

# TEMPLETON SECONDARY



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## Course Planning Guide

for

## 2025-2026

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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

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.

Disciplines within the ADST Department are:

- [Business Education](#)
- [Home Economics](#)
- [Information and Communication Technology](#)
- [Electronics, Robotics and Mechatronics](#)
- [Power Technology and Automotive Technology](#)
- [Drafting and Engineering](#)
- [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?

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## [ENTREPRENEURSHIP AND MARKETING 9 – MADEM09](#)

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.

## [ENTREPRENEURSHIP AND MARKETING 10 – MADEM010](#)

Entrepreneurship and Marketing 10 is an ADST course that combines entrepreneurship opportunity with marketing practice, including business and product development from invention and innovation to the marketplace.

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

This course is designed to give students an introduction to the accounting concepts for small and medium-sized service businesses. Students will perform the bookkeeping functions that involve analysis of business transactions, journalizing and posting, preparing and analyzing financial statements (balance sheets and income statements). Students will participate in a stock market competition with a beginning position of \$100,000 USD portfolio

and to invest in various exchanges around the world. The class will also be introduced to tax terms and can complete a simple tax return. Guest speakers from CPA and CRA will present throughout the semester to provide insight into potential careers in accounting.

## [FINANCIAL ACCOUNTING 12 - 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. Some topics include inventory, specialized journals, cash control, and payroll. Students will develop an understanding of the connections between financial analysis, control, and decision making in the management of a business. Students will participate in a stock market competition and complete a simple tax return. Guest speakers will visit to highlight careers in accounting. Taking Accounting 11 as a prerequisite is recommended.

## [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 as part of a team. Each student receives a "pay cheque" for the time they work. Students will

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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.

## 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 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!

### [FOOD STUDIES 11](#) - MFOOD11

Foods and Nutrition 11 builds on what was learned in Foods and Nutrition 10. It provides

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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!

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.

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

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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 use; ethical and

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

## 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.

### [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

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of a Design and Development workflow process is another major skill developed in this course.

### [MEDIA ARTS 9 - MADMA09](#)

Media Design 9 is an introduction to Media Technologies, video production, layout and design, graphics and images, digital photography, and new emerging media processes. The class is computer based using Student licensed software: Adobe Photoshop, Autodesk Fusion, Blender and Microsoft basics. E-portfolios will be developed and hosted on-line. HTML coding will be introduced to develop students own websites.

### [MEDIA DESIGN 10 - MMEDD10](#)

Media Design 10 builds on previous work. A continuation of the use of Media Technologies; video production, layout and design, graphics and images, digital photography, and new emerging media processes. The class is computer based using Student licensed software: Adobe Photoshop, Autodesk Fusion, Blender and Microsoft basics. E-portfolios will be developed and hosted on-line. HTML coding will be introduced to develop students own websites.

## 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

### [MEDIA DESIGN 11 - MMEDD11](#)

Media Design continue to explore Media Technologies; video production, layout and design, graphics and images, digital photography, new emerging media processes (e.g., sound design, network art, kinetic design, biotechnical design, robotic design). The class explores design elements; colour, form, line, shape, space, texture, tone, value, as well as the ethical, moral, and legal considerations associated with using media arts technology for image, video, and sound development, including cultural appropriation.

### [MEDIA DESIGN 12 - MMEDD12](#)

Media Design 12 builds from previous work and will again look at Media Technologies: video production, layout and design, graphics and images, digital photography, new emerging media processes. The class will focus on an E-portfolio, which will be written in HTML and hosted on-line. The E-portfolio will serve as a Capstone project and will provide the student with a digital resume/show case of their work.

involve "hands on" designing and building of projects related to the major content areas.

### [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

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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.

### [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.

### [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.

### [ROBOTICS 11 - MTROB11](#)

Robotics 11 is an intermediate-level course for students interested in learning about robotics.

## 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

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.

### [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.

### [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.

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

### [POWER TECHNOLOGY 10 - MTPOW10](#)

Power Technology 10 is a novice-level course for students interested in learning about power

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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.

### [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.

### [AUTOMOTIVE TECHNOLOGY 12 - MTAUT12](#)

Automotive Technology 12 is an intermediate-level course for students interested in learning

## 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.

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.

### [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.

### [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.

### [DRAFTING 11 - MTDRF11](#)

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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.

### [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.

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

## 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

### [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.

### [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.

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

### [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.

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### [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.

### [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

The Arts Education curriculum strives to encourage students' artful habits of mind through engaged arts learning. At Templeton, the curriculum includes four discipline-specific programs that capture the language, activities, and experiences unique to each of those disciplines. These disciplines are:

- [Drama / Theatre](#)
- [Music](#)
- [Visual Arts](#)
- [Film and Media Arts](#)

### Drama

Grade 8	Arts Rotation 8		Theater Company (no credit)	
Grade 9	Drama 9 MDR--09		Theatre Company (no credit)	
Grade 10	Drama 10 MDRM-10		Theatre Company 10 MDRTC10	
Grade 11	Theatre Production 11 MDRTP11	Drama 11 MDRM-11	Theatre Company 11 MDRTC11	
Grade 12	Theatre Production 12 MDRTP12	Drama 12 MDRM-12	Directing & Script Development 12 MDRDS12	Theatre Company 12 MDRTC12
				THEATRE CRITICISM 12 - YVPA-2P
	ON TIMETABLE		OFF TIMETABLE	

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

Students will build on the skills learned in Drama 8 and explore a variety of drama forms and

conventions – improvisation, stage combat, play building, mask, movement etc. Students will create dramatic works both individually and collaboratively using their imagination,

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purposeful play and dramatic experiences. Students will be taking risks in a safe environment and will have the opportunity to do self and 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. 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 focusses 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. Students will actively examine scripts from past to present looking at various cultural contexts and social implications and will be expected to work with existing text and 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. 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 and 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.

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### [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!

