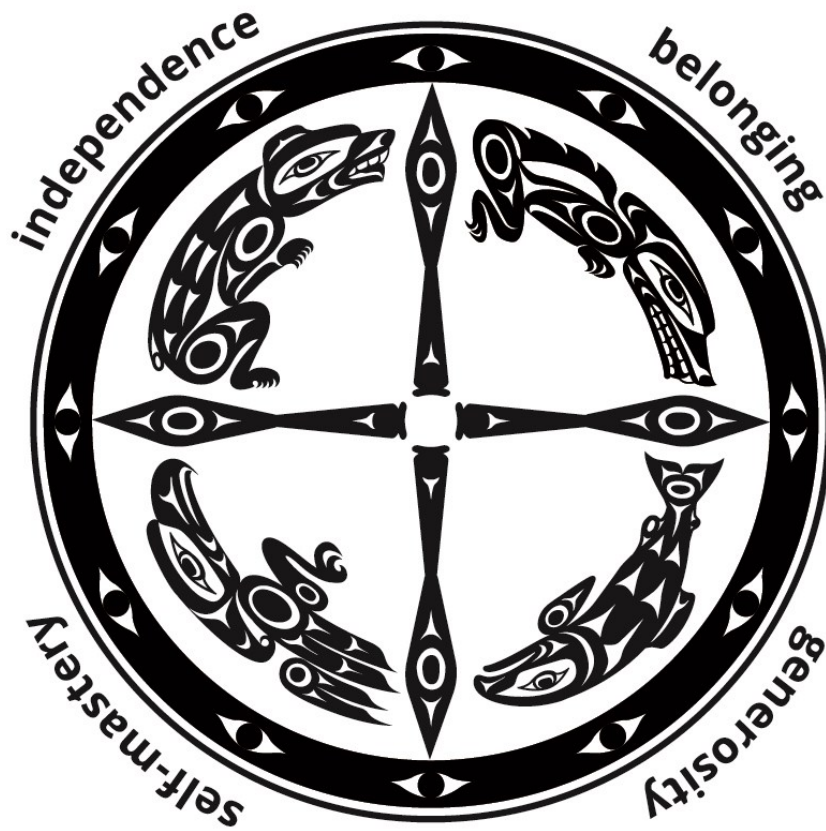


# Gladstone Secondary School

## Course Planning Guide



For the 2025-2026 School Year





**WELCOME TO GLADSTONE!**

Principal: Mr. G. Sohal Vice Principal: Ms. L. Bell Acting Vice Principal Ms. J. Mergens  
Counsellors: Mr. T. Paley, Ms. C. Davie, Ms. J. Yu, Ms. A. Boyd

**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!**

Descriptions of the following programs can be found in the "Programs" Section of this guide:

- Career Programs
- English Language Learners (ELL)
- Gladstone District Mini School
- Student Support
- Pre-Employment Program (PREP) - formerly known as STEP

**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 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>  |            |
|--|------------|
| Language Arts 10   | 4 credits  |
| Language Arts 11   | 4 credits  |
| Language Arts 12   | 4 credits  |
| Social Studies 10  | 4 credits  |
| Social Studies 11 or 12  | 4 credits  |
| Science 10   | 4 credits  |
| a Science 11 or 12   | 4 credits  |
| a Mathematics 10   | 4 credits  |
| a Mathematics 11   | 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.<br>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>

## Indigenous Focused Graduation requirement

Recently the Ministry of Education announced an Indigenous Focused Graduation requirement. This is intended to support lasting and meaningful reconciliation. No change is made to the number of credits required to graduate (80). In some instances, an Indigenous focused course may also satisfy specific Language Arts, Social Studies or elective requirements in addition to the new requirement.

Courses at Gladstone that currently satisfy the Indigenous Graduation Requirement include:

First Peoples English 10  
 First Peoples English 12  
 Contemporary Indigenous Studies 12

## Graduation Assessments:

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

**Numeracy Assessment** was 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.)

### 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.**



# STUDENT SERVICE

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## School and Community Service 11 & 12

(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.

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

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

## 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 your counsellor or a teacher in the Learning Centre.

## Athletic Leadership 10/11/12 Gr 10: (YHRA-0A) /Gr 11: (YHRA-1A) / Gr 12: (YHRA-2A)

Athletic Leadership 10/11/12 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.

## BA Mental Health Leadership 10

(YPA--0A)

*This course is open to all grade 10, 11 and 12 students.*

This off-timetable course, originally created by members of the VanTech counselling team, provides students with opportunities to develop their mental health literacy skills through the exploration of topics such as the dangers of stigma, self-awareness, healthy coping and boundaries, building resilience, flexible thinking, challenging unhelpful thought patterns, learning more about the brain and our nervous system and their role in coping and mental well-being. This course will include a leadership component where students will be required to lead school-based and possibly community based mental health initiatives throughout the school year. **It will be run as a year-long course beyond regular school hours, in person meeting times will be during FIT, at lunch or after school.**



# Family Studies

## Interpersonal and Family Relationships 11: (MIAFR11)

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

This introductory course is open for all grade 11 and grade 12 students. It will provide students with a broader understanding of themselves and the people around them. Students will learn how to navigate their current relationships with friends, family, teachers and employers. They will learn about stress management, mental health, and social and cultural biases. Students will have the opportunity to practice and improve their communication and team-building skills. These topics will be explored through guest presenters, class discussions, group projects, and analyzing media and current events. This course will teach students life skills which will improve their personal life, school engagement, and career success.

## Child Development and Caregiving 12 (MCDAC12)

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".

# Gender Studies 12

**(YMIS-2A)**

*Recommended course: Social Studies 10*

This course provides students with the opportunity to explore, analyze, critique and discuss issues relating to gender, race, 2SLGBTQIA rights, media stereotypes and identity. Through the coursework students will explore how gender influences the structure of social, economic, and political relationships. Further, students will examine past and current issues that help to shape the identity of individuals as well as society. The course is designed to provide students with the opportunity to critically analyze media texts, printed works, and videos through an interdisciplinary lens. Students will complete a variety of assignments with an inquiry capstone project to highlight their learning.



# 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), Thai red curry, perogies, double chocolate cookies, German apple pancake, pasta with alfredo sauce, brownies, appetizers, desserts, 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 [gsscooks.weebly.com](http://gsscooks.weebly.com) and [instagram.com/gsscooks](https://www.instagram.com/gsscooks)

### Food Studies 11 (MFOOD11)

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. It is recommended that students complete Food Studies 10 prior to enrolling.

### Food Studies 12 (MFOOD12)

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.

## Cafeteria/Culinary Arts

### Culinary Arts 10 (MCUL-10)

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. It is recommended that students complete Food Studies 10 prior to enrolling.

### Culinary Arts 11 (MCUL-11)

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 (MCUL-12)

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.

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





# Information and Communications Technology (ICT)

Students in the Information and Communication Technology (ICT) program should come to class with a positive work ethics and a cooperative attitude. Having a great time in ICT is mandatory. However, if you feel that this is an easy 'A' and that you know everything, perhaps you may find fulfillment in another program and should reconsider your selection.

## Info. and Comm. Technology 9 &10 (MADIT-09) (MCSTU10)

This course is open to grade 9/10 students interested in advancing their computer skills. Students will learn:

- How to use Microsoft Office 365: Online/Desktop, Outlook, Word, Excel, and PowerPoint
- Video Editing using the simplest methods and how to create a YouTube Clip

Students will have the following experiences:

- Intro to Android Cellphone App development (basic level), Website Design: WordPress, Wix, Google Account and Services
- Learn Programming/Coding: Scratch/Blockly, Introduction to JAVA Script, and Python.
- Intro to personal online safety and potential threats

Optional Topics – If Time Permits

- Simple Animation (basic story)
- Intro to Hyperlink – Adventure (Word) Game

## Info and Comm. Technology 11 (MCMPR11)

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

Students will have the following experiences:

- Learn how to use Microsoft Office 365: Access Database, and Sway
- Intro to Android Cellphone App development (intermediate level)
- Intro to the Operating System – Microsoft Windows, Apple – iOS, and Linux
- Intro to E-Commerce (online transactions)
- Intro to various payment systems (tap and pay, magnetic credit cards)
- Intro to Cyber Security: Password/Email/IDs/Fraud Prevention
- Intro to the Block Chain, and crypto currency – Bit Coin

Major topics of exploration will include:

- Integration of website applications into multiple platforms and devices (information gathering and processing)
- Learn Programming/Coding: JAVA Script, and Python, as well as an introduction to C++ and Machine Code.

Optional Topics – If Time Permits

- Simple Animation (basic story)

## Info and Comm. Technology 12 (MCMPR12)

Information and Communications Technology 12 continues with the same topic 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.

