

KING GEORGE
SECONDARY

COURSE
PLANNING
GUIDE



 2018-2019

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OVERVIEW OF THE COURSE PLANNING GUIDE

The purpose of this guide is to provide students and parents with the information necessary to make thoughtful course selections. Course selections, particularly in Grades 10 through 12, have implications for post-secondary opportunities.

Although school staff will make every effort to assist students in course planning, it is the responsibility of students and their families to ensure that the courses required for graduation by the BC Ministry of Education are completed and the entrance requirements of the post-secondary institution program(s) of choice are satisfied.

**** Please note that all courses listed in this book are subject to being cancelled at any time should there be insufficient interest and enrollment ****

REQUIRED COURSES / ACADEMICS / ACADEMIC ELECTIVES

CAREER AND LIFE EXPLORATION (CLE-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

ENGLISH LANGUAGE ARTS

- **Language and Literature Year 4 (MEN—09IB-)**

Language and Literature Year 4 adheres to requirements for both IB MYP and BC’s New Curriculum. Students will build Core Competencies through exploring Big Ideas and developing Curricular Competencies including: Comprehend and Connect (reading, listening and viewing) and Create and Communicate (writing, speaking and representing). For more information, please visit:

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/9>

In Language and Literature Year 4, students read from a variety of literary genres including short stories, poetry, novels, drama (a Shakespearean play), and non-fiction. Students analyze literature with a focus on literary devices. Students will practice various styles of writing, from sentence structures to paragraph writing and multi-paragraph development. During Language and Literature Year 4, students explore the writing process, developing their work

through a series of steps such as gathering information, organizing ideas and evidence, and polishing a final product.

- **Language and Literature Year 5 (MLTST10IB- & MCTWR10IB-)**

Language and Literature 10 combines two two-credit options from the new BC Grade 10 curriculum: Literary Studies and Creative Writing. These courses will be taught concurrently throughout the year.

Literary Studies 10 is the exploration of the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media.

Creative Writing 10 is designed to explore creative expression through language. The course provides students opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the sampling of writing processes, inviting students to express themselves creatively as they experiment with, reflect on and practice their writing.

- **English 11 (MEN--11)**

In English 11, students hone skills in literary analysis, working to expand their ability to think critically about varied print and non-print materials, including poetry, short stories, novels, non-fiction and a Shakespearean play. During English 11, students continue to focus on writing skills, including practicing the persuasive/argumentative essay, with focus on integrating quotations, as well as crafting hooks and closing words. This course is designed for students planning to continue their studies at a post-secondary level.

OR

- **Communications 11 (MCOM-11)**

This course is designed for students who wish to focus on the practical applications of writing rather than literary analysis. This course focuses on the aspects of writing that they'll need to communicate effectively in the corporate, business and trades environments. Areas of study include: formal e-mail and memo writing, business letter composition, and report writing. Students will practice writing clearly and directly for a formal audience. Students who take this course still have access to many post-secondary programs.

- **English 12 (MEN--12)**

In English 12, students continue to hone essay-writing skills, with particular focus on revising their own work, and writing with clarity. Students explore rhetorical analysis, syntactic and stylistic techniques. Through the study of various forms of literature, student practice literary analysis and critical thinking. This course finishes with the English 12 Provincial Exam representing 40% of the course mark.

OR

- **Communications 12 (MCOM-12)**

This course is designed for students who wish to study the practical applications of writing over literary analysis. This course further focuses on the aspects of writing that they'll need to communicate effectively in the corporate, business and trades environments. Areas of writing practice include: formal e-mails, memos, business letters and reports. Students hone skills needed to write clearly and directly for a formal audience. This course finishes with the Communications 12 Provincial Mark worth 40% of the final course mark.

English Electives:

- **Literature 12 (MLIT-12) – This course will be offered in alternate years (2016-7, 2018-2019, 2020-2021...)**

This course may be taken by both grade 11 and grade 12 students.

Literature 12 surveys English literature from the Fifth Century to the end of the Victorian Age, and includes works of modern English. This course explores sequential aspects of English history with emphasis on the manners, customs and concerns of each literary period, through the works of the major writers of each period. This course combines literary analysis, analytical writing and creative writing through the study of major works of English Literature throughout these literary periods.

ENGLISH LANGUAGE LEARNING

The E.L.L. program at King George consists of three levels from Beginners to Advanced (Transitional). The program’s objective is to teach students to read, understand, write, and speak Canadian English fluently. A secondary objective is to introduce students to and educate them in Canada’s multicultural society, its customs, and laws.

Language instruction at the Beginner’s level focuses on oral skills and provides the “survival” skills needed to adapt to Canadian society. Language skills are taught sequentially (from simple to complex usages). Classes may focus on one language skill but not to the exclusion of the others. Where a student’s language abilities have proven excellent, consideration is given to integrating them as quickly as possible into regular program courses. Promotion from one level to the next is the result of student achievement in all the language areas as well as consultation among the teachers of the E.L.L. Department. Transitional courses leading to full integration are cooperatively managed by the E.L.L. Department and the regular program departments. It is important for students and parents to understand that achieving fluency in English, as well as success in school, depends upon the efforts of the student. A regular home study plan that includes personal reading, writing and speaking is necessary. Student’s contributions to class work and discussion are highly regarded as a means of acquiring and demonstrating language fluency.

E.L.L. PROGRAM AT KING GEORGE

LEVEL 1	LEVEL 2	Transitional
ELL Writing *	ELL Writing *	Junior/Senior Transitional English
ELL Reading *	ELL Reading*	
ELL Social Studies *	ELL Social Studies *	
a Mathematics class	a Mathematics class	a Mathematics class
ELC if needed and offered *	ELC if needed and offered *	A Science Class
a Science class	a Science class	And five courses from the regular program (for grade 8 – 10 students, one of the classes must be PE)
And three courses from the regular program (for grade 8 – 10 students, one of the classes must be PE)	And three courses from the regular program (for grade 8 – 10 students, one of the classes must be PE)	

