



# **Eric Hamber Secondary School**

Course Planning Booklet  
**2025-2026**

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# GENERAL INFORMATION

## General Information

The course descriptions on the following pages are intended as a guide to assist students in selecting courses for their programs. The course descriptions are general and do not outline the total content of each course.

The requirements for graduation are established by the Ministry of Education. Some courses are compulsory to meet graduation requirements, while others are chosen to meet individual interests, goals and used as additional credits towards graduation.

While counsellors will assist parents/guardians, students in the selection of their courses, final approval and responsibility for students' programs rests with parents, and students. It is important to note that fulfilling basic graduation is not the same as post-secondary admission. Admission requirements change frequently; therefore, it is advisable to research the specific requirements of the post-secondary institutes that you may be interested in and discuss your post-secondary plan with your grade counsellor.

Each student will have an individual timetable which must operate within the constraints of facilities, staffing, graduation requirements and individual choice. Because of these constraints, students should anticipate some conflicts in course scheduling and keep alternative courses in mind. The courses finally offered in the master timetable are determined by the number of students requesting the courses. Generally, if an insufficient number of students request a certain course, it will be dropped from the schedule. Consequently, not all the courses described may be offered each year. In addition, staffing changes or other circumstances may result in modification of course offerings and descriptions without prior notice.

## Graduation Requirements

Please click on the following links for information on Graduation Planning and Requirements:

[Dogwood Planner – at a glance](#)

[Handbook of Procedures for the Graduation Program](#)

[BC Graduation Policy Guide](#)

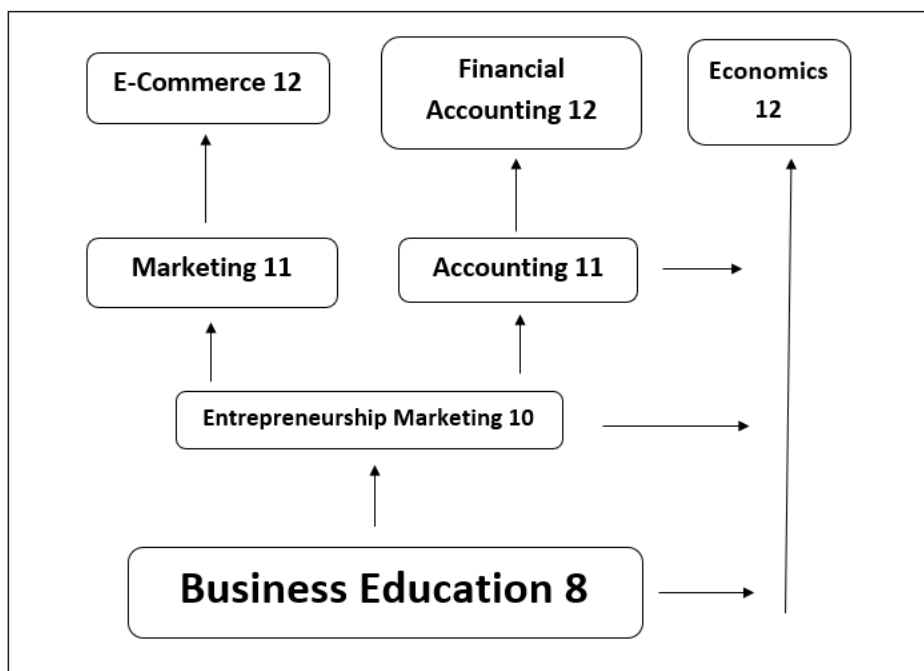
# APPLIED DESIGN AND SKILLS AND TECHNOLOGY



## BUSINESS EDUCATION

*We Make Stuff Happen!*

Business Education provides students with practical skills to enhance their employability, academic success, and daily lives. Students of Business Education receive theory and practice in the five pillars of business: entrepreneurship, accounting and finance, economics, marketing, and business communication. Participation in various hands-on activities such as simulations, case analysis, web and graphic design and school store operations, adds to students' business experience. The flow of Business Education courses is presented in the diagram below. While none of the lower-level courses are prerequisites, following the prescribed streams will better prepare students for subsequent levels and is therefore recommended.



## **APPLIED SKILLS BUSINESS & TECHNOLOGY 8 ROTATION**

### **Business Education 8 (MADEM08)**

Students will:

- Demonstrate an understanding of Office 365 and other applications;
- Simulate business activities; and
- Key at a minimum of 10 net words per minute while using the correct fingers.

This course is one of three term-long courses for Grade 8 students. This activity-based course is intended for students to explore business concepts and principles and to develop their computer application skills. Students will participate in HamberMall, an entrepreneurial business simulation, providing them with the opportunity to develop their ability to communicate, to think creatively and critically, and to work with others. An understanding of the business and the practical skills presented in this course will benefit students in their schoolwork and enhance their future employability. Students wishing to explore this subject further should consider the following courses:

### **Entrepreneurship and Marketing 10 (MADEM10)**

Students will:

- Learn about entrepreneurs, entrepreneurship opportunities, forms of and strategies for marketing;
- Learn how social, ethical, and sustainability considerations impact marketing, design and decision making; and
- Develop and demonstrate communication, teamwork, research, problem-solving and analytical skills.

Entrepreneurship and Marketing 10 introduces students to the world of business and offers insights into entrepreneurship, economics, starting a business, marketing, accounting, finance, information technology, and the importance of ethics and social responsibility. Various hands-on activities such as business cases, analyses and interactive class activities will allow students to apply what they have learned. This course will provide students with a solid foundation to further their business knowledge and practical skills for their everyday lives. They will analyze various current social entrepreneurial organizations to further develop their business and leadership skills.

## **ACCOUNTING**

### **Accounting 11 (MAC—11)**

Students will:

- Learn and apply fundamental accounting principles;
- Prepare financial statements; and
- Perform bookkeeping for sole proprietorships or partnerships.

Accounting is the backbone of business programs at all universities and colleges. Learning it now is easy and will benefit you later, especially if you pursue a commerce degree. In this introductory course, students will learn how to record business transactions and prepare financial statements. Students will also gain computer experience by working with Microsoft Excel spreadsheets and Simply Accounting software. For example, students will have the opportunity to reinforce their accounting skills while playing the game, Monopoly, something they especially enjoy.

### **Financial Accounting 12 (MFA—12)**

Students will:

- Learn and apply fundamental and advanced corporate accounting principles;
  - Analyze and evaluate financial data to solve accounting problems and make business decisions; and
  - Construct their own tax returns.
- Financial Accounting 12 is intended for students who wish to pursue post-secondary studies in Commerce and for aspiring entrepreneurs. Most of the Financial Accounting content is similar to a university course, so taking it now will really help students later – a fact confirmed by many former Hamber students. We even use a post-secondary level textbook similar to those used at UBC and SFU, but we proceed at a slower, more reasonable pace. Computer applications include work with Simply Accounting and Microsoft Excel.

## **ECONOMICS**

### **Economics 12 (MEC—12)**

*No prerequisite required*

Students will:

- Use the language of economics to explain how common economic concepts affect our behavior;
- Participate in experiments and simulations that will demonstrate economic concepts; and
- Apply these concepts to everyday events.

To study economics is to consider the dynamic issues that affect the way we live and the decisions we make every day. This course will help students understand how and why money is exchanged in society and will, more importantly, help them understand how the world works. Experiencing economic principles in class activities and applying these principles to front-page news stories will allow students to become better-informed individuals and decision makers.

## **MARKETING**

### **Marketing and Promotion 11 (MMAP—11)**

Students will:

- Learn how marketing services and products can be designed through consultation and collaboration;
- Explore how tools and technologies can influence people's lives; and
- Develop and demonstrate communication, teamwork, research, problem-solving and analytical skills.

This course introduces students to the world of marketing where they will develop teamwork, communications and other skills while learning how to market and promote products, and to connect with customers. In addition, students will take part in interactive class activities and case studies. They may also connect with various non-profit and/or social entrepreneurial organizations to develop their business, leadership, and employability knowledge and skills. Students may be offered the opportunity to participate with the school store, The Griff, to apply what they have learned in a retail environment. Marketing 11 students with outstanding performances may have the opportunity to join a group which oversees the operations of The Griff school store the following school year.

*\* some activities may be limited or unavailable for health and/or safety reasons.*

### **E-Commerce 12 (MECOM12)**

Students will:

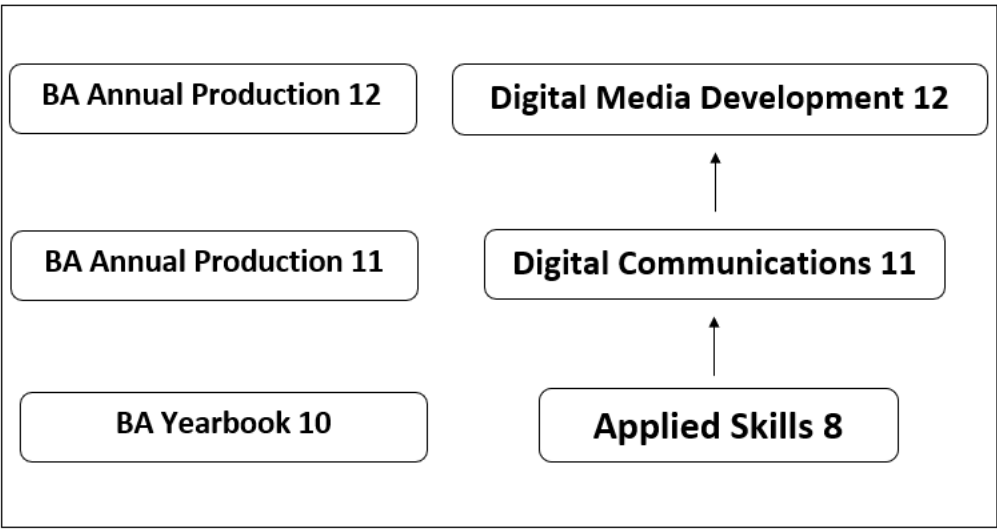
- Learn how business creates opportunities to enable change;
- Learn and apply digital marketing concepts and strategies; and
- Develop their interpersonal, business presentation, communication, teamwork, research, problem-solving and analytical skills

E-Commerce 12 takes students further into the world of business and marketing, and introduces students to various aspects of e-commerce. Through hands-on activities, case studies, challenges and simulations, students will explore areas such as entrepreneurship, consumer behaviour, product development, market research and strategies, and the importance of ethics and social responsibility in the local and global retail e-commerce environments. Students will have various opportunities to practice their presentation, teamwork and analytical skills as they explore aspects of e-commerce business. They may connect with non-profit and/or social entrepreneurial organizations to further develop their business and leadership skills.

*\* some activities may be limited or unavailable for health and/or safety reasons.*



**DIGITAL MEDIA & COMMUNICATIONS**



**Digital Communication 11 (MDCOM-11)**

Students will:

- Demonstrate an understanding of Adobe Photoshop, Illustrator, and InDesign, and will know when to use each;
- Design, critique, and edit a design according to industry standards; and
- Apply the developmental design process while using various digital media publishing formats.

Do you like working on computers? Want to design your own magazine? Do you have an eye for great graphic designs? This course is for you! Hamber has a tradition of graduating top Graphic Design students, and this course has been a key to their success. Students in this course will produce many electronic works of art, the chief of which is a digital magazine on the topic of their choice. In the process of creating a magazine, students will use Adobe Photoshop, Illustrator, and InDesign. Along with these skills, students learn the principles of graphic design that are needed to produce any professional-looking business document. At the end of the year, students will have a variety of pieces in their portfolios.

## **Digital Media Development 12 (MDMD-12)**

Students will:

- Demonstrate an understanding of Adobe Photoshop, Illustrator, and InDesign, and will know when to use each;
- Design, critique, and edit a design according to industry standards; and
- Apply the developmental design process while utilizing various digital media publishing formats.

This course allows students to deepen their understanding of electronic graphic design in a more independent way. Students will gain more expertise in industry standard software, especially Adobe InDesign and Illustrator. Many Electronic Design students take advantage of this course to create online portfolios, which have helped them earn numerous district scholarships of \$1000 each. They also take part in the Skills Canada Regional, Provincial, and National competitions in graphic design.

## **YEARBOOK PRODUCTION**

### **BA Yearbook 10 (YCCT-0C)**

### **BA Annual Production 11 (YCCT-1C)**

### **BA Annual Production 12 (YCCT-2C)**

Be part of one of the most exciting projects at our school—creating the yearbook! In this course, you'll work collaboratively to produce a high-quality publication that captures the highlights of the school year. Specialize in journalism, photography, or graphic design, and develop your creative skills while using industry-standard tools like Adobe InDesign, Photoshop, and Lightroom.

This course is perfect for students who enjoy working in a team, take pride in their work, and want to leave a lasting legacy. No prior experience with Adobe programs is required [but it is recommended]. Course enrollment is determined after an application and interview process, with students choosing to work in one of the following areas: graphic design, photography, and journalism (copy). *\* Please check in with the teacher to confirm when this course is running.*

Students will:

- **Develop Creative Skills:** Apply design, photography, and storytelling principles to create engaging yearbook content.
- **Master Technology:** Learn to use Adobe Creative Suite to produce professional-quality publications.
- **Enhance Communication:** Improve writing, editing, and teamwork skills while collaborating with peers and staff.
- **Build Community and Leadership Skills:** Take on leadership roles, build connections, and help create a publication that reflects the school community.

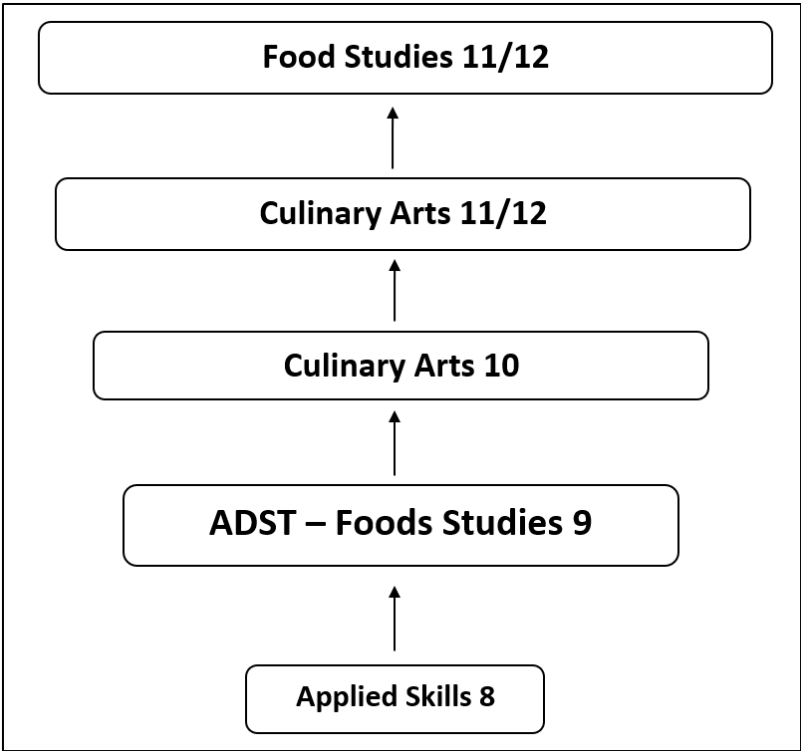




**HOME ECONOMICS**

*Don't leave school without it!*

Home Economics offers a diverse range of courses in three major areas: Foods and Nutritional Studies, Fashion and Textiles, and Family Studies & Psychology. All these courses offer strong theory and skill development that enhance the quality of life and employment potential. Students with a passion and potential also have opportunities to participate in Skills Canada competitions in Fashion, Culinary Arts and Baking.



## **APPLIED SKILLS HOME ECONOMICS 8 ROTATION**

### **Home Economics 8 (MADFS08)**

Culinary Arts (Foods) and Fashion Sewing (Textiles)

Here's your chance to be in the kitchen or behind a sewing machine. This course introduces you to basic cooking and sewing techniques for being more independent. Learn how to work safely and efficiently while developing an appreciation for the skill and work behind food and textile products. Whether making your first muffin or sewing the Hamber duffle bag, you will gain life skills and confidence. Course evaluation is based on skill development, the quality of individual projects and an understanding of the process and theory. Students will spend one term in Home Economics as part of the Applied Skills 8 rotation.

Students wishing to explore this subject further should consider one of the following area(s) in Grade 9 and beyond.

## **FOODS STUDIES AND CULINARY ARTS**

### **ADST - Foods Studies 9 (MADFS09)**

Do you want to learn how to cook? This course will teach you how to use basic techniques and equipment for the planning, preparation and serving of nutritious meals. Learn how to bake and cook food while mastering time management, safety, and sanitation skills. Learn how to read food labels and establish healthy eating practices using Canada's Food Guide. Students will be introduced to First Peoples traditional food use and will also study current ethical issues surrounding food and includes a unit on vegetarianism. Students make products such as tasty fajitas, stir-fries, teriyaki burgers, soups, and cakes. Included are some perennial favorites like pizza, and shish kebobs. Evaluation is based heavily on practical work as well as assignments and written tests.

### **Culinary Arts 10 (MCUL-10)**

Do you want to expand your culinary horizons? This course will take quick and healthy meals up a notch and will look at the social and ethical impact of food on our lives. Students will gain hands on experience in both baking and culinary techniques. Learn how to create nutritious and economical meals from scratch. Learn the art of a delicious sauce and how to combine various seasonings and foods to create amazing meals! Cook delicious, well balanced, vegetarian meals, as well, create dishes with pork, chicken and beef. Favorites of this course include crepes, cream puffs, frittatas, pizza pretzels, dumplings and so much more!

\*Food Studies 9 is highly recommended prior to taking this course.

### **Culinary Arts 11/12 (\*theme: Culinary Arts) (MCUL-11/12) Will be offered in the 2025-2026 school year.**

Do you ever wonder how professional chefs make food look so delicious and wonderful? This course is for senior students interested in learning and developing more advanced culinary and presentation skills. This course will enable students to plan, prepare, and serve appealing meals from simple to advanced dishes for all occasions, while developing healthy eating practices. Knife skills and the use of a piping bag & garnishing tools for decorating will be taught. Popular labs like the classic pavlova, Paris Brest and chicken vol-au-vent are included. Evaluation is based on mastering food preparation techniques, understanding theory, as well as being creative with food presentation.