Additional topics will include:

- Introduction to mass-networking systems (distributed processing)
- Introduction to super-computing (quantum systems)

Continuation of learning for the following topics:

- Cashless Payment System
- Tappable/Touch systems (Compass)
- Chip Cards (ATM, Debit, IDs)
- Barcode Scans (Mobile Apps Payment)
- Magnetic Strips (Gift Cards)

Advanced Cellphone application development will include the use of built-in devices/functions:

- Accelerometer
- emergency 911 call outs
- GPS tracking
- Facial tracking and locking/unlocking

Operating systems will include:

- Historical look at the Windows operating system
- The direction of development for Windows and iOS



# GRAPHIC ARTS

## Graphics Program

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

For more info visit gladgraphics604 on Instagram or Gladstone Graphics on Facebook.

**Graphics 9 - First Year (MADMA09)**

**Graphics 10 - First Year (MMEDD10)**

**Graphics 11 - First Year (MVAGA11)**

**Graphics 12 - First year (MVAGA12)**

Open to all grade 9-12 students.

You'll learn how to use Photoshop to design projects that include a mousepad, coffee mug, ID tag necklace, key-chain, album cover & disc, basketball hoop, magnetic nameplates, website, and trading cards.

## Second Year

**Graphics 10 2nd Year (MMEDD10CO2)**

**Graphics 11 2nd Year (MVAGA11CO2)**

**Graphics 12 2nd Year (MVAGA12CO2)**

This course is for students taking Graphics for a second year. You'll be introduced to Illustrator drawing software and continue learning Photoshop. Projects change every year, but include a T-shirt, advertisement, mouse pad, website, mug, water bottle, puzzle, sports pack, shopping bag, poster, candy product, or a clock.

## Third Year

**Graphics 11 3rd Year (MVAGA11CO3)**

**Graphics 12 3rd Year (MVAGA12CO3)**

This course is for students taking Graphics for a third year. You'll be introduced to InDesign software and continue learning Illustrator and Photoshop. Design skills will be further developed by more complex projects which change every year, but include a picture frame, T-shirt, advertisement, mouse pad, website, mug, water bottle, puzzle, sports pack, ice cream product, poster, candy product, or a clock.

## Fourth Year

**Graphics 12 4th Year (MVAGA12CO4)**

This course is for students taking Graphics for a fourth year. You'll continue learning InDesign, Illustrator and Photoshop. Design skills will be further developed by more complex projects which change every year, but include a picture frame, T-shirt, advertisement, mouse pad, website, mug, water bottle, puzzle, sports pack, shoe box, poster, snack product, or a clock. Students can prepare their design school entrance portfolios and explore post-secondary and career opportunities.

# ANNUAL PRODUCTION (Yearbook)

**\*\*Please note Annual Production courses are not part of Graphic Arts.\*\***

**Annual Production 10: (YCCT-10C)**

**Annual Production 11: (YCCT-11C)**

(Applied Skills Credit)

In this course, students will take on the exciting responsibility of creating the school's annual (yearbook), a cherished piece of school history. They will develop skills in graphic design, journalism, photography, and desktop publishing while using industry-standard software, such as Adobe Photoshop and InDesign, as well as online annual (yearbook) publication tools.

This course is ideal for students who thrive in collaborative environments, are self-motivated, and excel at meeting deadlines. A strong sense of responsibility is essential, as students will play a critical role in producing a lasting memory for the school community. Participants should be prepared to dedicate time outside of class to ensure the annual's (yearbook's) success. The reward is the unique opportunity to contribute to a meaningful and creative project that celebrates the school and its students.

**Annual Production 12 (YCCT-12C)**

(Applied Skills Credit)

In this course, students will take on the exciting responsibility of creating the school's annual, a cherished piece of school history. They will develop skills in graphic design, journalism, photography, and desktop publishing while using industry-standard software, such as Adobe Photoshop and InDesign, as well as online annual publication tools.

This course is ideal for students who thrive in collaborative environments, are self-motivated, and excel at meeting deadlines. A strong sense of responsibility is essential, as students will play a critical role in producing a lasting memory for the school community. Participants should be prepared to dedicate time outside of class to ensure the annual's success. The reward is the unique opportunity to contribute to a meaningful and creative project that celebrates the school and its students.

**In Annual Production 12, students who have taken Annual Production 10 or Annual Production 11 will be given increased responsibilities and roles as editors.**





## ELECTRONICS/ROBOTICS

Create, Build, and be Amazed. Do you want to change the world? Are you imaginative or innovative? Do you want to work with technology? Do you want to build robots, design code, or work in engineering teams? In the following courses, you will design, build, and program robots and take control of areal drones and be ready for an advanced technological society.

Students in the Electronics/Robotics program should come to class with a positive work ethics and a cooperative attitude. Having a great time in Electronics/Robotics is mandatory. However, if you feel that this is an easy 'A' and that you know everything, perhaps you may find fulfillment in another program. A majority of the activities will require students to work together in close cooperation. If you find this to be difficult, please reconsider your selection.

### Electronics 9/10

**Grade 9: (MADER01) Grade 10: (MTEAR10)**

This course is open to students in grades 9 and 10. This is an introductory course for students who want to explore the world of robotics and drones. Students will learn how to build a VEX-IQ robot and fly a DJT Tello drone. Learning will consist of 'problem-based challenges' and 'team-work cooperation'. Having Fun is a Must.

### Electronics 11 (MTROB11)

This course will continue from Electronics 9/10. Students will learn to build a VEX-V5 robot and solve technical challenges using complex engineering principles and techniques. Cooperative learning is part of the course as well as Problem based Challenges and exploration of post-secondary opportunities. Students will also have an opportunity to understand where and how robotics and drones are intergraded into today's society and how the skills and knowledge they have learn from the course will play an active part in their future lives.

### Electronics 12 (MTROB12)

This course will cover advanced robotics and coding/ computer programming. Students will work in design teams to solve complicated robotics challenges and design problems. A number of different opportunities will be available for students to demonstrate their learning and capabilities. The use of areal drones for commerce and scientific development will be covered in this course. This course is an excellent opportunity for students to build their portfolio for university entrance applications (U.S. and International Universities).

### Electronics 12: Robotics (MTROB12)

This is an extra course for students who have completed the entire electronics program before grade 12. This is also an excellent course for student who have demonstrated their accelerated knowledge in the robotics area and would like to take an additional course to explore topics that are not covered previously. The use of areal drones for commerce and scientific development will be covered in this course. This course is an excellent opportunity for students to build their portfolio for university entrance applications (U.S. and International Universities).

## AUTO TECHNOLOGY

All Automotive Technology courses will provide an introductory look into the world of cars and transportation. Students will learn safety, tool recognition and power theory. The hands-on practical component includes working on cars needing minor repairs or preventative maintenance. Systems of a vehicle are covered. Topics will range from historic cars of the old to new electric and autonomous vehicles of the future.

Students in the Auto program should come to class with a positive work ethics and a cooperative attitude. Having a great time in Auto is mandatory. However, if you feel that this is an easy 'A' and that you know everything, perhaps you may find fulfillment in another program. A majority of the activities will require students to work together in close cooperation. If you find this to be difficult, please reconsider your selection.

Please note: A Coverall/Overall/Jumpsuit is required to participate in the 'Hands On' learning for this course. If the student does not have one at home or does not want to purchase a new one, please see Mr. Yu to purchase a used/washed coverall or to discuss alternative options. This is a necessity, to protect the student's clothing and any skin exposure. For safety, proper footwear must be worn at all times. i.e.: close toe shoes, running shoes, etc. Students should arrive to the class wearing footwear appropriate for safe participation.

## Mechanics/Automotive

### Power Mechanics 9 & 10

**(MADPT09) (MTPOW10)**

### Automotive 11 & 12

**(MTAUT11) (MTAUT12)**

For the academic year of 2022/2023, all four courses will be combined into a modified Automotive class. Students will have the opportunity to learn using a variety of learning opportunities to accommodate the needs of the multilevel learners within this dynamic class. Topics will include Shop safety, Emergency Procedures (on the road), Basic Operation of an automobile, identify basic troubles, adhere to a maintenance schedule, Wheels and Tires, Basic Oil Change, Steering and Alignment, Braking control and maintenance, Car Appearance, Power Train Operation, Fuel consumptions, and Alternative Vehicles. Students will Learn and Understand:

- Science of Cars/Evolutions of Cars
- Improve/Enhance Car Performance
- Learn about Engine, Transmission, Suspension, and Braking System
- Learn about Motorcycles
- Lawnmower Engine

Students will Do:

- Basic Maintenance
- Oil Change
- Spark Plugs Removal and Replacements
- Tires – Removal, Balance, and Reinstallation
- Small Engine Repair
- Motorcycle Repair
- Washing/Detailing Cars



## 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 Work 11

(MTMET11)

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 Work 12

(MTMET12)

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.

### Woodwork 11

(MWWK-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.