### [THEATRE COMPANY 10 - MD RTC10](#)

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. 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.

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 - MD RTC11/MD RTC12](#)

Theatre Company 11 and 12 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. 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.

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 FILM and THEATRE CRITICISM 12 - YVPA-2P](#)

Sign up and experience the best live entertainment Vancouver has to offer! This 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 well as films from film festivals and Hollywood. Students will learn to critically assess performances based on casting, technical elements, scripts, and directorial choices, to

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explore creative risks, and to express these criticisms in an eloquent fashion, both orally and in writing. Come and enjoy yourself while learning how to express your opinion! A really

## 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 field trips. 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

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fun class! This is an off time table course and it runs throughout the year from September until June.

concert per term, as well as the opportunity to participate in workshops, events, and field trips for musical enrichment.

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 to 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. 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 traditional music notation and guitar

## 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>

### [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 skill development as it applies 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

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.

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 principals of design and skill development as it applies 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.

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### [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 principals of design and skill development as it applies 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 and skill development as it applies 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. There is a focus on the elements and principles of design and skill development as it applies to 3D materials. 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.

### [PHOTOGRAPHY 9 – MVA--09PH1](#)

### [PHOTOGRAPHY 10 – MVAPH10](#)

These introductory photography courses provide a working knowledge of black and white film photography. There is a focus on the elements and principles of design in 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](#)

### [PHOTOGRAPHY 12 – MVAPH12](#)

These introductory photography courses provide 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

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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.

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.

#### ANNUAL PRODUCTION 11 (OFF TT) - YCCT-1C ANNUAL PRODUCTION 12 (OFF TT) – YCCT-2C

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

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course is limited to one block. (This will be offered as an OFF TIMETABLE course)

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## Film And Media Arts

Join DREAM BIG PRODUCTIONS by taking a Media Arts class at Templeton! Our production-based program uses high-quality cameras, lighting, sound, and editing gear to create films, podcasts, digital art, and animations. Students work both independently and collaboratively, producing work screened at the school and submitted to film festivals around the world. Classes inspire creativity, explore personal stories, and address social issues. We also explore First Peoples' perspectives and cultural knowledge through. No prerequisites—join us any year!

All work is archived on our Vimeo channel: <https://vimeo.com/dreambigproductions>.

	ON TIMETABLE		OFF TIMETABLE
Grade 8	Arts Rotation 8		
Grade 9	Film 9 MAE--09		Afterschool Film Club (no credit)
Grade 10	Animation 10 * YCCT-0A	Media Arts 10* MVAM-10	Afterschool Film 10 YVPA-0E
Grade 11	Animation 11* MVAGA11	Media Arts 11* MVAMT11	Afterschool Film 11 (Film and TV 11 - MDFT-11)
Grade 12	Animation 12 * MVAGA12	Media Arts 12* MVAMT12	Afterschool Film 12 (Film and TV 12 - MDFT-12)

\*There are no prerequisites for any film and animation courses \*

### [ARTS EDUCATION \(FILM\) 9 – MAE--09](#)

Grade 9 is an introductory year to filmmaking and animation. Students will explore production techniques such as pitching, scripting, editing, cinematography, sound, lighting, and directing. Through in-class assignments and short production projects, they will work across various genres, including

animation, PSAs, music videos, podcasts and comedy. Emphasizing collaboration, students will participate in extensive group work. Additional opportunities include attending film festivals, screenings, and engaging in field trips and film contests. By the end of the course, students will have a well-rounded understanding of digital media production.

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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 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 media creation. We study independent and well-known filmmakers and watch both youth and professionally produced film. Students have opportunities to attend film festivals, screenings and participate in Skills Canada competitions and extracurricular film contests. We do different projects every year so you can take this class multiple times and create different work each time.

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

Senior Media Arts classes allow students to tackle longer, more advanced projects. Students will explore advanced film production techniques and careers in creative industries. The focus is on creating high-quality work while honing skills in all production areas. Canadian cinema, with an emphasis on Indigenous and underrepresented filmmakers, is studied. Students use professional equipment and learn industry-standard skills such as pitching, script formatting, casting, and editing. Projects are designed for screening, with opportunities to

attend film festivals, screenings, and participate in competitions and extracurricular contests. We do different projects every year so you can take this class multiple times and work with new genres each time.

## [ANIMATION 10 - YCCT-0A](#)

Do you love animation? Develop skills in classical, stop motion, and digital animation in this fun and studio-based course. Open to Grade 9-10 students, Animation combines art and technology allowing you to learn valuable computing and project management skills.

## [GRAPHIC ARTS \(ANIMATION\) 11-MVAGA11](#)

A continuation of Animation 10, this class dives deeper into the 12 Principles of Animation to explore character, story and more complex projects. Work alone or in small groups to create 2D, stop motion or computer animation in a variety of genres.

## [GRAPHIC ARTS \(ANIMATION\) 12 –MVAGA12](#)

Building on Animation 11, this class explores animation history, principles, and techniques, working in a production studio environment. Learn all stages of animation production, including pitching, scriptwriting, storyboarding, sound design, and editing using software like Dragon Frame, Pencil 2D, and Adobe Creative Suite. Students will create animations individually and in groups, with opportunities for screenings, portfolio development, and participating in film festivals and competitions. We do different projects every year so you can take Animation multiple times to build a broad and diverse portfolio.

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## Afterschool Film Program

[FILM STUDIES 10](#) - YVPA-0E / [FILM AND TELEVISION 11](#) - MDFT-11 / [FILM AND TELEVISION 12](#) - MDFT-12

(OPEN for credit for GR 10-12) **full year off-timetable**

In this course, students work in small groups to write, pitch, film, and edit short digital films, participating in up to two full production cycles. Each cycle includes a four-day production period with a film mentor and a four-day trip to

Simon Fraser University for editing. The program is designed like a "film production company," with self-critique, professional mentoring, collaborative scheduling and a year end screening at the Rio theatre. Students are expected to commit significant time outside of class. The focus is on creating festival-quality work while exploring career options in creative industries and building portfolios for post-secondary film programs. Due to the advanced nature of this class, students are highly recommended to also enroll in an on-timetable Media Arts course.