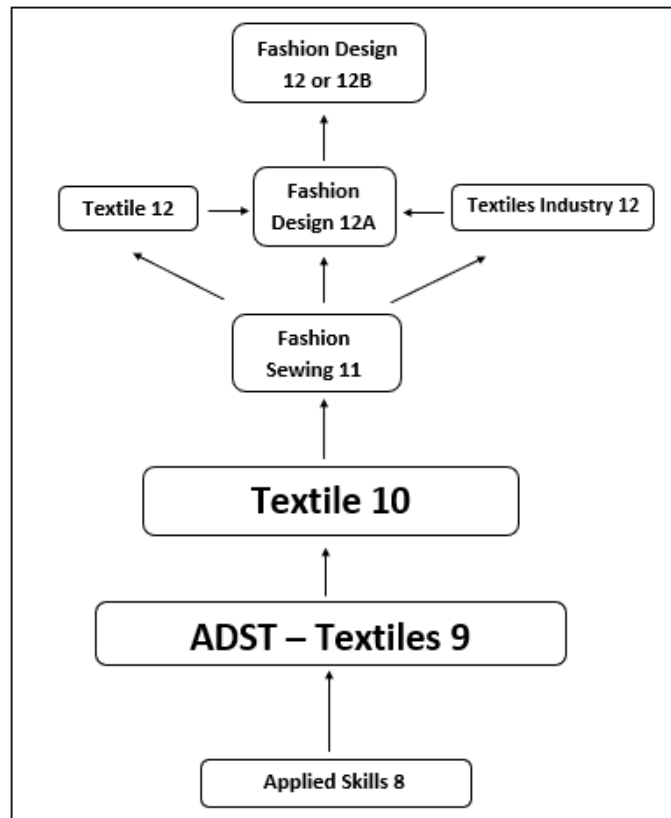
### **Foods Studies 11/12 (\*theme: Global Gourmet) (MFOOD11/12) Will be offered in the 2026-2027 school year.**

Do you want to eat your way around the world? This course will be your tour guide to a variety of world flavors and diets from Europe to Asia and beyond. Cuisines of Asia, France, Italy, Mexico and other parts of the world will be covered. Learning activities include tastings, buffets, and small group food preparation. Favorite labs include the classic French soufflé, risotto, homemade pasta and Asian curries. Evaluation will be based on mastering food preparation techniques and understanding the theory that underlies the preparation of healthy, appealing, and efficient meals from around the world.

*\*Please note, the senior foods courses are centered around two themes - Culinary Arts and Global Gourmet. These programs will be offered in alternate years. The year in which the school year starts (Sept.) will determine which program is offered in that school year. If it is an even number year, then the theme will be Global Gourmet with the course code MFOOD 11 or 12. If it is an odd number year, then the theme will be Culinary Arts with the course code MCUL 11 or 12. The grade level will be determined by the years of senior food courses taken. If it is the student's first year in senior foods regardless of the theme, a grade 11 credit will be assigned. If it is the student's second year in senior foods regardless of the theme, a grade 12 credit will be given.*



## FASHION DESIGN



### **ADST – Textiles 9 (MADT-09)**

Textiles 9 will be a continuation from Applied Skills 8 (Textiles Rotation). Students in this course will have a full year of studies in Textiles and Fashion Design. This will include the study and practice of Sewing, Fashion Design and Creation. This is a fun course for students wanting to learn how to sew and design fashion garments (if you do very well in this course; you may be able to take Textiles 11 directly).

### **Textiles 10: Fashion Sewing Beginners (MTXT-10SC1)**

Are you a senior student who is sewing challenged and wants to gain some sewing skills before you graduate? This course will teach you how to use commercial patterns, operate sewing machines and sergers to make a stuffy bear and basic garments such as skirt/pants, blouse/t-shirt and dresses. Learn basic construction techniques like zippers, waistbands, pockets, hems and buttons. Gain some basic modelling skills and participate in the annual school fashion show to be held in May. Evaluation will be based on skill development, quality of the garment construction and productive use of time and resources.

## **TEXTILES 11**

### **Textiles 11: Fashion Sewing (MTXT-11)**

Textile 10/Fashion Sewing for Beginners 11 is recommended

Students will learn some industry and contemporary design/construction techniques to facilitate working quickly and accurately. Many new techniques will be introduced with the construction of the Hamber designer garment bag. Basic wardrobe planning and ways to maximize their fashion dollars are incorporated with the construction of student projects. The introduction of basic pattern drafting will enable students to design their skirts and tops as part of their four-piece capsule wardrobe which also includes pants and a fully lined jacket. A special occasion outfit, such as a prom dress, will be produced. Students will model their projects in the annual school fashion show in May.

This is the first core course required for the Fashion Design & Merchandising Career Preparation Program/Vancouver District Fashion Program.

## **TEXTILES 12**

### **Textiles 12 (MTXT-12)**

Textiles 9/10/Fashion Design (Fashion Sewing for Beginners) 11 recommended

This course is designed to strengthen the working relationship between the student and advanced sewing techniques as well as the use of specialty fabrics. Designer clothing construction techniques will be taught. The number and type of projects will be individually negotiated with the instructor to guarantee the inclusion of new techniques and sewing experience. Students will be required to model their projects at the annual school fashion show in May.

### **BA Fashion Design 12A (YVHE-2A)**

Textiles 11 recommended or equivalent.

In this course, students will explore the creativity and individuality of fashion design concepts. They will learn the technical aspects of pattern making through flat pattern manipulations and pattern drafting techniques. Students will complete a 1/4 scale flat pattern manipulations resource binder. They will design, draft and construct a 1960's Mod inspired dress and a 1950's New Look inspired evening dress. A collection of 3 complete garments will be designed, drafted and constructed by the student. Besides modelling, students will be required to choreograph and organize their models to show their collection at the annual school fashion show.

This is a core course required for the Fashion Design & Merchandising Career Preparation Program.

### **BA Fashion Design 12B (YVHE-2B)**

BA Fashion Design 12A is a pre-requisite

In this course, students will further develop skills from Fashion Design 12A (YVHE-2A) in creating original designs, pattern making and garment construction. Students will design and create garments using various pattern making techniques such as flat pattern design, computer assisted design, and draping. They will design a collection of 4 complete outfits as well as 2 period garments (1920s and 1930s.) This course is a must for any student who is interested in continuing fashion design studies at the post-secondary level. Besides modelling, students will be required to choreograph and organize their models to show their collection at the annual school fashion show.

### **Fashion Industry 12 (MFIND12)**

Are you interested in the workings of the fashion industry? Students will be introduced to a broad spectrum of fashion related careers, principles of design, fashion history, textile science, market effect, fashion promotion and retailing. Assignments and projects are geared towards creating a personal fashion portfolio to enhance student awareness of the evolution and dynamics of the fashion industry. Students will maintain a portfolio that will be used for interviews. The successful completion of this course will benefit students who wish to apply to college and university fashion design and/or merchandising programs. This course is only offered every other year. Offered in the 2025/2026 school year.

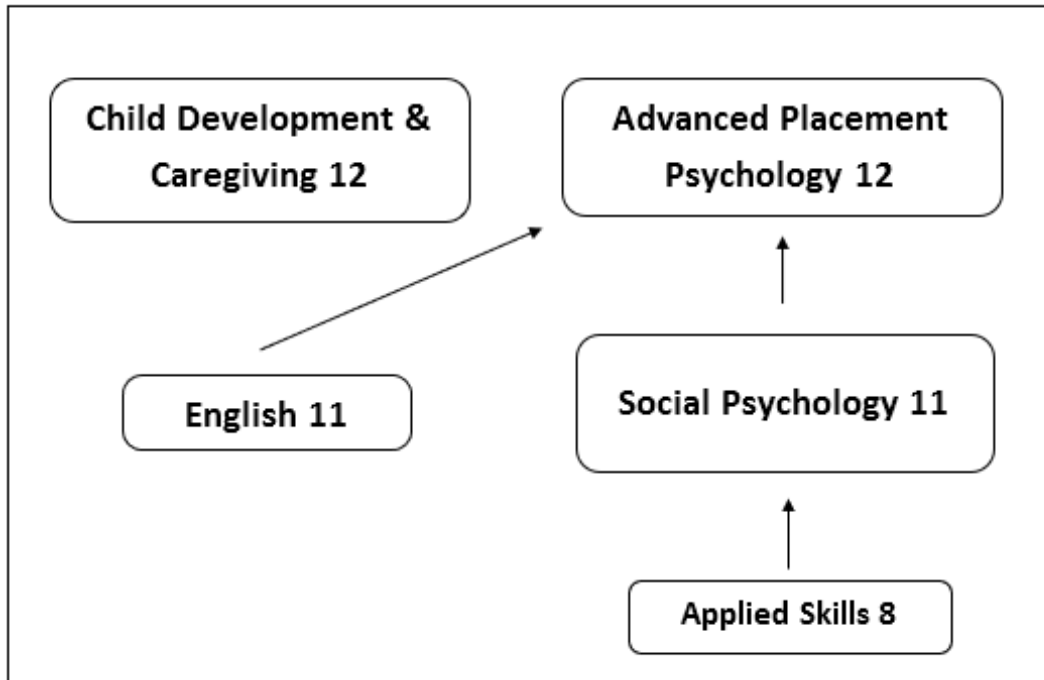
This is a core course required for the Fashion Design & Merchandising Career Preparation Program.

*Note:* The Fashion Design & Merchandising Career Preparation Program is offered at Hamber. The District program requires students to take 8 courses during grades 11 and 12 as well as 90 hours of work experience. These courses are scheduled on the same day allowing more time to develop advanced techniques in both construction and design. The required courses are Textiles 11 and/or 12, Advanced 2B, Textiles Industry 12, and possible other clothing and textiles related courses. The Fashion Career Preparation program requires a selection of fewer courses than the District program. Articulation is being sought with post-secondary fashion programs which will give these students some credits toward their post-secondary program. More details to follow.

### **BA Fashion Design 12 (YVHE-2D)**

Students will learn advanced contemporary techniques of tailoring used in commercial construction as well as traditional European couture methods. They will learn to handle special fabrics and advanced designer techniques. Students will be required to complete three major projects: 1) tailored suit (jacket plus pant or skirt), 2) formal wear, and 3) jacket or coat made from outer wear fabric or leather. Students will be required to model their projects at the annual school fashion show in May. This is a core course required for the Fashion Design & Merchandising Career Preparation Program.

## FAMILY STUDIES AND PSYCHOLOGY



### **Interpersonal and Family Relationships 11 (MIAFR11) formerly known as Social Psychology 11**

Take this course to learn more about yourself and to better understand relationships. These life skills can benefit both your personal and professional life. You will have the opportunity to practice and improve your communication and team-building skills; engage with the impact of culture on relationships; explore stress management techniques, and how to build and maintain rewarding relationships in your life. Evaluation will be primarily based on participation in class activities, project-based learning opportunities and some tests. Please note that students will receive credit for the Ministry of Education designated course, Interpersonal and Family Relationships 11 (MIAFR11).

### **Child Development and Caregiving 12 (MCDAC12)**

Wouldn't it be great to be better prepared to deal with life's challenges? Take this course to explore how an individual adapts to different stages of the life cycle. The impact of being single or married, a parent or childless, young or old will be explored in addition to gaining practical skills needed to navigate through life. This course is particularly beneficial for aspiring early childhood educators, as it provides a deeper understanding of early childhood development and practical experiences that are critical in nurturing young minds. Students will learn about pregnancy and the stages of child development from birth to age 12, including participating in a simulation where students are caregivers to an infant. Evaluation will be primarily based on project-based learning opportunities.

### **Advanced Placement Psychology 12 (APSY-12)**

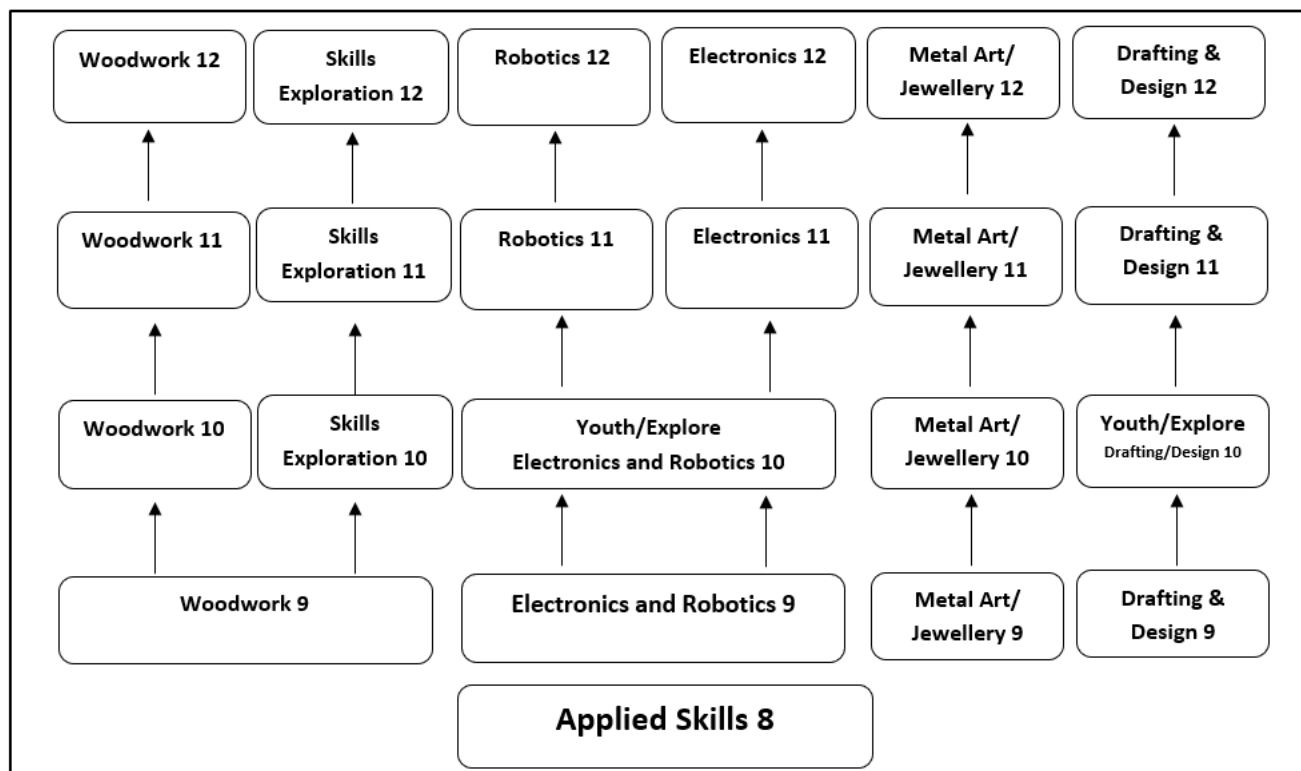
English 11 is a prerequisite and Interpersonal and Family Relations 11 (MIAFR11) is strongly recommended. Priority will be given to students who have completed English 11 and MIAFR11 with 80% or higher in both courses.

Not for the faint of heart – this introductory university level course will require students to set aside additional time for self-study. Topics include research methods, biological aspects of psychology, perception, learning and memory, cognitive abilities and language, consciousness, emotions, developmental psychology, personality and social behaviour, stress, and psychological disorders and their treatments. Evaluation will be based on university level exams and projects. Students have the option of writing the AP psychology College Board examination in May for a fee. If students are successful in this exam, they might gain credit for first year university psychology should their institute of choice recognize AP exam results for credit.

## TECHNOLOGY STUDIES

### *We Make Stuff!*

In Technical Studies, the emphasis is on project work, and students are expected to participate in the design and manufacturing of a variety of projects and processes. There is a theory component to all technical courses. Shop safety is important in all technical areas and students will be tested on safety in all courses.



## APPLIED SKILLS & TECHNOLOGY 8 ROTATION

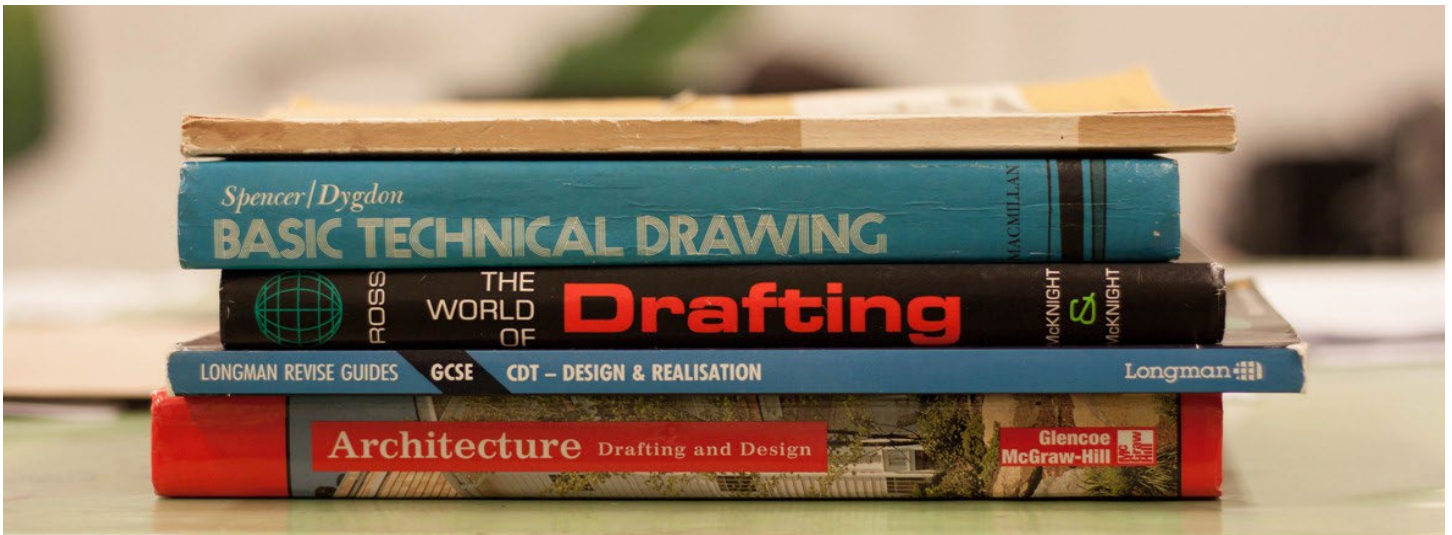
(Woodworking, Metal Work/Art Metal, Drafting, and Electronics & Robotics)

Students will:

- Build project(s) using wood and metal;
- Learn to build a robot and operate the robot to perform specific tasks; and
- Learn to work together as a team.

In Applied Skills 8; students learn to work together to solve technical problems and to develop interpersonal communication skills. Course content will also cover areas of interest for students wanting to take additional Tech Studies courses in the future. Everyone in Grade 8 will have an opportunity to be part of the Tech Studies rotation. This course is coupled with Home Economics, and Business Education; each rotation is one term in length. Topics and Projects will include potentially – Woodworking – Drafting – Metal Work – Electronics/Robotics.





## **DRAFTING**

Drafting is a universal method for visually communicating ideas in the world of design and manufacturing. Students will learn how to draw, create, and realize their creative ideas by using computer models, hand-drawn products, scaled models and portfolios.

### **ADST – Drafting 9 (MADD-09)**

Students in this course will be introduced to computer-aided drafting and Design (CADD), technical drawing, applied design, and problem solving. The skills and techniques that they learn in this course will be further utilized in other Applied Design, Skills, and Technologies (ADST) courses such as Drafting & Design 10, Electronics 10, and Woodworking 10. The skills and techniques learned in this course will allow students to manufacture real-life products for real-life problems. This course is suggested for any students interested in architecture, industrial design, interior design, engineering, and technology.

### **Youth Explore 10: INTRODUCTION to Drafting and Design (MSTX-0ACO2)**

Students in this course will gain skills and knowledge enabling them to select effective tools, techniques, and problem-solving strategies to visually communicate their solutions to complex real-world design challenges. Some of these tools include 2D and 3D Computer Aided Drafting and Design (CADD) software such as SketchUp, Revit and/or AutoCAD. Furthermore, students will learn how to physically model their ideas through paper modeling. In addition to gaining skills in CADD students will learn drawing and presentation techniques such as technical drawing, and rendering. Finally, students will use a series of problem-solving strategies such as design cycles and computational thinking in order to apply their tool and technique skills to create products and designs that solve problems.

