

# Prince of Wales



## Course Planning Guide

2024 – 2025

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# INTRODUCTION

## WELCOME TO THE PRINCE OF WALES COURSE PLANNING GUIDE

This guide has been prepared and updated for this school year and is intended for use by Prince of Wales students in consultation with their parents and Counsellor in planning their Grade 8-12 sequence of courses. Students are strongly advised to familiarize themselves with the course requirements for graduation as well as the entrance requirements of the various post-secondary institutions. It is the responsibility of each student to ensure that they complete the appropriate sequence of courses leading to graduation and that they meet the entrance requirements of the post-secondary institution of their choice.

HOW TO MAKE MAXIMUM USE OF THE COURSE PLANNING GUIDE: Review the [Graduation Requirements](#) here.

Choose courses which you feel would be most suitable to your interests, abilities, and possible future vocation. (BC post-secondary information can be found here <https://educationplannerbc.ca/>) Consider your courses carefully. Students are expected to complete each course for which they sign up.

## COURSE SELECTION PROCESS

Students begin the process of selecting courses for their next school year in January. Working with their counsellors, students select a full program of studies which meet both graduation requirements and future educational plans. A course selection evening is also held at this time, so that parents/guardians can be informed of the selections and choices available. Please check the website for Parent Night details.

Prior to the Spring Break, all students will have completed their course selections. These choices are entered into the computer. After this, course changes will only be scheduled based on availability. Several days are set aside in August, before the beginning of school, to allow students to make changes in case of conflicts, and other disparities which may show up on the schedule. The final schedule is provided at the first home room of the year.

Changes, once school has opened, will only be allowed in the following instances:

- If the student has failed a course with the same teacher.
- If the written request for a course change, signed by a parent, has also been accepted by the grade administrator.

NOTE: Student-initiated changes will not be considered until the second week of school.

Changes will be made only in extraordinary situations and where the timetable permits. The end of the second week of school in September is the final deadline for course change.

## DOGWOOD DIPLOMA - at a glance

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.

Students require a minimum of 80 credits to graduate.

Of these 80 credits:

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 and Career Life Connections
- At least 28 credits must be elective course credits

- Effective July 1, 2023: At least 4 credits must have an Indigenous-focus (see <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/indigenous-focused-graduationrequirements> for additional information)
- 52 credits are required from the following:
  - ✓ Career-Life Education (4 credits), and Career-Life Connections (4 credits)
  - ✓ Physical and Health Education 10 (4 credits)
  - ✓ Science 10 (4 credits), and a Science 11 or 12 (4 credits)
  - ✓ Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
  - ✓ A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
  - ✓ A Language Arts 10, 11 and a required 12 (12 credits total)
  - ✓ An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

In addition, students must also complete three graduation assessments:

- The Grade 10 Numeracy Assessment was introduced in 2018
- The Grade 10 Literacy Assessment was introduced in 2019/20
- The Grade 12 Literacy Assessment was introduced in 2021/22

## COUNSELLORS

Our counsellors offer a variety of services, assisting students with their social, emotional, and academic development. They offer information and perspective in student problem-solving and decision-making, as well as vocational, career, and academic planning. Counsellors monitor each student's progress throughout the year and, from time to time, may interview students to encourage them to work toward their personal potential, check in on their well-being, and provide support and encouragement along the way.

To ensure continuity of service throughout the secondary years, each student is assigned a counsellor according to his or her grade level and/or alpha by last name. The counsellor stays with the student for the duration of his or her schooling at Prince of Wales. Students may also consult with other counsellors. All students are encouraged to make self-referrals to the counsellors who may then be able to offer direct assistance or, when appropriate, offer referrals to community services.

Counsellors assist students in selecting an academic program of courses which reflects the students' interests and abilities within the framework of the educational requirements established by the provincial government. When specific learning difficulties are identified, students may be referred to the school's Learning Strategies Centre or to the school psychologist for diagnostic testing and appropriate academic placement.

## GRADE 8 PROGRAM

Students registered in our regular Grade 8 program are scheduled in the following 8 courses:

- |                     |  |
|---------------------|--|
| 1. English 8        | 5. Physical Education 8 or Hockey 8 or Recreational Hockey |
| 2. Social Studies 8 | 6. Language or Learning Strategies***                      |
| 3. Math 8           | 7. ADST - Applied Skills 8 *                               |
| 4. Science 8        | 8. Fine Arts 8 **  |

\*ADST-Applied Skills 8 - is a required elective for all grade 8's and may include course work in:

- Computer Applications Education
- Technology Education (Woodwork and/or Metalwork)
- Home Economics: Textiles and Foods

**\*\*Fine Arts 8 - students can choose one of the following courses:**

- Art/Drama (1/2 semester each)
- Choir
- Band 8 Beginner (no experience)
- Band/String 8 (one year of experience with an instrument)

### **OPTIONAL COURSE SCHEDULING**

In consultation with the Grade 7 teachers and the PW articulation team, students may be recommended for the following courses:

- ELL Program (Beginning or Intermediate English, English Support, Social Studies, and Science)
- Transitional ELL Program (English and Junior Support Block)
- Learning Strategies - Skills Development Center (usually in place of French 8) \*\*\*
- French 9 or higher for students with a French Immersion background\*\*\*

### **COURSE LOAD**

Grades 8, 9, 10 and 11 students are required to take eight courses. Grade 12s are encouraged to take eight courses.

### **APPLICATION PROCESS FOR IN CATCHMENT STUDENTS**

Grade 7 students who live within the Prince of Wales catchment will be provided a PW Application Form. These forms will be sent to the child's elementary school and be given to the student. Please note that any child in our catchment will automatically be enrolled at PW. The application form, however, must be completed and submitted by the deadline for scheduling and intake purposes.

### **CROSS-BOUNDARY APPLICATIONS**

Students living outside the Prince of Wales catchment (use link below to find your catchment school) must complete an online VSB Cross Boundary application. For more information use the following link:

<https://www.vsb.bc.ca/page/5198/cross-boundary-application>

Cross Boundary applications open February 01 to February 29, 2024. The district uses a lottery system for cross boundary placement and families of successful cross-boundary applicants will be notified by the end of March.

### **TO LOCATE YOUR CATCHMENT SCHOOL – USE THIS LINK:**

<https://www.vsb.bc.ca/page/5192/your-school-catchment>

### **ON-LINE COURSES**

Students should discuss with their counsellor before enrolling in any on-line course. Students will not generally be permitted to drop a PW course to take said course on-line. Prince of Wales will not invigilate exams for courses not taken at Prince of Wales.

### **PROVINCIAL NUMERACY & LITERACY ASSESSMENTS**

Dates for 2024/2025 will be announced in June 2024.

### **GRADE 12 INFORMATION TO CONSIDER**

It is important to consider that although Grade 12 and the courses selected are important, your whole life will not be determined by the choices made now. So – relax and be thoughtful.

Many future careers do not even exist right now. Technology brings rapid change. Employers consistently state that the primary skills they will be looking for are the ability to learn and the ability to be part of a team. Thus, interpersonal skills and enthusiasm are important, along with a willingness to be a lifelong learner.

If planning to attend a specific university program, please check the entrance requirements. Most Canadian universities will have similar requirements, but each university lists specific requirements for faculty admissions. Admission requirements can also change from year to year. US universities consider marks (grades 9-12), SAT results, extracurricular and leadership activities, social responsibility and much more. Please check websites carefully to ensure you meet admission requirements.

Calculus is often recommended and sometimes required for university admission, especially in Sciences, Engineering, Commerce and Computer Studies. Be sure to check calendars for specific requirements. Some Canadian universities require a second language 11, most do not. Check those requirements to be sure. A language 12 is not essential but, if going into an Arts faculty, successful completion of this course may mean that a first-year university language may not be required.

## FINE ARTS

### **Art/Drama 8: (½ the course is Visual Art 8 and ½ is Drama 8)**

*Supplemental Materials/Equipment - \$TBA*

**Art Component:** Students work with a variety of two- and three-dimensional media. They will explore several contemporary and traditional themes in art. Basic principles and elements in art and design are stressed; however, some time will be spent looking at the role of art in different cultures. Students will be challenged to discover their own artistic and creative powers, to enjoy the art making process, and learn to appreciate the efforts of others.

**Drama Component:** Students are introduced to the world of acting and will focus on social interaction and individual development through sketch comedy, role drama, and scene building. Upon completion of the course, students will be able to make decisions co-operatively within groups, use voice and movement to express themselves with greater confidence, understand narrative structure, and take creative risks. This course includes exercises in concentration, movement, memorization, and improvisation. The primary goal of this class is to equip students with the tools needed to be successful in any walk of life: Confidence, Clarity, Creativity and Compassion.

### **Visual Art 9/10 and Art Studio 11/12**

*Prerequisite: Art Studio 11 for Art Studio 12*

*Supplemental Materials/Equipment - \$TBA*

These are general courses of carefully sequenced assignments. All students will be given the opportunity to draw, to make prints, to produce paintings and to create designs in two and three dimensions. Senior students will also have an opportunity to pursue special interests. Students use a wide variety of materials including ink, paint, collage, clay, etc. At the beginning of each assignment, they are asked to think, invent, imagine, and explore various art media. They will produce paintings, prints, portraits, sculpture, and pottery. Students also have an opportunity to study the place of art in history and contemporary life.

### **Photography 9, 10, 11**

*Supplemental Materials/Equipment - \$TBA*

This is one of the most challenging of the art electives. Students will learn compositional techniques, how the camera operates, exposure possibilities, how to recognize and control light, and become familiar with Adobe Raw and Photoshop for post processing. Some students will also have the opportunity to explore film development and wet darkroom process.



Students will become familiar with the Elements and Principles of Design, Image Development strategies and learn to analyze imagery. Self-evaluation and peer-assessment become important components for constructive criticism and tightening conceptual development. Quizzes are given to reinforce the technical content of the course. Creativity, a willingness to explore, and self-motivation are crucial. Students must be willing to put in extra time outside classes for projects. A final portfolio of work will be presented at the end of the course to your peers.

## **Photography 12**

*Prerequisites: Photography 11 Recommended*

*Supplemental Materials/Equipment - \$TBA*

This course is a continuation of Photography 11. Assignments are structured to enable students to refine and challenge their skills in Photography and Graphic Design. Students will be asked to choose areas of interest for further study. The function of photography in society plus the study of famous photographers will be an important part of the curriculum. Photography 12 students will work largely independently to create a portfolio of their work.

## **Media Design 10 (Graphic Arts)**

*Supplemental Materials/Equipment - \$TBA*

Students should be creative and have an interest in Art, Graphic Design, and computers to appreciate this course. You will learn computer applications including Photoshop, Illustrator, and InDesign. Digital scanners and drawing tablets are available for student use. We will be exploring copyright, advertising, illustration, colour theory, photography, product design, binding, and packaging. Some projects include button making, vinyl sticker design, artist album covers, poster design, illustration and basic animation and T-shirt graphics. This would be an excellent class for acquiring skill and confidence for joining the Annual Production.

## **Graphic Arts 11/12**

*Supplemental Materials/Equipment - \$TBA*

This course is either an expansion of skills learned in Graphics 10 or an introductory graphics course. You will learn computer applications including Photoshop, Illustrator, and InDesign. Digital scanners and drawing tablets are available for student use. We will be exploring copyright, advertising, illustration, colour theory, photography, product design, binding, and packaging. Some projects include button making, vinyl sticker design, artist album covers, poster design, illustration and basic animation and T-shirt graphics. Students that have completed Graphic Arts 10 will be expected to pursue higher level projects, extend their skills and have a greater sense of self direction than beginner students. This would also be an excellent class for acquiring greater knowledge for building the Yearbook with Annual Production or Annual Design.

## **Studio Arts 2D 10/11/12: Drawing and Painting**

*Prerequisite: Studio Arts2D 11 required for Studio Arts 2D 12*

*Supplemental Materials/Equipment - \$TBA*

These courses are designed for students who wish to pursue a special interest in one of the most sophisticated and challenging aspects of visual art. You will be asked to develop skills and understanding in drawing and painting from observation, memory, and imagination. You will study the human figure, landscape, composition (flat pattern, representational and abstract), perspective and multi-viewpoint images. You will also study drawing theory, be introduced to colour theory and to the history of painting on a thematic basis, e.g., when we paint portraits, we will study the history of portraiture. You will use pencils, charcoal, conte crayon, inks, water colour, gouache, acrylic and oil colour. Print-making techniques and mixed media to build surface texture may also be utilized. Senior students may be expected to conduct an independent study in art history. All students are expected to keep a sketchbook.

## **Studio Arts 3D 9, 10, 11, 12: Ceramics**

*Prerequisite: Ceramics 11 required for Ceramics 12; Studio Arts3D 11 required for Studio Arts 3D 12*

### *Supplemental Materials/Equipment - \$TBA*

This course in three-dimensional studies will involve you in two major pursuits: pottery and sculpture. In pottery, you will make pots that you can use for eating, drinking, and storage, i.e., functional ware. You may also make ceramic pieces that are decorative and attractive but not necessarily useful, i.e., non-functional ware. Both kinds of pots can be made by hand or on the potter's wheel. You will also be introduced to the principles of design and decoration in pottery. In sculpture, you will use traditional materials such as clay, wood, paper, wire and plaster. You will also use non-traditional materials and found objects. The forms you build will be from observation (looking at your subject) and from imagination. Senior students will be asked to consider the social as well as aesthetic dimensions of their work. Students may be asked to work on group projects and may be asked to create site-specific pieces. They may also be asked to conduct an independent study on the history of sculpture and ceramics.

## **Media Arts Digital Video 9**

### *Supplemental Materials/Equipment - \$TBA*

Students will be studying Film, learning by making Short Films and processing using industry software. All Digital media students have access to the Adobe Suite this year with Premiere pro figuring predominantly. Other programs might include Photoshop, Audition and After Effects. It is important that students stay organized, have excellent time management skills, and work well in a group as there are many roles necessary in all aspects of film making: Pre-production, Production and Post-production.

Students will learn to analyze composition, framing and viewpoint, becoming familiar with cuts, transitions, blocking and movement, conceptualizing original work, writing scripts, and storyboarding their projects to be successful. Students and their friends will be acting in their productions. We have camcorders, DSLR's and tripods available for student use, microphones, and boom-poles for sound, and fluorescent and led light panels for lighting. ***Motivation, energy and enjoying a group dynamic is necessary for enjoying this course.***

## **Media Arts Digital Video 10, 11 12**

*Prerequisite: Media Arts Digital Video 9 or in consultation with Mr. Smith.*

*Course is intended for students in Grade 10, 11 or 12.*

### *Supplemental Materials/Equipment - \$TBA*

This course is a continuation of Media Arts Digital Video 9 but will focus on themes relevant to the students' age and interests. The same ethic applies. Students will be watching, analyzing, and responding to select films, learning by making Short Films and processing their work using industry software. All Digital Media students have access to the Adobe Suite this year with Premiere Pro figuring predominantly. Other programs might include Photoshop, Audition and After Effects. It is important that students stay organized, have excellent time management skills, and work well in a group as there are many roles necessary in all aspects of filmmaking: Preproduction, Production and Post-production. Students will be analyzing cinematography, Mise-en-scene, plot, narrative, framing and viewpoint, becoming familiar with cuts, transitions, blocking and movement, conceptualizing original work, writing scripts, and storyboarding their projects to be successful. Students and their friends will be acting in their productions. This course should give students a better grounding in critically analyzing films for emotional impact, bias, and persuasion. The goal is to develop students' appreciation of Film as an accessible expressive visual art medium.

