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Course Planning Guide

for

2024-2025

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Dogwood Diploma Information

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 Indigenous Focused Graduation Requirements – Province of British Columbia <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/indigenous-focused-graduation-requirements> for additional information) [Indigenous-Focused Graduation Requirements - Province of British Columbia \(gov.bc.ca\)](#)
- 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
- The Grade 10 Literacy Assessment
- The Grade 12 Literacy Assessment

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APPLIED DESIGN, SKILLS AND TECHNOLOGIES DEPARTMENT

Introduction to ADST

The ability to design, make, acquire, and apply skills and technologies is important in the world today and key in the education of citizens for the future.

The Applied Design, Skills, and Technologies (ADST) curriculum is an experiential, hands-on program of learning through design and creation that includes skills and concepts from traditional and First Peoples practice; from the existing disciplines of Business Education, Home Economics and Culinary Arts, Information and Communications Technology, and Technology Education; and from new and emerging fields. It fosters the development of the skills and knowledge that will support students in developing practical, creative, and innovative responses to everyday needs and challenges.

Applied learning is an integral part of all of B.C.'s curricula, through the Curricular Competencies, the "doing" part of the curricula, and through the ADST K-12 curriculum.

Design involves the ability to combine an empathetic understanding of the context of a challenge, creativity in the generation of insights and solutions, and critical thinking for analyzing and fitting solutions to context. To move from design to final product or service requires skills and technology.

In the ADST curriculum, students grow through the use of design thinking principles. This approach helps them gain understanding of how to apply their skills to both finding challenges and solving them in creative ways, using appropriate technologies for the task at hand.

Big Ideas

The Big Ideas are intended to capture a progression of learning through the application of design processes, skills, and technologies.

Grades 9-10

- Applied Design - Social, ethical, and sustainability considerations impact design.
- Applied Skills - Complex tasks require the sequencing of skills.
- Applied Technologies - Complex tasks require different technologies and tools at different stages.

Grades 11–12

- Applied Design - Design for the life cycle includes consideration of social and environmental impacts.
- Applied Skills - Design choices require the evaluation and refinement of skills.
- Applied Technologies - Tools and technologies can be adapted for specific purposes.

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Curricular Competencies

The Curricular Competencies are organized under three primary curriculum organizers:

- Applied Design – the phases of the design process, from inception to completion.
- Applied Skills – the skills used to facilitate the design process (e.g., co-operation and collaboration, interview skills, workflow analysis, research skills, task flows).
- Applied Technologies – the skills needed to access technologies that help facilitate design thinking and the design process; these differ according to the area of application (e.g., the technologies used in Home Economics will differ from those in Computer Programming and those in Woodworking).

Business Education

What do most high school graduates say they are studying at post-secondary schools? Many students admit that they are studying business courses. Then why do so few secondary students not prepare themselves by taking these courses in high school?

The most common occupations earning over \$100,000 per year reported by Statistics Canada are: Sales and Marketing Managers, Senior Managers (in finance, communications, production utilities, etc.), Computer and Information Systems occupations, Retail Trade Managers, Financial Auditors and Accountants, and Manufacturing Managers as well as Lawyers and Doctors. How can you get a head start in preparation for these occupations while you are in high school?

Take courses in business such as marketing, accounting, economics, computer keyboarding, data management, and information technology which offer you a greater understanding of the business world. Every person needs to understand contracts, legal documents, warranties, labour laws, income taxes, letter writing, investments, loans, credit, and computer technology. Our business courses will prepare you. What's in your future?

ENTREPRENEURSHIP AND MARKETING [9/10](#) – MADEM09/MADEM10

It is the goal of this introductory course to assist students in developing the 21st Century workplace skills necessary to create different types of documents that demonstrate understanding and appropriate use of software features. Students will also develop an introductory understanding of the development processes and software tools involved in the production of 2D documents, digital animation, digital video production, web page files and personal web sites. Students will be introduced to a Design and Development workflow process in order to bring work to completion on time. The skills developed in this course are useful for other courses, such as Planning 10, the world of work, and home computers.

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[ACCOUNTING 11 - MAC--11](#)

This course introduces students to the fundamental principles and procedures of accounting with an emphasis on accounting procedures used in a service business. Students will develop an understanding of the connections between financial analysis, control, and decision making in the management of a business.

Topics include:

- role of accounting in business
- the accounting cycle
- accounting principles
- accounting equation
- relationship between debit and credit entries
- financial decision making using financial documents
- use digital technologies to generate results and support facts

[FINANCIAL ACCOUNTING 12 - Accounting 11 recommended - MFA--12](#)

This course introduces students to the fundamental principles and procedures of accounting with an emphasis on accounting procedures used in service and merchandising businesses. Students will develop an understanding of the connections between financial analysis, control, and decision making in the management of a business.

Topics include:

- accounting principles and practices
- accounting for inventory
- accounting for payroll
- cash control systems
- personal tax returns
- tax systems for business
- long-term decisions and strategy
- long-term specialized accounting journals
- industry best practices
- career options and opportunities in various accounting sectors
- use digital technologies to generate results and support facts and findings

[MARKETING AND PROMOTION 11 - MMAP-11](#)

Students enrolled in Marketing and Promotion 11 will experience many of the interesting business activities that happen in a retail store: working with cash registers, handling cash, selling, dealing with customers, and buying, storing, and displaying inventory. Students will operate TempMart, our school store, as well as participate in a variety of class activities such as market research, taste tests, and product design and acquisition. Working at TempMart is a course requirement and students will work

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as part of a team. Each student receives a "pay cheque" for the time they work. Students will hear presentations from wholesalers who wish to sell their products to TempMart and make buying decisions based on those presentations. Students will learn basic marketing skills. This course is useful to all students, especially those who want to enter one of the many marketing careers, take post-secondary business courses, or for those who hope to own their own business someday.

[ENTREPRENEURSHIP 12 - MENT-12](#)

Topics Include:

- recognition of entrepreneurial opportunities
- types of business ventures and social entrepreneurship
- factors that can promote innovation and entrepreneurial success, including networking, product/service knowledge, and market analysis
- characteristics of the global market and local economic trends
- components of starting a small business, including registration and financial considerations
- ways to protect intellectual property; ethics of cultural appropriation and plagiarism
- design for the life cycle; emerging career options for young entrepreneurs
- interpersonal and presentation skills to promote products and/or services and to interact with clients

Home Economics

Only the study of Home Economics can be said to be concerned with meeting the challenges of everyday living in a modern society. Home Economics education provides the necessary balance in bringing together theoretical understandings and addressing practical everyday problems.

It contributes to empowering people to become active and informed members of society with respect to both living independently and living in caring situations with other people.

Students develop an understanding of the interdependence of their everyday living with that of other human beings and broader issues related to ecological sustainability.

[FOOD STUDIES 9 - MADFS09](#)

Here is your chance to have fun while learning skills and knowledge you will use for a lifetime! This course provides the opportunity for you to have a wide range of experiences in basic food preparation. Measure ingredients with accuracy. Use the stove and oven safely and confidently. Practice your knife skills and dice, slice, and chop your way to becoming a great cook. We will be cooking over 30 popular and healthy recipes from around the world Caesar Salad with Homemade Croutons, Filipino Style Spaghetti with a Side Salad, Burger with Coleslaw, Taiwanese Bubble Tea, Macaroni and Cheese with

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Garlicky Panko Topping, Masala Fried Rice with Turmeric Onion Raita, Minty Chip Ice Cream in a Homemade Bowl!

[FOOD STUDIES 10 - MFOOD10](#)

Continue your cooking adventure in Foods 10 - new taste sensations are awaiting you: Dumplings, Stir Fries, Cookies, Quick Breads, Noodle Soups, Smoothie Bowls, Pasta, Frozen Treats, and Beverages. Impress your friends and family with your display of knife skills and food presentation. Recipes prepared will follow the food groups found on Canada's Food Guide!

In addition to the labs, students learn about:

- elements of meal preparation
- relationship between eating practices and mental and physical well-being
- food trends
- simple and complex global food systems and how they affect food choices
- the causes of and consequences of food contamination outbreaks
- First Peoples food protocols

[FOOD STUDIES 11 - MFOOD11](#)

Foods and Nutrition 11 builds on what was learned in Foods and Nutrition 10. It provides the opportunity to learn new techniques and develop a variety of skills while working with and becoming familiar with a wide range of food. You will also participate in the annual gingerbread house competition!

In addition to the labs, students learn about:

- diverse cuisines and cooking methods (ethnic, multicultural and First Peoples)
- artistic elements of the culinary arts
- dietary restrictions and food allergies
- safety in the teaching kitchen
- prevention of pathogens associated with foodborne illness
- B.C. agricultural practices

During a year of Foods 11 you will have a lot of fun, gain tons of knowledge and be more confident in cooking by June! Don't miss this opportunity!

[FOOD STUDIES 12 - MFOOD12](#)

Foods and Nutrition 12 is the most advanced foods course offered at the secondary school level. It builds on all the knowledge and expertise gained in previous courses. This course includes the designing and preparation of food and meals to meet a variety of situations. These could include food for yourself, a family, special diets, celebrations or special occasions. Throughout the year there will be many fun experiences and a lot of cooking! You will also participate in the annual gingerbread house competition.

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In addition to the labs, students learn about:

- diverse cuisines and cooking methods (ethnic, multicultural and First Peoples)
- artistic elements of the culinary arts
- substitutions for dietary restrictions and food allergies
- safety in the professional kitchen

Upon completion of this course you will have the knowledge and skills to be a fantastic cook!

[TEXTILES 9 - MADT-09](#)

Do you love to sew? Do you love handmade objects? Do you want to save textile items from the landfill and give it new life? In this introductory course students will learn basic sewing techniques, about the selection and care of natural and manufactured textiles, and how to use a variety of sewing equipment-including the serger. PJ bottoms, hoodies, joggers, t-shirts, simple dresses/skirts are all project options students can choose to make. Students will also have the opportunity to explore textile arts and crafts (crocheting, needle felting, cross-stitching, embroidery, fabric dyeing) and upcycling/restyling.

[TEXTILES 10 - MTXT-10](#)

Think it. Test it. Make it. Share it. Using the fundamental skills learned in Textiles 9 (see above) you will have the opportunity to create beautiful and functional textile items that inspire you. A wide range of materials will be available for use.

[TEXTILES 11 - MTXT-11](#)

Textiles 11 is for students in grade 11 taking Textiles for the first time and for students who have already completed Textiles 10. The selection of topics and projects will all be different.

Explore your creative side. Uncover an appreciation for 'slow fashion.' Make textile items that fit your unique style and needs. In this intermediate course students will have the opportunity to work with more challenging fabrics and sewing techniques. Athleisure wear, party/formal wear, and career wear are all project options students can choose to make. Other topics of exploration will include; elements and principles of design, the influence of advertising and marketing on clothing choice and consumption, and advanced techniques for repurposing/upcycling.

[TEXTILES 12 - MTXT-12](#)

Are you curious about the beauty and function of all things made from textiles? Do you want to immerse yourself in the many wonderful ways that we all interact with textiles? Textiles 12 is an advanced course in complex textile design; relationship between fiber content, fabric type, and textile

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use; ethical and environmental issues in the production and marketing of textile items; and future career options in textile design, production and distribution.

[FASHION INDUSTRY 12 - MFIND12](#)

Do you have a passion for fashion? Is a career in fashion in your future? Fashion Industry is an introduction to the knowledge and development of skills necessary for the Canadian fashion industry, which is gaining importance in the world market. The main objective of the course will be the creation of a Fashion Design Portfolio - an entrance requirement to many post-secondary fashion schools. Some of the topics you will explore include, factors involved in fashion design and fashion collections; the many uses of fashion in society; interpersonal and consultation skills.

[INTERPERSONAL AND FAMILY RELATIONSHIPS 11 - MIAFR11](#)

Are you curious about the relationships in your life and why people do the things they do? If yes, then this is the course for you! Interpersonal and Family Relationships 11 covers many different topics such as relationships between individuals, dating, committed relationships, healthy relationships, communication styles, and problem-solving models. You will also learn to use your critical thinking skills as we examine different theories and research. Discussions, debates and projects such as the 'mock wedding' will help you to understand your personal values and help to further your personal growth.

