

# Prince of Wales



## Course Planning Guide

**2019 – 2020**

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## INTRODUCTION

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### Welcome to the Prince of Wales Course Planner

This guide has been prepared and updated for this school year and is intended for use by Prince of Wales students in consultation with their parents and Counsellor in planning their Grade 8-12 sequence of courses.

Students are strongly advised to familiarize themselves with the course requirements for graduation as well as the entrance requirements of the various post-secondary institutions.

It is the responsibility of each student to ensure that he or she completes the appropriate sequence of courses leading to graduation and that he or she meets the entrance requirements of the post-secondary institution of his or her choice.

### HOW TO MAKE MAXIMUM USE OF THE COURSE PLANNING GUIDE:

1. Review the Graduation Requirements.  
[https://www2.gov.bc.ca/assets/gov/education/kindergarten...grade.../grad\\_planner.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten...grade.../grad_planner.pdf)
2. Choose courses which you feel would be most suitable to your interests, abilities and possible future vocation.  
  
([www.educationplanner.bc.ca](http://www.educationplanner.bc.ca) has the BC post-secondary information)
5. Consider your courses carefully. Students are expected to complete each course for which they sign up.

### COURSE SELECTION PROCESS

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

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

In September, no student-initiated changes will be considered until the second week of school.

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

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

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

**PRINCE OF WALES SECONDARY COURSE PLANNING SHEET**

For course codes and descriptions, see "Course Planning Guide" @ <http://pw.vsb.bc.ca>

**Name of Student:** (first) \_\_\_\_\_ (family) \_\_\_\_\_ **Student Number:** \_\_\_\_\_

<b>GRADE 8</b>	<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>	<b>GRADUATION REQUIREMENTS</b> 80 credits over Grades 10-12 52 required credits + 28 elective credits
EN 8	EN 9	EN 10	EN 11	EN 12	English 10 4 credits English 11 4 credits English 12 4 credits <b>12</b>
SS 8	SS 9	SS 10	SS 11	12	Social Studies 10 4 credits Social Studies 11/ 12 4 credits <b>8</b>
MA 8	MA 9	a Math 10	a Math 11	12	Math 10 4 credits Math 11 or 12 4 credits <b>8</b>
SC 8	SC 9	SC 10	a SC 11	12	Science 10 4 credits a Science 11 or 12 4 credits <b>8</b>
French 8	Language or elective	Language or elective	Language or elective	Elective	Fine Arts or Applied Skills 10, 11, or 12 4 credits <b>4</b>
PE 8	PE 9	PE 10	Elective	Elective	Physical Education 10 4 credits <b>4</b>
APPLIED SKILLS 8	(FA or AS 9)	Career Life Education 10	Elective	Career Life Connections & Capstone	Career and Life Education 10 4 credits Career Life Connections & Capstone credits 4 credits <b>8</b> <b>52</b>
FINE ARTS 8	(FA or AS 9)	(FA or AS 10)	Elective	Elective	Electives (minimum of 12 Grade 12 credits) 28 credits <b>Total: 80</b>

*In case your chosen elective is not available, identify alternate choices:*

A numeracy assessment and a literacy assessment are required for graduation for all students. There is great diversity in post-secondary options. Students need to select grade 11 and 12 courses carefully to ensure that they meet post-secondary requirements.

## **Counsellors**

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

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

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

## **Grade 8 Program**

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

1. English 8
2. Social Studies 8
3. Math 8
4. Science 8
5. Physical Education 8 or Hockey 8 or Recreational Hockey
6. French 8
7. Applied Skills 8 \*
8. Fine Arts 8 \*\*

Applied Skills 8 - is a required elective for all grade 8's which includes three 12 week courses:

1. Career Education
2. Technology Education Studies
3. Home Economics

Fine Arts 8 - students have the opportunity to choose one of the following courses:

1. Art (1/2 year)/ Drama (1/2 year)
2. Choral Music (full year)
3. Strings (full Year)
4. Band 8 (Pre-requisite 1 year on Instrument) (full year)
5. Band 8B (Beginners) (full year)
6. Dance 8

## **OPTIONAL COURSE SCHEDULING:**

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

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

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

Students currently enrolled within the Prince of Wales family of schools: Shaughnessy, Carnarvon, Trafalgar or Kitchener Elementary will be provided a PW Application Form. Students applying from outside our family schools can download an application form from our website.

## **CROSS-BOUNDARY APPLICATIONS**

Students living outside the Prince of Wales catchment boundary (see link below) must complete a VSB cross boundary form which is available at any VSB school. This Cross Boundary Form must accompany the PW Application Form. Cross Boundary Applications open February 01 and close February 28, 2019. Families of cross-boundary applicants will be notified of their application status in early April, 2019

## **VSB School Boundary Link**

<http://www.vsb.bc.ca/sites/default/files/school-files/Resources/FINALVsbRegCatchmentMapAug232011.pdf>

## **Course Load**

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

## **On-Line Courses**

Students should discuss with their counsellor before enrolling in any on-line course.

Students will not generally be permitted to drop a PW course and take said course on-line.

Please be advised that Prince of Wales will not invigilate any exam for any course not taken at Prince of Wales.

## **Provincial Exam Sessions**

Prince of Wales only offers Provincial exam sessions in June.

## **Grade 12 Information to Consider**

1. It is important to consider that although Grade 12 and the courses selected are important, your whole life will not be determined by the choices made now. So – relax and be thoughtful.
2. Many future careers do not even exist right now. Technology brings rapid change. Employers consistently state that the primary skills they will be looking for are the ability to learn and the ability to be part of a team. Thus, interpersonal skills and enthusiasm are important, along with a willingness to be a lifelong learner.

3. Note that it is not necessary to be admitted to the Science faculty in order to study science courses. Science may be studied in most faculties of Arts and others. Furthermore, there are many interesting and financially rewarding careers involving science in such areas as Agro Ecology, Forestry, and Natural Resources Conservation.
4. If planning to attend a specific university program, please check the entrance requirements. Most Canadian universities will have similar requirements but each university lists specific requirements for faculty admissions.
5. For 2018/2019 both UBC and SFU have changed their admissions policies and requirements. Please check websites carefully to ensure you meet admission requirements.
6. Calculus is often recommended and sometimes required for university admission, especially in Sciences, Engineering, Commerce and Computer Studies. Be sure to check calendars for specific requirements.
7. Some Canadian universities require a second language 11, and most do not. Check those requirements to be sure. A language 12 is not essential but, if going into an Arts faculty, successful completion of this course may mean that a first-year university language may not be required.
8. US universities consider marks (grades 9-12), SAT results, extracurricular and leadership activities, social responsibility and much more.



# ART

## Art/Drama 8 (1/2 year Visual Art)

*Prerequisite: none*

Art Component (see Drama section for Drama description) Students work with a variety of two and three dimensional media. They will explore a number of contemporary and traditional themes in art. Basic principles and elements in art and design are stressed; however some time will be spent looking at the role of art in different cultures. Students will be challenged to discover their own artistic and creative powers, enjoying the art making process, as well as learn to appreciate the efforts of others.

## Art 9, 10, 11, 12 (Art 11&12 is now Art Studio 11 & 12)

*Prerequisite: Art 9, 10 & 11 - none*

*Art 12 - 4 credit art course at Gr.11 level*

*Sketchbook is required – can be purchased from the art department.*

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

## Photography 9, 10, 11

*Materials/Equipment: A Digital SLR is necessary to appreciate this course. The class has a limited number of cameras that can be signed out but ideally students will have their own. There is a course fee of \$30 to allow students to print images in class and offer supplies and equipment.*

This is one of the most challenging of the art electives. Students will learn compositional techniques, how the camera operates, exposure

possibilities, how to recognize and control light, and become familiar with Adobe Raw and Photoshop CS6 for post processing. Students will also have the opportunity to explore film development and wet darkroom process. Students will become familiar with the Elements and Principles of Design and be able to analyze imagery.

Self-evaluation and peer-assessment become important components for constructive criticism and tightening conceptual development. Quizzes are given each term on the technical content of the course. Creativity, a willingness to explore and self-motivation are crucial.

Students must be willing to put in extra time outside classes for projects.

A final portfolio of work will be presented at the end of the year to your peers.

## Photography 12

*Prerequisites: Preferably Photography 11 however not essential.*

*Materials/Equipment: A Digital SLR is necessary to appreciate this course. The class has a limited number of cameras that can be signed out but ideally students will have their own. There is a course fee of \$30 to allow students to print images in class and offer supplies and equipment.*

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

## Graphic Arts 10

*Prerequisite: none*

Students should be creative and have an interest in Art, Graphic Design and computers to appreciate this course. You will learn computer

applications including Photoshop, Illustrator, and InDesign CS6. Digital scanners and drawing tablets are available for student use. We will be exploring copyright, advertising, illustration, colour theory, photography, product design, binding and packaging. Some projects include button making, vinyl sticker design, artist album covers, poster design, illustration and basic animation and T-shirt graphics. This would be an excellent class for acquiring skill and confidence for joining the Annual Production.

### **Graphic Arts 11/12**

*Prerequisite: none, although students may wish to continue from Graphic Arts 10.*

*This course fulfills the Fine Art 11 credit.*

This course is either an expansion of skills learned in Graphics 10 or an introductory graphics course. You will learn computer applications including Photoshop, Illustrator, and InDesign CS6. Digital scanners and drawing tablets are available for student use. We will be exploring copyright, advertising, illustration, colour theory, photography, product design, binding and packaging. Some projects include button making, vinyl sticker design, artist album covers, poster design, illustration and basic animation and T-shirt graphics. Students that have completed Graphic Arts 10 will be expected to pursue higher level projects, extend skill and have a greater sense of self direction than beginner students. This would also be an excellent class for acquiring greater knowledge for building the Yearbook with Annual Production or Annual Design.

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

*Prerequisite: 11 – none; 12 - Art 11, Drawing & Painting 11. Sketchbook is required – Can be purchased from the Art department.*

These courses are designed for students who wish to pursue a special interest in one of the most sophisticated and challenging aspects of visual art. You will be asked to develop skills and understanding in drawing and painting from observation, memory, and imagination. You will study the human figure, landscape, composition (flat-pattern, representational and abstract), perspective and multi-viewpoint images. You will also study drawing theory, be introduced to colour theory and to the history of painting on a

thematic bases; e.g. when we paint portraits we will study the history of portraiture. You will use pencils, charcoal, conte crayon, inks, watercolour, gouache, acrylic and oil colour. Print-making techniques and mixed media to build surface texture may also be utilized. Senior students may be expected to conduct an independent study in art history. All students are expected to keep a sketchbook.

### **Ceramics 9, 10, 11, 12 (now Studio Arts 3D)**

*Prerequisite: Ceramics 12 – Ceramics 11*

*Sketchbook is required – can be purchased from the Art department.*

This course in three-dimensional studies will involve you in two major pursuits: pottery and sculpture.

In pottery, you will make pots that you can use for eating, drinking, and storage; i.e. functional ware. You may also make ceramic pieces that are decorative and attractive but not necessarily useful; i.e. non-functional ware. Both kinds of pots can be made by hand or on the potter's wheel. You will also be introduced to the principles of design and decoration in pottery.

In sculpture, you will use traditional materials such as clay, wood, paper, wire and plaster. You will also use non-traditional materials and found objects. The forms you build will be from observation (looking at your subject) and from imagination. Senior students will be asked to consider the social as well as aesthetic dimensions of their work. They may be asked to work on group projects and may be asked to create site-specific pieces. They may also be asked to conduct an independent study on the history of sculpture and ceramics. They will be required to mount a display of their work.

### **Digital Video Production 9**

*Prerequisite: None*

*Course Fee: \$50 for upkeep of Tech*

*Course Materials: all students should have a portable drive for backing up footage and storage for working files.*

*A large fast SD card is also necessary for using in cameras.*

Students will be learning by doing in this course. It is important that you stay organized, have excellent time management skill and work well in a group as there are many roles necessary in all

aspects of film making; Pre-production, Production and Post Production.

Students will be studying film and video, analyzing framing and viewpoint, becoming familiar with cuts, transitions, blocking and movement, conceptualizing original work, writing scripts and storyboarding their projects to be successful. Students and their friends will be acting in their productions.

We have camcorders, DSLR's and tripods available for student use, microphones and boom-poles for sound, and fluorescent and led light panels for lighting. We will be using Adobe Premiere Pro for editing.

Motivation, energy and enjoying a group dynamic is necessary for enjoying this course.

### **Digital Video Production 10, 11 12 (now Media Arts)**

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

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

*Course Fee: \$50 for upkeep of Tech*

*Course Materials: all students should have a portable drive for backing up footage and storage for working files.*

*A large fast SD card is also necessary for using in cameras.*

This course is a continuation of Digital Video Production 9 but will focus on themes relevant to the students' age and interests. The same ethic applies.

Students will be learning by doing in this course. It is important that you stay organized, have excellent time management skill and work well in a group as there are many roles necessary in all aspects of film making; Pre-production, Production and Post Production.

Students will be studying film and video, analyzing framing and viewpoint, becoming familiar with cuts, transitions, blocking and movement, conceptualizing original work, writing scripts and storyboarding their projects to be successful. Students and their friends will be acting in their productions.

We have camcorders, DSLR's and tripods available for student use, microphones and boom-poles for sound, and fluorescent and led light panels for lighting. We will be using Adobe Premiere Pro for editing.