Camcorders, DSLR's and tripods will be available for student use, microphones, and boom-poles for sound, and fluorescent and led light panels for lighting. ***Motivation, energy and enjoying a group dynamic is necessary for enjoying this course.***

## **Independent Studies in Visual Arts 12**

*For Grade 12 students only*

### *Supplemental Materials/Equipment - \$TBA*

This course is designed for experienced art students who want to explore in depth one or more areas in Visual Art OR who want to work on a portfolio for submission to a post-secondary institution. Students must have enough skills to work independently. The student, in collaboration with their teacher, will create a program.



## **Annual Production/Digital Video 10 – 12 (Full Year 8 Credit Course)**

This class will run all year and requires students to choose these two courses as a combined elective.

This will be a challenging course for ambitious, conscientious, organized students looking to learn Digital Media. This combined course will run all year allowing students to capture and document the school year in graphic design, stories, and photos, culminating in the School Yearbook. The Digital Video media class will run concurrently and will allow for more processing time to engage in more complicated ideas and scripts, build better familiarity with gear and software and hone filmmaking skill to a greater degree than possible in the semester system. Showing well at the year-end VSB Student Film Festival will be an emphasis. Students will have access to the full Adobe Creative Cloud Suite for the year. The Yearbook portion of his class will be structured in a hierarchal fashion. Senior students with previous skills will hold leadership positions such as Editor and Section Head titles. Junior Students will be organized into different sections and will need to absorb much quickly, including photographic skill and the use of DSLR cameras, Adobe Raw and Photoshop for tooling and polishing photographs, compositional models, colour theory, typography and graphic design principles for creating content in Adobe InDesign. Some Adobe Illustrator will be learned to further the design theme.

Many crossover skills will be apparent while studying Yearbook and Film and Video. The design process is similar in that you have a design need requiring brainstorming for ideas, thumbnail sketches to get imagined visuals out of your head, communicate to tighten ideas and concepts with group members, further researching for fleshing out these ideas, reflect, revise and very likely redo. The Elements and Principles of Design and Image Development Strategies will be necessary for interpreting, analyzing and capably conversing about design and concept.

The Digital Video portion will require the necessity of learning cinematic language and utilizing the camera to capture moving images in combination with setting, scene, lighting, compelling stories, acting and eventually editing techniques in Premiere Pro to lull the audience into a suspension of disbelief.

We have a lot of expensive equipment and care will need to be taken. Students will be expected to sign out equipment, take gear away and return in good order. Respectful communication and behavior is a necessity as there will be pressurized moments near deadlines and other inevitable sideways events.

These courses require a dedicated commitment and concerted focus. They are both “Team” oriented activities reliant on building on each other’s strengths and efforts. Personal integrity is very important.

This course would be ideal for students working on a portfolio aimed at getting into the local film industry in set decoration, lighting, grip, audio tech, boom or dolly operator, applying to art school, film school or graphic design institutes.

## **Drama 10**

Students who have NOT taken Drama 8 or Drama 9 should consult with the instructor before choosing this course. While there is still some time spent on improvisation, there is more focus on scripted work in Drama 10. Students will be guided through the process of writing and presenting an original monologue. In the latter half of the term, scenes from contemporary and classic films and theatre will be carefully selected by the instructor to suit individual actor’s needs. Students will learn how to perform a “cold reading” and about basic audition techniques. Final projects will grow out of the creative talents and interests of students in the course. Students in grade 10 are encouraged to audition for public performances within the school.

## **Theatre Company (Off-Timetable - yearlong)**

This course has been developed to offer grade 10, 11 and 12 students an opportunity to learn a variety of theatre techniques, styles and practices through membership in an acting company. The course is based on an ensemble company model that allows students to explore their own creative abilities within the framework of the rehearsal and production process. Students learn to select, perform, and assist in the production of shows for public performances. As

well, they gain experience in publicity, promotion and sales; acting and improvisational techniques; and developing lighting, costume, sound and set designs. The course involves a series of public performances within the school.

### **Stagecraft 9, 10 and Theatre Production (TP) 11, 12**

*Prerequisite: TP 11 required for TP 12*

Students will develop a basic knowledge of set construction, lighting, sound, props, costume design and stage management. Seniors will also design for the school plays and events and complete individual projects for their portfolios. Sometimes commitments outside of class are involved, generally in the evenings. This course is of special interest to students pursuing careers in the film, theatre, and special event industries movements of these styles in a safe and supportive environment and develop an understanding of the creative process behind dance choreography/performance. Technical topics such as contrast, rhythm, musicality, level changes, and angles/lines will be discussed. Other topics such as the evolution of dance, dance and society, and musical history in relation to street styles will also be discussed. Opportunities for development in personal and social responsibility will be offered through the process of creating, performing, and responding to pieces of choreography.

***\*\*Important Note: No flips/aerials or other power movements will be taught in this course. However, the course will require a minimal level of physical fitness.***

### **Drama 11/12**

The purpose of this course is to develop acting skills in classes leading to stage performance experience. Term one will focus on using improvisation as a tool for strengthening trust and confidence on stage. In the latter half of term one, students will be guided through the process of writing and presenting an original monologue. In term two, scenes from contemporary and classic film and theatre will be carefully selected by the instructor to suit individual actor's needs. Students will learn how to perform a "cold-reading" and about basic audition techniques. Periodically, scenes will be video recorded so students can watch and learn from their own performances. Final term three projects will grow out of the creative talents and interests of students in the course. For example, projects might include original playwrighting or a multi-media (film, dance, music) performance. Sometimes commitments outside of class are involved, generally in the evenings.

# BUSINESS EDUCATION

[Video Link](#) – click the link for a description of what you might expect to experience if you take senior Business Education courses.

## **ADST 8: May include Computers Application, Tech Studies, and Home Economics Supplemental**

*Materials/Equipment - \$TBA*

**Computer Applications Component:** Introduces students to a variety of business topics, and this in turn helps them identify the skills required to be successful in today's business environment. Students will also gain experience using current business technology, developing keyboarding skills, and improving business communication, team building, and problem-solving skills.

**Tech Studies Component:** Introduces students to a variety of disciplines such as Woodworking, Metalworking, and Drafting and covers both theory and practical applications. Students are encouraged to use their own initiative to solve problems of design and construction. Projects are designed so that upon completion of the course, each student will have some nice projects and a good self-image. We feel that at the Grade 8 level, this is perhaps even more important than the skills learned in this area.

**Home Economics Component:** Introduces students to Textiles and Food Studies. In Textiles, students will gain knowledge in the use of a sewing machine. Hand sewing techniques and a hand sewing project will also be introduced during the term/quarter. Students will have a choice to make an apron or bag during the course. Depending on the course format, project choice may vary. In Food Studies, students will learn how to plan and prepare basic attractive, delicious, and nutritious snacks and meals. *A deposit will be required for their sewing kit. A student may supply all their own supplies if they chose to buy the items themselves.*

## **Entrepreneurship and Marketing 10**

Want to learn about the basics of business? Or did you ever consider being your own boss one day, and want to learn about becoming an entrepreneur? Entrepreneurship and Marketing 10 is a fundamentals sampler course that explores major areas of business and entrepreneurship: marketing, accounting, ethics & social responsibility, management, and business finance. Sample projects in this class include making cereal boxes with unique logos and brands, creating a detailed business plan, and “Dragon’s Den” business pitches to the class on unique products developed in groups. This course provides an exciting and meaningful opportunity for students to develop a strong understanding of the different facets of business, which allows them to make informed decisions about their careers.

## **Accounting 11**

*Supplemental Materials/Equipment - \$TBA*

Take this course to learn about how to ‘manage the books’ and finances of a small business – accounting is considered the ‘language of business’ because accurate, timely, and detailed financial information is necessary for decision making in a business. Students and entrepreneurs benefit greatly from an understanding of accounting, budgeting, and financial fundamentals. This course is designed as an introduction to accounting concepts and may be of interest to those seeking entry-level employment skills, money management skills, or wanting exposure to creating basic financial statements. Students gain insights into professional accounting careers and an exposure to computer accounting with QuickBooks Online: industry standard software. Students will learn about the entire accounting cycle and finish the year reviewing important concepts by playing accounting monopoly. *Software used: Microsoft Excel, QuickBooks Online.*

## **Financial Accounting 12**

*Prerequisites: Accounting 11 is helpful*

*Supplemental Materials/Equipment - \$TBA*

Financial Accounting 12 is designed for students who may have an interest in studying Business / Commerce at university, aspiring future entrepreneurs, or maybe those that just want to learn about ‘financial statements’ for large

publicly traded companies and how to read them. In this course, students will learn about financial reporting and the main types of financial statements, how to prepare them, conduct financial statement analysis, learn about taxes and the Canadian payroll system, and most importantly learn about accounting concepts that are covered in a university level accounting course (at a much slower pace). Students will also gain insights into accounting careers, and exposure to the accounting industry – becoming a Chartered Professional Accountant (CPA) is a very lucrative job with a lot of benefits. Students will also be familiar with the entire accounting cycle and will finish the year reviewing important concepts by playing accounting monopoly. *Software used in the class: Microsoft Excel, QuickBooks Online.*

### Marketing and Promotion 11

Marketing and promotional skills have applications to every career and lead to the development of positive personal attributes. The emphasis of this course is on developing effective marketing plans, and for a small business, how to promote products and services.

This marketing course is a practical activity-based introduction to the subject and will allow students to gain a better understanding of the role of marketing in businesses. Students will have an opportunity to learn and to develop effective marketing strategies through various simulations and creative projects (such as the shopping mall project for example). Practical knowledge such as consumer behaviour, marketing research, market segmentation, the AIDA model and the four P's of marketing will be covered.

### E-Commerce 12

Formerly called Marketing 12, this course looks at marketing and promotion, but through a digital lens. This course is recommended for those who want to learn about e-commerce: social media & viral marketing, or those who aspire to study Commerce / Business at post-secondary. When the COVID-19 pandemic hit, many businesses were unable to adapt, but for those that did, almost all implemented a form of digital marketing, online distribution such as ECommerce, or social media promotion to reach their customers. Business, for instance, changed from in-person meetings to meetings on Teams / Zoom / Skype. Is this the new norm? This course looks at how the advent of the Internet, along with the development of the world wide web have revolutionized the nature of business today. In this course, students will learn about user experience for websites, e-commerce, distribution channels for digital businesses, what 'SEO' stands for, and cyber marketing strategies. Sample projects in this course include using Instagram and Facebook to create business profiles (tracking customer analytics), designing virtual retail environments, and implementing viral marketing strategies to promote a product or service.

### Economics 12

Take this exciting, practical, and interesting course to learn about how our Canadian economy works, why the stock market fluctuates every day, how the principles of supply and demand affect consumer behaviour, and the meaning of the words "there is never a free lunch". This course is essential to students for personal growth to learn more about the economy, or for those interested in pursuing future postsecondary education. Understanding economics can benefit those as well in disciplines other than business (such as sciences, engineering, humanities, etc.). Students will apply learned concepts to look at everyday events through an analytical perspective, allowing them to be better informed individuals and decision makers. A stock market simulation is also included, allowing students to try investing and creating diversified portfolios. The course will also look at the study of current global economic trends, as well as an in-depth analysis of different economic systems. ***Note: Completion of this course provides students with ADST (applied design, skills, and technology) business credit.***

## YOUTH TRAIN IN TRADES PROGRAMS

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

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

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

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

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

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

Program	Training Program Institution	Graduation Credits Earned	Standard Class Schedule	Application Due	Program Start Month(s)
Aircraft Maintenance Engineer – M license	BCIT	16	Mon–Fri	March 1	August January
Auto Collision and Refinishing	VCC	32	Mon–Fri	March 1	September
Auto Service Technician	Britannia	20	Mon–Fri, Semester 2	March 1	February
Baking and Pastry Arts	VCC	24	Mon–Thurs 1:00pm – 7:15pm	December 1	July
Carpentry	BCIT	20	Mon–Fri	March 1	July February
Cook	Sir Charles Tupper Secondary	24	Mon–Fri, Semester 2	March 1	February
Electrical	BCIT	24	Mon–Fri	March 1	August February
Hairdressing	VCC	48	Mon–Wed 8:00am – 6:00pm	March 1	September
Heavy Mechanical Trades	VCC	28	Mon–Thurs	March 1	September February
Millwright	BCIT	20	Mon–Fri	March 1	September February
Motorcycle & Power Equipment	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	Piping Industry College of BC	8	Mon–Fri	December 1	June

### Youth WORK in Trades - Apprenticeship

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

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



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

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

### **Youth EXPLORE Trades Sampler – Tupper Tech**

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

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

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

### **Dual Credit Programs**

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

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

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

Training Program Institution – Langara College

Program length – 4 months

Graduation credits earned – 16

Application Due Date – March 1

Program Start Month – September

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

#### ***Healthcare Assistant***

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

Training Program Institution – Vancouver Community College

Program length – 28 weeks (September to April)

Graduation credits earned – 28

Application Due Date – March 1

Program Start Month – September

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

## School-based Programs

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

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

Program Length – Semester 2 of grade 12

Graduation credits earned – 16 credits

Application Due Date – March 1

Program Start Month – February

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

## ENGLISH

English courses are evaluated primarily on the six major strands of English instruction as articulated in the B.C. Ministry of Education English Language Arts curriculum: speaking, listening, reading, writing, viewing, and representing. Students are expected to work on and be evaluated on all these elements of communication. Specific texts are not mandated; rather, each individual teacher will make personal selections, in consultation with the English Department. Over the course of the year, students should work with written texts, such as novels, short stories, scripts, and poems; spoken texts, such as speeches, presentations, skits, and discussions; visual texts, such as graphic novels, photographs, paintings, diagrams, video; and any combination of these forms, such as children's books, web sites and films. Thus, students have an opportunity to engage with a variety of media and to express their ideas in a variety of ways. They will also be asked to reflect on the purpose of their communication, what strategies they employ to communicate effectively, what thought processes they must develop to express themselves clearly, and what features different forms of media possess. In addition, all English Language Arts courses are grounded in the First Peoples Principles of Learning with specific components at each course level centering on cultural awareness, responsibility, and reconciliation for the First Peoples.

### English 8

*Supplemental Materials/Equipment - \$TBA*

The primary focus in English 8 is on the improvement of the students' basic composition skills in the narrative, descriptive, and expository modes. Inherent in the teaching of composition is the mastery of correct usage. The student is exposed to all types of literature, but the emphasis is placed on the enjoyment of reading. The basic reading and discussion skills required to derive this enjoyment are taught. Vocabulary building and oral work are given emphasis.