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## **NEW PROGRAM!!! DREAM BIG MEDIA ARTS IMMERSION PROGRAM\*\***

If you love storytelling, hard work, creative collaboration and want to spend a full semester of high school making media (films, podcasts, animations, etc.) attending festivals and working with film professionals then this new full semester program is for you! With one cohort of students and one teacher this program will have the flexibility and mobility to create longer projects and expand the classroom to include the community outside the school. We will explore post-secondary and career opportunities in the creative arts sector and produce multiple media projects, including Capstones focusing on individual areas of interest and growth.

- Open to Grade 11 or 12 students by application (priority to Gr 12 students)
- **All day, every day for an entire semester (Jan – June 2023)**
- Collaborative, community-based filmmaking program with unlimited access to all high quality film production equipment
- Students pitch, write, shoot, edit a minimum of screen 6 short projects over the semester (not including the year-long Afterschool Film project)
- Experiment with genre and mediums – drama, documentary, experimental, comedy, animation, podcasts, etc.
- Learn cinematography, lighting, scriptwriting, sound recording, editing, VFX, SFX, wardrobe and costuming, props and set-decorating
- Attend multiple field trips, film festivals and community residencies in places like SFU and CAPU
- Participate in workshops led by film industry professionals
- Prepare for industry standard employment tests such as MPPIO and WorkSafe
- Employment and Post Secondary application preparation
- **4 courses = 16 credits**
  - *MEDIA ARTS 11 or 12*
  - *DIGITAL COMMUNICATION 11 or DIGITAL MEDIA DEVELOPMENT 12*
  - *CLC 12 – Film and Creative Industry focus with mentorship, post-secondary and career workshops, fieldtrips to festivals, career fairs, work sites and post-secondary programs*
  - *GRAPHIC ARTS 11 – Focus on career and post secondary exploration in creative arts industries*
  - *Film and TV 11 or 12 (year-long, off-timetable intensive production course)*

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	SEMESTER ONE	SEMESTER TWO *
<b>GR 12</b>	4+ courses needed to fill graduate requirements.	<ul style="list-style-type: none"> <li>• Film and Television 12 (MDFT-12IMM – FULL YEAR)</li> <li>• Digital Media Development 12 (MDMD-12IMM)</li> <li>• Media Arts 12 (MVAMT12IMM)</li> <li>• Career Life Connection 12 (MCLC-12IMM)</li> </ul>
<b>GR 11</b>	4+ courses needed to fill graduate requirements.	<ul style="list-style-type: none"> <li>• Film and Television 11 (MDFT-11IMM – FULL YEAR)</li> <li>• Graphic Arts 11 (MVAGA11IMM)</li> <li>• Media Arts 11 (MVAMT11IMM)</li> <li>• Digital Communications 11 (MDCOM11IMM)</li> </ul>

\*Students should avoid enrolling in a 4<sup>th</sup> on timetable course in Semester 2, but may choose an additional OFF timetable course\*

\*\*This program will also require an application.

APPLICATION FOR THE MEDIA ARTS INTENSIVE HERE: <https://forms.office.com/r/qRT77rYEi9>

CHECK OUT THE MEDIA ARTS FLYER HERE: <https://www.afterschoolfilm.ca/project-01>

The Afterschool Film Program Website: <https://www.afterschoolfilm.ca/>

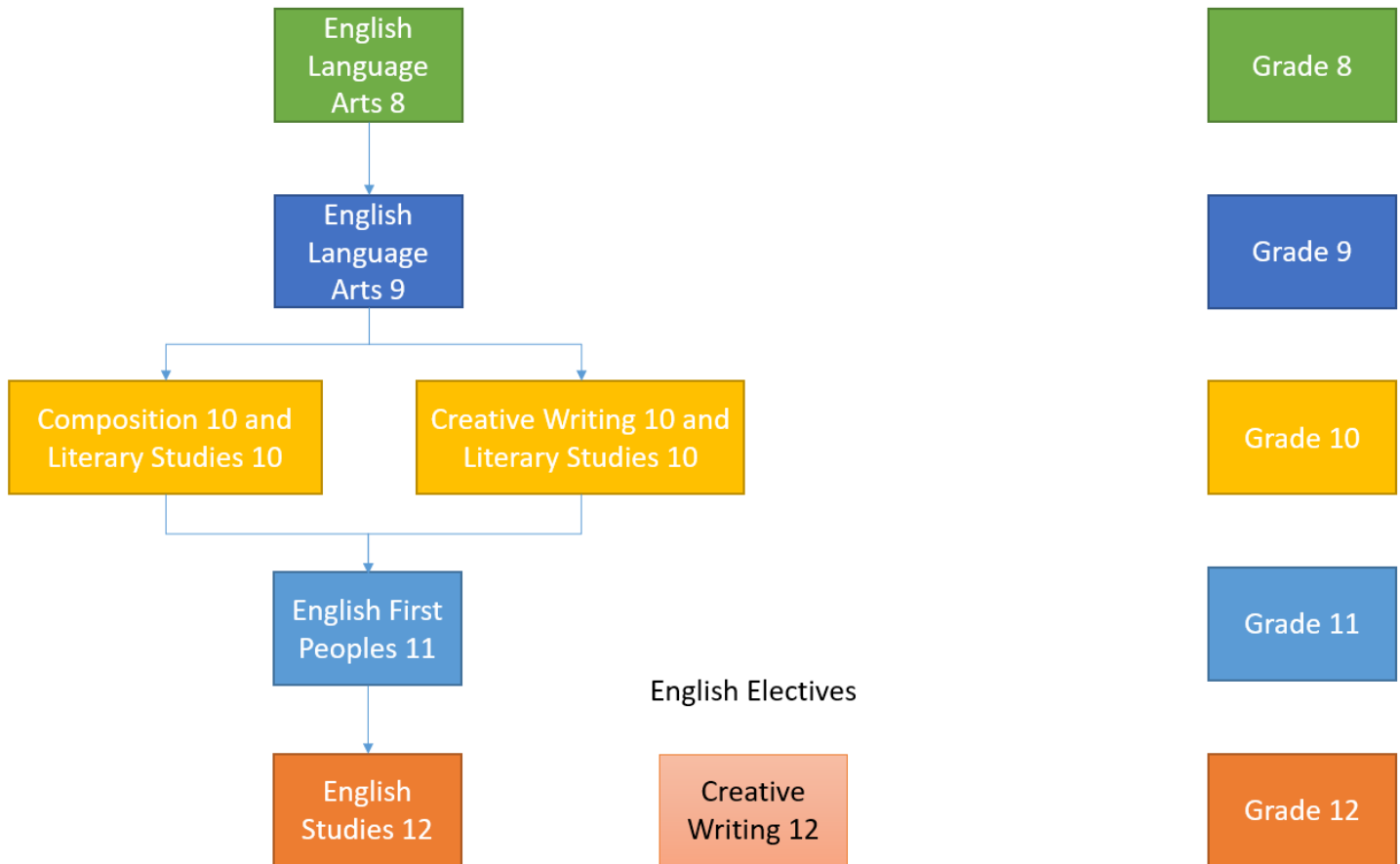
The Dream Big Productions Video Archive: <https://vimeo.com/dreambigproductions>