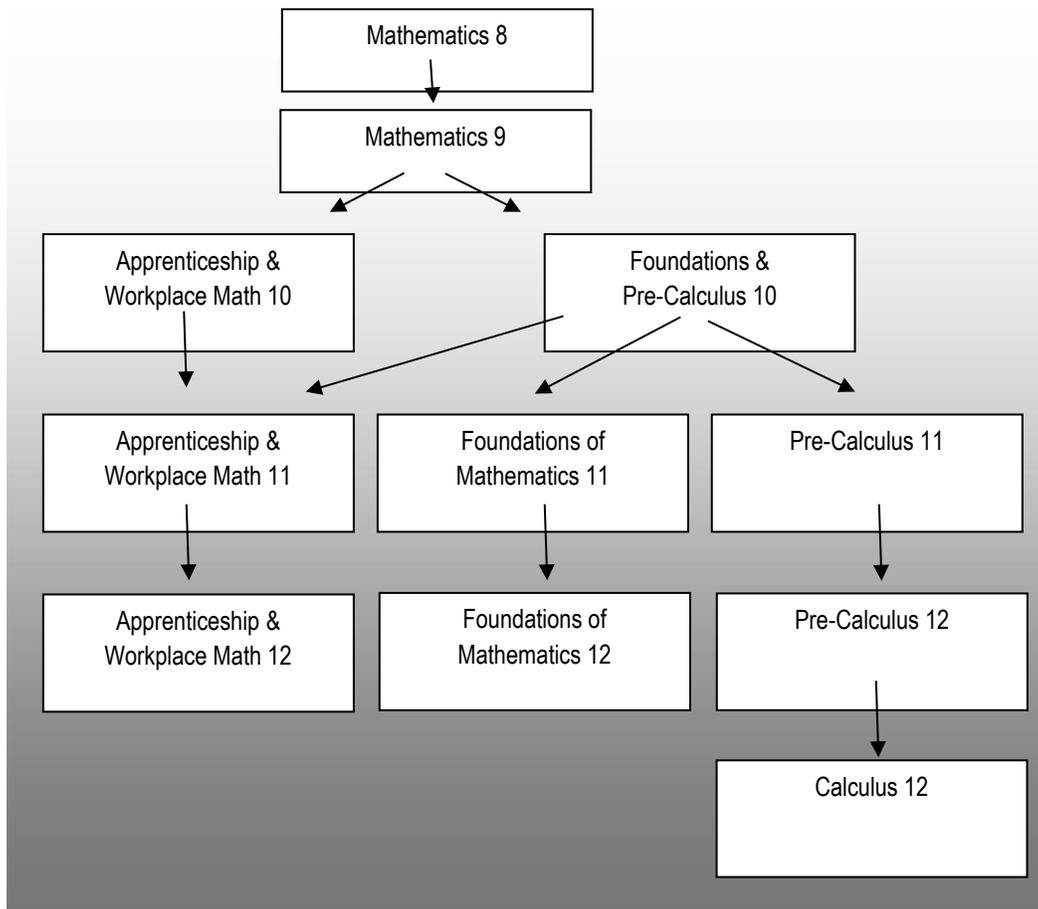
* Marks are not given for these courses

MATHEMATICS

In the senior grades, there are three distinct Math pathways available to students (though students can elect to enter more than one of these pathways by taking multiple math courses concurrently):

- 1) Apprenticeship and Workplace: 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.
- 2) Pre-Calculus: designed to prepare students for future study of Calculus and other University program selections.
- 3) Foundations of Mathematics: designed to qualify students for University entrance to programs not requiring Calculus.

This program map shows a list of recommended pre-requisite courses, that is, the possible pathways of supporting courses. Following this, there is a topic summary for each of the courses on the pathway diagram.



Mathematics Required Courses:

- **Mathematics 9 Year 4 (MMA—09IB)**

Topics include: operations with rational numbers (addition, subtraction, multiplication, division, order of operations); exponents and exponent laws (whole-number exponents); operations with polynomials (degree less than or equal to 2); two-variable linear relations (using graphing, interpolation, and extrapolation); multi-step one-variable linear equations; spatial proportional reasoning; statistics in society; financial literacy (simple budgets and transactions)

Grade 10 Math Options:

- **Foundations of Math and Pre-Calculus 10 Year 5 (MFMP-10IB)**

Topics include: operations on powers with integral exponents, relationships among data, graphs, and situations, linear relations, including slope and equations of lines, solving systems of linear equations, multiplication of polynomial expressions, polynomial factoring, primary trigonometric ratios, experimental probability, financial literacy: gross and net pay

OR

- **Apprenticeship and Workplace Mathematics 10 Year 5 (MWPM-10IB)**

Topics include: puzzles and games for computational fluency, create, interpret, and critique graphs, primary trigonometric ratios, metric and imperial measurement and conversions, solving problems involving surface area and volume, angles, central tendency, experimental probability, financial literacy: gross and net pay

Grade 11 Math Options:

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

Topics include: polynomial expressions, analyze quadratic functions, solve algebraically and graphically systems of linear-quadratic and quadratic-quadratic equations, quadratic inequalities, arithmetic sequences and series, geometric sequences and series, reciprocal functions, trigonometry.

OR

- **Foundations of Mathematics 11 (MFOM--11)**

Topics include: application of rates, scale diagrams, proportional reasoning, areas, surface areas and volumes of similar 2-D shapes and 3-D objects, analyze and prove conjectures, inductive and deductive reasoning, spatial reasoning, using problem-solving strategies, systems of linear inequalities in two variables, quadratic functions, proofs, properties of angles and triangles, cosine law and sine law, normal distribution, standard deviation, z-scores, spatial reasoning, using problem-solving strategies, mathematics research project.

OR

- **Apprenticeship and Workplace Mathematics 11 (MAWM-11)**

Topics include: SI and imperial units in surface area, SI and imperial units in volume and capacity, geometry, problems that involve two and three right triangles, scale, 3-D objects and their views, exploded views, component parts, scale diagrams, numerical reasoning, personal budgets, compound interest, understanding and managing finances, manipulation and application of formulas, slope, proportional reasoning, unit analysis, statistics, creating and interpreting graphs.

Mathematics Elective Courses:

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

Topics include: trigonometry, permutations, combinations, and binomial theorem, operations on and compositions of functions, horizontal and vertical translations, horizontal and vertical stretches, reflections, inverses of relations, logarithms, laws of logarithms, exponential and logarithmic functions, polynomials of degree ≤ 5 , radical functions, rational functions.