### English 9

*Suggested Prerequisite: English 8*

*Supplemental Materials/Equipment - \$TBA*

In English 9, attention is given to the improvement of style in composition. The student is taught how to subordinate ideas in a sentence, how to organize a longer essay, and how to make transitions between paragraphs. The student is also encouraged to increase his/her vocabulary and be more precise in his/her language. The literature is varied in form and difficulty. As in Grade 8, the emphasis is on the enjoyment of literature, but the hope is to encourage the development of a critical sensibility. Instruction in developmental reading is given where necessary. Through the

discussion of literature and ideas in the classroom, the opportunity for oral work is provided. Students will also have the opportunity to participate in the national poetry recitation contest **Poetry in Voice**.

### **Literary Studies 10 and Composition 10**

*Suggested Prerequisite: English 9*

*Supplemental Materials/Equipment - \$TBA*

Literary Studies 10 and Composition 10 are two 2-credit courses purposely bundled to meet the Grade 10 Language Arts requirement for graduation. These two courses are rigorous and intended to meet the demands for competence in senior courses. Through the study of appropriate literature, students will write in a variety of genres. A major focus in these courses is the medium-length essay of several paragraphs. Grammar, spelling, word usage, and sentence structure will also play an important role in all student writing tasks.

The selection of literature that is studied is chosen from a wide list of novels that may include American-Born Chinese, Animal Farm, The Chrysalids, and The Marrow Thieves. In addition, there is the possible study of one Shakespearean play (usually Romeo and Juliet). Short fiction, poetry, and other short dramas will account for a section of the course.

### **English First Peoples 10 (EFP 10) – Literary Studies and Spoken Language**

*Supplemental Materials/Equipment - \$TBA*

This blended course can be selected instead of Literary Studies and Composition 10. The course surveys Indigenous literature across a variety of genres including short stories, novels, poems, drama, films, and graphic texts, all created by Indigenous writers and artists across Canada. Students will develop their skills of close reading and analysis. The Spoken Language module also uses First Peoples materials to examine oral tradition, storytelling, and speaking as performance. Throughout the course, students will examine the role that written and oral texts and authentic Indigenous voices play within the process of Reconciliation. This course is grounded in the understanding of how texts are historically and culturally constructed. Students will work individually and collaboratively to broaden their understanding of themselves and the world.

The following are possible areas of focus within EFP 10:

Thematic study of First Peoples literature (e.g., family, humour, connection to land, resistance, belonging, identity)

Locally developed First Peoples texts

Specific First Nations, Métis, or Inuit author study

First Peoples children's literature

Storytelling in a First Peoples context

*This course satisfies the BC Indigenous-Focused Grad requirement.*

### **Literary Studies 11**

*Prerequisite: Literary Studies 10 and Composition 10*

Literary Studies 11 allows students to delve deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and nonfiction) in a variety of media. Some of the curricular competencies in this course include helping students: to recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples values and belief systems; to think critically, creatively, and reflectively to explore ideas within texts; to recognize how personal, social, and cultural experiences directly connect to culture, gender, sexual orientation, and socio-economic factors. The discussions, assignments, and projects are designed to foster students' development in reflecting and responding to text; speaking, listening, and expressing; using design processes and writing to plan and create meaningful work for different audiences. Units may include short fiction, novel, poetry, and drama. Students may potentially read novels/plays such as *The Catcher in the Rye*, *Indian Horse*, *Macbeth*, *Obasan*, or *Persepolis*.

### **Spoken Language 11**

*Prerequisite: Literary Studies 10 and Composition 10*

This course is designed to support students as they refine, clarify, and adjust their spoken communication through practice and revision. The course provides opportunities for students to, with increasing independence, study, create, write, and present original and authentic pieces for a range of purposes and real-world audiences. They will expand their

competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of spoken language genres for a range of situations. They will develop confidence in their abilities as they consolidate their spoken language skills.

The following are possible areas of focus in Spoken Language 11:

Performance: suggested content/topics include spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts.

Oral tradition: suggested content/topics include oratory, local story knowledge, oral history.

Professional applications: suggested content/topics include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items), voice-overs.

*NOTE: For English Language Arts 11, students choose between Literary Studies 11 OR Spoken Language 11.*

## English Studies 12

*Prerequisite: Literary Studies 11 or Spoken Language 11*

This course emphasizes essay writing, critical thinking, comprehensive reading, discussion, and grammar skills. There is a strong focus on writing, especially formal expository and in-class papers, in preparation for university/college courses, and the provincial final. The course reading list is wide and includes a whole range of genres, exposing students to writers such as Fitzgerald, Atwood, and Orwell, as well as contemporary writers like Eden Robinson, and Art Spiegelman. In addition, students will study an extensive number of short stories and poems, classic and modern, international, and Canadian. Finally, drama by William Shakespeare (either *Hamlet* or *Othello*) is read, analyzed, and dramatized. The national poetry recitation contest Poetry In Voice may also play a role in the final assessment.

The goal of the course, then, is to develop the ability to form well-reasoned judgments, clearly expressed in both written and oral forms, through literature and other forms of prose.

## English First Peoples 12 (EFP 12)

*Prerequisite: Literary Studies 11 or Spoken Language 11*

EFP 12 builds upon and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. The course is grounded in the First Peoples Principles of Learning. It is designed for all students, Indigenous and non-Indigenous, who are interested in delving deeply into First Peoples oral and written literature and visual texts in a range of media. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text, including oral story, poetry, song, performance, film, and prose. A key feature of the course is its focus on authentic First Peoples voices (i.e., historical or contemporary texts created by or with First Peoples). In EFP 12, all students:

examine texts grounded in a diversity of First Peoples cultures, including local or Métis communities.

extend their capacity to communicate effectively in a variety of contexts.

think critically and creatively about the uses of language.

deepen their understanding of themselves and others in a changing world.

gain insight into the diverse factors that have shaped and continue to shape their own identities.

appreciate the importance of self-representation through authentic First Peoples text.

contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples

expand their understandings of what it means to be educated Canadian and global citizens.

While the focus in EFP 12 is primarily on First Peoples voices from British Columbia, students also engage with texts that reflect Indigenous perspectives from elsewhere in Canada and throughout the world. **Note: Students need to select one of English Studies 12 or English First Peoples 12 to meet grad requirements.**

## Creative Writing 12

*Suggested Prerequisite: Literary Studies 10 and Composition 10*

Creative Writing 12 is designed for students who are interested in using writing for self-expression and creative purposes. This course provides students with opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Writing units include poetry, short fiction, creative non-fiction, and independent genre study. The workshop format of this course allows students to respond to each other's writing and to hone their own critical reading

skills within a supportive community. Writing 12 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their words.

*NOTE: Creative Writing 12 is a senior-level elective course and does not replace the mandatory English Studies 12 or English First Peoples 12.*

## **ELL (ENGLISH LANGUAGE LEARNER)**

The ELL program supports students in developing their listening, speaking, reading, and writing English language skills at both the communicative/social and the cognitive/academic levels. The aim of the program is to facilitate students' successful integration into mainstream courses. The program is divided into Junior (Grades 8 & 9) and Senior (Grades 10, 11, 12). Both offer Beginner (Level 1) and Intermediate (Level 2) courses. Students usually take three or four ELL courses, a Mathematics course, a Physical Education course and one or two grade level electives. When students are ready to move out of ELL (as determined by their ELL teachers), they take Transitional English, and Transitional Social Studies.

In the Senior Transitional Program, students take a double block of English 10 taught by the same teacher across both semesters.

### **ELL Junior Program: Gr. 8 & 9**

#### **ELL Beginner English Support**

This course is designed to promote communication skills. Students develop speaking, listening, reading, and writing comprehension in a variety of contexts. With an emphasis on oral fluency, students engage in activities such as role-play, oral presentations, interviews, and dramatic presentations in a cooperative and supportive setting. Students are also encouraged to practice pronunciation, stress and intonation to increase confidence and further develop effective oral communication skills in English.

#### **ELL Beginner English**

This is an introductory reading and writing course designed to prepare students for ELL 2. Students will explore a variety of texts including level appropriate short stories. An emphasis is placed on reading comprehension and vocabulary building. Students are also encouraged to read for enjoyment. Developing writing skills is also an integral feature of this course.

#### **ELL Intermediate English Support**

This course prepares students for integration into the mainstream academic program. It focuses on developing students' reading, writing, speaking, and listening comprehension in a variety of contexts. With an emphasis on oral fluency, students engage in activities such as role-play, oral presentations, interviews, and dramatic presentations in a cooperative and supportive setting. Students are also encouraged to practice pronunciation, stress and intonation to increase confidence and further develop effective communication skills in English.

#### **ELL Intermediate English**

This course is designed to prepare students for integration in Transitional and mainstream English courses. It focuses on literature including short stories, mythology, novel study, and poetry. It further emphasizes reading comprehension and vocabulary building. In addition, students are given opportunities to communicate about what they have read both orally and in writing. Indeed, developing writing skills is also a feature of this course.

### **ELL Science**

This course follows the same curriculum as the regular Science 8 and Science 9 courses. Students are given language support in the form of extra vocabulary lists, graphic organizers, and other visual aids, as well as lesson notes. Students move into either Science 9 or Science 10 depending on their age, as well as on their abilities.

### **ELL Social Studies**

This course is based on the Social Studies curriculum at the grade 8 and 9 levels. Content is modified to accommodate language levels. Vocabulary building, note-taking, and developing research skills are key components of this course.

### **ELL Senior Program: Gr. 10, 11, 12**

#### **ELL Beginner English Support**

The aim of this senior-level course is to prepare students from integration into the mainstream academic program with regards to oral competency. It focuses on developing students' reading, writing, speaking, and listening comprehension in a variety of contexts. With an emphasis on oral fluency, students engage in activities such as role-play, oral presentations, interviews, and dramatic presentations in a cooperative and supportive setting. Students are also encouraged to practice pronunciation, stress and intonation to increase confidence and to promote functional competence in English for academic purposes.

#### **ELL Beginner English**

This course is designed to develop academic reading skills and consolidating good reading habits. By way of guided practice, students strengthen fundamental reading skills such as identifying text patterns, following ideas and information, and determining main idea, theme and point-of-view in various texts. In addition, students practice using strategies to understand the meaning of vocabulary and use study skills to convey an understanding of what they have read. Thus, writing is an integral feature of this course.

#### **ELL Intermediate English Support**

The aim of this senior-level course is to prepare students from integration into the mainstream academic program with regards to oral competency. It focuses on developing students' speaking, writing, and listening comprehension in a variety of contexts. With an emphasis on oral fluency, students engage in activities such as role-play, oral presentations, interviews, and dramatic presentations in a cooperative and supportive setting. Students are also encouraged to practice pronunciation, stress and intonation to increase confidence and to promote functional competence in English for academic purposes.

#### **ELL Intermediate English**

This course is designed to prepare students for integration into the mainstream academic program. It focuses on literature including short stories, mythology, novel study and poetry. It develops academic reading skills and consolidates good reading habits. By way of guided practice, students strengthen fundamental reading skills, practice using strategies to understand the meaning of vocabulary and use study skills to convey an understanding of what they have read. Thus, developing writing skills is an integral feature of this course.

### **ELL Science**

This course highlights the Science 10 curriculum and covers selected material from chemistry, physics, and biology modified for student level. Students review work on a regular basis and practice their written and oral skills. There is an emphasis on developing reading comprehension and building vocabulary. Students



move to Science 10 when they demonstrate the ability to understand teacher directions, read text and understand basic ideas, write clearly and demonstrate appropriate lab procedures.

### ELL Social Studies

This course provides students with knowledge of Canada’s history, geography, and politics. Students prepare projects, oral presentations, and practice mapping skills. Developing research skills is also an integral feature of this course.

### Transitional

#### Transitional Junior Program: Gr. 8 & 9 Transitional English (Junior)

The course is designed to prepare students who have progressed beyond ELL classes for entering junior and senior English classes the following year. Because the usual route is for students to go into either English 9 or English 10 following their year of transitional English, the course follows a modified and amalgamated version of the English 8 and English 9 curricula and uses several of the textbooks employed in those courses. Students who demonstrate exceptional proficiency in both their written and spoken English may be MOVED to a regular English 10 class if they are presently registered in Grade 9. Those presently registered in Grade 8 will be moved to a regular English 9 class if successful in their class.

#### English Language Support

English Language Support aims at assisting and supporting students in the mainstream academic program who have been identified as needing English language support in their academic course work.

#### English 10: Double Block

The course is designed to prepare older students, who have progressed beyond ELL classes, for entering senior English classes the following year. The usual route is for students to go into regular English 10 or English 11, following their year of transitional English. To create the double blocking component, this course is taken in conjunction with Academic Strategies for English Language Learners (where students will receive 4 credits).

#### Transitional Social Studies

This course is designed to prepare Grade 10 and 11 ELL students who have developed some language proficiency to move into regular social studies classes. It provides a background (survey) of Canadian history, and geography, familiarity with current affairs and a survey of Canadian political structure. Students completing this course gain entry to a regular social studies course or credit for Grade 10 Social Studies.

## HOME ECONOMICS

Home Economics courses meet the ADST requirement for graduation.

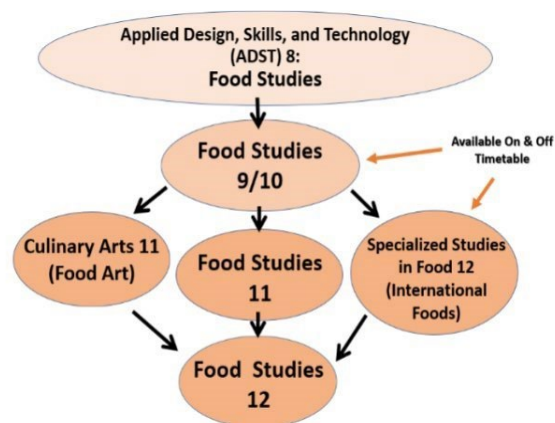
### FOOD STUDIES

ADST 8 – Home Economics: see p. 11

#### Food Studies 9 & 10

*Supplemental Materials/Equipment - \$TBA*

Foods Studies 9 & 10 serve as the beginning full year courses in food preparation. In these courses students will learn to plan



and prepare nutritious, attractive, and delicious meals. The course covers food safety, nutrition, breakfasts, lunches, and dinners as well as baking, and pastries and fancy desserts. Learn to make cookies, cakes, pasta dishes, pizza, sushi and much more! Students wishing to prepare the food dishes demonstrated in class may opt to pay a personal consumption fee. Evaluation is based on student performance in the lab setting and on written assignments.

### **Food Studies 11**

*Recommended Prerequisite: Foods Studies 9, 10*

*Supplemental Materials/Equipment - \$TBA*

This course provides students with the knowledge and training in food preparation and nutrition as it applies to the individual, family and for a future career in the Culinary Arts. Practical projects will be used to investigate international cookery, yeast breads and special occasion foods. Students will learn through demonstrations, sampling, and individual research. Students wishing to prepare the food dishes demonstrated in class may opt to pay a personal consumption fee.