Motivation, energy and enjoying a group dynamic is necessary for enjoying this course.

### **Film Studies 10-12**

*Prerequisite: None*

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

*This course requires an active participation in watching, analyzing and responding to Film. The goal is to develop students appreciation of Film as an accessible expressive visual art medium.*

*Students will study film from its beginnings through all genres and be able to recognize styling and intention.*

*Cinematography, Mise-en-scene, plot, narrative, cuts, transitions and editing, music/sound design, screenplay writing and storyboarding will all be explored. This course should give students a better grounding in critically analyzing films for emotional impact, bias and persuasion.*

### **Independent Studies In Visual Arts 12**

*Prerequisite: For Grade 12 students*

*Material Cost: \$30.00*

*Sketchbook is required – Can be purchased from the Art department.*

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

### **Annual Production 11**

This course has an application process. Print, fill out, and submit this application form:

### **Yearbook Application**

The goal of this course is for students to gain basic technical and critical skills in order to publish the school's yearbook. This course is designed to be taught concurrently with Annual Production 12

and Annual Design 12. It is an introductory course open to students in Grades 10, 11, and 12.

If you are interested in any one or all of the following areas: computer graphics, journalism, magazine design, photography, copy editing and you want to learn how to produce the school's yearbook this is the first course that you must take. The following is a description of the various modules:

- Examine principles of fair and equitable reporting, copyright and privacy laws and be able to apply these principles to the yearbook
- Learn to recognize good layout design in a variety of publications as well as learn advanced technical skills in desktop publishing, including the use of Adobe Creative Suite applications (ie. Photoshop, InDesign, Illustrator and Lightroom).
- Learn advanced photography techniques including the use of a lighting kit.
- Learn and apply organization skills as they gather information, photos, artwork, and survey to add to the content of the yearbook.
- Apply these skills to the production of print.
- Reflect and evaluate yourself, your quality of work, and archive files for storage.

### **Annual Production 12**

This course has an application process. Print, fill out, and submit this application form:

#### **Yearbook Application**

This is the second course for yearbook production and is designed to be taught concurrently with Annual Production 11 and Annual Design 12. The goal of this course is for students who have taken Annual Production 11 to gain advanced technical and critical skills plus acquire leadership and supervisory skills to publish the school's yearbook.

### **Annual Design 12**

This course has an application process. Print, fill out, and submit this application form: **Yearbook Application.**

This is the third course for yearbook production and is designed to be taught concurrently with Annual Production 11 and Annual Production 12. The goal of this course is for students who have taken Annual Production 11 and 12 to advance further their critical skills in leadership and management by becoming the editors/team leaders of the school's yearbook.

## **DRAMA/PERFORMING ARTS**

### **Art/Drama 8**

*Prerequisite: None*  
*Drama component*

The drama component of Art/Drama 8 is a half-year course introducing students to the world of acting. Students will focus on social interaction and individual development through sketch comedy, role drama, and scene building. Upon completion of the course, students will be able to make decisions co-operatively within groups, use voice and movement to express themselves with greater confidence, understand narrative structure, and take creative risks. This course includes exercises in concentration, movement, memorization and improvisation. The primary goal of this class is to equip students with the tools needed to be successful in any walk of life: Confidence, Clarity, Creativity and Compassion

### **Drama 9**

*Prerequisite: none*

The focus of Drama 9 is to further develop, through a variety of theatre exercises and techniques, a greater understanding of the tools the student needs to become an effective actor. While most of the work revolves around learning to cooperate with others while creating group projects, there will be some focus on solo projects, such as monologues. In an effort to begin developing the students' understanding of script, there may be some reading, writing and memorizing of short scenes. It will be mandatory that students attend most school performances.

### **Drama 10**

*Prerequisite: none*

Students who have NOT taken Drama 8 or Drama 9 should consult with the instructor before choosing this course. While there is still some

time spent on improvisation, there is more focus on scripted work. Monologues, scenes, and eventually full one-act plays will be presented in class, with the option of public performance. In order to further develop students' ability to make critical judgments, it will be mandatory that students attend school performances, and write reviews.

### **Senior Theatre Co. (Off Timetable)**

This course has been developed to offer grade 10, 11 and 12 students an opportunity to learn a variety of theatre techniques, styles and practices through membership in an acting company. The course is based on an ensemble company model that allows students to explore their own creative abilities within the framework of the rehearsal and production process. Students learn to select, perform and assist in the production of shows for public performances. As well, they gain experience in publicity, promotion and sales; acting and improvisational techniques; and developing lighting, costume, sound and set designs. The course involves a series of public performances within the school.

### **Stagecraft 9, 10, 11, 12**

*Prerequisite: Stagecraft 9, 10 and 11 – none, Stagecraft 12, Stagecraft 11*

*This course has an application process. Print, fill out, and submit this application form: Stagecraft 9-12 Application*

Permission of the instructor is required for registration in Stagecraft Theatre production. Students will develop a basic knowledge of set construction, lighting, sound, props, costume design and stage management. Seniors will also design for the school plays and events and complete individual projects for their portfolios. Sometimes commitments outside of class are involved, generally in the evenings. This course is of special interest to students pursuing careers in the film, theatre and special event industries.

### **Dance 8**

No previous dance experience necessary! Interested in learning some Hip Hop dance? This course is for you! This course introduces students to dance as a performing art by studying various street styles (hip hop, popping, and locking). Students will learn the techniques/movements of these styles in a safe and supportive environment and develop an understanding of the creative

process behind dance choreography/performance. Technical topics such as contrast, rhythm, musicality, level changes, and angles/lines will be discussed. Other topics such as the evolution of dance, dance and society, and musical history in relation to street styles will also be discussed. Opportunities for development in personal and social responsibility will be offered through the process of creating, performing and responding to pieces of choreography.

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

### **Dance Performance 11/12 (Open to students in grades 10, 11, or 12)**

*-Students in grades 10 or 11 will be given credit for Dance Performance 11*

*-Students in grade 12 will be given credit for Dance Performance 12*

No previous dance experience necessary! This course introduces students to dance as a performing art by studying various street styles (hip hop, popping, and locking). Students will learn the techniques of these styles in a safe and supportive environment and develop an understanding of the creative process behind dance choreography/performance. Technical topics such as contrast, rhythm, musicality, level changes, and angles/lines will be discussed. Other topics such as the evolution of dance, dance and society, and musical history in relation to street styles will also be discussed.

\*Important Notes:

1. Various performance opportunities will be organized for students throughout the school year. It is expected that students will participate in these opportunities.
2. No flips/aerials or other power movements will be taught in this course. However, the course will require a minimal level of physical fitness.

# BUSINESS EDUCATION

## **Applied Design, Skills and Technologies, Entrepreneurship and Marketing 8**

*Prerequisite: none*

This course is one of three term-long courses for Grade 8 students. Entrepreneurship is used to introduce students to a variety of business topics, and this in turn helps them identify the skills required to be successful in today's business environment. Students will also gain experience using current business technology, developing keyboarding skills, and improving business communication, team building, and problem solving skills.

## **Entrepreneurship 10**

*Prerequisite: None*

Do you want to be your own boss? Entrepreneurship 10 is a fundamentals survey course that touches upon major areas of business and entrepreneurship: marketing, accounting, ethics & social responsibility, management, and finance. Sample projects in this class include: making cereal boxes with unique logos and brands, creating a detailed business plan, and "Dragons' Den" business pitches to the class on unique products developed in groups.

This course provides an exciting and meaningful opportunity for students to develop a strong understanding of the different facets of business, which allows them to make informed decisions about their careers. This course is also a great introduction to senior level business electives at Prince of Wales.

## **Accounting 11**

*Prerequisite: none*

Accounting is considered the 'language of business' because accurate, timely, and detailed financial information is necessary for decision making. Students and entrepreneurs benefit greatly from an understanding of accounting, budgeting, and financial fundamentals.

This course is designed as an introduction to accounting concepts, and may be of interest to those seeking entry-level employment skills, money management skills, or want exposure in creating basic financial statements. Students gain insights into professional accounting careers and

an exposure to computer accounting with QuickBooks Online: industry-standard software. Students will learn about the entire accounting cycle and finish the year reviewing important concepts by playing accounting monopoly. Software used: *Microsoft Excel, QuickBooks Online* A consumable exercise book titled Accounting 1 Student Workbook is used in this course to enhance student learning and is available from the teacher for purchase.

## **Financial Accounting 12**

*Recommended but not mandatory: Accounting 11*

Financial Accounting 12 is designed for students who may have interest in studying Commerce or for aspiring entrepreneurs. In this course, students will conduct case studies on accounting problems, construct their own tax returns, learn about the Canadian payroll system, and learn accounting concepts that are covered in a university level accounting course (at a much slower pace). Students will gain insights into accounting careers, and exposure into the industry. Students will learn about the entire accounting cycle, and will finish the year reviewing important concepts by playing accounting monopoly.

Software used: *Microsoft Excel, QuickBooks Online* An optional, consumable exercise book titled Accounting 1 Student Workbook is used in this course to enhance student learning and is available from the teacher for purchase

## **Marketing and Promotion 11**

*Prerequisite: none*

Marketing and promotional skills have applications to every career and lead to the development of positive personal attributes. The emphasis of this course is on developing effective marketing plans. This marketing course is a practical activity-based introduction to the subject and will allow students to gain a better understanding of the role of marketing in businesses. Students will have an opportunity to learn and to develop effective marketing strategies through various simulations and creative projects. Practical knowledge such as consumer behaviour, marketing research, market segmentation, the AIDA model and the four P's of marketing will be covered.

## **E-Commerce 12 (formerly Marketing 12)**

*Recommended but not mandatory: Marketing 11*

Are you a social media mogul? The advent of the Internet, along with the rise of digital have revolutionized the nature of business today. In this course, students will learn about e-commerce, distribution channels for digital businesses, what 'SEO' stands for, and cyber marketing strategies. Sample projects in this course include: using Instagram and Facebook to create business profiles, a case study of a boutique hotel in downtown Vancouver (field trip included), designing virtual retail environments, and implementing viral marketing strategies to promote a product or service

## **Economics 12**

*Prerequisite: None*

Take this exciting, practical, and interesting course to learn about how our Canadian economy works, why the stock market fluctuates every day, how the principles of supply and demand affect consumer behaviour, and the meaning of the words "*there is never a free lunch*". Students will apply learned concepts to look at everyday events through an analytical perspective, allowing them to be better informed individuals and decision makers. A stock market simulation is also included, allowing students try investing and creating diversified portfolios.

This course is essential to students for personal growth or for those interested in pursuing future post-secondary courses in economics, business administration, finance, commerce, or entrepreneurship. The course will also look at the study of current global economic trends, as well as an in depth analysis of different economic systems. **Note:** Completion of this course provides students with ADST (applied design, skills, and technology) credit. Student discretion is required when selecting courses to fulfill high school or university admission requirements.

# CAREER PREPARATION PROGRAMS

## Career Preparation

The Career Preparation Program at Prince of Wales is designed to provide opportunities for students to develop an understanding of career goals, career expectations and job-related skills. This will allow them to proceed to a post-secondary institution to pursue further academic studies or enable them to enter the work force after graduation.

The Career Preparation Program is intended to improve the transition between school and employment as well as between school and post-secondary education. Students are able to gain confidence and experience in the workplace and will be able to use this opportunity to help them make informed career choices and decisions.

Students are required to complete:

- Two Focus Courses
- Two Support Courses Recommended
- Work Experience 12 (WEX-2A/2B) – completion of a minimum of 90 hours of relevant work experience.

Twenty-four Career Preparation Programs within Eight Focus areas are offered at Prince of Wales Secondary School.

There are scheduled classes on the timetable for Work Experience students for training and organizational purposes, but much of the work is done off timetable and work experience is completed off-site.

## Secondary School Apprenticeship Program (SSA)

SSA is a Career Program that provides students over the age of 15 with the opportunity to begin an apprenticeship while in high school. Students taking part in SSA, depending when they start, can be a journey person by the time they are 21!

- Are registered apprentices
- Earn up to 16 credits towards graduation
- Get a head-start in an apprenticeship
- Acquire the skills employers are looking for
- Earn money while in high school
- Are eligible for a \$1000 scholarship

## What is Apprenticeship?

Apprenticeship is a work-based training combined with post-secondary education. An apprentice spends about 80% of their time learning their craft on the job (under the direction of a highly skilled journey person) and approximately 20% of their time learning in a classroom.

Apprenticeship is a **three-way contract** between ...

- **You**... your commitment is to learn all you can.
- **Your employer** ... they promise to teach you all they can
- **ITAC**... the Industry Training and Apprenticeship Commission pays for all of your in-class learning at community colleges & institutes.

**Earn while you learn...** On average, an apprentice will start out making 50% of a journey person's wage. Then every six months, the apprentices will receive a raise. An apprenticeship usually lasts about four years. Visit [www.learnandearn.bc.ca](http://www.learnandearn.bc.ca) or call 1-888-664-2256 for more information on many options available to you in Trades & Technology. Career Preparation

## Work Experience 12A

Why work experience is for you...

1. Chance to explore careers you are passionate about
2. Meet potential future employers
3. Be exposed to what a job really is like
4. Develop employability skills (e.g. communication, being adaptable, working with others etc.)
5. Gained work experience hours for Graduation Transitions



Work Experience (WEX) is designed to provide you with all these opportunities. This program is a combination of in-school learning and valuable experience in the workplace. You will also develop an understanding of career goals, career expectations and job-related skills to help you make informed career choices and decisions.