### **Drafting 11 (MTDRF11)**

This course is for senior students interested in learning computer drawing, architecture and mechanical design (Engineering). Students will start the year completing assignments to develop skills and learn the fundamentals of architectural and engineering drafting. Students will also be required to develop product ideas and design a small building. Emphasis is on traditional drafting skills, such as model building, sketching, and hand renderings, as well as manual and 3D Computer-Aided Design (CAD). The curriculum for this course includes urban planning, landscape- and residential-development, and aims to present a blend of manual and computer-aided drafting and design (CADD) skills suitable for students who are looking forward to a career in architecture and design. Our class projects vary from year to year.

**Prerequisite:** *\*To be successful in the course, it is strongly recommended that you have completed [Youth Explore 10: INTRODUCTION to Drafting and Design](#).*



### **Drafting 12 – Tech Visualization Architecture (MTDRF12)**

This course is for senior students interested in design drawing for furniture, building and interior spaces. Students will start by learning how to design simple and then complex furniture using 3D software (SketchUp, AutoCAD, Revit). As students progress through the course, they will have a chance to design a room of their choice. As a final project, students design a complete 3D building and all the elements and objects required. Later, the computer design is rendered into a scale model. Those considering a career in Architecture, Civil Engineering, Urban Planning and Development or Building Technology will find Drafting 12 a practical course for developing an application portfolio for a post-secondary institution. Our class projects vary from year to year.

**Prerequisite:** *\*To be successful in the course, it is strongly recommended that you have completed [Youth Explore 10: INTRODUCTION to Drafting and Design](#).*

## **ELECTRONICS AND ROBOTICS**

*This course is for students in grades 9-12 looking to earn applied skills credits for graduation.*

Electronics is an elective course, which should be seen as source of skills, and an experience in general. It is a skill-building course that focuses on purposeful electronic theory and project construction. Electronics theory will be followed by practical demonstrations of knowledge. If you wanted to know how your electronic devices in your housework, build a robot or design a cool electronic device this is the course for you. It is also a good course for those that might want to go into engineering or technology related job fields.

### **ADST - Electronics and Robotics 9 (MADER09)**

Electronics and Robotics 9 is a gateway into the world of electronics. Electronics are part of almost every aspect of our modern world. In this course students will learn the basic theory of DC electronics, complete practical experiments to improve electrical understanding and then use their new skills to build electronics projects. Projects include breadboard challenge, soldered circuit, DC motors, Arduino projects, design challenges and self-directed.

### **Youth Explore 10: Electronics and Robotics (MSTX-0ACO1)**

Youth Explore: Electronics and Robotics 10 is a gateway into the career world of electrical, electronics and robotics. Electronics are part of almost every aspect of our modern world. In Youth Explore students will learn about industries that relate to electronics, DC electrical theory, robotics and AC wiring. Projects include industry research, breadboard challenge, Vex Robotics, carpentry, soldered circuit, house wiring, Arduino projects and self-directed.

### **Electronics 11/Robotics 11/Electronics 12/Robotics 12 (MTELE11/MTROB11/MTELE12/MTROB12)**

Electronics and Robotics 11 and 12 for those that haven't taken electronics, and students that have taken it before. The course has designed projects; however, the hope is that students will have self directed projects that they want to delve into.

1. Basic Electrical Theory
  - a. Breadboard labs
  - b. Current Flow
  - c. Understanding electronics Components
  - d. Ohms Law
2. Breadboarding Labs
3. Soldering Project
4. Adapted Toy/Hack electronics
5. Coding
6. Sumo Robot
7. Self-Directed

## **WOODWORKING**

In woodworking courses, students will learn everything from planning and designing to processing wood to create a variety of projects. By building both functional and decorative pieces with artistic elements, students will have the creative freedom to transform their ideas into real-life creations. Techniques for crafting high-quality wood projects will be taught, along with the development of confidence in dexterity skills and the safe handling of tools. Get ready to explore your imagination and problem-solving abilities as you engineer a product from scratch in this immersive, hands-on course!

### **ADST - Woodwork 9 (MADW-09)**

Woodwork 9 introduces students to the fundamental skills and knowledge of woodworking, focusing on the identification, characteristics, properties, and uses of wood from various tree species. Students will learn essential techniques in both traditional and non-traditional woodworking methods while gaining experience in interpreting woodworking plans and drawings for specific projects. Through the use of various tools and equipment, including stationary power tools, students will engage in hands-on learning, gaining practical experience and developing dexterity skills. Emphasis is placed on safety, accuracy, and creativity, providing a solid foundation for further woodworking studies. Examples of projects may include jewelry boxes, puzzles, cutting boards, decorative items, phone stands, and more.

### **Woodwork 10 (MWWK-10)**

Woodwork 10 builds a strong foundational understanding of woodworking techniques, providing students with opportunities to design and create more complex projects. Students will gain experience in drawing and interpreting project plans, mastering techniques for stock breakout, and using a variety of tools, including both portable and stationary power tools. This course aims to help students become more comfortable and confident using machinery and power tools, while also emphasizing the identification and sustainable use of wood from different species. It encourages students to make informed choices when selecting materials, considering their environmental impact. Examples of projects may include a phone speaker amplifier, stool, game pieces, board games, whistles, and more.

### **Woodwork 11 (MWWK-11)**

Woodwork 11 is designed to develop intermediate skills in woodworking and project design. Students will explore the creation of detailed orthographic and pictorial drawings to prepare material cutting lists. Problem-solving techniques will be applied to projects that may involve measurements, ratios, proportions, and geometry. Emphasis is placed on selecting the appropriate wood species for specific purposes, with a focus on material conservation and sustainability. Students will also learn about machine setup and adjustment, as well as project finishing methods. Through careful planning and preparation, students will have greater creative freedom in the projects they choose to undertake. Examples of projects may include various furniture items, stools, breakfast trays, side tables, game boards, and more.

### **Woodwork 12 (MWWK-12)**

Woodwork 12 challenges students with complex woodworking projects. Students will have the opportunity to design projects that require advanced planning, execution, and problem-solving skills. By creating detailed working plans and incorporating knowledge of wood materials and their properties, students will develop and refine techniques specific to the craftsmanship of woodworking. Students will gain expertise in various joinery techniques, project layout analysis, tool sharpening procedures, and the operation and maintenance of stationary power equipment. The course focuses on efficient layout to minimize waste and the sustainable use of materials, while also considering the ethical implications of woodworking, including the environmental impacts of forestry practices. It will also broaden students' understanding of woodworking across various industries and explore potential career opportunities in woodworking and related fields. Through careful planning and preparation, students will have greater creative freedom in the projects they choose to undertake, utilizing advanced woodworking techniques and skills.

## **METAL ART/ JEWELLERY AND DESIGN**

**ADST- Metalwork 9 (MADM-09SC1)**

**Metalwork 10: Jewellery (MTMET10SC1)**

**Metalwork 11: Jewellery (MTMET11SC1)**

**Art Metal and Jewellery 12 (MTAMJ12)**

Grades: 10 to 12 courses meet ADST graduation requirements

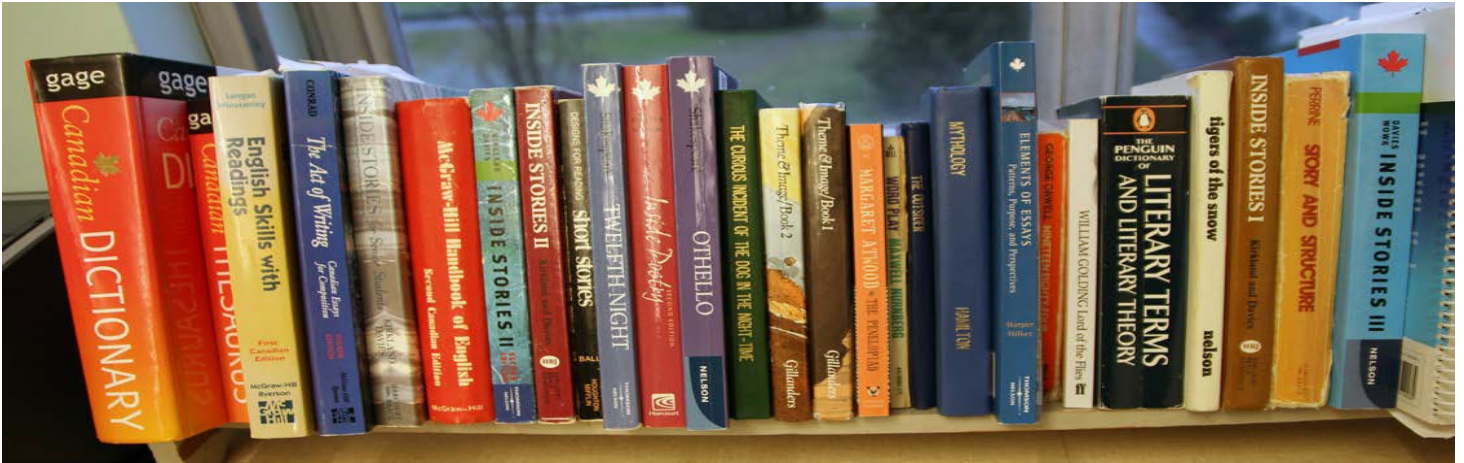
Supplemental Course fee: \$TBA: based on individual projects

This studio-based course will focus primarily on the handcrafting of jewelry, small metal sculptures and functional objects. By engaging in the design process, students are given the freedom to ideate, plan, and create custom items. Techniques and processes include soldering, specialty hand tools, enameling, etching, cuttlefish casting, lost wax casting, and wirework. Students may also choose to explore art metal (sculptor, fabrication) and glasswork (small torch, stained glass). The main materials used are copper, brass, and nickel silver in later years.

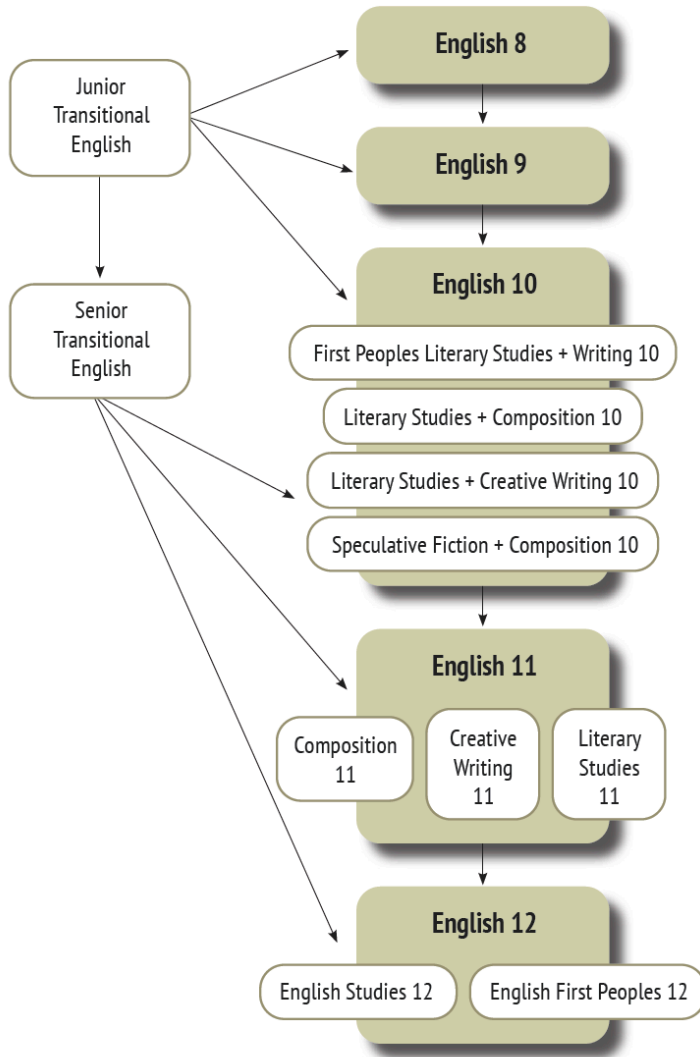
Interested students have the opportunity to take this subject over 4 years of their education.

Typical projects: necklaces, bracelets, pendants, rings, earrings and small sculptures.

# ENGLISH

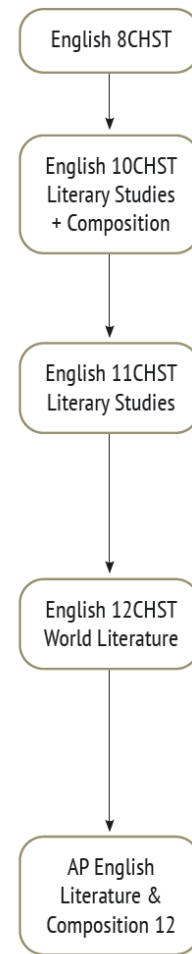


## TRANSITIONAL PROGRAM



## ENGLISH PROGRAM

## CHALLENGE STUDIO PROGRAM



### **English 8 (MEN—08)**

In English 8, students will focus on the core competencies of communication, critical and creative thinking and personal and social skills through the study of short stories, novels, and poetry. The “process” approach to writing will be emphasized as students develop their composition skills in paragraphs, compositions, and creative writing. They will learn to improve their planning, drafting, revising, and editing skills as they become more familiar with the breadth of expression in English. Students will take part in presentations as individuals or in groups to improve their oral skills. Students will explore text and story to better understand themselves and make connections to the wider community, including First Peoples.

### **English 9 (MEN—09)**

In English 9, students will continue to extend and apply the skills learned in Grade 8, but they will read more sophisticated material and be expected to demonstrate growth in their English skills. Written assignments will require more fully developed analytical, research, and composition skills. Students will be synthesizing meaning from different texts to create new understandings, including developing an awareness of the diversity within and across First Peoples’ communities. Also, students will form an understanding of how literary elements, techniques and devices enhance and shape meaning. There will be continued emphasis on developing confidence in oral skills.

### **English 10**

**Students are required to select ONE of the following combinations:**

- **English First Peoples Writing 10 and Literary Studies 10 (MEFWR10/MEFLS10)**

\*Only 4 sections of this course will be offered.

This combined course explores English through engagement with authentic oral and written First Peoples’ stories and accounts. It is for students who are interested in exploring First Peoples narratives and experiences in the context of Reconciliation. Students will examine personal and cultural identities, histories, stories, and connections to land/place. The writing component of the course will provide students with many opportunities to become better writers by practicing the writing process to create coherent, focused, and engaging compositions. Students should be interested in developing skills of writing in multiple formats, in-depth literary analysis, and higher-level thinking through written and oral mediums. **This course satisfies the Indigenous-Focused BC Graduation Requirement.**

- **Literary Studies 10 and Composition 10 (MLTST10DS2/MCMPS10DC2)**

This course is very similar to the previous year-long English 8 and 9 courses, which presented students with a variety of reading and writing opportunities. This course is for students who would like to explore literature and continue to improve their writing skills. Students will read, comprehend, and analyze a variety of texts focused on a particular theme, genre or author, including First Peoples narratives. Students will respond to these texts in a variety of ways, with an emphasis on essay writing and thesis statements. While this course focuses on literary analysis and composition, all core language skills will be covered.

- **Literary Studies 10 and Creative Writing 10 (MLTST10CO1/MCTWR10CO1)**

This course is for students who would like to explore literature and enjoy creative writing. Students will read, comprehend, and analyze a variety of texts by genre, theme or author studies, including First Peoples’ narratives. Students will be able to build their writing skills primarily through personal self-expression. Students will be able to experiment, reflect and practice composing a variety of text forms using the writing process. While this course focuses on literary analysis and creative writing, all core language skills will be covered.

- **Literary Studies 10: Speculative Fiction & Composition 10 (MLTST10/MCMPS10)**

This course encourages students to think imaginatively about the future and to anticipate and learn to respond constructively to change. The focus of this course is to examine possible futures in literature and film, to write about various topics, and to debate some of the issues we face today, and will continue to grapple with, well into this millennium. Students must have an interest in science fiction, fantasy, and gothic literature, as well as a desire to improve their writing skills. While this course focuses on Speculative Fiction and composition, all core language skills will be covered. Only one block of this course will be offered.

## **English 11**

**Students should select ONE of the following courses:**

- **Literary Studies 11 (MLTST11)**

This course is for students who enjoy literature and wish to delve deeply into reading and analyzing a variety of texts from a specific time, author or theme, including First Peoples' narratives. Students will explore text to deepen their understanding of themselves, others, and the world. They will be encouraged to think critically by exploring how texts are constructed by recognizing text features, literary elements, and stylistic devices. Students will respond to their understanding of literature in a variety of ways, ranging from personal reflection, class/group discussion and writing formal academic essays. While this course focuses on literary analysis, all core language skills will be covered.

- **Composition 11 (MCMPS11)**

This course is for students who want to learn how to write well. Students will compose original and authentic pieces (paragraphs, essays, reports, poems, etc.) for a range of purposes and audiences. Students will read diverse texts to learn about style and how to refine their own work using the stylistic techniques employed by professional writers. The course will provide time for students to use the writing process to draft, reflect and revise a body of work that demonstrates the student's increasing confidence as a writer. Students will also learn how to cite sources and use critical thinking to consider the credibility, quality, and reliability of various texts. While this course focusses on composition, all core language skills will be covered.

- **Creative Writing 11 (MCTWR11)**

This course focuses on the art of creative writing. Although students will still explore all components of English literature and language, the approach to these components will be done in a creative manner, reflecting the Core Competencies. The objective of this course is to continue to further develop students' skills in the six elements of Language Arts (reading, listening, viewing, writing, speaking, and representing), while nurturing their imagination and inspiring them to think and to write creatively. In addition, students will have the opportunity to build on their confidence and writing skills through the writing process, peer collaboration, writing submissions to publishers, and the exploration of literature in our community when, and if possible, through field trips, author/poet/journalist visits, etc. Creative Writing 11 is designed for students who love to read and write, and who love to respond to literature in creative and expressive ways.

## **English 12**

**Students should select ONE of the following courses:**

- **English Studies 12 (MENST12)**

This required English 12 course builds on and extends students' English Language Arts competencies and thinking skills. Through a variety of appropriately challenging texts, students will acquire a clearer understanding of themselves as global citizens in today's ever increasingly changing world. They will also continue to develop a deeper understanding of the knowledge and perspectives of Canada's First Peoples. Students will improve their writing skills through process writing, inquiry, and research-based assignments. They will be expected to read, write, and respond critically and creatively to extend meaning, and their understanding of the world.

- **English First Peoples 12 (MENFP12)**

\*Only 4 sections of this course will be offered.

English 12 First Peoples is the equivalent of English Studies 12. The course is designed to enable students to develop the English language and literacy skills and capacities to fulfil British Columbia's graduation requirements. The course builds upon and extends students' previous learning experiences with First Peoples and the First Peoples Principles of Learning. While the focus of the course is primarily on the First Peoples of British Columbia, students will also explore Indigenous perspectives from across Canada and the world. There will be an emphasis on authentic First Peoples oral and written literature, along with visual texts in a range of media. Students will learn about the experiences, values, beliefs, and lived realities of First Peoples as seen through different texts – including oral stories, poetry, song, film, and prose. **This course satisfies the Indigenous-Focused BC Graduation Requirement.**

- **English Studies 12: World Literature (MENST12DC1)**

\*Only 1 section of this course will be offered.

