

With deep gratitude and respect, (we/I) (are/am) honoured to be learning and unlearning on the ancestral and unceded lands of the *xʷməθkʷəy̓əm* (Musqueam), *Skwxwú7mesh* Úxwumixw (Squamish Nation) & *səlilwətaɬ* (Tsleil-Waututh Nation).

**4 Pillars of Learning:**

- Student Engagement
- Indigenous Teaching and Learning
- Social and Emotional Learning
- Inclusion and Diversity

# **LORD BYNG SECONDARY SCHOOL**

Vancouver, British Columbia



**COURSE PLANNING GUIDE  
2026 - 2027**

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- It is the responsibility of each student to ensure that the appropriate sequence of courses leading to graduation is completed and that the entrance requirements of the selected post-secondary institution are met.
- The information included in this book is accurate at the time of printing. It is highly recommended this be used as a guide and that students check with any post-secondary institution regarding policy at this time.
- This course book lists course offerings. Student course selection does not necessarily guarantee that the course will be offered, rather that is dependent on course enrollment.
- Priority registration in Senior classes at the Grades 11 or 12 level will be given to Grade 11/12 students.
- Conditional placement in a senior level course that has room may be offered to accommodate Junior students who have progressed to a higher grade level course.

This Course Planning Guide provides parents, students, counsellors, and staff with an important resource to support students from Grades 8 -11 to make course selections for the 2025-2026 school year. All students are encouraged to review the contents of this publication and to work with their counsellors to develop their individual learning plans and to create a five-year plan using the organizing tool at the back of this booklet.

Providing students with the resources that align with the overarching goals of the Ministry of Education to develop the attributes of the Educated Citizen and to ensure Student Success is the mission of our learning community and we are proud of the rich learning opportunities that are available to all our students and are outlined in the 2025-2026 Course Planning Guide.

As partners in our student's learning journey, we encourage all our parents to attend the course planning presentations and to reach out to our school team if they need any additional support or assistance with this year's course selection process.

## Purpose of the Course Planning Guide

To provide students and parents information necessary to make thoughtful course selections. In senior secondary schools, students need to be aware of three outcomes:

1. Graduation requirements
2. Post-Secondary Entrance Requirements
3. Career preparation for post-secondary opportunities

Every program in every post-secondary institution is different, and each one has its own entrance requirements. You need to prepare for future educational goals. Your task is to plan your courses carefully and be committed to your course of study for next year. Please remember that our timetable is created, and our school organized based on your initial course selections.

## How to use this Course Planning Guide

1. Study the graduation requirements.
2. Study the Course Selection Guidelines.
3. Read course descriptions and determine what, if any, prerequisites must be met.
4. Choose the program and course sequence that 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 book, see your Counsellor for assistance.

# Factors to Consider in Making Your Decisions

As you think about choosing your courses for next year, you should ask yourself:

1. What are my required courses? That is, what **foundation** and **elective** courses must I take for graduation?
2. What courses are required for my post-secondary plans: colleges, technical schools or universities?
3. What courses do I need to enter jobs or job training programs in which I am interested?
4. Am I developing my full potential by developing all my interests?
5. What will be the total time demand of my learning program? Am I realistically able to do this?
6. Am I considering courses I plan to take online or in summer school – make sure you choose the course at the level you plan to be at in September as the school may not be able to change your course to a different grade level in September if classes are full.

## Academic Information and Graduation Program Requirements

Required Courses	Grade 8 Elective Courses	Required Courses	Grade 9 Elective Courses
English 8	Fine Arts (Choose one of):	English 9	Choose three courses from the following areas:
Social Studies 8	Art 8	Social Studies 9	Modern Languages
Science 8	Drama 8	Science 9	Fine Arts
Math 8	Music 8: Band	Math 9	Performing Arts
Phys. & Health Ed. 8	Music 8: Choir	Phys. & Health Ed. 9	Media Arts
French 8	Music 8: Orchestral Strings		ADST – Applied Skills, Design, & Technology:
ADST 8 Rotation			Business Education
			Home Economics
			Information Technology
			Technical Studies

## Grade 10, 11 and 12 Graduation Requirements

Graduation requirements are maintained at 80 credits total, with a minimum of 16 at the Grade 12 level and 28 elective course credits. The 52 credits of required courses are:

### Required Courses (52 credits):

Course	Credits
Career Education (CLE10, CLC/Capstone)	8
Physical & Health Education	4
Science 10	4
A Science 11 or 12	4
Social Studies 10	4
A Social Studies 11 or 12	4
A Math 10	4
A Math 11 or 12	4
A Language Arts 10, 11, and 12	12
An Arts Education 10, 11, or 12 and/or An Applied Design, Skills & Technology 10, 11, or 12.	4
<b>Indigenous Focus Credits</b> 4 credits of Indigenous focus course work must be completed between grade 10-12. Lord Byng offers Indigenous focus Social Studies 12 and Indigenous focused English 10, 11 and 12. Courses count both toward the English or Social Studies credit AND toward the Indigenous Focus credits.	
<b>TOTAL CREDITS REQUIRED = 80</b>	
<b>Elective Courses (28 credits)</b> See individual departments for course descriptions.	

### Provincial Graduation Assessments

Three Provincial Graduation Assessments, aligned with the curriculum, in literacy and numeracy, are required for graduation.

The following policies are associated with the new assessments:

- Assessments are required for graduation.
- Assessments are cross-curricular and stand-alone
- Students are expected to take the Graduation Numeracy Assessment in their Grade 10 year.
- Students are expected to take a Graduation Literacy Assessment in their Grade 10 and in their Grade 12 year.
- Students must complete each assessment for graduation. Students have up to three opportunities to write the assessments.
- Assessments are scored on a four point proficiency scale.
- The student's best outcome for each of the Provincial Graduation Assessments will be recorded on their final transcript.

## **Career Life Connections (CLC12) and Capstone – What is a Capstone?**

It is a multidisciplinary project that serves as a culminating experience for graduating students. Capstone projects can take many forms, but most are in-depth inquiries that conclude in a final project, presentation, or performance. Students will be asked to select a topic that interests them, a potential profession, or a social problem that interests them, research that subject, journal findings or experiences, develop a portfolio, create a final product representing their learning (a paper, short film, or multimedia presentation, for example), and present their project to a panel of teachers, experts, their mentors, and community members.

Capstone projects are designed to have students think critically and creatively, solve challenging problems, and develop skills such as communication, public speaking, research skills, media literacy, teamwork, planning, self-efficacy, self-regulation, and goal setting – i.e. skills that will prepare them for post-secondary school, modern careers, and adult life as an “educated citizen”. The projects will be mostly interdisciplinary, in the sense that they require students to apply skills or investigate issues across many different subject areas.

## **Course Fees**

The school will provide free of charge the instructional materials necessary for participation in an educational program that meets general graduation requirements. Schools may charge deposits and fees for optional items such as fieldtrips, events, musical instruments, workbooks, and other materials over and above the basics provided for all. The Board of Education Trustees is committed to ensuring that no school-age student will be denied an opportunity to participate in a course, class, or program because of an inability to pay fees. Parents and guardians unable to pay some or all of school a fee or deposit are invited to speak to their child's teacher, grade counsellor, and/or an administrator.

## **Counselling Department**

Students and parents must be well informed concerning requirements for specific courses of study, graduation requirements and admission requirements to post-secondary programs. While it is important to keep as many options open as possible, a student's program should be realistic and based on interests and abilities.

With the dramatic changes taking place in the world of work and the fast-developing global economy, students should take advantage of the wide variety of programs and opportunities available at Byng. Also, students are encouraged to become actively involved in school activities outside of their scheduled classes. Participation in programs such as Applied Design Skills and Technology, Fine Arts, Clubs, and Athletics contribute to the total school experience and aid students in achieving their full potential.

### **COUNSELLORS for 2025-2026**

Ms. K. Milinazzo

Ms. J. Radic

Ms. Schumacher

Ms. M. VanderKlippe

**Educational Counselling** - To help students maximize their scholastic achievements and educational opportunities, we present and discuss information on:

• Academic progress	• Application forms
• Course planning	• Scholarships
• Timetabling	• Financial assistance
• Post-secondary planning	• Study skills
• Online courses	• Reference letters
• Advanced Placement Courses	• Language Challenge Exam
• Equivalency credit	

## Advanced Placement (AP)

Advanced Placement (AP) is a program of college-level courses and exams for secondary school students. AP courses challenge interested students by providing exciting in-depth opportunities. The standards, curricula and exams are set by the American College Board.

## Challenge and Equivalency

Provision is now made for students to obtain credit for prior learning through Challenge and Equivalency.

The purpose of Challenge is to permit students to obtain full credit for courses numbered 11 or 12 without participating in regular classroom instruction. Students who request the opportunity to challenge a course must be able to give strong and compelling evidence that they will succeed in the challenge and that it is in their best interests. To register for a Language Challenge Exam, please see your counsellor for assistance in October.

The process of challenge will involve extensive and varied demonstrations that indicate that all learning outcomes of a course have been achieved. It is anticipated that only a very small number of students with particularly unique backgrounds will attempt a course challenge.

The purpose of Equivalency is to recognize credentials equivalent to the grade 11 or 12 levels, acquired by students from other educational jurisdictions, and from outside the regular school system. The equivalency process is not intended to recognize prior learning that does not include a certificate or credential. Equivalency credit will be granted only if the prescribed learning outcomes from provincially developed courses are met.

## Distance Learning

On-line Grad program courses (grades 10-12) are available through VLN (Vancouver Learning Network) and other ministry approved providers. Not all students are suited to this type of learning. Students should choose on-line method of curriculum delivery only after consultation with their counsellors. Student taking any online course must secure their own supervision of exams as the school cannot accommodate all the requests. All online programs have accredited and recommended test writing centers. Tests will not be supervised at the school.

## Career Education

To continue to expand students' knowledge of education options and career choices by exploring:

- Career possibilities
- Interests

Examples of strategies employed are:

- Guest speakers
- Group & individual counseling
- Post-secondary liaison
- Use of computer resources
- Interest inventories

- Career Education 8 (**MCE--08**)
- Career Education 9 (**MCE--09**)
- Career Life Education (**MCLE-10**)
- Career Life Connections/ Capstone (**MCLC12**)

# Work Experience Programs

Grade 11: (XAT--11WEX)

Grade 12: (MWEX-2A) Must see Ms. Sahdra for permission

Ms. R. Sahdra, ([rsahdra@vsb.bc.ca](mailto:rsahdra@vsb.bc.ca))

Work Experience Coordinator

Room 302

**Sign up during course registration on MyEd and complete the registration package with signatures. Return package to Ms. R. Sahdra.**

Lord Byng offers a variety of career exploration options for students in Grade 11 and 12. Work Experience 11/12 is a school based, elective course worth 4 -8 credits. Students have two years to complete the requirements and will receive credit in Grade 12. Most of the course is completed outside of the school day, minimizing disruption to instructional time in other subjects. Work Experience provides opportunities which enable students to develop employability skills. They gain a greater understanding of career possibilities, career expectations and job-related skills. Work Experience is intended to help students narrow their focus and determine the best path to follow for post-secondary.

The course is 120 hours in total including 90-100 hours of participation in practical work experience (usually volunteer) within the community. Other hours are comprised of WorkSafe Orientation, Networking, Resume and Cover Letters, Job Search Skills, Interview Skills, Career Assessment, Career Fairs and Focused Events. There will be a reflection package, elevator speech and exit interview for course completion.

Students will work with the teacher to arrange for the most suitable placements which may be completed during the school year and absences will be excused. Students may also choose to complete many of their hours on weekends and holidays if the worksite is operational and the student is available. There is an opportunity for students to assist with choosing their workplace.

Students wishing to gain experience in a specific field are encouraged to take at least two supporting senior courses in their chosen area along with Work Experience.

## Advantages

- Delivered primarily off timetable in a mixed mode method.
- Course is organized and delivered by a VSB teacher including worksite visits.
- Grade 11 & 12 students can combine career studies with regular graduation requirements.
- WEX hours and the experience gained can be used as part of their broad-based application for post-secondary institutions.
- Students will gain a more comprehensive understanding of the working world including aspects of the workplace and the relationship involving management, employees and work organizations.
- Students will develop practical employability skills.
- Students will become aware of the job requirements in specific career fields.
- Contact with potential employers may lead to direct employment.
- WEX counts as a regular course in Grade 12.
- Letters of reference are available.
- WEX students may use their work and volunteer hours for CLC 12.

# Career Programs

## Dual Credit Programs

These programs, in partnership with post-secondary institutions, provide the opportunity for students to get a head start on a post-secondary credential. Students save money (tuition paid by VSB) and earn high school and post-secondary credits at the same time. This includes both skilled trades and non-trade career pathways.

All students applying for a Dual Credit program, including 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 Career Programs pathway.

### ***Architectural & Structural CADD and Graphics Technician***

This program offers two areas of specialization: Architectural CADD and Graphics Technician *or* Structural CADD and Graphics Technician. These programs offer training for a variety of applications in architecture, building construction, and industrial applications.

Training Program Institution – BCIT

Program length – 10 months (September to June)

Graduation credits earned – 40

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 → Architectural CADD

### ***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 – 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 → Early Childhood Educator

### ***Emergency Medical Responder***

Certification as an Emergency Medical Responder is the first step to becoming a primary care paramedic or pursuing a career in paramedicine.

Training Program Institution – Justice Institute of British Columbia

Program length – 5 weeks plus Work Experience

Graduation credits earned – 12

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 → Emergency Medical Responder

### ***Headstart-in-Art***

This art foundation program explores creative process, the realms of imagination, and art & design practices. Students who earn 80% or higher in the program may receive a portfolio waiver should they apply to an undergraduate degree at Emily Carr University of Art+Design.

Training Program Institution – Emily Carr University of Art+Design

Program length – 12 weeks (Saturdays from September to December)

Graduation credits earned – 8

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 → Headstart-in-Art

### ***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 – 36

Application Due Date – December 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

### ***Medical Laboratory Assistant***

Medical Lab Assistants collect and prepare blood and other biological samples, perform electrocardiograms (ECG), and communicate effectively with patients and other healthcare providers.

Training Program Institution – Vancouver Community College

Program length – 8 months (January to August)

Graduation credits earned – 36

Application Due Date – December 1

Program Start Month – January

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 → Medical Lab Assistant

### ***Pharmacy Technician***

Students will learn to safely and accurately prepare and distribute pharmaceutical products, promote patient health, and communicate with health care professionals in a community or hospital pharmacy.

Training Program Institution – Vancouver Community College

Program length – 12 months

Graduation credits earned – 16

Application Due Date – December 1

Program Start Month – January

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 → Pharmacy Technician

### ***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 help students lower costs (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 lead-in to 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).

Successful completion of a Youth TRAIN in Trades program provides students with a Level 1 technical training credential or a Certificate of Completion from Skilled Trades BC. With additional training and required work experience, students can progress toward earning a Certificate of Qualification or a Red Seal endorsement in their chosen skilled trade.

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

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

## Youth WORK in Trades - Apprenticeship

Students with the required skills, aptitude and connections can start an apprenticeship while 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 primarily consists of going to work and earning hours and a paycheque. Enrollment and registration are done in collaboration with Career Programs staff.

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

## Youth EXPLORE Trades Sampler

A Trades Sampler is an exploratory skilled trades program designed for Grade 11 or 12 students seeking a supported transition to full-time apprenticeship and training in a specific skilled trade. 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 a Trades Sampler program remain attached to their home school for the purpose of graduation but are enrolled in courses as determined by Career Programs staff. In addition to elective credits, students should expect to be enrolled in additional graduation course requirements.

Trades Sampler program offerings can change from year to year but typically include a program at a VSB high school and the Trades Discovery program at BCIT. For more information or to obtain an application, please visit the VSB Career Programs website.

## 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

# Vancouver School Board Adult Education

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

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

- Quarter (9 week terms; beginning 4 times a year; Sept., Nov., Feb., Apr.)
- Semester (18 week terms; beginning 2 times a year; Sept. and Feb.)
- Summer term (5 week term) Depending on student needs, AE centres provide a variety of course formats which may include:
  - Self-paced courses (blended paper-based instruction with face-to-face assistance) from Foundations to Grade 10-12 courses – Gathering Place and South Hill Education Centre
  - Structured courses at the Foundations and Grade 10/11/12 levels – South Hill Education Centre

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

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

# Byng Arts Mini School

## Byng Arts Program Coordinator:

Mr. J. Hartley-Folz

Website: [byng2.vsb.bc.ca/byngarts/](http://byng2.vsb.bc.ca/byngarts/)

Email: [byngarts@vsb.bc.ca](mailto:byngarts@vsb.bc.ca)

## Program Description

Established in 1999, the Byng Arts Mini School is a community of staff, students, and parents within the larger artistic and academic communities in Vancouver. Successful applicants to Byng Arts will be students who not only direct their energy and passion towards the Fine Arts, but who are also curious and self-motivated, with a demonstrated record of strong academic achievement.

Students in Byng Arts have a Fine Art specialization in one of the following areas: Band, Choir, Drama, Media Arts, Strings, or Visual Arts (further opportunities are available in Literary Arts in Grade 11 and 12), and attend several of their academic classes together as a cohort of motivated learners.

In addition to their Fine Art coursework, all students in Byng Arts participate in events outside of class time. These assemblies feature community artists, musicians and performers. The events strengthen the collaboration between Byng and the professional arts community. Students participation is recorded in their Byng Arts Passport and is a mandatory part of their senior Career Education requirements.