- **Foundations of Mathematics 12 (MFOM--12)**

Topics include: compound interest, costs and benefits, investment portfolio, probability, fundamental counting principle, permutations, combinations, mathematics research project, numerical and logical reasoning, application of set theory, conditional statements, polynomial functions, exponential and logarithmic functions, sinusoidal functions.

- **Apprenticeship and Workplace Mathematics 12 (MAWM-12)**

Topics include: the limitations of measuring instruments, geometry, sine law and cosine law, triangles, quadrilaterals, regular polygons, transformations on a 2-D shape or a 3-D object, translations, rotations, reflections, dilations, logical reasoning, the acquisition of a vehicle, viability of small business options, linear relations, statistics, and measures of central tendency, percentiles, and probability.

- **Calculus 12 (MCALC12)**

Pre-Calculus 12 may be taken concurrently

This course is intended for students planning to further their studies in mathematics at a post-secondary level. The course introduces the principles of differential and integral calculus and provides the student a forum to apply his or her knowledge of functions in many new situations involving limits, rates of change and integration processes. Emphasis will be on the practical rather than the theoretical; proofs will be investigated as required but application of the principles will be stressed. This course demands skills in higher mathematical analysis and should be attempted by those fulfilling the prerequisites only.

Topics include: limits, derivatives, applications including tangents, implicit differentiation, velocity and acceleration, related rates, maximum and minimum problems, optimization, and curve sketching, derivatives of trigonometric, exponential and logarithmic functions, anti-derivatives, and applications including areas and integration.

PHYSICAL AND HEALTH EDUCATION

PHYSICAL and HEALTH EDUCATION Year 4 and 5 (MPHE—09IB--, MPHE-10IB-)

The content of Physical and Health Education 9 and 10 has four program dimensions:

1. **Physical Literacy:**
2. **Healthy and Active Living:**
3. **Social and Community Health:**
4. **Mental Well-being:**

Physical and health Education Elective Courses

- **Physical and Health Education 11 and 12 (MPE--11, MPE--12)**

The content of Physical and Health Education 11 and 12 has three program dimensions:

1. **Active Living:**
2. **Fitness and Conditioning:**
3. **Outdoor Education:**

*certain requirements must be met in order for students to participate in overnight trips. These include service hours (30 for PE 11 and 45 for PE 12), maintain a minimum of 80% grade average and attend all workshops, first aid courses that are organized through the class.

Through these three program dimensions of Physical Health and Education, students are expected to be able to demonstrate outdoor and indoor activity skills, social responsibility, collaboration, teamwork and safety. They will also see the value of how participating in physical activity plays an important role in the development of lifetime physical fitness attitudes.

SCIENCE

Science Required Courses:

- **Science Year 4 (MSC—09IB)**

Science 9 looks at science process skills through BC Curricular Competencies including Questioning and Predicting, Planning and Conducting, Processing and Analyzing, Evaluating, Applying and Innovating, and Communicating. Topics of study are encapsulated in the Big Ideas; Cells are derived from cells, the electron arrangement of atoms impacts their chemical nature; Electric current is the flow of electric charge; The Earth's major spheres are interconnected as matter cycles and energy flows through them. Students will be assessed on four criteria in Science, namely Knowledge and Understanding, Inquiring and Designing, Processing and Evaluating, and Reflecting on the Impact of Science.

- **Science Year 5 (MSC—10IB)**

Science 10 is devoted to a more advanced study of science content and process skills than Science 9. The course focuses on the BC curricular competencies including questioning and predicting, planning and conducting, processing and analyzing, evaluating, applying and innovating, and communicating. Topics of study are encapsulated in the Big Ideas; Genes are the foundation for the diversity of living things; Chemical processes require energy change as atoms are rearranged; Energy is conserved, and its transformation can affect living things and the environment; The formation of the universe can be explained by the big bang theory. Students will be assessed on four IB MYP criteria in Science, namely Knowledge and Understanding, Inquiring and Designing, Processing and Evaluating, and Reflecting on the Impact of Science.

Grade 11 Science Options (must take at least one of the following):

- **Life Sciences 11 (MBI--11)**

Life Sciences 11 is a survey of the living world. The three Big Ideas for this course include “all living things have common characteristics”, “Living things evolve over time”, and “Organisms are grouped on the basis of identifiable similarities”. Life Sciences 11 is a laboratory course, and students will be introduced to laboratory equipment and techniques used in more advanced Biology courses. The BC curricular competencies continue to be addressed through the study of Taxonomy, the Process of Evolution and the Characteristics of Living Things and the Scientific Process.

AND / OR

- **Chemistry 11 (MCH--11)**

Chemistry 11 is a laboratory course that begins to develop students' analytical skill set as the BC curricular competencies continue to be developed. The Big Ideas for this course include "Atoms and molecules are the fundamental building blocks of matter", "chemical bonds are the result of electrostatic forces", "periodicity can be explained by atomic structure", "The mole is a convenient way to express quantities of particles", "the application of chemical reactions, solution chemistry and organic chemistry have significant implications for human health, society, and the environment".

It is strongly recommended that students have at least a "C" or IB MYP OLA of 3 (56-69%) standing in Mathematics 10

AND / OR

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

Physics 11 is theoretical course that introduces 2D theory and continues to develop students' BC curricular competencies of Questioning and Predicting, Planning and Conducting, Processing and Analyzing, Evaluating, Applying and Innovating, and Communicating. The Big Ideas for this course include "Kinematics allows us to predict, describe, and analyze an object's motion", "Forces influence the motion of an object", "Momentum is conserved in a closed system", "Energy is found in different forms, is conserved, and has the ability to do work", "The application of conservation laws explains the flow of electricity within a circuit", "Light can be modelled as a wave or a particle", "Quantum mechanics can be used to describe the behaviour of very small particles", "Special relativity helps explain the relationship between space and time", Nuclear reactions involve changes in the atomic nucleus.

It is strongly recommended that students have at least a "C" or IB MYP OLA of 3 (56-69%) standing in Mathematics 10

AND / OR

- **Science for Citizens 11 (MSCT--11)**

Students will develop an understanding of science from the perspective of an informed, contributing global citizen. Through the Big Ideas students will continue to develop their foundation for the BC curricular competencies of Questioning and Predicting, Planning and Conducting, Processing and Analyzing, Evaluating, Applying and Innovating, and Communicating. Big Ideas to frame this course of study include "Science informs our decisions and impacts our daily lives", "Science has everyday uses and safety implications in the workplace", and "science helps explain how natural changes and human choices affect global systems".