English 12 World Literature emphasizes university preparation through the study of international literature. This English 12 course should appeal to students who are avid, curious, serious readers and very capable writers. Students wishing to write the Advanced Placement examination could benefit from taking this class alongside, or before the Advanced Placement course. This course is open to students from the Challenge Studio program and by teacher recommendation only.

**AP English Literature & Composition 12 (AELC-12)**

AP English Literature and Composition is designed to be a college/university level course. Students will be provided with intellectual challenges and a workload consistent with a typical undergraduate university English Literature/Humanities course. Students will be exposed to a generous portion of the English Canon. It is expected that students enrolling for this course will be strong readers, writers, and thinkers. Students will write the AP Examination in May. This is an elective course. Priority will be given to students who have taken World Literature English 12.



# ENGLISH LANGUAGE LEARNERS



The ELL Program is a multi-age, multi-grade program that provides support for students in developing their reading, writing, listening and speaking skills at both the social and academic levels. The classes provide instruction and cultural immersion for new students while supporting their language learning needs. The aim of the program is to build the students' academic language skills to facilitate students' successful integration into a full mainstream course load.

Assessment of ELL students is ongoing and initial placement is made based on an assessment done through the International Education assessment or through the NWC (Newcomers Welcome Centre). Students have the opportunity to move levels throughout the year depending on their language acquisition and the availability of space in classes. This promotion is dependent on the recommendation of ELL teachers who regularly assess students' language levels.

All of the ELL support courses address the Core Competencies, which are the proficiencies that all students need to develop and engage in lifelong learning. They are Communication, Creative Thinking, Critical Thinking, Positive Personal and Cultural Identity, Positive Awareness and Responsibility, and Social Responsibility. The First People's Principles of Learning are embedded in ELL courses.

## **STRUCTURE OF THE ELL PROGRAM**

The ELL program has four levels:

**ELL 1** – students take ELL Reading 1, ELL Writing 1, ELL Social Studies 1, and ELL Science 1. All other classes are mainstream.

**ELL 2** – students take ELL Reading 2, ELL Writing 2, ELL Socials 2 and one of the following, depending on teacher recommendation and language level: ELL Science 2, Transitional Science 10, or mainstream grade appropriate Science. Grade 10-12 students will take CLE 10 ELL.

**Transitional** – students take three classes to support their language needs: Transitional English, ELC and Transitional Social Studies. Junior Transitional is for students aged grades 8 and 9, and Senior Transitional is for students aged grades 10 to 12. Students who pass Senior Transitional classes receive credit for English 10 and/or Social Studies 10. ELC is a non-credit language support course that is taught concurrently with the English class.

**ELL 3** – Grade 8 and 9 aged students take this course in addition to all mainstream classes, including mainstream English and Social Studies. This is a one semester support program that continues to support the students' acquisition of academic language.



**Academic Strategies 10** – Grades 10 to 12 take this course in addition to all mainstream classes, including mainstream English and Social Studies. This is a one semester support program that continues to support the students' acquisition of academic language.

**Generally speaking, students will spend one year in each level, although each student's progress is individual, and they may progress quickly or may need more time to develop their English language skills that one year.**

## **CONTENT OF ELL CLASSES**

### **ELL Reading and Writing (XLDCE09RE1, XLDCE09RE2, XLDCE09WR1, and XLDCE09WR2)**

The goal of these two classes is to enable the students to acquire the reading, writing, listening and speaking skills needed for mainstream English and other mainstream classes. Academic and conversational language skills are developed through the use of novels, short stories, poetry, essays, articles, plays and other media. Students will participate in activities such as silent reading, film viewing, response journals, letter writing, novel studies, short story and poetry analysis, creative writing, grammar exercises and more. While the focus is on promoting literacy and the enjoyment of literature for life-long learning, there will also be emphasis on acquiring and developing academic vocabulary, academic language structures and each student's unique voice.

### **ELL Social Studies (XLDCE09SS1 and XLDCE09SS2)**

ELL Social studies serves as a bridge to the Transitional and mainstream Social Studies courses. These courses teach an introduction to the geography and history of Canada, as well as Canada's evolution into nationhood. The courses also introduce the Indigenous peoples of Canada, their cultures, languages and customs, as well as the historical organization of Canada from the early settlers to the present. Current affairs are addressed and discussed as well as research skills. These courses also teach basic mapping skills, the structure and function of the Canadian government system, the rights and responsibilities of Canadian citizens, and strategies for critical thinking.

### **ELL Science 1 (XLDCE09SC1)**

ELL Science 1 is for students needing to acquire the language required to access the Science curriculum. The aim is to build vocabulary and reading level as well as familiarity of the language structures in Chemistry, Biology, Physics and Earth Science so that students will be successful in mainstream Science.

### **ELL Science 2 (XLDCE09SC2)**

ELL Science 2 is a course designed for English Language Learners who have the ability to read, write and comprehend basic language, but needs further support to build vocabulary and skills in Science. Material covered will include select topics from the grade 8 and grade 9 mainstream science classes.

### **Transitional English + ELC (Junior = XLDCE09ENT + XLDCE09SB1, Senior = MCMPS10TRN, MLTST10TRN, XLDCE09SB2)**

**Junior** – This course covers the learning outcomes and content of the English 8 and 9 curricula with language support.

**Senior** – This course covers the learning outcomes and content of the English 10 curriculum with language support.

Both courses focus on language and composition; the study of short stories, poetry, non-fiction, drama, novels and other genres; and personal response to literature. These courses help students with an ELL background who need to strengthen their understanding and appreciation of English literature as well as continue to develop their writing skills prior to entering mainstream English courses.

### **Transitional Social Studies (XLDCE09SST, MSS--10TRN)**

Junior – This course covers the learning outcomes and content of the Social Studies 8 and 9 curricula.

Senior – This course covers the learning outcomes and content of the Social Studies 10 curriculum.

Both Transitional Social Studies are a stepping stone between ELL course work and the mainstream curriculum, covering world history, Canadian history, Canadian government, geography, current events, and the Indigenous people of Canada.

### **Transitional Science (MSC- -10TRN)**

Transitional Science is for students aged grade 10 and older whose English language proficiency is sufficient to access an adapted Science 10 curriculum, but not developed enough for them to be successful in mainstream classes. The Science 10 curriculum will be covered.

### **English Learning Centre 3 (XLDCE09SB3) or Academic Strategies for English Language Learners 10 (YESFLOAELL)**

This course is designed for students who have just completed one year of Transitional classes or who are entering the system at a language level slightly below grade level. This course is designed to provide language support for students in the areas of composition, public speaking, vocabulary development, sentence structure, and allows students to work on different types of writing, including personal, expository, creative, research and analytic.

### **ELL Career and Life Education 10 (MCLE-10ELL)**

ELL Career and Life Education prepares students for planning their transition to life beyond secondary school. Students will explore a wide variety of post-secondary educational and career options, will think critically about health issues and decisions relating to healthy relationships, will develop financial literacy skills, and will become informed decision makers. Through this content, students will build their confidence in English literacy and language development. Students receive credit for CLE 10, which is a course required for graduation.

# FINE ARTS

Eric Hamber Secondary is proud of their outstanding departments in Fine Arts. Over the years, these departments have earned various accolades and recognition in their respective areas of the performing and visual arts. Fine Arts courses are open to all students and are encouraged as a mode of creativity, team building, skill development, and performance. Some senior level classes may require a prerequisite or permission of the teacher, but most opportunities are open to all.

## Fine Arts 8 Rotation

The Eric Hamber Fine Arts Department has a long history of offering an opportunity for students entering Grade 8 to sample and expose themselves to different areas of the Fine and Performing Arts. This allows a chance to experience and inform themselves when deciding which areas to pursue as they move forward, in addition to enriching their educational experience. Typically, they spend 10 weeks studying each subject area. Following are the paired selections they may choose from:

- **Visual Arts & Drama**
- **Visual Arts & Dance**
- **Visual Arts & Guitar**
- **Visual Arts & Strings**
- **Choir & Band**



## VISUAL ARTS

Eric Hamber Secondary School offers a well-developed secondary art program, which includes opportunities for students to develop imagination and personal imagery; to engage in the production of art; to appreciate the art of others; to develop an informed aesthetic and critical awareness; to evaluate their own work and that of others; and to pursue post-secondary art education and careers in art.

### Prerequisites

There are no prerequisites for entry into any art courses prior to Grade 12. However, in a 12-level course, students must have successfully completed an appropriate 11 level course.

### Supplemental Fees – Visual Art

Only basic materials are provided. The following supplemental fees offer the students access to a more comprehensive set

of materials, greater art experience, and a wider variety of project opportunities, i.e., sketchbook, etching materials, canvas, fabrics.

Art course (Half-year Gr. 8)	\$10.00
Art courses (Gr. 9–12)	\$25.00-\$30.00
Photography courses	\$20.00-\$30.00
Ceramics & Sculpture courses	\$25.00-\$30.00

These are pairs of five-month courses. The Art course will offer the Art Foundations content, namely drawing and painting, design, printmaking, ceramics and sculpture, textiles, art history and art criticism.

### **Ceramics & Sculpture – Gr. 10/11/12**

#### **Studio Arts 3D 10: Ceramics & Sculpture (MVAC-10)**

#### **Studio Arts 3D 11: Ceramics & Sculpture (MVAC-11)**

#### **Studio Arts 3D 12: Ceramics & Sculpture (MVAC-12)**

Dive into the world of pottery techniques in this hands-on active class. Students will develop strong hand building techniques (pinch, coil, and slab), as well as begin to develop throwing skills on the pottery wheel while using food safe glazes to complete their work. Students will make a wide variety of functional and sculptural pieces using ideas inspired by their imagination, inquiry and purposeful play. **No experience is necessary.** Students taking this class for the second and third time will continue to develop their skills, learn new techniques and challenge themselves with more complex forms and dedicated time on the pottery wheel.

### **Drawing & Painting – Gr. 10/11/12**

#### **Studio Arts 2D 10: Drawing & Painting (MVAD-10)**

#### **Studio Arts 2D 11: Drawing & Painting (MVAD-11)**

#### **Studio Arts 2D 12: Drawing & Painting (MVAD-12)** (*Studio Arts 11 is recommended*)

These courses will provide students with sequentially cumulative drawing and painting strategies. Students will develop the ability to use imagery, the elements and principles of design, historical and contemporary developments, reasoned criticism, the application of materials, tools, equipment, processes of art, and a vocabulary in drawing and painting.

### **Visual Art Foundations – Gr. 9/10/11/12**

#### **Visual Arts 09: Foundations (MVA—09)**

#### **Art Studio 10: Foundations (MVA10)**

#### **Art Studio 11: Foundations (MVA11)**

#### **Art Studio 12: Foundations (MVA12)** (*Art Foundations 11 is recommended*)

This fun and creative course requires no previous art experience. Students will be introduced to a variety of media such as mixed media, felting, paints, charcoal, India ink, collage, ceramics, reclaimed materials, sculpture and printmaking. Projects may include observation drawings, abstract painting, and working with 3-D forms. A sketchbook of ideas, interests and artwork is developed each week. Effort and a willingness to try new things are the foundations of this course.

### **Photography 10 (MVAPH10)**

### **Photography 11 (MVAPH11)**

### **Photography 12 (MVAPH12)**

This course gives students the skills to create high-quality digital photographs, learn digital editing software (photoshop) and work in traditional film techniques in the darkroom in a safe and supportive environment that encourages creativity. Students will develop photo theory and practice, including photo history, the social importance of photography in modern society; camera basics using DSLR cameras, composition and creative photo techniques. Students will learn through a series of school and community-based photo assignments, which will challenge their photographic skills and deepen their social awareness.

Students taking this course for the second or third time will deepen their photographic practice exploring personal areas of interest— landscape, fashion, social awareness, environmental, portraits, journalism, photographic essays, etc. Students will gain greater control over the camera and Most of the work completed in the course will focus on developing a greater understanding of photography and both practical and professional applications.



## FILM AND TELEVISION

### **Media Arts 10: Film Production (MVAM-10)**

### **Media Arts 11: Film Production (MVAMT11)**

### **Media Arts 12: Film Production (MVAMT12)**

**Do you like making movies?** This course provides an exciting introduction to the world of film and television production. Students will work in small groups, learning how to use digital video cameras and industry standard editing software to create short films. Many areas of production will be covered, including but not limited to storyboarding, scripting, camera operation, shots and angles, audio, lighting, editing and media literacy. Projects may include chase scenes, short dramas, music videos, commercials & genre inspired films of your choosing. This is a hands-on project-based class designed to give student practical experience making films from start to finish.

### **Film & Television 11: Film Studies (MDFT-11)**

### **Film & Television 12: Film Studies (MDFT-12)**

**Do you like watching movies?** Are you a film fan? A movie monster? Even if you rarely watch feature films, join us! This class is for students interested in the history and production basics used to tell stories through film and animation. Students will explore, view, and create. Let's explore innovative artists from a variety of genres and examine the skills, tools, and elements used to create films from “King Kong” to “Beauty and the Beast” to “Barbie”. We’ll reflect on the influences of social, cultural, and historical contexts in this medium while also studying filmmaking elements, styles, and production strategies. NOTE: This is not an acting class!

Film and Television 12 is a continuation of the grade 11 film course though it is not a prerequisite to take Film & Television 11. We’ll examine similar components, but the source material will be different. In other words, entirely new films and genres will be explored!

# DRAMA

## Fine Arts 8 Rotation

### Drama 8 & Visual Arts 8 (MDR—08) & (MVA—08)

Drama 8 (MDR—08) & Visual Arts 8 (MVA--08) is a pair of half semester courses. The main emphasis in the Drama course is on providing students with an introduction to dramatic expression, appreciation and performance. Emphasis will also be placed on telling stories through drama and portraying simple characters.

### Drama 9 (MDR—09)

Drama 9 builds on work introduced in Drama 8 but is still an introductory course. Students will learn more about creating their own scripts through improvisation and movement. They will also learn to create a character, experience role-playing, and to do introductory scene work. (No prior experience is required).

### Drama 10 (MDRM-10)

This course continues to build on skills introduced in Drama 9. Play-building is extended. Improvisational skills are further developed. In addition to drama games, a limited amount of scene study occurs. Although performance is expected, there is an emphasis on continuing to gain confidence and comfort on stage while exploring societal themes. (No prior experience is required).

### Theatre Company 10 (MDRTC10)

This course, in addition to building on skills introduced in Drama 9, provides the basic foundation for acting skills that will be further developed in Theatre Performance 11 and 12. In selected years, students work under the direction of the directing and scriptwriting classes as well as doing scene work and monologue work from selected playwrights, including Samuel Beckett and William Shakespeare. **(Consent of the instructor is strongly recommended).**

### Theatre Company 11: Acting (MDRTC11)

### Theatre Company 12: Acting (MDRTC12)

This course is an advanced acting course. It is assumed that students already feel at ease on stage and have satisfactory speech skills, script skills and a basic ability to develop characters. Students of both grades will delve into scene study to enhance and further develop their key acting skills required for post-secondary studies and the professional industry. Additionally, students will be required both to read and view dramatic presentations.

### Directing and Script Development 11 (MDRDS11) (Consent of the instructor is strongly recommended)

### Directing and Script Development 12 (MDRDS12) (Consent of the instructor is strongly recommended)

This is an advanced course for students with an interest in directing and scriptwriting for stage. Students will learn basic directing skills and methods by practical application of those skills working with drama 10 students. They will also write, direct and stage one full play. Some limited acting is involved. Students will be expected to analyze script as well as engage in mentored self-directed studies.



## MUSIC – BAND, CHOIR, GUITAR & STRINGS

The Music Department provides students with the opportunity to participate in four streams: Band (Concert Bands and Jazz Bands), Choir (Concert Choirs and Vocal Jazz), Strings (String Orchestra), and Guitar. Our ensembles have a long and proud history in our school, community, and abroad. Music classes will teach students the fundamentals needed for developing mature musicianship and performance skills. Our goal is to share the gift of music with our school and community through performance, and in many cases, we extend this to touring nationally and internationally as well.

### **Bands (concert and jazz)**

The band program at Eric Hamber has earned a distinguished reputation since its founding in 1963. Concert band courses are either full-year or semester long and are built on four levels: Beginning/Junior Band (grade 8), Intermediate Band (grade 9), Symphonic Band (grade 9-12 mixed), and Wind Ensemble (mixed grades, for advanced performers). Jazz bands are offered beginning in grade 9. Students sign up for the level that they feel is appropriate for them and are further guided by the Band Director according to their experience and capabilities on their instrument. Evaluation is based on performances, participation in class, playing tests, sectional rehearsals, and chamber music. Students will receive credit for the grade in which they are enrolled. Most students provide their own instruments through purchase or rental from a music store, but the school has some of the larger and rarer instruments available no cost. A method book may also be required for certain courses. All pertinent information regarding instruments will be communicated at the start of the year.



### **Concert Bands**

#### **BEGINNING CONCERT BAND 8**

##### **Music 8 Concert Band Beginners (MMU--08BA1)**

Beginning Band is a one semester course for Grade 8 students wishing to learn a band instrument. Students will be guided in choosing an instrument, and subsequently will acquire (purchase or rent) an instrument to build their skills. Students will learn foundational instrumental techniques as well as the basics of music notation, vocabulary, symbols, and theory. Enrolment in Beginning Band is recommended for any Grade 8 students who have not had significant prior experience in music. Performances are part of the course curriculum.

## **JUNIOR/ADVANCED CONCERT BAND 8**

### **Music 8 Concert Band Advanced (MMU--08BA2)**

Advanced Band is a one semester course for Grade 8 students who already play a band instrument, or who wish to learn one and possess prior experience on another instrument, especially piano. Students will be guided in choosing an instrument, and subsequently will acquire (purchase or rent) an instrument to build their skills. Enrolment in Advanced Band is recommended for Grade 8 students who have prior experience in music, but not necessarily on a band instrument. Performances are part of the course curriculum.

## **INTERMEDIATE CONCERT BAND 9**

### **Music 9: Concert Band Intermediate (MMU—09BA3)**

#### **Instrumental Music: Concert Band 10 - Intermediate (MMUCB10)**

This course is intended for students with one to two years of playing experience on a band instrument, or by Director's permission for less experienced musicians. Students will develop playing skills in the wind band as well as in chamber music (small ensemble) formations. Students will learn theory materials applicable to the repertoire, including vocabulary, symbols, and rules of notation, transposition, and form, and will begin to develop an understanding of music history through performance in the wind band medium. Performances are part of the course curriculum.

## **SYMPHONIC BAND**

#### **Instrumental Music: Concert Band 10 - Symphonic (MMUCB10CO1)**

#### **Instrumental Music: Concert Band 11 - Symphonic (MIMCB11CO1)**

#### **Instrumental Music: Concert Band 12 - Symphonic (MIMCB12CO1)**

This course is for students who have three to four years of performance experience on a band instrument, or by Director's permission for less experienced students. It provides an opportunity for moderately advanced ensemble work. Students will continue to develop musical maturity through performance in both large and small ensembles, and through training in music history and theory. Performances are part of the course curriculum.