[CHILD DEVELOPMENT AND CAREGIVING 12 - MCDAC12](#)

Are you interested in Psychology? Do you wonder how the mind works? If yes, then this is the course for you! Child Development and Caregiving 12 covers many different topics within the field of Psychology such as: social groups, attitudes, conformity, personality types, the brain, mental illness, wellness, stress management, relationships and child development. You will also learn to use your critical thinking skills as we examine different theories and research. Discussions, debates and projects such as 'the baby project' will help you to explore peoples' behavior and help to grow as a person.

Information And Communications Technology

[INFORMATION AND COMMUNICATIONS TECHNOLOGY 9 - MADIT09](#)

This course introduces students to the principles of ICT such as drag-and-drop and text-based coding, the binary representation of various data types, including text, sound, pictures, video, and design, development and collaboration in a cloud-based environment. Strategies to manage and maintain personal learning networks, strategies for curating and managing personal digital content, and discussion of current and future impacts of evolving web standards and cloud-based technologies also figure prominently in coursework.

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[COMPUTER STUDIES 10 - MCSTU10](#)

This course invites learners to explore the principles of computational thinking, the history and evolution of computer technology, internet safety and ethics, the risks and rewards associated with big data, multi-device connectivity, and the Internet of Things. By the end of the course, students will have constructed a computer and a network and learned a programming language. The culminating project asks the learner to write a computer program and share this product with others.

[COMPUTER PROGRAMMING 11 - MCMPR11](#)

This course will build on programming concepts and methodology covered in previous courses. Students will be introduced to several programming languages, which will serve as a foundation for further studies in this area and the IT industry. In this course students will develop a proficiency in the use of high-level programming language. Students are introduced to a workflow process and methodology for problem-solving, planning and creating programs, culminating in the development of programs that use complex procedures to solve advanced problems. Finally, students are introduced to the User Interface and incorporating graphics into computer programs.

[COMPUTER PROGRAMMING 12 - MCMPR12 \(Programming 11 Recommended\)](#)

This course will involve an in-depth study of programming concepts and methodology, and some new topics including methods and arrays. The focus of this course is on the Application Development process. Students develop proficiency in programming to solve complex problems for searching and sorting data and in complex programming functions and troubleshooting strategies. An integral skill for success in Programming developed in this course is the ability to work productively as a lead member of a Development Team. The use of a Design and Development workflow process is another major skill developed in this course.

[MEDIA ARTS 9 - MADMA09](#)

- digital and non-digital media technologies, their distinguishing characteristics and uses
- techniques for organizing ideas to structure information and story through media conventions
- media production skills
- standards-compliant technology
- ethical, moral, legal considerations and regulatory issues
- technical and symbolic elements that can be used in storytelling
- specific features and purposes of media artworks from the present and the past to explore viewpoints, including those of First Peoples
- specific purposes of media use in the social advocacy of First Peoples in Canada
- influences of digital media in society

[MEDIA DESIGN 10 - MMEDD10](#)

- design opportunities

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- media technologies
- techniques for organizing ideas to structure stories or information and to create points of view in images
- media production skills, including
 - pre-production
 - production
 - post-production
- standards-compliant technology
- ethical, moral, and legal considerations, and ethics of cultural appropriation
- technical and symbolic elements that can be used to create representations influenced by points of view, story, genre, and values
- specific features and purposes of media artworks, past and present, to explore multiple viewpoints and to explore the perspectives of First Peoples
- influences of digital and non-digital media in documentation, communication, reporting, and self-expression
- digital citizenship, etiquette, and literacy
- history of design: local, indigenous, regional, and global

[MEDIA DESIGN 11 - MMEDD11](#)

- design opportunities
- media technologies for image development and design
- elements of design
- principles of design
- ethical, moral, and legal considerations associated with using media arts technology for image, video, and sound development, including cultural appropriation
- image-development strategies
- personal interpretation of and preferences for selected media artworks
- values, traditions, and the characteristics of various artists, movements, and periods
- balance of aesthetic design with logical reasoning and practical application
- technical, stylistic, symbolic, and cultural influences
- media production through various stages of project development to enhance or change the project
- standards-compliant technology
- key characteristics and artistic styling in media artworks to explore multiple viewpoints and to explore the First Peoples perspectives in Canada
- design for the life cycle
- design presentation skills for potential clients
- appropriate use of technology, including digital citizenship, etiquette, and literacy

[MEDIA DESIGN 12 - MMEDD12](#)

- design opportunities
- media technologies for image development and design and for manipulating selected visual elements
- media production to enhance, alter, or shape the technical elements of a project
- development, maintenance, and evolution of voice in storytelling
- ethical, moral, and legal considerations associated with using media arts technology for image, video, and sound development, including cultural appropriation
- image-development strategies and image manipulation in order to create, respond to, or challenge design problems

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- role of media design in reflecting, sustaining, and challenging beliefs and traditions
- ways in which content and form influence and are influenced by historical, social, and cultural contexts
- ways that innovative technologies reflect the complexity of social, environmental, and ethical concerns of the 21st century
- developments in media design that incorporate the audience as active participants in the construction and evolution of content
- characteristics and influences of various designers, movements, and periods
- ways to use elements of design and principles of design to convey a message, create an effect, and/or influence personal preference
- technical, stylistic, symbolic, and cultural influences and their intentional use to target audiences
- use of form, content, and visual and sound effects to achieve a specific emotional response in a target audience
- media use for social advocacy and for exploration of First Peoples perspectives in Canada
- design for the life cycle
- interpersonal skills, including ways to interact with clients
- appropriate use of technology, including digital citizenship, etiquette, and literacy

Electronics, Robotics and Mechatronics

[ELECTRONICS AND ROBOTICS 9 - MADER09](#)

Electronics and Robotics 9 is an introductory-level course for students interested in learning about electronics and robotics. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Electronics and Robotics Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- | | |
|--|--|
| • uses of electronics and robotics | • mechanical devices for the transfer of mechanical energy |
| • components of an electric circuit | • mechanical advantage and power efficiency, including friction, force, and torque |
| • ways in which various electrical components affect the path of electricity | • robotics coding |
| • Ohm's law | • various platforms for robotics programming |
| • platforms for PCB (printed circuit board) production | |
| • basic robot behaviours using input/output devices, movement and sensor-based responses, and microcontrollers | |

[ELECTRONICS AND ROBOTICS 10 - MTEAR10](#)

Electronics and Robotics 10 is a novice-level course for students interested in learning about electronics and robotics. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Electronics and Robotics Technology will benefit from this course.

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Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- Ohm’s law
- electrical theory using parallel and series circuits
- breadboard circuitry
- production of simple circuits from schematic drawings
- measurement using diagnostic and testing instruments
- function and application of components
- construction sequences involved in making a working circuit
- function and use of hand tools and operation of stationary equipment
- cases for enclosing a circuit
- sequences involved in making a functional robot
- robot elements
- block-based coding or logic-based programming for robotics
- programming platforms for robotics
- flow charts related to robotics behavior

[ELECTRONICS 11 - MTELE11](#)

Electronics 11 is an intermediate-level course for students interested in learning about electronics. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Electronics Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- Watt’s Law
- circuit board manufacturing processes
- potential electrical hazards
- measurement using advanced diagnostic and testing instruments
- use of resistors and resistor colour code
- function and application of common electronic components
- schematic diagrams
- operation and application of circuits
- purpose and operation of microcontrollers/microprocessors
- strategies for isolating problems and implementing solutions in circuit construction

[ELECTRONICS 12 - MTELE12](#)

Electronics 12 is a senior-level course for students interested in learning about electronics. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Electronics Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

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Major content areas are:

- Kirchoff's law and rules
- functions of logic gates and devices
- potential long-term health consequences associated with exposure to chemicals used in electronics
- testing equipment for measurement and comparison of expected values
- computer software for designing printed circuits
- circuits for analog systems
- circuits for digital systems
- uses of microcontrollers
- alternating current (AC) and direct current (DC) circuit comparison and analysis
- electromagnetic induction as it relates to motors, electrical generation, and distribution
- standard layout and symbols for wiring and schematic diagrams
- interpretation of schematic drawings
- use of fibre optics in communication

[ROBOTICS 11 - MTROB11](#)

Robotics 11 is an intermediate-level course for students interested in learning about robotics. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Robotics Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- interaction of robotic subsystems
- how structure and power relate to motion
- how sensors and control relate to logic
- friction and traction
- power and torque
- developments in robotic technology
- robotic technologies in the community
- similarities and differences between radio-controlled and autonomous robots
- programming related to microcontrollers

[ROBOTICS 12 - MTROB12](#)

Robotics 12 is a senior-level course for students interested in learning about robotics. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Robotics Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- sensors
- robotic technologies in industry, research, and education
- syntax language related to robotics
- feedback loops
- communication protocols
- battery technology
- wireless communication options

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- flow charts, hierarchy charts, and data sheets with standard symbols
- wiring and cabling

[MECHATRONICS 12 - MTMEC12](#)

Mechatronics 12 is a senior-level course for students interested in learning about mechatronics. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Mechatronics Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- mechanical systems
- alternating current (AC) and direct current (DC) electronic systems
- electromechanics
- computer control systems
- drafting, drawing, and design using computer-aided design (CAD) and computer-aided manufacturing (CAM)
- programmable logic controllers, processors, and microcontrollers
- displays, interfaces, and instrumentation
- hydraulic and pneumatic systems
- repeatability and load capacity
- industrial applications of mechatronics

Power Technology and Automotive Technology

[POWER TECHNOLOGY 9 - MADPT09](#)

Power Technology 9 is an introductory-level course for students interested in learning about power technology. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Power Technology will benefit from this course. Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- energy transmission and applications
- efficiency, including energy loss in the form of thermal energy
- thermodynamics
- types of fuels and methods of converting fuels to mechanical energy
- alternative energy sources
- small engine systems
- mechanical measurement devices
- power technology hand tools
- effects of forces on devices
- manuals as information sources

[POWER TECHNOLOGY 10 - MTPOW10](#)

Power Technology 10 is a novice-level course for students interested in learning about power technology. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Power Technology will benefit from this course.

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Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- internal and external combustion
- components of a combustion engine
- non-fuel power systems
- disassembly and assembly sequences
- engine terminology
- lubrication and antifriction
- hydraulic and pneumatic systems
- transfer and conversion of energy
- hand tools and power tools specific to
- mechanical repair and maintenance
- torques and tolerances for specific operations
- fasteners and fittings
- energy transmission and conversion systems
- technologies that reduce energy use and waste
- historical and potential future impact of energy, power, and transportation systems on society and the environment
- alternate energy sources

[AUTOMOTIVE TECHNOLOGY 11 - MTAUT11](#)

Automotive Technology 11 is a novice-level course for students interested in learning how to maintain and repair an automobile. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Automotive Technology will benefit from this course. Much of the course will involve “hands on” practice related to automobile repair and maintenance and major content areas. You will have the opportunity to work on your own vehicle as well as others.

Major content areas are:

- social, legal, and ethical responsibilities associated with vehicle operation
- use of technical information and manuals for the purpose of diagnostics and repair
- automotive tools and equipment
- lifting equipment and procedures
- chassis and body
- engine diagnostic support systems
- emerging and alternative energy sources used to power automotive vehicles
- fundamentals of engine operation
- vehicle systems
- vehicle safety systems

[AUTOMOTIVE TECHNOLOGY 12 - MTAUT12](#)

Automotive Technology 12 is an intermediate-level course for students interested in learning how to maintain and repair an automobile. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Automotive Technology will benefit from this course. Much of the course will involve “hands on” practice related to automobile repair and maintenance and major content areas. You will have the opportunity to work on your own vehicle as well as others.

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Major content areas are:

- vehicle inspection standards
- advanced automotive tools and equipment
- engine and vehicle modifications
- vehicle diagnostic and assessment methods
- transmission and gearing functions
- electrical and control systems
- mechanical systems
- fuel systems
- serviceability, overhaul, and repair

[ENGINE AND DRIVE TRAIN 12 - MTEAD12](#)

Engine and Drive Train 12 is a senior-level course for students interested in gaining more knowledge and hands on experience with automotive engines, drive trains and related areas. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Automotive Technology will benefit from this course. Much of the course will involve “hands on” practice related to automobile engines and drive trains and major content areas. You will have the opportunity to work on your own vehicle as well as others.