This program is ideal for students interested in working creatively - You don't need to be a filmmaker or pursuing a media arts path in post secondary to join us. The skills learned in hands-on creative collaboration: communication, problem solving, critical thinking, time management, organization and adaptability are all crucial for students in any area of study.

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# ENGLISH LANGUAGE ARTS DEPARTMENT



## [ENGLISH 9 – MEN--09](#)

English 9 course builds upon the fundamentals of reading, writing, and speaking. Students will acquire skills focusing on the core competencies of Communication, Thinking, and Personal and Social Responsibility. Key skills will focus on expository writing and practice multi-paragraph compositions. Students will learn how to present information orally, both small group and whole class settings, to build confidence in expression. Students will study maturing themes to further develop skills of analysis and critical thinking.

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## GRADE 10 ENGLISH COURSES

English 10 courses are two-credit courses. Students take two of these courses to meet the four-credit of English 10 graduation requirement.

**\*\* All Students are assigned Literacy Studies 10 and can select either Composition 10 or Creative Writing 10 as their second English 10 course.**

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

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

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.

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.

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

**EFP Literary 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.

[ENGLISH STUDIES 12 – MENST12](#)  
(GRADUATION REQUIREMENT)

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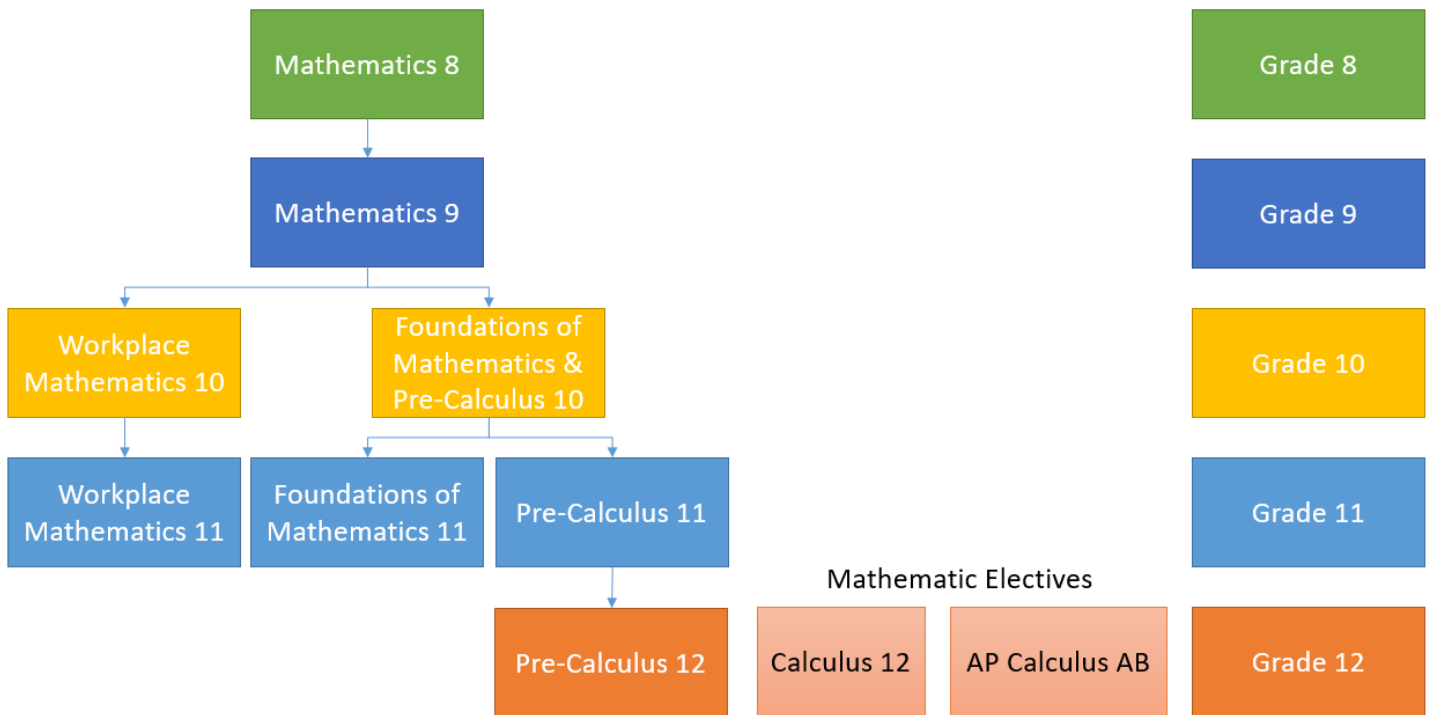
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CLC includes Capstone as a rigorous learning opportunity for students to reflect and share in personally meaningful ways and is a requirement for CLC. Normally this will have a Preparation process and the actual capstone product which students design,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

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# MATHEMATICS DEPARTMENT



**Note:**

1. Other pathways than those shown here are possible.
2. Minimum graduation requirements are met with any Grade 11 Mathematics course.