## **WIND ENSEMBLE**

#### **Instrumental Music: Concert Band 10 - Wind (MMUCB10CO2)**

#### **Instrumental Music: Concert Band 11 - Wind (MIMCB11CO2)**

#### **Instrumental Music: Concert Band 12 - Wind (MIMCB12CO2)**

This is the highest level of band at Eric Hamber and enrolment is by permission of the Director. It is designed for students with three to five (or more) years of experience on their instrument and provides an opportunity for advanced ensemble and solo performance at a high level. The Wind Ensemble tours annually throughout Canada and internationally. Performances are part of the course curriculum.

## **JAZZ BANDS**

### **Jazz Ensemble B**

#### **Music 9: Jazz Band Junior (MMU—09JB2)**

#### **Instrumental Music: Jazz Band 10 - Junior (MMUJB10)**

This course is for Grade 9 and 10 students who are interested in jazz, or students in other grades who are interested in jazz but have limited experience. Students must have acquired basic playing technique on their instrument before entering this course. Students will learn the basics of jazz style and their role in the big band, including interpretation and improvisation. This course is offered in co-curricular format with the concert band stream; students must be enrolled in a concert band course to participate. If not, Director's permission is required. Performances are part of the course curriculum.



## **Jazz Ensemble A**

### **Instrumental Music: Jazz Band 11 - Senior (MIMJB11)**

### **Instrumental Music: Jazz Band 12 - Senior (MIMJB12)**

This course is for students at an advanced performance level who are interested in performance in jazz. Students will refine higher-level skills in improvisation and deepen their understanding of jazz history, theory, style, and the big band sound. This course is offered in co-curricular format with the concert band stream; students must be enrolled in a concert band course to participate. If not, Director's permission is required. Performances are part of the course curriculum.

## **CHOIR**

The Choral Program at Hamber has enjoyed a long legacy and continues to be a bright light in the community. Students have the opportunity to develop their confidence in singing and to experience music-making in an ensemble setting. The Choral classes are performance focused; that is, all classroom efforts will ultimately be shared through concerts in the school and community.

### **Concert Choirs**

#### **Music 9: Concert Choir (MMU—09CC1)**

#### **Choral Music: Concert Choir 10 (MMUCC10)**

The course further develops musical ability, interest, and experience. The student will broaden their knowledge and skills in singing, including tone production, three to four-part harmony, and sight reading. Students will be taught professional responsibilities and approach as they engage in more performance opportunities.

#### **Choral Music: Concert Choir 11 (MCMCC11)**

#### **Choral Music: Concert Choir 12 (MCMCC12)**

The course is designed for senior students who are eager to express artistry through singing. Students will fine-tune their vocal skills, develop four to eight-part singing, embrace professional standards of performance, learn standard musical terminology, and proudly represent the school at many performances throughout the year. Opportunities for solo and small ensemble will be given. High caliber performances are a regular part of the course curriculum. A piano accompanist (min. level 10) may enroll in this course.

### **Advanced Choir Class**

#### **Choral Music: Chamber Choir 11 (MMUCH11)**

#### **Choral Music: Chamber Choir 12 (MMUCH12)**

Chamber Choir is for experienced singers who want to embrace high-caliber performance. Singers in this auditioned group (auditions held in early February) will highly develop singing skills and musicianship through a variety of advanced repertoire. This ensemble has a very active performance schedule, providing many concerts in our city and community. Students entering this course must have some sight-reading skills and/or experience in choir.

## **GUITAR**

### **Beginners:**

#### **Instrumental Music: Guitar 9 - Beginning (MMU—09GR1)**

#### **Instrumental Music: Guitar 10 - Beginning (MMUGT10--1)**

#### **Instrumental Music: Guitar 11 - Beginning (MIMG-11--1)**

#### **Instrumental Music: Guitar 12 - Beginning (MIMG-12--1)**

This course is designed for students in **Grades 9 - 12 with little or no experience on the guitar**. In Beginning Guitar, we explore the rudiments of music (melody, harmony, and rhythm) by exploring a variety of musical styles that elicit various techniques for the playing the instrument. Upon completion of Beginning Guitar, students will have a base-knowledge for

studying and exploring music on the guitar independently, knowledge of related software/sites that aid in perfecting their skill and develop great musical friendships with their classmates.

**Intermediate/Advanced:**

**Instrumental Music: Guitar 9 (MMU—09GR2)**

**Instrumental Music: Guitar 10 (MMUGT10)**

**Instrumental Music: Guitar 11 (MIMG-11)**

**Instrumental Music: Guitar 12 (MIMG-12)**

The course is designed for students in Grades 9 - 12 with one or more years of experience and is the follow-up course to Beginning Guitar. Students will continue working with barre chords, learn Travis-picking, hammer-ons and pull-offs, harmonics, altered tunings, more complex harmonies, advanced fingerpicking/strumming patterns and improvisation. Students will also study the leaders of guitar-based music and discover more artists and music to explore.

**Digital Music Production**

**Digital Music Production 10 (MMUCM10)**

**Digital Music Production 11 (MMUCP11)**

**Digital Music Production 12 (MMUCP12)**

This course is designed for any level of student who loves music but especially those who are competent on an instrument (piano, voice, guitar, woodwind, or strings), want to explore composition/songwriting, and would like to take their music to the next level. We will explore the history of recorded music, song structure, melody and harmony, making beats, mixing and mastering, designing soundtracks and many other topics. All within a digital environment, we will use Bandlab, Reaper, Ableton, and Logic Pro to learn the various techniques for manipulating audio and MIDI. **Beginners are welcome.**

## **STRINGS**

**Music 8: Orchestral Strings Beginners (MMU--08ST1)**

**Music 9: Orchestral Strings Beginners (MMU—09ST1)**

This course is designed for Grade 8 and 9 students who have an interest in learning to play string instruments (violin, viola, cello, bass). Students will learn basic instrumental techniques as well as basic music theory.

**Music 8: Orchestral Strings Junior (MMU—08BA2)**

**Music 9: Orchestral Strings Junior (MMU—09BA2)**

This course is designed for students in Grades 8 and 9 who have taken a minimum of one or two years in the VSB string program or private instruction on the violin, viola, cello or bass. Students will be introduced to a variety of musical styles in the string orchestra repertoire. Performances are considered part of the course curriculum.

**Instrumental Music: Orchestra 10 – Strings (MMUOR10--1)**

**Instrumental Music: Orchestra 11 - Strings (MMUOR1--1)**

**Instrumental Music: Orchestra 12 - Strings (MMUOR12--1)**

This course is the highest level offered in the string orchestra program. Students are expected to have minimum 3 to 4 years of experience on a string instrument. This course provides an opportunity for learning advanced techniques and developing skills in small ensemble playing, as well as in full string orchestra. Performances are considered part of the course curriculum.



## **DANCE PERFORMANCE & CHOREOGRAPHY**

### **Fine Arts 8 Rotation**

#### **Dance 8 (MDNC-08)/Art 8**

Dance/Art 8 will give students a chance to experience 5 months of Dance and 5 months of Art. In Dance 8, students learn the basic steps of hip-hop, jazz, and break-dance. This course is perfect for those students who have no dance experience or some experience in their elementary schools or community centers. Students will learn choreographed routines and dance sequences and will perform in at least one dance show or flash mob. No previous experience is necessary.

#### **Dance 9 (MDNC-09) with Dance Technique and Performance 10 (MDNTP10)**

This course introduces the fundamentals of dance through the use of the elements of movement (body, space, time dynamics and relationship). Students will learn the skills and attitudes necessary to work within a performance group, including teamwork, adaptability, support, leadership, and responsibility for stagecraft elements such as props, costumes, light, music and scenery. This course emphasizes the knowledge, skills and attitudes required throughout the process of learning new movements and rehearsing and refining towards a polished product. Students will be expected to work in groups and independently. Attitude, effort and participation are key to being successful in these courses. The dance types that the course will cover will be hip-hop, ballet, jazz, contemporary, and time permitting, ballroom and cultural dances such as Bhangra and Bollywood. Students will showcase their training at the school's Dance Shows.

**\*Students wishing to augment their training may take two dance classes.**

#### **Dance Technique & Performance 11 (MDNTP11)**

The focus of this course is on the use of the elements of movement (body, space, time dynamics and relationship). Students will learn the skills and attitudes necessary to work within a performance group, including teamwork, adaptability, support, leadership, and responsibility for stagecraft elements such as props, costumes, light, music and scenery. This course emphasizes the knowledge, skills and attitudes required throughout the process of learning new movements and rehearsing and refining towards a polished product. Students will be expected to work in groups and independently. Attitude, effort and participation are key to being successful in this course. The dance types that the course will cover will be hip-hop, ballet, jazz, contemporary, and, time permitting, ballroom and cultural dances such as Bhangra and Bollywood. Students will showcase their training at the school's Dance Shows.

### **Dance Technique & Performance 12 (MDNTP12)**

The focus of this course is on the refined use of the elements of movement (body, space, time dynamics and relationship). Students will learn the skills and attitudes necessary to work within a performance group, including teamwork, adaptability, support, leadership, and responsibility for stagecraft elements such as props, costumes, light, music and scenery. This course emphasizes the knowledge, skills and attitudes required throughout the process of learning new movements and rehearsing and refining towards a polished product. Students will be expected to work in groups and independently. Attitude, effort and participation are key to being successful in this course. The dance types that the course will cover will be hip-hop, ballet, jazz, contemporary, and, time permitting, ballroom and cultural dances. Students will showcase their training at the school's Dance Shows.

### **Dance Choreography 10 (MDNC-10)**

This course introduces the fundamentals of creating dance of various styles and genres for a variety of informal and formal settings and for a variety of purposes. Students learn to explore, create, refine, and produce dance using the elements of movement (body, space, time dynamics and relationship) to serve artistic intentions. By working through the creative process (exploration, selection, combination, refinement, and reflection), students develop an understanding of these elements and how they combine to form the final product, a choreographed piece. Students will have an opportunity to showcase their choreographed pieces in the school's Dance Shows.

\*Students wishing to augment their training may take two dance classes.

### **Dance Choreography 11 (MDNC-11)**

The focus of this course is on the fundamentals of creating dance of various styles and genres for a variety of informal and formal settings and for a variety of purposes. Students learn to explore, create, refine, and produce dance using the elements of movement (body, space, time dynamics and relationship) to serve artistic intentions. By working through the creative process (exploration, selection, combination, refinement, and reflection), students develop an understanding of these elements and how they combine to form the final product, a choreographed piece. Students will have an opportunity to showcase their choreographed pieces in the school's Dance Shows.

### **Dance Choreography 12 (MDNC-12)**

This course further provides students with opportunities to create dance of various styles and genres while drawing upon all the learned movement elements and skills. This process requires a nurturing environment that encourages risk taking. Such an environment enables students to become comfortable moving back and forth through the creative process of exploring, selecting, combining, refining and reflecting. Students learn to discuss their own creative processes and those of others as they describe and respond to choreography. Students will have an opportunity to showcase their choreographed pieces in the school's Dance Shows.

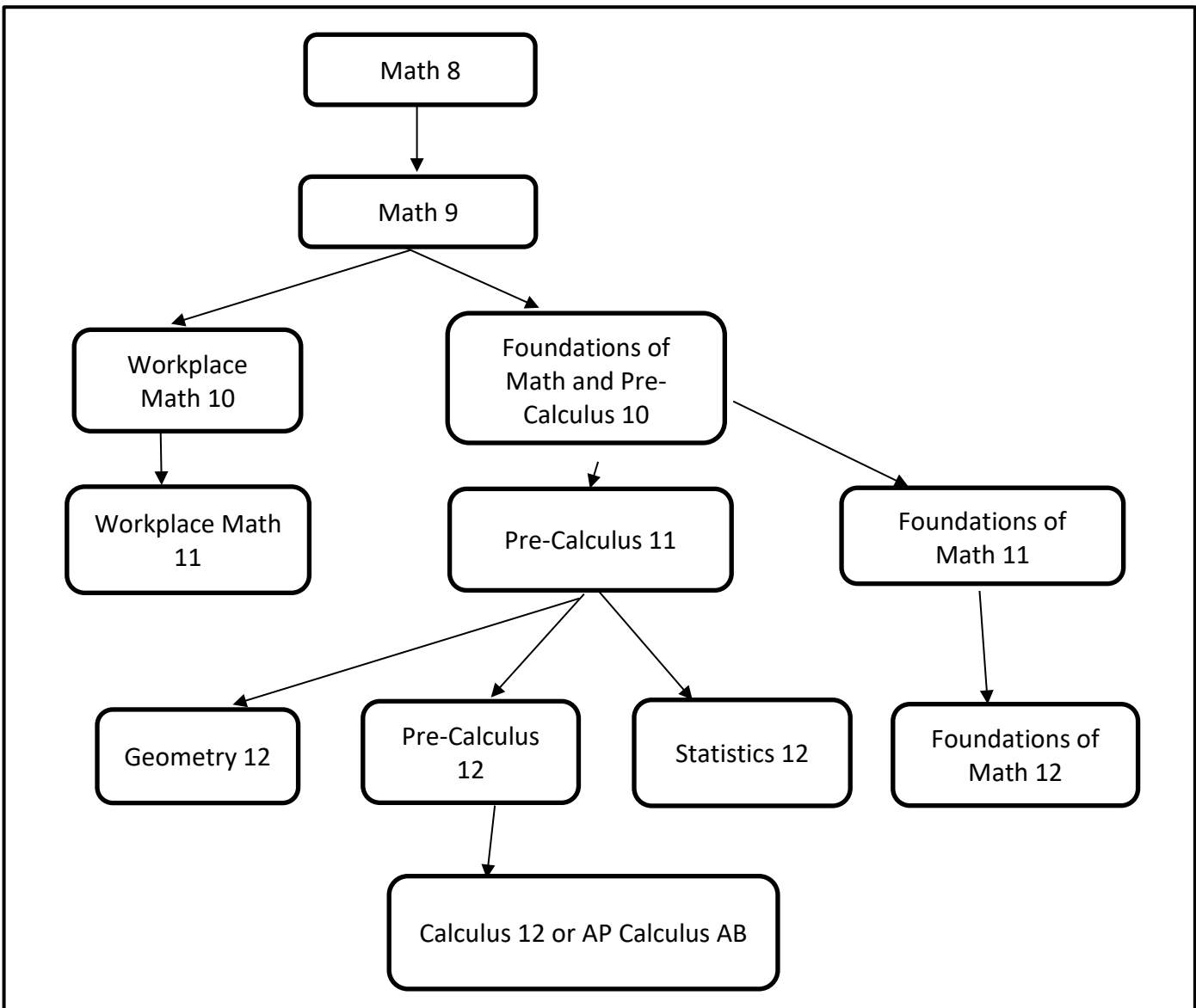
### **Dance Company 10-12 (MDNCM10, MDNCM11, MDNCM12)**

This course is for students with at least two-plus years of technical dance training in a dance studio or students with a strong gymnastics background. Students will study advanced techniques in ballet, various styles of jazz dance, acrobatic dance, contemporary, hip hop and cultural dances. Along with the advancement of technical training this course will further students' knowledge of kinesthetic connectivity. These dancers will also improve their self-confidence by performing at the school's Dance Shows and the District Dance Festival.

**\*It is expected that students in Dance Company take another Dance Class at Hamber in the same calendar year.**

**\*this course can only run if there is a FULL class enrollment.**

# MATHEMATICS



# MATHEMATICS

## **Mathematics 8 (MMA—08)**

This course should be viewed as a richer extension of Mathematics 7. The emphasis is on multiplicative reasoning applied to mathematical objects encountered in elementary mathematics, such as integers, fractions, and percents. Ratio and rates, surface areas and volumes, linear relations, and data analysis are among the key concepts explored in this course.

## **Mathematics 9 (MMA—09)**

Reasoning and foundational algebraic concepts (linear equations) are the focus in this course. Students will explore notions such as rational numbers, powers and exponents, proportional relationships, linear growth, data analysis, and financial literacy.

## **Workplace Math 10 (MWPM-10)**

This course is intended for students who do not need abstract algebraic skills for their future studies, including students who plan to enter college programs, pursue specific apprenticeship training, or enter the workforce immediately after graduation. The focus will be on re-enforcement of fundamental reasoning skills in the contexts of income, graphing, surface area and volume, analyses of games and puzzles, manipulation of formulas, and familiarity with Imperial and SI units. Basic trigonometry will also be covered.

## **Foundations of Math & Pre-Calculus 10 (MFMP-10)**

This course is intended for students who have demonstrated mastery of Mathematics 8 and Mathematics 9. The level of abstraction in this course is a quantum leap up from earlier years. The building blocks of calculus – functions, slope, and polynomial algebra – are at the core of this course. Trigonometry, income, and arithmetic sequences will also be covered.

## **Workplace Math 11 (MWPM-11)**

Personal finance, compound interest and credit, formula manipulation, rate of change, probability and statistics, interpreting graphs, and views of 3D objects are the key topics in this course. Students taking this course will be aiming to enter a college or technical institute directly after graduating from high school. This course meets the Mathematics 11 graduation requirement.

## **Foundations Of Math 11 (MFOM11)**

The Foundations of Mathematics 11 course is intended for students planning to enter a college or university in a social science, humanities, or fine arts program. Completion of Foundations of Math and Pre-Calculus 10 is required to ensure students have developed the necessary mathematical skills to be successful in this course. Topics include mathematical reasoning, linear systems and optimization, geometry, quadratic functions, statistics, scale models, and financial literacy. Students should preferably have achieved a minimum of 60% in Foundations of Math and Pre-Calculus 10.

## **Pre-Calculus Math 11 (MPREC11)**

This course is algebra-heavy; students must be fluent in algebraic symbol manipulation and have a sound understanding of graphs and trigonometry. The study of functions is central to Pre-Calculus Math 11. Students taking this course plan to enter a university program where calculus is a required first-year course, such as Faculties of Science or Engineering. Students should preferably have achieved a minimum of 60% in Foundations of Math and Pre-Calculus 10.

## **Foundations of Math 12 (MFOM12)**

The Foundations of Mathematics 12 course is a continuation of the Foundations of Math 11 course and is intended for students planning to enter a college or university in a social science, humanities, or fine arts program. Topics include: geometric explorations, graphical representations of polynomial, logarithmic, exponential, and sinusoidal functions, regression analysis, combinatorics, probability, and financial planning.

### **Pre-Calculus Math 12 (MPREC12)**

Preparation for first-year calculus is an aim of this course. This course is heavily theoretical in nature. Students should have strong algebra skills and a sound grasp of concepts such as functions and trigonometry. The detailed study of logarithmic, exponential, and sinusoidal functions as well as transformation of functions lie at the heart of this course. Rote memorization will not suffice for success in this course; there is an emphasis on proof and understanding of underlying structures. Students should preferably have achieved a minimum of 70% in Pre-Calculus Math 11.