Major content areas are:

- valve timing, operation, and adjustment
- compression ratios
- ignition timing and adjustment
- intake and exhaust performance, enhancement and fabrication
- fuel systems
- braking systems
- automatic and manual transmissions
- wheel size, specification, and function
- suspension systems
- correlation between performance enhancements and original equipment manufacturer (OEM) parts
- engine-related diagnostic equipment
- hybrid and alternative fuel vehicles

Drafting and Engineering

[DRAFTING 9 - MADD-09](#)

Drafting 9 is an introductory-level course for students interested in learning about drafting. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Drafting Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- drafting technique, including dimensioning and standards
- drafting styles, including perspective, mechanical, and architectural
- CADD/CAM, CNC and 3D printing
- function of models
- basic code
- digital output devices
- virtual creation using CAD/CAM

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[DRAFTING 10 - MTDRF10](#)

Drafting 10 is a novice-level course for students interested in learning about drafting. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Drafting Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- design opportunities
- drafting terminology
- drawing standards and conventions
- scales for different types of drawings
- drafting styles, including perspective, mechanical drafting, and architectural drawing
- modelling using computer-aided design (CAD) and computer-aided manufacturing (CAM) software
- coding for creating 3D representations of design solutions
- equipment and tools for manual and computer-aided drafting

[DRAFTING 11 - MTDRF11](#)

Drafting 11 is an intermediate-level course for students interested in learning about drafting. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Drafting Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- simple drafting design projects
- geometric construction to create drawings and images
- drawing management and problem-solving using computer-assisted design (CAD) software
- use of scale and proportion when outputting to 3D models
- geometric dimensioning and tolerancing in both imperial and SI units.
- types, sizes, and applications of drawing media
- applicable visual formats and media for presenting design solutions
- technical problem-solving using geometry, trigonometry, and algebra
- design for the life cycle
- ethics of cultural appropriation and plagiarism

[DRAFTING 12 - MTDRF12](#)

Drafting 12 is a senior-level course for students interested in learning about drafting. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Drafting Technology will benefit from this course.

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Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- complex drafting design projects
- interrelationships among complex drawings
- preparation of detailed drawings
- components of working drawings
- computer-aided design (CAD) programs and other graphic software management
- modifying existing geometrical design using CAD software
- 3D modelling using advanced modelling techniques
- file conversion between CAD and other applications
- areas of drafting specialization
- design for the life cycle
- future career options in drafting design
- interpersonal and consultation skills to interact with clients
- ethics of cultural appropriation and plagiarism

[ENGINEERING 11 - MENR-11](#)

Engineering 11 is an intermediate-level course for students interested in learning about engineering. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Engineering Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- design for the life cycle
- history of manufacturing and production
- product development and manufacturing processes
- manufacturing to meet the needs of the end user
- sustainable production, upcycling, and product life cycle
- mathematics in engineering projects
- measurement techniques in engineering projects
- physics in engineering projects
- static analysis of structures
- use of hand tools and power tools
- programming languages for robotics and computer numerical control (CNC)
- methods of implementing computer control
- technical communications
- approaches to innovative engineering projects
- fundamentals of robotics and robotic manufacturing
- modelling and simulation

[ENGINEERING 12 - MENR-12](#)

Engineering 12 is a senior-level course for students interested in learning about engineering. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Engineering Technology will benefit from this course.

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Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- design for the life cycle
- mathematics in advanced engineering projects
- measurement techniques in advanced engineering projects
- advanced static analysis of structures:
 - stress-strain analysis
 - stress analysis software
- non-destructive testing and destructive testing
- materials science:
 - metals and alloys (metallurgy)
 - ceramics
 - plastics and polymers
 - composites
- geometric dimensioning and tolerancing
- vibrations and seismic analysis
- programming languages and applications
- quality control methods
- physics in advanced engineering projects
- robotics and robotic manufacturing
- future career options and opportunities in engineering, including design, production, and emerging applications
- interpersonal and consultation skills for interacting with colleagues and clients

Woodworking

[WOODWORK 9 - MADW-09](#)

This is an introductory woodworking course. It is designed to enable both girls and boys to develop confidence in the safe use of the basic hand and machine tools. Projects can include small toys, ornaments and decorations, boxes and frames. Some plastics may be introduced as well. This course will place an emphasis on fun, safety and pride in workmanship. Woodwork offers a chance to learn valuable lifelong skills while making several worthwhile projects

[WOODWORK 10- MWWK-10](#)

This is a "hands-on" course of learning-by-doing. Students will design and build projects which they can take home. They will learn to use all the machinery in the woodshop while making a table, and other projects of their choice. Students will be introduced to computer controlled machines. Marks are based on the students' completion of practical work. Projects include: a bed-side table, CD rack, skateboard, chair to fit in your locker, name plate, puzzles and games.

[WOODWORK 11 - MWWK-11](#)

This “hands-on” course focuses on the use of most machinery in the woodshop. Students who have taken Woodwork 9/10 will learn advanced procedures on machines. Students will build a piece of furniture and will be able to design and build other projects of their choice. Students will be introduced to computer controlled machines. Marks are based on students’ practical work.

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[WOODWORK 12 - MWWK-12](#)

This is a general woodworking skills course which builds upon the skills learned in Grade 11. The skills learned in this course are directly applicable to either the carpentry or joinery trades. Students will be able to choose projects within their personal abilities and budgets.

[FURNITURE AND CABINETRY 12- MTFAC12](#)

This senior course focuses on producing quality, solid wood furniture. Students will learn advanced joinery techniques while making furniture of their choice. Larger projects will require students to pay for the cost of materials.

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ARTS EDUCATION DEPARTMENT

A strong arts education benefits all students, communities, and societies by contributing to the development of well-rounded, educated citizens. The arts connect students with history, heritage, culture, and community, fostering an understanding of the diverse values and perspectives of global, Indigenous, and Canadian societies. Arts education also stimulates students' imaginations, innovation, creativity, and sense of well-being while developing competencies useful to their education and careers.

The Arts Education Core Competencies are: THINKING (through self-reflection, group reflection, writing), COMMUNICATION (through performance, artistic expression, conversation) and PERSONAL AND SOCIAL (collaboration, group work, working with the public, connection with others)

Drama

[DRAMA 9 - MDR--09](#)

Students will build on the skills learned in Drama 8. Students will explore a variety of drama forms and conventions – improvisation, stage combat, play building, mask, movement etc. Students will know the roles of performers, directors and behind the scenes. Students will create dramatic works both individually and collaboratively using their imagination, purposeful play and dramatic experiences. Students will be taking risks in a safe environment and will have the opportunity to self-assess and have group assessment. Some of the units explored will be Scene Study, Stage Fighting, Character Development, Lip Sync Battles and more!_There will be plenty of drama games and lots of fun to be had by all!

[DRAMA 10 - MDRM-10](#)

Drama 10 is a continuing course from Drama 9. Students will tackle different forms of dramatic and comedic works that they will rehearse and present on a regular basis to their class and invited audiences. Areas of study include: stage fighting, the soap opera, the sitcom and improvisation, to name a few. More drama leadership will take place as well as learning technical skills as well as exploring intricate play building. Students will be taking risks in a safe environment and have the opportunity to self-assess. Some of the units explored will be Scene Study, Stage Fighting, Character Development, Lip Sync Battles and more. Of course, there will still be Drama games and lots of fun!!

[DRAMA 11 - MDRM-11](#)

Drama 11 is an eclectic class focusing primarily on performance as well as critical analysis of character, script and performance. The goal is to build upon existing acting skills and explore their critical thinking and interpretation of the media and theatrical messages around them. They will explore and critically analyze the differences between stage and film and how each medium serves a role in informing culture

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in our society. They will actively examine scripts from past to present looking at various cultural contexts and social implications. Students will be expected to work with existing text and will also engage in script/play building as a class project. Students will attend at least one live professional theatrical production in the year. There will still be everyone's favourite drama games and lots of fun!

[DRAMA 12 - MDRM-12](#)

Drama 12 continues to develop the acting skills, refining techniques for enjoyment and possible preparation for the ambitious student who has desires to pursue a professional career. It is a continuation of Drama 11 – improvisation, stage combat, movement, musical theatre – are also other elements of theatre covered in this class. The goal is to build upon existing acting skills and explore their critical thinking and interpretation of the media and theatrical messages around them. They will explore and critically analyze the differences between stage and film and how each medium serves a role in informing culture in our society. They will actively examine scripts from past to present looking at various cultural contexts and social implications. Students will be expected to work with existing text and will also engage in script/play building as a class project. Students will attend at least one live professional theatrical production in the year. There will still be everyone's favourite drama games and lots of fun!

[DIRECTING & SCRIPT DEVELOPMENT 12 - MDRDS12](#)

This is a course in directing and scriptwriting. Students taking Directing and Scriptwriting 12 produce and direct small productions, sometimes using junior acting students, sometimes peers. Students may have the opportunity to work with other classes and facilitate warm up games and help direct small group scenes. Students taking this course should have taken a previous Acting class – this will help them with facilitating different exercises and games in the year.

[THEATRE PRODUCTION 11- MD RTP11](#)

Sets, lighting and stage design form the basic subject content of this course. Students should be prepared to work on drama productions. Aptitude for either art or carpentry skills are useful.

[THEATRE PRODUCTION 12 - MD RTP12](#)

Theatre Production 12 is a continuation of Theatre Production 11 with an emphasis on design of full sets for department productions.

Theatre Temp

Become a part of the renowned Theatre Temp and get the opportunity to work behind the scenes or on stage – or even better – BOTH! In Theatre Temp, you will be part of an actual Theatre Company with Production Managers for every department – we will produce 2 shows a year and it is so much fun!

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[THEATRE COMPANY 10 - MDRTC10](#)

Theatre Company 10 is offered to students who want to be involved in full production plays. Creative risks are taken both on stage and behind the scenes. Students will choose a main area of focus: Backstage Production Work or Theatre Performance. Students do not need to be on stage to receive credit for this course as there are several parts in a Theatre Company. It will be possible to do both throughout the year. Everyone will have the opportunity to learn all aspects of play production – FRONT OF HOUSE, COSTUMES, HAIR AND MAKE-UP, CREW, SET DEC, LIGHTING, SOUND.

By building this program around a series of after-school workshops and meetings, the idea is to establish a THEATRE COMPANY quality to our work together. Among many other elements, a significant part in establishing this notion will be ensured through the various stages of self-critique, professional mentoring and co-creation of schedules and workshops. This course demands a high level of commitment. Students are expected to put time outside of class. The focus is to create quality theatrical productions and further hone skills in all areas of production. This Course also covers career and post-secondary options in the creative industries.

During the year students will have an opportunity to work with professionals from various aspects of the Theatre Industry in our Mainstage Production and our smaller scale spring production. All Junior Theatre Company students are invited to audition for the theatre productions. This class is for students who are passionately interested in Theatre. There are after school classes and this is an off- time table course.

[THEATRE COMPANY 11/THEATRE COMPANY 12 - MDRTC11/MDRTC12](#)

Theatre Company 11/12 is offered to students who want to be involved in full production plays in some capacity. Creative risks are taken both on stage and behind the scenes. Students will choose a main area of focus: Backstage Production Work or Theatre Performance. Students do not need to be on stage to receive credit for this course as there are several parts in a Theatre Company. It will be possible to do both throughout the year. Everyone will have the opportunity to learn all aspects of play production – PRODUCTION MANAGEMENT, FRONT OF HOUSE, COSTUMES, HAIR AND MAKE-UP, CREW, SET DEC, LIGHTING, SOUND.

By building this program around a series of after-school workshops and meetings, the idea is to establish a THEATRE COMPANY with many facets. Among many other elements, a significant part in establishing this notion will be ensured through the various stages of self-critique, professional mentoring and co-creation of schedules and workshops. This course demands a high level of commitment. Students are expected to put in time outside of class. The focus is to create quality theatrical productions and further hone skills in all areas of production. This course also covers career and post-secondary options in the creative industries.