You will earn 4 credits upon completion of this course. Work experience is an off timetable 2-year course starting in grade 11 (XAT-11WEX) and continuing until the end of grade 12 (MWEX-2A). The class meets 5- times a year. You will also meet the teacher individually to discuss various work experience opportunities.

Placements can include employers like: Nike, Artona, Kidsafe, and Science World.

Program requirements:

1. Courses:
  - XAT-11WEX (Work Experience 11) – to be completed in grade 11
  - MWEX-2A (Work Experience 12) – to be completed in grade 12
2. Minimum of 90 Hours of Work Experience in any career area:
  - You have two years (grade 11 and 12) to complete 90 hours of work-based training
  - Some placements are available afterschool, on weekends, and winter/spring/summer breaks if students do not want to miss school
  - Note: there are some work experience placements that require a specific background or course work to be eligible

## **FOCUS AREAS**

### **Business and Applied Business**

- Accounting (AC11, FA12, ACC12)
- Business Computing (BCA11)
- Business Education (AC11, EC12)
- Finance Management (MA11, AC11, FAC12, EC12)
- Marketing (MK11, TRM11, MK12)

### **Fine Arts, Design and Media (XB)**

- Computer assisted Design/Drafting (DD11, DD12)
- Fashion Merchandising & design (TEX11, TEX12, and YFSD2A)
- Music (MCT11, MCT12)

### **Fitness and Recreation (XC)**

- Sports & Recreation (PE11, PE12)
- Health and Sciences (BI12, XPSY11, CH11)
- Teaching (SS11, EN11)

### **Health and Human Services (XD)**

- Health Sciences (BI12, YPSY11, CH11)
- Teaching (SS11, EN11)

### **Liberal Arts and Humanities (XE)**

- Careers in Writing (EN11, EN12, WR12)
- Library Studies (ICTX11, LIT12, EN12)
- Law (LAW12)

### **Science and Applied Science (XF)**

- Biology (BI11, BI12)
- Chemistry (CH11, CH12)
- Mathematics Careers (MA11, MA12)
- Physics PH11, PH12)
- Technology & Science MA11, MA12, ICTP12)

### **Tourism, Hospitality and Foods (XG)**

- Entertainment Industry Careers (TPR11, TPA11, TPRT12, TPA12)
- Tourism (TRM11, TRM12)
- Foods (FDS11, FDS12)

### **Trades and Technology (XH)**

- Engineering (MA12, PH11, CH11)
- Information Management Technology (ICTX11, ICTP12)
- Carpentry and Joinery (CJ11, CJ12)

## District Programs in a Trade Area

### 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 (free tuition) 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](http://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](http://www.itabc.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 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
<b>Auto Refinishing Preparation</b>	VCC	20 credits	Monday - Thursday 8:00 am - 3:00 pm	November 30	February
<b>Auto Collision Repair Technician</b>	VCC	28 credits	Monday - Thursday 8:00 am - 3:00 pm	March 1	September
<b>Auto Service Technician</b>	Britannia	16 credits	Day 2	March 1	September
<b>Baking and Pastry Arts</b>	VCC	24 credits	Monday - Thursday 1:00 pm - 7:15 pm	November 30	August
<b>Carpentry</b>	BCIT	16 credits	February - June Monday - Friday	March 1	February
<b>Cook</b>	Sir Charles Tupper (priority to SCT students)	16 credits	Day 2	March 1	September
<b>Cook</b>	David Thompson	16 credits	Day 2	March 1	September
<b>**Electrical</b>	BCIT	16 credits	March or October Monday – Friday	March 1	March or October (additional intakes may be possible)
<b>Hairdressing</b>	VCC	32 credits	Monday - Friday	March 1	September
<b>** Heavy Mechanical Trades</b>	VCC – Annacis Island	32 credits	Monday - Thursday 36 weeks	Ongoing	April, July, Sept & Nov
<b>Plumbing</b>	Piping Industry College of BC	4 credits	Mid-June to late July	March 1	June
<b>Painting</b>	Finishing Trades Institute of BC	4 credits	Mid-June to late July	March 1	June
<b>** Millwright</b>	BCIT	20 credits	Monday - Friday	March 1	February
<b>** Motorcycle &amp; Power Equipment</b>	BCIT	20 credits	Monday - Friday	March 1	February
<b>** Metal Fabrication</b>	BCIT	20 credits	Monday - Friday	March 1	February

## **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 (free tuition) and earn high school and post-secondary credits at the same time.

### **Healthcare Assistant (Grade 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](http://careerprograms.vsb.bc.ca) → Our Programs → Healthcare Assistant

**Application Due Date:** November 30

### **Trades Sampler BCIT (Grade 12)**

A hands-on program through BCIT that gives students an overview in approximately 12 different trades including metal fabrication, welding, framing, and electrical.

- 12 weeks – February to May
- Monday to Friday, 7:00 am – 2:00 pm
- 12 graduation credits
- BCIT

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

**Application Due Date:** March 1

## **Youth WORK in Trades - Apprenticeship**

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 the VSB District Apprenticeship Facilitator. Information and application forms are available on the VSB website: [careerprograms.vsb.bc.ca](http://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](http://careerprograms.vsb.bc.ca) → Our Programs → Fashion Design & Technology  
**Application Due Date:** March 1

### **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, up to 16 credits
- 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](http://careerprograms.vsb.bc.ca) → Our Programs → CISCO

**Application Due Date:** March 1

### **Tupper Tech - Explore Trades Sampler 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
- 24 graduation credits
- Grade 12 program

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

**Application Due Date:** March 1

### **Enhanced Trades – Killarney Secondary (Grade 11)**

A program designed as an introduction to a variety of trades courses which include Automotive Technology 11, Drafting 11, and Metalwork 11.

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

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 → Enhanced Trades

**Application Due Date:** March 1

# ENGLISH

## Overview

English courses are evaluated primarily on the six major strands of English instruction as articulated in the B.C. Ministry of Education IRPs: speaking and listening, reading and writing, viewing and representing. Students are expected to work on and be evaluated on all of these elements of communication. There are no specific texts mandated; rather, each individual teacher will make personal selections, in consultation with the English Department. Over the course of the year, students should work with written texts, such as novels, short stories, scripts and poems; spoken texts, such as speeches, presentations, skits/scenes and discussions; visual texts, such as graphic novels, photographs, paintings, diagrams, video games and advertisements; and any combination of these forms, such as children's books, web sites and films. Thus, students have an opportunity to engage with a variety of media and to express their ideas in a variety of ways. They will also be asked to reflect on the purpose of their communication, what strategies they employ to communicate effectively, what thought processes they must develop to express themselves clearly, and what features different forms of media possess. The PW English Department also supports an independent reading program, in which students select some of their own written texts to read each term.

## English 8

*Prerequisite: none*

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

For some instructors, there is a \$10 deposit for the *Language Power* exercise book. This optional resource enhances prescribed learning outcomes. The deposit will be returned if the resource has not been consumed by the student, and is returned in good condition at the end of the year. Students are also evaluated through the Independent Reading Program.

## English 9

*Suggested Prerequisite: English 8*

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

Students will also have the opportunity to participate in the national poetry recitation contest Poetry In Voice.

For some instructors, there is a \$10 deposit for the *Language Power* exercise book. This optional resource enhances prescribed learning outcomes. The deposit will be returned if the resource has not been consumed by the student, and is returned in good condition at the end of the year. The Independent Reading Program will also serve as part of student evaluation.

## Literary Studies 10 and Composition 10

*Suggested Prerequisite: English 9*

Literary Studies 10 and Composition 10 are two courses purposely bundled to meet the

two course, two-credit English Language Arts requirement in the new curriculum. These two courses are rigorous and intended to meet the demands for competence in senior courses. Studying appropriate literature, students will write in a variety of genres, but a major concern in Literary Studies 10 and Composition 10 is the medium-length essay of several paragraphs. Grammar, spelling, word usage, and sentence structure will also play an important role in all student writing tasks. For some instructors, there will be a \$10.00 deposit for the student workbook *Language Power*. This optional resource will enhance prescribed provincial IRP learning outcomes. The deposit will be refunded if the student returns the resource unused.

The literature studied includes an intensive study of one Shakespeare play (usually *Romeo and Juliet* or *Julius Caesar*). Literature studied is chosen from a wide list of novels which include: *American-Born Chinese*, *Animal Farm*, *The Chrysalids*, *The Chrysalids*, *Fahrenheit 451*, *The Marrow Thieves*, *To Kill A Mockingbird* and others. The Independent Reading Program also requires that students read and present novels approved by their teacher. Short fiction, poetry, and other short dramas will also play a role.

### Literary Studies 11

*Suggested Prerequisite: Literary Studies 10 and Composition 10*

Literary Studies 11 allows students to delve deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Students have the choice of a range of literary topics which allows them to:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world

- further develop higher-level thinking and learning skills

The following are possible areas of focus in Literary Studies 11:

- literature by era (Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century)
- poetry, short stories, novels, drama, graphic novels, children's literature
- world literature
- feminist literature
- Canadian literature
- First Peoples texts

For some instructors, the Independent Reading Program is also a grade requirement.

### Spoken Language 11

*Suggested Prerequisite: Literary Studies 10 and Composition 10*

Spoken Language 11 is designed to support students as they refine, clarify, and adjust their spoken communication through practice and revision. The course provides opportunities for students to, with increasing independence, study, create, write, and present original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of spoken language genres for a range of situations. They will develop confidence in their abilities as they consolidate their spoken language skills.

The following are possible areas of focus in Literary Studies 11:

- Performance: suggested content/topics include spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts
- Oral tradition: suggested content/topics include oratory, local story knowledge, oral history
- Professional applications: suggested content/topics include speech

writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items), voice-overs

**NOTE:** For English Language Arts 11, students choose between Literary Studies 11 or Spoken Language 11, but not both.

### **English Studies 12**

*Prerequisite: Literary Studies 11*

English Studies 12 is a mandatory, government examinable course required by some colleges and universities for admission. This course emphasizes essay writing, critical thinking, comprehensive reading, discussion and grammar skills. There is a strong focus on writing, especially formal expository and in-class papers, in preparation for university/college courses, and the provincial final. The course reading list is wide and includes a whole range of genres, exposing students to writers such as Fitzgerald, Atwood, and Orwell, as well as contemporary writers like Joseph Boyden, Eden Robinson, and Art Spiegelman. In addition, students will study an extensive number of short stories and poems, classic and modern, international and Canadian. Finally, drama by William Shakespeare (either *Hamlet* or *Othello*) is read, analyzed and dramatized. The Independent Reading Program and Poetry In Voice may also play a role.

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

Students complete the year by writing the two-hour provincial final, worth 40% of their final grade. The exam consists of 3 parts: poetry, prose and composition.

### **English First Peoples 12**

*Prerequisite: Literary Studies 11*

EFP 12 builds upon and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. The course is grounded in the First Peoples Principles of Learning. It is

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

- examine texts grounded in a diversity of First Peoples cultures, including local First Nations or Métis communities
- extend their capacity to communicate effectively in a variety of contexts
- think critically and creatively about the uses of language
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that have shaped and continue to shape their own identities
- appreciate the importance of self-representation through authentic First Peoples text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understandings of what it means to be educated Canadian and global citizens

While the focus in EFP 12 is primarily on First Peoples voices from British Columbia, students also engage with texts that reflect First Peoples perspectives from elsewhere in Canada and throughout the world.

### **Literary Studies 12 (previously English Literature 12)**

*Suggested Prerequisite: Literary Studies 11 or 80%+ in Literary Studies and Composition 10 (Grade 10 students who are considering taking the course in Grade 11 should consult with their English teacher about the advisability of their taking English Literature 12 in Grade 11.)*

This is a survey course that includes many of the major figures in English literature from the Anglo-Saxon period (pre-1000 AD) to the end of the twentieth century.

It is excellent preparation for students who will go on to study in the humanities, as it develops aesthetic appreciation, critical judgment, and academic writing skills.

Students will be expected to actively participate in class and small group discussions, and will have the opportunity to demonstrate their learning through creative projects, presentations, and in-class essays.

The basic textbook for the course is *Adventures in English Literature*. Supplementary material, especially plays, will also be used.

**This course will NOT be offered in Sept. 2019, but will run again in Sept. 2020.**

## **Creative Writing 12**

*Suggested Prerequisite: Literary Studies 10 and Composition 10*

Creative Writing 12 is designed for students who are interested in using writing for self-expression and creative purposes. This course provides students with opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Writing units include poetry, short fiction, creative non-fiction, and independent genre study. The workshop format of this course allows students to respond to each other's writing and to hone their own critical reading skills within a supportive community. Writing 12 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their words.

**NOTE:** Literary Studies 12 and Creative Writing 12 are senior-level **elective courses** that do not replace the mandatory English Studies 12 or English First Peoples 12.



## ELL (ENGLISH LANGUAGE LEARNER)

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

### **ELL Junior Program (Grades 8 and 9)**

#### **ELL 1 English Support (Junior)**

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

#### **ELL 1 English (Junior)**

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

#### **ELL 2 English Support (Junior)**

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

#### **ELL 2 English (Junior)**

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

#### **ELL Science (Junior)**

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

#### **ELL Social Studies (Junior)**

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

## **ELL Senior Program (Grades 10, 11 and 12)**

### **ELL 1 English Support Senior**

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

### **ELL 1 English (Senior)**

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

### **ELL 2 English Support (Senior)**

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

functional competence in English for academic purposes.