### **Calculus 12 (MCALC12)**

This course is for students who are planning on taking more mathematics classes at the post-secondary level. Topics that will be covered include properties of functions, limits, differential and integral calculus. Students must generally have a minimum of 86% in both Pre-Calculus Math 11 and Pre-Calculus Math 12. In some cases, Pre-Calculus 12 may be taken concurrently if a student has an outstanding Pre-Calculus Math 11 mark. Permission of the Instructor and the Department Head will be needed in exceptional cases. Qualified grade 12 students have priority enrolment.

### **AP Calculus 12 (AB) (ACAL12)**

This course has similar content to Calculus 12 but is covered in more depth and at a faster pace. All students in this course will prepare to write the AP exam in May. Students are strongly encouraged to have completed Pre-Calculus 12 with a minimum of 86% prior to taking this course. In some cases, Pre-Calculus 12 may be taken concurrently if a student has an outstanding Pre-Calculus Math 11 mark. Permission of the instructor and the Department Head will be needed in exceptional cases.

### **Statistics 12 (MSTAT12)**

This course is an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course is recommended for students going into sciences, math, engineering, computer science, and business. Even students in arts (psychology) will benefit.

### **AP Statistics (ASTAT12)**

This course is an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course is recommended for students going into sciences, math, engineering, computer science, and business. Even students in arts (psychology) will benefit. Students in this course will prepare to write the AP exam in May.

## COMPUTER SCIENCE

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Start Program in: <b>GRADE 9</b> ----->	<b>Computer Studies 10</b> <i>Intro Python</i>	<b>Computer Programming 11</b> <i>Intermediate Python</i>	<b>Computer Science 12</b> <i>Senior C++</i>	<b>Computer Programming 12</b> <i>Independent Studies</i>
<b>GRADE 10</b> ----->		<b>Computer Science 11</b> <i>Intro Python</i>	<b>Computer Programming 11</b> <i>Intermediate Python</i>	<b>Computer Science 12</b> <i>Senior C++</i>
<b>GRADE 11</b> ----- Option A			<b>Computer Science 11</b> <i>Intro Python</i>	<b>Computer Programming 11</b> <i>Intermediate Python</i>
<b>GRADE 11</b> ----- Option B			<b>Computer Science 11</b> <i>Intro Python</i>	<b>Computer Science 12</b> <i>Senior C++</i>
<b>GRADE 12</b> ----->				<b>Computer Science 11</b> <i>Intro Python</i>

### Computer Studies 10 /Computer Science 11 (MCSTU10)/(MMACS11)

\*\*\*Note: Computer Studies 10 and Computer Science 11 are the same course.

A rich academic course in introductory Computer Science using the popular Python language. **No prerequisite required.** This course teaches the fundamentals of Computer Science. By the end of this course students will be able to create their own software. Many students find this to be a challenging yet interesting and fun course. Students who intend to go into Science, Engineering, Commerce or Mathematics will have a definite advantage by taking this course in high school.

### Computer Programming 11 (MCMPR11)

This is an intermediate course offered in Python Computer Programming. This is a project-based course, where students will learn how to make beautiful GUI (Graphical User Interface) programs and fast action Arcade style video games. Students will also be introduced to OOP (Object Oriented Programming style) and Network Programming. Many cool projects like Minesweeper, Sudoku solver and Asteroids will be covered. An exciting and fun course aimed at gaining experience in application development.

### Computer Science 12 (MMACS12)

The Senior course offered in Computer Science. This course will introduce the C++ language. Advanced concepts such as pointers, dynamic memory allocation, classes, inheritance, and data structures will be taught. Some assignments will also include higher level Math and other advanced algorithms. This course is designed to give students who will be taking Computer Science at University a head start.

### Computer Programming 12 (MCMPR12)

This is an Independent Study course open to students who have previously completed three years of programming at Humber (Intro/Intermediate/Senior). This course will involve term project work in the area of software development. Students will have the opportunity to decide on their own project direction and passions. The grade for this course involves both student and teacher assessment. Students deciding to enroll in this course need a strong sense of self discipline, self- motivation and work ethic.



# MODERN LANGUAGES



## FRENCH

### **French 8 (MFR—08)**

French 8 is a course focused on an interactive and communicative approach to acquiring the basics of the French language. In this course, students will develop basic skills in listening, writing, reading, and speaking in French, while integrating the components of the new Core French Curriculum. We begin this introductory year with the basics of French to build confidence and a solid foundation of the language. Students continue to build on their French skills through themes, which include family and food, likes and dislikes. In addition, students will embrace different cultures, while discovering the francophone world through numerous cultural activities, which also incorporate First Peoples' Principles of Learning. No experience with French is required. For those with elaborate study/experience with French, Placement Exams are typically offered in May, prior to the year of enrolment. Please contact the Modern Languages Department Head prior to April to obtain testing dates.

### **French 9 (MFR—09)**

French 9 will provide students with many opportunities to strengthen their skills in listening, speaking, writing and reading. Some of the themes include outdoor activities, clothing and fashion, sports, and music. Students will have many opportunities to expand their vocabulary, to do more oral activities to build confidence in speaking in the present tense, and to be introduced to the past tense. They will also be exposed to a variety of texts, stories, songs, and films. Students will also engage in numerous activities, including the First Peoples' Principles of Learning.

### **French 10 (MFR—10)**

French 10 will provide students more practice to express themselves in the past tense which includes the introduction of the imperfect tense. Students will also obtain better control of various types of questions, sequences of events, and irregular past tense verb forms. Students will acquire vocabulary through themes such as one's bedroom, childhood memories, and films. They will also be exposed to a variety of texts/stories, songs, and films. As students build upon their communicative competency, their oral interaction will be more proficient, and their written expression will be driven by creativity. Students will also be exposed to activities in the First Peoples' Principles of Learning.

### **French 11 (MFR—11)**

In the French 11 course, students' French skills will be strengthened and reinforced. They will use the Voyages 1 Program to cover themes such as world cuisine, memories of childhood, advertising and coping with stress. With the focus on the four main competencies: listening, writing, reading and speaking, students will engage in various classroom activities which involve listening, speaking, reading numerous short stories, poems, listening, and watching films. The course content will also incorporate First Peoples Principles of Learning.

The main grammatical concepts in French 11 are reinforcements of the two past tenses (passé composé and imparfait), the simple future tense, the conditional mood, pronouns and the use of the present and past participles as adjectives. Activities throughout the course will consist of group projects, listening for general and specific information, reading for comprehension, engaging in pair and group conversations which will be sure to help anyone travelling to a French speaking country.

### **French 12 (MFR—12)**

The goal of French 12 is for students to be able to use their prior knowledge of French more comfortably and fluently so that they can use the French language in the real world. Various themes from the Voyages 2 program will be used to offer students practice in listening, speaking, writing and reading. Comprehension of spoken French will be reinforced by increasing use of the French language in instruction and in exchanges between students.

Students will be exposed to grammatical concepts which include the pluperfect tense, the past conditional and subjunctive moods, the passé simple tense for reading recognition and the "si-clause" patterns. All previously learned tenses will be reviewed and used in this course. Students will also be engaged in activities in the First Peoples' Principles of Learning.

## **JAPANESE**

### **JAPANESE 10 (MJA—10)**

This introductory course is available to all students from grades 9 to 12. Through communicative activities in class, students will be able to understand and use familiar everyday expressions both orally and in writing. Themes include greetings, self-introductions, family, food, home, and daily routines.

Students will study Japanese culture through watching and discussing films, informational videos and anime.

### **Japanese 11 (MJA—11)**

Japanese 11 is the second-year course for those students who have successfully completed Japanese 10. More topics in familiar situations are explored which include holidays, weekend activities, activities around town, and shopping. As students' confidence increases, they will be able to speak about these topics, sustain longer conversations in Japanese, as well as further develop reading and writing skills.

### **Japanese 12 (MJA—12)**

Japanese 12 is the third-year course for those students who have successfully completed Japanese 11. Students will build on and integrate their prior knowledge to improve their language skills to perform communicative tasks. In addition, they learn to communicate in different social registers using different politeness levels of the language. Themes include: eating out, activities around town, staying healthy and travelling.

## **MANDARIN**

### **Mandarin Chinese Accelerated Program**

Students enrolling in this program should have completed the Mandarin Bilingual Program at Trudeau Elementary School. This program is a continuation of the Mandarin Bilingual Program and builds on the language skills students acquired during their elementary years at Jamieson. The program offers TWO separate courses that work in conjunction in Grade 8 and ONE course in Grade 9. Students are required to enroll in all these courses at the junior level in order to remain in the accelerated program.

#### **Mandarin 8 Accelerated: Oral Communication (MMAN-08)**

This course emphasizes communicative proficiency. Students will have opportunities to develop their oral communication skills and verbal fluency through a variety of creative works, i.e., songs, films, artwork, presentations, and news reporting. At the end of the course, students will be able to articulate and to express themselves in basic Mandarin. Students enrolling in this course **MUST ALSO** register for Mandarin Chinese 8 Accelerated Program Literacy (below) as the two courses work together.

#### **Mandarin Chinese 8 Accelerated Program Literacy: Reading/Writing (MMAN-08DC3)**

The course aims to develop Mandarin literacy proficiency. Students learn to read and write the simplified Chinese characters and may use the traditional Chinese characters as an aide during this transition. Pinyin is also introduced in the beginning of the year and is continuously used throughout the program. The emphasis is on reading comprehension and writing proficiency. Cultural aspects will also be explored. Students enrolling in the course **MUST ALSO** register for Mandarin Chinese 8 Accelerated Program Oral Communication (above) as the two courses work together.

**Note:** Students who successfully complete BOTH Mandarin Chinese 8 Accelerated Program Literacy & Oral Communication will proceed to the Mandarin Chinese 10 Accelerated Program.

#### **Mandarin Chinese 10 Accelerated Program (MMAN-10DC3)**

**Note:** This course should be taken at the Grade 9 level and is a continuation of the Mandarin Chinese 8 Accelerated Program Literacy & Oral Communication.

Students continue to develop their Mandarin language proficiency through both communicative and literature-based approaches, as well as continue to explore Chinese culture. At the end of the course, students should be able to read and express themselves in more meaningful contexts. Students who successfully complete all courses in the Mandarin Accelerated Program in both Grades 8 and 9 will proceed to Mandarin 11 the following year, based on their teacher's recommendations.

### **Mandarin Chinese Regular Program**

#### **Mandarin Chinese 9 (MMAN-09)**

This course is offered to students who have no or little knowledge of Chinese. At this introductory level, students will learn to exchange greetings, introduce family and friends, express likes and dislikes, and discuss the weather and daily activities, such as sports and health, food and clothing, etc., through a communicative approach. Students will learn the Pinyin system and basic characters. Components of characters and stroke orders will be introduced and used in learning to write characters. Skills in reading and writing simple Chinese will be practiced, and the basic sentence structures will be learned during this first year.

### **Mandarin Chinese 10 (MMAN-10)**

This second-year course is created for students who have completed Mandarin 9 or have some experience in learning Mandarin. Students will learn to introduce themselves, including families and friends, diet and health, hobbies and school related activities, etc. The vocabulary of daily situations will be practiced, such as classroom expressions, the number systems, time, currency, clothing, sports, weather and seasons, household items, and body parts. Chinese sentence structures and reading and writing skills will be further developed. On completion of this course, students will reach level 2 or 3 of HSK (a standard Mandarin efficiency test).

### **Mandarin Chinese 11 (MMAN-11)**

This intermediate course is developed for students who have a few years of Mandarin experience. Students will gain increased understanding of Chinese culture and customs through conversational exchanges. Reading comprehension and writing abilities will be improved through short stories and articles, advertisements and letters, etc, focusing on cultural awareness, diet and health, environment and transportation etc. The basic grammar and sentence structures will be introduced. Comprehension of spoken Mandarin will be reinforced by increasing use of Mandarin in instruction and in exchanges amongst students. On completing this course, students will reach level 3 or 4 of HSK (a standard Mandarin efficiency test).

### **Mandarin Chinese 12 (MMAN-12)**

This course is established for students who wish to continue learning Mandarin after having completed Mandarin 11. In this advanced course, students will use their prior knowledge of Mandarin to improve their Mandarin reading and writing skills. Chinese proverbs and traditional culture will be introduced. Various themes, such as social activities, travel and leisure time, earth and environment, education and job hunting, etc., will be used to improve their skills of speaking, listening, reading, and writing to a high level. Upon completion of this course, students will reach level 4 or 5 of HSK (a standard Mandarin efficiency test).

## **SPANISH**

### **Spanish 9 (MSP—09)**

In this introductory course, students will be able to identify classroom objects, greeting, and introductions, ask and give information about themselves, talk about preferences and express opinions, talk about family, describe physical characteristics and conditions, and make plans and everyday activities. Students will build a strong foundation in speaking and understanding. Students will learn basic grammar and develop reading skills. Through exposure to video, audio recordings, and authentic audiovisual material, students will develop an ear for spoken Spanish modelled by native speakers from around the Spanish-speaking world. Students will also be exposed to music from the different Spanish speaking countries as well as gain an understanding of Hispanic culture.

### **Spanish 10 (MSP—10)**

Students will build upon their oral communicative and understanding skills. Reading skills will be developed through short stories, and listening skills will also be developed using short videos and program CDS. Students will be able to understand and speak in the past tense. Some themes covered are food, daily routines, sports, and leisure activities. Spanish 10 utilizes the Mundo real 1 Program which offers a vast number of online activities and resources through access at [www.cabridgespanish.edinumens.es](http://www.cabridgespanish.edinumens.es).

### **Introductory Spanish 11 (MBSP-11)**

This is an accelerated course which covers the full curricula of Spanish 9 and 10 in one year. This course is offered to students who have no experience in Spanish or those wishing to improve their basic Spanish language skills before entering Spanish 11. Preference will be given to highly motivated students in Grades 10, 11, or 12.

In this course, students will build a strong foundation and will develop skills in speaking, listening, writing and reading. Students will be able to communicate in the present and past tense. They will also learn grammatical concepts which include present, past and future tenses and the imperative. Reading and listening skills will develop through listening and reading numerous short stories, poems and songs. Students will be able to discuss more extensively on the topics of school and classes, leisure activities, family, summer vacations, environment, and geography. The cultural focus is on the people, traditions, culture and regions of Spain, Mexico, Central America, South America, Colombia and Venezuela. Upon successful completion of this course, students may enroll in Spanish 11.

### **Spanish 11 (MSP—11)**

Students will be able to discuss more extensively on the topics of school and classes, leisure activities, family, summer vacations, environment, and Spanish speaking countries. They will learn to make comparisons, persuade, give orders and talk about the past. The cultural focus is on the people, traditions, culture, and regions of Costa Rica, Peru, and Chile. Reading and listening skills will expand through hearing and reading numerous short stories, poems and songs.

### **Spanish 12 (MSP—12)**

The goal of Spanish 12 is for students to be able to use their prior knowledge of Spanish more comfortably and fluently. The themes for this course include historical events and indigenous life from Spanish speaking countries, make comparisons, traveling, describing the steps leading to an event, conservation and careers and professions. Comprehension of spoken Spanish will be reinforced by increasing use of the Spanish language in instruction and in exchanges between students. Grammatical concepts include the present, preterit, subjunctive, imperfect, future and imperative tenses. Students will communicate hopes, opinions and emotions, give advice, give directions, tell stories, extend and accept or decline invitations, express doubt and make suggestions. The cultural focus is on the people, traditions, culture and art from Spain, and Central and South America.

# PHYSICAL EDUCATION

Promoting lifelong physical activity since 1962  
Welcome to Griffin Country!



The Physical and Health Education (PHE) curriculum aims to empower students to develop a personalized understanding of what healthy living means to them as individuals and members of society in the 21st century. The PHE curriculum focuses on well-being — the connections between physical, intellectual, mental, and social health.

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

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

## **Physical and Health Education 10 (MPHE-10)**

PHE is designed to develop the knowledge, skills, and understandings that students need for lifelong physical health and mental well-being. The PHE curriculum highlights the interconnections between an individual's health and his or her well-being, the connections between physical and mental health, the importance of positive interpersonal relations, and how interactions with the community affect overall well-being. As well, the PHE curriculum aims to develop students who have the knowledge and confidence to promote their own health and well-being by maintaining healthy habits. The goal is for students to recognize and change unhealthy behaviors and, at the same time, advocate for the safety, health, and well-being of others.

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

### **Physical Literacy**

### **Healthy & Active Living**

### **Social & Community Health**

### **Mental Well-Being**

## **Active Living 11/12 (MACLV11/MACLV12)**

This course is centered on the idea that physical activity and sport is an important part of overall health and well-being. Additionally, finding enjoyable recreational activities can motivate people to participate more regularly in physical activity



and that safety and injury prevention practices allow lifelong participation in physical activities. This course is a good fit for students who are looking for a fun, active, and recreational physical activity / sport experience.

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

**Health & Well-Being**

**Safety**

**Participation**

**Leadership**

**Fitness & Conditioning 11/12 (MFTCD11/MFTCD12)**

This course is centered on the ideas that our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels, knowing how our bodies move and function helps us stay safe during exercise. Following proper training guidelines and techniques can help us reach our health and fitness goals, and personal choices influence our health and fitness goals. Students who enjoy individual activity and more choice should enroll in Fitness and Conditioning 11/12.

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

**Healthy and Active Living**

**Human Anatomy and Physiology**

**Principles of Training**

**Social Responsibility**

**Outdoor Education 11/12 (MODED11/MODED12)**

Outdoor Education 11/12 is centred around the idea of participating in outdoor activities provides an opportunity to explore and develop a variety of skills in a complex and dynamic environment. This class will combine in-class workshops, in school activities, and community field study opportunities that may include cycling, hiking, snowshoeing, skiing/snowboarding, dragon boating, kayaking, and wall climbing.

Due to the nature of this course, participation in field trips is strongly recommended for a successful and enjoyable experience.

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

**Outdoor Activity Skills and Healthy Living**

**Social Responsibility**

**Collaboration, Teamwork, and Safety**

*COURSE FEES: while there are no course fees, students will be responsible for all costs incurred for field trips and transportation.*

**PE Leadership 11/12 (YHRA-1A/YHRA-2A)**

The goal of this course is to develop youth leadership to deliver a variety of physical education and sports activities for the Eric Hamber community. Students will have various opportunities to apply the concepts of leadership in a variety of settings that range from class activities to school wide event planning. Leadership initiatives will include planning and implementing grade 8/9 track meets, Midtown Showdown Basketball Tournament, intramural programs, and coordinating volunteers in support of Hamber athletic programs (facility preparation, scorers, timers, referees, etc.). Students will discover the benefits of volunteering and giving back to their school community and gain an appreciative respect for the leaders who played a significant role in their lives.

PE Leadership 12 students will have the opportunity to liaise with the Hamber Hub Community Schools Team as well as our elementary feeder schools to deliver programming to future Hamber Griffins.