## [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

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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.

### [FOUNDATIONS OF MATHEMATICS 11 – MFOM-11](#)

[Recommended: MFMP 10 \(with 50% and above\)](#)

This course is designed for students planning for a career in law, fine arts, or arts. Examples of post-secondary studies supported by this course include archaeology, communications,

criminology, history, languages, international studies, political science, and psychology. Students enrolled in this course will study Euclidean geometry, linear inequalities, quadratic functions, statistics, proportional reasoning, and financial literacy. This course gives students the graduation requirement in mathematics.

### [PRE-CALCULUS 11 – MPREC11](#)

[Recommended: MFMP 10 \(with 70% and above\)](#)

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, or commerce program. The main areas of study include the real number system, powers with rational exponents, radical and rational operations and equations, factoring, quadratic functions, inequalities, trigonometry, and financial literacy. This course gives students the graduation requirement in mathematics.

### [PRE-CALCULUS 12 – MPREC12](#)

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 mathematics, science, engineering, or commerce program. Topics studied include transformations of functions, polynomial, exponential, and rational functions and

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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 counsellors and specific program requirements of the post-secondary institutions.

### [CALCULUS 12 – MCALC12](#)

A major goal of the Calculus 12 course is to prepare students to succeed in these courses at university or college. 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 12 or be studying Pre-Calculus 12 concurrently with Calculus 12.

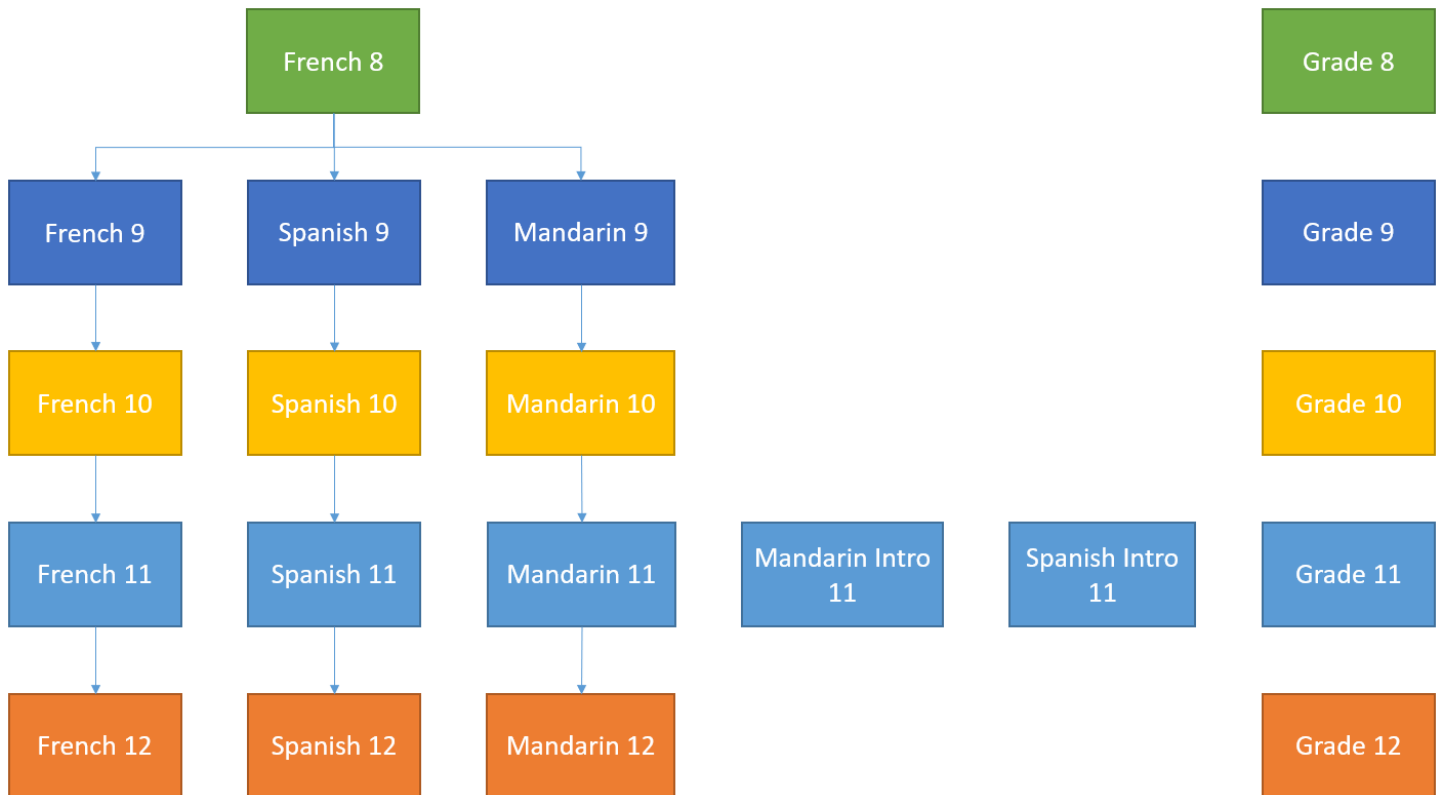
### [ADVANCED PLACEMENT CALCULUS 12 AB – ACAL-12](#)

This course covers all Calculus 12 topics plus additional content required for the AP Calculus AB curriculum. Students are expected to take the AP Calculus AB exam in May, which can earn calculus credit at many local universities and colleges. The Templeton course has been audited and approved by the College Board. 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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## 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](#)

Students will build on the language skills learned in grade 8. They will continue to develop their skills in listening, speaking,

reading and writing. 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.