PLEASE NOTE: This course does not satisfy the requirements for direct entry into university.

Science Elective Courses:

- **Anatomy and Physiology 12 (MBI--12)**

It is strongly recommended that students have completed Life Sciences 11 prior to taking this course.

Anatomy and Physiology 12 is an introduction to human anatomy and physiology. Big Ideas include "the body strives to maintain homeostasis", "all living things are made of cells, which contain DNA and cell structures that allow cells to survive and reproduce", and "Organ systems have complex interrelationships to maintain homeostasis". This course is more demanding than Life Sciences 11, and requires knowledge and laboratory techniques learned in Life Sciences 11. Students will benefit from taking Chemistry 11 prior to taking this course.

- **Chemistry 12 (MCH--12)**

This is a theoretical course that covers five Big Ideas, namely “Dynamic equilibrium can be altered by changing the surrounding conditions”, “Saturated solutions are systems in equilibrium”, “Weak acids, weak bases, and buffers are systems in equilibrium”, “Redox reactions have implications for resource development and for the environment”, “Reactants must collide to react, with conditions surrounding a reaction determining its rate”.

It is strongly recommended that students have at least a “C” standing in Chemistry 11

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

Physics 12 is devoted to the explanation (as contrasted to observation and recording) of physical relationships observed in Physics 11. Physics 11 is a theoretical course that develops 2D theory. The Big Ideas for this course include “Kinematics allows us to predict, describe, and analyze an object’s motion”, “Forces influence the motion of an object”, “Momentum and Energy are conserved in a closed system”, “Electric fields and forces describe how charges interact”, “The electromagnetic force produces both electricity and magnetism”, “An object in equilibrium is subject to zero net force and zero net torque”, “Circular motion occurs as a result of a centripetal force and can be used to describe and predict the motion of objects on Earth and in the universe” and “gravitational forces and fields describe how masses interact”.

It is strongly recommended that students have at least a “C” standing in Physics 11

INDIVIDUALS AND SOCIETIES

Social Studies Required Courses:

- **Individuals and Societies Year 4 (MSS--09IB-)**

This course offers an in-depth study of significant events, developments, places, and people in the years 1750 to the lead up to WWI in early 20th century in Canada and around the world. Students will investigate a wide variety of topics that may include discriminatory policies and historical wrongs in Canada, such as the Head Tax and the Komagata Maru incident; revolutions and conflicts (for example: the French Revolution, industrialization, the Chilcotin War). Topics about Canada that stretch beyond this time period may include the consequences of colonialism on indigenous people and Canada’s physiographic features. Students will continue to develop historical and geographical competencies learned in grade 8.

- **Individuals and Societies Year 5 (MSS--10)** This course examines significant global and Canadian events, developments, people, and places beginning with WWI through the lenses of historical and geographical thinking competencies. Students will investigate topics of interest up to present day that may include Canadian identity, autonomy, economy, and governance; discriminatory policies and injustices in Canada, such as residential schools and internments; First Peoples’ governance in Canada; truth and reconciliation in Canada; case studies of international and domestic conflict and cooperation (for example: WWI, WWII, NAFTA, the Quiet revolution, the Oka crisis; the League of Nations, NATO); climate change; and urbanization. A trip to Victoria is usually planned for this course to help students better understand the roles of citizen and government in our society.

- **Explorations in Social Studies 11 (MSS--11)** This course is recommended for all grade 11 students to help acquire important knowledge about content and concepts that are developed further in other senior Social Studies elective course offerings. Areas of study in this course may include: civics, human rights, a geographical ‘tour’ across Canada, economy, demography, environment, trade and identity. Students will learn about controversial issues in Canadian society involving resource development such as the oil sands, pipelines and hydro development. Environmental issues and climate change will be explored in terms of the information we already know, what must be studied further and what we must change. When learning about Canada’s demography, students will be encouraged to reflect on what it means to be a wealthy nation in a world where others live in poverty. The focus on economics in this course will also involve a close look at Canada as a trading nation. Where have our trade relationships developed in the past and where they might take us in the future? The rising importance of Asian nations in world trade will be emphasized in this segment of the course. Much of the learning in this course will be inquiry and project-based.

- **History 12 (MHI--12)** This course may be taken by both grade 11 and grade 12 students. 20th Century World History will explore the events, peoples, ideas, developments, conflicts and trends of the last century that have shaped today's world, and are paving the way for the future. Topics for study will include but are not limited to: the resolution of WWI, WWII, the Cold War, human rights movements, migrations, and authoritarian regimes. This course will reflect multiple perspectives and develop other concepts such as ethical judgment through the use of projects, presentations and group work.

- **Philosophy 12 (YPHR-2A)** This course may be taken by both grade 11 and grade 12 students. Philosophy 12 encourages students to question their own assumptions about life's big questions, such as: **What is knowledge? Do good and evil exist? How should I live my life?** Students will explore these questions and more by examining the belief systems and important thinkers of different civilizations, such as Ancient Greece, the Medieval Arab world, Enlightenment Europe, and pre-contact indigenous societies. Students will be encouraged to think critically about a wide range of subjects, including morality, art, religion, government, and history. The course will emphasize various philosophical methods of critical thinking and effective argumentation in academic writing. **Note: Philosophy 12 will be offered on an alternating schedule with Comparative Cultures 12. CC12 will be offered for the 2019-2020 school year.**

- **Social Justice 12 (MSJ--12)** This course may be taken by both grade 11 and grade 12 students. The goal of this course is to raise students' awareness of social injustice and to analyze current events and situations from a social justice perspective. This course provides students opportunities to challenge their beliefs and values through reflection, discussion, and critical analysis. Students will investigate the causes of social injustice such as: sexism, racism, homophobia and globalization. Students will also learn about how the law and public policies may promote – or inhibit - social justice. This is an 'action-oriented' course. Students will have the opportunity to develop a project that allows them to raise public awareness and make change towards a social issue that they care about. Students will learn with guest speakers and go on multiple field trips, including a youth conference on civil liberties held at SFU Harbour Centre campus.