### Woodwork 12

(MWWK-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.





# Jewellery

## **Jewellery 10 (MTMET10CO1)**

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. Enamelled copper jewellery Course includes projects that are specifically created to be used as Grad Portfolio Evidence in Arts & Design, Employability Skills.

## **Jewellery 11 (MTMET11CO1)**

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, enamelled copper jewellery, brazed or welded picture frames and candle holders.

## **Jewellery 12 (MTMET12CO1)**

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, enamelled copper Jewellery, brazed or welded picture frames and candle holders.







# CAREER EDUCATION

## Career Education Courses:

Career Life Education 10 and Career Life Connections & Capstone are required for graduation.

### **Career Education 8 and 9**

**(MCE- -08/MCE- -09)**

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.

### **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-Life Connections & Capstone**

**(MCLC-12 )**

Career life development is an ongoing process of exploring, planning, reflecting, adapting, and deciding. Career Life Connections provides students an opportunity to become familiar with this ongoing cycle. Students will also look at aspects that influence career life decisions - internal and external factors, including local and global trends. Emphasis will be placed upon lifelong learning and active citizenship to foster career life opportunities.

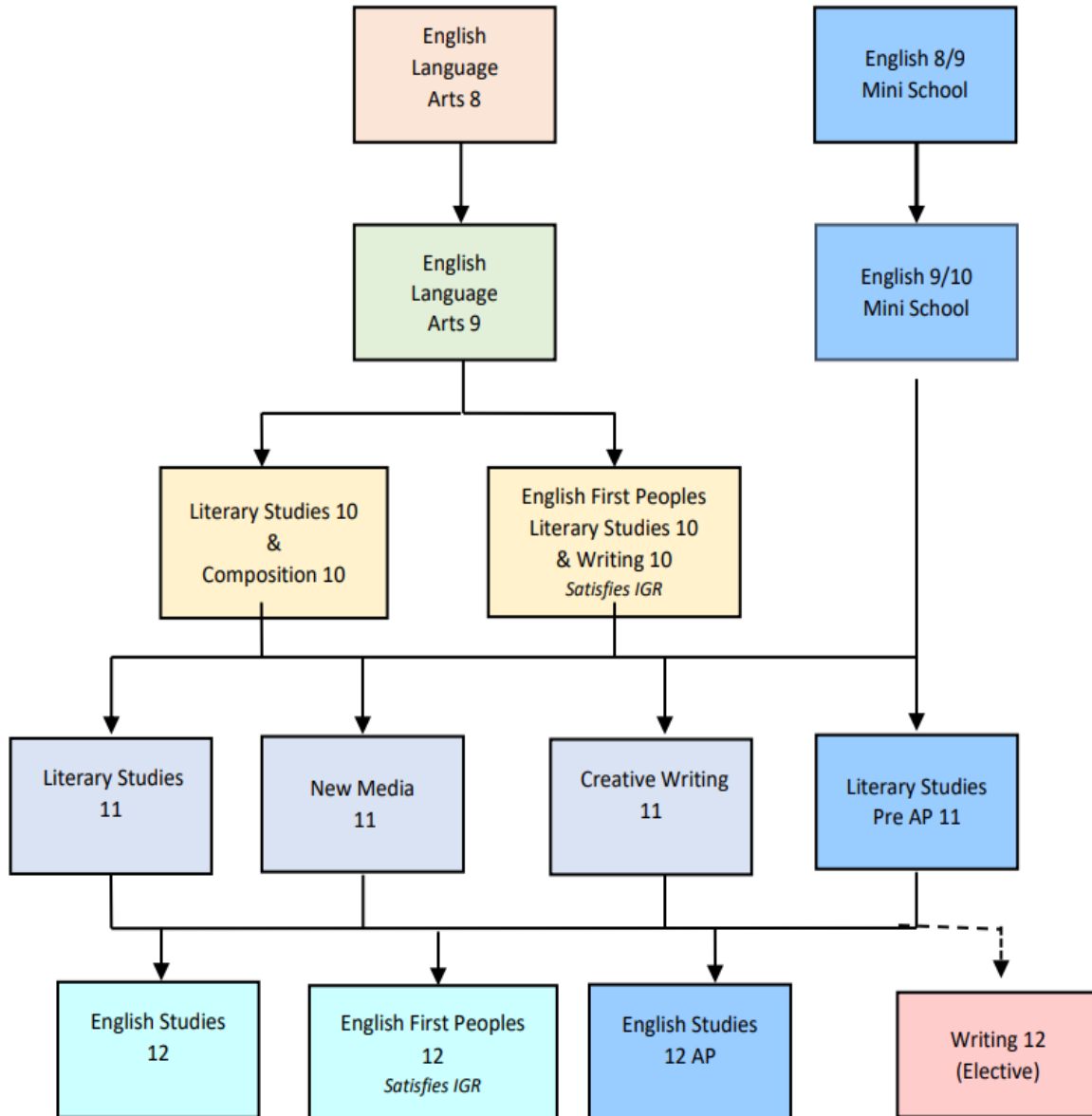
Capstone is a learning opportunity for students to reflect and share in personally meaningful way, and is a requirement for Career-Life Connections and for graduation. The purpose of the capstone is for students to demonstrate the knowledge, competencies and passion(s) that they can offer the world, as they integrate personal interests and strengths with preferred future possibilities. It is a representation of the student's learning journey and provides an opportunity to reflect and synthesize as well as showcase and celebrate.

On-timetable and off-timetable options for CLC & Capstone maybe offered.



# English Course Pathways

Students will learn to comprehend, connect and communicate in a variety of ways. The pathways all meet post-secondary entrance requirements while supporting the exploration of different writing styles, literary analysis and creative expression.





# ENGLISH

## English 8

(MEN--08)

English 8 is designed to support a smooth transition from elementary to secondary English language arts with an emphasis on reading for enjoyment and information. Student confidence in both written and oral expression is fostered by exploring short stories, novels, poetry, and drama as well as studying composition and basic grammar. English 8 encourages self-reliance, self-esteem, and good study habits.

## English 9

(MEN--09)

Recommended course: English 8

English 9 continues to build on the skills and knowledge acquired in the English 8 program. This course examines various literary forms, including short stories, novels, poetry, and drama. Students will also continue to refine their writing skills by exploring the writing process. Creative and oral expression are important elements of English 9.

## English 10

Recommended course: 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 2 options**:

### OPTION 1:

**English 10: Focused Literary Studies (2 credits) & Composition (2 credits)** MLTST10 & MCMPS10

Recommended course: English 9

This blended course builds on previously acquired skills and introduces students to literary analysis. Students delve more deeply into literature as they explore specific themes, authors, or world literatures in a variety of media. Additionally, students will build their writing skills by exploring a variety of composition styles and by engaging with the writing process of drafting and revising texts for a variety of audiences and purposes.

### OPTION 2:

**English First Peoples Literary Studies 10 (2 credits) & Writing 10 (2 credits)** MEFLS10 & MEFWR10

**\*\*Satisfies the Indigenous Grad Requirements\*\***

Recommended course: English 9

This blended course, open to all students, is designed for those who are interested in exploring contemporary texts from outside traditional reading lists. English First Peoples 10 examines the power of storytelling and its influences on cultures and histories. The course surveys Indigenous literatures across a variety of genres including short stories, novels and graphic novels, poems, drama and film, all created by Indigenous artists from Canada and around the world. EFP 10 also incorporates all the composition skills, both academic and creative that students will require for success in senior English classes.

## English 11

Recommended course: English 10 (4 credits)

All senior English courses explore literature through multiple genres and will provide the foundational skills of grammar, essay writing, and analysis.

## Creative Writing 11

(MCTWR11)

This academic course is designed for students who are interested in refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Creative writing skills will be enhanced through the study of literature and literary analysis, which will support students' abilities to analyze and discuss works of literature in a creative and academic manner.

Creative Writing 11 meets the criteria for Language Arts 11 and will prepare students with the necessary skills required for English 12 or First Peoples English 12.

## Focused Literary Studies 11

(MLTST11)

Focused Literary Studies 11 allows students to delve deeply into literature. Students can explore specific themes, periods, authors, Indigenous texts, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Students will expand their literacy skills through the close reading of appropriately challenging texts. Students will further develop their composition skills through a variety of activities exploring creative, prose and expository writing. Emphasis is placed on the process of writing: drafting, reflecting and revising for clarity, correctness and thoughtfulness of content. Course focus to be determined by the teacher in consultation with the class.

## Focused Literary Studies 11: Pre AP

(MLSTST11ENR)

Recommended course: B in ELA level 10 courses and/or recommendation from English 10 teacher.