Evaluation is based on student organization, use of proper techniques, creativity, knowledge of the topic, final products and clean up. Written assignments will also be used to evaluate student efforts.

### **Food Studies 12**

*Recommended Prerequisite: Food Studies 11*

*Supplemental Materials/Equipment - \$TBA*

Students enrolled in this course will gain experience in advanced cooking and baking skills for entertaining at brunch, lunch, afternoon tea, and dinner. Students will choose many of their own recipes to prepare and illustrate new techniques. Gourmet foods, meal planning, and shopping for specialty foods will be a part of this course. Students wishing to prepare the food dishes demonstrated in class may opt to pay a personal consumption fee.

Evaluation is based on attitude, cooperation, ability to work independently, initiative and the products produced. Students keep a BLOG which can be used as a portfolio for culinary school.

### **Specialized Studies in Food 12**

*Recommended Prerequisite: Foods Studies 9/10*

*Supplemental Materials/Equipment - \$TBA*

In this course, students will travel around the world! Students will learn about the foods, customs, and celebrations of a variety of countries around the world.

A wide range of foods known and eaten in countries such as Canada, Mexico, France, Italy, India, China, Thailand, and Japan will be prepared, thereby allowing students to practice their culinary skills while developing an appreciation for the uniqueness of each country's cuisine. Learn to make enchiladas, crepes, pasta, samosas, curries, sushi, pastries, and much more! Learn to work with unique food preparation equipment as well as unique foods. Discover how a country's geography and history contribute to the development of its cuisine. Field trips to ethnic restaurants will enhance the global gourmet's experience. Special topics such as food artistry and global issues will also be discussed. Students wishing to prepare the food dishes demonstrated in class may opt to pay a personal consumption fee.

Evaluation is based on student performance in the lab setting and theoretical knowledge in the form of recipes and assignments.

### **Culinary Arts 11 (Food Art 11)**

*Recommended Prerequisite: Foods Studies 9/10, Food Studies 11 or 12.*

*Supplemental Materials/Equipment - \$TBA*

This is a hands-on course where students will learn the elements and principles of design and apply them to food. Students will develop and apply skills in food preparation and emphasis will be placed on developing an appreciation for food presentation and food as an edible art form. Some of the edible works of art

students will create include fancy pastries, yeast breads, food sculptures, garnishes, decorated cakes and cupcakes, candy making and many other projects.

This course also focuses on developing both team and independent work skills. Students throughout the course will create an online photo portfolio of their food creations which can be used for future studies and/or job interviews.

*Additional Information:*

Culinary Art 11 would allow students the opportunity to gain experience and credits in the areas of Fine Arts and Applied Skills within one course. This course gives students an opportunity to explore and be creative, develop an appreciation of food as an art form and to develop skills (both basic and more advanced).

Students also have an opportunity to develop teamwork skills and at the same time this course allows for individual creativity and independent work.

**Off-Timetable Food Studies! These courses are designed for students who would like to experience Foods in one afternoon per week! Be sure to register correctly!**

**Specialized Studies in Food 12: Off-Timetable on Tuesdays from 3:15pm to 6:00pm (yearlong)**

*Recommended Prerequisite: Food Studies 9/10*

*Supplemental Materials/Equipment - \$TBA*

In this course, students will travel around the world! Students will learn about the foods, customs, and celebrations of a variety of countries around the world. A wide range of foods known and eaten in countries such as Canada, Mexico, France, Italy, India, China, and Japan will be prepared, thereby allowing students to practice their culinary skills while developing an appreciation for the uniqueness of each country's cuisine. Learn to make fajitas, crepes, fresh pasta, samosas, curries, sushi, pastries, and much more! Learn to work with unique food preparation equipment as well as unique foods. Discover how a country's geography and history contribute to the development of its cuisine. Field trips to ethnic restaurants will enhance the global gourmet's experience. Special topics such as food artistry and global issues will also be discussed.

**Food Studies 9 & 10: Off-Timetable on Wednesdays from 3:15pm to 6:00pm (yearlong)**

*Supplemental Materials/Equipment - \$TBA*

Food Studies 9 and 10 serve as beginning courses in food preparation. In these courses students will learn to plan and prepare nutritious, attractive and delicious meals. The course covers food safety, nutrition, breakfasts, lunches and dinners as well as baking, pastries and fancy desserts. Learn to make and sample cookies, cakes, pasta dishes, pizza, sushi and more. Students wishing to prepare the food dishes demonstrated in class may opt to pay a personal consumption fee.

Evaluation is based on student performance in the lab setting and on written assignments.

**TEXTILES**

**Textiles 9 & 10**

*Supplemental Materials/Equipment - \$TBA*

Have you ever wondered how to make a leather jacket, a sail for a wind surfer, or a Halloween costume? Would you like to make a quilt, sew a stuffed animal, or create interesting craft projects?

Do you want a unique grad outfit and don't know how to design it? You will need to start off with an introductory course in clothing & textiles and by the time you finish the senior level courses, all your questions will be answered. If you are interested in fashion and creating your own clothing, then these are the courses for you! In Clothing and Textiles 9 & 10, students will learn the basics of using commercial patterns and will be introduced to the techniques necessary to sew



fashionable clothes. They will begin with a simple craft project, then make Pajamas using a commercial pattern, and then progress to more complicated garments and techniques. Most students will complete at least 4 or 5 during the year. With enough interested students, there will be a Fashion Show in the spring.

### **Textile Studies 11**

*Recommended Prerequisite: Clothing & Textiles 10*

*Supplemental Materials/Equipment - \$TBA*

This is an intermediate level course in which students will have the opportunity to work with more advanced fabrics and create more challenging projects such as unlined jackets, skirts, party wear, and summer swimwear. Learning to use the serger and the computerized sewing machine will be helpful in handling more difficult fabrics. The number of garments varies from 4 to 8 depending on the students' interests and skills. Purchasing the fabrics, patterns, and notions for the major projects in the course are the student's responsibility and the cost will depend on the fabric and the garments that they choose.

### **Textile Studies 12**

*Prerequisite: Textile Studies 11*

*Supplemental Materials/Equipment - \$TBA*

This is an advanced course in sewing and tailoring techniques. Samples will be done that will provide students with the knowledge to create a tailored project. This project could be a lined jacket or coat. For the other projects, the student will also be encouraged to work with fabric such as velvets, sheers, silk, leather, suede, spandex knits, or slippery satins. Detailing such as piping, smocking, quilting, embroidering, and beading are also explored as a way of creating unique and distinctive garments. This is a great opportunity to make your Grad dress! Students are also involved in the planning and producing of the fashion show. The supply fee includes all interfacing for tailoring, elastic, thread, use of the serger and the computerized embroidery machine, and the materials needed for mini projects. Purchasing the fabrics, patterns, and notions for major projects in the course are the student's responsibility.

***Textiles Studies 12 satisfies both the Applied Skills 11 or Fine Arts 11 requirements.***

### **BA Fashion Design 12A**

*This course can be taken in conjunction with Textile Studies 12 or on its own.*

*Supplemental Materials/Equipment - \$TBA*

Fashion Design students will cover advanced sewing techniques as well as pattern drafting and fashion illustration. Students will design a skirt from initial design sketches through pattern drafting and sloper to finished product. They will complete a portfolio of original fashion designs and be challenged to make patterns from them. Students will also examine fashion history for inspiration and collect a design reference collection. Design students will be a fundamental part of the Spring Fashion Show.

## **MATHEMATICS**

### General Cognitive Goals

1. To provide the mathematics necessary to function in society.
2. To provide the mathematical skills necessary to engage in life-long learning.
3. To equip students for further formal study in mathematics and related areas.
4. To give students the opportunity to develop logical, analytical, and problem-solving skills.

General Effective Strands: To develop expertise in the areas of: Data Analysis, Number and number operations, Geometry, Measurement, and Algebra

## **GRADES 8 AND 9 MATH COURSES:**

### **Mathematics 8**

*Prerequisite: Mathematics 7*

Mathematics 8 is based around **Big Ideas** that involve **numbers**, computational **fluency** and flexibility, **discrete linear relationships**, surface areas and volumes of **3D objects**, and analyzing **data**. Mathematics 8 gives students a deep understanding of essential math concepts that will be used in later math courses. Completion of this course is an essential part of any student's secondary math education.

## Mathematics 9

*Prerequisite: Mathematics 8*

Mathematics 9 is based around the **Big Ideas** that emphasize using number operations in **algebra**, computational **fluency** and flexibility, making generalizations from **linear relationships**, similar shapes and **proportional relationships**, and **analyzing data**. Mathematics 9 helps students develop a deep, long-term understanding of mathematics. It covers topics that are essential for math courses they will take in Grade 10 and beyond.

## GRADES 10 TO 12 MATH COURSES

Math courses from Grades 10 to 12 are divided to fit into pathways designed for different educational and training needs of students. Students need only a Grade 11 math course to graduate from secondary school. Some colleges and universities need only certain Grade 11 math courses for admission, and others require specific Grade 12 math courses for admission. Check the admission requirements for the college and university programs you want to enter before choosing which Grade 11/12 math course(s) you are going to request.

## Workplace Mathematics 10

*Recommended prerequisite: Mathematics 9*

Workplace Mathematics 10 is for Grade 10 students that do not need to complete Pre-calculus courses to get into post-secondary programs. This course along with Workplace Mathematics 11 can be used as a graduation requirement, but typically not as a prerequisite for admission to universities. Students taking Workplace Mathematics 10 will focus on **Big Ideas** that involve **proportional reasoning**, **3D objects**, **numeracy**, and **analyzing data**.

## Foundations of Mathematics and Pre-calculus 10

*Recommended prerequisite: Mathematics 9 with a proficiency level of Applying (or Proficient), or better. (Students who earned a proficiency level of Beginning or Developing in Mathematics 9 should take a Math 9 remedial course in Summer School or consider taking Workplace Mathematics 10 instead.)*

Foundations of Mathematics and Pre-calculus 10 is the recommended course for Grade 10 students planning on attending university after high-school graduation. Students who complete this course typically take Pre-calculus 11 as the next Mathematics course for university acceptance.

Foundations of Mathematics and Pre-calculus 10 focuses on **Big Ideas** that include **using algebra to generalize relationships**, **connecting exponents and polynomials**, **factoring**, **linear relations**, **trigonometry** and **applications**.

## Workplace Mathematics 11

*Recommended prerequisite: Foundations of Mathematics and Pre-calc 10 or Workplace Mathematics 10*

Workplace Mathematics 11 is for students who do not need to complete Pre-calculus courses required for university admission. This course, along with Workplace Mathematics 10, can be used as a graduation requirement, but typically not as a prerequisite for admission to universities.

Students taking Workplace Mathematics 11 will focus on **Big Ideas** that involve **proportional reasoning**, **financial literacy**, **3D objects**, **numeracy** and **analyzing data**.

## Pre-calculus 11

*Recommended prerequisite: Foundations of Mathematics and Pre-calculus 10, with a final mark of 73% (or better)*

This is the Grade 11 mathematics course students should select if applying for admission to universities and colleges. This course, along with Pre-calculus 12, lead to calculus courses that are needed for sciences, engineering, mathematics, and many other areas of study.

Pre-calculus 11 is based on **Big Ideas** that include **generalizing relationships, connecting powers, radicals, and polynomials, quadratic relationships, and trigonometry.**

## Pre-calculus 12

*Recommended prerequisite: Recommended prerequisite: Pre-calculus 11, with a final mark of 73% (or better)*

This is the Grade 12 mathematics course students should select if applying for admission into university or college programs that require calculus. This course is the final preparation for calculus courses, which are needed for sciences, engineering, mathematics, and many other areas of study.

Students taking Pre-calculus 12 will focus on **Big Ideas** that include **understanding several families of functions, function transformations, and inverse operations.**

## Calculus 12

*Recommended prerequisite: Pre-calculus 12, with a final mark of 80% (or better)*

Calculus 12 is designed to give capable students a good introduction to Calculus. The topics covered include many of the topics covered in a first-year postsecondary calculus course (limit, derivative, and differential equations), making the course a good primer for those who will take postsecondary calculus courses.

Students taking Calculus 12 will focus on **Big Ideas** that include the **concept of a limit, differential calculus, and integral calculus.**

**IMPORTANT: Calculus 12 is NOT a substitute for Pre-calculus 12. A student must take Pre-calculus 12 to get credit for Pre-calculus 12. Students cannot take just Calculus 12 and expect to get credit for both courses.**

## AP Calculus 12

*Recommended prerequisite: **Pre-calculus 12** with a **90+%** average, and a recommendation of the PW Pre-calculus 12 teacher. (In exceptional cases Pre-calculus 12 may be taken concurrently with AP<sup>®</sup> Calculus AB.)*

*Fee: students taking either the AP<sup>®</sup> Calculus AB or BC exam at the end of the course, will have to pay a nonrefundable registration fee of \$200 (subject to increase).*

This course covers the **AP<sup>®</sup> Calculus AB** curriculum. **This course is a more advanced, and more-intense, calculus course than Calculus 12, covering significantly more material.** The AP<sup>®</sup> Calculus curriculum corresponds to university-level calculus. The AP<sup>®</sup> Calculus AB course focuses on **Big Ideas** outlined in the AP<sup>®</sup> Calculus AB and Calculus BC Course and Exam Description, including **Limits, Derivatives, Integrals, and The Fundamental Theorem of Calculus.** Because **the pacing of this course is intense**, students should request it only if they are willing and able to work at a fast pace and have achieved a strong 'A' in Pre-calculus 12 (or have completed Calculus 12). *(Students looking for a gentler, less-intense primer course in Calculus should instead take Calculus 12.)*

Students taking AP<sup>®</sup> Calculus AB are expected to write (or perhaps have already written) either the AP<sup>®</sup> Calculus AB or Calculus BC exam, which is externally created and marked by the College Board, the organization responsible for SAT exams. Students wanting credit for AP<sup>®</sup> Calculus AB on their transcript must have written the one of the AP<sup>®</sup> Calculus exams. A score of 4 or 5 on the AP<sup>®</sup> Calculus AB (or BC) exam could lead to a student being allowed to enroll in an advanced first-year calculus course when they begin university.

**Students who do not write the exam will probably be given credit only for Calculus 12.**



# COMPUTER SCIENCE & WEB DEVELOPMENT

## Computer Science 11

Computer Science 11 is a **Mathematics** elective course that is an introductory computer science/programming course, and which **can count as a senior Mathematics elective course for graduation**. Students will learn fundamental computer programming concepts including primitive data types, control statements, loops, strings and arrays, searching arrays and lists, and developing algorithms to create programs. Some basic graphical user interface programming may be taught as well. These concepts will allow students to create programs that model and solve mathematical problems and do financial analysis.

Students taking Computer Science 11 will focus on **Big Ideas** that include **decomposition** of problems, creating **algorithms** to solve problems, using **programming** as a tool for implementing computational thinking, and **solving problems** as a creative process.