- **Law Studies 12 (MLAW-12)** This course may be taken by both grade 11 and grade 12 students. Law 12 is concerned with the fundamental concepts of the Canadian justice system. Through the frequent use of case analysis, students study: the origin of law, the rights and responsibilities of the citizen, the judicial process, basic elements of criminal law, tort law, family and labour law, and other related legal issues. The Vancouver Police Department School Liaison Officer is a valuable resource element in the course as are the field trips to the various court facilities located in the downtown King George area.

ELECTIVE COURSES

ARTS EDUCATION

DRAMA

- **Drama 9 and 10 (MDR—09IB- and MDRM-10IB-)**

Drama 9 and 10 includes many elements of Drama 8. They will continue to develop their voice and movement skills to create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play. Students will participate in a variety of drama games, scene work and improvisation to improve their storytelling skills. This course focuses heavily on participation, attendance and group work. When there is opportunity, students will see and think critically about live theatre.

- **Drama 11 and 12 (MTPA11 and MTPA12)**

Drama 11 and 12 is an extension of Drama 10. Students will continue to build on their voice and movement skills and refine their storytelling skills. Students will use these skills to lead and participate in a variety of drama games, scene work and improvisation. Students will be challenged to think on their feet, work as a team to build community and express themselves vocally and physically in front of an audience. This course focuses heavily on

participation, attendance and group work. When there is opportunity, students will see and think critically about live theatre.

- **Directing and Scriptwriting 11 and 12**

Students will learn how to write a script and then direct their peers using those scripts. This course is designed to develop the student's ability to be creative, interpretive and exploratory. Students should develop an appreciation for and an understanding of the role of director and playwright. Directors and writers are observant of the world and use language and action to present ideas and influence others. Students will learn to give, receive and apply feedback to any dramatic work of art.

- **Dance 9 and 10 (MDNC-09IB- and MDCF-10IB-)**

Dance 9 and 10 will build skills learned in Dance 8. Students will learn different genres of dance and prescribed choreographies. They will learn to create their own choreography to present to an audience. Dance embraces movement, creation and performance, demanding one's personal best, stretching the limits of their physical ability and of their expressiveness. Dance is the art of gesture and movement. It transforms images, ideas and feelings into movement sequences that are personally and socially significant. When there is opportunity, students will see and critique dance performances.

- **Dance Foundations 11 and 12 (MDNC-11 and MDNC-12)**

Dance 11 and 12 includes elements of Dance 10. Students will extend their knowledge of dance literacy and of different dance genres to learn more complicated choreographies. They will use their refined skills to create their own choreography that tells a story and present that to an audience. Dance is the art of gesture and movement. It transforms images, ideas and feelings into movement sequences that are personally and socially significant. Dance demands one's personal best and stretches the limits of their physical ability and of their expressiveness. When there is opportunity, students will see and critique dance performances.

MUSIC

- **Instrumental Music (Jazz Band) YEAR 4**

This course is for those musicians who would like to expand their musical proficiency on their instrument through the study of Jazz Music. In Jazz Band we will continue our musical literacy through large ensemble playing, small ensemble playing, improvising, jazz history and music theory. It is recommended that students interested in Jazz Band have completed IB MUSIC 8 or have previous experience on their instrument. Goals for the course include participating in festivals, working with local professionals, and developing your own voice as a soloist and group player.

- **Instrumental Music (Jazz Band) YEAR 5**

This course is for those musicians who would like to expand their musical proficiency on their instrument through the study of Jazz Music. In Jazz Band we will continue our musical literacy through large ensemble playing, small ensemble playing, improvising, jazz history and music theory. It is recommended that students interested in Jazz Band have completed IB MUSIC 8 or have previous experience on their instrument. Goals for the course include participating in festivals, working with local professionals, and developing your own voice as a soloist and group player.

- **Instrumental Music (Jazz Band) 11-12.**

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participating in festivals, working with local professionals, and developing your own voice as a soloist and group player.

- **Contemporary Music (Rock Band) YEAR 4**

Have you ever wanted to be in a band? Does the idea of forming a group with your peers and learning music of your choice sound like fun to you? Then KG Rock Band is the place for you! Contemporary Music is a course designed around building musicianship through engagement with the music of your choice with peers of your choice. This course offers a less traditional approach to music learning, focusing more on learning by ear, chord reading, listening skills, and collaboration. This course is open to instrumentalists and singers with varying degrees of experience, from absolute beginners to expert rockers. Everyone is welcome!

- **Contemporary Music (Rock Band) YEAR 5**

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VISUAL ARTS

- **Art Junior Grades 9-10 (MAE--09IB-, MVA10IB-)**

Junior Art classes build off of the foundations laid in Grade 8 with the addition of professional quality art materials and increasing more complex projects. Students will work on a variety of projects that change on a regular basis such as advertising, water colour painting, sculpture, book binding, drawing and illustration projects such as comic strips and stencilling. Students will continue to work on their abilities to communicate through visual mediums.

- **Art Senior Grades 11-12 (MSAPG-11, MSAPG-12)**

Senior Art classes continue on from projects done in both Junior and Grade 8 Art classes with a wide variety of new projects that change on a regular basis, embracing a selection and combination of broad spectrum of materials, technologies and processes for artistic expressions. Students will develop skills and techniques in a wide range of styles and movements and a variety of technologies and processes. They will learn about contemporary art through the creation of paintings, drawings, sculpture and mixed media projects. Field trips to the Vancouver Art Gallery and other local Art institutions are possible as well. Frequent viewing of new Modern art ensures that the students also gain practical experience with current art practices and an understanding that growth as an artist is dependent on perseverance, resilience and reflection.

- **Photography 9 – 12 (MVAPH10, YVPA-1P, YVPA-2N)**

1000's of pictures are taken each day, but how do you make your image stand out and tell your perspective of what you just encountered? Do you ever wonder how photographers in National Geographic are able to make you think or feel differently just after looking at one image? This course is designed to give students a working knowledge of how the principles and elements of art and design are used within photography to tell a story. Photo-shoots will be

assigned that challenge students to think about what they see in their environment and in turn, to create a dialogue with the viewer with their work. Understanding of a digital SLR camera will be reviewed along with skills needed to edit (Adobe Creative Suite), create Time-lapse videos, sequences and more. (This is a technical course that requires a focused and mature student.)