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During the year students will have an opportunity to work with professionals from various aspects of the Theatre Industry in our Mainstage Production and our smaller scale spring production. All Senior Theatre Company students are invited to audition for the theatre productions. Those who do not get a part in the cast, can interview for a Production position. This class is for students who are passionately interested in Theatre. There are after school classes and this is an off- time table course.

BA THEATRE CRITICISM 12 - YVPA-2P

Sign up and experience the best live entertainment Vancouver has to offer! Theatre and Film Criticism's goal is promote understanding of how effective presentation is achieved through studying the roles of actor, playwright, director, technician, and audience, in addition to the structure, style, and content of the message. The course gives students an opportunity to attend college, university, and professional theatrical productions in well-known and popular venues like Pacific Theatre, the Cultch, and Studio 58 as wells as films from film festivals and Hollywood right in our very own auditorium on the big screen!! Students will learn to critically assess performances based on casting, technical elements, scripts, and directorial choices, to explore creative risks, and to express these criticisms in an eloquent fashion, both orally and in writing. This course is designed for mature students with a keen interest in theatre and film. Come and enjoy yourself while learning how to express your opinion! A really fun class! This is an off time table course and it runs throughout the year from September until June.

Music

BEGINNER BAND [9/10/11/12](#)– MMU--09BA1/MMUCB10--1/MIMCB11--1/MIMCB12--1

This course is for anyone in any grade who wishes to learn how to play a musical instrument with no previous musical experience. Play your choice of brass, woodwind, or rhythm instrument: Flute, Clarinet, Alto Sax, Trumpet, Trombone, Electric Bass, or Percussion. Students will learn the technique of proper sound production, musical literacy, and learn how to play in a large ensemble setting. This course involves one evening concert per term, as well as the opportunity to participate in musical enrichment workshops, events, and fieldtrips. You're never too old to start learning a new musical instrument!

CONCERT BAND [9/10/11/12](#) – MMU--09BA4/MMUCB10/MIMCB11/MIMCB12

This course is recommended for anyone with at least 1 year of experience on a musical instrument. In addition to all the instruments offered in Beginner Band, students have options to expand and explore playing on a variety of other instruments including: Tenor/Baritone Sax, French Horn, Tuba, Double Bass. Please inquire about other instrument types. Students taking Concert Band for reoccurring years will continue to train, deepen, and develop musical fluency on their instrument in a large ensemble setting. This course involves one evening concert per term, as well as the opportunity to participate in workshops, events, and fieldtrips for musical enrichment.

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JAZZ BAND [10/11/12](#) – MUJB-10/MIMJB11/MIMJB12

This course is recommended for musicians with at least 2 years of experience playing in a musical ensemble or by audition. This is an off-timetable course. Instrumentation adheres to the traditional Jazz big band: Alto/Teno/Baritone Sax, Trumpet, Trombone, Piano, Guitar, Bass, Percussion. Flute is also accepted. Students enrolled in this course are expected to be proficient on their instrument and sight reading as the course focuses on Jazz vernacular, improvisation, soloing, performance, and creative expression in a large and small ensemble setting. This course involves several performances every term, as well as the opportunity participate in workshops, and events to represent our school.

[MUSIC COMPOSITION 9 \(PIANO/KEYBOARD\) / CONTEMPORARY MUSIC 10/11/12](#) - MMU—09SC1/MMUCM10/MMUCM11/MMUCM12

Students will explore Music through the Piano in our Keyboard Lab. Students will learn music literacy in both traditional music notation and music charts. Students will engage in large ensemble playing (Keyboard/Marimbas), piano duets, and personal creative projects. Genres will include: Classical, Jazz, and Pop Music. This course can accommodate and creatively challenge the beginner to the advanced piano player. Students taking this course for reoccurring years will develop piano techniques and skill and go into composition and arranging. Students will also be able to explore simple looping, recording, mixing skills. This course involves one evening concert a term.

[GUITAR 9/10/11/12](#)– MMU--09GR1/MMUGT10/MIMG-11/MIMG-12

Students will explore Music through the Guitar, learn both tradition music notation and guitar tabulator. Students will engage in both large ensembles playing, duets, and personal creative projects. Genres will include: Blues, Pop, Rock, Classical. This course can accommodate and creatively challenge the beginner to the advanced guitar player. Students taking this course for reoccurring years will develop guitar techniques, and the ability to take any song they wish off the internet and play it for enjoyment. This course involves one evening concert a term.

Visual Arts

HAVE YOU ALWAYS WANTED TO TRY AN ART CLASS OR BLACK AND WHITE FILM PHOTOGRAPHY?

Come and join us in the visual art classes at Templeton! The courses are designed for both new and experienced art and photography students. Come enjoy hands on, project-based classes that will encourage you to take creative risks through purposeful play and will offer you many opportunities to experiment and explore a variety of materials and mediums. Check out all the student art and photography projects which are frequently exhibited in various locations around the school of Templeton.

See more at: <http://artattempleton.weebly.com/about.html>

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[VISUAL ARTS 9 – MVA--09](#)

Visual Arts 9 is a 2D and 3D course offering a range of artistic materials, processes and techniques. There is a focus on the elements and principles of design along with strategies for image development as they apply to drawing, painting, printmaking, sculpture and ceramics. Identity is explored and expressed as we look at various perspectives and experiences of people.

[ART STUDIO 10 – MVAD-10](#)

Art Studio 10 is a 2D and 3D course in which students will be offered a variety of materials, strategies, techniques and technologies to support the creative process. There is a focus on the elements and principles of design along with strategies for image development as they apply to drawing, painting, printmaking, sculpture and ceramics. The influence of visual culture on self-perception and identity is explored. Students will examine artists and art works from various perspectives and experiences of people from a variety of times, places and cultures.

[ART STUDIO 11 – MVAD-11](#)

Art Studio 11 is a 2D and 3D course which explores a range of local, national, global, and intercultural artists and movements. There is a focus on the elements and principles of design along with strategies for image development as they apply to drawing, painting, printmaking, sculpture and ceramics. You will be encouraged to take risks and develop your personal voice. Students can request support with their Art Portfolio if they wish to pursue post-secondary studies in the visual arts.

[ART STUDIO 12 – MVAD-12](#)

Art Studio 12 is a 2D and 3D course in which students will work in a variety of materials with strategies, techniques and technologies to support their creative process. There is a focus on the elements and principles of design along with strategies for image development as they apply to drawing, painting, printmaking, sculpture and ceramics. Students will examine the influence of visual culture in social and other media. You will be encouraged to take risks and develop your personal voice. Students can request support with their Art Portfolio if they wish to pursue post-secondary studies in the visual arts.

STUDIO ARTS 3D [10/11/12](#) – Sculpture and Ceramics – MVAC-10/MVAC-11/MVAC-12

Studio Arts 3D focuses on a broad spectrum of 3D materials (clay, wood, glass), technologies, and processes. Students explore three dimensional mediums such as clay (e.g., ceramics), wood (e.g., carving), metal (e.g., manipulation), glass (e.g., fusing), found objects (e.g., assemblage), paper (e.g., papier mâché), fabric (e.g., soft sculpture) or other improvisational and miscellaneous materials. They will engage with three dimensional technologies and processes in various ways. Students will learn about form as it relates to sharing traditions, perspectives, worldviews, and stories.

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[PHOTOGRAPHY 9 – MVA--09PH1](#)

This introductory photography course provides a working knowledge of black and white film photography. Students will learn the history of photography alongside historical photography processes such as the photogram, cyanotype printing and the pinhole camera. Students will learn to use the manual SLR camera, process black and white film and use the darkroom to make prints. Students will also learn some basic Photoshop skills to digitize their photographs. Along with technical skills, creativity and exploration are emphasized. Film cameras are available on loan.

[PHOTOGRAPHY 10 – MVAPH10](#)

This introductory photography course provides a working knowledge of black and white film photography. Students will learn the history of photography alongside historical photography processes such as the photogram, cyanotype printing and the pinhole camera. Students will learn to use the manual SLR camera, process black and white film and use the darkroom to make prints. Students will also learn some basic Photoshop skills to digitize their photographs. Along with technical skills, creativity and exploration are emphasized. Film cameras are available on loan.

[PHOTOGRAPHY 11 – MVAPH11](#)

This introductory photography course provides a working knowledge of black and white film photography. Students will learn the history of photography alongside historical photography processes such as the photogram, cyanotype printing and the pinhole camera. Students will learn to use the manual SLR camera, process black and white film and use the darkroom to make prints. Students may also learn some basic Photoshop skills to digitize their photographs. Along with technical skills, creativity and exploration are emphasized. Film cameras are available on loan.

This course is also for students who have taken one year of black and white film photography at Templeton. Students will be offered the opportunity to continue to explore photography as a format for creative communication and personal expression while increasing their technical skills. The "Photographic Passion Project", as an example, may be introduced to provide students the experience of applying for an art grant or proposing a project. Students would learn how create a photographic project proposal through inquiry and research, photographic imagery through personal exploration and finally creating large scale photographic project for exhibition and presentation. Students may also be assisted in building their photography portfolio if they wish to pursue post-secondary studies in photography or design. This course is suitable for independently motivated students. Film and digital cameras are available on loan.

[PHOTOGRAPHY 12 – MVAPH12](#)

This introductory photography course provides a working knowledge of black and white film photography. Students will learn the history of photography alongside historical photography processes such as the photogram, cyanotype printing and the pinhole camera. Students will learn to use the

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manual SLR camera, process black and white film and use the darkroom to make prints. Students may also learn some basic Photoshop skills to digitize their photographs. Along with technical skills, creativity and exploration are emphasized. Film cameras are available on loan.

This course is also for students who have taken one year of black and white film photography at Templeton. Students will be offered the opportunity to continue to explore photography as a format for creative communication and personal expression while increasing their technical skills. The “Photographic Passion Project”, as an example, may be introduced to provide students the experience of applying for an art grant or proposing a project. Students would learn how create a photographic project proposal through inquiry and research, photographic imagery through personal exploration and finally creating large scale photographic project for exhibition and presentation. Students may also be assisted in building their photography portfolio if they wish to pursue post-secondary studies in photography or design. This course is suitable for independently motivated students. Film and digital cameras are available on loan. Students can request support with their Photography portfolio if they wish to pursue post-secondary studies in the visual arts.

Film And Media Arts

Be a part of **DREAM BIG PRODUCTIONS** by taking a *Media Arts Class*! Media Arts at Templeton is a production based film program. We use high quality cameras, lights, sound and editing gear to make films, podcasts, digital and sound art and animations. We work independently and collaboratively to produce high quality work that is screened at the school and submitted to festivals around the world. In Media Arts classes, we create using **sensory inspiration**, imagination, and inquiry to explore artistic possibilities and take **creative risks** using various **sources** of inspiration and to reflect personal voice, story, and values. Through our own work and exploring the work of others, we communicate and respond to **social and environmental issues** and we explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge. All class work is archived digitally on our Vimeo Channel: <https://vimeo.com/dreambigproductions> While you can take a film class every year at Templeton, the classes have no pre-requisites – you can take your first film class in Grade 11 or 12!

[FILM 9 \(Arts Education 9 – Film Studies\) – MAE--09](#)

Grade 9 is an introductory year to the exciting world of filmmaking and animation. From pitching to scripting to editing, you will learn the various production techniques associated with digital media making. In-class assignments will cover cinematography, sound, lighting, directing and editing as well as film analysis and critique. Students will work on short production projects covering various genres (Animation, PSAs, music videos, documentary, drama and comedy). Film is a collaborative medium and students in this course will do extensive group work. Students have opportunities to attend film festivals, screenings and participate in Skills Canada competitions and extracurricular film contests.

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[MEDIA ARTS 10](#) – Film Studies – MVAM-10

Media Arts 10 is a continuation of skills built in Grade 9. We work on longer and more sophisticated projects that build on the foundational techniques and skills. . Through hands-on workshops and visual exercises, you'll build your skills in film cinematography, lighting, location sound recording and design, and editing with professional digital editing software, Each year we focus on a combination of group productions (ex: short films, documentaries, podcasts) and individual projects focusing on skill development in editing and digital image creation. We study independent and well know filmmakers and watch both youth and professionally produced film. Students have opportunities to attend film festivals, screenings and participating in Skills Canada competitions and extracurricular film contests.