## Grade 8 Program

- Specialization in one of the following: Band, Choir, Drama, Media Arts, Strings, or Visual Arts
- Grouped in: English and Socials Studies
- Grouped in Media Arts, Visual Arts and Drama, but integrated in Music with other advanced music students
- Integrated with main school for Science, French, PE, and Mathematics, and an Applied Skills/Arts rotation

## Grade 9 & 10 Course Planning Instructions

### Program Features:

- Specialization in one to two classes in one of the following departments: Band, Choir, Drama, Media Arts, Strings, or Visual Arts
- Grouped in English 9, Social Studies 9, and English First Peoples 10
- Students are expected to attend the above courses at grade level with their peers, students may not complete these courses (English, Social Studies) through distance education or summer school
- Grouped in Career and Personal Planning 10
- Integrated with main school in Science, French/Spanish, Mathematics, and Socials 10
- Integrated with main school for other electives in Applied Skills or Fine Arts

### Course Selection for Grade 9 and Grade 10:

Grade 9	Grade 10
<ul style="list-style-type: none"><li>• English 9: Byng Arts</li><li>• Socials 9: Byng Arts</li><li>• Science 9</li><li>• Mathematics</li><li>• PHE 9, Fitness 9 or Dance 9</li><li>• Elective (Modern Languages, Applied Design or Fine Arts)</li></ul>	<ul style="list-style-type: none"><li>• English First Peoples 10: Byng Arts</li><li>• Career Life Education 10: Byng Arts</li><li>• Socials 10</li><li>• Science 10</li><li>• Mathematics</li><li>• PHE 10, Fitness 10 or Dance 10</li><li>• Elective (Modern Languages, Applied Design or Fine Arts)</li></ul>
Fine Arts Specialty: Chosen from Table A below	
Additional Fine Arts Elective: Chosen from Table A below	

## Table A Fine Arts Specialty Classes & Electives

<p><b><u>BAND</u></b></p> <p>First choose the appropriate level of Concert Band (check with instructor if you are not sure)</p> <p>Music 9/10: Band 2 Junior or Band Intermediate or *Band Senior Wind Ensemble</p> <p>Then add where appropriate:</p> <p>Music 9/10: Symphony *Junior or *Senior and/or *Music 9/10: Jazz Band 2 Junior, Jazz Band 3 Intermediate, or Jazz Band 4 Senior</p>	<p><b><u>CHOIR</u></b></p> <p>First choose the appropriate level of Concert Choir (check with instructor if you are not sure)</p> <p>Music 9/10: Choir 2 Junior or Choir 3 Intermediate or Choir 4 Senior</p> <p>Then add where appropriate:</p> <p>*Music 9/10 Chamber Choir (Junior, Senior) and/or Contemporary Music 10: Treble Vocal Ensemble</p>
<p><b><u>STRINGS</u></b></p> <p>First choose the appropriate level of Orchestral Strings (check with instructor if you are not sure)</p> <ul style="list-style-type: none"> <li>• Music 9/10: Orchestral Strings or</li> <li>• Orchestral Strings Intermediate or</li> <li>• Orchestral Strings Senior*</li> </ul> <p>Then add where appropriate:</p> <ul style="list-style-type: none"> <li>• Music 9/10: Orchestra *Junior Honours or *Senior Honours</li> <li>• Music 9/10: Symphony *Junior or *Senior</li> </ul>	<p><b><u>VISUAL ARTS</u></b></p> <p>All visual arts students must enroll in Honours Art</p> <ul style="list-style-type: none"> <li>• *Art 9: Byng Arts Honours or</li> <li>• *Art 10: Byng Arts Honours</li> </ul> <p>Then choose another Visual Art elective from the list below:</p> <ul style="list-style-type: none"> <li>• Animation 9/Media Design 10 (Animation)</li> <li>• Art Studio 9/10: Year 1 to 3</li> <li>• Art 9/10: Studio Arts 3D Intro, Adv (Ceramics)</li> <li>• Yearbook Production 10</li> <li>• Art Metal 10: Intro or Advanced</li> <li>• Jewelry 9/10</li> <li>• Photography 9/10: Beginner or Advanced</li> <li>• Textiles 9/10: Year 1 to 2</li> </ul>

### DRAMA

Drama 9 and \*Drama 9: Theatre Arts

Studio Performance 10 plus one of the following:

- \*Theatre Production 10: Coaching *or*
- Drama 10 *or*
- Media Arts 10

### MEDIA ARTS

Media Arts 9 Advanced and Photography 9

Media Arts 10 Advanced plus one of the following:

- Drama 10 *or*
- Animation 10

## Grade 11 & 12 Program:

- Features fewer grouped courses to allow greater specialization
- Grouped in: Career and Personal Planning 11/12 and intensive course(s) in their Fine Art specialty
- Opportunity for advanced work in Literary Arts begins in Grade 11 with Literary Studies 11 (AP Prep), English Studies 12 (AP Prep), British Literature 12, and Creative Writing 12.
- Integrated in other courses; may include other intensive courses in their fine art specialty
- Specialization in Fine Arts courses towards a Major, Interdisciplinary or Honours

## **Senior Program Course Planning Instructions:**

- Students must maintain a fine art focus in their course selection to remain in the Byng Arts program. Students are expected to enroll in course work that will result in Byng Arts certification. Students without a concentration will not be permitted to remain in the program.

**Typical Course Selections for the Focus Areas** - In general, Senior Byng Arts students take two courses per grade with a focus on one of these areas.

### **BAND**

First chose the appropriate level of Concert Band (check with instructor if you are not sure)

- Instrumental Music 11/12: Band Intermediate *or*
- Instrumental Music 11/12: Band Senior Wind Ensemble

Then add where appropriate:

- Instrumental Music 11/12: Jazz Band Intermediate
- Music 11/12: Jazz Band Senior
- Music 11/12: Symphony Junior
- Music 11/12: Symphony Senior
- Peer Tutoring 12 (Band)

### **STRINGS**

First chose the appropriate level of Orchestral Strings (check with instructor if you are not sure)

- Music 11/12: Orchestral Strings Intermediate *or*
- Music 11/12: Orchestral Strings Senior

Then add where appropriate:

- \*Music 11/12: Orchestra Junior Honour,
- \*Music 11/12: Orchestra Senior Honour,
- \*Music 11/12: Symphony Junior,
- \*Music 11/12: Symphony Senior
- Peer Tutoring 12 (Strings)

### **DRAMA, FILM, & MEDIA ARTS**

There are several ways to demonstrate your focus in these areas.

Below are the typical combinations for each area.

#### **Drama – Stage/Theatre Performance Focus**

Students take a double block of Theatre Company each year:

- \*Theatre Company Senior 11 (Double Block)

### **CHOIR**

First chose the appropriate level of Concert Choir (check with instructor if you are not sure)

- Choral Music 11/12 Choir Junior *or*
- Choral Music 11/12 Choir Intermediate *or*
- Choral Music 11/12 Choir Senior

Then add where appropriate:

- Choral Music 11/12 Junior Chamber Choir,
- Choral Music 11/12 Senior Chamber Choir,
- Peer Tutoring 12 (Choir),
- Contemporary Music 11/12: Treble Vocal Ensemble

### **VISUAL ARTS**

All visual arts students must enroll in Honours Art:

- \*Studio Arts 2-D 11: Byng Arts Honours *or*
- \*Studio Arts 2-D 12: Byng Arts Honours

Plus a minimum of 2 other courses taken from the list below spread over Grade 11 and 12:

- Art 11/12: Graphic Arts
- Art Studio 11/12: Year 4/5 Advanced Studio
- Studio Arts 3-D 11/12: Ceramics/Sculpture Intro
- Studio Arts 3-D 11/12: Ceramics/Sculpture Advanced
- Photography 11/12: Intro
- Photography 11/12: Intermediate/Advanced
- Yearbook Production 11/12
- Media Design 11/12 (Animation)
- Textiles 11/12
- Jewelry 11/12
- Metal Art 11/12: Intro or Advanced

### **MEDIA ARTS – VIDEO/ANIMATION**

Students enroll in the Advanced Media class and Film & Television Studies each year:

- Media Arts 11/12: \*Advanced
- Film & Television 11/12 (Film Studies)

additional choice of the following:

- Media Design 11/12 (Animation)
- Photography 11/12

- MDRTC11 and MMUTH11
- \*Theatre Company Senior 12 (Double Block)
  - MDRTC12 and MMUTH12

### **Drama/Media - Film & Television Focus**

Students enroll in a minimum of two classes per year:

- Acting 11/12: Film Actors Process

plus one or more of the following:

- Theatre Production 11/12
- Media Arts 11/12 and/or
- Film & Television Studies 11/12

### **LITERARY ARTS**

ANY FOUR (4) of the following five courses will qualify for a Literary Arts MAJOR or HONOURS.

ANY THREE (3) of the following five courses will qualify for a Literary Arts MINOR.

- Literary Studies 11: AP Preparation
- English Studies 12: AP Preparation
- British Literature 12
- Creative Writing 12
- English First Peoples 12

### **Byng Arts Certification Criteria**



Students in Byng Arts are recognized in their graduation year for work in their chosen art focus area (Band, Choir, Strings, Drama Stage, Drama/Media: Film & Television, Media Arts, Visual Arts, Literary Arts) according to the following criteria:

**Honours:** Completion of a minimum of four courses in their chosen field, at the Grade 11 or 12 level, with an average of 86% or higher, with no mark falling below 80%

**Major:** Completion of a minimum of four courses in their chosen field, at the Grade 11 or 12 level, with an average of 80% or higher.

**Minor:** Completion of a minimum of three courses in their chosen field, at the Grade 11 or 12 level, with an average of 80% or higher.

**Interdisciplinary, Honours:** Completion of a minimum of four courses at the Grade 11 or 12 level, chosen from two fine art disciplines, with an average of 86% or higher with no mark falling below 80%.\*

**Interdisciplinary, Major:** Completion of a minimum of four courses at the Grade 11 or 12 level, chosen from two fine art disciplines, with an average of 80% or higher.\*

*\*Interdisciplinary certificates must meet a minimum standard of rigour. It is recommended that you speak to the Byng Arts Coordinator in September to seek clarification on our minimum standard*

# Course Descriptions

## ADST – Applied Skills, Design, & Technology

**ADST 8 Survey Program: Home Economics, Technical Studies, & Career Education, selected from:**

[Art Metal/Jewelry 08](#) (MADM-08)

[Food Studies 08](#) (MFDN-08)

[Textiles 08](#) (MTXT-08)

[Woodwork 08](#) (MADW-08)

[Career Education 8](#) (MCE--08)

[Career Education 9](#) (MCE--09)

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**Grades:** 8

**Prerequisite:** None

**Supplemental Supplies:** TBD

All Grade 8's will take the Applied Design, Skills, & Technology (ADST) 8 Survey Program. The ADST 8 program is constructed as a three-course rotation made up of Home Economics, Technical Studies, and Career Education. Students are placed into a rotation and do not have the opportunity to choose components at this level. This program will provide students with learning experiences in areas that require hands-on, project-based learning. All the courses are meant to encourage student creativity in a fun, safe and supportive environment while they develop critical thinking, problem solving, communication, and time & project management.

Which Home Economics and/or Technical Studies course a student participates in during their rotation will be dependent on the availability of a specialist teacher and/or classroom. Career Education 8 & 9 are mandatory courses as per provincial curricular guidelines that provide students with the knowledge, attitudes, and social/emotional skills that will assist them in making informed decisions related to their personal life, education, and future careers.

## Business Education

**All Business Ed Courses will meet the ADST requirement for graduation.**

### **ADST - Accounting 11**

**(MAC--11)**

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**Grades:** 10 to 12

Money is the lifeblood of any business, and basic knowledge of accounting principles is essential if you are planning a career in business or intend to study business at college or university. By the end of the course, you will be able to complete the financial records for a small service company, up to and including preparation of the income statement and balance sheet. Students will also have the opportunity to use a computer software package and will learn the basics of accounting, "the language of business".

### **ADST - Accounting 12**

**(MACC-12)**

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**Grades:** 11 to 12

**Prerequisite:** Accounting 11

This course will continue from where the Accounting 11 course left off. This is an excellent course for students planning to pursue post-secondary studies in accounting, finance, or business. Topics in this course include:

- Posting
- Financial Statements and Accountability
- Cash Control and Banking
- Accounting for Merchandising Business
- Business Organization and Decision Making
- Personal income taxes.

Financial Accounting 12 uses the same workbook as Accounting 11 along with accounting software such as Quickbooks.

### **ADST - Entrepreneurship & Marketing 10**

**(MADEM10)**

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**Grades:** 9 to 12

In this course you will be presented with opportunities to explore and better understand business concepts and principles related to marketing and entrepreneurship. You will gain knowledge and skills involved in managing the finances of a small business. You will learn what qualities are helpful in becoming an entrepreneur and the challenges of starting your own business. You will learn about the roles and responsibilities of individuals as consumers and producers and the impact of their decisions on the marketplace. You will work independently and with others to solve business problems, develop your business communication skills, and become familiar with basic concepts of marketing.

### **ADST - Marketing & Promotions 11**

**(MMAP-11)**

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**Grades:** 11 or 12

**Prerequisite:** None

Marketing is the skill of developing goods and services and moving them from initial planning to the final consumer. Marketing and Promotions 11 is an introductory course that will focus on product planning, bringing new products to market, the art of promotion and "selling the sizzle". Field trips will help you learn about large-scale merchandising, advertising, sales promotion, and social media. This course is a good foundation for post-secondary studies in business.

## **ADST - Economics 12**

**(MEC--12)**

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**Grades:** 11 or 12

**This course meets the ADST requirement but does not qualify as a Social Studies 12 Grad Credit.**

**Prerequisite:** None.

Economics 12 will prepare students for the most highly enrolled 1st year course in university taken by both Arts and Science Majors as an elective: Econ 100. This course will introduce the basic concepts and tools of micro and macro-economic analysis of individuals, businesses, and government in the global world. Some topics that will be covered: demand and supply, economic indicators, labour economics, environmental economics, international trade, and fiscal and monetary policy.

## Information and Computer Technology

**All Info Tech Courses will meet the ADST requirement for graduation**

### **AP Computer Science A 12 (ACSC-2A)**

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**Grades:** 11 to 12

**Prerequisite:** Computer Programming 11, Computer Programming 12 is suggested

This is an advanced placement course in computer science that will focus on Object-Oriented Programming in the Java programming language. Students who successfully complete this course and achieve a high ranking on the AP exam will get credit for their first-year university computer science course at many Universities. This intensive course is a university level difficulty course in the art and science of programming and is designed to get you well on your way in a career in Computer Science and Computer Engineering. Visit Mr. Pelletier's website at: <http://www.lordbyng.net/compsci> for more information.

### **ADST - Computer Programming 11 (MCMPR11)**

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**Grades:** 10, 11 or 12

**Prerequisite:** None.

This course is for grade 10, 11, and 12 students who want to learn how to code. We will be using the Java programming language through a framework called Processing, which specializes in creating interactive media such as games and animation. We will learn topics such as boolean logic, loops, object-oriented programming, and data structures in the context of fun, open-ended projects. Visit Mr. Pelletier's website at: <http://www.lordbyng.net/compsci> for more information.

### **ADST - Computer Programming 12 (MCMPR12)**

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**Grades:** 11 or 12

**Prerequisite:** Computer Programming 11 or teacher permission.

This course is for grade 11 and 12 students who have taken Computer Programming 11 and want to continue to work on what we started in that course. We will explore advanced topics such as vectors, physics engines, network programming, social media bots, and 3D game design in the context of fun, open-ended projects. Students will also have time to explore their own topics of interest or dive deeper on the topics we've worked on in class. Visit Mr. Pelletier's website at: <http://www.lordbyng.net/compsci> for more information.

### **ADST - Computer Studies 10 (MCSTU-10)**

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**Grades:** 9 to 12

**Prerequisite:** None

Have you ever wanted to create your own video game? Have you wondered how the Internet actually works, or pondered how AI like ChatGPT generates its answers? Computer Studies 10 is the perfect place to start. In this introductory course, you will go beyond just using apps to understanding how they work. We will explore how computers are reshaping our society and build a strong foundation in coding using three distinct technologies: MakeCode for game design, HTML/CSS for web development, and Python for general programming. No prior experience is needed—just bring your curiosity.

## Home Economics

**Most Home Economics Courses meet the ADST requirement for graduation.**

### **ADST - Food Studies 9**

**(MADFS-09) or (MADFS-09OFF)**

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**Optional Supplemental Project Fee: TBD**

This is an introductory course to Food Studies, where students will further develop the culinary skills learned in Food Studies 8. Throughout the year, students will prepare a variety of delicious breakfasts, lunches, dinners, and snack foods. Kitchen & food safety, recipe development, organization, communication, and efficient meal preparation are skills that will be acquired through completion of this course.

**(MADFS-09)** is offered Off Timetable, one afternoon per week, Wednesdays from 3:00-6:00pm. One section will be offered each semester. May be combined with Foods 10.

### **ADST - Food Studies 10**

**(MFOOD10) or (MFOOD10OFF)**

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**Meets ADST graduation requirements**

**Optional Supplemental Project Fee: TBD**

Culinary science is the focus of food and nutrition. Students will gain knowledge and skills in the art and science of how ingredients work and interact together. There will also be a focus on the significance of all nutrients in our diet. Through practical lab experiences, individual and group work, students will gain confidence in becoming a better, creative cook.

**(MFOOD10OFF)** is offered Off Timetable, one afternoon per week, Wednesdays from 3:00-6:00pm. One section will be offered in each semester. May be combined with Foods 9 or Foods 11.

### **ADST - Food Studies 11/12**

**(MFOOD11/MFOOD12) or (MFOOD11OFF)**

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**Grades: 11 or 12**

**Meets ADST Graduation Requirements**

**Optional Supplemental Project Fee: TBD**

There are rotating themes for Food Studies 11/12. This ensures students can take Foods in both grade 11 & 12 because they will learn new culinary skills and recipes each year.

**Food Studies 11/12** is a course that focuses on developing advanced culinary and pastry skills. Students will learn how to cook and bake their way through delicious meals and snacks, develop recipes, and modify recipes to suit their personal preferences. The recipes made will focus on introducing students to current food trends and increasing student interest in the culinary arts.

Every other year, students will become certified in Food Safe Level 1, an employable skill and requirement for food service workers in BC.

**Food Studies 11/12 (MFOOD 11 OFF): Foods 11 Off Timetable** is offered Off Timetable, one afternoon per week, Wednesdays from 3:00-6:00pm. One section

will be offered each semester. May be combined with Foods 10.

**Psychology 11**  
**(YPSYC1A)**

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**DOES NOT QUALIFY AS ADST GRAD CREDIT**

Psychology 11 is an introductory course that is intended to give an overview of psychology. Students will explore the brain and its functions, multiple personality disorder and other aspects of psychology, dreams, and states of consciousness, stress and effects of mental illness to name a few. This is an opportunity for students to learn about the mind and behaviour and the role these play in their lives.

**ADST - Textiles 09/10/11/12**  
**(MADT-09/MTXT-10/MTXT-11/MTXT-12)**

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**Grades 10 to 12 courses meet ADST grad requirements**

**Optional Supplemental Project Fee: TBD**

This course is for all students interested in clothing and textiles, even those who have had little or no previous experience in clothing construction. Projects are selected according to the student's sewing ability, personal lifestyle, wardrobe needs, and current fashion trends. Students will also have the opportunity to explore textile items from a variety of cultures.