### **ELL 2 English**

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

### **ELL Science (Senior)**

This course highlights the Science 10 curriculum and covers selected material from chemistry, physics, and biology modified for student level. Students review work on a regular basis and practice their written and oral skills. There is an emphasis on developing reading comprehension and building vocabulary. Students move to Science 10 when they demonstrate the ability to understand teacher directions, read text and understand basic ideas, write clearly and demonstrate appropriate lab procedures.

### **ELL Social Studies (Senior)**

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

## **Transitional**

### **Transitional Junior Program (grades 8 and 9)**

#### **Transitional English (Junior)**

The course is designed to prepare students who have progressed beyond ELL classes for entering into junior and senior English classes

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

### **English Language Support (Junior)**

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

### **English 10: Double Block**

The course is designed to prepare older students, who have progressed beyond ELL classes, for entering into senior English class the following year. The usual route is for students to go into regular English 10 or English 11, following their year of transitional English. This course allows students to receive the full English 10 curriculum by utilizing two periods of their timetable (on consecutive days), taught by the same teacher. In order to create the double blocking component, this course is taken in conjunction with Academic Strategies for English Language Learners (where students will receive 4 credits

### **English 11: Double Block**

The course is designed to prepare older students, who have progressed beyond English as a Second Language classes, for entering into senior English class the following year. The usual route is for students to go into regular English 10 or English 11, following their year of transitional English. This course allows students to receive the full English 10 curriculum by utilizing two periods of their timetable (on consecutive days), taught by the

same teacher. In order to create the double blocking component, this course is taken in conjunction with English Language Development (where students will receive 4 credits).

### **Transitional Social Studies (Senior)**

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

# HOME ECONOMICS

Have you ever wondered how to make a leather jacket, a sail for a wind surfer, or a Halloween costume? Would you like to make a quilt, sew a stuffed animal or create interesting Christmas ornaments (or craft projects)? Do you want a unique grad outfit and don't know how to design it? You will need to start off with an introductory course in clothing & textiles and by the time you finish the senior level courses, all your questions will be answered. If you are interested in fashion and creating your own projects, then these are the courses for you!

## Applied Design Skills & Technology (ADST) 8

*Prerequisite: None (Home Economics component)*

*A deposit will be required for their sewing kit. A student may supply all of their own supplies if they chose to buy the items themselves.*

Home Economics is one part of the Applied Design and Technologies Skills rotation. Our course focuses on Textiles.

Students will gain knowledge in the use of a sewing machine. Hand sewing techniques and a hand sewing project will also be introduced during the term. Students will have a choice to make an apron or bag during the course.

## Textiles 9 & 10

*Prerequisite: None*

In Clothing and Textiles 9 & 10, students will learn the basics of using commercial patterns and will be introduced to the techniques necessary to sew interesting projects. Students have the option to sew entire garments for their own personal use. They will begin with a simple project, then make Pajamas using a commercial pattern, and then progress to more complicated garments. The number of Projects depends on their own sewing speed, but most students will complete at least 4 or 5 during the year. With enough interested students, there will be a Fashion Show in the spring.

Cost: \$30.00 for supplies which includes basic sewing equipment kit & items such as interfacing, elastic, thread, and the materials needed for craft projects.

## Textile Studies 11

*Prerequisite: Clothing & Textiles 10, or be enrolled in grade 11 or 12 with no previous sewing experience.*

This is an intermediate level course in which students will have the opportunity to work with more advanced fabrics and create more challenging projects such as unlined jackets, skirts, party wear, and summer knit wear. Learning to use the Serger and the computerized sewing machine will be helpful in handling more difficult fabrics. The number of garments varies from 4 to 8 depending on the students' interests and skills.

Purchasing the fabrics, two patterns, and notions for the major projects in the course are the student's responsibility and the cost will depend on the fabric and the garments that they choose.

## Textile Studies 12

*Prerequisite: Textile Studies 11  
Fabric and patterns for projects are an additional cost.*

This is an advanced course in sewing and tailoring techniques. Samples will be done that will provide students with the knowledge to create a tailored project. This project could be a lined jacket or coat. For the other projects, the student will also be encouraged to work with fabric such as velvets, sheers, silk, leather, suede, spandex knits or slippery satins. Detailing such as piping, smocking, quilting, embroidering, and beading are also explored as a way of creating unique and distinctive garments. This is a great opportunity to make your Grad dress! Students are also involved in the planning and producing of the fashion show.

The supply fee includes all interfacing for tailoring, elastic, thread, use of the Serger and the computerized embroidery machine, and the materials needed for mini projects. Purchasing the fabrics, patterns, and notions for major projects in the course are the student's responsibility.

This course satisfies both the Applied Skills 11 or Fine Arts 11 requirements.

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

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

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

### **Food Studies 10**

*Prerequisite: None*

*This course is open to students in grades 9 and 10.*

Foods and Nutrition 10 serves as a beginning course in food preparation. In this course students will learn to plan and prepare nutritious, attractive and delicious meals. The course covers food safety, nutrition, breakfasts, lunches and dinners as well as baking, and pastries and fancy desserts. Learn to make cookies, cakes, pasta dishes, pizza, sushi and much more!

Students wishing to prepare the food dishes demonstrated in class may opt to pay a personal consumption fee.

Evaluation is based on student performance in the lab setting (70%), and on written assignments (30%).

### **Food Studies 11**

*Recommended Prerequisite: Foods and Nutrition 10 if you are in Grade 10; Grade 11 and 12 – none*

This course provides students with the knowledge and training in food preparation and nutrition as it applies to the individual and family.

Practical projects will be used to investigate international cookery, yeast breads and special occasion foods. Students will learn through demonstrations, sampling and individual research.

Students wishing to prepare the food dishes demonstrated in class may opt to pay a personal consumption fee.

Evaluation is based on student organization, use of proper techniques, creativity, knowledge of the topic, final products and clean up. Written assignments and open book tests will also be used to evaluate student efforts. Evaluation is based on student performance in the lab situation (70%) and theory in the form of assignments (30%).

### **Food Studies 12**

*Recommended Prerequisite: Food Studies 11 on International Foods 11.*

Students enrolled in this course will gain experience in advanced cooking and baking skills for entertaining at brunch, lunch, afternoon tea, and dinner. Students will choose many of their own recipes to prepare and illustrate new techniques. Gourmet foods, meal planning, and shopping for specialty foods will be a part of this course.

Students wishing to prepare the food dishes demonstrated in class may opt to pay a personal consumption fee.

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

### **International Food Studies 12 - The Global Gourmet (Specialized Studies in Food)**

*Recommended Prerequisite: Foods and Nutrition 10, Food Studies 11 or 12*

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

A wide range of foods known and eaten in countries such as Canada, Mexico, France, Italy, India, China, and Japan will be prepared, thereby allowing students to practice their culinary skills while developing an appreciation for the uniqueness of each country's cuisine. Learn to make enchiladas, crepes, pasta, samosas, curries, sushi, pastries, and much more! Learn to work with unique food preparation equipment as well as unique foods. Field trips to ethnic restaurants will enhance the global gourmet's experience. Special topics such as food artistry and global issues will also be discussed.

Students wishing to prepare the food dishes demonstrated in class may opt to pay a personal consumption fee.

Evaluation is based on student performance in the lab situation (70%), theory in the form of recipes and written assignments (30%).

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

*Recommended Prerequisite: Foods & Nutrition 10, Food Studies 11 or 12.*

*A decorating kit will be purchased or rented at the beginning of the year.*

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

Some of the edible works of art students will create include: fancy pastries, yeast breads, food sculptures, garnishes, decorated cakes and cupcakes, candy making and many other projects.

This course also focuses on developing both team and independent work skills. Students

throughout the course will create an online photo portfolio of their food creations which can be used for future studies and/or job interviews.

Additional Information:

Food Art 11 would allow students the opportunity to gain experience and credits in the areas of Fine Arts and Applied Skills within one course. This course gives students an opportunity to explore and be creative, develop an appreciation of food as an art form and to develop skills (both basic and more advanced). Students also have an opportunity to develop teamwork skills and at the same time this course allows for individual creativity and independent work.

### **Interpersonal and Family Relationships 11**

*Prerequisite: none*

Open to all students in grades 11 and 12 and grade 10 students with permission of the teacher.

This course will focus on human behavior throughout the lifespan.

Students will learn:

- factors involved in interpersonal relationships, including types, roles, functions and importance
- interpersonal relationship communication styles and strategies, including various methods of communication
- committed relationships, including indicators of readiness for a committed relationship, legal status and requirements, financial implications, role of community and culture
- marriage and commitment customs and how they are influenced by culture, including First Peoples cultures.

## People cultures

- factors involved in ending relationships, including the emotional, legal, financial and social implications for the individuals involved
- components of safe/healthy relationships and unsafe/unhealthy relationships, and how to stay safe in a variety of interpersonal relationships
- indicators of unhealthy/unsafe relationships, and actions that can be taken if relationships become unhealthy/unsafe

## Home Economics

### Off-Timetable Courses

These courses are designed for students who would like to experience an entire week of classes in one afternoon! Students should note that the class will only be offered on one day each week. Make sure you register correctly for the course you want.

### International Food Studies 12 - The Global Gourmet

#### Off-Timetable on Tuesdays from 3:15pm to 6:00pm

*Prerequisite: Foods and Nutrition 10, Food Studies 11 or 12*

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

## Food Studies 10

### Off-Timetable on Wednesdays from 3:15pm to 6:00 pm

*Prerequisite: none*

***Open to students in Grades 8-12***

Foods and Nutrition 10 serves as a beginning course in food preparation. In this course students will learn to plan and prepare nutritious, attractive and delicious meals. The course covers food safety, nutrition, breakfasts, lunches and dinners as well as baking, pastries and fancy desserts. Learn to make and sample cookies, cakes, pasta dishes, pizza, sushi and more.

Students wishing to prepare the food dishes demonstrated in class may opt to pay a personal consumption fee.

Evaluation is based on student performance in the lab setting (70%) and written assignments (30%), and work habits (10%)

# MATHEMATICS

## General Cognitive Goals

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

## General Effective Strands

To develop expertise in the areas of:

- a. Data Analysis
- b. Number and number operations
- c. Geometry
- d. Measurement, and
- e. Algebra

## GRADES 8 AND 9 MATH COURSES:

### Mathematics 8

**Strongly recommended before taking this course: Mathematics 7 (or equivalent) with a grade of C+ or better**

Mathematics 8 gives students a deep understanding of essential math concepts that will be used in later math courses. Completion of this course is an essential part of students' secondary math education. Students taking Mathematics 8 will focus on the following **Big Ideas** outlined in the new BC Mathematics 8 curriculum.

- Number represents, describes, and compares the quantities of ratios, rates, and percents.
- Computational fluency and flexibility extend to operations with fractions.
- Discrete linear relationships can be represented in many connected ways and used to identify and make generalizations.
- The relationship between surface area and volume of 3D objects can be used to describe, measure, and compare spatial relationships.

- Analyzing data by determining averages is one way to make sense of large data sets and enables us to compare and interpret.

Mathematics 8 students *might* have to complete a midyear assessment worth approximately 5% of the overall final course mark, and *will likely* have to complete a year-end assessment worth approximately 10% of the overall final course mark.

### Mathematics 9

**Strongly recommended before taking this course: Mathematics 8 (or equivalent) with a grade of C+ or better**

Mathematics 9 helps students develop a deep, long-term understanding of mathematics. It covers topics that are essential for math courses they will take in Grade 10 and beyond. Students taking Mathematics 9 will focus on the following **Big Ideas** outlined in the new BC Mathematics 9 curriculum.

- The principles and processes underlying operations with numbers apply equally to algebraic situations and can be described and analyzed.
- Computational fluency and flexibility with numbers extend to operations with rational numbers.
- Continuous linear relationships can be identified and represented in many connected ways to identify regularities and make generalizations.
- Similar shapes have proportional relationships that can be described, measured, and compared.
- Analyzing the validity, reliability, and representation of data enables us to compare and interpret.

Mathematics 9 students *might* have to complete a mid-year assessment worth 5-10% of the overall final course mark, and *will likely*



have to complete a year-end assessment worth approximately 15% of the overall final course mark.

### Essentials of Mathematics 9

*Recommended before taking this course: Mathematics 8*

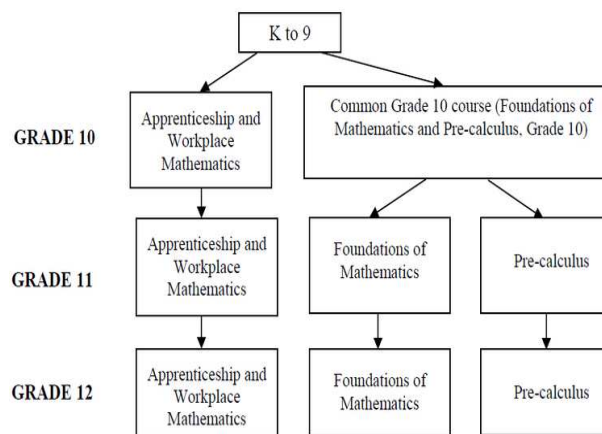
This course covers most of the concepts covered in Mathematics 9, but with more time provided toward the major topics.

The topics include number and number operations, data analysis, geometry, measurement and algebra. This course is a prerequisite course only for Workplace Mathematics 10. Students wanting to take Foundations and Pre-Calculus 10 must complete Mathematics 9.