(NOTE: A personal camera is not required for this course, cameras can be borrowed from the school.)

- **Yearbook Grades 9-12 (YVPA-0CIB-, YVPA-1P, YVPA-2N)**

This course will focus on the creation of the King George Yearbook, our annual publication. Students will be responsible all elements related to publishing our school yearbook. Opportunities to develop skills using SLR cameras, photography, InDesign and Photoshop as well as understanding of print media will be provided. Elements of business and publishing will be looked at as we journey through the process that is the creation of a yearbook.

Please note that it is recommended that students take a Photography or Information and Technology course but, is not required. This course requires that students make commitments to doing work that falls outside of the traditional school day such as photographing school events, sporting games and the like. The responsibility of making a yearbook is a big task.

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES

HOME ECONOMICS

- **Family Studies 12 (MFM--12)**

This course is offered in alternate years (2017-8, 2019-20...)

This course may be taken by both grade 11 and grade 12 students.

Family Studies 12 focuses on the family. It includes areas of study from human sociology, psychology and physiology. Students learn about the interdependence of individuals, families and society. Throughout the course, emphasis is placed on how to develop skills that allow individuals and families to lead healthy and satisfying lives. Examples of topics in the Family Studies curriculum are: the functions of families within society, communication skills, decision-making, relationships with friends and family members, stress management, sexuality, coping with pregnancy, infant development, parenting, geriatrics and death. Students lead and observe pre-schooler and kindergarten-aged children in activities, and students care for an electronic baby.

Students interested in promoting the satisfaction of their present and future lives or who are planning careers that involve working with people should consider taking Family Studies 12.

- **Food Studies 10 (MFOOD10IB-)**

This is an introductory course which offers students a wide range of experiences in basic food preparation, as well as stressing the importance of meal planning, safe food preparation and storage, and how food choices affect health. Students develop skills in cooperation and working within groups during practical food labs.

- **Food Studies 11 (MFDN-11)**

This is an advanced course in food preparation, meal planning, nutrition and consumerism for the individual and the family. Students will develop a variety of skills in food preparation and will become familiar with a wide range of foods. The importance of nutrition for a healthy lifestyle will be stressed throughout the course. FoodSafe certification will be offered to students enrolled in this course.

- **Food Studies 12 (MFDN-12)**

Foods & Nutrition 12 gives students an opportunity to build on and develop further the skills and knowledge they gained in FDN11. Topics include food preparation techniques and principles, nutrition and healthy eating, management and consumerism. FoodSafe certification will be offered to students enrolled in this course.

- **Textiles 10 (MTXT-10)**

Students must provide supplies for each project

This is an introductory sewing course. Students will construct three to four garments or projects with commercial patterns of their own choice, giving them opportunities to learn basic construction techniques. Projects are selected according to the student's sewing ability, personal lifestyle, wardrobe needs, and individual preferences.

- **Textiles Studies 11 (MTXT-11)**

Students must provide supplies for each project.

This course allows students to continue to develop basic sewing techniques, and provides opportunities to learn more advanced skills. Students will construct a variety of garments suited to their sewing ability, lifestyle, personality, and figure type. Students will select their own projects to meet certain course requirements.

- **Textiles Studies 12 (MTXT-12)**

Students must provide supplies for each project.

Textile Studies 12 offers students experience in clothing construction and opportunities to learn advanced sewing skills. Students will select projects according to their own needs. They could choose to create garments such as bathing suits or exercise wear, lingerie, graduation outfits, or other projects which would provide them with challenging experiences.

- **Textiles Studies 12 advanced**

Students must provide supplies for each project.

This course is for the aspiring clothing designer or for someone who would like to express his/her individuality and creativity through his/her own clothing. Students will learn to design clothing and construct the patterns necessary to make their designs come to life.

TECHNOLOGY EDUCATION

- **Woodwork 10 (MWWK-10IB-)**

In this course, students will learn how to safely use a variety of power and hand woodworking tools through making several set projects they can take home. As students are making their personalized projects, students will also learn about wood properties, how to draw blueprints, as well as new joinery and finishing techniques. Projects may include: a folding stool, a mini desk drawer, a personalized keepsake box, a passive amplifier for a phone, cutting boards, and more. This course is recommended for students interested in pursuing a career in engineering, applied sciences, or trades. Since this is a technical course that involves machinery, there is a strong emphasis on safe work habits. Focus and maturity is needed to be successful.

- **Carpentry and Joinery 11 (MCJ—11)**

This course allows students to continue to develop basic safe woodworking skills and provides opportunities to learn more advanced woodworking skills and techniques. Students will work with the instructor to select or design

a project suitable to their skill. As students are making their custom projects, students will also learn how to visually communicate ideas, draw blueprints and how to estimate costs for projects. Sample projects may include: a chest of drawers, a battery-operated amp to plug a device into, side tables, nightstands with drawers, stools, chess sets, shelves, bowls, chairs, storage units. This course is recommended for students interested in pursuing a career in engineering, applied sciences, or trades. Since this is a technical course that involves machinery, there is a strong emphasis on safe work habits. Focus and maturity is needed to be successful.

- **Carpentry and Joinery 12 (MCJ-12)**

This course allows students to build on the woodworking skills and techniques that they learned in Carpentry and Joinery 11. Students will spend the largest portion of their class time working with the instructor to select or design a project that is suitable to their skill level and meets course requirements. As students are making their custom project, students will also learn to visually communicate ideas, how to draw blueprints, estimate costs for projects, plan procedures to minimize waste, and setting up machines for mass production. This course provides students with marketable skills, independent critical thinking skills, and prepares students for trade training. It is recommended for students interested in pursuing a career in engineering, applied sciences, or trades. Since this is a technical course that involves machinery, there is a strong emphasis on safe work habits. Focus and maturity is needed to be successful.