English 11 Pre AP follows the same program as English 11, but it extends students' composition and literary analysis skills. The course challenges students through special literature and composition-based activities; students will study both Canadian and world literatures, and guest speakers, visiting authors and field trips enrich the experience. Particular emphasis is placed on preparing students for further study in literature-based courses, such as Focused Literary Studies 12 or English Studies 12 Advanced Placement. English 11 Pre AP is thus strongly recommended for students who wish to take these programs.





## New Media 11 (MNMD-11)

New Media 11 is a course designed to challenge students to think critically about the changing roles of media and technology and how they shape human behaviour. Students will learn how to analyze and respond to a variety of materials including literature, graphic novels, journalism, podcasts, digital communication, and film. The course will examine how communication and consumption of materials has evolved over time and provide students with the digital literacy skills necessary to be informed digital citizens. Students will build on their writing, communication, and analytical skills and learn to respond in a variety of mediums.

New Media 11 meets the criteria for Language Arts 11 and will prepare students with the necessary skills required for English 12 or First Peoples English 12.

## English Studies 12 (MENST12)

*Recommended course: Any English 11*

The required English Studies 12 course builds on and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. It is designed for all students and provides them with opportunities to further develop and refine the skills needed for successful composition and literary analysis, and to communicate effectively in a variety of contexts and to achieve their personal and career goals. Students will explore texts from a variety of sources, including First Peoples literature that reflect diverse worldviews and expand their understanding of what it means to be educated Canadian and Global citizens.

## English First Peoples 12 (MENFP12)

**\*\*Satisfies the Indigenous Grad Requirements\*\***

*Recommended course: Any English 11*

English First Peoples 12 explores the world of Indigenous literature, which currently dominates university and best-seller reading lists. The course is open to all students inviting them to engage with a range of oral and written texts including novels, poems, songs, essays, and contemporary plays and films, with local, Canadian, and International First Peoples' content. Guest speakers from the local community and field trips will enhance the classroom experience. In addition to academic and creative writing, students will demonstrate their learning through group activities, class discussion and oral presentations. EFP 12 is a unique academic alternative to English Studies 12 and satisfies post-secondary entrance requirements.

## AP English Studies 12 (AELC-12) English Studies 12

*Recommended course: A in English 11 or recommendation from teacher*

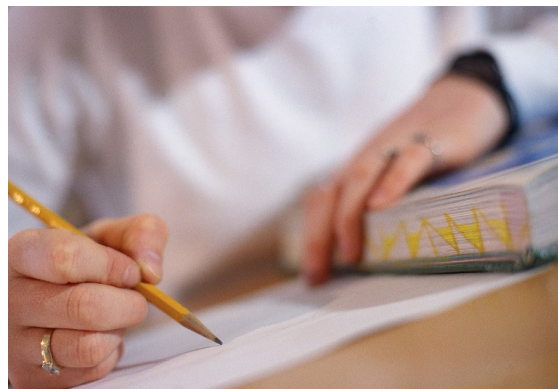
AP English 12 explores literary texts which reflect the potential content of first year college/university English courses. This course is designed for students with a special interest in English who can work with independence and enjoy success. Through close reading of selected literary works, students deepen their understanding and enjoyment of literature. Literary works are considered in their historical contexts and in relation to students' own lives and experiences as well. Writing is an integral part of the AP English course and will focus primarily on critical analysis, and expository and argumentative essays.

Students in AP English Studies 12 have the option to write the Advanced Placement exam and the potential to receive partial credit for first year English courses at the post-secondary level.

## Writing 12 (MCTWR12)

*Recommended course: English 10*

Writing 12 is an elective course designed for those who have an interest in, and a flair for creative writing. Students are encouraged to experiment with the written word and to produce effective original works as they develop their own writing voice. Students will have the opportunity to explore a variety of genres: short stories, creative non-fiction, poetry, plays, screen writing and expository writing. While some technical aspects of writing will be covered in class, the course should be taken by students who possess strength in basic written skills, and who work well independently.





# FINE ARTS

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## ART

### Art/Ceramics 8 (MVA--08)

This fun and creative course requires no previous art experience. This full semester course includes a half semester of Art and a half semester 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 papier mache.

### 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 ceramics. Students will be introduced to a variety of media including, pastels, paint, charcoal, clay, glaze, papier 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 glass fusing. They will create a number of personal art projects gaining further experience with familiar art materials, as well as new materials, such as oil paint. Student supplies: Sketchbook.

### Art Studio 11 (MVA11)

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 watercolours oils, and acrylics) will continue as major image exploration areas, design, printmaking, sculpture and glass will also form an integral part of the course. Students will choose from a variety of themes and media to personalize their learning. Student supplies: Sketchbook.

### Art Studio 12 (MVA12)

Recommended course: 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, design, glass, and collage 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, and modeling. Students will also gain experience with a variety of glazing and decoration strategies. Student supplies: Sketchbook.

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

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 (MVAC-11)

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 (MVAC-12)

Recommended course: 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 modelling. Supplies: Sketchbook.

### Studio Arts 10, 11, 12: Drawing and Painting

Grade 10:(MVAD-10)  
Grade 11: (MVAD-11)  
Grade 12: (MVAD-12)

Recommended course: MVAD-10, and MVAD11

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, acrylics, and oils will be taught within a variety of themes. Students will have the opportunity to design and paint large scale murals within the school. Student supplies: Sketchbook



# Dance

**Dance Foundations** courses focus on student success and having a confident, positive mindset while learning dance. Students interested in learning a wide variety of dance styles (Hip Hop, Tap, Jazz, Contemporary, Latin dance) at the beginner/ intermediate level should register in **Dance Foundations 8-12**.

**Dance Technique** courses are for the serious dancer, and focus on training at more advanced levels of jazz, contemporary, Latin, and ballet. Grade 8s with at least 2 years of formal dance training may sign up for **Junior Dance Technique**.

Students wishing to further augment their dance studies and enter competitions should contact the instructor about Dance Competition Teams, which is an off-timetable all year **Dance Performance** (Hip Hop or Contemporary) course after school once a week. Students on the Performance Teams must also register for an on-timetable **Dance Technique** or **Dance Foundations** class as a co-requisite.

## Dance Foundations 8 & 9

Grade 8 (MDNC-08) Grade 9: (MDNC-09)

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 dance, jazz, Broadway, tap, and contemporary. No previous dance experience is necessary. Students will learn dances choreographed by their instructor 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 10, 11 & 12

Gr 10: (MDCF-10) Gr 11: (MDCF-11) Gr 12: (MDCF-12)

This course is offered under the Fine Arts umbrella of courses, and is open to grade 10-12 students. Students will study a wide variety of dance styles including: hip-hop, jazz dance, Broadway, tap, contemporary and Latin dance. No previous dance experience is necessary. Students will learn dances choreographed by the instructor, as well as guest choreographers, and they will also learn how to create their own dance sequences. They will have the opportunity to perform in several shows throughout the year.

## Junior Dance Technique 8-12

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

Gr 8: (MDNC-08CO1) Gr 9: (MDNC-09CO1) Gr 10: (MDNC-10CO1) Gr 11: (MDNC-11CO1) Gr 12: (MDNC-12CO1)

Junior Dance Technique is designed for grade 8-12 students with at least one or two years of technical dance training in a dance studio or at school. Students will deepen their understanding of dance technique in the following genres: contemporary, jazz dance, hip hop, and Latin dance. This course also has an increased focus on choreography and performance, as students will perform in numerous shows as well and the district dance festival.

## Senior Dance Technique and Choreography

*Recommended: At least two-three years of technical dance training and permission from the instructor.*

Grade 9: (MDNC-09CO3)/ Grade 10: (MDNCM10) Grade 11: (MDNCM11)/ Grade 12: (MDNCM12)

Senior Dance Technique and Choreography is designed for grade 9-12 students with at least two or three years of previous technical dance training in a dance studio or at school. Students will learn proper technique, alignment, and posture while studying various styles of jazz dance, contemporary, hip hop, ballet, and Latin dance. The Senior class represents Gladstone at a number of festivals and performances throughout the year.

## Dance Performance 8-12 Hip Hop Teams

*Required: Audition in February and enrollment in a Dance Foundations or a Dance Company class.*

Gr 8: (MDNC-08CO2) Gr 9: (MDNC-09CO2) Gr 10: (MDNTP10) Gr 11: (MDNTP11) Gr 12: (MDNTP12)

This is an off-timetable after school dance course for competitive hip hop teams. Students will focus on street dance techniques, strength, endurance, choreography and performance skills for competitions, community shows and festivals. An audition is required. Students must also register for an on-timetable dance course as a co-requisite.

## Dance Performance Contemporary Team

*Recommended: One additional course- Dance Foundations or a Dance Company class.*

Gr 8: (MDNC-08CO3) Gr 9: (MDNC-09CO4) Gr 10: (MDNC-10CO3) Gr 11: (MDNC-11CO3) Gr 12: (MDNC12CO3)

This is an off-timetable after school dance course for the competitive contemporary dance team. Students will focus on technical contemporary dance training, strength, endurance, choreography and performance skills for competitions, community shows and festivals. An audition is required. Students must also register for an on-timetable dance course as a co-requisite.