## GRADES 10 TO 12 MATH COURSES

Math courses from Grades 10 to 12 are divided to fit into pathways designed for different educational and training needs of students. The pathways diagram below is taken from the Western and Northern Canada Protocol curriculum booklet that is used for math courses taught in BC.

(Note: Foundations of Mathematics 11 and 12 will not be offered at PW.)



Students need only a Grade 11 math course to graduate from secondary school. Some

colleges and universities need only certain Grade 11 math courses for admission, and others require specific Grade 12 math courses for admission. Check the admission requirements for college and university programs you want to enter before choosing which Grade 11/12 math course(s) you are going to request.

Use the table below to determine which pathway might be best for you. Note, however, that you will also need to consider what prerequisites are required for post-secondary institutions you might wish to attend. One other thing to consider is that it is possible to take multiple pathways at the same time.

Possible Future Plans	Most Relevant Course Work
<ul style="list-style-type: none"> <li>• Technical College</li> <li>• Trade School</li> <li>• Direct entry to workforce</li> </ul>	<ul style="list-style-type: none"> <li>• Apprenticeship and Workplace Mathematics 10-12</li> </ul>
<ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• Engineering</li> <li>• Medicine</li> <li>• Commerce</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations of Mathematics and Pre-calculus 10, <i>followed by</i> Pre-calculus 11 (and maybe Pre-calculus 12 too, depending of the type of admission)</li> </ul>
<ul style="list-style-type: none"> <li>• Science</li> <li>• Engineering</li> <li>• Medicine</li> <li>• Commerce</li> <li>• Various university programs</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations of Mathematics and Pre-calculus 10, <i>followed by</i> Foundations of Mathematics 11 and 12</li> </ul>

## Workplace Mathematics 10

*Recommended before taking this course: completion of Mathematics 9*

Workplace Mathematics 10 is for Grade 10 students that do not need to complete Pre-calculus courses to get into post-secondary programs. This course along with Workplace Mathematics 11 can be used as a graduation requirement, but typically not as a prerequisite for admission to universities.

Students taking Workplace Mathematics 10 will focus on these Big Ideas that are outlined in the BC Workplace Mathematics 10 course.

- Proportional reasoning is used to make sense of multiplicative relationships.
- 3D objects can be examined mathematically by measuring directly and indirectly length, surface area, and volume.
- Flexibility with number builds meaning, understanding, and confidence.
- Representing and analyzing data allows us to notice and wonder about relationships.

Workplace Mathematics 10 students *might* be given a mid-year assessment as well as a year-end assessment. This course *might* also be offered only every second year, where Workplace Mathematics 10 is offered one year, and Workplace Mathematics 11 is offered the next year.

## Foundations of Mathematics and Pre-calculus 10

***Strongly recommended before taking this course: Mathematics 9 (or equivalent) with a mark of C+ or better (Students with a mark lower than C+ in Mathematics 9 should take a Math 9 remedial course, or consider taking Workplace Mathematics 10 instead.)***

**Foundations of Mathematics and Pre-calculus 10 is the recommended course for Grade 10 students planning on attending university after high-school graduation.** This course is the prerequisite course for the Pre-calculus 11 (offered at PW) and Foundations of Mathematics 11 (not offered at PW). It is expected that PW

students completing this course will take Pre-calculus 11.

Foundations of Mathematics and Pre-calculus 10 focuses on these **Big Ideas** outlined in the new BC Foundations of Mathematics and Pre-calculus 10 curriculum.

- Algebra allows us to generalize relationships through abstract thinking.
- The meanings of, and connections between, each operation extend to powers and polynomials.
- Constant rate of change is an essential attribute of linear relations and has meaning in different representations and contexts.
- Trigonometry involves using proportional reasoning to solve indirect measurement problems.
- Representing and analyzing situations allows us to notice and wonder about relationships.

Foundations of Mathematics and Pre-calculus 10 students *might* be given a mid-year assessment worth approximately 5-10% of their overall final course mark. Since Grade 10 students write the *Graduation Numeracy Assessment* at the end of the year, it is unlikely there will be a year-end exam for this course.

## Workplace Mathematics 11

***Recommended before taking this course: completion of Mathematics 9***

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

Students taking Workplace Mathematics 11 will focus on these **Big Ideas** that are outlined in the BC Workplace Mathematics 11 course.

- Proportional reasoning is used to make sense of multiplicative relationships.

- Mathematics informs financial decision making.
- 3D objects are often represented and described in 2D space.
- Flexibility with number builds meaning, understanding, and confidence.
- Representing and analyzing data allows us to notice and wonder about relationships.

Workplace Mathematics 11 students *might* be given a mid-year assessment as well as a year-end assessment. This course *might* also be offered only every second year, where Workplace Mathematics 10 is offered one year, and Workplace Mathematics 11 is offered the next year.

### Pre-Calculus 11

*Strongly recommended before taking this course: Foundations of Mathematics and Pre-calculus 10 with a course mark of B or better. Students who achieved a lower mark should consider retaking Foundations of Mathematics and Pre-calculus 10, or taking a remedial course.*

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

Pre-calculus 11 is based on the following Big Ideas, which are outlined in the new BC Pre-calculus 11 curriculum.

- Algebra allows us to generalize relationships through abstract thinking.
- The meanings of, and connections between, operations extend to powers, radicals, and polynomials.
- Quadratic relationships are prevalent in the world around us.
- Trigonometry involves using proportional reasoning to solve indirect measurement problems.

Pre-calculus 11 students *will likely* complete a year-end test worth 20% of the overall course mark.

### Pre-Calculus 12

**Strongly recommended before taking this course:** *Pre-calculus 11 with a course mark of B or better. Students who achieved a lower mark should consider retaking Pre-calculus 11, or at least taking a remedial course.*

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

Students taking Pre-calculus 12 will focus on the following **Big Ideas** outlined in the new BC Pre-calculus 12 curriculum.

- Using inverses is the foundation of solving equations and can be extended to relationships between functions.
- Understanding the characteristics of families of functions allows us to model and understand relationships and to build connections between classes of functions.
- Transformations of shapes extend to functions and relations in all of their representations.

Pre-calculus 12 students *will likely* complete a mid-year test worth 15% of the overall course mark. (Students *might* also be allowed and opt to write an optional year-end test also worth 15% of the overall course mark in order to show improved understanding of the course and enhance marks.)

### Calculus 12

**Strongly recommended before taking this course:** *Pre-calculus 12 with a mark of B or better. (Note: Pre-calculus 12 can be taken concurrently this course. It is recommended that students doing this have achieved a Pre-calculus 11 mark of 80% or better.)*

Calculus 12 was designed to give capable students a good introduction to Calculus that is less intense than AP® Calculus 12 (and **does not** lead to advanced university placement). The topics covered in Calculus 12,

include the many of the topics covered in a first-year post-secondary calculus course, making the course a good primer for those who will take post-secondary calculus courses. PW grads have often mentioned that taking Calculus 12 really helped them be successful in their first-year university calculus courses.

**IMPORTANT: Calculus 12 is NOT a substitute for Pre-calculus 12.** A student must take Pre-calculus 12 to get credit for Pre-calculus 12. Students might want to take Pre-calculus 12 before taking Calculus 12, but both courses can be taken concurrently.

Students taking Calculus 12 will focus on the following **Big Ideas** outlined in the new Calculus 12 curriculum.

- The concept of a limit is foundational to calculus.
- Differential calculus develops the concept of instantaneous rate of change.
- Integral calculus develops the concept of determining a product involving a continuously changing quantity over an interval.
- Derivatives and integrals are inversely related.

Calculus 12 students *might* complete a mid-year assessment worth 10% of the overall course, and *will likely* complete a year-end test that is worth 20% of the overall course mark.

### AP Calculus 12

**Strongly recommended before taking this course:** *Pre-calculus 12 with an 80% average, along with the recommendation of the PW Pre-calculus 12 teacher. (In exceptional cases Pre-calculus 12 may be taken concurrently with AP® Calculus AB.)*

Fee: Cost of registration in the AP® Calculus AB (or Calculus BC) Exam is \$200 (subject to increase). Note that this fee is non-refundable.

AP® Calculus AB is a good introductory calculus course for high-achieving math students who have already completed Pre-calculus 12 (or an equivalent course). The

AP® Calculus curriculum corresponds to university-level calculus. Students are assessed by an annual AP® Calculus examination, which is externally created and marked by the College Board, the organization responsible for SAT exams. A sufficiently-high score (4 or 5) on the AP® Calculus AB (or BC) exam could lead to a student being allowed to enroll in an advanced first-year calculus course when they begin university.

Students taking AP® Calculus AB will focus on the following **Big Ideas** outlined in the *AP® Calculus AB and Calculus BC Course and Exam Description*.

- Limits
- Derivatives
- Integrals
- The Fundamental Theorem of Calculus

Students taking AP® Calculus AB are expected to write either the AP® Calculus AB or Calculus BC exam. (Most write the Calculus AB exam.) Students wanting credit for AP® Calculus AB on their transcript must write the one of the AP® Calculus exams. Students who do not write the exam will probably be given credit only for Calculus 12.

### Computer Science 11

**Prerequisite:** none

Computer Science 11 is an introductory computer science/programming course. Students will learn fundamental computer programming concepts, which will include basic data types, control statements, loops, searching arrays and lists, developing algorithms to create programs. These concepts will allow students to create programs that model and solve mathematical problems and do financial analysis.

Students taking Computer Science 11 will focus on the **Big Ideas** outlined in the new BC Computer Science 11 curriculum.

- Decomposition helps us solve difficult problems by managing complexity.
- Algorithms are essential in solving problems computationally.
- Programming is a tool that allows us to implement computational thinking.

- Solving problems is a creative process.

Students will work on developing computer programs throughout the course, and *might* work on a final course programming project before completing Computer Science 11.

## Computer Science 12

**Prerequisite:** *Computer Science 11*

Computer Science 12 is follow-up course to Computer Science 11. Students will learn how to create programs that will include more-complex data structures such as multidimensional arrays, as well as break programs down into smaller modules, create object classes, and use recursive problem solving techniques. These concepts will allow students to create programs that model and solve mathematical problems and do financial analysis.

Students taking Computer Science 12 will focus on the **Big Ideas** outlined in the new BC Computer Science 12 curriculum.

- Decomposition and abstraction help us to solve difficult problems by managing complexity.
- Algorithms are essential in solving problems computationally.
- Programming is a tool that allows us to implement computational thinking.
- Solving problems is a creative process.
- Data representation allows us to understand and solve problems efficiently.

Students will work on developing computer programs throughout the course, and *might* work on a final course programming project before completing Computer Science 12.

## ICT – Information and Communication Technology

### Web Development 10

**Prerequisite:** none

Web Development 10 is a course that focuses on designing and creating Web pages and Web sites. Students learn how to design prototypes of Web pages and Web sites, create Web pages with HTML code, create and add elements like photographs and videos, style Web pages with CSS code, and program Web pages to be dynamic using JavaScript. Students will also learn about issues involving Web sites, including hosting Web sites, and online security and privacy issues.

Students taking Web Development 10 will focus on the **Big Ideas** outlined in the new BC Web Development 10 curriculum.

- User needs and interests drive the design process.
- Social, ethical, and sustainability considerations influence design.
- Complex tasks require different technologies and tools at different stages.
- Multi-stage design projects benefit from collaborative work environments.

Students will work on developing a Web site throughout the course. The Web site will be a course project that students will collaborate with other students to make.

## LEARNING SUPPORT SERVICES

### **Gifted Learning Disabled Program (GOLD)**

*Prerequisite: Students are selected for inclusion in the program by District Screening.*

The GOLD program is a program for students who have been identified as having gifted potential, and who also have a learning disability. Students in the program have at least one GOLD block as part of their regular timetable. The curriculum of the program includes communication skills, decision-making, subject and personal support strategies, self-awareness and self-advocacy. Individual Education Plans are prepared with all students.

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

*Prerequisite: Students are selected for inclusion in the program by District Screening.*

The Learning Support Program is a two-year District program which offers an adapted core curriculum and learning strategies to grade 8 and 9 students with a non-behavioural learning disability on an Individual Education Plan. Each student takes adapted academics for Socials 8/9, English 8/9, Math 8/9, Science 8/9, and Tutorial 8/9. Enrollment in this grade 8 and 9 program is limited to 15 students

### **Skills Development Centre (SDC)**

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

This course is designed to provide students with instruction in a variety of learning strategies which are then applied to their course work in other subjects. Areas of instructional focus will include: study and test taking skills; organization skills; time management skills; thinking skills and self-

advocacy skills. Individualized support is provided to students to assist in the completion of work assigned in other courses.

Students will also learn skills relating to personal goal setting and will be involved with the SDC teacher or SBRT in the development of an Individualized Education Plan that will document their particular learning strengths, needs, and accommodations/adaptations.

This course is most appropriate for students who are interested in having a regular opportunity to receive instruction and support in the development of more effective learning strategies.