## Computer Science 12

*Recommended prerequisite: Computer Science 11*

Computer Science 12 is a **Mathematics** elective course that is a **follow-up course to Computer Science 11** meant for students who have a fair amount of experience with computer programming. *Students with little or no computer programming experience are strongly encouraged to take Computer Science 11 first rather than skip over that course.* Computer Science 12 **can count as a senior Mathematics elective course for graduation**.

In Computer Science 12, students will learn how to create programs that include more complex data structures such as multidimensional arrays and object classes. They will also learn how to break down programs into smaller modules, create object classes that can be used and re-used in programs, and use recursive problem-solving techniques. These concepts will allow students to create programs that model and solve mathematical problems and do financial analysis. Some graphical user interface programming will possibly be taught as well. Students taking Computer Science 12 will focus on **Big Ideas** outlined in the new BC Mathematics curriculum, such as using **decomposition and abstraction** to solve problems and manage complexity, use **algorithms** to solve problems, using **programming** to implement computational thinking, **solving problems** as a creative process, and **representing data** to solve problems effectively.

## Web Development 10

Web Development 10 is an **Applied Design, Skills, and Technology** course that focuses on designing and creating Web pages and Web sites. Students learn how to design prototypes of Web pages and Web sites, create Web pages with HTML code, create and add elements like photographs and videos, style Web pages with CSS code, and program Web pages to be dynamic using JavaScript. Students will also learn about issues involving Web sites, including hosting Web sites, and online security and privacy issues. Throughout the course students will work on developing a webpage and eventually a functional website.

Students taking Web Development 10 will focus on **Big Ideas** that include the following: **user needs and interests** drive the design process; **social, ethical, and sustainability considerations** influence design; complex tasks require a variety of **technologies and tools**; and multi-stage design projects benefit from **collaboration**.

## LEARNING SUPPORT SERVICES

### GOLD – Gifted Learning-Disabled District Program

*Prerequisite: Students are selected for inclusion in the program by District Screening. The referral process to this program begins with the grade 7 resource team.*

The GOLD program is a program for students who have been identified as having gifted potential, and who also have a learning disability. Students in the program have at least one GOLD block as part of their regular timetable. The curriculum of the program includes communication skills, decision-making, subject and

personal support strategies, self-awareness, and self-advocacy. Individual Education Plans are prepared with all students.

### Learning Support Program (LSP, District Program)

*Prerequisite: Students are selected for full inclusion in the program by District Screening. This program is not a separate cohort of grade 8 and 9 students, and it is well-suited for students who require adaptations to regular academic programming. The referral process to this program begins with the grade 7 resource team, and the elementary schools are encouraged to review the details of the program to ensure students are a good fit for the program.*

The Learning Support Program is a two-year district program which offers a **fully inclusive** learning opportunity in all subject courses, under the supervision and case management of a resource teacher. This program caters to grade 8 and 9 students with a non-behavioural learning disability who require adaptations, and it is limited to 15 students.

### Learning Strategies

*Prerequisite: A student's counsellor, the resource team, and parent must be involved in the recommendation or approval for the selection of this course.*

Learning Strategies classes help students demonstrate an understanding of their learning profile and help them develop time management, organizational, and self-advocacy skills to become successful, independent learners. Areas of instructional focus will include study and test taking skills; organization skills; time management skills; thinking skills and self-advocacy skills. Individualized support is provided to students to assist in the completion of work assigned in other courses.

***This course is available to students in grades 8-12. Credit for this course is currently available for students in Grades 10-12 who complete the course successfully.***

## MODERN LANGUAGES

The study of a second language is mandated by the Ministry of Education for every student in Grades 5 to 8. French is the language offered in Grade 8 at Prince of Wales. In Grades 9 to 12, French and Spanish are offered as optional courses. We strongly recommend that students continue their language studies through Grade 12, especially if considering admission to post-secondary.

Each year of this five-year program builds upon the skills, knowledge, and attitudes that are part of the preceding years of the program. It emphasizes listening, speaking, reading, writing, viewing, and representing using a variety of media. By the end of Grade 12, students should have acquired a strong base upon which to build future studies in French or Spanish.

PW's Modern Languages Department endorses a communicative-experiential approach in which the instructional focus is on the purposeful use of language to perform real-life tasks, share ideas, acquire information, and develop an understanding of culture. In this environment, learning requires active participation and interaction in French or Spanish. In our senior programs there is a strong emphasis on speaking the language in class. Our department also celebrates language learning through a variety of projects, cultural events, field trips and travel opportunities.

***Special note to graduates of an elementary French Immersion Program:***

***Students entering Grade 8 from an elementary French Immersion program are generally placed in French 10, or they may wish to take Spanish 9.***

### French 8

*Supplemental Materials/Equipment - \$TBA*

Bienvenue à Prince of Wales! Come and experience the excitement of speaking another language! Students will continue learning to communicate in French using a theme-based approach. They will participate in many

activities such as presentations, dialogues, and skits, as well as, complete theme-based, individual and group projects about themselves, their favorite recipe and about countries where the French language is spoken. This will enhance their speaking and listening skills and develop their reading and writing ability. This course is designed for the student who was introduced to French from Grades 5 through 7.

## French 9

*Prerequisite: French 8*

*Supplemental Materials/Equipment - \$TBA*

Students will further develop their abilities in French through a variety of new themes which may include adventures in the outdoors, fashion, and music. They will learn idiomatic expressions and will be encouraged to speak French every class. There will be an emphasis on language learning strategies and more advanced reading and writing assignments will be given. Students will increase their awareness of French culture readings and films.

## French 10

*Prerequisite: French 9*

*Supplemental Materials/Equipment - \$TBA*

In French 10, students will continue to develop their reading, writing, speaking, and listening skills in a fun atmosphere. Themes may include designing a bedroom, looking for a job, competing in a trivia game on Canada, creating a souvenir box on childhood and making a film.

## French 11

*Prerequisite: French 10*

Students will enjoy this highly interactive course. They will communicate with growing confidence in French in many different authentic contexts. They will improve their reading, writing and oral skills through interesting themes. Successful completion of French 11 provides the minimum language requirement needed for many universities.

## French 12

*Prerequisite: French 11*

This course is the culmination of the study of French language and culture at the secondary level. Students will refine their understanding of language, culture, and literature in a more relaxed atmosphere. Increased time is spent on meaningful discussions, reflections, and the sharing of ideas on a variety of topics.

## Spanish 9

*Prerequisite: None*

Bienvenidos al mundo hispano! This is an introductory course focusing on both oral and written communication. Spanish 9 aims to teach students the basics so that they will be able to communicate in real-life everyday situations. Themes include greetings and introductions, the school community, family members, favourite pastimes, and activities. Students will participate in a variety of activities including presentations, dialogues, skits, individual and group projects. This course will introduce students to the geography, culture, history, and daily lives of Hispanic people.

## Spanish 10

*Prerequisite: Spanish 9*

Students continue to develop their speaking, reading, writing, and listening skills in Spanish 10. We will explore a variety of themes related to travel and vacations, seasons and weather, clothing, shopping, and daily routines. The geography, culture, history, and daily lives of Hispanic people will be highlighted through films, music, classroom discussions and activities.

## Beginner Spanish 11

*Prerequisite: None*

This is a fun and interactive course offered to students in Grade 10, 11 or 12 skills and themes from Spanish 9 & 10 are combined. Following this course, students can enroll in Spanish 11.

## Spanish 11

*Prerequisite: Spanish 10 or Beginner Spanish 11*

Students will communicate with growing confidence in different authentic contexts. Major themes will include health, symptoms and medical conditions, parts of the body, well-being, the Internet, the use of computers and technology in everyday life. We will continue to explore cultural, historical, and contemporary life in the Hispanic world. Successful completion of Spanish 11 provides the minimum language requirement needed for many universities.

## Spanish 12

*Prerequisite: Spanish 11*

This course is the culmination of the study of Spanish at the secondary school level. Emphasis is placed on discussion, building fluency, learning more complex language structures, and continuing to explore Hispanic culture through a variety of mediums. Classroom themes include childhood, the home, the environment, nature, and recycling. Students learn to express their ideas, beliefs, and opinions about a variety of issues.

## MUSIC

***\*To make your experience with music effective at PW, consider having a conversation with Mr. Wilson in D104, or send an e-mail with questions to [njwilson@vsb.bc.ca](mailto:njwilson@vsb.bc.ca)***

### Beginner Band

*Prerequisite: No musical experience required.*

Beginner Band is open to all students in Grade 8 to 12 with minimal or no previous band or music experience. This course is a great start for anyone interested in beginning music education, or who needs more time honing their basic musical skills. Credit will be given according to the grade in which the student is enrolled. Students will learn how to read and respond to music, how to interpret music notation and properly approach music theory; usual focus is on performance of concert band instruments. It is usual and at times required for students to remain in Beginner Band for more than one year. Students who play piano or guitar will transition to a band instrument (speak to Mr. Wilson if you have any questions or concerns).

### Intermediate Band

*Prerequisite: Previous training on a band instrument of at least 1-2 years (Beginner or Intermediate Band, Elementary Band, or private lessons), ability to read music and interpret music notation; approval of teaching instructor (all students).*

Intermediate Band is open to grade 8-12 students with a minimum of two years of experience in elementary or secondary band, or private lessons. This course is an excellent middle step for students who are becoming more comfortable on their instrument and with their understanding of music. Approval of teaching instructor is required before confirmed enrolment. Credit will be given according to the grade in which the student is enrolled. Students will read and respond to more complex music with more sophisticated understanding of music notation and theory; greater importance on previous technical strength on an instrument, and deeper understanding of reading music; usual focus is on performance of concert band instruments. It is usual and at times required for students to remain in Intermediate Band for more than one year.

## Senior Band

*Prerequisite: Previous training on a band instrument of at least 2 years (Beginner, Intermediate, or Senior Band, Elementary Band, or private lessons), sophisticated ability to read music and interpret music notation; approval of teaching instructor (all students).*

Senior Band is a continuation and culmination of the musical knowledge gained in high school. This course requires a sophisticated ability to read and interpret music, as well as technical skill on an instrument. Regular and regimented practice is required and expected. Open to grades 9-12, or with special permission from the instructor. Credit will be given according to the grade in which the student is enrolled. Students will read and respond to high level, complex music with an already sophisticated understanding of music notation and theory; highest level of importance on previous technical strength on an instrument, and deepest understanding of reading music to succeed; usual focus is on performance of concert band instruments.

## Jazz Band 8-12 – Off Timetable (Linear – Year Long) Meeting Time TBD

*Prerequisite: Students must also be enrolled in a band course (or with approval of teaching instructor – all students). Some previous training on a band instrument of at least 1-2 years (Beginner or Intermediate Band, Elementary Band, or private lessons) and ability to read music and interpret music notation.*

A course offering students the chance to experience a different side and style of music – investigating and playing jazz music and forms. This course is instrument specific (must be part of a jazz ensemble). Students will listen, discuss, and perform diverse music, working both in small and full ensembles. Regular and consistent attendance is mandatory, as success of ensemble relies on teamwork. Students are required to already be in a band class and in grades 8 to 12 or receive special permission from the instructor. Credit will be given according to the grade in which the student is enrolled. Students will learn how to read and respond to jazz music, styles, and review the history and implications that jazz had within it; usual focus is on performance of typical jazz band instruments.

## String Orchestra 8-12 – Off Timetable (Linear – Year Long) Meet Time TBD

*Prerequisite: Students must also be enrolled in a band course (or with approval of teaching instructor – all students). Previous training on a string instrument\* of at least three years (Beginner, Intermediate, or Senior Band, Elementary Band, non-school ensembles, or private lessons), sophisticated ability to read music and interpret music notation.*

String Orchestra is an off-timetable course, and is a continuation and culmination of the musical knowledge gained in high school. This course requires a sophisticated ability to read and interpret music, as well as technical skill on a string instrument\*. Regular and regimented practice is required and expected. Open to grades 8-12, with special permission from the instructor, regardless of experience. Credit will be given according to the grade in which the student is enrolled. Students must also be enrolled in a band class to gain access to this course. Regular and consistent attendance is mandatory, as success of ensemble relies on teamwork. Students will read and respond to high level, complex orchestral music with an already sophisticated understanding of music notation and theory; highest level of importance on previous technical strength on an instrument, and deepest understanding of reading music to succeed; usual focus is on performance of string instruments\*. The course will act as an opportunity to focus on repertoire unique to string instruments, including symphonic excerpts, large and small ensemble works, as well as a wide array of traditional and modern orchestral pieces.

**\*Some wind and percussion instruments may be admitted at teacher's discretion. These students will audition as space is extremely limited.**

## Concert Choir 8-12

*Prerequisite: No musical experience required.*

Open to all students in Grades 8 to 12. Students receive credit for the grade they are in regardless of experience. We sing together and work on a variety of techniques to suit different styles of music.

# PHYSICAL EDUCATION

## **Course Objectives: Through a variety of activities, students should:**

- Improve their level of physical fitness.
- Improve their skills in physical activity.
- Understand, partake in, and enjoy a variety of physical activities.
- Understand health related aspects.
- Develop a desire and appreciation for the benefits of an active lifestyle.

## **Evaluation:**

Attendance, effort, and a positive attitude towards learning are overriding conditions. Students must participate in the course to obtain credit. Students who have been ill or injured and are unable to participate need to contact the teacher to implement a recovery plan in cooperation with the medical/therapy providers. Students will be continuously evaluated throughout the course and assessed after individual units. Teaching units are typically 34 weeks in duration.

**All evaluation and assessment** are subject to individual teachers' weighting (please see teachers' course outlines for more information), and generally include the following areas:

- Subjective evaluation of the components of physical literacy,
- Subjective evaluation of personal and social responsibility, attitudes, appreciation, social skills, and effort,
- Subjective evaluation of healthy and active living, social and community health and mental health,
- Objective and subjective evaluation of physical fitness, including flexibility, power, muscular endurance, and cardiovascular endurance,
- Objective evaluation of understanding and knowledge - quizzes and demonstrative knowledge.
- Participate in and describe daily physical activity designed to enhance and maintain health components of fitness.
- Develop strategies for promoting healthy eating choices in different settings.
- Assess and identify factors that influence healthy choices and their potential health effects from a variety of sources.
- Identify, apply, and reflect on strategies to pursue personal healthy living goals.

## Social and Community Health

- Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations, discrimination, stereotyping, and bullying.
- Propose strategies for developing and maintaining healthy relationships.
- Create strategies for promoting the health and well-being of the school and community.

## Mental Well-Being

- Describe and assess strategies for promoting mental well-being, for self and others, as well as managing problems related to mental well-being and substance use.
- Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence.
- Explore and describe the impact of transition and change on identities.

## **Physical and Health Education 9**

*Prerequisite: None*

### **Activities are selected from:**

- Team Games: rugby, soccer, flag football, lacrosse, softball, field hockey, volleyball, speedball.



- Individual Activities: wrestling, artistic gymnastics, tennis, track and field, dance, badminton, rhythmic gymnastics.
- Minor Games: FUN!!
- Fitness: physical fitness universal gym, stretching, runs.