**Fiber Arts 9-12**  
**(YHEC-0A)**

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**Grades: 9-12**

This fun and creative course requires no previous experience. Students will explore the technical, aesthetic, and historical facets of fiber arts. They will be encouraged to experiment and reflect on their interests and visual culture to inspire personal imagery in their works. Eager hands and an open mind are foundational in this course. Students will engage in workshops that introduce a variety of fiber mediums, where projects are then determined by personal interest. Mediums may include:

- Knitting and crocheting
- Hand stitching and embroidery
- Rug hooking
- Weaving
- Felting
- Fabric dying
- Papermaking

## Technical Studies

**Technical Studies Courses Grades 10 to 12 meet the ADST requirement for graduation.**

### **ADST - Metalwork 09/10/11/12**

**(MADM-09/ MTMET10 / MTMET11 / MTMET12)**

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**Grades:** 9 to 12

**Prerequisite:** None

**Optional Supplemental Project Fee:** TBD

This project-based course will teach students various metal fabrication processes: Oxy-Acetylene and MIG welding, lathe work, casting and sheet metal procedures. Project work combines mandatory skill builders, design and build challenges, as well self-directed or student-centered projects (subject to instructor approval). This is a course that is geared towards creativity, innovation, and the maker in all of us. As a senior student, it is possible to double block this course (take two classes in the same year). If interested in **Engineering 11 and/or 12**, the techniques and skills learned in this course are useful and transferrable. **Byng Arts** students have the opportunity to participate in an independently directed study course. This study would be developed in conjunction with the student, their parents, administration and the instructor.

**Project examples:** Armoring, small tools, bike/go cart frames, sheet metal boxes, metal sculptor, furniture construction, bicycle maintenance/modification, glass torch work, and more!

### **ADST - Drafting 09/10/11/12**

**(MADD-09/MTDRF10/MTDRF11/MTDRF12)**

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**Grades:** 9 to 12

**Grade 10 to 12 courses meet ADST grad requirements**

Learning to use **CAD (Computer-Assisted Drafting)** software and drafting conventions is recommended for any students enrolled in any Tech. Studies course or intending to pursue a career in Engineering, Design, Architecture and Interior Design. The visual communication of ideas is introduced using mechanical and architectural drawing techniques while learning to use an industry standard program, AutoCAD. By graduating assignments, students will gain skills in a variety of areas: orthographic projection, section views, pictorial drawing, dimensioning, architecture, interior design and 3D. There is opportunity in this course to use other software and equipment, like a 3D printer. The instructor will be dividing students into levels based on their prior experience.

If interested in **Engineering 11 and/or 12**, the techniques and skills learned in this course are useful and transferrable.

**Byng Arts** students have the opportunity to participate in an independently directed study course. This study would be developed in conjunction with the student, their parents, administration and the instructor.

## **ADST - [Engineering 11](#)**

**(MENR-11)**

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**Recommended for Grades 11 and 12.**

**This course meets the ADST graduation requirements**

Does **STEM/STEAM** (Science, Technology, Engineering, [Art] and Math) and **Makers** culture intrigue you? Thinking of going into Engineering at university? Interested in putting academic theory to practical use through hands-on projects? Engineering 11 provides students the opportunity to apply their Science and Math knowledge to practical projects that demand creative, critical and problem-solving skills while manipulating various materials with machine and hand tools. The objective is to offer a course that delivers an exhilarating and uniquely rigorous curriculum for students looking for a challenge that helps prepare them for post-secondary and develops employable skills. Students can utilize their projects in **personal portfolios**.

- 40-48 students are needed to run this course in conjunction with Engineering 12 so the courses can run simultaneously in the same block with TWO instructors.**

## **ADST - [Engineering 12](#)**

**(MENR-12)**

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**Prerequisite: Engineering 11**

**This course meets the ADST graduation requirements**

Engineering 12 provides students an opportunity to further apply, develop and expand their academic knowledge, inter-personal skills, critical thinking and related hands-on skills. Students work on their own, in pairs and/or in groups to overcome challenging design problems using a wide variety of tools and materials. Expect to research, utilize the design process, and engineer prototype solutions for around global and local social and environmental issues. As with Engineering 11, the primary aim for this course is to deliver a uniquely rigorous curriculum for students looking for a challenge that helps prepare them for post-secondary. Students can utilize course projects in a personal portfolio or create a capstone.

- 40-48 students are needed run this course in conjunction with Engineering 11 so the courses can run simultaneously in the same block with TWO instructors.**

## **ADST - Jewelry [09/10/11/12](#)**

**(MADM-09-JL/YIA--0A/YIA--1A/MTAMJ12)**

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**Grades: 9 to 12**

**Grade 10 to 12 courses meet ADST grad requirements**

**Optional Supplemental Project Fee: TBD**

This studio-based course will focus primarily on the handcrafting of jewelry. By engaging the design process, students are given the freedom to ideate, plan and create custom jewelry items. Techniques and processes include soldering, specialty hand tools, enameling, etching, cuttlefish casting, lost wax casting, wirework and more. Students may also choose to explore art metal (sculptor, fabrication) and glass work (small torch, fusing, stained glass). The main materials used are copper, brass, and nickel silver, although students may also work with sterling silver at additional cost. Byng Arts and regular students may be interested in this subject area, as it is an “alternative” fine art. Challenges can be found in designing their own work within the project parameters. Students will see their designs go from two-dimensional renderings into three-dimensional objects. Interested students have the opportunity to take this subject over 4 years of their education.

**Typical projects:** necklace, bracelets, pendants, rings, and earrings

## **ADST - Woodwork [09/10/11/12](#)**

**(MADW-09/MWWK-10/MWWK-11/MWWK-12)**

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**Grades:** 9 to 12

**Grade 10 to 12 courses meet ADST grad requirements**

**Optional Supplemental Project Fee:** TBD

Interested in developing skills to better be a part of the growing Maker culture? Regardless of grade, students will be divided into levels of experience. Levels 1 & 2 act as introductions to woodworking and building techniques using teacher selected projects. There is ample opportunity for willing students to be creative and design or revise within the assigned work. This will involve the safe use of hand tools and machines, construction steps, and finishing techniques. Students in Levels 3 & 4, will have a strong foundation of practical working knowledge to build quality individual projects. As a course, woodworking is a unique venue for students to develop universally needed creative, critical and problem-solving skills, fine motor skills, hand-eye coordination, and safe work practices. If interested in Engineering 11 and/or 12, the techniques and skills learned in this course are useful and transferable.

**Typical projects:** cutting board, tray, pen turning, tables with, keepsake box, bowl turning, shelves, cabinets, and furniture

**Byng Arts** students have the opportunity to participate in an independently directed study course. This study would be developed in conjunction with the student, their parents, administration, and the instructor.

## **BAA - BICYCLE MECHANICS & CYCLING 11**

**(YMR—1A)**

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**Grades:** 9 to 12

**Optional Supplemental Project Fee:** TBD

Are you ready to learn A to Z about bicycle repair and maintenance, and cycling through hands- on training? With concerns about the climate emergency growing, the importance of bikes as a zero emissions form of transport is even more important! BMC 9-12 is an exciting new offering combining practical skills with technical knowledge spanning several disciplines - from science and industrial arts to physical fitness, social justice, and environmental studies.

On completing the course, students will have built their own bikes, having confident technical and scientific knowledge of bike mechanics, including anatomy, repair, maintenance, and a greater appreciation of the health benefits of this amazing form of transport. Regularly scheduled group rides will also be an integral part of the course. Students will as well have opportunities to take leadership roles in activities related to environmental and social responsibility by participating in city-wide awareness projects, including the organization of repaired bike donations for the many people in Vancouver who cannot afford their own bikes.

## Fine Arts

### Band

#### **Instrumental Music 08/09/10/11/12: Beginner Band (MMU--08BA1/MMU--09BA1/MMUCB10--1/MIMCB11--1/MIMCB12--1)**

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Grades: 8 to 12

Supplemental Supplies: \$40. Instruments are available for rent from the school.

Instruction on traditional concert band, wind and percussion, instruments for students with no previous experience. Students will perform at school and participate in field trips to observe concerts. Grade 12s registered for Beginner Band will receive IMCB11 credit.

#### **Instrumental Music 08/09/10/11/12: Prelude Band (MMU--08BA2/MMU--09BA2/MMUCB10--2/MIMCB11--2/MIMCB12--2)**

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Grades: 8 to 12

Prerequisite: At least one year of previous band experience, or through private lessons or director's approval.

Supplemental Supplies: \$40

Junior Band performs concerts at the school, at District Festivals, and throughout the community. They will receive music clinics and work with guest conductors. Musicians will play a large variety of enjoyable music and will be given countless opportunities to express themselves creatively.

#### **Instrumental Music 08/09/10/11/12: Concert Band (MMU--08BA3/MMU--09BA3/MMUCB10--3/MIMCB11--3/MIMCB12--3)**

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Grades: 8 to 12

Prerequisite: At least two year's band experience, or through private lessons or director's approval.

Supplemental Supplies: \$40

Intermediate Band performs concerts at the school, at District Festivals, and throughout the community. They will receive music clinics and work with guest conductors. Musicians will play a large variety of enjoyable music and will be given countless opportunities to express themselves creatively.

#### **Concert Band 09/10/11/12: Senior Wind Ensemble (MMU--09BA4/MMUCB10--4/MIMCB11--4/MIMCB12--4)**

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**Grades:** primarily 10 to 12 by audition only

Byng Arts Requirement

**Prerequisite:** At least three years of previous experience of which at least two must be at the secondary level or director's approval

**Supplemental Supplies:** Music \$40

**Off Timetable Course**

The Wind Ensemble is designed for serious music students who wish to be challenged by an advanced musical repertoire. This group of talented individuals has received outstanding adjudication's whenever and wherever they have performed, and they are regularly asked to perform throughout the lower mainland. This wind ensemble takes major trips every second year. So far, we have traveled to Southern California (1999), Hawaii (2001), Austria and Germany (2003), New York City (2005), Italy (2007), England, Wales and Scotland (2009), China (2011), France and Belgium (2013), and New York City (2015, where they performed in Carnegie Hall), Ireland (2017), and Ottawa and Montreal (2019), Okanagan Tour 2000, Vancouver Island and Calgary in 2002, the West Kootenays in 2004, Powell River in 2006, the Cariboo in 2008, Vancouver Island 2010, Banff 2012, Kamloops 2014, Whistler 2016 and 2018 and Vancouver Island 2020. Hopefully the COVID restrictions will be removed when it's safe, so we can travel again.

**This band meets off timetable but is a full credit course.**

**Instrumental Music [08/09/10/11/12](#): Jazz Band Junior**  
**(MMU--08JB2/MMU--09JB2/MMUJB10--2/MIMJB11--2/MIMJB12--2)**

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Grades: 8 to 12

Prerequisite: 1 year band experience or director's approval

Corequisite: Enrolled in another band class concurrently.

Supplemental Supplies: \$40

**Off Timetable Course**

Develop your skill playing Jazz music! Students enrolled in this class develop a basic jazz vocabulary, learn jazz articulation and phrasing, and start to learn how to improvise. Students may play a different instrument from that played in Concert Band. The Junior Jazz Band will perform at school concerts, and possibly in our school neighbourhood. This band meets off timetable but is a full credit course.

**Instrumental Music [08/09/10/11/12](#): Jazz Band Intermediate**  
**(MMU--08JB3/MMU--09JB3/MMUJB10--3/MIMJB11--3/MIMJB12--3)**

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Grades: 8 to 12

Prerequisite: 1 year band experience or director's approval

Co-requisite: Enrolled in another band class concurrently.

Supplemental Supplies: \$40

**Off Timetable Course**

Develop your jazz skills including improvisation! Students must already be familiar with jazz techniques and vocabulary. Students may play a different instrument from that played in Concert Band. This band will perform at District Festivals, school concerts, and meets off timetable but is a full credit course.

**Instrumental Music [08/09/10/11/12](#): Jazz Band Senior**  
**(MMU--08JB4/MMU--09JB4/MMUJB10--4/MIMJB11--4/MIMJB12--4)**

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Grades: 8 to 12

Prerequisite: 1 year band experience or director's approval

Co-requisite: Enrolled in another band class concurrently.

Supplemental Supplies: \$40

**Off Timetable Course**

This auditioned group is meant for students who are serious about developing improvisation skills and meeting the challenge of playing advanced big band jazz music. Students may play a different instrument from that played in Concert Band. The Senior Jazz Band plays in District festivals, school concerts, as well as public performances all over Vancouver. The band is featured with professional musicians in our annual Swyng With Byng dance in the spring. This band meets off timetable but is a full credit course.

## Choir

### **Choral Music 08/09/10/11/12: Concert Choir Junior (MMU--08CC2/MMU--09CC2/MMUCC10--2/ MCMCC11—2/MCMCC12--2)**

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**Grades:** 8 to 12    **Supplemental Supplies:** \$TBA

The Junior Concert Choir is designed for students who have *less than 1 year* of singing experience. Students enrolled in this course will have the opportunity to learn how to read music, develop fundamentals in vocal skills, and knowledge of singing a variety of songs in 2-part harmony that includes Pop, Jazz, Broadway, and Classics of choral pedagogy. Students in the Junior Concert Choir have the opportunity to attend District Choral Festivals.

### **Choral Music 08/09/10/11/12: Concert Choir Intermediate (MMU--08CC3/MMU--09CC3/MMUCC10--3/ MCMCC11--3/MCMCC12--3)**

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**Grades:** 8 to 12    **Supplemental Supplies:** \$TBA

The Intermediate Concert Choir is designed for students who have *2 years* of experience in choral singing. Students who are enrolled in the Intermediate Concert Choir will have the opportunity to further develop their singing skills and knowledge by singing a variety of genres in 3-part or 4-part harmony that includes Pop, Broadway, and Secular music. Students in the Intermediate Concert Choir have the opportunity to attend District Choral Festivals and Annual Retreats.

### **Choral Music 10/11/12: Concert Choir Senior (MMUCC10--4/ MCMCC11--4/MCMCC12--4)**

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**Grades:** 10 to 12    **Supplemental Supplies:** \$TBA

The Senior Concert Choir is designed for students who have *3 or more years* of singing experience in one of the Concert Choirs at Lord Byng. Students who are enrolled in the Senior Concert Choir are prepared to sing a variety of genres that are in 4-part harmony that includes Secular and Sacred Music. Students in Senior Concert Choir have the opportunity to travel oversea, participate at District Choral Festivals, and compete in national festivals held in Canada and the United States.

### **Choral Music 08/09/10/11/12: Chamber Choir (MMU--08CH2/MMU--09CH2/MMUCH10--2/MMUCH11--2/MMUCH12--2)**

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**Grades:** 8 to 12

**Corequisite:** Student is enrolled in one Concert Choir in addition to this course.

**Supplemental Supplies:** \$TBA

**Off Timetable Course**

Unique to Lord Byng Choir Byng Arts program, the Junior Chamber Choir offers students to experience a cappella singing at the beginning level. This group is for students who would like to explore a deeper level of instruction in vocal techniques and a more difficult repertoire level than what they would experience in concert choir and at the same time continue to work on their basic techniques. Students will gain experience both musically and performance wise to enable them to gain the confidence needed to progress to the advanced ensemble, the Senior Chamber Choir (Honours). This will help to build a stronger foundation for the singers as they move into senior levels of the Byng Arts choir program. Participation in annual retreats to Whistler, Festival trips, and local competitions are mandatory in this course.

**Choral Music 10/11/12: Chamber Choir Senior  
(MMUCH10--2/MMUCH11--2/ MMUCH12--2)**

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**Grades:** 10 to 12

**Corequisite:** Student is enrolled in one Concert Choir in addition to this course.

**Supplemental Supplies:** \$TBA

**Off Timetable Course**

The Honours Chamber Choir Ensemble is designed for students who are passionate, committed, and dedicated in choral singing and musical excellence. Students who wish to enroll in the Honours Chamber Choir must participate in an audition with Ms. Lan before the March break. Once accepted into the Chamber Choir Ensemble, students must take both Honours Chamber Choir with Senior Concert Choir as co-requisites. Students in Honours Chamber Choir Ensemble will have the opportunity to perform at Festivals, Competitions, and travel oversea to China (2011), France & Belgium (2013), and Spain (2015 and 2025).

**Contemporary Music 08/09/10/11/12: Treble Vocal Ensemble  
(MMU--08CC4/MMU--09CC4/MMUCM10/MMUCM11/MMUCM12)**

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**Grades:** 8 to 12

It is highly recommended that students have at least one year of experience in a choir setting.

The Lord Byng Treble Vocal Ensemble is a non-auditioned, on timetable course open to students in grade 8-12 who would like to have a unique learning experience centered around vocal performance. In this ensemble, we will explore a variety of genres and styles, from classic choral literature to modern popular styles, focusing on the treble voices in choral performance. Essentially a show choir, we will discover together creating beautiful music both a cappella and accompanied in a way that empowers the treble voices and spirit. Regular performances and special event performances are part of the course. Participation in annual retreats to Whistler, festival trips, and local competitions are encouraged in this course.

## Strings

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### Instrumental Music [08/09/10/11/12](#): Concert Strings (MMU--08ST2/MMU--09ST2/MMUOR10--2/ MMUOR11--2/ MMUOR12--2)

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**Grades:** 8 to 12

**Supplemental Supplies:** \$TBA. Instruments are available for rent from the school.

The Concert String Orchestra (Beginner and Junior levels) is designed for students with *0 – 2 years* of previous experience playing a stringed instrument (violin, viola, cello, bass, piano). Students have the unique opportunity to learn individual and ensemble technique and perform in concerts throughout the year. Using the BC Curriculum and Indigenous Principles of Learning, students will co-create their learning with their teacher and peers. By enrolling in this course, students will receive introductory music theory, music history, participate in workshops and perform in concerts. Musicians will play a wide variety of enjoyable music and be given the opportunity to express themselves creatively. Pianists may apply with teacher approval.