[MEDIA ARTS 11/MEDIA ARTS 12](#)- Film Studies - MVAMT11/MVAMT12

The senior Media Arts courses further extend the skills learned in Grade 9 and 10. Students will get a chance to take on longer and more comprehensive projects improving their skills and following a particular interest or skill area. Student will be expected to explore advanced aspects of film production, as well as cover post-secondary options, and explorations of careers in the creative industries. The focus is to create high quality productions and further hone skills in all areas of production. We study Canadian Cinema and focus on Indigenous and underrepresented filmmakers. We continue to screen and analyze short student and professional work. Students in the course are granted access to professional caliber equipment and taught industry standard etiquette and skills, including pitching, scrip formatting, casting, production planning and editing. Projects are designed with public exhibition in mind with special attention given to film festivals. Students have opportunities to attend film festivals, screenings and participating in Skills Canada competitions and extra-curricular film contests.

[ANIMATION 10/GRAPHIC ARTS 11/GRAPHIC ARTS 12](#) - YCCT-0A/MVAGA11/MVAGA12

Do you love animation? Develop skills in classical, stop motion, and digital animation. Work as part of a team on a variety of exciting projects. Bring together your enjoyment of art and computers in one fun class, while learning valuable computing and project management skills. This course is open to Grade 9 through 12 students and provides you with a solid skill foundation in creating animations that will provide the motion to characters and objects. You'll gain an understanding of animation history, planning and principles, Developing a diverse skill set, you will be working in a production studio environment, exploring storytelling, project management, research and documentation skills and the work flow for creating short animation films. All stages of animation production – pitching, scriptwriting, storyboarding, sound design and recording, and editing. Using software such as Dragon Frame, Pencil 2D and the Adobe Creative Suite, you will work individually and in small groups to design and create full animations. Portfolio and screening opportunities. Projects progress in complexity, length and sophistication depending on grade level and experience. Students have opportunities to

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attend film festivals, screenings and participating in Skills Canada competitions and extra curricular film contests.

Afterschool Film Program

A continuation of the work and progress made in Media Arts courses, this **off-timetable** course has been created specifically for students directly involved in Dream Big Productions major productions. The After School Film Program is an opportunity for students passionate in taking their film making skills to an advanced level, and further their exposure to working industry professionals at all stages of the production process. Since 2001, the films produced in the After School Film Program have consistently garnered awards in provincial and international film festivals. Many of the students that participate in the Afterschool Film Program go on to collaborate in post-secondary film programs and careers in creative industries. See

[FILM STUDIES 10/FILM AND TELEVISION 11/FILM AND TELEVISION 12- YVPA-0E/MDFT-11/MDFT-12 \(OPEN for credit for GR 10-12\)](#)

We work in small groups to write, pitch, film and edit short digital films. Students can participate in up to two full production cycles. Each cycle includes a four-day production period where the groups will be matched with an experienced film mentor to support them on their film shoots in the community. We will take another four-day field trip to Simon Fraser University to edit in one of the School of Communication computer labs. By building this program around a series of after-school workshops and meetings, the idea is to establish a "film production company-like" quality to our work together. Among many other elements, a significant part in establishing this notion will be ensured through the various stages of self-critique, professional mentoring and co-creation of schedules, workshops and films.

This course demands a very high level of commitment. Students are expected to put time outside of class into their projects. The focus is to create festival quality productions and further hone skills in all areas of production. Students in the course are granted access to professional caliber equipment. Course also covers career and post-secondary options in the creative industries as well as portfolio creation for post-secondary film programs.

[ANNUAL PRODUCTION 11 - YCCT-1C](#)

Students who take Annual Production will produce Templeton's yearbook. Students with some of the practical skills including layout design, photography, marketing, writing, drawing, organization, fundraising, problem solving, decision making and teamwork skills, and/or familiarity with Adobe PhotoShop, Illustrator and InDesign are encouraged to enroll. Evaluation is based on quality and quantity of work, participation and attitude. This course is limited to one block. (This will be offered as an **OFF TIMETABLE** course)

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ANNUAL PRODUCTION 12 – YCCT-2C

Students who take Annual Production will produce Templeton's yearbook. Students with prior experience in Annual Production 11 are encouraged to take leadership roles in layout, design, writing, photography, marketing or as Co-Editors for the entire team. Evaluation is based on quality and quantity of work, participation and attitude. This course is limited to one block. (This will be offered as an **OFF TIMETABLE** course)

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ENGLISH LANGUAGE ARTS DEPARTMENT

[ENGLISH 9 – MEN--09](#)

The English 9 course is designed to build upon the fundamentals of reading, writing, and speaking, established in English 8. The students will focus on expository writing and practice multi-paragraph compositions to prepare for English 10. There will be class presentations to build the students' confidence in English expression. The students will study maturing themes to further develop skills of analysis and critical thinking. According to British Columbia's New Curriculum, students will acquire skills through personalized learning, focusing on the following three core competencies: Communication, Thinking, and Personal and Social.

GRADE 10 ENGLISH COURSES

English 10 is composed of two half year electives combined for the full credit course. The initial portion is taught from September to January, and the second portion is taught from February to June. All combination courses adhere to the concepts of the New Curriculum's stated competencies: Comprehend and Connect (reading, listening, viewing), and Create and Communicate (writing, speaking, representing).

**** Students select from the following combinations (Select ONE of the following combinations):**

[LITERARY STUDY 10](#) + [COMPOSITION 10](#) - MLTST10/MCMPS10

[LITERARY STUDY 10](#) + [CREATIVE WRITING 10](#) - MLTST10/MCTWR10

[LITERARY STUDY 10](#) + [SPOKEN LANGUAGE 10](#) - MLTST10/MSPLG10

Literary Study 10 will introduce literary analysis in the form of poetry, short stories, novels, plays, or graphic novels, as well as the development of essay writing.

Composition will focus on the conventions of writing and vocabulary enrichment, as well as analysis and critical thinking in preparation for senior level courses.

Creative Writing will allow students to study and practice the techniques of creative writing, and write pieces in a variety of forms.

Spoken Language will offer a variety of formal and informal opportunities for expression, including the possibility of debates, storytelling, and poetry recitation.

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Grade 11 English Course

[ENGLISH FIRST PEOPLES LITERARY STUDIES + WRITING 11 - MEFLS11](#)

EFPLiterary Studies + Writing 11 is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions.

Through the study of literature and the processes of experimenting with, reflecting on, extending, and refining their writing, students:

- extend their capacity to communicate effectively in a variety of contexts
- deepen their understanding of themselves and the world
- expand their understanding of what it means to be educated Canadian and global citizens

Grade 12 English Courses

[ENGLISH STUDIES 12 – MENST12 \(REQUIRED\)](#)

This course is intended to help students improve their abilities to understand, analyze and critically evaluate literature and prose. There is continuing emphasis on developing communication skills, especially expository writing. English 12 is designed specifically to prepare the students for university and college entrance. The focus of this course is academic and intellectual!

[CREATIVE WRITING 12 – MCTWR12](#)

The Creative Writing 12 course is designed for students interested in exploring the world of creative writing. Writing is like a muscle -- in order to strengthen the muscle, one must practice and train. Students will write in class almost every day to practice and improve their skills. Over the course of the year, students will have the opportunity to write in a variety of forms: short fiction, creative non-fiction, poetry, plays, and expository writing. Homework assignments will include observing the people around us and engaging in life -- and writing about it. Many of the classes will run as workshops, with peer editing and numerous revisions of work. Each student will be expected to hand in a portfolio at the end of each term for a final grade.

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HEALTH & CAREER EDUCATION

CAREER-LIFE EDUCATION – MCLE-10

CLE is a new course and is a Ministry requirement which replaces Planning 10. CLE is combined with Career and Life Connections which is completed by grade 12 with a Capstone project. The aim of the course is to provide students with opportunities to explore a variety of careers and options for their future. Career education helps students to discover a bridge between classroom learning and workplace and post-secondary realities, and is intended to make their learning meaningful and relevant. Curricular Competencies are action-based statements that reflect the “Do” component of the curriculum and identify what students will do to demonstrate their learning. The course is intended to promote as much flexibility and creativity as possible, enabling students to explore and find multiple ways to demonstrate their learning.

The curricular competencies in the Career Education curriculum focus particularly on the Personal and Social Competencies and are designed to address four themes:

- self-awareness
- working with others (collaboration and communication)
- career knowledge and awareness
- career planning

CAREER-LIFE CONNECTIONS – MCLC-12

CLC is a new course which is mandatory for Graduation. The aim of the course is to provide students with opportunities to explore a variety of careers and options for their future. Career education helps students to discover a bridge between classroom learning and workplace and post-secondary realities and is intended to make their learning meaningful and relevant. Curricular Competencies are action-based statements that reflect the “Do” component of the curriculum and identify what students will do to demonstrate their learning. The course is intended to promote as much flexibility and creativity as possible, enabling students to explore and find multiple ways to demonstrate their learning.

The curricular competencies in the Career Education curriculum focus particularly on the Personal and Social Competencies and are designed to address four themes:

- self-awareness
- working with others (collaboration and communication)
- career knowledge and awareness
- career planning

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CLC includes Capstone as a rigorous learning opportunity for students to reflect and share in personally meaningful ways and is a requirement for CLC. Normally this will have a Preparation process and the actual capstone product which students design, assemble and present.

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MATHEMATICS DEPARTMENT

[MATHEMATICS 9 – MMA--09](#)

The course builds on Mathematics 8 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability. Special attention is paid to the arithmetic of rational numbers and exponents. Algebra continues with linear equations and an introduction to polynomials. Students also study some proportional reasoning, collection and analysis of data, and financial literacy.

[WORKPLACE MATHEMATICS 10 – MWPM-10](#)

The Workplace Mathematics pathway is considered less challenging than the Foundations of Mathematics and Pre-Calculus pathways. The mathematics is useful and much of it is appealing. The course includes practical topics such as unit pricing, income, and SI and Imperial units. In addition, students study graphs, spatial surface areas and volumes, primary trigonometric ratios and experimental probabilities. It is recommended that students would continue with Workplace Math 11, not Pre-Calculus 11, although Foundations of Math and Pre-Calculus 10 is possible with a strong teacher recommendation.

[FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10 – MFMP-10](#)

At the Grade 10 level, the major areas of studies are powers, prime factorization, functions and relations, linear functions, arithmetic sequences, systems of linear equations, multiplication of polynomial expressions, factoring, primary trigonometric ratios, and financial literacy. Depending on a student's ability and mastery of the topics, the teacher may recommend continuation with Foundations of Math 11 or Pre-Calculus 11 (or both), or Workplace Math.

[WORKPLACE MATHEMATICS 11 – MWPM-11](#)

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades, via a technical college or a trade school, and for direct entry into the workforce. Topics studied include financial literacy, rate of change, probability, interpreting graphs, and 3D objects. This course gives students the graduation requirement in mathematics.

[PRE-CALCULUS 11 – MPREC11](#)

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary studies in programs that require the study of theoretical calculus. Typically, a student would be planning to enter a college or university in a mathematics, science, engineering, medicine, or commerce program. The main areas of study include the real number system, powers with rational exponents, radical and rational operations and equations,

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factoring, quadratic functions, inequalities, trigonometry, and financial literacy. This course gives students the graduation requirement in mathematics. Because there is not a large overlap between this course and Foundations of Mathematics 11, some students may wish to take both courses.

[PRE-CALCULUS 12 – MPREC12](#)

This course is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into post-secondary studies in programs that require the study of theoretical calculus. Typically, a student would be planning to enter a college or university in a mathematics, science, engineering, medicine, or commerce program. Topics studied include transformations of functions, polynomial, exponential, and rational functions and equations, geometric sequences and series, logarithms, and trigonometry. Pre-Calculus 12 is not a requirement for graduation. Pre-Calculus 11 may be a sufficient prerequisite for non-technical post-secondary studies. Students should check with their counsellors and specific program requirements of the post-secondary institutions.