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

**Personal and Social Development**

**Participation**

**Community Building and Collaboration**

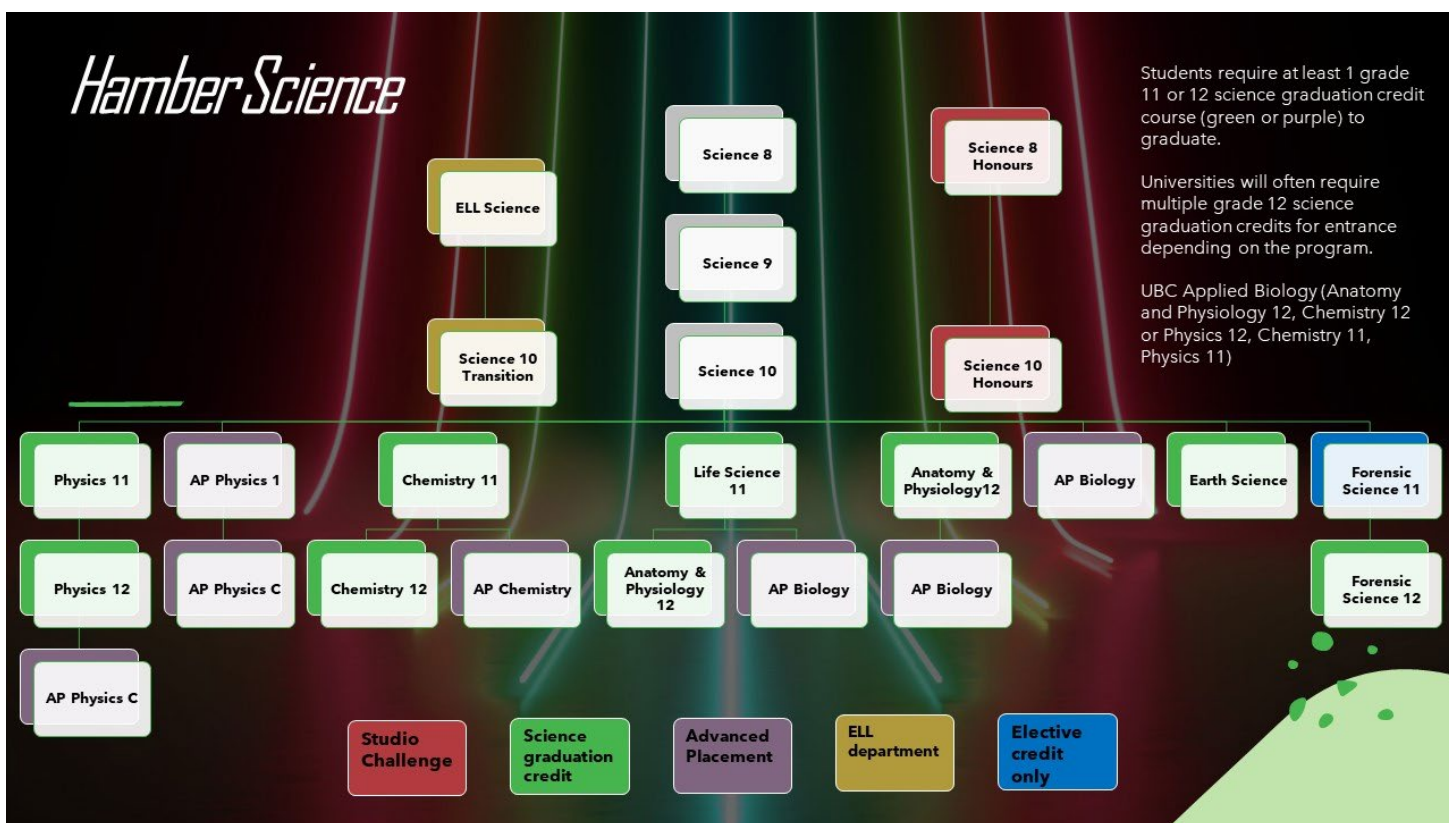
**Promoting a Healthy School Community**

**Safety, Fair Play, and Leadership**

***\*\*Please note, priority for PE Leadership 12 will be given to students who have successfully completed PE Leadership 11.***



# SCIENCE



## JUNIOR SCIENCE 8-10 CURRICULUM – BIG IDEAS

**Science 8 (MSC—08)** link: <https://curriculum.gov.bc.ca/curriculum/science/8>

Cells basic unit of life; Energy can be transferred as both a particle and a wave; The theory of plate tectonics is the unifying theory that explains the Earth’s geological processes; The KMT and the theory of the atom explain the behavior of matter.

**Science 9 (MSC—09)** link: <https://curriculum.gov.bc.ca/curriculum/science/9>

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

**Science 10 (MSC—10)** link: <https://curriculum.gov.bc.ca/curriculum/science/10/>

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

**Science 8-10 Challenge Studio (MSC—08DC1) (MSC—09DC1) (MSC--10DC1)**

The Science Challenge Studio Program is for highly motivated students who show a great curiosity for science. This fast-paced program will cover the three years of junior sciences in two years. Students will be engaged and challenged in innovative ways to think critically and creatively, promoting an interest in the science and engineering fields. They will be exposed to inquiry and project-based learning as well as enriched learning opportunities such as the Vancouver District Science Fair. Please see the Challenge Studio portion of this course booklet for more information.

## SENIOR SCIENCE OPTIONS LINKS

Grade 11 courses link: <https://curriculum.gov.bc.ca/curriculum/science/11/courses>

Grade 12 courses link: <https://curriculum.gov.bc.ca/curriculum/science/12/courses>

AP Biology (ABIO-12) link: <https://apcentral.collegeboard.org/courses/ap-biology>

AP Chemistry (ACHE-12) link: <http://media.collegeboard.com/digitalServices/pdf/ap/ap-chemistry-course-and-exam-description.pdf>

AP Physics 1 (APHH-11) link: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-physics-1-course-overview.pdf>

AP Physics 2 (APHH-12) link: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-physics-2-course-and-exam-description.pdf>

AP Physics C (APHEM12) link: [AP Physics C: Mechanics Course – AP Central | College Board](#)  
[AP Physics C: Electricity and Magnetism Course – AP Central | College Board](#)

## SENIOR SCIENCE OPTIONS DESCRIPTIONS

**AP Biology 12 (ABIO-12)**

Recommended Prerequisite: Science 10; Chemistry 11; one or both of Life Sciences 11 and Anatomy and Physiology 12

AP Biology is designed as an introductory college course. The course covers four “Big Ideas” spread out over a number of different Biology topics. These topics include, but are not limited to: Biochemistry, Cell Structure and Function, Cell Energetics, Cell Communication, Genetics and Heredity, Gene Expression and Regulation, Evolution and Natural Selection, Ecology and System interactions. This course will prepare students to write the AP Biology exam in May. With a sufficiently high score on the AP Biology exam, students can receive credit for first year Biology at many U.S and Canadian colleges and universities (please check with the individual institutions to confirm whether they accept AP Exams).

### **Life Sciences 11 (MLFSC11)** (formerly Biology 11)

Recommended Prerequisite: Science 10

Big ideas are life is a result of interactions at the molecular and cellular levels; evolution occurs at the population level; and organisms are grouped based on common characteristics

### **Anatomy & Physiology 12 (MATPH12)** (formerly Biology 12)

Recommended Prerequisite: Chemistry 11; Life Sciences 11

Big ideas are homeostasis is maintained through physiological processes; gene expression, through protein synthesis, is an interaction between genes and the environment; and organ systems have complex interrelationships to maintain homeostasis.

### **Chemistry 11 (MCH—11)**

Recommended Prerequisites: Science 10; Pre-Calculus 11 (may be taken concurrently)

Chemistry 11 is an introductory course which emphasizes scientific observation, chemical behaviour patterns and molecular structure. The core topics are as follows: lab's safety; properties of substance; inorganic naming; mole concept; chemical reactions; atomic structure; bonding; organic chemistry; and solutions.

### **Chemistry 12 (MCH—12)**

Recommended Prerequisites: Chemistry 11; Pre-Calculus 12 (may be taken concurrently)

Chemistry 12 involves more advanced concepts than Chemistry 11. (Students should have an aptitude for this subject and a high level of achievement in Chemistry 11). The core topics are as follows: reaction rates; chemical equilibrium; solubility equilibrium; acids, bases & salts; and electrochemistry.

### **AP Chemistry 12 (ACHE-12)**

Recommended Prerequisites: Chemistry 11; Pre-Calculus 12 (may be taken concurrently); teacher recommendation.

This course is designed to be the equivalent to the general chemistry course taken during the first year in an US college/university and covers about 90% of the same course in a Canadian college/ university. For some students, this course enables them to undertake, as first- year students, second-year work in the chemistry sequence at their institutions or to register in courses in other fields where general chemistry is a prerequisite. The regular Chemistry 12 curriculum is included in this course. Due to the heavy course load, students are expected to attend extra classes beyond the regular schedule. Please refer to the AP link for more details.

### **Earth Science 11 (MESC-11)**

Prerequisite: Science 10

This course involves investigation into some of the major fields of earth science to form an up-to-date, broad understanding of the story of the earth and its environment in space. The core topics are as follows: geological science, oceanographic science, astronomical science, atmospheric science, and Earth's history. This course will be an interesting way to obtain Grade 11 science-course credit toward graduation.

### **Forensic Science 11 (YPSS-1A)**

Recommended Prerequisites: Science 10, Foundations of Mathematics and Pre-Calculus 10

Please note this is an elective course and **does not** meet the requirements to count as your required science 11 credit.

Forensic science focuses on the practical applications of scientific theories and technology in a way that students can relate to. It uses the scientific method, physical evidence, deductive reasoning and their interrelationships to reconstruct the events leading up to and including a crime. Forensic Science 11 is an academic elective that focuses on giving students hands on learning opportunities to gain and apply knowledge from the areas of history, math, biology, chemistry, physics, earth science, law and medicine. This course will include a series of inquiry labs, discussion and study of case studies, internet research, crime scene design and reconstruction. Topics may include, but are not limited to, The History of Forensic Science, Fingerprinting, DNA Analysis, Hair and Fiber Analysis, Trace Evidence, Blood, and Blood pattern analysis, Toolmarks and Impressions, Document and Handwriting analysis, Entomology, and time since death.

### **Forensic Science 12 (MSPSC12)**

Recommended course: Forensic Science 11

This **does** meet the provincial requirements as a science 12 credit. You may complete Forensics 11 and Forensics 12 in the same school year.

Forensic Science 12 has been designed as a follow up course to Forensic Science 11 with the intent of providing students hands-on learning and an opportunity to solve complex simulated crime scenes using knowledge from both Forensic Science 11 and 12 courses. Forensics Science 12 will continue to explore the scientific basis of crime-fighting by addressing the scientific, ethical and legal aspects of forensic analyses. While the course does include a critical overview of ethical and legal issues, it will concentrate on the explanation and description of the scientific basis of the various biological, chemical and physical knowledge and techniques used. This course will require knowledge and understanding of the content covered in Forensic Science 11. New topics will be integrated with the base content from Forensic Science 11 to produce more complex and realistic crimes and crime scenes. This course will include inquiry labs, discussion and study of case studies, fieldtrips/guest speakers, internet research, crime scene design, reconstruction and solving. Topics in this course may include, but are not limited to: Post mortem interval (PMI) determination using the human body, Forensic Entomology (using insects to determine PMI and aid in other ways), Forensic Anthropology (using human bones for identification and reading the clues left on a skeleton), Toxicology (Poisons and their impacts on the human body).

### **Physics 11 (MPH—11)**

Recommended Prerequisites: Science 10, Foundations of Mathematics and Pre-Calculus 10 Corequisites: Pre-Calculus 11

The Physics 11 course will provide students with insights into the scope, nature, relevance, and limitations of physics. The topics in the course illustrate the substance of physics and are related to other aspects of a general science education. The core topics are as follows: kinematics; dynamics; energy; DC circuits; and mechanical waves and sound.

### **AP Physics 1 (APHH-11)**

Recommended Prerequisites: Science 10, Pre-Calculus 11 (strongly recommended but may be taken concurrently), teacher recommendation. No prior course work in physics is required to enroll in AP Physics 1.

AP Physics 1 is an algebra-based, introductory university-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics; dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. Students must be adept at algebraic and numerical problem solving. This course is highly analytical and prepares students for the AP Physics 1 examination offered by the College Board. Please refer to the AP link for more details.

### **Physics 12 (MPH—12)**

Recommended Prerequisites: Physics 11, Pre-Calculus 11; Corequisites: Pre-Calculus 12

This course is intended to provide students with a grounding in the discipline of physics as those who take it might engage in further study of the subject. The treatment of the topics is mathematically more rigorous than in Physics 11. The core topics are as follows: static equilibrium, momentum, circular motion and gravitation, electrostatics, electromagnetism and electromagnetic induction, and special relativity.

### **AP Physics C (APHEM12)**

Recommended Prerequisites: AP Physics 1 or Physics 12, Pre-Calculus 12; Corequisites: Calculus 12

AP Physics C is a calculus-based, university-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course is divided into two halves: 1) Mechanics, and 2) Electricity and Magnetism. Mechanics covers kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; and torque and rotational motion. Electricity and Magnetism covers electrostatics, conductors, capacitors, and dielectrics, electric circuits, magnetic fields, and electromagnetism. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus, as well as continuing to develop a deep understanding of physics concepts. This course prepares students to write both the AP Physics C: Mechanics exam, and the AP Physics C: Electricity and Magnetism exam. Please refer to the AP link for more details.

# SERVICE CLASSES



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

This course is designed to involve students in a variety of service activities. These may include assisting students and teachers in any subject area. This course promotes personal growth of self and others and emphasizes the development of both organizational and leadership abilities. Students see their counsellor to get a form which they take to a staff member in order to sign up. Open to grade 11 and 12 students.

## **BA Library Services 11 (YBMO-1B)**

This is a board-approved course which accepts grade 11 and 12 students and provides a work-like experience in a school library setting. Students acquire library specific clerical and technical skills and develop interpersonal skills working with peers and staff while working under a supervisor (Teacher/Librarian). Students develop the skill to be self-directed and to work independently. Students are assessed through self and teacher evaluation using the criteria set out in the course expectations. This course gives students an opportunity to acquire skills, attitudes and knowledge, which prepares them for the work environment and specifically to work in university or community libraries. It is hoped the students develop a sense of personal and social responsibility by providing service to others.

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

This course is open to mature grade 11 and 12 students who are considering a career in teaching or in a human service field. The students will develop their communication, interpersonal and organizational skills while teaching students one to one or in small groups. Permission is required by the counsellor, resource teacher or subject teacher.

**Math Peer Tutoring** - This is special section of the Peer Tutoring course that is open to mature grade 11 and 12 students who are interested in helping others specifically in math. Students will be placed in a math class to assist students, and will meet off timetable with a math teacher to develop their communication and interpersonal skills, as well as deepen their understanding of mathematics. Skills developed during this course are beneficial to those who are interested in tutoring or teaching. Please inform Ms. S. Chan if you are interested in taking this course.

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

Open to Grade 12 students only. Selection by application and interview. Goals of the course include learning communication skills, learning more about ourselves and understanding others, giving and receiving honest, constructive feedback, to work with groups, practice role-playing to gain insights, tutoring skills, conflict resolution, and peer mediation skills. Selection is made on the basis of information supplied on application forms and in a personal interview. Personal qualifications include: strong personal and interpersonal skills, good role modeling potential, and commitment and ability to catch up with classes missed due to training schedules.



# SOCIAL STUDIES

*“Don’t Leave Home Without It!”*



## **Social Studies 8 (MSS—08)**

Social Studies 8 follows concepts learned previously in Social Studies 7. Students will learn contact and conflicts between peoples stimulating social and political change, exploration, and human and environmental factors changing population and living standards. Core skills involved in this course are inquiry, logical writing and map skills. These skills will be used in relations to developments in the Middle Ages, the Renaissance, Aboriginal Peoples, Colonization, and the Roots of Nations and Empires.

## **Social Studies 9 (MSS—09)**

Social Studies 9 flows parallel to the current educational objectives and practices outlined by the latest curriculum of the BC Ministry of Education. The course connects students to the world of 1715-1919 and current events for evidence or as a series of case studies. Students will develop thinking, communication, personal and social awareness, understanding, and skills as they address issues related to four themes: 1) the influence of emerging ideas and ideologies on societies and events, 2) the influence of the physical environment on political, social, and economic conditions and events, 3) the connections between disparities in power and the balance of relationships between individuals and between societies, and 4) the construction and changes made to a variety of collective identities. In short, revolutions and changes in the 19th century up to World War One provide the backdrop for students to develop theories and skills related to geography, economy, history, current events, politics, and society.

## **Social Studies 10 (MSS—10)**

Social Studies 10 concentrates on Canada and its role in world affairs through the 20th Century, evolution of Canadian Identity, Population and Demography and French-English dynamics. In addition, the students will examine the development of political organizations influencing economic, social, ideological, and geographic factors. Students are expected to analyze themes, events, issues and attitudes while developing inquiry, logical writing and map skills.

## **Social Studies 11 – Explorations in Social Studies (MEPSS11)**

This course introduces students in grades 11 or 12 to 20th Century and contemporary issues drawn from other senior Social Studies courses. Students will develop curricular skills required for senior Social Studies. In Explorations Social Studies, students will sample topics and concepts from the following Social Studies areas: 20th Century World History, Social Justice and Political Studies. Students will examine how political decisions and social justice initiatives influence individuals, societies, and the world. Students will explore perspectives and analyze the significance of 20th Century politics, events, people, trends, and activism in the lives of global citizens from conflicts in the Middle East to immigration policies.

### **History 12 Asian Studies (MASIA12)**

This course introduces students to a broad range of issues affecting modern Asian nations, cultures, regions and ethnicities from the 19th century to the present. Students will learn about how geography, politics, culture, conflict and colonialism have interacted to shape modern Asia, one of the most dynamic regions of the world.

\*Will be offered alternating years **2025-2026; 2027-2028**

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

BC First Peoples 12 focuses on the diversity, depth, and integrity of the cultures of Indigenous peoples in British Columbia. In emphasizing the languages, cultures, and histories of First Nations, Métis, Inuit (FNMI) Peoples, the course addresses the important and varied scope of the history of Indigenous cultures both pre-and post-contact.

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

Contemporary Indigenous Studies 12 explores global Indigenous worldviews, cultures, languages, knowledge and traditions which are informed and sustained through their connection to the land. Resiliency, renewal and advocacy of rights and protection of self-determination is a key focus moving forward in the reconciliation process.

### **History 12 Comparative World Religions (MWRL-12)**

Comparative World Religions 12 explores religions, mythology, spirituality, and beliefs across time and place. Students compare insights and understandings of diverse global cultures and peoples and discuss how religion shapes social, political, legal, and environmental values. The course offers students the chance to search for existential insight through the study of a variety of different religions and spiritual and philosophical traditions.

\*Will be offered alternating years **2024-2025, 2026-2027**

### **History 12 Genocide Studies (MGENO12)**

Offered in alternating years only (2021-2022; 2023-2024) Genocide Studies 12 is a course in which students will study various cultural and physical genocides which have happened around the world and how we can work as modern societies to prevent these events from occurring again in the future. We will examine the origins, conditions, stages and strategies employed in the promotion and carrying out of genocide, as well as looking at the definition of genocide and what movements, organizations and laws are in place to minimize the possibility of such atrocities recurring.