## Dance Leadership 11 & 12

*Recommended course: previous dance classes from grade 8-10 at Gladstone, and other studio training. Students must have permission from the instructor to be a Leadership student.*

Grade 11 (YIPS-2B) Grade 12 (YIPS-2B)

Dance leadership is designed for students who would like to work with junior-level students in the dance studio. Students work closely with the teacher by helping with warm up routines, dance technique, choreography and encouraging a positive attitude and active participation of all students. Leadership students must demonstrate a high level of maturity, self-motivation, excellent attendance and punctuality, and an interest in helping younger students at all levels of performance.





# Drama

## Drama 8 (MDR- -08)

In Drama 8, students will engage in an exhilarating exploration that combines education with enjoyment. This course is designed to nurture students' artistic potential and self-confidence through a diverse array of engaging activities. Through playful drama games and team-building exercises, students will bond, learn to trust their creative instincts, and develop a strong sense of community. Our focus on voice training, combined with the thrilling Radio Drama Unit, empowers students to master the art of vocal expression and storytelling. As a unique aspect of this course, students will also explore the world of sustainability by learning to craft props using everyday recyclable items. Drama 8 is not just about acting; it's about fostering creativity, building bonds, understanding compassion, and learning empathy for themselves and others. No previous experience is necessary. Come join us for a transformative experience in the world of drama!

## Drama 9 & 10 (MDRM-10)

There is no experience needed for Drama 9-10. It is an action-packed course designed to challenge individuals to think on their feet, work as a team and express themselves vocally and psychically in front of an audience. Drama promotes a safe and risk-free learning environment where students can express themselves in a variety of ways such as: movement, voice, writing, team building, scene work and mime.

The course will include: A school wide haunted house , radio drama unit, stage-fighting workshops, make-up workshops, field trips, and so much more!

## Drama 11 (MDRM-11)

*Recommended course: Drama 10.*

There is no experience needed for Drama 11-12! Participating in this drama class can help students develop their public speaking skills by providing a supportive environment to practice articulation, projection, and expression. Additionally, it can help boost their confidence as they learn to perform in front of an audience, overcome stage fright, and embrace their creativity. The skills you will explore and develop in this class will be useful during your high school years, college, university, or any job you do after that. The course will include theatre games, team building, directing, film making, script writing, school wide performances, mask making, make-up workshops, improv workshops, guest speakers, field trips, and more!

## Drama 12 (MDRM-12)

*This course is open for grade 12 students.*

In Drama 11-12 we will continue to develop and train the basic tools for the actor. Students will be taken through the process of play and learn about the elements necessary to write effective dialogues and theatre scenes. Students will take the actors tools into scene work where they will further develop characters and continue to analyze text. The skills you will explore and develop in this class will be useful during your high school years, college or university or any job you do after that.



## Drama Leadership 11 & 12

*Recommended course: previous Drama/Acting classes*

### Grade 11 (YIPS-2B)

### Grade 12 (YIPS-2B)

Drama leadership is designed for students who would like to work with junior-level students in the Drama classroom. Students work closely with the teacher by helping with warm-ups, theatre exercises, scene work and encouraging a positive attitude and active participation of all students. Leadership students must demonstrate a high level of maturity, self-motivation, commitment and interest in helping younger students at all levels of performance.

## BA Film & Theatre Criticism 11 & 12

(YVPA-2P)

*This course is open for grade 11-12 students.*

This course is a year-long course that takes place outside of regular school hours, requiring students to meet in the evenings. There is a fee that will cover the ticket prices for all the shows. It offers students the chance to expand their learning beyond the classroom by attending a range of plays, musicals, movies and concerts by both amateur and professional companies across the Lower Mainland. Students should feel comfortable transiting on their own and or organize their own pick up and drop offs with guardians. Through these experiences, students will explore how social and cultural influences shape media, gaining insight into its impact. After seeing the performances students will write their own reviews and discuss what elements of the performances, they preferred helping them gain an appreciation for the arts and a critical eye.

## Theatre Company 9, 10, 11 & 12

*Auditions- LATE APRIL/EARLY MAY*

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

### Grade 10: (MDRTC10)

### Grade 11: (MDRTC11)

### Grade 12: (MDRTC12)

Theatre Company 9-12 is an off-timetable audition course where students will be going through the process of rehearsing and performing a play. In this course they will develop an understanding and competence for theatre performance development at all levels: participating in the rehearsal process, acting, directing, costume design, lighting design, stage design, public relations and production. Through this experience students will continue to train the basic tools for the actor: the body, the voice and the mind. The course culminates in a series of public performances both within the school and community at large. Commitment is the key to success in this course.

## Theatre Production 11

(MDRTP11)

## Theatre Production 12

(MDRTP12)

*Please see the instructor if you are interested in enrolling in this course.*

In Theatre Production 11/12 students will develop an understanding and competence for technical aspects needed to produce and perform a play: participating in the rehearsal process, costume design, lighting design, stage design, props, set design, public relations and production. When needed, students will be expected to sit in during rehearsals where they will operate and design lights and sound, organize stage requirements and props, and participate in designing the stage.



# 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.**

## Beginner Concert Band

- Grade 8: (MMU--08BA1)**
- Grade 9: (MMU--09BA1)**
- Grade 10: (MMUCB10--1)**
- Grade 11: (MIMCB11--1)**
- Grade 12: (MIMCB12-1)**

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



## Intermediate Concert Band

*Recommended course: 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 course: 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, Choir 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 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 Choir 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.





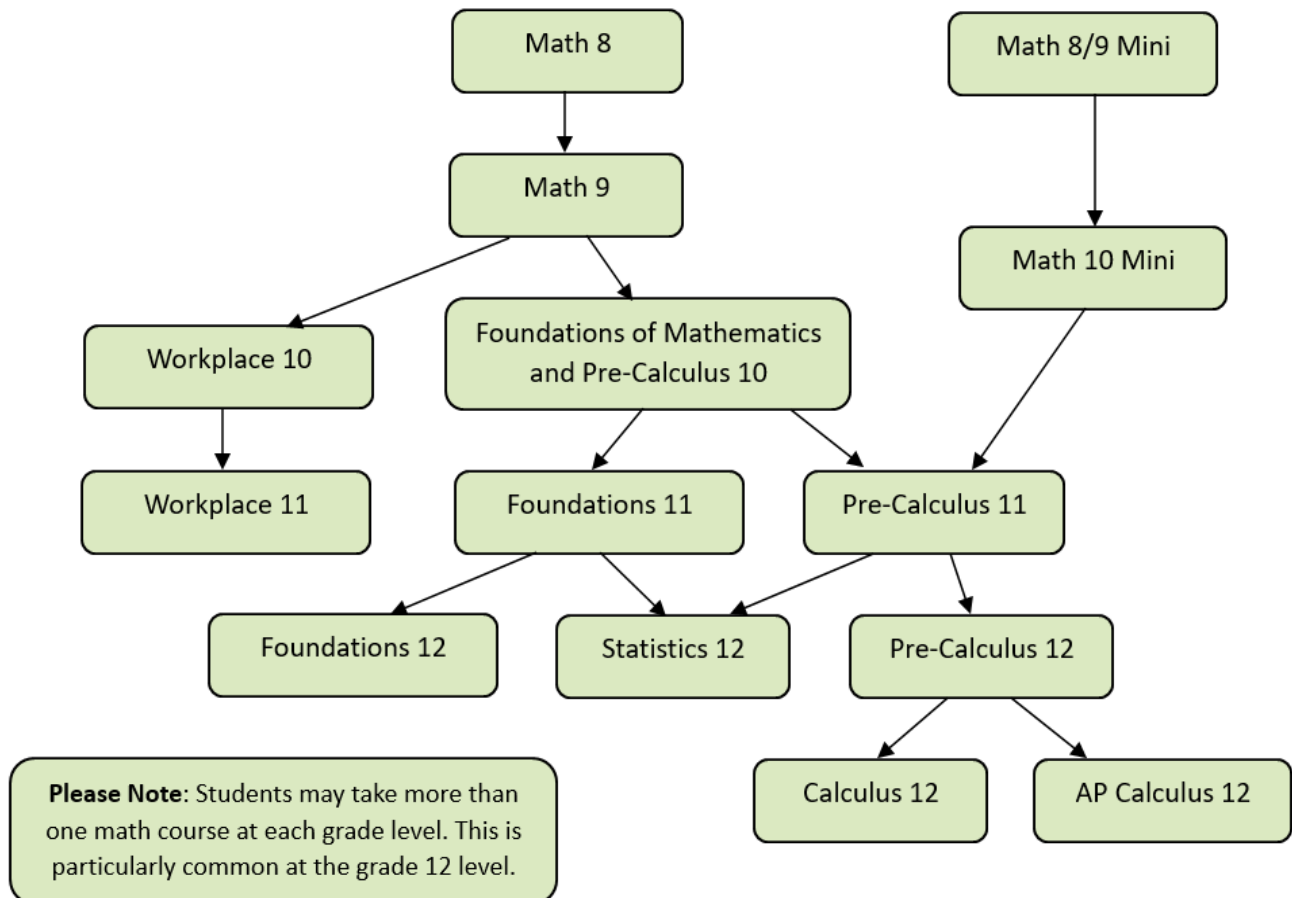
# Math Pathways

## 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<br>Trade School<br>Direct entry to workforce                                       | Workplace Mathematics 10-12  |
| Math<br>Science<br>Engineering<br>Medicine<br>Commerce<br>Computer Science                           | Foundations of Mathematics and Pre-Calculus 10<br><i>followed by</i><br>Pre-Calculus 11-12           |
| Social Sciences (E.g. Psychology, Nursing, Sociology)<br>Economics<br>Humanities<br>Fine Arts<br>Law | Foundations of Mathematics Pre-Calculus 10<br><i>followed by</i><br>Foundations of Mathematics 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.