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[FRENCH 10 – MFR--10](#)

Learn to express yourself and participate in conversations in French. Acquiring French allows students to open 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.

[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, culture, music and history of Spanish speaking countries. Our focus will be on learning language expressions by listening to, reading and paraphrasing classroom stories. We will

use these structures in class discussions, stories, and cultural explorations.

[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. The further development of vocabulary and speaking skills will be emphasized. Students will also develop a deeper understanding of Spanish/Hispanic cultures, 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 by listening to and reading stories, and then using these structures in class discussions, stories, and cultural explorations.

[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.

[MANDARIN 9 – MMAN-09](#)

This is a beginner's course designed for students with little or no knowledge of the Mandarin language. Students will learn the Hanyu Pinyin

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system for pronunciation and a core vocabulary of Chinese characters to develop listening, speaking, reading, and writing skills. The goal of this course is to enable students to learn to speak and understand the language through a variety of topics and develop an appreciation for the language, culture, and customs.

### [MANDARIN 10 – MMAN-10](#)

Students will continue to develop their listening, speaking, reading, and writing skills. They will also continue to practice Hanyu Pinyin to improve pronunciation and expand vocabulary with new Chinese characters. Various themes will be introduced to enhance students' comprehension and support the development of both content knowledge and curricular competencies.

### [MANDARIN INTRODUCTORY 11 – MBMAN11](#)

This is an intensive introductory course designed for students with little knowledge of the Chinese language. The course combines the content of Mandarin 9 and 10, covering essential learning standards in an accelerated time frame to prepare students for Mandarin 11. Students will develop basic listening, speaking, reading, and writing skills through various activities related to daily life. The Hanyu Pinyin

system will be taught and reinforced to support students in learning the spoken language.

### [MANDARIN 11 – MMAN-11](#)

This is an intermediate course for students who have completed either Mandarin 10, Introductory Mandarin 11 or have previous Chinese language experience. It focuses on building conversational skills, gradually enhancing reading and writing fluency in Chinese characters. Students should be familiar with Hanyu Pinyin and be able to type Chinese characters using this system. They will also explore Chinese culture and cultural diversity.

### [MANDARIN 12 – MMAN-12](#)

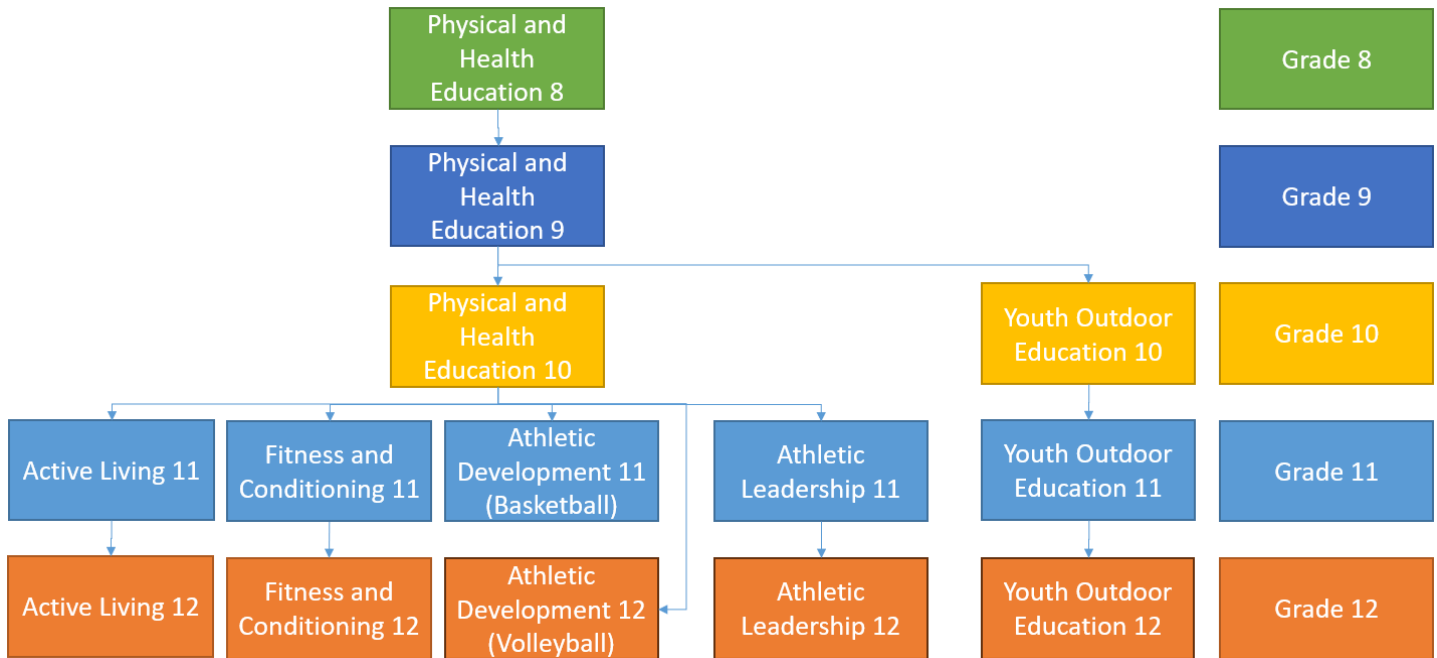
This is an advanced-level course for students with prior Mandarin experience or those who have completed Mandarin 11. Students should have mastered the Hanyu Pinyin system. Students will enhance their listening, speaking, reading, and writing skills while exploring literature, history, and culture. Aligned with the new BC curriculum, this course integrates indigenous content and perspectives into language learning. As students build proficiency, they will also develop critical and creative thinking skills, a sense of social and personal responsibility, and greater appreciation for Canadian multiculturalism.