- **Carpentry and Joinery 12 (Advanced)**

This advanced course builds on the woodworking skills and techniques learned in Carpentry and Joinery 12. This course is designed to give students additional workshop hours to increase their skills and knowledge of woodworking theory and safe woodworking practice as it relates to wood product design and construction. Students will learn to carry a wood project out from the initial stages of research and drawing rough sketches all the way to completing the project and evaluating it. This course provides students with marketable skills, independent critical thinking skills, and prepares students for trade training. It is recommended for students interested in pursuing a career in engineering, applied sciences, or trades. Since this is a technical course that involves machinery, there is a strong emphasis on safe work habits. Focus and maturity is needed to be successful.

- **Technology Education 10 (MTEAR10IB-)**

This beginner multi-disciplinary course is for the inventor and maker in all of us. In each term, students will work on a variety of hands-on projects and design challenges that change on a regular basis. The projects and challenges range from disciplines such as electronics, robotics, graphics, power mechanics, drafting, and woodworking. In each project, students will learn to graphically communicate their ideas, develop a plan for production, test their ideas, and create their final solution. Some projects in the past include: designing a wooden speaker box, building a personal sumo robot, building an electric amp, and designing and building mini roller coasters. This course is recommended for students interested in pursuing a career in engineering, applied sciences, or trades. Since this is a technical course that involves machinery, there is a strong emphasis on safe work habits. Focus and maturity is needed to be successful.

- **Technology Education 11 (MELR-11)**

This course builds on the concepts learned in Technology Education 10. In this intermediate course, students will further develop their skills in electronics, robotics, graphics, power mechanics, drafting, and woodworking. Students are encouraged to work with the instructor to personalize and enrich each project so that it is suitable to their skill level and interests. Students will also continue to build on their graphic communication, planning, and prototyping skills. This course is recommended for students interested in pursuing a career in engineering, applied sciences, or trades. Since this is a technical course that involves machinery, there is a strong emphasis on safe work habits. Focus and maturity is needed to be successful.

- **Technology Education 12 (MELR-12)**

This course provides students with an opportunity to learn advanced electronics, robotics, graphics, power mechanics, drafting, and woodworking skills. Students will work with the instructor to select or design a project

according to their interests and skill levels. This course is recommended for students interested in pursuing a career in engineering, applied sciences, or trades. Since this is a technical course that involves machinery, there is a strong emphasis on safe work habits. Focus and maturity is needed to be successful.

- **Technology Education 12 (Advanced) (MELDS-12)**

This course is for students who are interested in pursuing electronics, robotics, graphics, metalwork, drafting, and woodworking after high school. Students will go through the entire design process. Students will design a project that interests them within the field of electronics, robotics, graphics, metalwork, drafting, or woodworking. Students then work with the instructor to create the plans and bring the design to life. Focus and maturity is needed to be successful.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

- **Information and Communications Technology 10 (MSCTU10IB-)**

Prerequisite: Open to students in Grades 9 and 10

Students in MINT-10 will be introduced to a sampling of topics covered in the senior ICT courses. These include programming, web-page development, Photoshop, desktop publishing, and other materials. The practise and handling of internet information in an ethical way will be taught and important issues relating to technology will be discussed. This course is taught in a computer lab.

- **Computer Programming 11 (MICTP11)**

Prerequisite: None. Information Technology 10 strongly recommended.

Students in this course will learn about software development issues, procedures for developing software projects, and best practice for development of code. They will explore the various features of different programming environments and concepts. They will develop knowledge of and skills in processing data and file access.

- **Digital Media Development 11 (MICTM11)**

Prerequisite: None. Information Technology 10 strongly recommended.

Students in this course will explore techniques in the fields of digital video, 2D graphics design and publishing, digital animation, and website development. Students will gain direct hands-on experience by supporting the school's web site, and may also have the opportunity to work with outside clients.

MODERN LANGUAGES

- **French 9 (MFR—09IB-)**

French 9 is a continuation of French 8. Participation in relevant activities extends vocabulary and develops more complex language structures. The focus of this course is on expressing oneself orally and the development of the listening, reading and writing skills. In this course students develop a confidence in using French as a means of communication.

- **French 10 (MFR—10IB-)**

Through the expansion of useful vocabulary and expressions, students will acquire the ability to describe, both in oral and in written form, relevant events in the past, present and future time. They will read more advanced French and will be expected to extract useful information from authentic documents. Cultural enrichment will continue to be an important component of the course.

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

In French 11, there is a focus to help students develop the ability to better place events in the right time sequence. To facilitate improved written and oral fluency, students are given opportunities to express themselves through oral presentations, and individual and group projects. An ongoing effort is maintained to help students experience the ambiance of La Francophonie.

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

This course gives students the opportunity to express opinions and relate life experiences in French through writing, class discussions, paired activities, and oral presentations. This year, knowledge already acquired will be consolidated, plus vocabulary and comprehension will be improved. Items from the target culture – classic stories and literature and cultural exploration.

SERVICE-ORIENTED COURSES

- **Community Service 11 – 4 Credits (YCPM-1D)**

Prerequisite: Teacher, Counsellor and Administrator consent.

In this course students have an opportunity to do a variety of tasks under the supervision of a teacher. The service may involve working in the library, office, classroom, gym or community, depending on the interest of the student or availability of placement. Students must submit to their counsellor a signed permission form from the teacher with whom they will be working. A Community Service student has a friendly attitude, pays attention to detail, is patient, dependable, and willing to learn and follow directions. Students will be evaluated on the basis of attendance, attitude, reliability, and performance.

The library is an option for students considering the Community Service course. In addition to helping in the library, students can gain a familiarity with some specialized resources which could help them in their future studies.

- **Peer Tutoring 12 - 4 Credits (YIPS-2B)**

Prerequisite: Teacher, Counsellor and Administrator consent.

Peer Tutoring is open to Grade 11 and 12 students. This course provides background information on learning differences and training in effective strategies for supporting peers in academic areas. Peer Tutoring is a practical course in which students work directly with peers through a year-long placement in a tutoring situation. Students are expected to attend training workshops and complete a variety of reflective written assignments in addition to practical work with peers. This course provides an opportunity to develop the communication and leadership skills that are highly valued in both post-secondary and workplace environments. Due to the service-oriented nature of this course, a high level of personal and community commitment and engagement is required.

SUPPORT COURSES

- **Skills Development Centre (XLDCD10SDC)**

The primary goals of the Skills Development Centre at King George Secondary are to promote independent learning, foster self-advocacy, and develop the skills necessary for academic success. Students receive direct instruction in the following four skill areas: Communication & Social, Organization, Self-Regulation, and Thinking & Reflecting.