[CALCULUS 12 – MCALC12](#)

Calculus is one of the greatest products of the human intellect. The discovery of calculus made our technological society possible. It is not surprising that calculus courses are required for most university and college academic programs. A major goal of the Calculus 12 course is to prepare students to succeed in these courses at university or college. However, we hope that students will find calculus interesting and inspiring for its own sake. We will cover all the foundational topics in differential and integral calculus. Students should be prepared to work hard to make the most of the course. An A or at least a high B in Pre-Calculus 11 is highly recommended as a prerequisite for this course. Students should either have completed Pre-Calculus Math 12 or be studying Pre-Calculus Math 12 concurrently with Calculus 12.

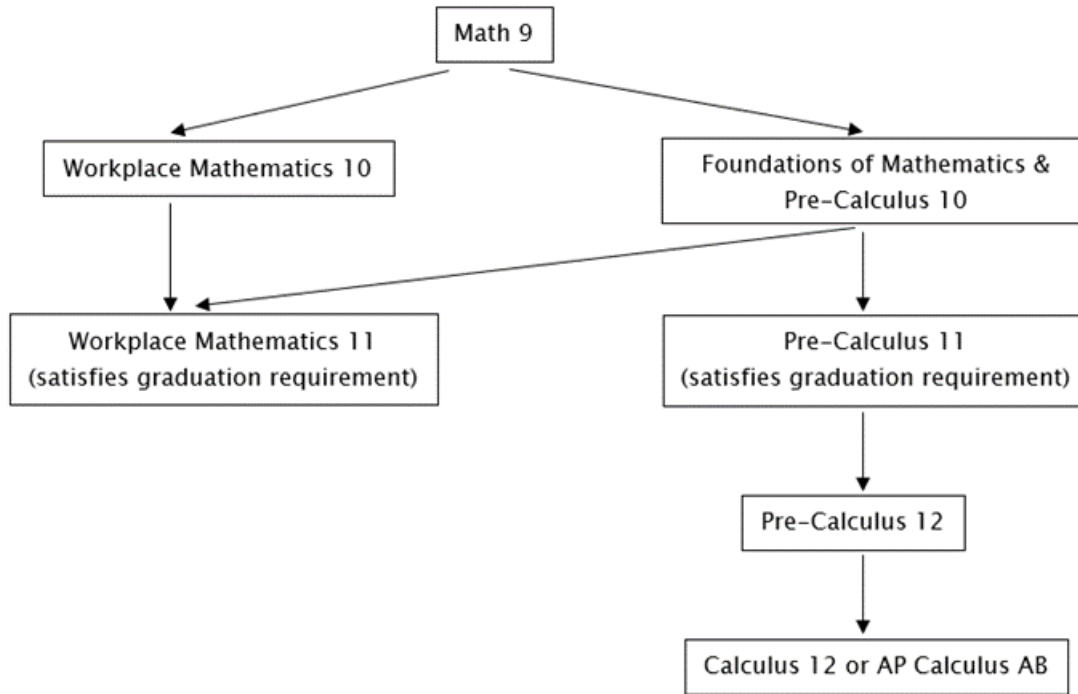
[ADVANCED PLACEMENT CALCULUS 12 AB – ACAL-12](#)

All the topics studied in Calculus 12 are covered plus some additional topics necessary for the AP Calculus AB curriculum. Students will be expected to take the AP Calculus AB exam in May. Success in this exam is counted as a calculus credit by most universities or colleges, meaning that students need not take the first calculus course at university or college. The Templeton course has been audited and approved by the College Board, the organization responsible for the Advanced Placement program. AP Calculus is challenging. It is recommended that students should either have completed Pre-Calculus 12 or obtained an A in Pre-Calculus 11 and be studying Pre-Calculus 12 concurrently with AP Calculus.

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Recommended Pathways in Mathematics:



*Alternate pathways are possible with teacher recommendations

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MODERN LANGUAGES DEPARTMENT

Templeton offers French 8-12, Spanish 9-11, and Mandarin 9-12.

The aim of the Modern Languages Department is to provide students with the ability to:

1. participate actively in reciprocal interactions in other languages
2. deepen their understanding of other languages and cultures
3. engage in meaningful conversation about things that are important to them
4. explore their own cultural identity from a new perspective

After students finish French 8, they are free to continue French and/or choose Spanish or Mandarin depending on availability and registered priority (grade level) enrollment. The courses are intended to be followed in sequential order. Those students who are already advanced in a Modern Language can see the language teacher and counsellor about options and appropriate placement.

[FRENCH 9 – MFR--09](#)

In French 9, students will build on the language skills learned in grade 8. They will continue to develop their skills of listening, speaking, reading and writing. Students will experience many cross curricular themes and skills. One of the aims is that in acquiring a new language and learning about French cultures, students will deepen their understanding of their own language and culture.

[FRENCH 10 – MFR--10](#)

Learn to express yourself and participate in conversations in French. Acquiring French allows students to explore career, travel, personal growth, and study abroad opportunities. It opens the door to interacting with the Francophone world. Students will continue to work to improve their pronunciation and by the end of the year a successful student should be able to talk about several everyday topics and use the more important tenses in conversation.

[FRENCH 11 – MFR--11](#)

Expand your vocabulary and the sophistication of your communication. This course makes communicating in French a realistic and enriching experience by developing life skills and developing general knowledge. Skill in oral comprehension and expression, written composition, and understanding of reading material will also be expanded. A language course at the grade 11 level is required by many post-secondary institutions. Students are encouraged to verify requirements for their program of interest.

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[FRENCH 12 – MFR--12](#)

With increased proficiency in French, students will be able to discuss and justify opinions with nuance and clarity. Students will further develop their skills in listening comprehension, speaking, reading and writing through the study of current topics in Francophone culture and the world around them.

[SPANISH 9– MSP--09 \(No prerequisite\)](#)

This beginners' level course introduces the student to the basic elements of the Spanish language, as well as to the culture, music and history of Spanish speaking countries. Our focus will be on learning language expressions through the listening to, and reading and paraphrasing of, classroom stories. We will use these structures in class discussions, stories, and cultural explorations. Before the year ends, students will read the novel Pobre Ana by Blaine Ray.

[SPANISH 10– MSP--10 \(Prerequisite: Spanish 9\)](#)

This is a continuation course for students who have successfully completed Spanish 9. Students will continue to build their speaking, writing, reading, and listening skills. Students will read the novel Esperanza by Carol Gabb, and the further developing of vocabulary and speaking skills will be emphasized. Students will also develop a deeper understanding of Spanish/Hispanic culture, experience cultural works, and go on field trips when possible.

[SPANISH INTRODUCTORY 11 – MBSP-11](#)

Open to Grade 10, 11, and 12 students. This beginning level course is designed to provide students with a foundation of the Spanish language. The focus will be on learning language expressions through the listening to and reading of stories, and then using these structures in class discussions, stories, and cultural explorations. Before the year ends, students will read the novel Pobre Ana by Blaine Ray.

[SPANISH 11 – MSP--11 \(Prerequisite: Spanish 10\)](#)

In this course, speaking, reading, writing, and listening skills are further developed to a more advanced level of comprehension and expression. Emphasis will be on increasing awareness about the many cultural and linguistic influences found in Spain and Latin American countries. Students will use the language in fun and meaningful ways through independent and collaborative projects and could read the novel Robo en la Noche by Kristy Placido.

[MANDARIN 9 – MMAN-09](#)

Mandarin 9 is a beginner's course designed for students with no or little knowledge of the spoken and written Mandarin language. At this introductory level, students will learn the Hanyu Pinyin Romanization system for pronunciation and a core vocabulary of Chinese characters to help them develop four language skills: listening, speaking, reading, and writing. The goal of this course is to enable students to learn to speak and understand the language through a variety of topics including greetings and introductions, numbers and counting, nationalities, family, dates, time, etc. It is hoped that the students will develop an appreciation for the language, culture, and customs.

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[MANDARIN 10 – MMAN-10](#)

This second-year course is a continuation of Mandarin 9. Students will continue to work on the Hanyu Pinyin to improve Mandarin pronunciation and learn more Chinese characters to expand their vocabulary. Students will build their confidence in conversational Mandarin by further developing their listening, speaking, reading, and writing skills. To help students increase their comprehension and support their development of content and curricular competencies, there will be an increased focus on sentence structures and a more in-depth study of the language through these topics: vacations and holidays, daily routines, clothing and colours, socializing and hobbies, the weather, school subjects and school life. Upon completion of this course, students will reach level 2 or 3 of HSK (a standard Mandarin efficiency test).

[MANDARIN INTRODUCTORY 11 – MBMAN11](#)

This is an intensive introductory Mandarin course designed for students who have little knowledge of Chinese language or for senior students who want to sample another language and have not been able to study Mandarin 9 in grade 9 or 10. The course content is a combination of Mandarin 9 and Mandarin 10, which covers essential learning standards in an accelerated time frame in order to prepare students for Mandarin 11. The Hanyu Pinyin Romanization system will be taught and reinforced to help students learn the spoken language. Students will develop basic listening, speaking, reading, and writing skills through written and oral activities as well as the study of various topics that are related to their daily life. This course fulfills language requirements for admission to SFU.

[MANDARIN 11 – MMAN-11](#)

Mandarin 11 is an intermediate-level course and is designed for students who have completed either Mandarin 10, Introductory Mandarin 11 or have had previous Chinese language experience. The curriculum aims to enable students to speak and understand the language, and gradually become fluent in reading and writing Chinese characters. Students are expected to be familiar with the Hanyu Pinyin Romanization system and be able to type Chinese characters using the Pinyin system. Students will be given opportunities to research and explore Chinese culture and issues on cultural diversity through a variety of group and individual work. This course fulfills language requirements for admission to UBC. Upon completing this course, students will reach level 3 or 4 of HSK (a standard Mandarin efficiency test).

[MANDARIN 12 – MMAN-12](#)

Mandarin 12 is an advanced-level course and is designed for students who have previous experience in Mandarin or have completed Mandarin 11. Students are expected to have mastered the Hanyu Pinyin Romanization system. Students will further develop their listening, speaking, reading, and writing skills as they explore literature, customs, and culture in greater depth. The course adopts the new BC curriculum by integrating aboriginal content and perspectives into language learning. A variety of group and individual work will be used to support interdisciplinary learning environment. As students gain proficiency in Mandarin, they will expand their understanding and appreciation of Canadian multiculturalism as well as develop critical thinking, creative thinking, and social/personal responsibility. Upon completion of this course, students will reach level 4 or 5 of HSK (a standard Mandarin efficiency test).

PHYSICAL AND HEALTH EDUCATION DEPARTMENT

The Physical and Health Education (PHE) curriculum aims to empower students to develop a personalized understanding of what healthy living means to them as individuals and members of society

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in the 21st century. Our PHE program provides students with the opportunity to continue developing the knowledge, skills, and attitudes required for lifelong physical health and mental well-being. As such, the PHE curriculum is organized around four main curricular competencies - Physical Literacy, Health and Active Living, Social and Community Health and Mental Well-being – and explores their interconnections to promote a deeper and more holistic understanding of overall health and well-being in students.

[PHYSICAL AND HEALTH EDUCATION 9 – MPHE-09](#)

This course is designed to provide students with the opportunity to acquire the skills, knowledge, and attitudes needed to attain a healthy lifestyle and develop their potential; physically, intellectually, emotionally, and socially. Throughout the course, students will be invited to engage in an activity-based program designed to promote health and wellness; explore fundamental movement concepts, themes, and skills; develop and refine sport-specific movement and object skills, deepen conceptual understanding of game-related tactics and strategies, improve fitness and conditioning, and foster an environment of positive well-being, both for the self and the community.

[PHYSICAL AND HEALTH EDUCATION 10 – MPHED10](#)

This course is a graduation requirement. This course provides students the opportunity to continue the active living journey they began in Grade 8. Building on the previous years of PHE, this course will again invite students to participate and engage in an activity-based program designed to promote health and wellness; explore fundamental movement concepts, themes, and skills; apply and refine sport-specific movement and object skills, deepen conceptual understanding of game-related tactics and strategies, improve fitness and conditioning, and foster an environment of positive well-being, both for the self and the community. During this course, more emphasis will be placed on providing students opportunities to demonstrate safety and leadership in physical activities, along with providing avenues for them to demonstrate how developing health-related competencies can increase confidence and encourage lifelong participation in physical activity.