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### Instrumental Music [08/09/10/11/12](#): Orchestra Intermediate (MMU--08ST3/MMU--09ST3/MMUOR10--3/ MMUOR11--3/ MMUOR12--3)

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**Grades:** 8 to 12

**Supplemental Supplies:** \$TBA Instruments are available for rent from the school.

The Intermediate String Orchestra is designed for students with *3 or more years* of previous experience playing a stringed instrument (violin, viola, cello, bass, piano). Most, but not all students are the equivalent of RCM/Suzuki levels 4 – 7. Students have the unique opportunity to learn individual and ensemble technique and perform in concerts throughout the year. Using the BC Curriculum and Indigenous Principles of Learning, students will co-create their learning with their teacher and peers. By enrolling in this course, students will receive intermediate music theory, music history, participate in workshops and perform in concerts. Musicians will play a wide variety of enjoyable music and be given the opportunity to express themselves creatively. Pianists may apply with teacher approval.

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### Instrumental Music [09/10/11/12](#): Sinfonia Strings (MMU--08ST4/MMU--09ST4/ MMUOR10--4/ MMUOR11--4/ MMUOR12--4)

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**Grades:** 8 to 12

**Prerequisite:** 4 or more years of experience on a string instrument or permission of the teacher. Students must have at least an RCM grade 4 level (or equivalent) in music theory to enroll.

**Supplemental Supplies:** \$TBA Instruments are available for rent from the school.

The Sinfonia String Orchestra is designed for students with *4 or more years* of previous experience playing a stringed instrument (violin, viola, cello, bass, piano). Most, but not all students are the equivalent of RCM/Suzuki levels 8 and above. Students have the unique opportunity to learn individual and ensemble technique and perform in concerts throughout the year. Using the BC Curriculum and Indigenous Principles of Learning, students will co-create their learning with their teacher and peers. By enrolling in this course, students will receive advanced music theory, music history, participate in workshops and perform in concerts. Musicians will play a wide variety of enjoyable music and be given the opportunity to express themselves creatively. Pianists may apply with teacher approval.

**Instrumental Music 08/09/10/11/12: Orchestra Junior Honour  
(MMU--08OR2/ MMU--09OR2/ YVPA-0B--2/ YVPA-1B--2/ YVPA-2B--2)**

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**Grades:** 8 - 12

**Prerequisite:** Appropriate experience and by audition only

**Co-requisite:** Enrolled in another strings class concurrently.

**Supplemental Supplies:** \$TBA

**Off Timetable Course**

Unique to Lord Byng, the Junior Honour Orchestra course is designed for motivated junior students to work as a chamber ensemble on advanced string repertoire. Musicians must be prepared to work independently with student leaders in competitions and performances. There is a required audition to participate in this class. Once accepted into Junior Honour, students must also enroll in an on-timetable strings class. The Junior Honour Orchestra will participate in various retreats, local and district concerts, as well as performance festivals and competitions. Pianists apply with teacher's approval.

**Instrumental Music 09/10/11/12: Orchestra Senior Honour  
(MMU--09OR4/ YVPA-0B--4/ YVPA-1B--4/ YVPA-2B--4)**

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**Grades:** Primarily 9 to 12

**Prerequisite:** Appropriate experience and by audition only

**Supplemental Supplies:** \$TBA

**Off Timetable Course**

Unique to Lord Byng, the Senior Honour Orchestra course is designed for highly motivated senior strings students who want to work as a chamber ensemble on advanced string repertoire. Musicians must be prepared to work independently with student leaders in challenging competitions and performances. Students typically participate in annual performances and trips and are internationally recognized for their outstanding level. There is a required audition to participate in this class. Once accepted into Senior Honour, students must also enroll in an on-timetable strings class. The Senior Honour String Orchestra will participate in various virtual and in-person retreats, local and district concerts, as well as national and international festivals and competitions. Pianists apply with teacher's approval.

## Symphony

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### **Music 08/09/10/11/12: String and Band Symphony Orchestra: Junior (MMU--08SY2/MMU—09SY2/YVPA-0A--2/YVPA-1A--2/ YVPA-2A--2)**

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**Grades:** Primarily 8 to 11

**Prerequisite:** Two or more years of previous experience, and by audition

**Corequisite:** Enrolled in another music class concurrently.

**Supplemental Supplies:** \$TBA

**Off Timetable Course**

The Lord Byng Junior Symphony combines advanced members of both the Band and Strings junior programs to form a Symphony Orchestra. This course is highly unique with the School District and offers students an excellent opportunity to learn and perform full orchestral repertoire at the junior level throughout the school year. Musicians must audition and be enrolled in another Lord Byng music class to participate. Students will play a wide variety of enjoyable symphony music and be given the opportunity to perform in concerts throughout the school year.

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### **Music 09/10/11/12: Lord Byng Symphony Orchestra: Senior (String and Band) (MMU—08SY4/MMU—09SY4/YVPA-0A--4/YVPA-1A--4/ YVPA-2A--4)**

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**Grades:** Primarily 9 to 12, by audition only

**Prerequisite:** Three or more years of previous experience of which at least two must be at the secondary level; or directors' approval

**Corequisite:** Enrolled in another music class concurrently.

**Supplemental Supplies:** \$TBA

The Lord Byng Symphony Orchestra (LBSO) is a cross-curricular course, combining advanced members of both the Band and Strings programs to form a Symphony Orchestra. Students rehearse, analyze and make extensions across multiple subject areas to create rare and relevant performances both virtually and in-person. This course is unique within the Vancouver School District and offers students an excellent opportunity to learn and perform advanced full orchestral repertoire at the senior level. Musicians must audition and be enrolled in another Lord Byng music class to participate. Students will play a wide variety of enjoyable symphony music and be given the opportunity to perform in concerts throughout the year.

## Drama, Film & Media Arts

Byng's Drama/Theatre and Media Arts programs have a long-standing reputation for excellence. They have received the highest awards and distinctions in regional, national, and international competitions.

### **Drama 8 (MDR--08)**

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**Grades:** 8

Drama 8 introduces students to the whole range of Drama activities: improvisation, theatre sports, basic acting, speaking skills, and scene composition. Some features include coaching and demonstrations by experienced senior students, workshops in such theatre areas as dance and mime, and opportunities to see plays. There is plenty of intellectual and creative challenge in Drama 8 but little written work. Drama 8 is enjoyable for students who have acting experience and for students with no previous experience in Drama. It is a good start for those who wish to go on in acting as well as those who wish to overcome shyness and improve their self-confidence. For Drama 8 students who wish to act in plays, there are several extracurricular opportunities available each year.

### **Drama 8: Byng Arts Theatre Arts (MDR--08DC1)**

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**Grades:** 8

This course allows students additional opportunities to apply the skills they are learning in Drama 8. It includes in-depth scene work, audition practice, script work, special effects and other topics of interest to students who are seriously interested in going on in acting. There may be opportunities for small productions during the year. As well, students must attend three theatre productions per year and write a journal about these productions. Occasional extra-curricular rehearsals will be required.

### **Drama 9 (MDR--09)**

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**Grades:** 9

Drama 9 includes many features of the Drama 8 program and introduces some long-term projects in such areas as play writing and performing, and scene composition. Drama 9 encourages self-expression and creativity. It uses a wide selection of enjoyable activities as starting points for acting. For Drama 9 students who wish to act in plays, there are several extracurricular opportunities available each year.

### **Drama 9: Byng Arts Theatre Arts (MDR--09DC1)**

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**Grades:** 9

**Prerequisite:** Byng Arts, Drama 8 or entrance by teacher recommendation

This course allows students additional opportunities to apply the skills they are learning in Drama 9. It includes in-depth scene work, audition practice, script work, special effects and other topics of interest to students who are seriously interested in going on in acting. There may be opportunities for small productions during the year. As well, students must attend three theatre productions per year and write a journal about these productions. Occasional extra-curricular rehearsals will be required.

## **Drama 10 (MDRM-10)**

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**Grades:** 10

**Focus Area:** FA

Drama 10 is a fast-moving course open to all students interested in Drama. Students are introduced to playwriting, directing, stage combat, Theatre of the Absurd, and script work. Each student will gain acting experience in a few comedic and dramatic roles, in scenes and short plays. Drama 10 may also include units in Musical Theatre, acting for film and a production for elementary schools when time permits. Script memorization is an integral part of the course.

### **Drama 10: [Theatre Performance](#) Byng Arts (MDRM-10DC1)**

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**Grades:** 10

**Prerequisite:** Drama 9, Byng Arts, or teacher's permission

**Corequisite:** Theatre Production 10 (either coaching or Production Lab)

This is an intensive course for Byng Arts Drama 10 students. Students enroll in this as their main fine art focus course. Students are introduced to playwriting, directing, stage combat, and script work. Each student will gain acting experience in a few comedic and dramatic roles, in scenes and short plays. Musical Theatre and acting for film will also be introduced. This course is taken with either Coaching or Production Lab (see below).

### **Drama 10: [Theatre Coaching](#) Byng Arts (MDRD-10DC1)**

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**Grades:** 10

**Prerequisite:** Drama 9, Byng Arts, or teacher's permission

This is an intensive course for Drama 10 students in leadership, and stage and technical direction. The student is assigned as a coach (teaching assistant) to a Drama 8 or Drama 9 class on timetable, and to stage crew and directing assignments off-timetable. These students are required to direct junior students in an extra-curricular theatre project. They will also be featured in a scene showcase.

## **Media Arts 9 Film Production (MVA--09MA1)**

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**Grades:** 9

**Prerequisite:** None

**Supplemental Supplies:** \$TBA

This course is an excellent introduction to video and filmmaking. From visualizing to storyboarding to scripting, the student will learn the various production techniques associated with electronic image making. Course content includes basic animation techniques and film studies. (Students in Byng Arts enroll in Media Arts Advanced 9)

## **Media Arts [10/11/12](#): Film Production Intro/Intermediate (MVAM-10SC1/MVAMT11SC1/MVAMT12SC1)**

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**Grades:** 10, 11 or 12

**Supplemental Supplies:** \$TBA

This course is an excellent introduction to and/or development of video and film making. From visualizing to storyboarding to scripting, the student will learn the various production techniques associated with electronic image making. Course content includes basic animation techniques and film studies.

For those who have previous experience with Media, students will get a chance to take on larger more comprehensive videos improving their foundation skills. The option to follow a particular interest or niche area is also provided (ex: stop frame animation or special effects). An emphasis is placed on project work and students will be expected to work more independently than those in the introductory course.

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## **Media Arts 9/10/11/12: Film Production Advanced (MVA--09MA2/MVAM-10SC2/MVAMT11SC2/MVAMT12SC2)**

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**Grades:** 9, 10, 11 or 12

**Prerequisite:** Permission of the instructor

**Corequisite:** Students will be asked to apply to Byng Arts (if they are not already enrolled)

**Supplemental Supplies:** \$TBA

This course is designed for the serious-minded student who is considering a career in the Motion Picture industry or wants to create high caliber work for any variety of personal reasons.

This course demands a high level of commitment. Students are expected to put time outside of class into their projects. The focus of the work is on how to achieve a product of the highest value possible. Students in the course are granted access to professional caliber equipment and training to help them produce high quality work. Projects are designed with public exhibition in mind with special attention given to film festivals.

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## **DRAMA 11/12: Film Actors Process (MDRM-11/MDRM-12)**

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**Grades:** 11 and 12

**Prerequisites:** Previous experience in Drama and/or Media Arts at the Grade 9 level, Grade 10 recommended.

Have you ever watched a movie actor and thought "I could do that!" Well, now you can. Although the professionals make it look easy, technique and technical knowledge specific to film is a must for actors. This class will guide you through the Film Actor's process, from getting an agent, getting on set and knowing what to do once you are there. Learn auditioning techniques, how to analyze a film script, adjusting from theatre to film, acting for commercials, and the styles of local television productions. Special attention will be given to the unique acting skills required for on-camera acting, continuity blocking eye lines and close-ups, hitting your marks, scene arcs, pacing, organic choices, and much more. You will also experience how the role of actor fits into the larger world of filmmaking. Actors will work alongside the Media Arts program, collaborating with film students on movie projects, with the possibility of film festival submissions. This class is for motivated and highly committed young actors. This class can act as either a Media or Drama course for Byng Arts certification.

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## **FILM & TELEVISION STUDIES 11 (MDFT-11)**

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**Supplemental Supplies:** \$TBA for consumable supplies

This is a comprehensive course in the history of film from its origins to the present. Important movies of each period and the most influential directors are studied in movies screened each week at the school and once a term at the Pacific Cinematheque Theatre, Downtown. This course is very similar to second- and third-year university film courses. Many films are studied, discussed, and written about. It will be of particular interest to students who enjoy analyzing and writing about the art of film.

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## **FILM & TELEVISION STUDIES 12 (MDFT-12)**

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**Grades:** 12

**Supplemental Supplies:** \$TBA

This course is an intensive study of elements of film introduced in Film Studies 11. Each term, students undertake research in one area of film, for examples, directors or genres. Students demonstrate their findings through class presentations. For research purposes, students are encouraged to use the film library at the Pacific Cinematheque. At times, students may be provided with mentors from the film industry to aid in their explorations.

## **Theatre Company 11: Byng Arts (MDRTC11/MMUTH11)**

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**Grades:** 11

**Prerequisite:** Byng Arts; A strong background in drama (Drama 8, 9, and 10), permission of the instructor, and a successful audition. Enrolment is limited.

**Corequisite: THIS IS A DOUBLE BLOCK MUST TAKE BOTH COURSES ABOVE CONCURRENTLY**

**Supplemental Supplies:** TBA

Theatre Company is an intensive production program for career-minded acting students and those who seek a challenge beyond that usually offered at the secondary level. The highest standards of work and dedication are required.

Students become members of a production company that stages many productions each year. Each student plays a variety of roles as actor, director and technician. The wide range of productions includes comedies, tragedies, musicals and original compositions. In addition, students have extensive exposure to field professionals, workshops, festivals and conferences.

## **Theatre Company 12: Byng Arts (MDRTC12/MMUTH12)**

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**Grades:** 12

**Prerequisite:** Byng Arts; strong background in drama (Drama 8, 9, and 10), permission of the instructor, and a successful audition. Enrolment is limited.

**Corequisite: THIS IS A DOUBLE BLOCK MUST TAKE BOTH COURSES ABOVE CONCURRENTLY**

**Supplemental Supplies:** TBA

Theatre Company is an intensive production program for career-minded acting students and those who seek a challenge beyond that usually offered at the secondary level. The highest standards of work and dedication are required. Theatre Company puts special emphasis on orienting students to post-secondary programs and the profession through counselling and audition coaching.

Students become members of a production company that stages many productions each year. Each student plays a variety of roles as actor, director and technician. The wide range of productions includes comedies, tragedies, musicals and original compositions. In addition, students have extensive exposure to field professionals, workshops, festivals and conferences.

## **Theatre Production 11/12 (MDRTP11/MDRTP12)**

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**Grades:** 11 to 12

**Prerequisite:** Theatre Production 10 (Coaching or Theatre Lab), Drama 9/10, or teacher permission

Theatre Production is a demanding course that is open to students who have an interest in the technical production side of theatre. This course focuses solely on the technical aspects of theatre production. Students will be involved in stage design, lighting, sound, set construction, costumes, make-up, props and stage management. This course requires students who want to participate in technical theatre at a professional level and will support the various drama productions each year. (If enrolled in conjunction with Theatre Company the student will be double blocked with the acting group)

## Visual Art

The art program will engage students in artistic activities that will have a practical value in their lives. The program will encourage them to think and behave as artists. We believe that all students are capable of high-quality creative work. Students will learn how to generate unique visual ideas and develop techniques within a range of visual fields. They will learn to express their thoughts and feelings and develop their visual communication skills. The program will grow with them as they move from level to level, progressing from beginner to advanced courses. The following course options are available at Lord Byng:

### **Art 08: Year 1/2 Junior (MVA--08SC1)**

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**Grades:** 8

**Supplemental Supplies:** Sketchbook, \$TBA for consumable supplies

This fun and creative course requires no previous art experience. Students will be introduced to a variety of media such as oil pastels, paints, charcoal, India ink, collage, ceramics, and printmaking. Projects may include observation and portrait drawings, cartooning, abstract painting, and working with 3-D forms. A sketchbook of ideas, interests and artwork is worked on each week. Effort and a willingness to try new things are at the foundation of this course.

### **Art 09: Year 1/2 Junior (MVA--09SC1)**

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**Grades:** 8 to 9

**Supplemental Supplies:** Sketchbook, \$TBA for consumable supplies

This fun and creative course requires no previous art experience but is a great place to build on your previous experience in Grade 8. Students will be introduced to a variety of media such as oil pastels, paints, charcoal, India ink, collage, ceramics, and printmaking. Projects may include observation and portrait drawings, cartooning, abstract painting, and working with 3-D forms. A sketchbook of ideas, interests and artwork is worked on each week. Effort and a willingness to try new things are at the foundation of this course.

### **Art Studio 10: Year 1 (MVAST10SC1)**

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**Grades:** 10 to 12 (classes organized by Grade)

**Supplemental Supplies:** Sketchbook, \$TBA for consumable supplies

This senior class is a fun and creative course and requires no previous art experience. Students will be introduced to a variety of media such as oil pastels, paints, charcoal, India ink, collage, ceramics, and printmaking. A sketchbook of ideas, interests and artwork is worked on each week. Effort and a willingness to try new things are at the foundation of this course.

### **Art Studio 10: Year 2/3 (MVAST10SC3)**

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**Grades:** 9 to 12 (classes organized by Grade)

**Prerequisite:** 1 year experience

**Supplemental Supplies:** Sketchbook, \$TBA for consumable supplies

Art Year 2/3 builds on the confidence gained in Art Year 1/2 and includes many of the same materials and methods but with greater sophistication. Students will continue to develop their understanding and use of the principles of art and design. Instruction may include painting with watercolour and acrylics, charcoal and conte work, sculpture, print making, and advanced drawing techniques. A sketchbook of ideas, interests and artwork is worked on each week. This is a good foundation course for students wishing to take an advanced studio course in Grade 11 and 12.

## **Art Studio 11/12: Year 1/2 Senior (MVAST11SC1/MVAST12SC1)**

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**Grades:** 10 to 12 (classes organized by Grade)

**Supplemental Supplies:** Sketchbook, \$TBA for consumable supplies

This senior class is a fun and creative course and requires no previous art experience. Students will be introduced to a variety of media such as oil pastels, paints, charcoal, India ink, collage, ceramics, and printmaking. A sketchbook of ideas, interests and artwork is worked on each week. Effort and a willingness to try new things are at the foundation of this course.