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

# MODERN LANGUAGES

## General Information for Students

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

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

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

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

*Students entering Grade 8 from an elementary French Immersion program may be placed in French 9 or 10 (depending on the number of available spaces), or they may wish to take Spanish 9.*

## FRENCH

### **French 8**

*Prerequisite: A foundation of French from Grades 5-7.*

Bienvenue à Prince of Wales! Come and experience the excitement of speaking another language! Students will continue learning to communicate in French using a theme-based approach. They will participate in many activities such as presentations, dialogues and skits, as well as, complete theme-based, individual and group projects about themselves, their favorite recipe and about countries where the French language is spoken. This will enhance their speaking and listening skills, and develop their reading and writing ability. This course is designed for the student who was introduced to French from Grades 5 through 7. There is a \$23.00 deposit for the exercise book.

### **French 9**

*Prerequisite: French 8*

Students will further develop their abilities in French through a variety of new themes which may include adventures in the outdoors, fashion and music. They will learn idiomatic expressions and will be encouraged to speak French every class. There will be an emphasis on language learning strategies and more advanced reading and writing assignments will be given. Students will increase their awareness of French culture readings and films. There is a \$16.00 deposit required for the exercise book.

### **French 10**

*Prerequisite: French 9*

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



creating a souvenir box on childhood and making a film. There is a \$16.00 deposit required for the exercise book.

### **French 11**

*Prerequisite: French 10*

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

### **French 12**

*Prerequisite: French 11*

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

### **Spanish 9**

*Prerequisite: none*

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

### **Spanish 10**

*Prerequisite: Spanish 9*

Students continue to develop their speaking, reading, writing and listening skills in Spanish 10. We will explore a variety of themes related

to travel and vacations, seasons and weather, clothing, shopping and daily routines. The geography, culture, history and daily lives of Hispanic people will be highlighted through films, music, classroom discussions and activities

### **Beginner Spanish 11**

*Prerequisite: None*

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

### **Spanish 11**

*Prerequisite: Spanish 10*

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

### **Spanish 12**

*Prerequisite: Spanish 11*

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

# MUSIC

## Beginning Band

### **Instrumental Music: Beginning Concert Band 8-12**

*Prerequisite: none*

Open to all students in Grade 8 to 12 without previous band experience. Credit will be given according to the grade in which the student is enrolled. Students will learn how to read music and perform on band instruments.

### **Junior Band**

*Prerequisite: Previous training on a band instrument*

Open to grade 8-10 students with a minimum of 1 year experience in elementary or secondary band, or private lessons.

## Intermediate Band

### **Instrumental Music - Intermediate Concert Band 9-12**

*Prerequisite: Previous training on a band instrument of at least two years*

Open to grade 9-10 students with a minimum of two years' experience in elementary or secondary band, or private lessons.

### **Senior Band: 10, 11, 12**

### **Instrumental Music - Senior Concert Band 10, 11 and 12**

*Prerequisite: Three years previous experience.*

Senior Band is a continuation of where the intermediate band program left off. Open to grades 10-12.

### **Jazz Band 10-12 OFF TIMETABLE**

*Prerequisite: Must be proficient on a stage-band instrument and enrolled in a concert band or guitar course. Fees: \$30 supply fee*

A performance-based course in jazz, rock and pop styles. This is an enrichment off timetable course for students already in another Prince of Wales concert band class.

### **Choral Music 8-12**

### **(Choral Music 11: Concert Choir) (Choral Music 12: Concert Choir)**

*Prerequisite: none*

Open to all students in Grades 8 to 12. Students receive credit for the grade they are in regardless of experience. Repertoire will cover a variety of styles.

### **Vocal Jazz 10/11/12**

### **(Choral Music 11: Vocal Jazz) (Instrumental Music 12: Orchestral Strings)**

*Prerequisite: Previous experience in choral singing or private study. Audition and permission of the instructor.*

Jazz Choir is a fun and exciting class for the top vocal students at PW. Repertoire focuses on jazz/pop styles, and students learn sound reinforcement techniques and performance techniques.

### **Junior/Senior Strings (Instrumental Music)**

*Prerequisite: must have minimum 1-2 years of previous experience in elementary, secondary, and/or private lessons.*

String and orchestral repertoire for string players with prior experience whether through Instrumental ensembles or private lessons.

### **Contemporary Music 10-12 (Chamber Music Class)**

Chamber Music Class – A new course offering students the chance to work in small group ensembles to further enhance their musical skills. Chamber Music can be arranged as either Brass or Woodwind quintets, Percussion ensembles, String quartets, soloist with a pianist, sectional practice and so many other opportunities. Students are required to already be in a Band class and in grades 10 - 12 or receive special permission from Mr. Ledingham.

# PHYSICAL AND HEALTH EDUCATION

## Grades 8 - 10

### A. Course Objectives to Develop:

Through a variety of activities, students should:

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

### B. Evaluation:

*Attendance and positive attitude towards learning are overriding conditions. Students must participate in the course in order to obtain credit. Students who have been ill or injured and are unable to participate need to contact the teacher to implement a recovery plan in cooperation with the medical/therapy providers. Students will be continuously evaluated throughout the course and assessed after individual units. Teaching units are typically 3-4 weeks in duration.*

### Evaluation Procedure:

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

1. Subjective evaluation of the components of physical literacy
2. Subjective evaluation of personal and social responsibility, attitudes, appreciation, social skills, and effort
3. Subjective evaluation of healthy and active living, social and community health and mental health
4. Objective and subjective evaluation of physical fitness, including flexibility, power, muscular endurance, and cardiovascular endurance.
5. Objective evaluation of understanding and knowledge- quizzes and demonstrative knowledge

## Physical & Health Education 8

*Prerequisite: none*

### Activities are selected from:

1. Team Games: rugby, soccer, basketball, speedball, volleyball, softball, field hockey.
2. Individual Activities: wrestling, track and field, gymnastics, pickle ball, swimming and dance.
3. Minor Games: low skill, fun!!
4. Fitness: circuits, weight training, stretching, runs, interval training
5. Health Units will include:

### Healthy and Active Living

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

### Social and Community Health

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

### Mental Well-Being

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

## Physical and Health Education 9

*Prerequisite: None*

### Activities are selected from:

1. Team Games: rugby, soccer, flag football, lacrosse, softball, field hockey, volleyball, speedball.
2. Individual Activities: wrestling, artistic gymnastics, tennis, track and field, dance, badminton, rhythmic gymnastics.
3. Minor Games:
4. Fitness: physical fitness universal gym, stretching, runs.
5. Health Units will include:

### Healthy and Active Living

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

### Social and Community Health

- Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations, discrimination, stereotyping and bullying
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### Mental Well-Being

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

## Physical & Health Education 10

*Prerequisite: None*

### Activities are selected from:

1. Team Games: flag football, soccer, lacrosse, softball, volleyball, field hockey, and basketball.
2. Individual Activities: wrestling, gymnastics, tennis, badminton, track and field, aquatics and dance.
3. Introduction to First Aid (CPR/Artificial Respiration).
4. Fitness: Physical fitness-weight training.
5. Alternate Environment Activities: bowling, skating, golf.
6. Active Living: Introductory concepts:
  - a. Respiration of physical fitness to overall health.
  - b. Anatomy: Major joints and movement principles. Role of skeletal and muscular systems in posture.
  - c. Effects of exercise and training principles: Muscular strength, application of training, principles of the development of muscular strength. Muscular strength programs.
  - d. Nutrition: Evaluating body fatness, calculation of energy requirements, weight control through diet and exercise. Fact and fallacy about weight control.
  - e. Life management skills and wellness: Physiological responses to stress. Role of exercise as a coping mechanism for stress.

## Grades 11 - 12

### Physical & Health Education 11 (Active Living 11)

*Prerequisite: None*

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

participate in the enrichment portion of the course will be given alternative assignments.

PHE11 is a fun filled school-based and community-based course that allows participants to explore new leisure sports activities not previously taught in PHE10. Most activities will be selected after consultation between students and instructor. Students selecting this full year course will meet their Graduation Portfolio requirement of 80 hours of moderate to intense physical activity in grades 11 and/or 12.

<b>Games</b>	<b>Outdoor Education</b>	<b>Individual &amp; Dual Activities</b>
Lacrosse	Windsurfing	Fencing
Ice Hockey	Orienteering	Spikeball
Minor Games	Skating	Yoga
Soccer	Sailing	Self Defense
Table Tennis	Kayaking	Aerobics
Archery	Snowshoeing	Tai Chi
Football	Rock Climbing	Wrestling
Handball	Swimming	Dance: Ballroom, Swing/Jive
Bocce		Golf
Field Games		
Racquetball		
Bowling		
Disc sports		
Badminton		
Curling		
Beach Volleyball		

selected by students and will be either on or off campus. This course offers an opportunity

**EVALUATION-Dependent upon activities in term**

**Physical & Health Education 12 (Active Living 12)**

*Prerequisite: None*

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

This fun-filled, action packed activity course is an extension and continuation of PHE11. The majority of alternative activities will be

to be introduced to a variety of activities not taught in PHE8, PHE9, or PHE10.

**Recreational Hockey 8-12**

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

emphasis of this course is ice hockey, this course will also address regular physical education elements throughout the year.

Classes will be held at Vancouver Park Board or UBC arenas. Ice times will vary by time of year depending on block rotations. Students will be largely responsible for their own transportation to ice sessions. Parental driving is needed.

A user fee ranging from \$150-200 will be charged to cover the cost of ice time and will vary depending upon the number of students registered in each course. Throughout the course of the year, the class will in be on the ice for approximately half of the classes, while other sessions will be taught at school.

### **Senior Ice Hockey - Full year course**

This full year course is open to all senior male and female students with previous hockey experience (house or rep). Term 1 will be conducted at either the Kitsilano, Kerrisdale Hillcrest, Sunset or UBC arenas on timetable from approximately 8:30 am – 3:00pm and will cover the development through progression of technical skills, individual tactics, and team play/systems.

Term 2 topics will include dry-land training specific for the hockey player, nutrition, leadership, (i.e. refereeing and coaching) and field study/lectures pertaining to the business and culture of hockey and its place in Canadian society.

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

A user fee ranging from \$1,000 to \$1,500 will be charged to cover the cost of ice time and will vary depending upon the number of students registered in each course. There will be approximately 50 on-ice sessions in the course.

### **Fitness for Life: Weight Training (Fitness & Conditioning 11/12)**

*Prerequisites:* None

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

### **Coaching Team Sports 11**

*Prerequisite: none, although an interest and experience in physical education and competitive sport is highly recommended*

*\*Coaching Team Sports 11 is typically offered every 2<sup>nd</sup> year (every odd starting year), so plan accordingly.*

This course has been designed to help students learn the basic skills in order to become a successful coach. Upon completion of this course, students will have received training that will help them to obtain positions as camp leaders, sport instructors, or club coaches.

This course combines both practical and theoretical components. It is possible for students to obtain physical activity hours for graduation in this course. Students will learn about extensive team and individual skills that will help them as a coach and an athlete. This course will involve training in sport psychology, nutrition, sport specific weight training and scouting. There is a mandatory technical component involving service hours

with school and/or community sports teams outside school hours. Students will take part in National Coaching Certificate Program (NCCP) seminars and be eligible to receive a NCCP Fundamental Movement Skills (FMS) certificate. Other possible certificates include Sports First Aid & Taping, and Hi5 Recreational Leadership.

### **Yoga For Life 11/12**

*none*

This course has been developed to introduce high school students to the principles of yoga. Yoga 11/12 is a non-denominational, vigorous physical course which promotes lifelong fitness and health. Students will experience various styles of yoga in a safe, supportive, non-competitive learning environment. Physical benefits of yoga include improved muscle tone, strength, flexibility, balance, reduced tension, and improved energy levels. Mental benefits of yoga include stress management, improved concentration, self-awareness and self-discipline. Proper body alignment and breathing will be key topics of the course. Lessons will also be given on proper nutrition, body physiology, and goal setting.

### **Leadership 10**

This course will deal with the theoretical and practical applications of leadership and human relations. Class time will be spent understanding the basic concepts of proactive leadership and how to effectively use and apply the concepts in life and within the school environment. The students will develop peer helping skills, learn how to run meetings, practice efficient public speaking, as well as be involved in the planning, promotion and running of school events. Students will also be expected to focus on school and community relations by planning projects that build connections and community. Topics to be covered include self-understanding, communication skills, event and activity organization, positive peer helping and more. This course has **NO APPLICATION** process.

### **Leadership 11 (LD)**

*Prerequisite: None (open to students in grades 11 and 12)*

This course has an application process. Print, complete, and submit this application form: Leadership 11/12 Application Form

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

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

### **Leadership 12**

*Prerequisite: Leadership 11 is recommended*

This course has an application process. Print, complete, and submit this application form: **Leadership 11/12 Application Form**

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

Students will recognize their personal leadership styles, explore leadership issues unique to youth and articulate a personal philosophy of leadership. They will also demonstrate effective communication skills, understand and practice team building strategies and motivate others to contribute to the success of their projects.

This course is designed to help students learn leadership skills in an experiential way.



# SCIENCE

## Science 8

*Prerequisite: none*

This course is an introduction to Science. Throughout the course, students will also develop Science skills and processes that will allow them to solve problems, think critically, make decisions, find answers, and satisfy their curiosity. Students will do this by participating in a variety of individual and group assignments designed to meet the core competencies. Success in this course will require students to review course material on a regular basis and to keep an orderly and up-to-date notebook. Proper laboratory skills and safety measures will be stressed.