\*Will be offered alternating years **2025-2026; 2027-2028**

### **Physical Geography 12 (MPGEO12)**

Geography 12 is a study of the many characteristics and processes of the physical components of the Earth's surface. Geography 12 students will examine the human interactions with the Earth's environment; these studies focus on how the environment is used, misused, and altered. The course is designed to facilitate students' understanding of the dynamic nature of the environment. Geography 12 is comprised of four elements: Environments and People, Physical and Natural Processes, Resources and the Challenge of the Future. Where time and funding permit, an extended-day field trip may be considered for students with optional participation.

### **20th Century World History 12 (MWH—12)**

History 12 is a survey course of the 20th century which covers pertinent geopolitical / historical topics from 1870 to the present day. The course is a diplomatic / historical analysis of the global political and military events of the twentieth century. Students will examine the forces that have brought about two world wars, the growth and decline of political ideologies, changes in diplomatic relations between the major powers, and the establishment of international organizations to reserve world peace. Students will gain an understanding of the importance of critical thinking and will reflect on the opportunities of decision made in the past, and how, in many instances, these decisions continue to affect events of the present day. This course is ideal for those students who wish to continue their studies at the post-secondary level with an emphasis on political science, law, public policy, military science, and general studies.



### **Law Studies 12 (MLST-12)**

The core philosophy is based upon the premise that laws govern a great many of our actions. Therefore, a knowledge and understanding of these laws will enhance an individual's performance within our society. Students will focus on the core areas: what is law; why laws are needed; the essential components of Canada's Charter of Rights and Freedoms; the Youth Criminal Justice Act; Family Law, Criminal Law, Tort Law, and the court system.

### **Philosophy 12 (MPHIL12)**

What is philosophy? Well, according to one definition it is, "the rational investigation of the truths and principles of being, knowledge, or conduct." That makes for an awfully broad subject that encompasses all issues related to our physical existence, our minds and our behavior. Do we exist? Does the world exist? What do we know? How do we know that we know? What is a just society? What is right and wrong? Put another way, philosophy is really the careful, reasoned probing of the big questions of life and the universe that humans have been asking for a very long time. In this course, we will explore these questions with a view to learning some competing schools of thought on each, while training our minds to think in a more critical, analytical way. Hopefully, too, we will probe our own, sometimes unacknowledged assumptions. Students will engage in discussion, debate, research, presentation and writing.

### **Social Justice 12 (MSJ—12)**

Social Justice 12 is designed to raise students' awareness of equity and equality in our social systems of Canada and the world. The course allows students to analyze situations and social constructs from a social justice perspective, and to provide them with knowledge, skills and an ethical framework to advocate for a socially just world. Activism and attention to looking at the world critically from multiple perspectives are skills that are consistently developed throughout the year.

### **Political Studies 12 (MPLST12)**

The aim of this course is to better understand one of the most powerful forces in our lives - government and politics. Students will explore theories of power and political ideologies, elections and electoral systems, the history of voting rights in Canada, political systems and structures, and global politics. Case studies may include consensus model elections in northern territories, the role of mass media in politics, current movements and events, examples of authoritarianism and democracy, and the politics of reconciliation in Canada. Students will develop critical and political thinking competencies, such as political stability and change, political data, and multiple perspectives.

\*Will be offered alternating years **2024-2025, 2026-2027**

# STUDENT SUPPORT

## **Skills Development Class 8, 9 (XLDCD08, XLDCD09)**

## **Learning Strategies 10, 11, 12 (YLE—0A) (YLE—1A) (YLE— 2A)**

This course will provide students the opportunity to develop self-awareness of their learner profile and to be proactive in their learning process. It will also support student success in core academic areas and assist in the areas of organization, time management, and social emotional well-being. The focus will be on developing independence, advocacy skills, and personal goal setting. The course will also address study skills and organizational techniques related to literacy and numeracy to provide a foundation for successful school completion and lifelong learning.

## **District Student Support Programs**

Eric Hamber is home to 4 District Student Support Programs. Low Incidence Programs:

- Life Skills Class
- Learning Assistance/Life Skills Class

Learning Support Programs:

- Learning Assistance Class 1 (Junior)
- Learning Assistance Class 2 (Senior)

Please refer to the VSB website for more information on these District programs. [Learning Support Programs](#)

# ERIC HAMBER'S GIFTED CHALLENGE STUDIO PROGRAM

The Hamber Challenge Studio Program is designed for highly able students who wish to be challenged by a grade 8-12 program that encompasses both acceleration and enrichment. High academic standards are supplemented by various enrichment opportunities. There is a focus on creative and critical thinking, project-based learning, and student ownership, allowing students the opportunity to explore areas of passion and to influence the content of their academic pursuits. This environment of learning is fostered by the sense of community within the program.

The Challenge Studio program in grade 8 consists of four blocks: English, Social Studies, Science, and Critical Thinking/Fine Arts. Please note that in English and Science, students will complete three years of study in their grade 8 and 9 years. Students are expected to maintain a "Proficient" or "B" standing to remain in the program.

While there is no Math component in the program, a math assessment will be offered in the Spring. Students who demonstrate advanced ability and skill may qualify to take Math 9 instead of Math 8. Students entering the program who have already taken Math 8 through VLN will automatically be enrolled in Math 9.

The program over the five years is as follows:

CHALLENGE STUDIO PROGRAM				
Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English 8CHST	English 10CHST	English 11CHST	World Lit 12CHST	CLC 12CHST
Socials 8CHST	Socials 9CHST	Socials 10CHST	Law 12CHST	AP Lit 12 *recommended
Science 8CHST	Science 10CHST			Philosophy 12 *recommended
Critical Thinking/ Fine Arts 8CHST	Inquiry & Innovation 9CHST			

## English Courses

### English 8-10 Challenge Studio (08DC1) (09DC1) (MCMPS10DC1) (MLTST10DC1)

The English Challenge Studio Program spans two school years, during which students will complete the requirements of English 8, 9 and 10. Students are expected to demonstrate superior quality work and an enthusiasm to delve deeply into literature, both as a class and independently. Through various forms of literature, students will examine both their own identities and the diverse voices of others. They will develop written and verbal skills through a variety of assignments, learning how to communicate their ideas and to support them in a persuasive manner. Students in Challenge Studio English are expected to take English 11 Challenge Studio, English 12 World Literature, and AP English Literature 12 in their grade 10-12 years.

### **English 11 (Literary Studies) Challenge Studio (MLTST11DC1)**

This course is designed primarily for students emerging from the two-year English Challenge Studio program. The course involves the critical analysis of literature. Through the study of various literary works, students will be encouraged to contemplate perspectives foreign to them, and to develop their own ability to communicate concepts both verbally and in writing. Students who take this course are expected to continue with enriched English by selecting English World Literature 12 and then AP English Literature 12.

### **English 12 (World Literature) Challenge Studio (MENST12ENR)**

English 12 World Literature emphasizes university preparation through the study of international literature. This English 12 course should appeal to students who are avid, curious, serious readers and very capable writers. Students wishing to write the Advanced Placement examination could benefit from taking this class alongside or before the Advanced Placement course.

### **AP English Literature & Composition 12 (12-AELC-12)**

AP English Literature and Composition is designed to be a college/university level course. Students will be provided with intellectual challenges and a workload consistent with a typical undergraduate university English Literature/Humanities course. Students will be exposed to a generous portion of the English Canon. It is expected that students enrolling in this course will be strong readers, writers, and thinkers. Students will write the AP Examination in May.

## **Social Studies Courses**

### **Social Studies 8 Challenge Studio (MSS—08DC1)**

In Social Studies 8 Challenge Studio, students will assess patterns and trends in geography and changes and continuities in history from the 7th century to 1750, including interactions and exchanges between people that stimulate social, economic, and political change, human and environmental factors that change populations and living standards, indigenous political systems, philosophical and cultural shifts, and scientific innovations. This course encourages critical thinking through the six lenses of historical and geographical ways of thinking (inquiry, concept, and project based), focuses on skills and interests (cooperative and personalized learning), and fosters initiative taking and goal setting (autonomy and responsibility).

### **Social Studies 9 Challenge Studio (MSS—09DC1)**

Social Studies 9 Challenge Studio surveys over 150 years of history, from 1750 to the early 20th century, building on the skills of responding to the 'Big Six' from previous social studies courses. Students will make connections between the future, current events and issues, and life in the past by investigating a variety of types of evidence. In addition to interpreting evidence, students will make ethical judgments and analyze and assess causes and consequences, changes and continuities, multiple perspectives, and geographical and historical significance. To develop these skills, students will explore topics like nationalism, the effects of imperialism and colonialism on Indigenous peoples, democratic movements, industrialization processes, discriminatory policies in Canada, Indigenous and BC issues and heritage, and other topics. Students will have a variety of opportunities to take the initiative to examine case studies, to plan and construct projects, and to learn processes that will empower them to become autonomous learners.

### **Social Studies 10 Challenge Studio (MSS—10DC1)**

Social Studies 10 Challenge Studio provides students with the means to bridge the gap between school life and their life after school. The first two years' work in Socials seeks to develop the student's confidence in authentic projects, to seek one's element (where skills and interests collide), to network in and make an impact on the community inside and outside the school, and to understand the current national, social, political, economic, cultural, and personal context as it developed from Canada's role in world affairs through the 20th Century. Student leadership opportunities are fostered, and initiative is encouraged throughout the year. Logical, political, ideological, and financial literacy skills are developed, and the motto "from possibility to actuality" is realized. Students are also encouraged and given opportunities to become mentors for younger Challenge Studio members. Portfolio assessment and inquiry-based projects and assignments provide the foundation of a student's records that should be used beyond life at Eric Hamber school. Students must maintain a "B" standing to remain in the program.

### **Law 12 (MLST-12)**

The core philosophy is based upon the premise that laws govern a great many of our actions. Therefore, a knowledge and understanding of these laws will enhance an individual's performance within our society. Students will focus on the core areas: what is law; why laws are needed; the essential components of Canada's Charter of Rights and Freedoms; the Youth Criminal Justice Act; Family Law, Criminal Law, Tort Law, and the court system.

### **Philosophy 12 (MPHIL12)**

What is philosophy? Well, according to one definition it is, "the rational investigation of the truths and principles of being, knowledge, or conduct." That makes for an awfully broad subject that encompasses all issues related to our physical existence, our minds, and our behavior. Do we exist? Does the world exist? What do we know? How do we know that we know? What is a just society? What is right and wrong? Put another way, philosophy is really the careful, reasoned probing of the big questions of life and the universe that humans have been asking for a very long time. In this course, we will explore these questions with a view to learning some competing schools of thought on each, while training our minds to think in a more critical, analytical way. Hopefully, too, we will probe our own, sometimes unacknowledged assumptions. Students will engage in discussion, debate, research, presentation, and writing.

## **Science Courses**

### **Science 8-10 Challenge Studio (MSC—08DC1) (MSC—09DC1) (MSC--10DC1)**

The Science Challenge Studio Program is for highly motivated students who show a great curiosity for science. This fast-paced program will cover the three years of junior sciences in two years. Students will be engaged and challenged in innovative ways to think critically and creatively, promoting an interest in the science and engineering fields. They will be exposed to inquiry and project-based learning as well as enriched learning opportunities such as the Vancouver District Science Fair.

## **Critical Thinking Courses**

### **Critical Thinking & Fine Arts 8 (MDR—08DC1)**

In Critical Thinking & Fine Arts 8, students will closely examine the self, community, and world around them and engage in meaningful discussion and exploration. Students will express their ideas through various art forms, from first conceptualizing a design, considering the steps of turning the vision into reality, and bringing their vision to life. Aspects of fine arts, which may include art, drama, photography, film, and stop animation will be integrated with the critical thinking aspects of this course. Specific critical thinking topics may include philosophy, logic, puzzles, and the validity of information.

## **Innovation Courses**

### **Inquiry & Innovation 9 (MADGE09)**

Students are given the opportunity to explore areas of passion through inquiry-based learning, fostering an attitude of creativity and curiosity. Through this approach, students will propose, plan, execute, and present their projects. They will work both independently and in groups, setting their own goals and completion dates, thus developing skills that will prepare them for the future. Students are encouraged to apply their learning to innovate a solution to a perceived problem.

# ERIC HAMBER'S MANDARIN CHINESE ACCELERATED PROGRAM

For Mandarin Chinese Accelerated Program, please refer to the Modern Languages Course descriptions section for details.

## WORK EXPERIENCE & CAREER PROGRAMS

### Work Experience 11/12 (XAT—11WEX) (MWEX-2A)

How would you like to...

- ... explore a career that you're passionate about?
- ... connect with future employers?
- ... get the inside scope on what a job is really like?

### Program Details

If you answered yes to any of these questions, then Work Experience 11/12 is right for you! This 2-year course provides students in grades 11 and 12 the opportunity to integrate in-school learning with valuable experience in the workplace.

Work Experience is an off timetable 2-year course starting in Grade 11 and continuing until the end of Grade 12. Students are required to complete 90 hours of on-the-job experience. The remainder of the course includes preparation and reflective activities.

Students can start July 1 after Grade 10 with proper paperwork in place – contact the Work Experience teacher for more information. Placements are available after school, weekends, and winter/spring/summer breaks if you do not wish to miss school.

### Benefits

- Earn 4 credits toward graduation
- Work Experience hours may be used to fulfill the 30-hour work/volunteer component required for graduation
- Build closer associations with working adults who are willing to share their knowledge and expertise
- Develop job skills and gain important practical experience
- Explore a variety of potential career options by assessing your abilities and interests in a specific field
- Acquire confidence and self-reliance in preparation for further education or future employment
- Obtain references and contacts for future employers and possible part-time or full-time employmen

### How to Enroll

- Register for both Work Experience 11 (XAT--11WEX) in Grade 11 AND Work Experience 12 (MWEX-2A) in Grade 12
- Submit application form to the Work Experience teacher

## Youth TRAIN in Trades Programs

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

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

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

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

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

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

Program	Training Program Institution	Graduation Credits Earned	Standard Class Schedule	Application Due	Program Start Month(s)
Aircraft Maintenance Engineer – M license	BCIT	16	Mon–Fri	March 1	August January
Auto Collision and Refinishing	VCC	32	Mon–Fri	March 1	September February
Auto Service Technician	Britannia	20	Mon–Fri, Semester 2	March 1	February
Baking and Pastry Arts	VCC	24	Mon–Thurs (afternoon/evening)	December 1	July
Carpentry	BCIT	20	Mon–Fri	March 1	July February
Cook	VCC	28	Mon–Thurs	March 1	Various
Electrical	BCIT	24	Mon–Fri	March 1	August October February March
Hairdressing	VCC	48	Mon–Wed 8:00am – 6:00pm	March 1	September
Heavy Mechanical Trades	VCC	28	Mon–Thurs	March 1	Various
Millwright	BCIT	20	Mon–Fri	March 1	September

					February
Motorcycle Technician	BCIT	20	Mon–Fri	March 1	September February
Metal Fabrication	BCIT	20	Mon–Fri	March 1	February
Painting & Decorating	Finishing Trades Institute of BC	4	Mon–Fri	March 1	June
Plumbing or Sprinkler Fitting	Piping Industry College of BC	8	Mon–Fri	December 1	June

## Youth WORK in Trades - Apprenticeship

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

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

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

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

## Youth EXPLORE Trades Sampler – Tupper Tech

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

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

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



## Dual Credit Programs

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

### Early Childhood Educator

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

Training Program Institution – Langara College

Program length – 8 months

Graduation credits earned – 32

Application Due Date – March 1

Program Start Month – September

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

### Healthcare Assistant

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

Training Program Institution – Vancouver Community College

Program length – 28 weeks (September to April)

Graduation credits earned – 28

Application Due Date – March 1

Program Start Month – September

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

## School-based Programs

### IT and CISCO Networking Program – Killarney Secondary

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

Program Length – Semester 2 of grade 12

Graduation credits earned – 16 credits

Application Due Date – March 1

Program Start Month – February

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

## DISTRICT COURSES 2025-26 – SIGN UP NOW!


Hey, VSB students! Want to take a course that's not just *unique* but also *impactful*?

Check out these special district-wide elective courses created to inspire YOU:

-  History of African Descent in BC 12
-  Queer & Trans History of BC 12


Here's why you'll LOVE them:

- Field trips that take you beyond the classroom
- Guest speakers who inspire and educate
- Project-based learning with cool online activities
- Meet students from ALL over the district

 What's the vibe?

- History of African Descent in BC 12: Dive into Black culture, resilience, art, music, and movements—from Beyoncé to AfroFuturism!
- Queer & Trans History of BC 12: Explore identities, history, and joy in 2SLGBTQIAP+ communities through language, dance, and music.

 Info Session: February 26, 2025, at 5:30 PM (Virtual). Don't miss it!  
[REGISTER HERE: [bit.ly/3DoNNBo](https://bit.ly/3DoNNBo) ]

 These electives count towards graduation and are recommended for Grades 11 & 12. Bonus? You can take them with friends—even if they're at another school!

### VSB district courses for grade 11 and 12 students:

- **History of African Descent 12 (YSSC-2A)**  
Dive into Black culture, African empires, and topics like AfroFuturism and Black resilience.
- **Queer & Trans History of BC 12 (YSSC-2B)**  
Explore the history and contributions of the 2SLGBTQIAP+ community, focusing on joy, resilience, and cultural movements.

### Key Info:

- Format: Once a week after school (in-person), online activities via TEAMS and field studies
- Credit: Counts as an elective
- Field Trips & Guest Speakers
- Recommended for Grades 11/12

### Information Session:

- February 26, 2025, at 5:30 PM (Virtual) REGISTER HERE: [bit.ly/3DoNNBo](https://bit.ly/3DoNNBo)
- Hear from the instructors and current students about the courses!

### Registration:

- Student can register for either course via MyEd, both courses should be accessible at the school level.
  - History of African Descent 12 (YSSC-2A)
  - Queer & Trans History of BC 12 (YSSC-2B)

### Contacts for Questions:

- History of African Descent 12: Jelana Bighorn ([jbighorn@vsb.bc.ca](mailto:jbighorn@vsb.bc.ca) )
- Queer & Trans History of BC 12: Trevor O'Rourke ([torourke@vsb.bc.ca](mailto:torourke@vsb.bc.ca) )
- Registration & Graduation: Nick van Iersel ([nvaniersel@vsb.bc.ca](mailto:nvaniersel@vsb.bc.ca) )
- Admin Questions: Hieu Pham- Fraser ([hphamfraser@vsb.bc.ca](mailto:hphamfraser@vsb.bc.ca) ), Sangeeta Kauldher ([skauldher@vsb.bc.ca](mailto:skauldher@vsb.bc.ca)) or Roberto Moro ([rmoro@vsb.bc.ca](mailto:rmoro@vsb.bc.ca) )

💬 Talk to your school counsellor to sign up today. Spots are limited—don't wait!

## ADULT EDUCATION

### Vancouver School Board Adult Education

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

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

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

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

- Self-paced courses (blended paper-based instruction with face-to-face assistance) from Foundations to Grade 10-12 courses – Gathering Place and South Hill Education Centre
- Structured courses at the Foundations and Grade 10/11/12 levels – South Hill Education Centre Students at our AE centres reflect the diversity of language and cultural backgrounds in Vancouver and range in age from 16 to seniors. 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 <https://www.vsb.bc.ca/page/5243/gathering-place-education-centre>
- South Hill Education Centre Tel: (604)713-5770 <https://www.vsb.bc.ca/page/5245/south-hill-education-centre>