## **Art Studio 11/12: Year 4/5 Advanced (MVAST11SC4/MVAST12SC4)**

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**Grades:** 11 or 12

**Prerequisite:** Art Year 3

**Supplemental Supplies:** Art kit and sketchbook, \$TBA for consumable supplies

Art Year 4/5 is our Advanced Studio program for creative students ready to take their art to the next level. Using more challenging media, methods and concepts, this class will encourage art students to push their art skills, develop their creative concepts and start to build an art portfolio. The course may include media such as: acrylic painting on canvas, advanced watercolour painting, and life drawing. Students are expected to build an art kit and maintain a sketchbook of ideas. There will be many self-directed proposals, in which students will work on their individual style and develop their art portfolio.

Students will take part in field trips to galleries and exhibits as part of this course. Artists and art school representatives will provide workshops and information about future opportunities for development.

## **Art 8: Byng Arts (MVA--08DC1)**

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**Grades:** 8 Byng Arts

**Prerequisite:** Byng Arts, Portfolio approval

**Corequisite:** Byng Arts complement of courses

**Supplemental Supplies:** \$TBA for consumable supplies. Students supply their own art kits and sketchbooks

Honours Art 8 is the class designated for students accepted into the Byng Arts Program for Visual Arts at the Grade 8 level. This course is designed to build on each student's previous experience in Visual Arts and to develop his or her understanding of the elements and principles of design. Students are expected to build an art kit, maintain a sketchbook of ideas, and to experiment with new art methods and materials.

## **Art 9: Byng Arts (MVA--09DC1)**

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**Grades:** 9 Byng Arts

**Prerequisite:** Honours Art 8, Byng Arts Acceptance, Portfolio approval

**Corequisite:** Byng Arts complement of courses

**Supplemental Supplies:** \$TBA for consumable supplies. Students supply their own art kits and sketchbooks.

Honours Art 9 is the class designated for students accepted into the Byng Arts Program for Visual Arts at the Grade 9 level. This course is designed to build on each student's previous experience in Visual Arts and to develop his or her understanding of the elements and principles of design. Students are expected to build an art kit, maintain a sketchbook of ideas, and to experiment with new art methods and materials.

## **Studio Art 10: Byng Arts (MVAD-10DC1)**

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**Grades:** 10 Byng Arts

**Prerequisite:** Honours Art 9, Byng Arts Acceptance, Portfolio approval

**Corequisite:** Byng Arts complement of courses

**Supplemental Supplies:** \$TBA for consumable supplies. Students supply their own art kits and sketchbooks.

Honours Art 10 is the class designated for students accepted into the Byng Arts Program for Visual Arts at the Grade 10 level. This course is designed to build on each student's previous experience in Visual Arts and to develop his or her understanding of the elements and principles of design. Students are expected to build an art kit, maintain a sketchbook of ideas, and to experiment with new art methods and materials.

## **Studio Arts 2-D 11/12: Byng Arts (MVAD-11DC1/MVAD-12DC1)**

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**Grades:** 11/12 Byng Arts

**Prerequisite:** Portfolio approval –Byng Arts

**Corequisite:** Byng Arts complement of courses

**Supplemental Supplies:** \$TBA for consumable supplies. Students supply their own art kits and sketchbooks.

Honours Art 11/12 is the class designated for students accepted into the Byng Arts Program for Visual Arts at a Senior level. This demanding course is designed for highly motivated students who wish to challenge themselves as artists. In response to class assignments, students will use a wide variety of media to show their understanding of the elements and principles of design. Students will be expected to develop a portfolio of thematically related art, which demonstrates a clear personal style. Students will take part in field trips to galleries and exhibits as part of this course. Artists and art school representatives will provide workshops and information about future opportunities for development. As in previous years, students are expected to build an art kit and maintain a sketchbook of ideas.

Students have the option of creating a portfolio of work for the Advanced Placement Drawing and/or Design submissions. A portfolio mark of 3, 4, or 5 from the College Board will be recognized as completion of a first-year course by some schools.

## **Visual Arts: Ceramics 9 and Studio Arts 3-D 10/11/12: Introduction**

**(MVA09CR1/MVAC10CR1/MVAC11CR1/ MVAC12CR1)**

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**Grades:** 9 to 12

**Prerequisite:** None

**Supplemental Supplies:** \$20 for consumable supplies

Explore the MAGIC of MUD! Students will develop strong hand building skills (pinch pots, coils, slabs, etc.) as well as begin to develop throwing skills on the potter's wheel. Surface treatment techniques, such as glazing and staining will be taught and developed. The course will challenge students to dream, design and BUILD using earth, air, fire and water!

## **Studio Arts 3-D 10/11/12: Advanced (MVAC10CR2/MVAC11CR2/MVAC12CR2)**

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**Grades:** 10 to 12

**Prerequisite:** Ceramics, Intro

**Supplemental Supplies:** \$30 for consumable supplies

This course will not only provide students an opportunity to develop advanced techniques used in hand building, throwing and surface treatment, but will encourage them to create a concentration of thematically related art which demonstrates personal style. We introduce templates, molds and the potter's wheel to make multiples of an object and create sets of work. This advanced course extends and expands upon the skills acquired in Intro Ceramics. In this class we can push earth, air, fire, and water into a wider variety of creative shapes, exploring the alchemy, structures and surfaces of clay.

## **Media Design 09/10/11/12 Animation (MVA--09AN1/MMEDD10/ MMEDD11/MMEDD12**

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**Grades:** 9 to 12

**Prerequisite:** Strong art/design background

See your art take on a life of its own. Students will explore graphics, 2D animation, 3D animation and web graphics. We will investigate the hardware (scanners, digital cameras) and the software (Flash, Blender, PhotoShop) to support our projects. There will be explorations into sound and how to integrate computer-generated graphics into student videos.

## **Photography 09/10/11/12: Introduction (MVA--09PH1/MVAPH10--1/MVAPH11--1/ MVAPH12--1)**

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**Grades:** 9 to 12

**Prerequisite:** None

**Required equipment:** iPhone/Android or point and shoot camera with A, S, M and P controls.

**Supplemental Supplies:** \$30 for consumable supplies, printing and enrichment

Do you want to take professional looking photos using your phone? Do you want to do more than just point and shoot with your camera? Do you want to capture light on film, or print light in a darkroom? This hands-on introductory course will explore what it means and what it takes to take a good photograph and build your first photographic portfolio. You will learn about the guidelines of good composition before going beyond those guidelines to create unique images of your own. This course will also help you to think more critically and creatively, to become more aware of and engaged in the world around you, as well as learning excellent time management and organization skills. As field studies are an important part of this course, students will be required to participate in school-based activities that go beyond the classroom during school time, as well as exploring the world around them on weekends.

## **Photography 10/11/12: Advanced(MVAPH10--3/ MVAPH11--3// MVAPH12--3)**

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**Grades:** 10 to 12

**Prerequisite:** Beginner photography, or a portfolio interview with the teacher.

**Required Equipment:** a DSLR or Mirrorless camera.

**Supplemental Supplies:** \$30 for consumable supplies and enrichment

Are you limited by the types of photographs you can take with your phone or point and shoot camera? Perhaps it's time to start focusing on entry or amateur level DSLRs or even Mirrorless Cameras. Building on the skills learned in a beginner photography course, students will be encouraged to gain better control of their "own" camera as they begin to expand their understanding of the world they live in and their ability to capture it. Students will also complement their skills as a photographer with insight into post-production techniques, not only creating and developing the very best photograph they can using Lightroom, but also developing an invaluable workflow allowing better management of time and resources. Students with an interest in film will have the opportunity to spend time in a darkroom, while others may want to explore the limitless possibilities of Photoshop. As field studies are an important part of this course, students will be required to participate in school-based activities that go beyond the classroom. But it is even more important that students actively explore their world outside of school on weekends. Advanced level students will have the opportunity to focus on self-directed projects that will cumulate in a professional portfolio.

## **Yearbook Production 10/11/12 (YCCT-0C/YCCT-1C/YCCT-2C)**

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**Grades:** 9 to 12

This multi-grade, multi-ability-level class offers students a chance to learn and apply their computer and photography skills to creating the school yearbook. Students are offered the opportunity to participate in the planning and execution of these tasks and learn new digital media skills. Knowledge of InDesign, Lightroom, Photoshop, digital SLR Cameras, the Internet and excellent written communication are an asset, but all software programs/ technical skills will be learned throughout the year.

## Service and Support Courses

### Independent Directed Studies 10, 11, 12 (MIDS)

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**Grades:** 10, 11 or 12

**Prerequisite:** None

Independent Directed Studies allows students to initiate their own learning under teacher supervision. The maximum value for a single IDS course is 4 credits, but there is no limit to the total number of IDS credits a student may earn. The number of credits (1, 2, 3 or 4) (4 credits = a yearlong course, 100-120 hours) a student earns for an IDS will be set out in the plan developed by that student and a teacher advisor/mentor and approved by the principal. An IDS course is an extension of one or more learning outcomes of an existing Grades 10, 11 or 12 course. IDS is intended to provide students at Byng with an opportunity to pursue curriculum in greater depth and further develop their interests and passion.

### Peer Counselling 12 (YIPS-2C)

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**Grades:** 12

**Prerequisite:** Students who have strong interpersonal and communication skills, unwavering commitment to attend all activities attached to PC 12, and excellent ability to catch up due to participation in PC activities. Application and interview required.

**Supplemental Supplies:** Dates TBA for PC camp, PC training days and lunch meetings. There is an additional fee for this course.

Students will be placed in a Grade 8 classroom for one period for semester one or two. Students will be offering friendship, support, role modelling, and problem-solving strategies to grade 8 students as well as making referrals to counsellors when appropriate. Students will receive training in PC skills during their 4-day PC camp. Students may apply in their Grade 11 year in March. All students who apply will undergo an interview process. Selection of PCs will be made by counsellors who will strive to include a cross section of the Lord Byng student population.

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

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**Grades:** 11 or 12

**Prerequisite:** Willingness and ability to help teachers with a variety tasks.

Community Service offers senior students an opportunity to develop strong communication, interpersonal and leadership skills through assisting other students in classroom settings. These skills are crucial in post-secondary and workplace applications. Community Service is designed to lead into Peer Tutoring or Peer Counselling 12, and possibly to pair with Leadership 11 and 12. As such, a significant part of this course will be dedicated to supporting students in the assigned class with their learning. Community Service students function as individual tutors, class teaching assistants, activity leaders, discussion facilitators, role models and mentors. In the peer support capacity, students will assist with individual tutoring under teacher supervision and assist groups of students during class activities. Additionally, Community Service students will assist teachers with their class preparations. In this capacity, under teacher supervision students may prepare and organize equipment and materials for classroom activities, assist with tasks such as collating handouts, organizing and maintaining a classroom space, creating displays for bulletin board displays, organizing cabinets, conducting library research on specific units for teacher use, etc. Some students may have two placements over the course of the semester to provide a greater breadth of experience for community service students and to provide more classes with supports.

Community Service students will be placed in classes in consultation with students and teachers. Some training will be provided. Community Service students will work under the supervision of a teacher, and students will be required to complete one or two readings and maintain a reflection log.

Students taking Community Service 11 will be assigned a class and teacher to work with. Some students may be assigned service during FIT block throughout the year as an alternative to having an On Timetable block.

## **Peer Tutoring 12 (YIPS-2B)**

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**Grades:** 11 or 12

**Prerequisite:** None.

Peer Tutoring offers senior students an opportunity to develop strong communication, interpersonal and leadership skills through assisting other students in classroom settings. These skills are crucial in post-secondary and workplace applications. Peer tutors function as individual tutors, class teaching assistants, activity leaders, discussion facilitators, role models and mentors. Students will be placed in a class based on school needs, and considering student requests for subject area when possible. Some students may have two placements over the course of the semester to provide a greater breadth of experience for peer tutors and to provide more classes with supports. If enrolment permits, some grade 8 classes will have two Peer Tutors so that tutors can most effectively collaborate with each other and with the teacher to provide student supports. Peer tutor placements will be done in consultation with peer tutors. Some training will be provided. Peer tutors will work under the supervision of a teacher, and students will be required to complete one or two readings and maintain a reflection log. Students taking Peer Tutoring 12 will be assigned a class and teacher to work with. Priority for placements will be Grade 8 classes (especially academics), math classes and English Language Learner (ELL) classes.

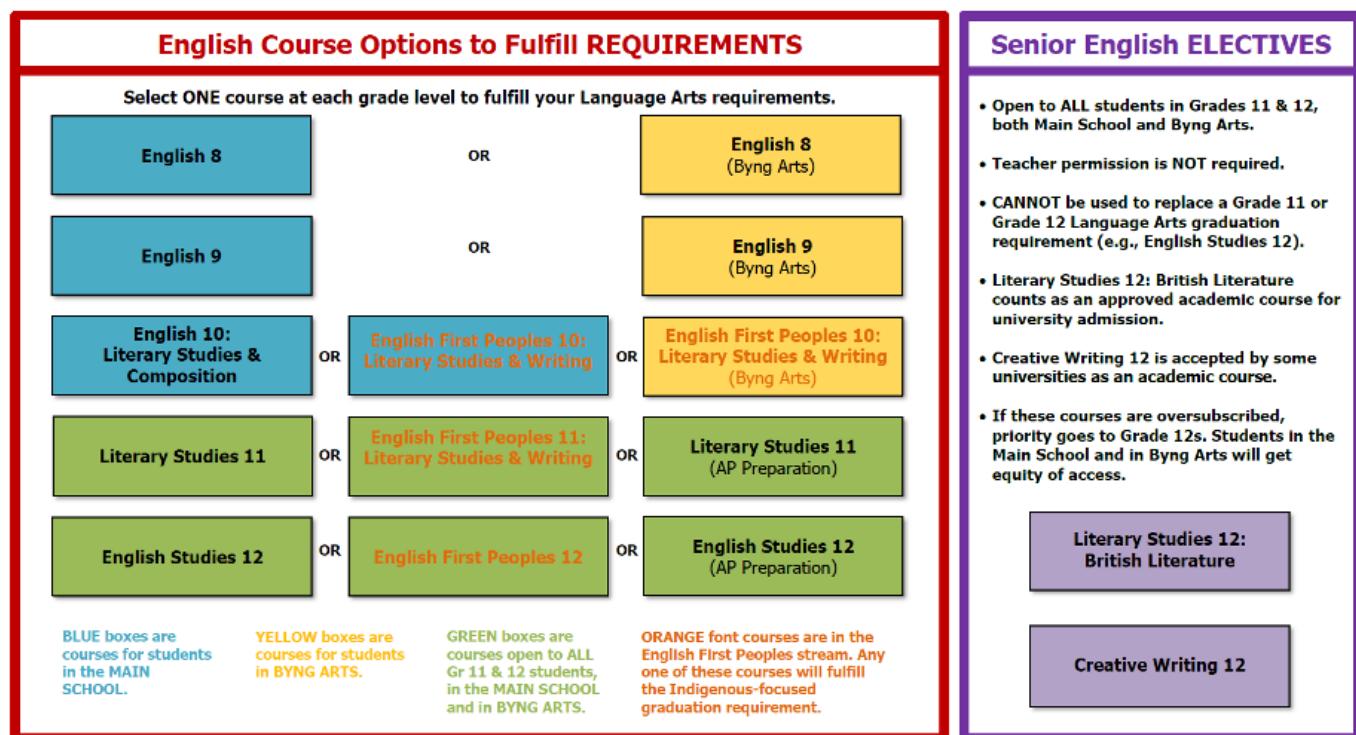
# English

Each English course consists of six sub-skills: reading, writing, speaking, listening, viewing, and representing design in a critical thinking framework. By completion of high school, students should have acquired the skills required for post-secondary options. Each English course requires habitual reading outside of class, the patience for revision and accuracy, open-mindedness, and willingness to participate. The goals of English are to develop a proficiency in communication and a lifetime appreciation for language and texts in multiple modes and media.

Underpinning every English course in the BC Curriculum are the “Big Ideas” that text and story deepen our understanding of complex ideas, our identity, and our world; that people understand text differently depending on their worldviews and perspectives; that texts are socially, culturally, geographically, and historically constructed; and that language shapes ideas and influences us. While literary studies and written composition still form the foundation of English courses overall at Lord Byng, key changes compared to the previous curriculum include more attention to oral language, Indigenous ways of knowing and learning, varieties of media, and expanded definitions of “text.”

English First Peoples courses carry the same weight for graduation requirements as do courses in the regular English stream. English First Peoples places an even stronger emphasis on spoken language, Indigenous texts, and Indigenous ways of knowing. The English First Peoples courses at any grade level (10, 11, or 12) will fulfill the new Indigenous-focused graduation requirement.

## LORD BYNG ENGLISH COURSES (Revised 2024 December 12)



## [\*\*English 8 \(MEN--08\)\*\*](#)

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### **Grade: 8**

Students study fiction, poetry, mythology, and drama, the objective being an introduction to literary and oral storytelling genres. Writing activities in this course focus on the paragraph but also branch into multi-paragraph writing. Language editing, grammar, and vocabulary activities are taught using a variety of methods. Students complete projects that develop group work and oral presentation skills.

## [\*\*English 8 Byng Arts \(MEN--08DC1\)\*\*](#)

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### **Grade: 8**

Byng Arts English follows the regular English core curriculum (see “English 8” for details). However, we strive to provide enrichment by integrating the visual and performing arts into the curriculum at each grade level and offering opportunities for field trips and/or visiting speakers.

## [\*\*English 9 \(MEN--09\)\*\*](#)

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### **Grade: 9**

Students study a variety of literary and oral storytelling genres, including fiction, poetry, and drama. Literary analysis becomes more formalized than in English 8, and analytical terminology is used more frequently to discuss reading selections. Students continue developing multi-paragraph writing, with an emphasis on the formal expository essay for literary analysis. Language development includes grammar, vocabulary, and editing activities. Formal and informal presentations are assigned to provide students with an opportunity to develop oral expression and group work skills.

## [\*\*English 9 Byng Arts \(MEN--09DC1\)\*\*](#)

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### **Grade: 9**

Byng Arts English follows the regular English core curriculum (see “English 9” for details). However, we strive to provide enrichment by integrating the visual and performing arts into the curriculum at each grade level and offering opportunities for field trips and/or visiting speakers.