The curriculum is based on the following big ideas:

- Processes of Science
- Cells are the basic units of life
- Immune System
- The Kinetic Molecular theory and the theory of the atom explain the behavior of matter
- Energy can be transferred as both a particle and a wave
- The theory of plate tectonics explains Earth's geological processes

## Science 9

*Prerequisite: Science 8*

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

The Prescribed Learning Outcomes are:

- Processes of Science
- Reproduction
- Atoms, Elements and Compounds
- Characteristics of Electricity
- Matter cycles and energy

## Science 10

*Prerequisite: Science 9*

This course is an introduction to various disciplines in science which includes: Science Process Skills, Ecosystem Sustainability, Chemical Reactions, Radioactivity, Motion,

Energy Transfer in Natural Systems and Plate Tectonics. Throughout the course, students will also develop Science skills and processes that allow them to solve problems, think critically, make decisions, find answers, and satisfy their curiosity. Success in this course will require students to review course material on a regular basis and to keep an orderly and up-to-date notebook. Proper laboratory skills and safety measures will be stressed. All students will write the science 10 government exam.

The curriculum is based on the four big ideas:

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

The Prescribed Learning Outcomes are:

- Process of Science (safety, scientific principles, interpret info...)
- Life Science: sustainability of ecosystems
- Physical Science: Chemicals and Reactions, Radioactivity, Motion
- Earth and Space Science: Energy Transfer in Natural Systems, Plate Tectonics

## Biology 11/Life Science 11

*Prerequisite: Science 10*

*Recommended: English 10*

Biology 11 is a survey course designed to familiarize the learner with several major themes/areas of biology. The course paves the way for enhancing skills needed in sciences including interpreting diagrams and data that will continue a strong foundation

into Biology 12. Field trips are carried out and have commonly involved: VanAqua, UBC - Michael Smith Building AMBL, & Beatty Biodiversity Museum. Laboratory dissections, microscopy work and a mentorship project along with assignments give a hands-on approach to student learning. Curriculum Big Ideas include:

- 3 Domains/6 Kingdom Approach
- Cytology
- Taxonomy (classifying organisms)
- Evolution
- Ecology
- Microbiology (viruses and Bacteria)

### **Chemistry 11**

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

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

Through participation in co-operative labs, independent research, and other classroom experiences, students will acquire knowledge, skills, and attitudes (e.g., safe handling of materials, careful observation and measurement, effective problem solving, precise communication, careers in science and technology) that enable them to pursue further study and experience success in the workplace as informed decision makers and full participants.

The learning outcomes for Chemistry 11 are grouped under five curriculum organizers:

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

### **Physics 11**

*Prerequisite: Science 10 and Foundations of Math 10*

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

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

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

### **Biology 12/Anatomy & Physiology 12**

*Prerequisite: Science 10 Recommended: Chemistry 11, Biology 11*

Biology 12 is a comprehensive course that allows students to further develop their interest in and understanding of science through skills developed during laboratory work, experimental design and by looking at themselves and seeing how their physiology are integrated to maintain homeostasis. Lab dissections and hands-on activities accompany student learning in the course. The Big Ideas in the curriculum for Biology 12 are grouped into several categories which include the following learning standards:

- Process of Biology (safety, experimental design, data interpretation)
- Biochemistry: The chemistry of Biological Molecules in Living Organisms (Sc. 10 chemistry level)

- Cell Biology (Cell structure, processes, enzymes, compounds, biological molecules )
- DNA Replication (Protein synthesis, Gene regulation, Mutations, Cancer)
- Human Biology (includes: Digestion, Circulation, Respiration, Nervous System, Urinary System, Reproductive System)
- Indigenous Peoples holistic approach to health
- Nutrition and life style
- Medical conditions/disease

### Chemistry 12

*Prerequisites: Chemistry 11 and Pre-Calculus 11*

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

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

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

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

### Physics 12

*Prerequisites: Physics 11 and Pre-Calculus 11*

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

The Physics 12 curriculum is organized around four big ideas:

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

### Earth Science 11

*Prerequisite: Science 10*

Earth Science 11 which is a post-secondary approved course is a course for those students looking for another option besides from the traditional three sciences. The course also provides preview and preparation for those considering Geography 12.

The curriculum is based on the following big ideas:

- The origin and interactions of Earth and its solar system
- The consequences of tectonic plate interactions.
- Earth materials are changed as they cycle through the geosphere.
- The transfer of energy through the atmosphere.
- Oceans influence weather and climate.

# SOCIAL STUDIES

## Social Studies 8

Prerequisites: none

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

Using the new curriculum for Social Studies 8 we will examine the following:

### BIG IDEAS

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

## Social Studies 9

Prerequisite: Social Studies 8

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

### BIG IDEAS

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

## Socials Studies 10

Prerequisite: Social Studies 9

This course introduces students to concepts, ideas, themes, and skills used in the senior Social Sciences and Humanities. The course has three units: 20th Century Canadian History, Human Geography, and the Canadian Government.

### History Themes

- Canada's role in the world post-WW1 to the present day.
- Canada's shift from colony to nation and its growth thereafter.
- Evolving and changing role of women and different cultural and ethnic groups.
- Development of a national identity.

### Geography Themes

- World Population-population distribution, and the impact on global resources.
- Polarization of wealth through Standard of Living Indicators.
- Environmental Issues.

### Government Themes

- Role of political ideologies, political parties, and forms of government.
- The structure, functions, and responsibilities of federal, provincial, and municipal governments is reviewed including electoral process and the Canadian Charter of Rights and Freedoms.

## Psychology 11

Prerequisite: none

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

## Philosophy 12: Introduction to Philosophy

Prerequisite: Social Studies 10

Have you ever looked up at the stars and wondered if we were the only ones here? Or, what if we were all merely brains in vats producing electro-chemical stimuli to produce our environments? If someone performs an action we deem morally bad but cloak it in a cultural custom, is it still bad? How do we, as individuals, decide between right and wrong? Are the rich supposed to help the poor? Did we really descend from apes? Is technology really such a good thing? What happens when we die? And, why do we keep all those beautiful things around, anyway? These are some of philosophy's big ideas which civilizations all over the world have grappled with since time immemorial; are you up for the challenge of debating whether or not time travel is possible, or whether or not a terminally ill person should have the right to choose life or death? How will you handle your own "speaker's corner", when you get to engage a class with your own philosophical

questions? Can any truth truly be derived merely by asking questions? Don't you want to join a class of new millennia thinkers? Philosophy 12 is open to grade 11 and 12 students who are interested in learning the skills of posing and answering philosophical discussion points. Students must have a strong grasp of the English language and be able to sustain dialogue in the spirit of uncovering truth.

## Human Geography

Prerequisite: SS10

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

## Asian Studies 12

Prerequisite: Social Studies 10

Interested in history, business, travel, cinema, food, current events, journalism, or multiculturalism? If so, you're encouraged to take this course, which will explore the diverse geography, history, culture and societies of Asian from 1840 to present. Students will engage with documents, film, and current events to develop a deeper understanding of the region. Some of the themes we will come across include imperialism, nationalism, and

independence movements. Asian influences can be felt all over the world, especially here in Vancouver, as countries like China, India, and Japan continue their rise in the economic, military, political and cultural arenas.

### **Economic Theory 12**

*Prerequisite: SS10*

Who are John Maynard Keynes, Thomas Malthus, and John Stuart Mill? In Economic Theory 12, the overall goal of this course is to compare and contrast different economic theories from economists, and the historical background behind the development of these theories. Students will be exposed to mercantilism, contemporary economic thought, neoclassical economics, Marxist economics, and Keynesian theories of money. There is also an emphasis on understanding the historical economic systems of the BC and Canadian First Peoples, including urban and regional development, significance of property rights, and economic development.

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

### **Law Studies 12**

*Prerequisite: SS10*

Law 12 delves into some of the biggest issues facing Canadian society today. Through projects, presentations, debates and discussions, students will have the opportunity to engage one another on where our criminal justice system once was, where it is now, and where it may be headed in the future. Field trips, including the Downtown Vancouver Law Courts, as well as countless guest presenters and film studies, will serve to enrich the course's big ideas.

### **Explorations in SS 11: Social Justice/Genocide Studies/ Comparative World Religions/Political Studies**

*Prerequisite: SS10*

This new course is a survey of four different courses. Social Justice will have students explore their own privilege and power while exploring issues such as race, poverty, LGBTQ rights, environmental justice, the status of women and other marginalized and vulnerable groups. Genocide Studies will delve into the origins, development and conditions of the term "genocide" as well as mass violence and atrocities in different global regions. Comparative World Religions will look at how religion can powerfully shape political, social, legal and environmental values. Political Studies will help students to understand that *how* political decisions are made is critical to being an informed and engaged citizen. We will explore how countries with a wide range of values and priorities develop international political agreements between each other. Field studies and guest speakers will serve to enrich the course.

### **History 12 (20th @ World History 12)**

*Prerequisite: SS10*

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

# TECHNICAL STUDIES

## **Applied Design Skills & Technology 8 (ADST 8) -Technical Studies component**

*Prerequisite: none*

This is an introductory course. Various disciplines such as Woodworking, Metalworking, and Drafting are taken during the school year. The content of the course covers both theory and practical applications. Students are encouraged to use their own initiative to solve problems of design and construction. Projects are designed so that upon completion of the course, each student will have some nice projects and a good self-image. We feel that at the Grade 8 level, this is perhaps even more important than the skills learned in this area.

## **Technology Education 9 – General**

*Prerequisite: none*

A course designed to integrate science with technology. Students will become familiar with materials, manufacturing processes, and the machines and equipment used to fabricate practical working models. These models demonstrated scientific theories and principles. The course can include many projects not listed here, but usually includes some of the following:

- A toss glider
- A bridge
- A racing car (compressed air)
- A fully autonomous robot
- A rocket (compressed air)
- A mousetrap cruiser

## **Woodwork 9**

*Prerequisite: none*

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

## **Woodwork 10**

*Prerequisite: none*

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

## **Technology Education 10 - General**

*Prerequisite: none*

A course designed to integrate science with technology. Students will become familiar with materials, manufacturing processes, and the machines and equipment used to fabricate practical working models. These models demonstrated scientific theories and principles. The course can include many projects not listed here, but usually includes some of the following:

- A toss glider
- A bridge
- A racing car (compressed air)
- A mousetrap cruiser
- A rocket (compressed air)
- A fully autonomous robot

## **Metalwork 9/10**

*Prerequisite: None*

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

### **Woodwork 11**

*Prerequisite: Woodwork 10 preferred*

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

### **Metalwork 11**

*Prerequisite: None. Metal Art 9/10 preferred.*

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

### **Woodwork 12**

*Prerequisite: CJ11*

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

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

*Prerequisite: None*

An introduction to computer assisted drawing (CAD). The course will focus on hand drafting, learning AutoCad, Sketchup and how to successfully use the commands and features of each program. Students will learn how to design a house by creating a floor plan, elevation plan and a 3-D design of their house. Students will learn the basics of 3-D printing and eventually design their own projects to be printed.

### **Drafting 11**

*Prerequisite: Drafting 9/10 preferred*

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

### **Drafting 12**

*Prerequisite: Drafting 11 preferred*

CAD 3. An advanced course using AutoCad and Sketchup. The focus will be on architecture and building design including drafting standards and building codes. Students will use their drafting and design skills to create a complete set of building plans. Students will go further into learning about 3-D printing and creating their own designs and projects to be printed.

### **Art Metal and Jewellery 12**

*Prerequisite: none*

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

### **Metalwork 12**

*Prerequisite: None. Metal Arts 9/10 Preferred.*

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



## OTHER COURSES

### Health & Career Education 8 and 9

For students in grades 8 and 9. In conjunction with Counseling, the Applied Skills Department and the Fine Arts Department, these courses focus in 2 major areas: personal development and career development. The HCE program's goal is to meet the developmental needs of the students and assist students in coping with the many demands and decisions of their adolescent years. Several major topics are dealt with in these first two years of high school:

- The Planning Process
- Career Development
- Collecting Information
- Career Awareness
- Making Plans and Decisions
- Career Exploration
- Implementing and Monitoring
- Career Preparation
- Personal Development
- Healthy Living
- Mental Well-Being
- Family Life
- Child Abuse
- Substance Abuse
- Safety and Injury Prevention
- Healthy Relationships
- Personal Goals
- Work Safety
- Relationship Building
- Sexual Health
- Emotional Intelligence

No mark is given for this requirement. Students will receive a comment on their report card, indicating the fulfillment of this requirement.

### Daily Physical Activity

Schools have the flexibility to provide 30 minutes of daily physical activity for students in Grades 8 or 9, or provide students in these

grades with options to engage in a minimum of 150 minutes of physical activity per week.

Students in Grades 10 to 12 students will engage in 150 minutes of physical activity per week as part of their Graduation Transition program.

For more information on this Ministry requirement, please see <http://www.bced.gov.bc.ca/dpa/>.

No mark is given for this requirement. Students will receive a comment on their report card, indicating the fulfillment of this requirement.

### Career Life Education 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

### **Home Economics Community Service 12**

This course provides students interested in Home Economics an opportunity to explore the many facets of the subject area. This course is especially appropriate for students considering a career in education or teaching, the fashion industry, or the food service industry. Students will assist the Home Economics teachers with lab preparation and other activities. Students will be able to use their creativity and learn time management and communication skills as well as how to work in a co-operative environment.

Students wishing to participate in the program should consult the Home Economics teachers before registering for this class and then see their counsellor.

Students must perform a minimum of 120 hours of service work for course credit. Term grades will be based on teacher evaluation and student self-evaluation.

### **Career-Life Connections and Capstone – to replace Grad Transitions.**

This is a required course for graduation (4 credits)

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

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

- Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting and deciding.