For specific program requirements, you should contact the specific institution you are interested in or search for specific program requirements using the Education Planner's website: <http://www.educationplanner.ca/>

## 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.

#### *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 and 11)

#### *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 geometry. (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) and logarithms. (Courses at grade 11 and 12)

#### *Statistics 12*

This pathway is designed for entry into post-secondary programs such as Psychology, Sociology, Biology, and any science that requires statistical study and research. Topics include probability models, graphical representations, measures of central tendency, and the role of statistical thinking in society

### 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), Statistics 12, 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 Workplace pathway is the best choice.
- If your child is planning further studying in the Social Sciences like Psychology, Law or Humanities at post-secondary, then the Foundations pathway with Statistics 12 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 Workplace Math 10 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. For further descriptions of the math courses in this section, please see the Math IRP pages of the BC Ministry of Education’s website:

<https://curriculum.gov.bc.ca/curriculum/mathematics>

# MATHEMATICS

**Mathematics 9****(MMA--09)**

*Recommended Course: A grade of “Developing” 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 course: A grade of “Developing” 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 recommended course 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 course: 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 course: a grade of 70% 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 course: a grade of 70% 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.

## Workplace Mathematics 11 (MWPM-11)

*Recommended course: 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 course: 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 course: a grade of 70% 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, relations and functions and trigonometry.

## Calculus 12 (MCALC12)

*Recommended courses: 75% or better in Pre-Calculus 11 or 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 course: 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 can choose 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.

## Statistics 12 (MSTAT12)

*Recommended course: A grade of 70% or better in Foundations 11 or Pre-Calculus 11*

This course is designed to give students an understanding of statistical thinking and its uses in media, politics, and science. It will prepare students for post-secondary courses that require lab writing, research, and statistical modelling. Students will explore probability models, graphical representations, measures of central tendency, and the role of statistical thinking in society.



# 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 course: 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 course: 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 course: 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 course: 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 course: 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 course: 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.

**Spanish 12 (MSP--12)***Recommended course: 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

**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 course: 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 course: 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 course: 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 well-being 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.

- **All courses in PHE include a health component that may include the following:**
- Health and fitness
- Healthy eating choices
- How to avoid abusive situations
- Discrimination, bullying, and stereotyping
- Mental well-being
- Substance use
- Transition, and change on identities
- Healthy sexual decision making
- Personal identities
- Protection of self

More in-depth information can be found here <https://curriculum.gov.bc.ca/curriculum/physical-health->

## Physical and Health Education 8 (MPHE-08) Physical and Health Education 9 (MPHE-09)

This course has a health component. Please see above for more details.

Physical Education 8 activities may include volleyball, basketball, ultimate, soccer, tennis, active health, badminton, individual activities, 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 has a health component. Please see above for more details. Program activities may include archery, badminton, basketball, floor hockey, soccer, individual activities, table tennis, softball, volleyball, ultimate, tennis, fitness, health and minor games. Optional units may include leadership, strength and conditioning, and yoga. Field trips may include ice skating, and bowling.

## Physical and Health Education 10 (MPHED10) Active Living 11 (MACLV11)

This course has a health component. Please see above for more details. Program activities may include archery, badminton, basketball, volleyball, fitness, ultimate, golf, softball, individual activities, tennis, and volleyball. Optional units may include leadership, strength and conditioning, and yoga. Field trips may include ice skating, and bowling.

The focus of Active Living 11 (formerly P.E. 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. Units may include football, hockey, soccer, volleyball, basketball, ultimate, badminton, softball and individual activities. Minor games include handball, dodgeball, wallball, netball, bench ball, 4 corner soccer, and kickball.

## 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. As a class we will volunteer at our feeder schools reading with students, playing games, teaching outdoor games, helping with crafts etc. Students in Semester 1 will plan an indoor 'Sports Day' for our Elementary School Buddies while students in Semester 2 will plan the Primary Sports Day at Selkirk Elementary.

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.

## Physical and Health Education 10 Leadership (MPHED10CO1)

In addition to taking part in the regular PE 10 curriculum, the focus of this course is to provide students opportunities for 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. Students in Semester 1 will plan events such as the Terry Fox Run, Grade Wide Spirit Relays and school spirit activities / projects. Students in Semester 2 will plan the Sixer Mixer for Grade 6's at our feeder schools in addition to a Gladstone Child Run for BC Children's Hospital.

## Athletic Conditioning 11/12 Grade 11 (MACLV11CO2) Grade 12 (MACLV12CO2)

*Grade 10 students can register with teacher's approval.*

Senior elective course that provides students the opportunity to develop and maintain their fitness, health, and wellness. This course includes about 80% practical activities and 20% theory concepts. During the practical component the students will be able to improve their power (plyometrics, speed, vertical jump, agility, and sport specific exercises); strength (barbell and dumbbell training of the major lifts such as bench press, squat, deadlift) and cardiovascular stamina. The theory component includes training principles, basic anatomy, nutrition, goal setting, recovery, and injury prevention. The course will take place in the weight room as well as other school locations such as the gym, blacktop track or mat room. This course is a very good option for students playing on the school or club teams.



## Active Living 12

**(MACLV12)**

The focus of Active Living 12 (formerly P.E. 12), 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. Units may include football, hockey, soccer, volleyball, basketball, ultimate, badminton, softball and individual activities. Minor games include handball, dodgeball, wallball, netball, bench ball, 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
- to emphasize sportsmanship and acceptance of different levels of ability

## Fitness and Conditioning 11 & 12

**Grade 11 (MFTCD11 )**

**Grade 12 (MFTCD12 )**

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

Fitness and Conditioning is a practical movement course that takes place in our school weight room. There is a strong emphasis on strength and barbell training in this course. Students will be trained on how to properly and safely use barbells, dumbbells, kettlebells, and cable systems. The goal of this class is to educate, train and assess students on functional human movements and proper lifting techniques. It is also the goal of this course to provide each student with a wide variety of safe training knowledge and skills so that each student can maintain a healthy, active lifestyle throughout adulthood. In addition, there will be a theory component to this course taught intermittently throughout the year. Topics may include: F.I.T.T. principles of exercise, sport nutrition, sport psychology, human anatomy & functions of body systems, biomechanics of resistance exercises, weight training periodization & personalized program design.

## Athletic Leadership 10/11/12 Gr 10: (YHRA-0A) /Gr 11: (YHRA-1A) / Gr 12: (YHRA-2A)

Athletic Leadership 10/11/12 is for highly motivated students who wish to enhance their leadership skills while working with the Gladstone Athletic Program. Students 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
- Scorekeeping and the coordination of scorekeeper scheduling
- Athletics website development and upkeep
- Promotion of school athletic events.

Successful applicants would be expected to be periodically available for athletic events which occur outside the regular school day.



# SCIENCE

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 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 curricular competencies and the core competencies of Communication, Thinking, Personal 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 course: 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 course: Science 9*

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

- 1) DNA is the basis for the diversity of all living things
- 2) Energy change is required as atoms rearrange in chemical processes.
- 3) Energy is conserved and its transformation can effect living things and the environment.
- 4) The formation of the universe can be explained by the big bang theory

The course includes student activities which encourage discovery and reinforcement of key ideas and concepts and lays the ground work for students to be able to transition into senior science.

## 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 Recommended course to some post-secondary educational programs. The following senior science courses are offered.

### Life Sciences 11 (MLFSC11)

*Recommended course: Science 10.*

What defines the parameters of life and death? Why is a rock nonliving and a barnacle alive? How does a jellyfish function with no brain, no heart? Probe, observe, examine, dissect the three hearts of a squid, the taste buds of a fly, "fangs" on a spider, "breathing" apparatus on leaves, carnivorous plants. Record your observations in a journal, a sketchbook. Discover the microbes in wine and cheese.