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## 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 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

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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 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

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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.

### YOUTH OUTDOOR EDUCATION

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 - MPHE10SC1](#)

Prerequisite: MPHE-09

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.

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[OUTDOOR EDUCATION 11 - MODED11](#)

Prerequisite: MPHED10 or Outdoor Education 10

[OUTDOOR EDUCATION 12 - MODED12\](#)

Prerequisite: Outdoor Education 11

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 YOE 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 – YHRA-1A](#)[ATHLETIC LEADERSHIP 12 –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 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.

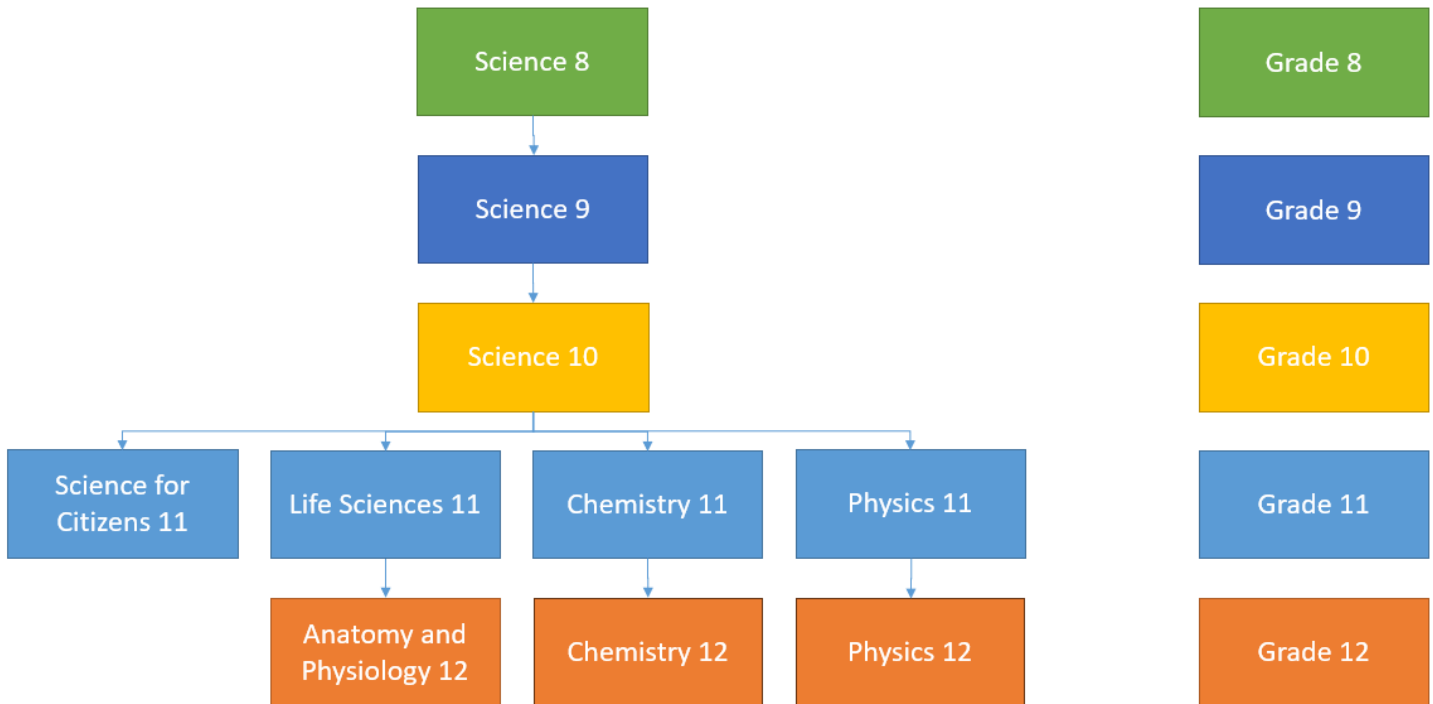
This course will be offered **OFF TIMETABLE for the full year.**

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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

This course satisfies the graduation requirement of a senior science elective. The purpose of this

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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, 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

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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](#)