[GAMES & SPORTS 11/12 – YLRA-1A/YLRA-2G](#)

Games & Sport 11/12 is an elective course that may be used as one of the courses leading toward Graduation. The course draws on a number of areas from the Physical and Health Education realm to take both an experiential AND inquiry-based conceptual approach to games and sport. While, at times, the focus will be on different activities and sports as separate units, this course is set up to explore the relationships and possible transfer of concepts, movements, and skills amongst *games with similar attributes and intents* (i.e. *territorial-style games, net-based games, etc.*). Research has shown

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that highlighting these relationships can increase tactical understanding and complexity as well as offer greater decision-making opportunities for students. Components related to fitness, health, and overall wellness will also be explored in this course along with possible enhancement activities and field trips.

[ATHLETE DEVELOPMENT 11: BASKETBALL – YLRA-1C \(Open to grade 11 and 12 students\)](#)

This course offers students interested in **basketball** the opportunity to enrich and deepen their understanding of the technical, conceptual, strategic, and tactical components related to this sport. This course provides students with a comprehensive understanding of the official rules and regulations governing the sport of basketball while also providing opportunities to demonstrate safety, fair play, empowerment, and leadership in this physical endeavour. The curricular competencies for this course focus on various aspects of player development: a strong conceptual understanding of the sport; the enhancement and refinement of movements and skills (individual and team based); the development of healthy nutritional habits and sport-specific strength and conditioning practices; and training in scorekeeping, refereeing, and minor officiating. Other learning elaborations related to self-care and injury management/prevention and community out-reach will also be explored.

[ATHLETE DEVELOPMENT 12: VOLLEYBALL – YLRA-2F \(Open to grade 11 and 12 students\)](#)

This course offers students interested in **volleyball** the opportunity to enrich and deepen their understanding of the technical, conceptual, strategic, and tactical components related to this sport. This course provides students with a comprehensive understanding of the official rules and regulations governing the sport of volleyball while also providing opportunities to demonstrate safety, fair play, empowerment, and leadership in this physical endeavour. The curricular competencies for this course focus on various aspects of player development: a strong conceptual understanding of the sport; the enhancement and refinement of movements and skills (individual and team based); the development of healthy nutritional habits and sport-specific strength and conditioning practices; and training in scorekeeping, refereeing, and minor officiating. Other learning elaborations related to self-care and injury management/prevention and community out-reach will also be explored.

[FITNESS AND CONDITIONING 11/12 – MFTCD11/ MFTCD12](#)

This course is designed for students interested in learning more about how they can achieve their health and fitness goals. Students will gain an understanding of proper training approaches, guidelines, and practices (individual and group-based), while also learning about the importance of proper nutrition and how life choices can impact our health and fitness goals. The lessons in this course are designed to enhance strength and conditioning, develop and refine movement concepts and skills, and encourage active participation and leadership, all while fostering an environment of positive self-esteem and community.

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YOUTH OUTDOOR EDUCATION [10/11/12](#) – MPHED10SC1/ MODED11/ MODED12

Please note these courses are offered OFF-Timetable. Students are expected to participate in all activities, which will be held during lunch or FIT time, day trips, or overnight trips. This course is physically demanding, so it is recommended that students have a decent fitness level before entering this course.

There are costs associated with this program. Trips vary from \$15 - \$300. Fundraising will be done dependent on student commitment. The program has tents, backpacks, pots/stoves, and some other supplies to lend. No student will be denied access to this course due to financial hardship.

Outdoor Education 10 MPHED10SC1

Prerequisite: MPHE-09 for students taking YOЕ10.

This course is designed to introduce students to outdoor education. They will learn the curricular competencies of PHE 10 with an outdoor focus. Possible activities are overnight hikes, kayaking/canoeing, skiing/snowboarding, cross country skiing, rock climbing, and other outdoor activities. They will learn about leave no trace camping, trip planning, teamwork, backcountry ethics, navigation, cooking and nutrition, outdoor conservation projects, environmental stewardship, how the outdoors can help with mental health, emergency first aid/training, avalanche awareness and safety, emergency procedures and help connect us to the land.

Students will receive Grade 10 PHE credit.

Outdoor Education 11/12 [MODED11/ MODED12](#)

Prerequisite: MPHED10 or Outdoor Education 10

This course is designed for students with an interest in being physically active and experiencing a variety of outdoor pursuits. It builds on skills developed in YOЕ 10. Students may experience overnight hikes, kayaking/canoeing, skiing/snowboarding, cross country skiing, rock climbing, and other outdoor activities. They will learn about leave no trace camping, trip planning, teamwork, backcountry ethics, navigation, cooking and nutrition, outdoor conservation projects, environmental stewardship, how the outdoors can help with mental health, emergency first aid/training, avalanche awareness and safety, emergency procedures and help connect us to the land.

ATHLETIC LEADERSHIP 11/12 – YHRA-1A/YHRA-2A

This course is designed for engaged and motivated students who wish to enhance their leadership skills while working in collaboration with the Templeton Athletics Program, and in conjunction with the Physical & Health Education department. Students enrolled in this course will meet as a group on a

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pre-determined basis to learn about the various aspects of athletic leadership such as supporting team-based activities, providing score-keeping and officiating services, and promoting and programming school extra-curricular and Intramural athletic events. Students will work alongside the Athletic Director, as well as coaches and student-athletes to enhance the athletic opportunities for the broader Templeton School community. Athletic Leadership students are expected to be responsible, reliable and contribute service for duties beyond the confines of the regular school day schedule.

This course will be offered **OFF TIMETABLE for the full year.**

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SCIENCE DEPARTMENT

[SCIENCE 9 – MSC--09](#)

This course is the continuation of the journey you started in Science 8 with the goal of developing key skills and attitudes required to be scientifically literate citizens. You will explore four “big ideas” while developing these competencies: Cells are derived from cells, electron arrangement is the basis of chemical nature, the flow of electric charge as current, and that we are interconnected by the nutrient, material, and energy cycles of the hydro, geo, and biosphere.

[SCIENCE 10 – MSC--10](#)

This final junior science course develops the key skills and attitudes required to be a scientifically literate citizen. You will explore four “big ideas” while developing these competencies: DNA is the basis of diversity of living things, energy changes are key to chemical processes, energy is conserved and can be transformed in many ways, and the Big Bang explains the formation of the universe.

[SCIENCE FOR CITIZENS 11 – MSCCT11](#)

As a part of the new curriculum, this course satisfies the graduation requirement of a senior science elective. The purpose of this course is to take an overhead view of science not from the view of a technician in a laboratory, but that of ordinary citizens. Nutrition, allergies, exposure to toxic substances, scientific hoaxes and misinformation in the news--science is a part of our daily media. How do we navigate information about climate change, risks of technology, as well as understanding the impacts of recycling policies? Can solar power replace our dependency on oil? Are self-driving electric cars ever coming to Vancouver? What are the risks and rewards? Topics and curriculum will vary to reflect current events and interests of students.

[LIFE SCIENCES 11 – MLFSC11](#)

This introductory biology course examines the diversity of life. The course contains 7 major units: processes of science, taxonomy, the theory of evolution, ecology, microbiology, botany, and zoology. Course content will be taught using preserved and live specimens, microscope slides, field studies, field trips, and projects.

[CHEMISTRY 11 – MCH--11](#)

This course is an introduction to the basic concepts involved in the study of chemistry. Topics introduced in this course include skills and processes in chemistry, the nature of matter, mole concept,

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chemical reactions, atomic theory, solution chemistry, and organic chemistry. It is strongly advised that students enrolled in chemistry 11 have completed or are concurrently taking Principles of Mathematics 10 or above.

[PHYSICS 11 – MPH--11](#)

Ever wondered how the universe works? This course is an introduction to the laws that govern all motion in the universe. Using demonstrations, experiments, and mathematics students will explore the physical relationships and interactions between objects and their surroundings. Engineering projects will be included each term to highlight the application of physics to everyday life. This highly enjoyable and hands-on course is becoming a requirement for many post-secondary programs.

[ANATOMY AND PHYSIOLOGY 12 – MATPH12](#)

In Anatomy and Physiology 12, students will develop a basic understanding of biochemistry, cell biology, and human biology. In the cell biology unit, students will learn how the chemistry of biological molecules affects cellular processes such as protein synthesis, DNA replication, and enzymatic reactions. In the human biology unit, students will learn in depth some of human's major body systems, such as the digestive, circulatory, respiratory, nervous, urinary, and reproductive system. Towards the end of the course, students will have the opportunity to dissect a fetal pig to review the major body systems they have learned throughout the year. Please note: a strong chemistry and biology background are required for success in this course. To promote student success, it is recommended to complete Chemistry 11 and/or Biology 11 prior to choosing Biology 12.

[CHEMISTRY 12 – MCH--12](#)

Chemistry 12 builds on and covers the following topics in chemistry: reaction kinetics, dynamic equilibrium, solubility equilibria, acids and bases, oxidation-reduction, and applications of redox reactions. Laboratory work is designed to enhance the specific areas of studies.

[PHYSICS 12 – MPH--12](#)

In the first half of this course, the fundamentals covered in Physics 11 are expanded to include more interesting and realistic motion using vectors. The second half of the course gives a thorough treatment of electricity and magnetism. The application of E&M is a key feature in modern society and there will be many demonstrations and experiments of various topics, including circuitry, generators, transformers, and electromagnetism. This course is a must-have for future engineers and physicists.

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SOCIAL STUDIES DEPARTMENT

Required courses in Social Studies are Social Studies, 8, 9 and 10 and minimum 4 credits of one senior elective course, or BC First Peoples 12 if the Indigenous focused graduation requirement is not otherwise fulfilled.

[SOCIAL STUDIES 9 – MSS—09](#)

Students build on and expand their historical critical thinking skills by exploring world history from 1750 to 1919. Students will be expected to develop their research and inquiry skills, the ability locate reliability of data, understand different perspectives of people and events and issues, assess the historical significance of people and events, appreciate the short- and long-term causes and consequences of events and actions of people, and gain confidence in written assignments and oral presentations. Students should be aware of global and local current events. A variety of assessment practices will be used.

[SOCIAL STUDIES 10 – MSS--10](#)

Students build on and expand their historical critical thinking and inquiry skills by exploring Canadian and World History from 1919 to Present. Students will be expected to develop their research and inquiry skills, the ability to assess bias and accuracy and reliability of data, understand different perspectives of people and events and issues, assess the historical significance of people and events, appreciate the short- and long-term causes and consequences of events and actions of people, and gain confidence in written assignments and oral presentations. These skills will be developed through studying events like the Komagata Maru, the Holocaust, the impact of residential schools and the Sixties Scoop, and many other historical events that occurred in this time period. Students should be aware of global and local current events. A variety of assessment practices will be used.

[EXPLORATIONS IN SOCIAL STUDIES 11– MEPSS11 \(Grade 11 or 12\)](#)

This course allows students interested in exploring social issues and events which have sparked their curiosity in previous Social Studies courses. Themes and topics such as Social Justice, Indigenous issues, human geography, international conflicts, propaganda in the arts and literature, climate change are possible to investigate. The topics to be researched will be generated by the students' interests in discussion with the teacher.

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[BC FIRST PEOPLES 12](#)– MBCFP12 (Grade 11 or 12)

This course acts as an overview and introduction to BC’s First Peoples, examining the history and culture from pre-contact to the present. The course examines the impacts of colonialism, Indigenous rights, resistance, and resurgence. Contemporary Indigenous cultural expressions as well as representations of Indigenous peoples in pop culture are explored.

[COMPARATIVE CULTURES 12](#)– MCMCL12 (Grade 11 or 12)

This course focuses on the origins and development of human cultures from prehistory onwards. While taking a critical look at the notion of “civilization”, students will study various cultural groups and civilizations from across time and around the world and explore how they expressed themselves through such aspects as art, architecture, literature, religion, technology, and science. Students will also survey and compare the ideas, beliefs, and social systems of different cultural groups and how, in some cases, contrasting aims and views have brought societies into conflict. In exploring these themes, the roles of anthropology and archaeology, along with history, in understanding the past will be emphasized. A variety of learning strategies, both individual and group-based, will be used to enhance student understanding of our shared humanity. Assessment for learning will be based on class discussions, reading responses, performance tasks, tests, and project presentations.