**Health Units will include:**

Healthy and Active Living

- Participate in and describe daily physical activity designed to enhance and maintain health components of fitness.
- Develop strategies for promoting healthy eating choices in different settings.
- Assess and identify factors that influence healthy choices and their potential health effects from a variety of sources.
- Identify, apply, and reflect on strategies to pursue personal healthy living goals.

Social and Community Health

- Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations, discrimination, stereotyping, and bullying.
- Propose strategies for developing and maintaining healthy relationships.
- Create strategies for promoting the health and well-being of the school and community.

Mental Well-Being

- Describe and assess strategies for promoting mental well-being, for self and others, as well as managing problems related to mental well-being and substance use.
- Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence.
- Explore and describe the impact of transition and change on identities.

GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
PHE 8 Recreational Hockey 8-12 Senior Ice Hockey	PHE 9 Recreational Hockey 8-12 Senior Ice Hockey	PHE 10 Recreational Hockey 8-12 Senior Ice Hockey Yoga 10 (elective) Leadership 10 (elective) Basketball 11/12 (elective)	PHE 11 (Active Living 11) Recreational Hockey 8-12 Senior Ice Hockey Yoga 11/12 Leadership 11 Weight Training (Fitness & Conditioning 11/12) Coaching Team Sports 11 Basketball 11/12	PHE 12 (Active Living 12) Recreational Hockey 8-12 Senior Ice Hockey Yoga 11/12 Leadership 12 Weight Training (Fitness & Conditioning 11/12) Basketball 11/12

## Physical & Health Education 10

*Prerequisite: None*

### Activities are selected from:

- Team Games: flag football, soccer, lacrosse, softball, volleyball, field hockey, and basketball.
- Individual Activities: wrestling, gymnastics, tennis, badminton, track and field, aquatics, and dance. • Introduction to First Aid (CPR/Artificial Respiration).
- Fitness: Physical fitness-weight training.
- Alternate Environment Activities: bowling, skating, golf.

### Health and Active Living will focus on connecting physical fitness to overall health.

- Anatomy: Major joints and movement principles; role of skeletal and muscular systems in posture.
- Effects of exercise and training principles on muscular strength.
- Nutrition: Calculation of energy requirements, weight control through diet and exercise; fact and fallacy about weight control.
- Life management skills and wellness: Physiological responses to stress; role of exercise as a coping mechanism for stress.

## Active Living 11

*Prerequisite: None*

Students and teacher will plan enrichment activities and field trips at the beginning of the school year. As a result, students who choose to participate in these activities will need to pay a fee. Students who decide not to participate in the enrichment portion of the course will be given alternative assignments.

PHE11 is a fun filled school-based and community-based course that allows participants to explore new leisure sports activities not previously taught in PHE 10. Most activities will be selected after consultation between students and instructor. Students selecting this full year course will meet their Graduation Portfolio requirement of 80 hours of moderate to intense physical activity in grades 11 and/or 12.

## Active Living 12

*Prerequisite: None*

Students and teacher will plan enrichment activities and field trips at the beginning of the school year. As a result, students who choose to participate in these activities will need to pay a fee. Students who decide not to participate in the enrichment portion of the course will be given alternative assignments.

This fun-filled, action-packed activity course is an extension and continuation of PHE 11. Most alternative activities will be selected by students and will either be on or off campus. The course offers an opportunity to be introduced to a variety of activities not taught in PHE8, PHE9, or PHE10.

*EVALUATION in Active Living 11 & 12 is dependent upon activities in course. The Games category of games could include lacrosse, ice hockey, soccer, beach volleyball, curling, badminton, disc sports, bowling, racquetball, archery, table tennis, football, field games and bocce. The Outdoor education category could include windsurfing, orienteering, skating, sailing, kayaking, snowshoeing, rock climbing and swimming. Other activities could include fencing, spike ball, yoga, self-defense, aerobics, Tai Chi, wrestling, dance (Latin, Ballroom, Swing/Jive) and golf.*

## Basketball 11/12

*This course is open to Gr. 10 – 12 students.*

**Note: This does not replace PHE 10 for Gr. 10 students.**

This course is an introduction to the development of a student athlete within the community of school athletics. Students will learn to play and promote the game of basketball with respect to areas of skill development, increased sport leadership and promotion of preparedness for volunteer roles in school sport. As students learn to understand more about themselves through physical education, this course will improve and broaden their communication tools, fitness level, strength and agility, trust and acceptance of diversity

in abilities, cultures and backgrounds. By working together in a classroom community, other social outcomes will be promoted.

It is within a dynamic physical environment that students can “unplug” from media devices and interact socially in acceptable and safe ways. Students will learn safe training techniques, improve understanding in nutrition, skill development, aerobic and strength training. Students will also give back to schools by volunteering hours of service to promote sport in their own schools.

Students will learn by recognizing their own story and how this interacts with the stories of the people with whom they come into contact. Creating a sport community with an emphasis on leadership, volunteerism, and opportunity can bring a large and diverse school community together. Sport creates special moments that connect students who are separated by economic class and cultural history.

Basketball learning is reflective and experiential through moving and feeling and holistic, using mind, body and spirit. Its learning involves patience and time. Sport is inseparable from the idea that we are all one, all interconnected. Sport also promotes community involvement.

### **Recreational Hockey 8 – 12**

An alternative to regular PE 8-12, this course provides the opportunity for those who are new to the game of ice hockey to build the basic skills and fitness required. This course is designed for beginner and intermediate players who may have limited hockey experience and focuses on improving skating and puck-handling skills in a supportive, non-threatening environment. While the primary emphasis of this course is ice hockey, this course will also address regular physical education elements throughout the year.

Classes will be held at Vancouver Park Board or UBC arenas. Ice times will vary by time of year depending on block rotations. Students will be largely responsible for their own transportation to ice sessions. Parental driving is needed. A full set of CSA approved hockey equipment including neck guard is required by each student. A user fee ranging from \$200-\$300 (approx.) will be charged to cover the cost of ice time and will vary depending upon the number of students registered in each course. Throughout the course of the year, the class will be on the ice for approximately half of the classes, while other sessions will be taught at school. Please speak to Mr. Sung if you have any questions about the course.

### **Senior Ice Hockey 8 – 12**

This course is open to all senior male and female students with previous hockey experience (house or rep). Ice time for the class could be at any of the following rinks: Kitsilano, Kerrisdale, Hillcrest, Sunset or UBC. On the ice skill development will take students through a progression of technical skills, individual tactics, and team play/systems. Other areas of learning include dry-land training specific for the hockey player, nutrition, leadership, (i.e., refereeing and coaching) and field study/lectures pertaining to the business and culture of hockey and its place in Canadian society.

A full set of CSA approved hockey equipment including neck guard is required by each student. This is an intense program designed for highly competitive and motivated students. An interview with the course instructor is required prior to registration.

A user fee ranging from \$1,000 to \$1,500 will be charged to cover the cost of ice time and will vary depending upon the number of students registered in each course.

### **Fitness & Conditioning 11/12 On-Timetable (semestered) and Off-timetable (yearlong)**

Learn appropriate lifting techniques while designing an individualized weight-training program to meet your personal fitness/health goals. Students will utilize both on and off campus facilities to help develop their own fitness program. Students will be afforded the opportunity to work on a program that will enhance their muscular strength and endurance and, in the process, build self-esteem. This class is a combination of core, stability, and functional strength training. It is designed to get students in better condition quickly, specifically for those that want a challenge. This school-based course is open to all senior students and would be especially beneficial to competitive athletes. This is an off-timetable class. Classes will meet either

before or after school. Class meeting times will be determined cooperatively between the teacher and the students.

### **Yoga for Life 10, 11, 12**

This elective course has been developed to introduce high school students to the principles of yoga. Yoga for Life is a non-denominational, vigorous physical course which promotes lifelong fitness and health. Students will experience various styles of yoga in a safe, supportive, noncompetitive learning environment. Physical benefits of yoga include improved muscle tone, strength, flexibility, balance, reduced tension, and improved energy levels. Mental benefits of yoga include stress management, improved concentration, self-awareness, and self-discipline. Proper body alignment and breathing will be key topics of the course. Lessons will also be given on proper nutrition, body physiology, and goal setting.

### **Leadership 10**

This course will deal with the theoretical and practical applications of leadership and human relations. Class time will be spent understanding the basic concepts of proactive leadership and how to effectively use and apply the concepts in life and within the school environment. The students will develop peer helping skills, learn how to run meetings, practice efficient public speaking, as well as be involved in the planning, promotion and running of school events. Students will also be expected to focus on school and community relations by planning projects that build connections and community. Topics to be covered include self-understanding, communication skills, event and activity organization, positive peer helping and more.

### **Leadership 11**

*Open to students in grades 11 and 12. Please speak to Ms. Mak or Mr. Sung for more information.*

Leadership 11 is an opportunity for students to develop their leadership potential. Ideally, this course will include students who are also participating in a variety of groups, clubs, and sports in and outside of the school. Students need not be in leadership positions to take part in this course.

The focus of Leadership 11 will be the acquisition of leadership skills. The course will involve direct instruction, discussion, and practical applications. Topics to be covered include communication skills, group dynamics, leadership styles, planning and more.

### **Leadership 12**

*Recommended prerequisite: Leadership 11*

*Please speak to Ms. Mak or Mr. Sung for more information.*

This course is designed to help students further develop their leadership knowledge, skills, and sensitivities. Students will explore the components necessary to become leaders and participate in activities where they can practice and hone their leadership skills. Projects include individual, group, school and community opportunities in addition to structured ventures that focus on reflection, debriefing and mastery.

Students will recognize their personal leadership styles, explore leadership issues unique to youth and articulate a personal philosophy of leadership. They will also demonstrate effective communication skills, understand, and practice team building strategies and motivate others to contribute to the success of their projects. This course is designed to help students learn leadership skills in an experiential way.

## **SCIENCE**

### **Science 8**

This course is an introduction to science. Throughout the course, students will also develop Science skills and processes that will allow them to solve problems, think critically, make decisions, find answers, and satisfy their curiosity. Students will do this by participating in a variety of individual and group assignments designed to meet the core competencies. Success in this course will require students to review course

material on a regular basis and to keep an orderly and up-to-date notebook. Proper laboratory skills and safety measures will be stressed. The curriculum is based on the following big ideas:

- Life processes are performed at the cellular level.
- The behaviour of matter can be explained by the kinetic molecular theory and the atomic theory.
- Energy can be transferred as both a particle and a wave.
- The theory of plate tectonics is the unifying theory that explains Earth's geological process.

## Science 9

*Prerequisite: Science 8*

Throughout the course, students will develop Science skills and processes that allow them to solve problems, think critically, make decisions, find answers, and satisfy their curiosity. Success in this course will require students to review course material on a regular basis and to keep an orderly and up-to-date notebook. Proper laboratory skills and safety measures will be stressed.

The curriculum is based on the following big ideas:

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

## Science 10

*Prerequisite: Science 9*

Students will be exposed to: Questioning and predicting, planning and conducting, processing and analyzing data and information.

The curriculum is based on the following big ideas:

- DNA is the basis for the diversity of living things.
- Energy change is required as atoms rearrange in chemical processes.
- Energy is conserved, and its transformation can affect living things and the environment.
- The formation of the universe can be explained by the big bang theory.

## Life Science 11 (Biology)

*Prerequisite: Science 10*

<https://curriculum.gov.bc.ca/curriculum/science/11/life-sciences>

**The course surveys the traditional 5 Kingdoms: Bacteria, Protists, Fungi, Plants and Animals** with a focus on Evolutionary development. Inquiry based learning approach includes several dissections, microscope work, activities, field study/trips. Skills/concepts along with critical thinking skills are emphasized for promoting success in biological science courses. Fundamentals and preparation for the next level course (Anatomy & Physiology 12) are blended into the learning.

## Chemistry 11

*Prerequisite: Science 10 and Foundations & Pre-Calculus 10*

This is an introductory course in Chemistry. Several chapters will be covered to provide students with an overview of a variety of concepts, including identification, characterization, and transformations of matter, and with the energy changes accompanying these transformations. A strong background in Mathematics and problem-solving skills are essential.

Through participation in co-operative labs, independent research, and other classroom experiences, students will acquire knowledge, skills, and attitudes (e.g., safe handling of materials, careful observation and measurement, effective problem solving, precise communication, careers in science and technology) that

enable them to pursue further study and experience success in the workplace as informed decision makers and full participants. The learning outcomes for Chemistry 11 are grouped under five curriculum organizers:

- Atoms and Molecules
- Mole Concept
- Chemical Reactions
- Solution Chemistry
- Organic Chemistry

[Video Link](#) – click the link for a description of what you might expect to experience if you take Chemistry 11.

## Physics 11

*Prerequisite: Science 10 and Pre-Calculus 10*

Physics 11 is an introductory course that focuses on the principles and theories of physics, encourages investigation of physical relationships, and illustrates the relationship between theory and application. The application of physics to everyday situations is highlighted throughout the curriculum. The organizers in this course have been chosen to be representative of physics, and the skills and knowledge provide a solid base for further study. Proper laboratory skills and safety measures will be stressed. A strong background in Mathematics and problem-solving skills are essential.

The content of the Physics 11 curriculum is based on four big ideas:

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

## Earth Science 11

*Prerequisite: Science 10*

Earth Science 11 which is a post-secondary approved course is a course for those students looking for another option aside from the traditional three sciences. The curriculum is based on the following big ideas:

- Earth materials are changed as they cycle through the geosphere and are used as resources, with economic and environmental implications.
- Plate tectonic theory explains the consequences of tectonic plate interactions.
- The transfer of energy through the atmosphere creates weather, and this transfer is affected by climate change.
- The distribution of water has a major influence on weather and climate.
- Astronomy seeks to explain the origin and interactions of Earth and its solar system.

## Anatomy & Physiology 12

*Prerequisite: Science 10; Recommended: Life Science 11*

<https://curriculum.gov.bc.ca/curriculum/science/12/anatomy-and-physiology>

Several concepts introduced and attained in Biology 11 (Life Science 11) are further developed in this course. Focus from molecules (Biomolecules of Life) to cell (including transport across a cell membrane) to organ systems (digestion/nutrition component, circulation, lymphatic, respiration, excretory and nervous, lifestyle/disease) with a focus on 'Homeostasis' (internal regulation). This content-rich course moves at a steady pace and is a step-up in difficulty from Life Science 11.

## Chemistry 12

*Prerequisites: Chemistry 11 and Pre-Calculus 11*

This course is an extension of Chemistry 11. Students will be required to use their analytical skills to work through problems based on abstract concepts. A strong background in Mathematics and problem-solving skills are essential.

Students will develop an understanding and appreciation of chemistry in the world around them and how it affects their everyday lives. Through participation in co-operative labs, independent research, and other classroom experiences, they acquire knowledge, skills, and attitudes (e.g., safe handling of materials, careful observation and measurement, effective problem solving, precise communication, careers in science and technology) that enable them to pursue further study and experience success in the workplace as informed decision makers and full participants.