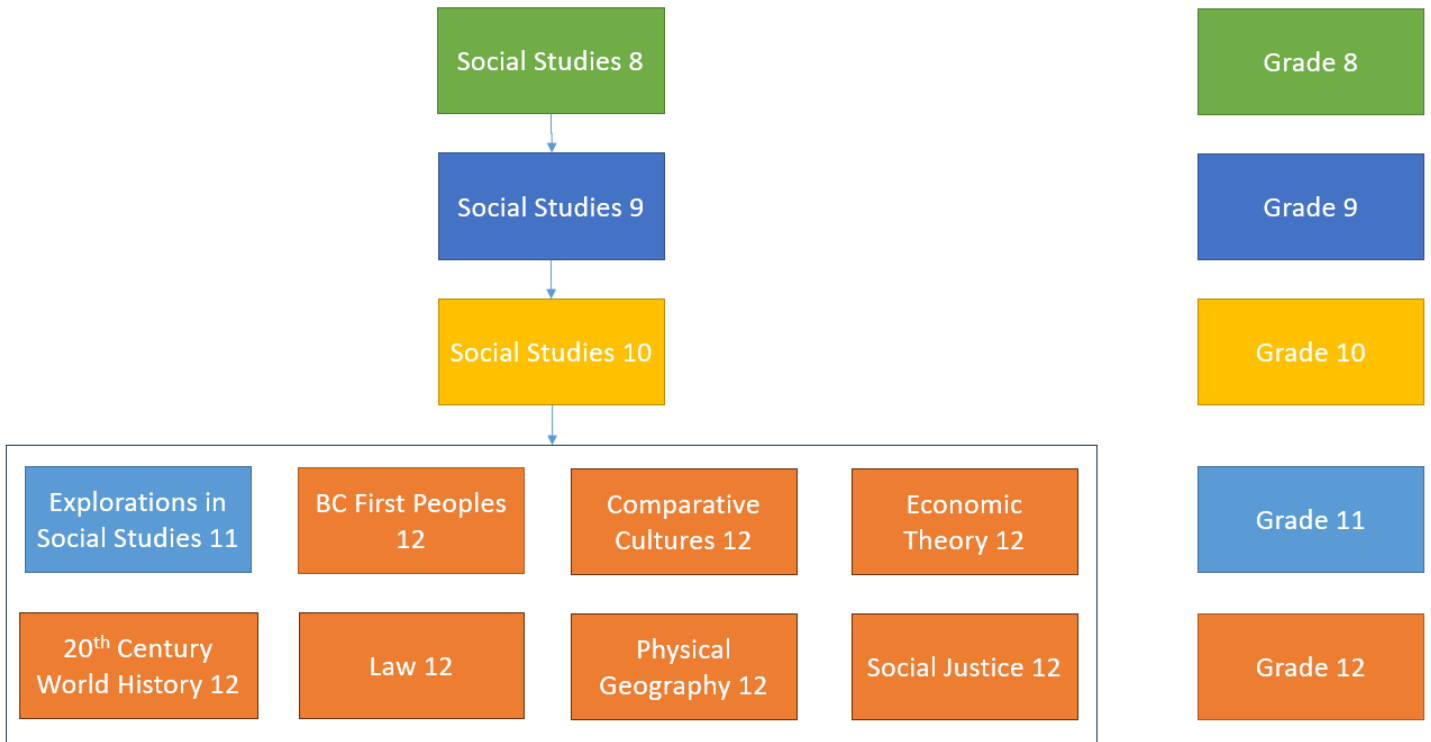
In the first half of this course, the fundamentals covered in Physics 11 are expanded to include more interesting and realistic motion using vectors. The second half of the course gives a thorough treatment of electricity and magnetism. The application of E&M is a key feature in modern society and there 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.

### [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

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significance of people and events, and appreciate the short- and long-term causes and consequences of events. 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.

### [EXPLORATIONS IN SOCIAL STUDIES 11–](#)

MEPSS11

Grade 11 or 12

This course is based on student inquiry and allows flexibility in content covered. It is a good introduction to our grade 12 course options. 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 and physical 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.

### [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.

### [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. This course 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

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

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

This course is an exciting course which looks at major historical developments of the 20th century. 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.

[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, 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, socioeconomic 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

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and overcoming injustice, and moving toward a socially just world.

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## STUDENT SERVICES DEPARTMENT

### PEER TUTORING 12 – YIPS-2B

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

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

\*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

Students in the Mini School Program enroll in the courses listed in the table below. In addition to the Mini School courses listed, students take core and elective courses through the Main School to fulfill their graduation requirements.

### **Mini School Structure**

<b>MINI 8</b>	<b>MINI 9</b>	<b>MINI 10</b>	<b>MINI 11</b>	<b>MINI 12</b>
English 8 <b>MEN--08DC1</b>	English 9 <b>MEN--09DC1</b>	Literary Studies 10 <b>MLTST10DC1</b>  Composition 10 <b>MCMP510DC1</b>	English 11 <b>MLTST11DC1</b>	English First Peoples 12 <b>MENFP12DC1</b>
Social Studies 8 <b>MSS--08DC1</b>	Social Studies 9 <b>MSS--09DC1</b>	Social Studies 10 <b>MSS--10DC1</b>	Social Studies 11 <b>MEPSS11DC1</b>	
Science 8 <b>MSC--08DC1</b>	Science 9 <b>MSC--09DC1</b>  Science 10 <b>MSC--10DC1</b>			
Math 8 <b>MMA--08DC1</b>	Math 9 <b>MMA--09DC1</b>			

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

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

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

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

Program	Training Program Institution	Graduation Credits Earned	Standard Class Schedule	Application Due	Program Start Month(s)
Aircraft Maintenance Engineer – M license	BCIT	16	Mon–Fri	March 1	August January

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Auto Collision and Refinishing	VCC	32	Mon–Fri	March 1	September February
Auto Service Technician	Britannia	20	Mon–Fri, Semester 2	March 1	February
Baking and Pastry Arts	VCC	24	Mon–Thurs (afternoon/evening)	December 1	July
Carpentry	BCIT	20	Mon–Fri	March 1	July February
Cook	VCC	28	Mon–Thurs	March 1	Various
Electrical	BCIT	24	Mon–Fri	March 1	August October February March
Hairdressing	VCC	48	Mon–Wed 8:00am – 6:00pm	March 1	September
Heavy Mechanical Trades	VCC	28	Mon–Thurs	March 1	Various
Millwright	BCIT	20	Mon–Fri	March 1	September February
Motorcycle Technician	BCIT	20	Mon–Fri	March 1	September February
Metal Fabrication	BCIT	20	Mon–Fri	March 1	February
Painting & Decorating	Finishing Trades Institute of BC	4	Mon–Fri	March 1	June

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Plumbing or Sprinkler Fitting	Piping Industry College of BC	8	Mon–Fri	December 1	June
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## Youth WORK in Trades - Apprenticeship

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

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

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

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

## Youth EXPLORE Trades Sampler – Tupper Tech

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

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

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

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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](http://careerprograms.vsb.bc.ca) → Our Programs → Early Childhood Educator

### Healthcare Assistant

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

Training Program Institution – Vancouver Community College

Program length – 28 weeks (September to April)

Graduation credits earned – 28

Application Due Date – March 1

Program Start Month – September

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

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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](http://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.

- 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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