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

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

Students must choose one of two options for completing CLC and Capstone:

1. On Timetable – this will be offered as a regular class in the student's schedule, or
2. Off Timetable – the student will work with a teacher mentor through a series of scheduled meeting times and assemblies.

### **Community Service**

This course has been developed to allow the individual strengths of students to be paired with school and/or community needs through service activities. Because the role of the Community Service student will vary according to the wide range of needs in secondary schools, elementary schools or outside agencies, a definitive role description cannot be provided. Each student and teacher will develop the student's service role and the assessment based on the course objectives

and individual needs of both student and teacher. It is important that the guiding principal when developing the student's role is that it must benefit the student.

The nature of this course is that it will be developed between the teacher and the student to meet the individual needs of both.

The following roles and examples are the organizers under which each Community Service student's role will be defined:

*Note: These lists are not meant to be prescriptive.*

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

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

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

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

### **Library Service 11 & 12 (Self directed studies)**

This course provides students with a work-like experience in a school library setting and they should consult with the Teacher-librarian prior to signing up. While providing service to the students and staff, students acquire skills and attitudes that are transferable to other work and community settings. Students acquire library specific clerical and technical skills. Students develop interpersonal skills working with peers and staff and under a supervisor. Students develop the ability to be self-directed, to work independently, and to recognize when it is appropriate to ask for assistance or direction. Students are assessed through self and teacher evaluation using the criteria set out in the course expectations. Students may elect to continue in their second year in Library Service 12 (as self-directed studies).

### **Peer Counselling 11/12**

*Grade 12 students*

*Application form is required.*

*Prerequisites: students who have strong personal and interpersonal skills; who are good role models and are able to catch up on school work missed due to training schedule and helping with Grade 8 camp and other school activities.*

Students will get training in basic counselling skills. They are expected to work with groups of Grade 8's as well as individual Grade 8 & 9 students needing extra support and friendship. Tasks will include listening and assisting with decision making, tutoring, helping with conflict resolution and providing problem solving assistance. The Peer Counsellors work closely with the Grade 8 counsellors.

## **Peer Tutoring 11/12**

*Prerequisite: None*

**Peer Tutoring 12** is a practical hands-on course where grades 11 and 12 students develop knowledge and skills related to peer tutoring. Students receive instruction through a year-long placement in a peer tutoring situation.

Areas of focus of this course include:

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

### **Rationale:**

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

# OTHER PRINCE OF WALES PROGRAMS

## Prince of Wales Mini School

### Overview

Prince of Wales Mini School is a district enrichment program offered by the Vancouver School Board. The school was established in 1973 in order to meet the academic and social needs of highly motivated students. Prince of Wales Mini School consists of 150 students from Grade 8 to 12 (28-30 students in each grade).

### School

Our school occupies a self-contained building on the grounds adjacent to Prince of Wales Secondary School. The building includes four classrooms, a science lab, two computer labs, an office, a student lounge and a small gymnasium. All students at Prince of Wales Mini School are considered part of Prince of Wales Secondary School (100m from PW Mini School). They have full access to teams, clubs, and facilities in the Main School.

### Purpose

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

### Program

Our school program is based on the cohort model, in which 28-30 students in each grade pursue many of their courses as a group. This model allows staff to prepare an effective cohesive and coherent program that matches the needs of students, and provides support for students as they work collaboratively with their peers. The greatest strength of this model is that it builds a very strong sense of community within the cohort group and throughout the school as a whole. Through building strong peer and student-teacher relationships, we aim to create an environment in which students are able to thrive socially, emotionally and academically. Students in Grades 8-10 take core courses with their cohort group. This includes Humanities (English and Socials), Math, and Science. Students in Grade 11 take 3 cohort classes (English, Social Justice, and Math), and Students in Grade 12 take 2 cohort classes (English and Leadership). Math courses in the mini school are accelerated such that students complete Math 8-10 in Grades 8 and 9. Pre-Calculus 11 is taken in Grade 10 and Pre-Calculus 12 is taken in Grade 11. Please refer to the table below for a summary.

	#1	#2	#3	#4	#5	#6	#7	#8
Grade 8	Mini Humanities 8	(English & Social Studies)	Mini Math	Mini Science 8	PE 8	French 8	Applied Skills 8	Fine Arts 8
Grade 9	Mini Humanities 9	(English & Social Studies)	Mini Math	Mini Science 9	PE 9	French 9	Applied Skills 9	Fine Arts 9
Grade 10	Mini Humanities 10	(English & Social Studies)	Mini Pre-Calc 11	Mini Science 10	TBA	Language	Planning 10	AS or FA 10
Grade 11	Mini English 11	Mini Social Justice	Mini Pre-Calc 12	Science 11 (Biol, Phys, or Chem)	Elective	Language	Elective	Elective
Grade 12	Mini English 12	Mini Leadership 12	Math elective	Science 12 (Biol, Phys, or Chem)	Elective	Elective	Elective	Elective

## Enrichment

Our enrichment program emphasizes three intertwined themes:

- 1) Developing Strength of Character
- 2) Building and Sustaining Community
- 3) Creating a Better World

Course work at Prince of Wales Mini School aims to provide room for students to explore some topics in depth, while also being exposed to a breadth of experiences. Teachers at Prince of Wales Mini School use a constructivist approach, where the student is an active participant in the learning process. Constructivism is a theory about how we come to know what we know. The meaning of "knowing" is an active, adaptive, and evolutionary process. At Prince of Wales Mini School, this process is supported by a wide variety of enrichment activities and events.

In some subjects, such as English, social studies and science, the courses include additional projects or workshops. Students do a major science fair project in Grades 8 and 9 and they do a six week science mentorship in Grade 10. In Humanities, students do a month long video production workshop with Pacific Cinematheque in Grades 8 (drama) and 10 (documentary), as well as a month long Bard on the Beach Shakespeare workshop in Grade 9.

Enrichment occurs in the classroom, as well as through field trips in the community and beyond. Examples from various subjects are as follows:

- **English:** theatre performances, Writers Festival, guest speakers, workshops and residencies
- **Social Studies:** student-led discussions and presentations, guest speakers, art gallery visits and symposiums, law courts tour, film screenings, museum visits, trip to the Legislature in Victoria, Leadership Action Projects, Student Driven Inquiry Projects, Mentorship Programs;
- **Math:** Math Contests, Math Challenge Projects;
- **Science:** Science Fair, Mentorship Program, study of current scientific discovery and advancement.

**Extended Field Studies:** Each year, all PW Mini School students travel to Strathcona Park Outdoor Education Centre on Vancouver Island for a 5-day Wilderness Adventure Program. They also go to Whistler for a 3-day skiing and experience. In either grade 9 or 10, students will go on a 4-day trip to the Bamfield Marine Sciences Centre on Vancouver Island. These trips all help to build community, strength of character, leadership and experiential knowledge.

## Funding

The Vancouver School Board provides funds for teaching staff and instructional facilities. PW Mini School generates funds for optional enrichment materials, activities and trips through a combination of enrichment fees and fundraising projects.

Enrichment and trip fees total approximately \$1100 per student per year. No student will be denied an opportunity to participate in an activity or trip because of an inability to pay fees. A bursary fund has been established at PW Mini School from a percentage of fundraising activities. Families may apply for a bursary (in confidence) by contacting the Head Teacher.

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

## Who Should Apply to PW Mini School?

Students who are:

- living within the boundaries of the Vancouver School District;
- interested in what the school has to offer (not just a parent telling the student to apply);
- needing greater academic challenges at school;
- interested in opportunities to go deeper and wider into the curriculum (going beyond the regular secondary school curriculum);
- interested in developing their leadership skills, and volunteering in their local community;
- willing to play a positive, contributing role in a smaller school community;
- interested in building relationships with others by participating in school camping trips and social events;
- capable of some self-directed learning (without teacher or parent supervision);
- interested in developing as well-rounded individuals (finding a balance of academic, athletic, artistic and social pursuits).

## Application Procedures and Timeline

Please consult our website for up-to-date information. [www.pwminischool.com](http://www.pwminischool.com)

Applications for admission into our Grade 9 – 11 classes will be available in April of each year. If a space comes available (this happens occasionally) we will contact suitable applicants in a specific grade. These applications will be interviewed and a new student will be selected. There is no test to be written, but up-to-date report cards are required. We do not accept new applications for our Grade 12 class.

### Contact Information

Phone: 604-713-8974

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

# TREK OUTDOOR EDUCATION PROGRAM

## An Enriched Integrated Education program for Grade 10 Students

### Program Goals

The TREK program goals meet the curricular and core competencies outlined in the revised BC curriculum. We are a fully integrated, place based program that has the flexibility to create an enriched learning environment.

In addition to meeting all of the curricular requirements of Grade Ten, Trek:

- Introduces each student to a variety of outdoor activities;
- Provide instruction in the safe and proper means of participating in these activities;
- Help students develop a greater understanding of the natural world;
- Provides positive personal growth experiences that help students develop character.

### Program Objectives

#### Adventure and Challenge

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

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

#### Place Based Education

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

Emphasizing hands-on, real-world learning experiences, this approach to education [place-based learning] increases academic achievement, helps students develop stronger ties to their community, enhances students' appreciation for the natural world, and creates a heightened commitment to serving as active contributing citizens. (David Sobel)

#### Core Competencies

The underlying purpose of the TREK program is to provide experiences that help students learn about themselves. We create a physical and social environment that supports the development of the Core Competencies. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in life-long, in depth learning.

#### Building Relationships

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



## **Program Structure**

Each year 112 students are admitted into the TREK program.

During the TREK year, students will be involved in eight integrated "blocks". Each "block" lasts three to five weeks, and students will work with different classmates throughout the year. The "blocks" include a combination of field studies, overnight trips, inquiry projects and classroom-based academics.

At the end of the year all successful TREK students will receive credit for the following courses:

- English Language Arts 10
  - Social Studies 10
  - Career and Life Education 10
  - Physical and Health Education 10
  - Outdoor Education 10
  - Science 10
  - Foundations & Pre-Calculus (Math) 10
  - Blended Language Support (allows for flexibility in language requirements) or FRAL 10
- There are course credit options integrated into the TREK program for students who have already completed a course.

## **Teaching Staff**

The staff team at TREK is an important factor in helping students obtain the potential benefits of this program. TREK Staff have teaching backgrounds in English, Science, Social Studies, Math, PE and Outdoor Education. A team teaching approach is utilized for TREK subjects. Each member of our co-ed teaching team is certified by the Teacher Regulation Branch of BC. TREK teaching staff have safely taught and guided thousands of students in locations throughout British Columbia. In addition to specific areas of training and expertise (such as ocean kayaking, rock climbing, and back-country skiing), TREK staff members are trained in wilderness first aid and incident response procedures.

## **Funding**

The Vancouver School Board provides funds for teaching staff and instructional facilities. The TREK Program must generate funds through a \$900 TREK Student Fee (bursaries are available upon request) and fundraising projects, to pay for equipment and field trip expenses. For successful fundraising to occur, both student and parent involvement is required.

## **Application Procedures**

Applicants must pass all Grade 8 and 9 core subjects with a minimum C+ average. Potential applicants, and their parents, are encouraged to attend one of two information meetings or visit [www.trekoutdoorprogram.ca](http://www.trekoutdoorprogram.ca).

For further information contact:

**TREK Program**  
**Prince of Wales Secondary School**  
**2250 Eddington Drive**  
**Vancouver, BC**  
**V6L 2E7**  
**Phone: 604-713-8974 (ext. TREK office)**

HYPERLINK "NULL"[www.trekoutdoorprogram.ca](http://www.trekoutdoorprogram.ca)

## DISTRICT PROGRAMS

### Vancouver School Board Adult Education

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

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

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

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

- Self-paced courses (blended paper-based instruction with face-to-face assistance) from Foundations to Grade 10-12 courses – Gathering Place and South Hill Education Centre
- Structured courses at the Foundations and Grade 10/11/12 levels – South Hill Education Centre

Students at our AE centres reflect the diversity of language and cultural backgrounds in Vancouver and range in age from 16 to seniors. Each of the centres responds to the specific needs of its community and program offerings reflect student course requests and enrollment patterns. Please note that students attending adult centres must be 16 years old (on July 1 of the current school year) and follow MOE course concurrency rules to be eligible for Ministry funding.

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



The Vancouver Learning Network is designed to provide opportunities for students to complete secondary school courses in a flexible manner. The program provides a comprehensive selection of quality secondary courses that are delivered largely through asynchronous and self-paced approaches. These courses may replace those in the student's local school, be in addition to their school program, or be a program of full-time studies at VLN.

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

VLN offers a full program of courses from Grade 8-12. Courses of particular interest to students may be those which the home school cannot offer or timetable:

- Japanese
- Korean
- Social Justice
- Writing
- Literature
- Civics
- Entrepreneurship
- Science Fair
- BC First Nations

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

### **Frequently Asked Questions**

1. When can I register?

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

2. Do VLN courses count for graduation and university entrance?

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

3. What does it cost?

Courses are tuition-free for all students (except International). Occasionally, students will be required to pay book deposits. These deposits are refundable.

4. How long do I have to finish a course?

Students start and finish at all times of the year. The timeline for completion is determined by student needs. For example, if a student intends to graduate in June, he/she must be finished all coursework and exams in June.

For more information and a complete course list, please visit the VLN website at <http://vln.vsb.bc.ca>