The learning outcomes for Chemistry 12 are grouped under five curriculum organizers:

- Reaction Kinetics
- Dynamic Equilibrium
- Solubility Equilibrium
- Acids and Bases
- Oxidation and reduction

[Video Link](#) – click the link for a description of what you might expect if you take chemistry 11

## Physics 12

*Prerequisites: Physics 11 and Pre-Calculus 11*

Physics 12 is the study of classical mechanics and electromagnetism and is designed to help students develop analytical and problem-solving skills. It provides opportunities for students to understand and apply the principles and concepts of physics to practical situations. Proper laboratory skills and safety measures will be stressed. A strong background in Mathematics and problem-solving skills are essential.

The Physics 12 curriculum is organized around four big ideas:

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

# SOCIAL STUDIES

## Social Studies 8

*Prerequisites: none*

In Social Studies 8 students learn more about themselves, each other, and the world we inhabit. The historical timeframe for the course is from 600 CE to 1750 CE where we will study cultures from around the globe, examine exploration and colonization and the beginnings of settlement by Europeans in Canada.

BIG IDEAS:

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



## Social Studies 9

*Prerequisite: Social Studies 8*

In this course students will build upon skills from previous courses while investigating topics within the timeframe of 1750-1919. A major theme presented is that of conflict, revolution, and enacting change socially, politically, and economically. Students will study the effects of imperialism and colonialism on indigenous peoples as well as discriminatory policy, attitudes, and historical wrongs. Patterns of migration and population growth will be examined as will nationalism and the development of modern nation-states including Canada.

### BIG IDEAS

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

## Socials Studies 10

*Prerequisite: Socials Studies 9*

Socials Studies 10 looks to develop students' core and curricular skills as set out by the BC Ministry of Education through examining challenges and events Canada and, by extension, the world experienced during the 20<sup>th</sup> century. Areas of focus may include but are not limited to regional and international conflicts, past and current injustices with a focus on Canada's historical and contemporary relationship with its Indigenous peoples, and the development of Canadian identity. At the end of the course, through these studies and an examination of current events, students should have the necessary skills to have success in all senior Socials Studies courses and possess a greater awareness of issues that have and continue to impact Canada.

## Social Justice 12

*Prerequisites: Social Studies 10*

Social Justice 12 is a participatory course that requires self-analysis, social analysis, respect for diversity, a willingness to act and a willingness to respectfully discuss controversial issues. You will analyze marginalized and oppressed groups: historical and contemporary, Canadian, local, and global and the implications of globalization. You will explore the causes (e.g., fear, greed, unequal distribution of resources, insecurity, maintaining the power dynamic status quo, conformity, conflicting values) as well as the consequences of social injustice (e.g., inequity, prejudice, discrimination, poverty, war, patriarchy, incarceration rates, alienation, environmental degradation). Students will be able to assess lifelong opportunities related to social justice and to identify realistic options for participation. The course will feature field trips, guest presenters, and will culminate in the implementation of a social action project.

## Psychology 11

*Prerequisite: none*

The overall goal of this class is for students to gain a stronger understanding of their own behaviors and the behaviors of those around them. By achieving this goal students will have a broader perspective of the world around them and a more empathetic view towards others. The course is very hands on with many experiments and group projects analyzing topics of their interest. The rigor of tests and exams is omitted from this course to keep the students engaged and interested in the materials we are covering. Freedom of choice and exploration are embedded into this course to garner passion and interest amongst the students. All topics will be studied through the lens of the Perspectives of Psychology: Sociocultural, Humanistic, Behavioral, Cognitive, Psychoanalytic, Evolutionary and Biopsychological. ***This course does not meet the Social Studies requirements for graduation; however, 4 credits are earned towards the grad program.***

## Human Geography 12

*Prerequisite: Social Studies 10*

This course will be broken into three areas: Human Geo (Demographics, Identity and Regionalism), Urban Studies and Environmental Studies with an overarching theme encompassing the interactions with our planet, how have we changed the environment and how has it changed us? Human Geography will analyze the migration of people via political and natural forces; adaptations humans have made in varied climates; economies of nations and how they have changed over time. Urban Studies will investigate why humans have settled where they have; critique how cities have and should mitigate risk factors; and how cities are adapting to combat climate change. Environmental Studies will begin with the local and work itself around the globe: understanding the different biomes within BC and around the globe; the cutting edge of climate change technologies; consumer solutions to the environmental problems that affect us all. This is an inquiry-based course that will focus on the past, present and future of our planet. Hope to see you there!

## Asian Studies 12 (NOT BEING OFFERED NEXT YEAR)

*Prerequisite: Social Studies 10*

~~Interested in history, business, travel, cinema, food, current events, journalism, or multiculturalism? If so, you are encouraged to take this course, which will explore the diverse geography, history, culture and societies of Asia from 1840 to present. Students will engage with documents, film, and current events to develop a deeper understanding of the region. Some of the themes we will come across include imperialism, nationalism, and independence movements. Asian influences can be felt all over the world, especially here in Vancouver, as countries like China, India, and Japan continue their rise in the economic, military, political and cultural spheres.~~

## Economic Theory 12

*Prerequisite: Social Studies 10*

Who are John Maynard Keynes, Thomas Malthus, and Milton Friedman? In Economic Theory 12, the overall goal of this course is to compare different economic theories from economists, and the historical background behind the development of these theories. Students will be exposed to mercantilism, contemporary economics, neoclassical economics, Marxist economics, and Keynesian theories of money. Understanding how the Stock Market functions and how Corporations can transcend borders and laws is at the forefront of the quest to better comprehend the Globalized Economy we all live in. There is also an emphasis on understanding the historical economic systems of the BC and Canadian First Peoples, including urban and regional development, significance of property rights, and economic development.

**Note: This course provides social studies credit. Student discretion is necessary when selecting courses to fulfill high school and university credits.**

## Law Studies 12

*Prerequisite: Social Studies 10*

Law Studies 12 is an engaging course designed to provide students with a thorough understanding of the legal system, its principles, and its impact on society. Through a combination of theoretical study, case analysis, and practical applications, students will develop critical thinking skills and gain insights into the complexities of the legal landscape.

Sample Topics:

1. **Foundations of Law:** Explore the fundamental principles that underpin the Canadian legal system, including the Constitution, the Charter of Rights and Freedoms, and the division of powers. Examine the role of precedent and the hierarchy of laws within the legal framework.

2. **Criminal Law:** Delve into the principles of criminal law, studying the elements of different offenses, the criminal justice process, and the rights of individuals within the criminal justice system. Analyze landmark cases and their impact on legal precedent.
3. **Civil Law:** Investigate the principles of civil law, including torts, contracts, and property law. Understand the resolution of disputes through civil litigation and alternative dispute resolution mechanisms. Explore the rights and responsibilities of individuals in various legal contexts.
4. **Family Law:** Examine the legal aspects of family relationships, including marriage, divorce, custody, and support. Discuss the role of family law in protecting the rights of individuals and promoting the best interests of children.
5. **Human Rights and Social Justice:** Explore the concept of human rights and their application in Canadian law. Analyze the role of law in promoting social justice and equality, with a focus on contemporary issues such as discrimination and systemic inequalities.
6. **Guest Speakers and Field Trips:** Enhance learning experiences through interactions with legal professionals, guest speakers, and field trips to legal institutions. Gain firsthand insights into the workings of the legal system and potential career paths within the field.

## 20th Century World History 12

*Prerequisite: Social Studies 10*

20<sup>th</sup> Century World History 12 can be described broadly as a history of world affairs in the 20<sup>th</sup> century, concentrating on the years between 1914 and 1991. To expand students' historical awareness of affairs in the 20<sup>th</sup> century, the curriculum also incorporates a global perspective where appropriate. By examining the choices and decisions of the 20<sup>th</sup> century, students can evaluate current events and challenges with a deeper awareness of alternatives. This course is designed to provide students with a range of experiences and opportunities to develop skills that will prepare them for further study in history and related disciplines.

## Contemporary Indigenous Studies 12

*Prerequisite: Social Studies 10*

Contemporary Indigenous Studies 12 is a dynamic course that delves into the rich cultural tapestry, historical experiences, and contemporary issues facing Indigenous peoples in British Columbia and beyond. Rooted in a respect for Indigenous ways of knowing, this course aims to foster a deep understanding of the diverse cultures, histories, and contributions of Indigenous communities.

Students will embark on a journey that explores the resilience, traditions, and modern realities of Indigenous peoples, with a specific focus on the unique context of British Columbia. The course provides a critical examination of the historical and socio-political factors that have shaped Indigenous experiences, emphasizing the importance of self-determination and Indigenous rights. Students will engage in meaningful discussions about the impacts of colonization, the legacy of residential schools, and the ongoing process of reconciliation.

Sample Topics:

**Cultural Diversity:** Explore the rich cultural diversity among Indigenous peoples, including their languages, art, music, and traditional practices. Understand the importance of cultural revitalization efforts in preserving and celebrating Indigenous heritage.

**Historical Perspectives:** Examine historical events that have shaped Indigenous communities in British Columbia, such as the fur trade, the impact of European colonization, and the imposition of the Indian Act. Analyze the resilience and resistance demonstrated by Indigenous peoples throughout history.

**Contemporary Issues:** Investigate current challenges facing Indigenous communities, including land rights, resource management, environmental stewardship, and the impact of government policies. Discuss the role of Indigenous leadership in addressing these issues and fostering positive change.

**Reconciliation and Healing:** Explore the concept of reconciliation and its implications for Indigenous and non-Indigenous communities. Examine initiatives aimed at healing historical trauma and building meaningful relationships between Indigenous and non-Indigenous peoples.

**Self-Determination:** Understand the importance of Indigenous self-determination and sovereignty. Discuss the ways in which Indigenous communities are asserting their rights and working towards greater autonomy in various aspects of their lives.

**Community Engagement:** Encourage active participation and engagement with local Indigenous communities through guest speakers, field trips, and collaborative projects. Foster an appreciation for the diverse perspectives within Indigenous communities.

## **BC African Descent 12**

*This District Course is being run again next year from September to June in an off-timetable format after school. It will run as a hybrid of in person (at Van Tech, meeting dates determined by students) and synchronous online learning (Teams) taught by Nikitha Fester. Interested Grade 11 & 12 students from across the VSB may take this course.*

African Canadian history is Canadian history. This course will highlight the missing pages of Black history in BC and will provide our diverse community with the tools to examine it within the context of African Descent Canadian History. It will include an overview of the Transatlantic slave trade when Africans were first brought to Canada in the 17th and 18th centuries. However, the African Descent History course will mainly focus on the Black pioneers in BC, beginning with Sir James Douglas and migration of hundreds of African American families to BC in 1858. This course will also explore their eventual journeys to other parts of Canada, such as the prairies and Newfoundland, focusing on significant historical experiences and the valuable contributions of Black Canadians. Emphasis will also be placed on the complexity and richness of contemporary Black community in BC.

## **TECHNICAL STUDIES**

### **ADST 8 – Technology Education: see p. 6**

#### **Woodwork 9**

*Prerequisite: none*

*Supplemental Materials/Equipment - \$TBA*

An introduction to woodworking using hand tools and machines. The student shall develop some appreciation of the value of sound construction and design as well as learning safe working habits. A wide variety of projects will be assigned. Some projects include cutting boards, jewelry boxes, benches, small cabinets with drawers, folding stools, just to name a few.

#### **Woodwork 10**

*Prerequisite: none*

*Supplemental Materials/Equipment - \$TBA*

A further introduction to woodworking, students will become familiar with materials used in woodworking. They will develop an appreciation for safe working habits as well as an understanding of sound design and construction practices. Some projects include cutting boards, jewelry boxes, benches, small cabinets with drawers, folding stools, chairs, tables, just to name a few.

#### **Metalwork 9/10**

*Prerequisite: None Metalwork video links: [Video Link1](#) [Video Link2](#) [Video Link](#) Supplemental Materials/Equipment - \$TBA*

An introduction to metalworking processes. Students will identify and use appropriate tools and technologies, materials, and processes for production. The course takes the students from designing to producing a finished product. The projects tend to be art and craft oriented with an emphasis on good design, finishing and recycling and repurposing of materials. Students designed projects appropriate to the grade level are permitted after consultations with instructor.

### **Woodwork 11**

*Prerequisite: Woodwork 10 preferred*

*Supplemental Materials/Equipment - \$TBA*

This course is designed to reinforce habits of safe practices and orderly procedures when using woodworking tools and machinery. Emphasis is placed on principles of design related to both structural and aesthetic qualities. Each student, with the help of the instructor, must design their own piece of furniture to construct (some form of cabinet is recommended).

### **Metalwork 11**

*Prerequisite: None. Metalwork 9/10 preferred.*

*Supplemental Materials/Equipment - \$TBA*

Students will identify and use appropriate tools and technologies, materials, and processes for production. Students will make a step-by-step plan for production and carry it out, making changes as needed. Student designed projects appropriate to the grade level are permitted after consultation with instructor.

### **Woodwork 12**

*Prerequisite: Woodwork 11*

*Supplemental Materials/Equipment - \$TBA*

An extension of Carpentry and Joinery 11 with emphasis on cabinet making and fine woodworking. Continued stress on good work habits and a high standard of craftsmanship. The student should gain a greater knowledge of the craft and the materials used. The focus will be on improved joinery and fitting skills, and on greater ability to produce a fine finished product. Each student should complete the course with work of high quality.

### **Drafting and Design 9/10**

*Prerequisite: None*    *Drafting video links: [Video Link](#) [Video Link](#) [Video Link](#)* An introduction to computer assisted drawing (CAD). The course will focus on hand drafting, learning AutoCAD, Sketchup and how to successfully use the commands and features of each program. Students will learn how to design a house by creating a floor plan, elevation plan and a 3-D design of their house. Students will learn the basics of 3-D printing and eventually design their own projects to be printed.

### **Drafting 11**

*Prerequisite: Drafting 9/10 preferred*

CAD 2. More advanced CAD drawing in orthographic, isometric, auxiliary view. The course will focus on advanced hand drafting, AutoCAD, and Google Sketchup projects. Students will learn how to design a house by creating a floor plan, elevation plan and a 3-D design of their house. Students will go further into learning about 3-D printing and creating their own designs and projects to be printed.

### **Drafting 12**

*Prerequisite: Drafting 11 preferred*

CAD 3. An advanced course using AutoCAD and Sketchup. The focus will be on architecture and building design including drafting standards and building codes. Students will use their drafting and design skills to

create a complete set of building plans. Students will go further into learning about 3-D printing and creating their own designs and projects to be printed.

### Art Metal and Jewelry 12

*Supplemental Materials/Equipment - \$TBA*

This course teaches students how to make jewelry as well as ornamental metal pieces. Students will learn basic metal working skills including some silversmithing. They will be able to design and make several jewelry projects that may include rings, bracelets, pendants, and earrings from metals such as silver, copper, and brass.

### Metalwork 12

*Prerequisite: Metal Arts 9/10 preferred*

*Supplemental Materials/Equipment - \$TBA*

In-depth study of metalworking with students developing their own projects with the help and advice of the instructor. Demonstrations in all the usual metalworking techniques encourage use of all machines and processes in the shop. Student designed projects appropriate to the grade level are permitted after consultation with instructor. Students will make a step-by-step plan for production and carry it out, making changes as needed.