[ECONOMIC THEORY 12](#)– MECT-12 (Grade 11 or 12)

Occupy Wall Street, Global Financial Crisis, Money and Banking? Many media stories affect the way we live and are related directly to basic economic principles. Economic Theory 12 introduces you to many topics including: classical economic theories of value, growth, money, banking and government economic policy, Marxist and Keynesian economics, global trade and investment. Students will acquire knowledge that will allow them to better understand the world today and make better decisions for their future. This course is highly recommended for students who are interested in entrepreneurship or pursuing a career in business.

[PHYSICAL GEOGRAPHY 12](#) – MPGEO12 (Grade 11 or 12)

This course is designed to develop students’ understanding of the relationship between the various components of the physical and human environments. Areas of study include tectonic processes (earthquakes and volcanoes), gradational processes (glaciers, wind and water), weather and climate, ecosystems, map interpretation and resource and environmental sustainability. Students will be able to apply their knowledge of the physical and human environments to the management of our global

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resources. Students will examine the environmental issues facing our planet and be motivated to be responsible global citizens.

[20TH CENTURY WORLD HISTORY 12](#)– MWH—12 (Grade 11 or 12)

History 12 is an exciting course which looks at major historical developments of the 20th century and allows students to debate and discuss their outcomes. Topics include World War One and The Treaty of Versailles, the rise of dictators in Europe, and a focus on Nazi Germany and The Second World War. We complete our course by looking at the exciting world of spies and espionage in The Cold War and look at how communist and capitalist ideals continue to affect our world today. We explore these topics by analyzing modern and classic films, documentaries and historical texts. Themes will be interspersed with research projects, guest presentations, and historical fiction. History 12 is a fun course which will allow students to understand the complexities of 20th century world events and delve deeper into the topics that interest them most.

[LAW STUDIES 12](#) – MLST-12 (Grade 11 or 12)

This course will teach you about how law regulates your life and the institutions which create and enforce law. It will promote skills and understandings that enable you to become informed, law-abiding citizens who can participate in law-related discussions, recognize the means available to resolve legal problems, and think critically about the effectiveness of legal institutions. Students will study the structure of our courts, constitutional, criminal and civil law, and our correctional system. A variety of learning strategies will be included: cooperative learning, seminars, debates, guest speakers, career exploration and field trips to the law courts. Evaluation will include projects, participation, independent work, work habits and tests.

[SOCIAL JUSTICE 12](#) – MSJ—12 (Grade 11 or 12)

This course will challenge you and make you want to be an active and responsible person who desires to make a positive contribution to your world. You will discuss issues like ethnicity, race, gender, socio-economic status, sexual orientation, marital and family status, poverty, and privilege. In this course, you will actively participate in group discussions, examine and deepen your beliefs through self-reflection, and carry out a self-directed action plan on an issue of your choice within one of three focus areas: defining social justice, recognizing, confronting and overcoming injustice, and moving toward a socially just world.

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STUDENT SERVICES DEPARTMENT

Skills Development Center

Skills Development 8 (XLDCD08), 9 (XLDCD09), 10 (YLE--0A), 11 (YLE--1A), and 12 (YLE--2A)

Skills Development Classes (SDC) are for students who require a block of individual or small group assistance in academic and elective subject areas. These courses offer support for core academic subjects by providing direct instruction in grade appropriate learning strategies. Development of organizational strategies, proactive planning, goal setting, and study habits are emphasized. Students may self-refer themselves or be referred to the SDC by a teacher, counsellor, School Based Team, or parents/guardians.

Skills Development 10, 11, and 12 are 4-credit courses.

PEER TUTORING 12 – YIPS-2B

Prerequisite: Counsellor recommendation

Peer tutoring is a 4-credit course offer at either the grade 11 or 12 level. Through active participation with their peers in a learning environment, peer tutors will acquire skills in the areas of interpersonal communication, empathy, and problem solving. This course offers an excellent opportunity for students interested in pursuing a career in the teaching profession, social work or related careers.

COMMUNITY SERVICE 11 – YCPM-1D

Prerequisite: None. Open to students in grades 11 or 12. Enrollment is at the discretion of the grade counsellor.

Community Service is a 4-credit course offered to grade 11 and 12 students. Students help in a variety of settings in the school. Some duties may include answering phones, filing, typing, orientation of new students, providing general assistance, and other helping roles to teachers and/or office staff. Community Service emphasizes the development of skills and attitudes valuable in educational achievement and career development.

Course requires students to plan and implement programs that will benefit others in the school and community at large.

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S.T.E.M. PROGRAM

If you like projects, teamwork, and solving problems, this is the program for you. We encourage you to join the STEM program in any year where space is available, just talk to your counsellor. Teachers from different departments have connected a series of required Science, Math, and Applied Skills elective courses where you join a cohort of team-mates with the same schedule and goals, summarized below:

	STEM 8	STEM 9	STEM 10	STEM 11	STEM 12
S	Science 8 MSC--08CO1	Science 9 MSC--09CO1	Science 10* MSC--10CO1	Physics 11* MPH--11CO1	Physics 12† MPH--12CO1
T	ADST 8 MADCT08CO1	ADST 9 MADIT09CO1	Computer Studies 10* MCSTU10CO1	Computer Information Systems 11 MCINF11CO1	Computer Programming 12 MCMPR12CO1
E			CLE* MCLE-10CO1	Computer Programming 11 MCMPR11CO1	CLC* MCLC12CO1
M	Math 8 MMA--08CO1	Math 9 MMA--09CO1	Foundations of Math and Pre-Calculus 10* MFMP-10CO1	Pre-Calculus 11* MPREC11CO1	Pre-Calculus 12† MPREC12CO1

*can be used to fulfill graduation requirements

†requirement for most STEM-related post-secondary programs

Each month, you will join a new team and learn about science, technology, and math related curriculum while tackling a new project. Examples include designing, building, and testing....

- A working solar farm

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- An aquaponics system (fish and plants)
- A crystal growing incubator
- Maze-solving robots
- Exoskeletons and robotic arms
- 3D printing technologies
- Autonomous flying drones

Between 80% and 90% of our graduates apply for and thrive in engineering, computer science, and other STEM related fields and careers. Don't let the titles fool you though; the main factor for our most successful grads is an interest in solving real-world problems and having a say in what they choose to learn.

STEM 9 If you were in the STEM 8 cohort, you can continue if it is the right learning environment for you. New students are also always welcome where space permits—we often have a few spots open, so do ask your counsellor if you are interested. We have new projects every year, especially as they relate to real-world issues like climate change and local issues. The main goal is to learn about math, tech, and general science through projects that imitate what STEM professionals do for a living.

STEM 10 If you were in the STEM 9 cohort, you can continue if it is the right learning environment for you. New students are also always welcome where space permits—we often have a few spots open, so do ask your counsellor if you are interested. We have new projects every year, especially as they relate to real-world issues like climate change and local issues. The main goal is to learn about math, tech, and general science through projects but we also explore your career path through CLE and face-to-face mentorship with STEM professionals.

STEM 11 This year includes Physics 11 and begins to lean toward engineering careers like computer, mechanical, civil, and electrical. The following companion courses are recommended in addition to the core STEM courses: Chemistry 11, Biology 12.

STEM 12 This year includes Physics 12 and is designed to prepare the student for post secondary and engineering careers like computer, mechanical, civil, and electrical. This year also includes the CLC graduation requirement, which will focus on mentorship and building what you need for a strong start in your STEM career path. It is strongly recommended (by graduates and us!) that you also enroll separately in Calculus 12. Depending on your career path, we also recommend Chemistry 11 or 12, and Biology 12.

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TEMPLETON MINI SCHOOL PROGRAM

The goal of Templeton Mini School is to provide selected students with the best education possible so that they can reach their intellectual, personal, social and career potential. Templeton Mini School is an academic program offering a positive learning environment that is both exciting and challenging. The Mini School program has been developed to meet the diversified cognitive, emotional and social needs of our students. It is designed to help students develop concepts and attitudes that will assist them in becoming actively involved as independent, life-long learners. The program has a strong focus that demands concentration, effort, and dedication, while also emphasizing social responsibility to both the school and community. The Mini School consists of approximately 140 students from grades 8 to 12.

Templeton Mini School includes an outdoor educational trip to Strathcona Park Lodge in the fall. This trip is designed to encourage the development of physical and social skills, and to enhance student appreciation and awareness of their natural surroundings. Other excursions offered to students include Bamfield Marine Sciences Station (Grade 9), Victoria (Grade 10) and Ashland, Oregon (Grade 11).

The program also includes a community service component called **Creative Action Project**. This program explores character development, the role of change agents, the needs of the community, and the giving of yourself to a cause greater than yourself.

Mini School Structure

MINI 8	MINI 9	MINI 10	MINI 11	MINI 12
English 8 MEN--08DC1	English 9 MEN--09DC1	Literary Studies 10 MLTST10DC1 Composition 10 MCMP10DC1	English 11 MLTST11DC1	English First Peoples 12 MENFP12DC1
Social Studies 8 MSS--08DC1	Social Studies 9 MSS--09DC1	Social Studies 10 MSS--10DC1	Social Studies 11 MEPSS11DC1	
Science 8 MSC--08DC1	Science 9 MSC--09DC1			

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	Science 10 MSC--10DC1			
Math 8 MMA--08DC1	Math 9 MMA--09DC1			

In addition to these Mini School courses, students take core and elective courses through the Main School to fulfill their graduation requirements. Electives include Fine and Performing Arts, Modern Languages, Applied Skills (Home Economics, Business Education and Technical Studies) and Physical Education. Mini School students retain full access to the facilities, clubs, and teams of Templeton Secondary School.

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WORK EXPERIENCE PROGRAM

WORK EXPERIENCE 11/WORK EXPERIENCE 12 – XAT--11WEX/MWEX-2A

- ❖ This course is off-timetable and does not interfere with regular course scheduling. Please speak with Ms. Taylor if you want more information on this.

WORK EXPERIENCE PROGRAM

- Earn 4 credits toward high school graduation.
- *Students can sign up as early as the Spring of their **Grade 10 year**. **See Ms. Taylor in room 206.***
- In-school preparation and on-site work experience in a career area.
- For students who are interested in a particular career area and would like to explore the different career opportunities in that area.

90 – 100 Hours of Work Experience in the program area:

Generally, the student will complete one week of work experience during Grade 11 and two weeks in Grade 12. For some placements students may be required to miss one week of school, but options on weekends/evenings/breaks from school are also widely available in some career areas.

30 hours of Course Work:

Students will complete course work in the following areas:

- Workplace Health and Safety
- Secure and Maintain Work – resume writing, interview skills
- Employability Skills
- Reflection Activities

Benefits:

- Development of skills and knowledge in a particular interest area.
- Gain insight into the world of work.
- Explore post-secondary programs related to career interest.

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- Completion of a minimum of 90 hours of work experience.
- Receive references and possible part-time or full-time employment
- Receive advanced placement / preferred entry / early admittance into certain post-secondary programs.
- Work placements assisted by school and the Vancouver School Board Career Programs staff.

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DISTRICT PROGRAMS



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. 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.

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

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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

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Plumbing	Piping Industry College of BC	8	Mon–Fri	December 1	June
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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 → 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 or 604-713-8233.

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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 → 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 → Our Programs → Healthcare Assistant

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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 → Our Programs → CISCO

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VANCOUVER LEARNING NETWORK

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.

Refer to the following link for more information:

- <http://vlns.ca/>

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ADULT EDUCATION

VSB Adult Education - <https://www.vsb.bc.ca/page/5240/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.

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- Gathering Place Education Centre Tel: (604) 257-3849 <https://www.vsb.bc.ca/page/5240/adult-education>
- South Hill Education Centre Tel: (604)713-5770 <https://www.vsb.bc.ca/page/5240/adult-education>

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