This course explores the universal processes of life from the tiniest microbe to a blue whale. All living things have common traits and interconnections. These traits can evolve and change in response to a changing environment. Our modern, urban life is accelerating environmental change at a rate that may exceed the ability for organisms to adapt. There are now over 6 billion people on earth. 3 billion are in cities. By 2050, there will be 9 billion people on earth and 6 billion will be in cities. If all the cities are exactly like ours, we would need four earths. Biology 11 provides a biological, ecological context to inform our ability to design a sustainable future - which you must do with- in **your** lifetime.



## Senior Science Electives continued...

### Environmental Science 11 (MEVSC11)

*Recommended course: Science 10 or Science 10*

*Adapted*

Environmental science 11 course focuses on the workings of our ecosystems and how we, humans, influence these ecosystems with our activities.

Students will learn about nutrient cycling and succession of species in our local ecosystem, compare it to other ecosystems, read and debate case studies about the critical role of biodiversity and about the connections between society and the environment, both positive and negative. Students will engage directly with nature, including local stewardship and restoration activities.

This course will include field trips, field work (research and restoration) and guest speakers from various fields of environmental sciences. The course will focus on questioning, discovery, problem-solving, educational outreach to younger grades and communication of learning in a project-based class. First Peoples knowledge and a place-based perspective are embedded throughout.

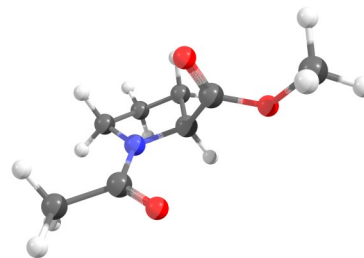
### Anatomy and Physiology 12 (MATPH12)

*Recommended course: Recommended minimum C+ standing is achieved in Life Science 11. Chem 11.*

Anatomy and Physiology 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 big ideas are:

- 1) Homeostasis is maintained through physiological processes.
- 2) Gene expression through protein synthesis is an interaction between genes and the environment.
- 3) Organ systems have complex interrelationships to maintain homeostasis.



### Chemistry 11 (MCH--11)

*Recommended course: Recommended C+ in both 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. The big ideas that will be studied are:

- 1) Atoms and molecules are the building blocks of matter
- 2) Organic Chemistry and its applications have significant implications for human health, society and the environment.
- 3) The mole is a quantity used to make atoms and molecules measurable.
- 4) Matter and Energy are conserved in chemical reactions.
- 5) Solubility within a solution is determined by the nature of the solute and the solvent.

### Chemistry 12 (MCH--12)

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

This course covers fewer topics in greater depth than chemistry 11. The big ideas studied will be:

- 1) Reactants must collide to react and the reaction rate is dependent on the surrounding conditions.
- 2) Dynamic equilibrium can be shifted by changes to the surrounding conditions.
- 3) Saturated solutions are systems in equilibrium.
- 4) Acid or base strength depends on the degree of ion dissociation.
- 5) Oxidation and reduction are complementary processes that involve the gain or loss of electrons.







## Physics 11 (MPH--11)

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

The 4 big ideas that will be studied are:

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

## Physics 12 (MPH--12)

*Recommended Course: 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.*

The 4 big ideas that will be studied are:

- 1) Measurement of motion depends on our frame of reference.
- 2) Forces can cause linear and circular motion.
- 3) Forces and energy interactions occur within fields.
- 4) Momentum is conserved within a closed and an isolated system.



## Forensic Science 11 (YPSS-1A)

*Recommended course: Science 10 and Foundations of Mathematics or Pre Calculus 10*

Forensic Science 11 is an academic elective that aims to give students hands on learning opportunities to gain and apply knowledge from the areas of history, math, biology, chemistry, physics, earth science, law and medicine. Forensic science focuses how all the science you've learned about in theory is actually applied in real life to solve the crimes and catch perpetrators.

It uses the scientific method, physical evidence, deductive reasoning and their interrelationships to reconstruct the events leading up to and including a crime. 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 (MSPSC12)

*Recommended course: Forensics 11*

This does meet the provincial requirements as a science 12 credit.

Forensic Science 12 has been designed as a follow up course to Forensic Science 11 that goes deeper into specialized areas of forensic sciences. It aims to give students even more hands-on learning and opportunities to solve complex simulated crime scenes using knowledge from both Forensic Science 11 and 12 courses. Forensics Science 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 cover ethical and legal issues, it will concentrate on the scientific basis of the various biological, chemical and physical knowledge and techniques used. This course will require knowledge and understanding of the content covered in Forensic Science 11. New topics will be integrated with the base content from Forensic Science 11 to produce more complex and realistic crimes and crime scenes.

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

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

- Post mortem interval (PMI) determination using the human body
- Forensic Entomology (using insects to determine PMI and aid in other ways)
- Forensic Anthropology (using human bones for identification and reading the clues left on a skeleton)
- Drugs: Uses, Identification & Effects
- 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 and competencies developed throughout the curriculum will help prepare students for a future of responsible citizenship.

## Social Studies 9 (MSS--09)

*Recommended course: Social Studies 8*

In Social Studies 9, students continue to learn how to think like historians, geographers, and political scientists. They will study various aspects of Canadian and world history during the 18<sup>th</sup> and 19<sup>th</sup> centuries. 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 and competencies developed throughout the curriculum will help prepare students to be responsible citizens of Canada.

## Social Studies 10 (MSS--10)

*Recommended course: Social Studies 9*

In Social Studies 10, students continue to learn how to think like historians, geographers, and political scientists. They will study Canadian and world happenings occurring between 1900 and the present. Curricular themes to be investigated include the ideas that conflicts have helped shape our contemporary world and identities, economic, social, ideological and geographic factors have influenced political institutions, worldviews lead to different ideas about developments in Canadian society, and historical and contemporary injustices challenge Canada's identity as an inclusive, multicultural society. The knowledge and competencies developed throughout the curriculum will help prepare students to participate in society as responsible citizens.

## Social Studies 11 Explorations

*Recommended course: Social Studies 10 (MEPSS11)*

Explorations in Social Studies 11 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.

## Chess 11 (YLRA-1D)

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



**Law 12 (MLST-12)***Recommended course: 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. Class debates are occasionally conducted around contemporary issues of interest to the Canadian public. The principal themes focus on understanding that our legal rights and responsibilities are important to know, that laws can maintain current systems or force changes and they affect many aspects of our lives, and that the interpretation of laws can evolve as society's views change.

**20th Century World History (MWH- -12)***Recommended course: 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.

**Social Justice 12 (MSJ- -12)***Recommended course: Social Studies 10*

Social Justice 12 examines how basic human rights and social values are upheld and distributed in Canada and around the world. Students will be challenged to define and implement aspects of social justice within themselves, their communities, and the world. We will explore issues such as racism, poverty, gender, consumerism, the environment, and globalization. We will try to recognize and understand the causes and consequences of injustice. We will attempt to understand how to behave in a socially responsible manner and become agents of change. The SJ 12 classroom will be an atmosphere of respect and open-mindedness that allows students to critically consider, analyze, synthesize, and evaluate our own ideas as well as the beliefs of others.

**Comparative Cultures 12 (MCMCL12)***Recommended course: 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.

**Contemporary Indigenous Studies 12 -new 2023 (MINST12)***Recommended course: Social Studies 10***\*\*Satisfies the new Indigenous Grad Requirements\*\***

This course will examine how the identities, worldviews, and languages of indigenous peoples are renewed, sustained, and transformed through their connection to the land. Students will be invited to examine how Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism. We will explore how Indigenous peoples continue to advocate and assert rights of self-determination and try to recognize that the work of Reconciliation requires all colonial societies to work together to foster healing. The CIS 12 classroom will be an atmosphere of respect and open-mindedness that allows students to critically engage, analyze, and evaluate Indigenous ways of knowing and being in relation to contemporary issues.





# PROGRAMS

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## CAREER PROGRAMS 2025-2026

### **Youth TRAIN in Trades Programs**

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

- Dual credit with post-secondary institution (most programs)
- Head start with Foundation trades training
- Registration with SkilledTradesBC
- Potential direct lead into an apprenticeship
- Work experience in the trade

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

All students applying for Youth TRAIN in Trades programs should register at their home school with a full course load. The Career Programs team will work with schools to accommodate any necessary changes to a student's timetable if the student is accepted into a Youth TRAIN in Trades program.

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

See page 37 for a list of programs commonly available through Career Programs. Please contact Career Programs directly to determine if Career Programs can accommodate students interested in other trades.