The course is structured to provide independent work time and direct instruction. Students come prepared with course work in a minimum of two academic subject areas. During each class students determine their goals and objectives and manage their time accordingly. Students maintain their agendas and monitor their progress with self-assessments.

Eligibility for this program is determined through consultation with parents, counsellors and resource teachers.

Youth TRAIN in Trades Programs

The Vancouver School Board offers district programs for students to pursue industry certification or the foundation level of a trade program. These programs save time and money and offer a huge jump start for students.

The benefits include:

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

For more information and an application form, please visit the VSB Career Programs

website: careerprograms.vsb.bc.ca links to Youth TRAIN in Trades, a PDF brochure for each program, and the application package. Also visit the Industry Training Authority website: www.itabc.ca. All students applying for Youth TRAIN in Trades program 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 program. Certification: successful completion of program will lead either to: Level 1 technical training credit or a Certificate of Qualification from the Industry Training Authority.

Program	Where the program is taught	Credits towards graduation program	Timetable	Application Due	Month program begins
Auto Refinishing Preparation	VCC	20 credits	Monday - Thursday 8:00 am - 3:00 pm	November 30	February
Auto Collision Repair Technician	VCC	28 credits	Monday - Thursday 8:00 am - 3:00 pm	March 1	September
Auto Service Technician	Britannia	16 credits	Day 2	March 1	September
Baking and Pastry Arts	VCC	24 credits	Monday - Thursday 1:00 pm - 7:15 pm	November 30	August
Carpentry	BCIT	16 credits	February - June Monday - Friday Semester 2	March 1	February
	Coquitlam SD	20 credits			
Cook	Sir Charles Tupper (priority to SCT students)	16 credits	Day 2	March 1	September
Cook	David Thompson	16 credits	Day 2	March 1	September
**Electrical	BCIT	16 credits	March or October Monday – Friday	March 1	March or October (additional intakes may be possible)
Hairdressing	VCC	32 credits	Monday - Friday	March 1	September
** Heavy Mechanical Trades	VCC – Annacis Island	32 credits	Monday - Thursday 36 weeks	Ongoing	April, July, Sept & Nov
Plumbing	Piping Industry College of BC	4 credits	Mid-June to late July	March 1	June
Painting	Finishing Trades Institute of BC	4 credits	Mid-June to late July	March 1	June
** Millwright	BCIT	20 credits	Monday - Friday	March 1	February
** Motorcycle & Power Equipment	BCIT	20 credits	Monday - Friday	March 1	February
** Metal Fabrication	BCIT	20 credits	Monday - Friday	March 1	February

Dual Credit programs:

Healthcare Assistant (Grade 12 or 12+)

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

- 28 weeks (September to March)
- 28 graduation credits
- Vancouver Community College

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

Application Due Date: November 30

Trades Sampler (Grade 12 or 12+)

A hands-on program through BCIT that gives students an overview in approximately 15 different trades including metal fabrication, welding, framing, and electrical.

- 12 weeks – February to May
- Monday to Friday, 7:00 am – 1:00 pm
- 12 graduation credits
- BCIT

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

Application Due Date: March 1

Youth WORK in Trades

Students with the skills and connections can start an apprenticeship in high school. Students who are already working in an apprenticeable trade can formalize the apprenticeship relationship with their employer. There are 4 courses (16 credits) available to these students when they have a formal ITA agreement arranged through Wendy Gilmour, Apprenticeship Facilitator 604-713-4470. Information and application forms are available on the VSB website: careerprograms.vsb.bc.ca/ → [Our Programs](#) → [Youth WORK in Trades](#)

School-based Programs:

Fashion Design and Technology – Eric Hamber

Students will enhance their construction skills; study history of costume, fashion merchandising; practice tailoring techniques and pattern drafting. Basic computer assisted design and fashion illustration will be practiced. In year 2, students will complete the graduation collection and portfolio needed for post-secondary entrance. Students may have the opportunity to participate in dual credit opportunities with a Fashion Design Program at a local post-secondary institute.

- Two-year cohort program: grade 11 & 12
- Every other day (Day 1 or Day 2)

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

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.

- Grade 12
- Day 2
- One-year cohort program
- Hands-on, laboratory courses
- Prepare for industry-recognized certification
- Receive advanced placement at BCIT

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

Tupper Tech - Skilled Trades Program at Sir Charles Tupper Secondary

A program for students who are not sure which trade is right for them.

- Day 2
- Students may be able to remain registered @ home school Day 1 for academics
- 24 graduation credits
- Grade 12 program

For more information on Tupper's program, contact Mr. R. Evans (rtevens@vsb.bc.ca) or visit our Program website: careerprograms.vsb.bc.ca/ → Our Programs → Tupper Tech

Enhanced Trades – Killarney Secondary

A program designed as an introduction to a variety of trades courses

- Day 2
- Students remain at home school for Day 1
- 16 credits
- Grade 11

Additional information and application form can be found on the VSB Career Programs website at: careerprograms.vsb.bc.ca/ → Our Programs → Enhanced Trades



Vancouver School Board

Adult Education

Vancouver School Board Adult Education

The Vancouver Board of Education operates three Adult Education (AE) centres throughout Vancouver; centres may provide outreach programs at offsite locations and offer youth programs.

AE centres provide students with a wide array of flexible and student-centred 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 Grade 10/11/12 courses and obtain a high school diploma. All courses, both Foundations and Grade 10/11/12, follow prescribed Ministry curriculum.

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

- Semester (2 terms per year; beginning Sept. and Feb.)
- Quarter system (9 week terms; beginning Sept., Nov., Feb., Apr.)
- Summer term (6-week term)

Depending on student needs, each Centre provides 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
- Structured courses at the Foundations and Grade 10/11/12 levels

Students at our 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.

Adult Education Centres in Vancouver

- Gathering Place Education Centre
- Tel: (604) 257-3849 <http://go.vsb.bc.ca/schools/adulted>
- Main Street Education Centre at Gladstone
- Tel: (604)713-5731 <http://go.vsb.bc.ca/schools/adulted>
- South Hill Education Centre
- Tel: (604)713-5770 <http://go.vsb.bc.ca/schools/adulted>