## [\*\*English 10: Literary Studies and Composition \(Choose MCMPS10\)\*\*](#)

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### **Grade: 10**

**Credits:** 4 total (2 credits for MLTST-10, and 2 credits for MCMPS-10)

This course offers two of the modules in the English curriculum at the Grade 10 level: “Literary Studies” and “Composition.” Students study a variety of literary genres, including fiction, poetry, and drama. Literary analysis techniques and stylistic terminology provide students with the tools for a more systematic study of literature than in English 9. Students continue to explore a variety of writing styles, with an emphasis on strengthening their argumentation skills and expository essay structure. Language activities continue to help students develop stronger control of grammar, vocabulary, and editing skills. Students also have opportunities to engage in discussion, group activities, and formal class presentations to develop their speaking and listening skills.

## **English First Peoples 10: [Literary Studies](#) and [Writing](#) (Choose MEFWR10)**

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**Grade:** 10

**Credits:** 4 total (2 credits for MEFLS10, and 2 credits for MEFWR10)

This course offers two of the modules in the English First Peoples curriculum at the Grade 10 level: “Literary Studies” and “Writing.” English First Peoples 10 Literary Studies and Writing focuses on First Peoples literature in a variety of contexts, genres, and media, and on writing for a variety of purposes and contexts. Students will have opportunities to explore personal and cultural identities, histories, memories, stories, and connections to land/place. This course is grounded in the understanding of how texts are historically and culturally constructed. In addition to oral communication traditions and creative written compositions, students will engage in literary analysis, language editing, and structured writing activities that will prepare them for any of the English courses offered at the following level, whether it be Literary Studies 11, English First Peoples 11, or Literary Studies 11 (AP Prep).

## **English First Peoples 10 Byng Arts: [Literary Studies](#) and [Writing](#) (Choose MEFWR10DC1)**

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**Grade:** 10

**Credits:** 4 total (2 credits for MEFLS10DC1, and 2 credits for MEFWR10DC1)

Byng Arts English follows the regular English core curriculum (see “English First Peoples 10” for details). However, we strive to provide enrichment by integrating the visual and performing arts into the curriculum at each grade level and offering opportunities for field trips and/or visiting speakers.

## **[Literary Studies 11: AP Preparation \(MLTST11SC1\)](#)**

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**Grade:** 11

**Credits:** 4

### **Registration Notes:**

- Teacher recommendation is not required. Students should note, however, that this is a rigorous and intensive course; students who select this course are expected to have already demonstrated a strong skill set in literary analysis, critical reading and thinking, and essay writing, including in-class analysis of sight passages. Students may wish to consult their Grade 10 English teacher about whether this course would be a good fit for them.
- This course is open to students from the Main School and Byng Arts.
- This course is one of the qualifying courses for Byng Arts students who are pursuing a Literary Arts Minor, Major, or Honours.
- If this course is oversubscribed, procedures will ensure that students in the Main School and in Byng Arts will have equity of access.
- Literary Studies 11 AP Preparation is designed to ease the transition into rigorous academic courses such as English Studies 12 AP Preparation and British Literature 12. Many of the works studied in Literary Studies 11 AP Preparation cover background specific to those courses.

Literary Studies 11 AP Preparation has at its core an emphasis on in-depth literary analysis through a critical lens. It provides highly motivated students with an environment of like-minded peers who have a pronounced interest in close reading of text and analytical writing. Areas of focus include the literary essay, critical and comparative analysis of texts from multiple modes and media, and seminar-style discussion.

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## [\*\*English First Peoples 11: Literary Studies and Writing \(MEFLS11\)\*\*](#)

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**Grade:** 11

**Credits:** 4

English First Peoples 11 is the academic equivalent of Literary Studies 11 for high school graduation. The course is designed to consolidate and reinforce the skills of reading, writing, speaking, listening, and critical thinking as learned in English 8 to 10.

English First Peoples 11 provides opportunities for all students to engage with Indigenous texts by the First Peoples of British Columbia, Canada, and the wider world. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text – including prose (fiction and non-fiction), oral stories, speeches, poetry, drama, dance, song, film, and multimodal texts. Throughout the First Peoples English course, students will examine the role that Indigenous voices play within the process of Reconciliation.

## [\*\*Literary Studies 11 \(MLTST11\)\*\*](#)

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**Grade:** 11

**Credits:** 4

Literary Studies 11 is required for BC high school graduation (unless students take English First Peoples 11, which is equivalent to English Studies 11 for graduation credit). English Studies 11 is also required for entrance to most universities. English Studies 11 consolidates and reinforces the skills of reading, writing, speaking, listening, and critical thinking as learned in English 8 to 10. Students review a range of writing styles and structures, with an emphasis on critical literary analysis and open composition essays. Students also review literary terminology and language editing skills. The course incorporates multiple modes and media, including spoken language, as varieties of “text.” Oral presentations and/or other projects are included to help strengthen group work and public speaking skills.

## [\*\*English Studies 12 \(MENST12\)\*\*](#)

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**Grade:** 12

**Credits:** 4

English Studies 12 is required for BC high school graduation (unless students take English First Peoples 12, which is equivalent to English Studies 12 for graduation credit). English Studies 12 is also required for entrance to most universities. English Studies 12 consolidates and reinforces the skills of reading, writing, speaking, listening, and critical thinking as learned in English 8 to 11. Students review a range of writing styles and structures, with a heavy emphasis on critical literary analysis essays for a variety of genres; the synthesis essay in particular is an opportunity to further develop organization and argumentation of complex ideas. Students also review literary terminology and language editing skills. The course incorporates multiple modes and media, including spoken language, as varieties of “text.” Oral presentations and/or other projects are included to help strengthen group work and public speaking skills.

## **[English Studies 12: AP Preparation \(MENST12SC1\)](#)**

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**Grade:** 12

**Credits:** 4

**Registration Notes:**

- Teacher recommendation is not required. Students should note, however, that this is a rigorous and intensive course; students who select this course are expected to have already demonstrated a strong skill set in literary analysis, critical reading and thinking, and essay writing, including in-class analysis of sight passages. Students may wish to consult their Grade 11 English teacher about whether this course would be a good fit for them.
- This course is open to students from the Main School and Byng Arts.
- This course is one of the qualifying courses for Byng Arts students who are pursuing a Literary Arts Minor, Major, or Honours.
- If this course is oversubscribed, procedures will ensure that students in the Main School and in Byng Arts will have equity of access.
- British Literature 12 is strongly recommended as a companion course for students who take English Studies 12 AP Preparation. The skills and content covered in British Literature 12 will help strengthen students' preparation for the AP exam. While British Literature 12 focuses more on poetic texts up to the mid-twentieth century, English Studies 12 AP Prep places heavier emphasis on prose texts and more contemporary works.

English Studies 12 AP Preparation allows students to fulfill their English Studies 12 graduation requirement while also preparing to write the Advanced Placement Exam in English Literature and Composition. However, students in this course are not obligated to write the AP Exam; they may wish to enroll in this course for personal enrichment only. Students will be introduced to a wide range of world literature, contemporary works, as well as mainstays of the Western canon. This course places specific emphasis on post-secondary level analytical reading and writing. Practice AP exams form part of the assessment for this course. The official AP exam will take place in May if students choose to write it. Students who achieve a high standard on the Advanced Placement Exam as set by the College Testing Board may be granted advanced credit at a North American college or university.

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## **[English First Peoples 12 \(MENFP12\)](#)**

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**Grade:** 12

**Credits:** 4

**Registration Notes:**

- Teacher recommendation is not required.
- This course is one of the qualifying courses for Byng Arts students who are pursuing a Literary Arts Minor, Major, or Honours.
- If this course is oversubscribed, procedures will ensure that students in the Main School and in Byng Arts will have equity of access.

English First Peoples 12 is the academic equivalent of English Studies 12 for high school graduation. The course is designed to consolidate and reinforce the skills of reading, writing, speaking, listening, and critical thinking as learned in English 8 to 11.

English First Peoples 12 provides opportunities for all students to engage with Indigenous texts by the First Peoples of British Columbia, Canada, and the wider world. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text – including prose (fiction and non-fiction), oral stories, speeches, poetry, drama, dance, song, film, and multimodal texts. Throughout the First Peoples English course, students will examine the role that Indigenous voices play within the process of Reconciliation.

## **Literary Studies 12: [British Literature](#) (MLTST12)**

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**Grades:** 11, 12

**Credits:** 4

**Registration Notes:**

- “British Literature 12” will be formally listed as “Literary Studies 12” on the Ministry transcript.
- Teacher recommendation is not required. This course is an elective open to all students in Grades 11 & 12.
- This course is one of the qualifying courses for Byng Arts students who are pursuing a Literary Arts Minor, Major, or Honours.
- If this course is oversubscribed, procedures will ensure that students in the Main School and in Byng Arts will have equity of access.
- British Literature 12 is strongly recommended as a companion course for students who take English Studies 12 AP Preparation. The skills and content covered in British Literature 12 will help strengthen students’ preparation for the AP exam. While British Literature 12 focuses more on poetic texts up to the mid-twentieth century, English Studies 12 AP Prep places heavier emphasis on prose texts and more contemporary works.

British Literature 12 surveys some of the great classics in the English literary canon; this course focuses on mostly poetic works, primarily from Britain. The syllabus proceeds chronologically through literary periods: Anglo-Saxon, Medieval, Renaissance, 17th & 18th Centuries, Romantic, Victorian, and 20th Century. We study works in their historical and cultural contexts. Through style analysis and close reading, we also explore the artistry and rhetoric of the language in each text.

This course will be valuable for students who wish to proceed to post-secondary literary studies, but it is also a course for those who just love to read and discuss poetry and other literary forms. Although rigorous and intensive, this course provides opportunities for all students to be successful. Students will have a thorough review of literary essay writing, including argumentation, organization, and citation. Assessment includes creative projects, presentations, essays (in-class and take-home), and class discussion. There are no exams or major tests in this course.

## **[Creative Writing](#) 12 (MCTWR12)**

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**Grades:** 11, 12

**Credits:** 4

**Registration Notes:**

- Teacher recommendation is not required. This course is an elective open to all students in Grades 11 & 12.
- This course is one of the qualifying courses for Byng Arts students who are pursuing a Literary Arts Minor, Major, or Honours.
- If this course is oversubscribed, procedures will ensure that students in the Main School and in Byng Arts will have equity of access.

Creative Writing 12 is designed for students who have an interest and a flair for writing. This course fosters written expression in a range of genres such as fiction, non-fiction, poetry, and drama. Creative Writing 12 is primarily intended to encourage students to experiment with language and create original work for an authentic audience, although some analysis of literature is required. Because this course employs a workshop model, students must be independent, self-motivated, and serious about their writing.

# ELL Program

## (English Language Learning)

Student placement in the English Language Learning (ELL) Program is based upon English language proficiency assessed through testing, years of study and achievement both in the student's home country and Canada.

The ELL department provides a four-level program for students so that they may improve their English language proficiency and receive support when they move into mainstream courses. ELL course placement is determined by the ELL department teachers, not selected by students through MyEd.

**Level 1** – is appropriate for students whose English skills are at the beginning level. Level 1 students have two beginner ELL classes.

**Level 2** – is for students whose English skills are at the intermediate level. Level 2 students have two intermediate ELL classes.

**Level 3** – is for students who have advanced language skills but require support transitioning to mainstream English. Level 3 students have one advanced ELL class.

**Level 4** – is for students who are enrolled in all mainstream classes, including English. Level 4 students receive one block of credit granting English language support through Academic Writing.

Course	Grade 8/9	Grade 10-12
<b>Level 1</b>		
<a href="#"><u>ELL ENGLISH 1</u></a>	<a href="#"><u>XLDCE08WR1</u></a> OR <a href="#"><u>XLDCE09WR1</u></a>	
<a href="#"><u>ELL SCIENCE</u></a>	<a href="#"><u>XLDCE08SC1</u></a> OR <a href="#"><u>XLDCE09SC1</u></a>	
<a href="#"><u>ELL SOCIAL STUDIES</u></a>	<a href="#"><u>XLDCE09SS1</u></a> OR <a href="#"><u>N/A</u></a>	
<b>Level 2</b>		
<a href="#"><u>ENGLISH LANGUAGE DEVELOPMENT 10</u></a>	<a href="#"><u>XLDCE08RE2</u></a> OR <a href="#"><u>YESFL0AELL-001</u></a>	
<a href="#"><u>ELL SCIENCE</u></a>	<a href="#"><u>XLDCE08SC2</u></a> OR <a href="#"><u>XLDCE09SC2</u></a>	
<a href="#"><u>ELL SOCIAL STUDIES</u></a>	<a href="#"><u>XLDCE08SS2</u></a> OR <a href="#"><u>N/A</u></a>	
<b>Level 3</b>		
<a href="#"><u>ACADEMIC STRATEGIES FOR ELL LEARNERS 10</u></a>	<a href="#"><u>XLDCE08WR3</u></a> OR <a href="#"><u>YESFL0B1-001</u></a>	
<a href="#"><u>ENGLISH LANGUAGE DEVELOPMENT 11</u></a>	<a href="#"><u>XLDCE08RE3</u></a> OR <a href="#"><u>YESFL1B-001</u></a>	
<b>Level 4</b>		
<a href="#"><u>ACADEMIC WRITING 11</u></a>	<a href="#"><u>XLDCE08WR4</u></a> OR <a href="#"><u>YESFL1A-001</u></a>	
<b>Level 5</b>		
<b>Support Off Timetable</b>		<a href="#"><u>XAT10ELL</u></a>

**Credits:** Please note that students in grade 10-12 receive credits toward graduation for all level 2, 3 and 4 ELL courses, but these courses count as electives and do not fulfill the English course requirements.

## Career Education

### [Career Education 8 \(MCE--08\)](#) and [Career Education 9 \(MCE--09\)](#)

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**Grades:** 8

These courses are combined and collectively form a part of the applied skills rotation. The course focuses on the Core Competencies: social and personal awareness, critical and creative thinking, and communications. The program centers on identity and relationship building, employs an active and hands on approach to exploring ideas, and guides students toward meaningful action projects that strengthen community. The fundamental goal is to help students develop greater self-awareness, self-worth, and confidence while contributing to a more inclusive environment at Lord Byng. Through this growth, students will be better equipped to make informed future career decisions and feel empowered to act on climate change and social justice issues impacting them and their communities.

### [Career Life Education 10 \(MCLE-10\)](#)

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CLE 10 is an off-timetable linear course that helps students develop the knowledge and skills needed to navigate life beyond high school. Students learn about career pathways, post-secondary options, and financial literacy. The course also focuses on developing key employability skills, including résumé and cover letter writing and job interview preparation. There will be in-person assemblies and online assignments to complete for this course. In the latter half of the course, students begin their Capstone planning and preparation, setting the foundation for their Career-Life Connections work in Grade 12.

### [Career Life Connections and Capstone \(MCLC-12\)](#)

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**Completed in Grade 11**

**Credits: 4 (grade 12)**

The aim of Career Education 12 is to provide students with the knowledge, skills and attitudes that will assist them in making informed decisions related to their education and their future careers. Off timetable, hybrid course for all grade 11 students. There will be in-person assemblies and online assignments to complete for this program.

- Requires assessment and a mark
- Personal Career Development
- Connections with Community
- Career Life Planning (Capstone Project)

## Modern Languages

**Message for Grade 7 Students:** Students from VSB French Immersion Elementary schools will be placed in **French 11**, unless individual requests are made to the Modern Languages department head to be in a higher level. Students in Late French Immersion, native French speakers & students who have completed French Intensive or other advanced courses (ie DELF) in French, please contact the Modern Languages department head to write a **placement assessment at the beginning of February – the assessment will be administered in late February**.

Students who wish to challenge the Grade 11 or 12 exam will find information here:

<https://www.deltasd.bc.ca/schools/secondary/challenge-exams/>

### French 8 (MFR--08)

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**Grade:** 8

**Prerequisite:** None (other than a positive attitude)

**Supplemental Supplies:** Online portal \$5. Highly recommended.

From day one, students learn strategies to communicate and have fun in French. Emphasis is put on listening comprehension & oral participation. Reading & writing proficiency is also developed through an in-depth study of plays, stories, & films. Students explore Francophone and Indigenous cultures and share their personal perspectives & experiences.

### French 9 (MFR--09)

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**Grade:** 9

**Prerequisite:** French 8

**Supplemental Supplies:** Online Portal \$5. Highly recommended.

**NOTE:** French 9 is considered an academic elective and continuing with French can eventually be used as one of your academic courses for university admissions.

This highly interactive course emphasizes listening, speaking, reading & writing in French. Fluency is further developed through the study of stories & plays. Narrating stories, orally and in writing, allows students to understand & communicate more complex ideas authentically in French. Students explore their own cultural identity and expand their worldview as they learn about francophone & Indigenous perspectives.

### French 10 (MFR--10)

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**Grade:** 10

**Prerequisite:** French 9

**Supplemental Supplies:** Online Portal \$5. Highly recommended.

**NOTE:** French 10 is considered an academic elective and continuing with French can eventually be used as one of your academic courses for university admissions.

French 10 builds on previously acquired grammar and vocabulary allowing students to communicate authentically & meaningfully in French. Students read, discuss, write and share their perspectives on climate change, health and pop culture. Students explore the intersection between Francophone & Indigenous cultures and their own experience, while developing fluency and improving their written & oral French.

## **French 11 (MFR--11)**

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**Grade:** 11

**Prerequisite:** French 10

**Supplemental Supplies:** \$5

**NOTE:** French 11 is considered an academic elective and can be used as one of your academic courses for university admissions.

French 11 is a challenging course that introduces new vocabulary and grammar at an accelerated pace. Students discuss & express their opinions about topics such as international cuisine, childhood experiences, advertising & the media and may consider these topics through a Francophone and Indigenous lens. Through partner & group work, students consolidate the French they've previously learned and expand on their ability to express themselves orally & in writing.

## **French 12 (MFR--12)**

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**Grade:** 12

**Prerequisite:** Recommended 73% or higher in French 11

**Supplemental Supplies:** \$5

**NOTE:** French 12 is considered an academic elective and can be used as one of your academic courses for university admissions.

Proficient in French, Grade 12 students are able to explore global issues and opportunities available to French speakers, post-secondary. Course topics include travel, study & exchange programs in the francophone world, the arts & the creative process, the environment and the media. Intensive course work consists of further development of listening & speaking skills and written expression. Students are expected to function effectively in French in the classroom.

## **AP French (AFRL--12)**

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**Grade:** 12

**Prerequisite:** Recommended 73% or higher in French 11

**Supplemental Supplies:** \$5

**NOTE:** French 12 is considered an academic elective and can be used as one of your academic courses for university admissions.