### **Youth WORK in Trades - Apprenticeship**

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

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

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

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

**\*\* Limited spots available – must contact Career Programs office in the school year prior to program**





# PROGRAMS

## CAREER PROGRAMS 2025-2026

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

### Youth EXPLORE Trades Sampler – Tupper Tech

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

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

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



## Dual Credit Programs

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

### ***Early Childhood Educator***

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

Training Program Institution – Langara College

Program length – 8 months

Graduation credits earned – 32

Application Due Date – March 1

Program Start Month – September

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

### ***Healthcare Assistant***

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

Training Program Institution – Vancouver Community College

Program length – 28 weeks (September to April)

Graduation credits earned – 28

Application Due Date – March 1

Program Start Month – September

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

## School-based Programs

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

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

Program Length – Semester 2 of grade 12

Graduation credits earned – 16 credits

Application Due Date – March 1

Program Start Month – February

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



# ENGLISH LANGUAGE LEARNING / NEWCOMERS (ELL)

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The English Language Learning Department at Gladstone supports students who are new to English and not yet ready to join all their classes at grade level. Gladstone offers 3 uncredited ELL courses, as well as 2 upper-level credited ELL courses. Students are placed in classes based on assessments of language samples.

Please note that:

- Newcomers placed in ELL courses do not earn letter grades or percentages.
- ELL courses do not earn credits for graduation.
- ELL courses are not prerequisites for grade 11 and 12 courses.
- 

Please see page 5 of this guide for graduation requirements.

## **Program Description:**

The ELL Program is a comprehensive initiative catering to students of various ages and grades, focusing on enhancing their reading, writing, listening, and speaking skills. It encompasses both social and academic aspects, offering instruction and cultural immersion for students while addressing their language learning needs. The primary goal is to cultivate academic language skills, enabling integration into mainstream courses. Initial placement is conducted through the Newcomers Welcome Centre. Ongoing assessment of ELL students determines their placement and progression throughout the two levels offered at Gladstone. Students can progress through Level 1 and Level 2 based on language acquisition and class availability, subject to ELL teachers' recommendations.

## **Course Placements:**

Newcomers will be placed in ELL classes depending on their assessed language level at the New Comers Welcome Centre and on course availability.

## **Moving Within and Out of ELL Classes:**

Newcomers will be assessed throughout the school year with recommendations for placement occurring at the end of the course. Most students progress from one level to the next each year. However, consideration for advancement is dependent upon language proficiency and takes into consideration the recommendations of the ELL Department.

ELL Social Studies provides an overview of Canada's geography, history, and its journey to nationhood. The course delves into the diversity of Canadian society and culture as well as the diversity of our Indigenous peoples. There is an emphasis on collaborative research, critical thinking, and presentation skills. The course will provide the vocabulary and skills required to for understanding basic mapping, Canadian government structures, and basic rights responsibilities of Canadians.



# ENGLISH LANGUAGE LEARNING / NEWCOMERS (ELL)

## **Course Offerings:**

### ELL Reading and ELL Writing (Level 1 & 2)

These classes aim to equip students with essential reading, writing, listening, and speaking skills required for mainstream English and other mainstream subjects. Emphasis is placed on acquiring academic vocabulary, language structures, and cultivating each student's style of communication. By engaging with simplified short stories, novels, poetry, grammar exercises, and paragraph writing, students will enhance both written and conversational language abilities.

### ELL English (Level 1 & 2)

Designed to cater specifically to individuals with diverse backgrounds, this course plays a pivotal role in bridging the gap for ELL students. By immersing them in a comprehensive study of literary works across different genres, the course contributes to the holistic development of language skills, critical thinking, and cultural awareness. Ultimately, the curriculum not only nurtures a deeper understanding of English literature but also equips students with the proficiency in reading, writing, and speaking needed to excel in subsequent mainstream English studies.

### ELL Social Studies (Level 1& 2)

ELL Social Studies provides an overview of Canada's geography, history, and its journey to nationhood. The course delves into the diversity of Canadian society and culture as well as the diversity of our Indigenous peoples. There is an emphasis on collaborative research, critical thinking, and presentation skills. The course will provide the vocabulary and skills required to for understanding basic mapping, Canadian government structures, and basic rights responsibilities of Canadians.

### Learning Strategies 10

Learning Strategies is an opportunity for ELL students to get language specific help in their academic courses. Support happens through their ELL teacher working with them in their academic class and during FIT blocks. Students are required to attend one FIT block with their ELL teacher per week, as well as be open to receiving help while in their academic course classroom. Students in Learning Strategies can receive 4 credits towards their graduation.

### Academic Writing 11

This course aims to enhance students' writing skills through diverse writing scenarios, covering composition modes, organizational methods, and grammar. Students will delve into the writing process, gaining insights into purposes, audience awareness, and methodologies. The course is designed to equip students with the tools needed for substantial improvement in composition skills. Treating writing and speaking as creative and communicative processes, the course guides students through multiple steps, emphasizing the journey rather than fixating solely on the final product. Ultimately, the course aims to empower students to communicate effectively across various contexts, nurturing their ability to craft compelling written compositions and essays. Skills acquired in this course will crossover and apply to mainstream classes. Students in Academic Writing 11 can receive 4 credits toward their graduation.





# 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><br><b>Socials 8/9 Mini</b><br><b>French 8/9 Mini</b><br><b>Math 8/9 Mini</b><br><b>Science 8/9 Mini</b><br><b>PE Leadership 8 Mini</b><br>Applied Skills Elective<br>Fine Arts Elective | <b>English 9/10 Mini (Literary Studies &amp; Creative Writing)</b><br><b>Socials 9/10 Mini</b><br><b>French 9/10 Mini</b><br><b>Math 9/10 Mini</b><br><b>Science 9/10 Mini</b><br><b>PE Lead. 9 or PE 9</b><br>Two Electives |
| <b>MINI HUMANITIES STREAM</b>   | <b>English 8/9 Mini</b><br><b>Socials 8/9 Mini</b><br><b>French 8/9 Mini</b><br>Math 8<br>Science 8<br>PE 8<br>Applied Skills Elective<br>Fine Arts Elective  | <b>English 9/10 Mini (Literary Studies &amp; Creative Writing)</b><br><b>Socials 9/10 Mini</b><br><b>French 9/10 Mini</b><br>Math 9<br>Science 9<br>PE 9<br>Two Electives  |
| <b>MINI MATH SCIENCE STREAM</b> | <b>Math 8/9 Mini</b><br><b>Science 8/9 Mini</b><br><b>PE Leadership 8 Mini</b><br>English 8<br>Socials Studies 8<br>French 8<br>Applied Skills Elective<br>Fine Arts Elective                                   | <b>Math 9/10 Mini</b><br><b>Science 9/10 Mini</b><br><b>PE Lead. 9 or PE 9</b><br>English 9<br>Socials Studies 9<br>French 9<br>Two Electives  |



# STUDENT SUPPORT

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## District 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 a minimum of 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.

Students graduate with a school leaving certificate.

## Learning Assistance/Life Skills District Program

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.

## Learning Support Class District Program

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 PREP program (formerly known as STEP) at the grade 10 level, or when they are ready to return to a regular program at the grade 9 or 10 level.

## The Learning Centre

The Gladstone Learning Center provides additional support for students in the regular program, with a variety of learning profiles and needs. Services include access to academic skills classes where students are scheduled into a block and provided with opportunities to develop and improve their literacy, numeracy and study skills intended to directly support their academic achievement in all subject areas. The Center also provides a space for students to receive accommodations including alternate space for work completion and test-taking, access to laptops for writing, pull-out support, and conferencing with the School-Based Resource Teacher. Services are provided through referrals from students, subject teachers, counsellors, administrators, and/or parents.



# Pre-Employment Program (PREP)

(formerly known as STEP)

## **Program Description:**

The Pre-Employment Program (PREP) is designed for students who have not experienced success in the acquisition of academic skills in a mainstream classroom setting. Students participate in adapted or modified academic courses, electives and work-experience. A goal of the program is to help students form a strong sense of identity, self-esteem and expanded horizons. Additionally, program staff work to teach strategies for goal setting, resilience, healthy lifestyle choices, wellness and positive relationships. The program is based on a cohort model in which students have academic subjects with the same group of students and a smaller group of teachers who work with them over multiple courses and grade levels. This cohort model helps build community and develop strong relationships. Along with academic courses, PREP students are required to participate in a variety of field trips. These trips build social and dynamic group skills as a part of their goal of building students' reliability personal responsibility and expanded horizons while in the prep program.



## Vancouver School Board

# Adult Education

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

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

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

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

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

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

- Gathering Place Education Centre Tel: (604) 257-3849 <http://go.vsb.bc.ca/schools/adulted>  
609 Helmcken St, Vancouver, BC V6B 5R1
- South Hill Education Centre Tel: (604)713-5770 <http://go.vsb.bc.ca/schools/adulted>  
6010 Fraser St, Vancouver, BC V5W 2Z7