## OTHER COURSES

### Career Education 8 and 9

In Career Education 8 and 9 students will explore personal development, connections to community, goal setting and career investigation.

### Career Life Education (CLE) 10

Career Life Education (CLE) 10 is a required course for graduation. The aim of CLE 10 is to facilitate an awareness of self, education, careers, and finances. The course seeks to enable students to develop the skills they need to become self-directed individuals who take initiative, establish goals, make thoughtful decisions, and take responsibility for pursuing their goals in an ever-changing society. CLE 10 provides opportunities for students to plan for successful learning in the Graduation Program, explore a wide range of post-secondary education and career options, think critically about health issues and decisions, develop financial literacy skills related to pursuing their education and career goals, and begin planning the actions required to pursue post-secondary paths. Topics include Goal Setting, Workplace Safety, Employee Rights and Responsibilities, Financial Planning, Post-Secondary Options, Resumes, Cover Letters, Application Procedures, Interview Skills, Post-Secondary Training and Education exploration, Career Sectors and Career Paths, Job Seeking and Job Keeping, Mentorship and Community Connections, and Work-School-Life Balance.

### Career Life Education (CLE) 10 ONLINE/OFF TIMETABLE

**This section is being offered as a ninth course primarily online with opportunities for in person instruction, mentoring, and assignment consultation.** The mode of delivery of this course is Microsoft Teams but with an abundance of opportunities for in-person learning whenever desired or necessary. Ten Modules form the structure of the course which can be completed over ten months or fewer depending on your desired pace. Assessment is based on assignment completion (80%) and on the final portfolio (20%) which is built as the course progresses.



### Career-Life Connections (CLC) and Capstone 12

*This is a required course for graduation.*



All BC Secondary Students must complete the curricular requirements for Career Life Connection (CLC) and a Capstone Project by the end of Grade 12. CLC and Capstone are intended to prepare students for a successful transition to life after secondary school.

In CLC, a continuation of your Career Education work in grades 8 – 10, you will look at the following BIG IDEAS through several assignments:

- Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.
- Career-life decisions influence and are influenced by internal and external factors, including local and global trends.
- Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.
- A sense of purpose and career-life balance to support well-being.
- Lifelong learning and active citizenship foster career-life opportunities for people and communities.

In the Capstone Project component, students will create a culminating project that allows them to demonstrate their learning using an area of interest or passion as the basis for the project. This project should demonstrate a student's personal learning and achievement, in and out of school, growth in the core competencies, and a reflection on a post-graduation plan. The project will be developed with the guidance of teacher mentors and will result in an end product (e.g. video, document, performance, something constructed, etc.) that will be shared with a broader audience.

**Note: This is an off-timetable course – students will work with a teacher mentor through a series of scheduled meeting times and assemblies.**

### Community Service 11/12

*Note: Grade 11 students will take CS11, grade 12 students will take CS12*

This course has been developed to allow the individual strengths of students to be paired with school and/or community needs through service activities. Because the role of the Community Service student will vary according to the wide range of needs in secondary schools, elementary schools or outside agencies, a definitive role description cannot be provided. Each student and teacher will develop the student's service role and the assessment based on the course objectives and individual needs of both student and teacher. It is important that the guiding principle when developing the student's role is that it must benefit the student. The nature of this course is that it will be developed between the teacher and the student to meet the individual needs of both. The following are some of the roles a community service student may fulfill:

**Teacher Assistant** - Students may assist the Teacher to prepare for lessons through activities such as: preparing equipment or supplies, setting up labs, field trip preparation, creating bulletin boards and displays, conduct library research and other appropriate activities.

Students may assist the Teacher in classroom organization through activities such as: taking attendance, inventory management of equipment and/or supplies and other appropriate activities.

**Office Assistant** - Students may assist teachers or administrators by learning and completing office tasks such as: filing, answering phones, keyboarding, shelving and organizing library books and other appropriate activities. **Tutorial Assistant in the Classroom:** Students may assist teachers by helping students having difficulty by providing assistance or clarification and reviewing lesson or assignment. Students may assist teachers by helping students in the class to organize notebooks and agendas, by checking homework book for assignments and other appropriate activities.

**Community Outreach:** Students may work with teachers to provide service assistance in the community such as: working with local elementary school students or day cares or Senior Citizens Homes.

### Library Service 11 & 12

This course provides students with a work-like experience in a school library learning commons setting and it is advised to consult with the Teacher-librarian prior to signing up. While providing service to the students and staff, students acquire skills and attitudes that are transferable to other work and community settings.



They will learn library specific clerical and technical skills such as book processing, repairs, and working on book displays. They will acquire experience in selection, curation and culling of the library collection and learn how to work the library management circulation system. They will develop interpersonal skills working with peers and staff while helping with circulation, and technical support with catalogue and database searching, printing and scanning. In addition, the students will develop the ability to be self-directed, to work independently, and to recognize when it is appropriate to ask for assistance or direction. Students are assessed through self and teacher evaluation using the criteria set out in the course expectations. Students may elect to continue in their second year in Library Service 12 (as self-directed studies).

### **Peer Tutoring 11/12**

*Prerequisite: None*

Peer Tutoring 12 has been developed as a practical hands-on course in which students gain knowledge and skills related to peer tutoring. In Peer Tutoring 12 students will gain an awareness of learning needs and learning styles, as well as develop a variety of strategies, skills and techniques to enhance student learning.

Areas of focus of this course include:

- Role and responsibilities of a peer tutor
- Communication skills, and interpersonal skills
- Learning disabilities/difficulties and learning styles
- Strategies and skill development (goal setting and organizational skills learning strategies and study skills, test preparation and test taking skills)
- Tutoring techniques for one-to-one and group learning

## **PRINCE OF WALES MINI SCHOOL**

**Overview:** Prince of Wales Mini School is a district enrichment program offered by the Vancouver School Board. The school was established in 1973 to meet the academic and social needs of highly motivated students. Prince of Wales Mini School consists of 140 students from Grade 8 to 12 (28 students in each grade).

### **Purpose**

The purpose of Prince of Wales Mini School is to create a positive learning environment where students are challenged to excel in a broad range of subjects. We offer an intellectually rigorous academic curriculum, as well as exposure to a wide variety of enrichment activities. We encourage students to develop as well-rounded individuals – to find an appropriate balance of academic, athletic, artistic, and social pursuits.

### **Program**

Our school program is based on the cohort model, in which 28 students in each grade pursue many of their courses as a group. In grades 8-10, students take their core academics together (Humanities, Math, and Science). In grade 11, they take three courses together (English-First Peoples, Social Justice, and Precalculus) and in grade 12, they take two classes together (English and Leadership). This model allows staff to prepare an effective cohesive and coherent program that matches the needs of students and provides support for students as they work collaboratively with their peers. Please refer to the table below for a summary of our program.

	#1	#2	#3	#4	#5	#6	#7	#8
Gr 8	Mini Hum 8	(English & Social Studies)	Mini Math 8/9	Mini Science 8	PE 8	French 8	Applied Skills 8	Fine Arts 8
Gr 9	Mini Hum 9	(English & Social Studies)	Mini Math 9/10	Mini Science 9	PE 9	French 9	Applied Skills 9	Fine Arts 9
Gr 10	Mini Hum 10	(English & Social Studies)	Mini PreCalc 11	Mini Science 10	TBA	Language	Planning 10	AS or FA 10
Gr 11	Mini English First Peoples 11	Mini Social Justice 12	Mini PreCalc 12	Science 11 (Biol, Phys, or Chem)	Elective	Language	Elective	Elective
Gr 12	Mini English 12	Mini Leadership 12	Math elective (or other elective)	Science 12 (Biol, Phys, or Chem)	Elective	Elective	Elective	Elective

## Enrichment

Our enrichment program emphasizes three intertwined themes:

- Developing Strength of Character
- Building and Sustaining Community
- Being Personally and Socially Responsible

Course work at Prince of Wales Mini School aims to provide room for students to explore some topics in depth, while also being exposed to a breadth of experiences. Enrichment occurs in the classroom, as well as through field trips in the community and beyond. Examples from various subjects are as follows:

- English: theatre performances, Writers Festival, guest speakers, workshops, and residencies
- Social Studies: student-led discussions and presentations, guest speakers, art gallery visits and symposiums, law courts tour, film screenings, museum visits, trip to the Legislature in Victoria, Leadership Action Projects, Student Driven Inquiry Projects
- Math: Math Contests, Math Challenge Projects
- Science: Science Fair, study of current scientific discovery and advancement.
- Extended Field Studies: Each year, we aim for all PW Mini School students to travel to Strathcona Park Outdoor Education Centre on Vancouver Island for a 5-day Wilderness Adventure Program. We also aim to go for a 3-day winter adventure experience in Whistler or Manning Park. These trips all help to build community, strength of character, leadership, and experiential knowledge.

## Funding

PW Mini School generates funds for optional enrichment materials, activities, and trips through a combination of enrichment fees and fundraising projects. Enrichment and trip fees total approximately \$1300 per student per year. No student will be denied an opportunity to participate in an activity or trip because of an inability to pay fees. A bursary fund has been established at PW Mini School from a percentage of fundraising activities. Families may apply for a bursary (in confidence) by contacting the Head Teacher.

***For successful fundraising to occur, both student and parent involvement is required.***

## Application Procedures and Timeline

The PW Mini School program is only available to students that are currently living in the Vancouver School District. We encourage all interested students to apply to our program if they are seeking greater academic challenges at school, interested in developing their leadership skills, and willing to play a positive and contributing role in their school community.

Our largest intake is for grade 8 entry each year. However, the application process begins in November of the applicant's grade 7 school year; please visit [www.pwminischool.com](http://www.pwminischool.com) for up-to-date information about our application process, timeline, and submission dates.

Applications for grade 9 – 10 entry will only be accepted if a spot becomes available (if available, the spot will be advertised on our website in late April/early May for September entry). We do not admit students for grades 11 or 12 entry.

Website: [www.pwminischool.com](http://www.pwminischool.com)

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

## TREK OUTDOOR EDUCATION PROGRAM

### A DISTRICT OUTDOOR LEADERSHIP PROGRAM FOR GRADE 10 STUDENTS

#### Curriculum

In addition to meeting the curricular requirements of Grade 10, TREK:

- Introduces each student to a variety of outdoor activities.
- Provides instruction in the safe and proper means of participating in these activities.
- Creates opportunities for development of leadership skills and community engagement.
- Helps students develop a greater understanding of the natural world.
- Provides positive personal growth experiences that help students develop character.

#### Adventure and Challenge

The TREK Program introduces each student to a variety of outdoor activities including:

- hiking and backpacking
- ocean kayaking
- canoeing
- rock climbing
- cycle touring
- telemark skiing
- snowshoeing
- cross-country (Nordic) skiing
- essential outdoor skills (minimum impact camping, outdoor cooking, first aid, navigation, weather interpretation, snow shelter construction, avalanche assessment & risk reduction)

#### Place Based Education

Developing an understanding of the natural world has always been a key component of TREK. Students are provided with direct experiences that enable them to integrate their learning into the wider world and to make personal connections.

#### Core Competencies

The underlying purpose of the TREK program is to provide experiences that help students learn about themselves. We create a physical and social environment that supports the development of the Core Competencies. Core Competencies

are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in life-long, in-depth learning.

### Building Relationships

A unique component of TREK is that it brings together students from across the city. The friendships that are formed between the TREK students last a lifetime.

### Program Structure

Each year 112 students are admitted into the TREK program.

During the TREK year, students will be involved in eight integrated “blocks”. Each “block” lasts three to five weeks. During the block, the students work as one group of students and then are shuffled into different groups for the next block. The “blocks” include a combination of field studies, inquiry projects and classroom-based academics. TREK is a linear program which means that all courses run throughout the whole school year.

All students are enrolled in the following courses:

- First Peoples English Language Arts 10
- Social Studies 10
- Career and Life Education 10
- Physical and Health Education (PHE) 10
- Outdoor Education 10
- Science 10
- Foundations & Pre-Calculus (Math) 10
- TREK Language

There are course credit options integrated into the TREK program for students who have been in a previously accelerated program and have already completed a grade 10 course.

**All courses must be taken to be enrolled in the TREK program.**

### Minimum Requirements

**Applicants must pass all Grade 8 and 9 subjects (English, Social Studies, Math, Science, PHE, a second language (or skills), and electives), and maintain a predominately ‘Applying’ average across their courses in their grade 8/9 years. This requirement is in place because TREK involves an intensified academic curriculum, in order to make time for outdoor adventures. This is measured through submission of the final grade 8 and semester 1 grade 9 report card. Applicants must meet the Grade 9 ‘Applying’ standard for physical fitness. This requirement is in place because physical exertion is part of all TREK trips, and a lack of physical fitness can place an individual or an entire group at risk. This will be confirmed through a confidential form sent to PHE teachers.**

Applicants must be committed to creating a social environment that supports respect and responsibility. This requirement is in place because a lack of respect or responsibility can create safety concerns during TREK trips (students must be able to listen and respond to all reasonable instructions). As a measure of respect and responsibility, students must receive generally positive comments on two confidential reference forms (one from a secondary school teacher, and one from an adult member of the community). The students will also demonstrate this through a leadership assignment which highlights their contribution to community.

### Funding

The Vancouver School Board provides funds for teaching staff and instructional facilities. The TREK Program must generate funds through a \$1400 TREK fee (bursaries are available upon request) and fundraising projects, to pay for equipment and field trip expenses. For successful fundraising to occur, both student and parent involvement is required.

For further information contact:

TREK Program at Prince of Wales Secondary email: [trek@vsb.bc.ca](mailto:trek@vsb.bc.ca) or visit <http://www.trekoutdoorprogram.ca/>

## DISTRICT PROGRAMS

### 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 [Gathering Place Education Centre](#)
- South Hill Education Centre Tel: (604)713-5770 [South Hill Education Centre](#)



The Vancouver Learning Network is designed to provide opportunities for students to complete secondary school courses in a flexible manner. The program provides a comprehensive selection of quality secondary courses that are delivered largely through asynchronous and self-paced

approaches. These courses may replace those in the student's local school, be in addition to their school program, or be a program of full-time studies at VLN.

### Course Offerings at the Vancouver Learning Network (VLN)

VLN offers a full program of courses from Grade 8-12. Courses of particular interest to students may be those which the home school cannot offer or timetable such as Japanese, Korean, Literature, Writing, Science Fair, Entrepreneurship, Social Justice, Civics and BC First Nations.

A unique course across all subject areas is Independent Directed Studies, a course which allows students to pursue a topic of interest under the mentorship of a teacher and other experts.

## Frequently Asked Questions

### When can I register?

VLN is a 12-month school, with a Fall/Winter session and a Spring/Summer session. Registration can be done throughout the year.

### Do VLN courses count for graduation and university entrance?

Yes, all courses are accredited by the Ministry of Education, accepted by colleges and universities, and are taught by Vancouver teachers.

**More Info:** <https://www.vsb.bc.ca/site/vln>