AP French is an advanced French course, recommended to students who have passed French 12 at an extending level and are comfortable and advanced in their French Language skills including Speaking and Listening, Reading comprehension and Writing. The themes covered in French AP will include Self-Expression and the Arts, the Environment and Sustainability, Technology and Science, careers, Human rights, Family and community. Our class is conducted in a total French immersion environment. A variety of authentic “texts” including movies, podcasts, reading documents (magazine, newspaper, internet article, short stories, poetry, fables, plays and novels) will be used.

**Goals:** Based on the AP curriculum, by the end of the semester, students will be able to:

- Respond to questions as part of a conversation by using a variety of vocabulary and engage in an oral exchange of information, opinions and ideas. (*Spoken Interpersonal Communication*)
- Read and reply to a message (e-mail letter, etc.) by using a varied and appropriate vocabulary. Students will be able to state and sustain their information, opinions and ideas in a written message. (*Written Interpersonal Communication*).
- Understand a variety of sources by identifying key points, significant details and purpose; making inferences and predictions based on the sources; showing understanding of cultural or interdisciplinary information contained in the text. (*Audio, Visual, Audio-Visual/Written and Print Interpretive Communication*).

## **SPANISH:**

Native speakers of Spanish who wish to challenge the Spanish Level 2 or 3 exam will find information here:

<https://www.deltasd.bc.ca/schools/secondary/challenge-exams/>

The three Spanish courses offered cover four years of course work over three years.

### **Spanish 10 (MSP--10)**

**Grades:** 9,10, 11, 12

**Supplemental Supplies:** Online Portal \$7. Highly recommended.

**NOTE:** *Spanish 10 is considered an academic elective and continuing with Spanish can eventually be used as one of your academic courses for university admissions.*

Hola! Spanish 10 is an interactive introductory course focusing on vocabulary and grammar relevant to students' lives, future travels, studies, or work in the Hispanic world. To increase students' interest in the language, cultural awareness is also integrated in the course through music, film, and dance.

### **Spanish 11 (MSP--11)**

**Grades:** 10, 11 or 12

**Prerequisite:** Spanish 10

**Supplemental Supplies:** Online Portal \$7. Highly recommended.

**NOTE:** *Spanish 11 is considered an academic elective and can be used as one of your academic courses for university admissions.*

This course builds on the listening comprehension taught in Spanish 10, with increasing importance placed on reading and writing skills, which helps to improve oral proficiency. Students will compose and write short dialogues and simple compositions. Cultural knowledge and awareness continue at this level with a focus on current events in Latin America and Spain.

### **Spanish 12 (MSP--12)**

**Grades:** 11 or 12

**Prerequisite:** Spanish 11

**Supplemental Supplies:** Online Portal \$7. Highly recommended

**NOTE:** *Spanish 12 is considered an academic elective and can be used as one of your academic courses for university admissions.*

Students continue to develop their Spanish language skills begun in earlier grades. Considerable emphasis is given to writing and speaking using a variety of verb tenses. Knowledge and awareness of culture from the Spanish speaking world is also integrated into lessons through art, music, film and festivals.

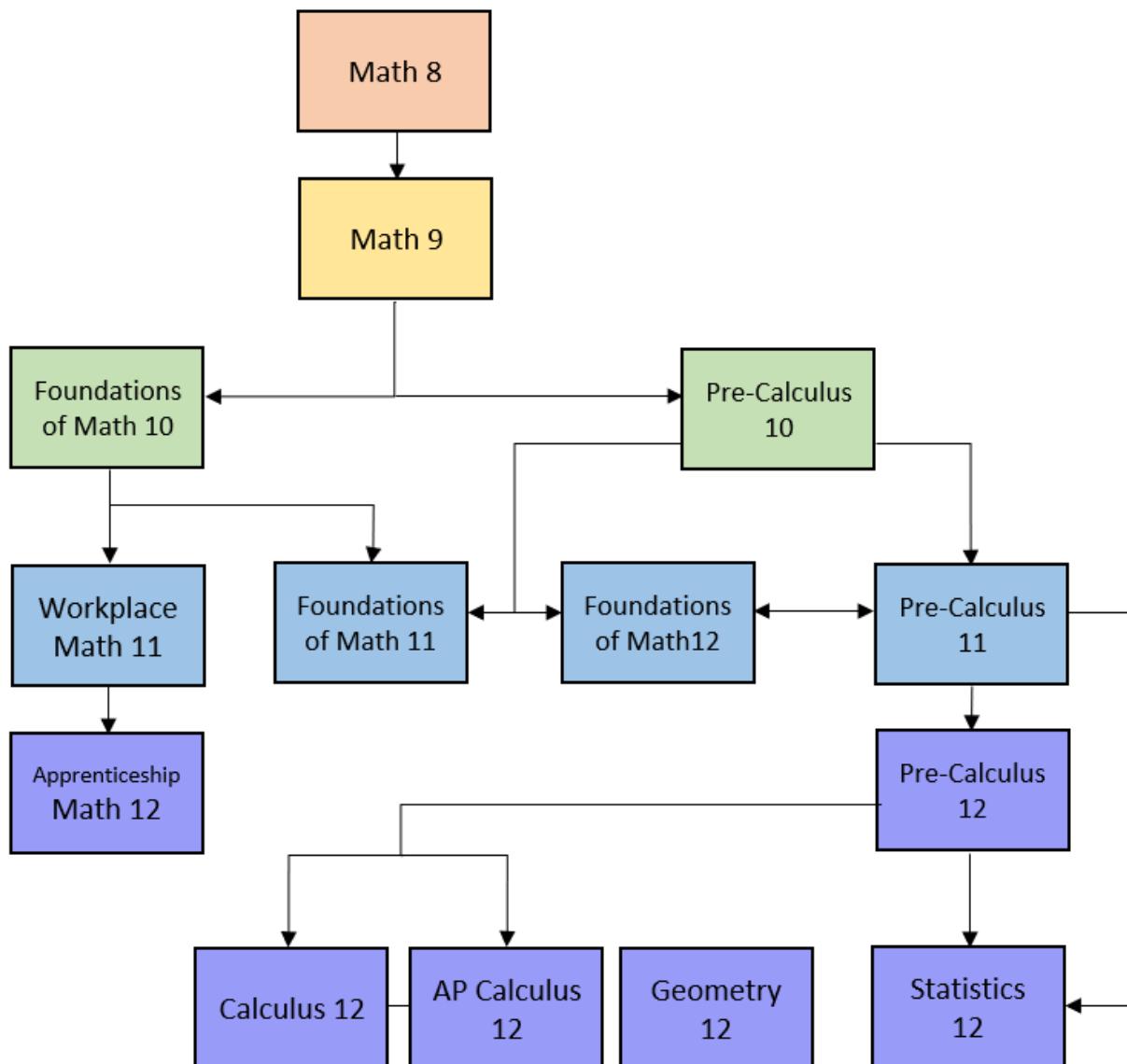
## Mathematics

Most students will enter Mathematics 8 in their Grade 8 year and continue into Mathematics 9 in their second year at Lord Byng.

- Students entering Grade 10 choose between **Foundations of Math 10 focus** and **Pre-Calculus 10 focus**.
- Students entering Grade 11 choose between **Foundations of Math 11 and/or 12**, **Pre-Calculus 11**, **Statistics 12**.
- Students entering Grade 12 may continue on with **Workplace Math 12**, **Foundations of Math 11 and/or 12**, **Pre-Calculus 12**, or **Statistics 12**, and may choose **Calculus 12**, **Advanced Placement Calculus and/or Geometry 12**.

British Columbia's graduation requirements are met by completing any Grade 11 mathematics course. The diagram below illustrates some possible paths from Grade 8 to 12 for students at Lord Byng.

The learning outcomes for math courses may be found at <https://curriculum.gov.bc.ca/>.



NOTE: Other pathways than those shown are possible.

## **Mathematics 8 (MMA--08)**

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**Grades:** 8

**Prerequisite:** Math 7

**Supplemental Supplies:** \$TBA workbook deposit

Math 8 is a continuation of the standard program for all students. Topics include:

- Logic and Patterns
- Percent, Perfect Squares and Cubes
- Square Roots and the Pythagorean Theorem
- Rates, Ratio and Proportion,
- Operations with Fractions,
- Algebraic Expressions and Equations
- Surface Area and Volume
- Probability
- Financial Literacy

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

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**Grades:** 9

**Prerequisite:** Math 8

**Supplemental Supplies:** \$TBA workbook deposit

Math 9 is a continuation of the standard program. Course content includes:

- Numerical and Spatial Reasoning
- Square Roots and Exponents
- Financial Literacy
- Operations with Rational Numbers
- Linear Relations and Graphing
- Operations with Polynomials
- Linear Equations and Inequalities
- Logic, Patterns and Reasoning
- Probability and Statistics
- Similarity and Scale Factor

## **Pre-Calculus 10 (MFMP-10)**

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**Grades:** 10

**Prerequisite:** Math 9

**Supplemental Supplies:** \$TBA workbook deposit

This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for continuation into either Foundations 11 or Pre-Calculus 11 pathways. Course content includes:

- Operations on powers (with integral exponents)
- Prime factorization
- Functions and relations (connecting data, graphs, and situations)
- Linear relations (including slope and equations of lines)
- Arithmetic sequences
- Systems of linear equations
- Multiplication of polynomial expressions
- Polynomial factoring
- Primary trigonometric ratios
- Financial literacy (gross and net pay, compound interest)

## [Foundations of Math 10 \(MFMP-10SC1\)](#)

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**Grades:** 10

**Prerequisite:** Math 9

**Supplemental Supplies:** \$TBA workbook deposit

This course covers the same content as the Pre-Calculus 10 course with a project-based approach, and reduced emphasis on test-based assessments. These topics will be covered with an emphasis on practical applications:

- Strengthening numeracy skills through numeracy tasks
- Functions and relations
- Linear relations & systems of linear equations
- Primary trigonometric ratios
- Arithmetic sequences
- Polynomial operations
- Exponent operations
- Financial literacy (gross and net pay)

## [Foundations of Math 11 \(MFOM-11\)](#)

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**Grades:** 11

**Prerequisite:** Any Grade 10 level math course

**Supplemental Supplies:** \$TBA workbook deposit

This course/pathway is recommended for students who will be going into such post-secondary programs such as Social Sciences, Humanities, and Fine Arts. Foundations of Math 11 need not be taken with Foundations of Math 12 for graduation. Course content includes:

- Measurement & Rates
- Mathematical Reasoning
- Statistics
- Quadratic Functions
- Financial Literacy

## [Pre-Calculus 11 \(MPREC11\)](#)

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**Grades:** 11

**Prerequisite:** 73% or higher in Pre-Calculus 10 **recommended**

**Supplemental Supplies:** \$TBA workbook deposit

The primary purpose of Pre-Calculus 11 is to develop the formalism students need to continue with the study of Calculus. This course/pathway is recommended for students who will be going into such post-secondary programs such as Mathematics, Science, Engineering, Medicine and Commerce. Course content includes:

- Analyzing Functions and Solving Equations (Quadratic, Absolute Value, Radical, and Rational/Reciprocal)
- Trigonometry
- Systems of Equations and Inequalities

Students completing this course will likely continue the following year with Pre-Calculus 12. The rigour of Pre-Calculus courses is reflected in a recommended prerequisite of 73% in the previous course to ensure success.

## [Workplace Math 11 \(MWPM-11\)](#)

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**Grades:** 11

**Prerequisite:** Any Grade 10 level math course

**Supplemental Supplies:** \$TBA workbook deposit

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the workplace and some post-secondary training programs. This course is a continuation of Workplace Math 10. Course content includes:

- Measurement,
- 2-D and 3-D Geometry,
- 3-D Modeling
- Puzzle Strategy
- Trigonometry
- Finance
- Rates of Change and Proportional Reasoning,
- Data Collection and Representation

## [Foundations of Math 12 \(MFOM-12\)](#)

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**Grades:** 12

**Prerequisite:** Any Grade 10 level math course.

**Supplemental Supplies:** \$TBA workbook deposit

This course is focused on real-world applications of mathematics and involves completing projects where students apply their mathematical knowledge. This course/pathway is recommended for students who will be going into such post-secondary programs such as Social Sciences, Humanities, and Fine Arts. Foundations of Math 11 and Foundations of Math 12 may be taken together or independently. Course content may include:

- Combinatorics
- Probability
- Financial Decision Making
- Logical Reasoning and Puzzle Analysis
- Data Analysis and Mathematical Modeling
- Research Projects

## [Pre-Calculus 12 \(MPREC12\)](#)

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**Grades:** 12

**Prerequisite:** Pre-Calculus 11

**Supplemental Supplies:** \$TBA workbook deposit

This course is a continuation of Pre-Calculus 11. Course content includes:

- Functions & Transformations of Graphs
- Polynomial Functions
- Radical & Rational Functions
- Exponential & Logarithmic Functions
- Trigonometric Functions, Equations & Identities
- Sequences & Series

This course leads to the Calculus courses, and can be taken prior to or concurrently with Calculus 12

## [Apprenticeship Math 12 \(MAPPR-12\)](#)

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**Grades:** 12

**Prerequisite:** Workplace Math 11

**Supplemental Supplies:** \$TBA workbook deposit

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the workplace and some post-secondary training programs. This course is a continuation of Workplace Math 11. Course content includes:

- Measurement Instruments
- 2-D & 3-D Geometry
- Transformations
- Trigonometry
- Finance and Business
- Linear Relations
- Data Collection and Representation
- Probability.

## [Calculus 12 \(MCALC12\)](#)

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**Grades:** 12

**Prerequisite:** Pre-Calculus 12

Calculus 12 is an introduction to Calculus, which is invaluable to students proceeding to math and science related programs in post-secondary studies. Course content includes:

- Graphs and Limits
- Derivatives and their Applications
- Antiderivatives & Integration

Students may choose to write the UBC-SFU-UVic-UNBC Calculus Examination, which is based on the Calculus 12 curriculum. This exam can give students credit for calculus courses at UBC, SFU, UVIC or UNBC.

## [Statistics 12 \(MSTAT12\)](#)

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**Grades:** 12

**Prerequisite:** Foundations of Math 11 or Pre-Calculus 11

Statistics 12 is a course for students going on to study in a variety of disciplines, the basics of Statistical Analysis, Probability and Statistical Inference. It is complementary to a Science and Math concentration. It is also suitable for students looking for an alternative to Pre Calc 12 who wish to still have credit for a Grade 12 level math course and for students pursuing an academic path with both Sciences and the Humanities. Many post-secondary programs require at least one Statistics course so the course is designed for a smooth transition with topics drawn from a variety of disciplines. The course makes use of technology to explore statistical concepts and teaches strong communication with data analysis.

## **Advanced Placement Calculus (ACAL-12)**

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**Grades:** 12

**Prerequisite:** 86% in Pre-Calculus 12.

**Supplemental Supplies:** Graphing calculator required.

AP Calculus is an intense university level course providing elevated rigour and excellent preparation for students planning to enter engineering, sciences or mathematics programs at the post-secondary level. Course content includes:

- Graphs and Limits
- Derivatives & Applications of Derivatives
- Integration & Applications of Integration
- Differential Equations

Students will be prepared to write the AP Calculus (AB) exam, administered by the College Board.

Achievement on this exam can provide students with the option of obtaining credit or standing in first year calculus courses at most North American universities. Also, students may choose to write the British Columbia Calculus Examination. This exam can give students credit for calculus courses at UBC, SFU, UVIC or UNBC.

**Note:** It is recommended that students attempting this course be highly motivated, and that they have completed Pre-Calculus 12.

## **Geometry 12 (MGMT-12)**

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**Grades:** 12

**Prerequisite:** AP Calculus 12

**Supplemental Supplies:** Graphing calculator required.

Geometry 12 covers geometric concepts from **AP Calculus BC**, as well as an introduction to basic Euclidean geometry concepts through investigations, constructions and logical proofs. Technology will be used to aid in the exploration of concepts. Course content includes:

- Sequences and series (BC)
- Parametric equations, polar coordinates and vector-valued functions (BC)
- Advanced integration and differential equations (BC)
- Properties of angles, triangles, parallel and perpendicular lines
- Similarity and congruence
- Circle Geometry & loci
- Introduction to non-Euclidean geometries

## Physical Education

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

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**Grades:** 8

PHE 8 focuses on building fundamental movement skills, healthy habits, and positive social interactions. Students explore a variety of physical activities, learn about mental well-being, and develop strategies for making healthy, informed decisions. The course encourages cooperation, personal responsibility, and active participation.

### Physical and Health Education 9: Dance Focus (MPHE-09SC1)

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**Grades:** 9

**Prerequisite:** Equivalent to PE9

Dance PHE is a Physical Health Education course with an emphasis on dance and movement. Students will learn a variety of dance routines while building strength, flexibility, and overall fitness. Guest experts will lead specialized dance units, giving students exposure to different styles of dance. Collaboration is central to the course, and students will regularly work with peers and perform for their classmates at the end of each dance unit. No dance experience is required.

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

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**Grades:** 9

PHE 9 extends students' physical skill development while deepening their understanding of personal health, fitness, and emotional well-being. Students participate in a range of activities designed to build confidence, teamwork, and resilience, while learning how healthy choices contribute to lifelong wellness.

### Physical and Health Education 10: Dance Focus (MPHED10SC1)

**Grades:** 10

**Prerequisite:** Equivalent to PE10

Dance PHE is a Physical Health Education course with an emphasis on dance and movement. Students will learn a variety of dance routines while building strength, flexibility, and overall fitness. Guest experts will lead specialized dance units, giving students exposure to different styles of dance. Collaboration is central to the course, and students will regularly work with peers and perform for their classmates at the end of each dance unit. No dance experience is required.

### Physical and Health Education 10 (MPHED10)

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**Grades:** 10

**Prerequisite:** PE 9

PHE 10 emphasizes skill refinement, personal fitness planning, and informed decision-making related to health and well-being. Students explore physical activities that support lifelong activity, examine issues such as nutrition, stress, and healthy relationships, and develop strategies for maintaining overall wellness beyond high school. The course prepares students with lifelong skills and habits that promote sustained well-being beyond school.

## **Fitness and Conditioning [11/12](#) (MFTCD11 or MFTCD12 or MPHED10SC2)**

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**Grades:** 10, 11 or 12

(May be substituted for regular PHE in your grade)

**Prerequisite:** PE in previous grade, Instructor approval

**Supplemental Supplies:** \$TBA

This course places the emphasis on fitness with some participation in sports and games. It is designed to develop advanced physical strength and endurance through a variety of training techniques such as those affecting muscle and body composition. Students will further study the effects of exercise and training principles. Students will have the opportunity to develop and utilize their own individualized training program for their sport or personal fitness pursuits.

**Note:** Students will not receive credit for both regular PHE and Fitness

## **Active Living 11 (MACLV11)**

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**Grades:** 11 or 12

**Supplemental Supplies:** \$TBA

This program emphasizes participation and offers the student an opportunity to experience a wide variety of activities that promote both enjoyment in exercise and fitness. This course will explore activities and programs offered within our community and will be exciting, competitive, and fun.

## **Active Living 12 (MACLV12)**

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**Grades:** 11 or 12

**Prerequisite:** PE10 and 11, or permission from instructor

**Supplemental Supplies:** \$TBA

This program emphasizes participation and offers the student an opportunity to experience a wide variety of activities that promote both enjoyment in exercise and fitness. This course will explore activities and programs offered within our community and will be exciting, competitive, and fun.

## **Active Living [11/12](#): Dance Focus (MACLV11SC1 or MACLV12SC1)**

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**Grades:** 11 or 12

Dance PHE is a Physical Health Education course with an emphasis on dance and movement. Students will learn a variety of dance routines while building strength, flexibility, and overall fitness. Guest experts will lead specialized dance units, giving students exposure to different styles of dance. Collaboration is central to the course, and students will regularly work with peers and perform for their classmates at the end of each dance unit. No dance experience is required.

## **Active Living 11/12: Basketball Focus (MACLV11SC1 or (MACLV12SC1))**

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**Grades:** 10–12

**Prerequisite:** PHE 8 and 9, or permission of instructor

Active Living 11 with a Basketball Focus is a Physical Health Education course centered on basketball skill development, fitness, and movement. Students will build individual and team skills, develop strength and conditioning, and participate in competitive and cooperative gameplay. The course also introduces refereeing and coaching fundamentals to support leadership and confidence both on and off the court.

All skill levels are welcome—no team experience required.

## **BA Athletic Leadership 10/11/12 (YHRA-0A/YHRA-1B/YHRA-2B)**

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**Grades:** 10 to 12

This off-timetable course will develop numerous skills valued by post-secondary sport and recreation programs. Students will be required to assist with score-keeping and other minor officiating duties for the Athletics program falling primarily after school. In addition, students will help at our annual Terry Fox run, work in our holiday Tree lot, in December, and help organize the annual athletics banquet.

## Science

### Science 8 (MSC--08)

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**Grades:** 8

The new Science curriculum is based primarily on a "Big Ideas" approach. The big ideas for the new Science 8 course are:

1. Life processes are performed at the cellular level.
2. The behavior of matter can be explained by the kinetic molecular theory and atomic theory.
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.

Through engagement with these topics, students will develop their ability to question and predict, plan and conduct experiments, process, analyze and evaluate data and information apply and innovate.

### Science 9 (MSC--09)

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**Grades:** 9

**Prerequisite:** Science 8

The new Science curriculum is based primarily on a "Big Ideas" approach. The big ideas for the new Science 9 course are:

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

Through engagement with these topics, students will develop their ability to question and predict, plan and conduct experiments, process, analyze and evaluate data and information apply and innovate.

### Science 10 (MSC--10)

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**Grades:** 10

**Prerequisite:** Science 9

The new Science curriculum is based primarily on a "Big Ideas" approach. The big ideas for the new Science 10 course are:

1. Genes are the foundation for the diversity of living things.
2. Chemical processes require energy change as atoms are rearranged.
3. Energy is conserved and its transformation can affect living things and the environment.
4. The formation of the universe can be explained by the big bang theory.

### Earth Science 11 (MESC-11)

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**Grades:** 11 or 12

**Prerequisite:** Science 10

This course is an introduction to the diverse aspects of earth and space science. Earth Science is an applied science course that introduces geology and other Earth sciences: ecology, oceanography, atmospheric science, and astronomy. Earth Science 11 explores both current issues that our planet is facing as well as processes that have shaped the planet we call home. This course generally meets the university requirement for a Science 11 course.

## [Life Sciences 11 – formerly Biology 11 \(MLFSC11\)](#)

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**Grades:** 11 or 12

**Prerequisite:** Science 10

The new Science curriculum is based primarily on a "Big Ideas" approach. The big ideas for the new Life Sciences 11 course are:

1. Life is a result of interactions at the molecular and cellular levels.
2. Evolution occurs at the population level.
3. Organisms are grouped based on common characteristics.

This is a survey course that studies organisms within the living world. Basic biological principles, including cell theory, evolution, ecology, and taxonomy are introduced as a framework to guide investigations involving microbiology, plants and animals. Students taking this course are expected to do labs involving dissections.

## [Anatomy and Physiology 12 – formerly Biology 12 \(MATPH12\)](#)

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**Grades:** 12

**Prerequisite:** 67% or better in Biology 11 and Chemistry 11 is highly recommended.

This is an extensive course concentrating on biochemistry, human anatomy and physiology. Almost one-third of the course will focus on the structure of macromolecules, chemical bonding, enzyme action, ultrastructure and ultraprocesses of the cell, and homeostasis. The remainder of the course deals with different organ systems of the human body.

## [Chemistry 11 \(MCH--11\)](#)

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**Grades:** 11 or 12

**Prerequisite:** Science 10

**Corequisite:** Mathematics 11

This introductory course involves the study of matter using practical exercises and chemical calculations. Topics include laboratory safety procedures, significant figures, mole concepts, stoichiometric calculation, modern atomic theory, chemical bonding, solutions, and organic chemistry. It is recommended that students have a strong mathematical background and proficient skills in writing formulas and naming compounds.

## [Chemistry 12 \(MCH--12\)](#)

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**Grades:** 12

**Prerequisite:** 67% or higher in Chemistry 11 is recommended

This course requires a strong theoretical understanding as well as analytical application of the concepts being studied. It is recommended that students have a thorough understanding of Chemistry 11 curriculum, good writing and comprehension skills, as well as a strong mathematical background. This course deals with advanced topics in chemistry. The topics include solutions and solubility, rates of chemical reactions, chemical

equilibrium, solubility equilibrium, acid-base chemistry and oxidation-reduction reactions including their applications.

## **Physics 11 (MPH-11)**

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**Grades:** 11 or 12

**Prerequisite:** Science 10

**Corequisite:** Mathematics 11

This course focusses on classical physics and deals with the motion of matter using Newton's laws. The specific topics include 1 and 2 - dimensional kinematics, dynamics, energy conservation, and wave motion. DC electric circuits will also be introduced. It is recommended that students have a strong math background, as they will focus on problem solving and conceptual physics.

## **Physics 12 (MPH-12)**

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**Grades:** 12

**Prerequisite:** 67% or higher in Physics 11 recommended

This is an in-depth study of some of the major principles of classical and modern physics. This course is designed to foster the student's understanding of mathematical physics and provide the groundwork for further academic studies in physics and engineering. Topics include 2-dimensional dynamics, laws of conservation of energy, equilibrium, circular motion and gravitation, electrostatics, electromagnetism, and relativistic effects. It is strongly recommended that Physics 11 be taken during the regular school year prior to taking Physics 12, in order to fully learn the necessary physics concepts needed to be successful in Physics 12.

## Social Studies

### [Social Studies 8: Byng Arts \(MSS--08DC1\)](#)

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**Grades:** 8

Socials 8 in a Byng Arts cohort with an integrated Fine Arts focus.

### [Social Studies 8 \(MSS--08\)](#)

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**Grades:** 8

**Prerequisite:** Grade 7

The content purview of Social Studies 8 starts with a European focus on the Early to Late Middle Ages and has optional selections for instructors to pursue on Ancient India, China or Japan. Moreover, an introduction to Canadian geography and history forms the second major study area with topics ranging from the 7<sup>th</sup> century up to 1750. The big ideas for inquiry stressed within the content include contacts and conflicts between peoples, human and environmental factors shaping change, the consequences of exploration, expansion and colonization for different groups and how changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions. Within the study of Canada, the history of inter-cultural contact between European and Indigenous peoples and the consequences which lead to the need for reconciliation for indigenous peoples is a particular curricular focus.

### [Social Studies 9: Byng Arts \(MSS--09DC1\)](#)

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**Grades:** 9

Socials 9 in a Byng Arts cohort with an integrated Fine Arts focus.

### [Social Studies 9 \(MSS--09\)](#)

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**Grades:** 9

**Prerequisite:** Social Studies 8

The content purview of Social Studies 9 ranges from 1750 to 1919 and include an array of content topics based upon Canada and Europe including the French Revolution and Industrial Revolution and events up to and post Confederation in Canada. The big ideas for inquiry stressed within the content background include: how emerging ideas and ideologies profoundly influence societies and events, how the physical environment influences the nature of political, social, and economic change; how disparities in power alter the balance of relationships between individuals and societies with a concentrated focus on the history of indigenous peoples of Canada and how collective identity is constructed and can change over time. Within the study of Canada, the history of inter-cultural contact between European and Indigenous peoples and the consequences which lead to the need for reconciliation for indigenous peoples is a continued curricular focus.

## **Social Studies 10 – Canada and the World: 1919 to present (MSS–10)**

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**Grades:** 10

**Prerequisite:** Social Studies 9

The Social Studies 10 curriculum is based upon three areas of study based upon the History of Canada in the Twentieth Century, Canadian Government and the Global Environment. These concentrated areas will be used to provide content explorations as a basis for students to use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. More specifically, content knowledge will be based upon a number of aspects related to social studies such as:

- 1) the development, structure and function of Canadian and other political institutions, including First Peoples governance
- 2) political and economic ideologies and the development of public policy
- 3) changing conceptions of identity in Canada and Canadian autonomy
- 4) domestic conflict and co-operation
- 5) discriminatory policies and injustices in Canada and the world,
- 6) international conflicts and co-operation
- 7) human–environment interaction
- 8) economic development and Canada’s role in a global economy
- 9) truth and reconciliation in Canada.

## **Comparative Cultures 12 (MCMCL12)**

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**Grades:** 11 or 12

**Prerequisite:** Social Studies 10

Comparative Cultures 12 provides students with the opportunity to explore cultures in expanding their awareness of cultural plurality and reducing ethnocentrism. The study of cultures is undertaken in a variety of ways firstly by identifying their central features by examining samples of ancient cultures including Middle Eastern cultures (Ancient Egypt), Mediterranean cultures (Ancient Greece), Indigenous cultures (Ancient Maya and Aztecs) and Asian cultures (Ancient China). Among themes and study topics that focus on cultural components are mythology, religion, philosophy, sports, theatre, and music. Moreover, two inquiry-based projects allow students the opportunity to investigate cultures independently. The first project is based upon World Mythologies and the second is based upon investigations of a wide variety of optional cultures such as regional or national cultures (e.g. Japanese, Brazilian, Moroccan, Swedish culture etc.) or micro-cultures (e.g. Hip-Hop, Soccer, Graffiti, Rural, School, Gaming culture etc.). Comparative Cultures 12 offers students the opportunity to learn about the profound cultural diversity that contributes to the vibrancy of our society and of human experience.

## **Contemporary Indigenous Studies 12 (MINST12)**

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**Grades:** 11 or 12

**Prerequisite:** Social Studies 10

Contemporary Indigenous Studies 12 provides students with perspectives rarely if ever offered educationally in the past. Among curricular competencies students will be challenged to achieve will be: to use Social Studies inquiry processes and skills to ask questions; listen to the oral tradition of Elders and other local knowledge holders; to use Indigenous principles of learning (holistic, experiential, reflective, and relational) to better understand connectedness and the reciprocal relationship of First Peoples to the land; to use appropriate protocols, ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, indigenous knowledge, memory, history, and story (evidence); to explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective) and to make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment). Goals which will be promoted by the competencies will be to understand the varied identities and worldviews of Indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land as well as to be able to account for and respond to inequities in the relationships of Indigenous peoples with governments in Canada and around the world and lastly to restore balance through truth, healing, and reconciliation in Canada and around the world.

## **Philosophy 12 (MPHIL12)**

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**Grades:** 11 or 12

**Prerequisite:** Social Studies 10

Philosophy is the study of logic, reason, knowledge, existence, and language. In this course, students will develop reasoning skills and philosophical inquiry to respond to arguments and questions related to major issues in philosophy; to assess the relevance of philosophical ideas for everyday life and current social and political issues; to analyze philosophical ideas; to compare the justifications for different philosophical perspectives; to compare and contrast continuity, change, and divergence of ideas, disciplines, and schools of thought; to assess the development and impact of diverse ideas and systems of thought; and, to explain different philosophical perspectives by considering the norms, values, worldviews, and beliefs of the philosophers who developed them. Among the subject matter which will be examined will be logic and rational argument, the principles of induction and deduction, metaphysical theories about the nature of reality, and ethical frameworks. Many “isms” will also be investigated including idealism, realism, materialism, theism, nihilism existentialism, positivism and moralism. Course studies will include the philosophical views of several historic influential philosophers including Socrates, Confucius, Kant, Descartes, Rousseau, Hegel, Nietzsche, Sartre, and Russell.

## **BC First Peoples 12 (MBCFP12)**

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**Grades:** 11 or 12

**Prerequisite:** Social Studies 10

This course formerly named First Nations 12 is based upon the study of the history of the First Peoples of Canada and British Columbia from the onset of European exploration up to today. Among the topics examined by students are the legacy of colonialism, Aboriginal Rights, Treaties and Self-Government, First Nations’ oral tradition, arts, cultural expressions and society today. Course goals are directed at increasing knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions. First Nations Studies 12 can be used to meet the Social Studies graduation requirement and also counts toward the minimum number of Grade 12 level credits needed to meet graduation requirements.

## [Physical Geography 12 \(MPGEO12\)](#)

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**Grades:** 11 or 12

**Prerequisite:** Social Studies 10

Physical Geography 12 is intended to give students an overview of the physical world by combining the work of the sciences and the humanities into a cohesive unit. The physical geography section of the course covers many aspects of the physical world including the environment, tectonic forces, gradation, hydrology and meteorology/climatology. The human geography section revolves around land and resource use with a focus on the Greater Vancouver region. Beyond the course content, students will be introduced to the skills required to understand cartography and air photograph analysis. The course will also allow students to further develop their academic writing and data analysis skills. Geography 12 is well-suited to students with inquiring minds who have an interest in learning more about the world in which they live.

## [Human Geography 12 \(MHGEO12\)](#)

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**Grades:** 11 or 12

**Prerequisite:** Social Studies 10

In HG 12 students will be challenged to use geographic inquiry processes and skills to ask questions; gather, interpret, and analyze data (maps, graphs) and ideas and communicate finding and decisions; assess the significance of place by identifying the physical and/or human features that characterize them (sense of place); assess a variety of interpretations of geographic evidence (evidence and interpretation); draw conclusions about geographic phenomena over time and space (patterns and trends); evaluate how geographic actions or events influence human practices or outcomes (geographical value judgments); evaluate features or aspects of geographic phenomena or locations to explain what makes them worthy of recognition (geographical importance); identify and assess how human and environmental factors and events influence each other (interactions and associations); make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments). Course studies will include a number of issues related such as demographic patterns of growth, decline and movement; use of physical space and human impacts on the environment; relationship between First Peoples and the environment; global agricultural practices, industrialization, trade, and natural resource demands; factors behind increased urbanization and its influence on societies and environments; relationships between natural resource and patterns of population settlement and economic development.

## [20<sup>th</sup> Century World History 12 \(MWH--12\)](#)

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**Grades:** 11 or 12

**Prerequisite:** Social Studies 10

Based upon the history of the 20th century, History 12 examines many critical events that have contemporary ramifications. Major areas of study include the post WWI era, the rise of communism and fascism, World War II, the Cold War, and the Collapse of Communism. Within the study areas, students examine numerous topics such as the Great Depression in the U.S.A., the rise of Fascism in Italy and Nazism in Germany, World War II, the Cold War, the Superpower Arms and Space Race, the Cuban Missile Crisis, the Korean and Vietnam Wars, China before Mao and under Mao, Arab-Israeli relations in the Middle East, the Civil Rights Movement in the United States, Apartheid in South Africa and finally the Collapse of Communism in Eastern Europe and the U.S.S.R. History 12 provides an excellent opportunity for students to become prepared for post-secondary education. Preparation for lecture discussions requires the reading of extensive amounts of content while perfecting note-taking techniques. Additionally, in analyzing historical problems, students acquire higher level thinking skills and improve their competence in written expression. A variety of learning activities are provided such as seminar discussions, in-class presentations, and written challenges such as interpreting historical documents and persuasive essay writing.

## Law Studies 12 (MLST-12)

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**Grades:** 11 or 12

**Prerequisite:** Social Studies 10

This course is an introduction to the study of law. There are 3 major units of study. The first unit is criminal law and includes the procedure of an investigation, criminal offences and defenses for the accused, the trial process and sentencing. The second unit is international law. This unit explores current and past legal codes in other countries as well as issues of international law such as war crimes, crimes against humanity and the role of international courts. The third unit explores civil disputes in Canadian law including torts, contracts and marriage law. Highlights in the past have included field trips to the law courts, and guest speakers including judges, lawyers, police officers, jurors and forensic experts.

## Social Justice 12 (MSJ--12)

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**Grades:** 11 or 12

**Prerequisite:** Social Studies 10

Social Justice 12 provides an exceptional learning opportunity for students to analyze situations from a social justice perspective, building on the desire to discover how to improve life for those who are most in need. The course materials will establish a body of information about human rights abuses of various sorts and the skills to assess the ways in which they can be combated. The aim is to motivate and empower students to think and act ethically, and to realize their own capacity, individually or working with others, to effect positive change for a socially just world. We will examine examples from Canada and throughout the world, to gain a sense of the type of issues involved and ways that have been found to implement strategies to address them. Examples will include discrimination and persecution of individuals and groups due to age, gender, race, class, sexual orientation, religion, disability, socioeconomic status and political beliefs. Students will be encouraged to examine their own beliefs and values and gain a better understanding of those of others, through reflection, discussion, and critical analysis. The course will include field trips, documentary films, guest speakers, debates, and role plays, culminating in a student-created and implemented plan for action on a selected local, national or international social justice issue.

## 5 Year Planner